

“*Directeur Général des Eaux et Forêts*,” and in the same year was authorized the foundation of a National School of Forestry (*École Nationale des Eaux et Forêts*) at Nancy (Lorraine).

43. The evolution of French forestry and, concurrently, forestry education has thus developed on an essentially national basis, in sharp contrast to that of Germany, which has evolved on a regional basis during the eighteenth century in the various semi-independent German States, resulting in the establishment by eminent foresters of private schools of forestry—*e.g.*, Heinrich Cotta in 1785 at Zillbach, the forerunner of Tharandt, the oldest forestry school of academic rank in the world. During the last 125 years the forest economy of France and her colonial possessions have been directed from Paris, and the excellent results achieved are due to the maintenance of a highly trained “*corps forestiere*,” the professional prestige of which is no less than that of the armed forces.

44. Lest, however, it be erroneously assumed that French forestry in its post-war recovery is immune from administrative difficulties so familiar to younger countries, the translation of an extract from a French general information bulletin is reproduced below as much in recognition of its universally sound forest philosophy as its relevancy to French forestry :—

“In 1947, progressively reconstructed after the world war, the forestry corps was composed of not more than 674 officers, who not only had to manage 10,000,000 acres of forest under forestry regime, but had to take over economic tasks which were essential for future development, and also the immense work of replanting 5,000,000 acres of unproductive land. Forestry officers are therefore required to manage—and to manage without adequate means by reason of their limited budget—more and more territory. This system means that the forest officer is only able to fulfil the role of direction and control, which keeps him tied to his desk, far from the forest, which has so much need of his care.

“A comparison may be made between the forester and the doctor who is responsible for the health and productive work of a certain group of human beings. Such a doctor is assisted by medical students and nurses. Could one conceive of an organization which would confine the doctor to the role of pure direction and administration, and would leave to his subordinates all the responsibility of the medical examination of the individuals, of diagnosis and of treatment? The forest also is subject to a ‘treatment’ and this treatment is carried out by means of ‘silvicultural operations.’ It is by carrying out these operations himself, and employing all his skill, that the forester of the 19th century has made our (French) forests what they are.

“To take the forester away from the forest,” by depriving him of labour and adequate equipment, constitutes a grave and certain danger to our wood-lands, and at the same time an irremediable retrogression in the art of forestry, which, to be maintained and developed, must be practised.”—Excerpt from “*The French Forest and the Forestry Administration*,” Documentary Survey No. 977 (French Series CCII) 14th August, 1948.

THE SYSTEM OF FRENCH FORESTRY AND TIMBER INDUSTRY EDUCATION

45. The French Forest Administration recognizes the need for and actively sponsors the following distinct types of education :—

- (a) Primary and elementary forestry training for sub-professional forest officers (Guards, Rangers).
- (b) Technical education to qualify for professions in the timber industry.
- (c) Higher forestry education to qualify for professional appointment to the French Forest Administration.