

He claims that the principle of research independence from State departmental control has fully proved itself in Sweden, and recommends its adoption elsewhere—*e.g.*, he has reported to the Turkish Government, which is establishing a Forest Research Institute.

165. Important Swedish forestry contacts in other spheres were Mr. Von Stockenström, Director-General of the Board of Crown Lands and Forests (State Forest Service). As Chairman of the Board governing the Royal College of Forestry and the Forest Research Institute, his admission that the isolation of the College of Forestry from the broader cultural atmosphere of a University constituted a defect in the Swedish forestry education system was of particular interest.

166. Mr. Plym-Forshell, Chief of the Afforestation Division of the Board of Private Forestry, whose acquaintance was first made in Helsinki, proved to be a most valuable contact, and his unprejudiced opinions on Swedish forestry education and research provided confirmatory evidence.

REFERENCES TO SWEDISH FORESTRY PUBLICATIONS IN ENGLISH

- (1) "The Organization and Work of the Swedish Forest Research Institute," by Bo Eklund, Unasylva. September-October, 1948.
- (2) "Outline of Swedish State Forest Management." Official pamphlet, Stockholm. July, 1949.
- (3) "Forest Management and Working Plans," by Bo Eklund. Paper prepared for United Nations Scientific Conference on the Conservation and Utilization of Resources. 1949.

CHAPTER VII—NORWAY

167. Although productive forests occupy 25 per cent. (nearly 19,000,000 acres) of the total area of Norway, and agriculture but 4 per cent., a very large proportion (80 per cent.) of forest lands are privately owned by farmers; indeed, "it is often the forest that forms the main source of income whilst farming must be regarded as a subsidiary matter"(1). As might be expected, therefore, agricultural and forestry education occupies an important place in the Norwegian educational system.

168. Whilst the Church and the Education Department administer the primary, intermediate, and secondary schools, the Department of Agriculture administers both higher professional and lower vocational schools in the direct and allied fields of agriculture and forestry.

169. The degree of Norwegian educational enlightenment in the sphere of agricultural science, taking into consideration a total population of only 3,000,000, is, as shown below, impressive.

170. Not the least significant feature of Norway's agricultural training system is the logical inclusion of female domestic-science training, which, although outside the scope of this report, is considered to be worthy of special investigation.

171. *Professional Education* :—

- (i) Norwegian College of Agriculture.
- (ii) State Training School for Teachers to Small Holders.
- (iii) State Training School for Female Teachers in Domestic Science.

172. *Lower Vocational Education* :—

- (iv) Agricultural Schools (35).
- (v) Small Holders Schools (7).
- (vi) Horticultural Schools (7).
- (vii) Schools of Dairying (5).
- (viii) Schools of Forestry (5).
- (ix) Schools of Domestic Science (62).