



**Fig. 1.** Income change of farms mainly earning from farming by area categories (Bavaria)

Source: Bayerischer Agrarbericht (every annual report).

Note: 1) These include gasoline tax reduction, interest subsidy, investment aids, premium for bull and suckler cow, set-aside premium.  
2) In order to avoid complication data on core-areas are omitted.

**Table 1.** Budget Plan for 'Rural Development' along with EU Reg. 1257/99 by States (2004-2006)

	former West Germany						former East Germany					all states		
	northern states					southern states								
State name (abbreviation)	SH	NI	NW	HE	RP	BW	BY	SL	BB	MV	SN	ST	TH	
Total sum of budget except for forest measures (EU, federal government,states government)														
Total (euro/ha)	125	73	79	122	171	251	287	151	170	108	238	179	224	174
Ratio by programs (%)														
A: promotion of competence	20	33	28	23	27	20	37	14						
B: rural development	71	41	16	26	32	24	26	33						
C: environmental measures, compensatory measures	10	26	56	50	39	56	36	53	37	28	38	18	35	36
Agri-environmental measures (Article 22)	8	25	41	32	23	42	24	33	23	16	28	14	23	25
: of which measures for nature protection	63	17	27	32	17	10	16	21	26	60	17	40	30	18
Budget for agri-environmental measures (Article 22)(euro/ha)	10	18	33	39	39	104	70	50	39	17	67	25	51	44

Source: Osterburg, Stratmann (2002, p. 265).

Note: Program A: investment aids, aids for young farmers, occupational education, processing and marketing of agricultural products  
Program B: all measures mentioned in Article 33 (land consolidation, village renewal, environmental protection etc.)  
Program C: LFA compensatory allowance, agri-environmental measures, promotion of early retirement

## 5. Related Publications

Ichida, T. (2004) *Agricultural Policies for Less-favored Areas in European Union: Focusing on Germany*, Research Monograph Series 5, PRIMAFF.

Ichida, T. (2004) Direction of Agri-Envir-

onmental Policy in Germany and Related Problems, *Nogyo Mondai Kenkyu (Journal of the Rural Issues)*, 56: 1-12.

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## An Analysis of Agricultural Training System Corresponding to Various New Entrants

Akira EGAWA

### 1. Objective and Method

Due to the increasing of new entrants to agriculture from non-farming households ("new entrants"), the training system has been enhanced. This training system, however, does not correspond to various types of farming, which range from full-time farming to noncommercial farming.

The purpose of this study is to examine

the ideal training system for new entrants, considering management-oriented systems and life-oriented systems. For the last year I concentrated on the former type, and analyze the training program using data from questionnaire analysis into farming of new entrants. For the current year I shall deal with the latter type and consider a farmwork program for beginners.

## 2. Outline of the Results

A typical life-oriented agricultural training system is Shuno-Junbi School established in 1996, which has a Tokyo headquarters and 9 branches in various areas of Japan. Table 1 summarizes characteristics of 66 courses given by the school. This table shows that 50.0% of courses are introductory courses, 80.3% of training terms are two weeks or less, and 72.9% of school fees are less than 30 thousand yen. Thus we can see that agricultural training system of Shuno-Junbi School is short term, low cost and for beginners.

A lot of life-oriented systems do not necessarily engage in farming. However they have need to use acquired agricultural skills and knowledge through a farmwork program for beginners. The project based on these needs is

undertaking of Tokyo promoting farmwork volunteer started at 1996. In this project, a citizen of Tokyo who has finished agricultural courses supports the farmer for farmwork. The number of farmwork volunteers is 613 persons cumulative from 1996 to 2003, and they are assigned to 126 farmers. We should keep track of the trend toward increased farmwork volunteering, because life-oriented systems have a potential for a farmer taking the next step.

## 3. Related Publication

Egawa, A. (2003) Startup of Farm Management and Incubation on New Entry of Non-Farming Households into Agriculture, Yanagimura, S. (eds.), *Succession Problems on Japanese Agriculture*, Nihon Keizai Hyoronsha.

**Table 1.** Description of Course Given by Shuno-Junbi School

Venues	Number of Courses	Ma Number of Students (person)	Descriptions of 66 Courses			
			Course Type	%	Training Term	%
Sapporo	2	40	Experiential course	18.2	1-6 days	45.5
Koibuchi	3	43	Introduction course	50.0	7-13 days	34.8
Uchihara	13	240	Specialty course	18.2	14-20 days	10.6
Saitama	4	100	Practical course	13.6	More than 21 days	7.6
Tokyo	11	300			Others	1.5
Yokohama	4	120	Types of Class	%	School Fees	%
Yatsugadake	10	125	Experience of farming	19.7	Less than 10 thousand yen	21.2
Nagoya	8	215	Vegetable	19.7	10-20 thousand yen	10.6
Osaka	8	160	Organic farming	18.2	20-30 thousand yen	40.9
Fukuoka	3	70	Flower	12.1	More than 30 thousand yen	27.3
Total	66	1,413	Horticulture	10.6		

Source: Data of Association of Education assistance for Youth in Rural areas

## Thoughts and its Changing Process of Theatrical Movement in Rural Area

**Yoshihiko AIKAWA**

Kenji Miyazawa (1896-1933) proposed that modern arts monopolized and biased by capitalism should be returned to the hands of the ordinary people and be restored by adding their life force and vitality to them. In his thoughts is clearly observed a strong influence of democracy movements in the Taisho Era (1912-1926), which coincided with his adolescence, and the popular art theories stimulated by these movements.

The post-war rural theatrical movement in Nagatoro, Yamagata Prefecture, had its origin in Miyazawa's thoughts on arts. Before the war, Jinjiro Matsuda, who had learned Miyazawa's ideas on arts from Miyazawa himself, started theatrical movements of young people as a means of rural development. These movements were revived in the post-war years as a group activity through the cooper-

ation between the students of Ichitaro Kokubu, the leader of a life recording movement, and the young people provoked by Matsuda's theatrical movement. This group activity was supported by local youth groups and associations. To these groups, staging was helpful in making the solidarity of members stronger, but was an obstacle because it required a large amount of funds and enormous labor. Thus, owing to the clash between the need to strengthen the ties of members and the difficulty in financing, members engaged in staging work were often replaced by new ones.

Fig. 1 shows the number of performances by youth groups and associations after World War II. The number of performances was generally increasing when youth groups and associations were active. The latter half of the 1940's and the 1950's were the most active