



# International Study Center for Rural Youth Work



**Seminar on Methods and Programmes  
for the Promotion of Rural Youth  
Work**

June 1 – 20, 1964

Bauernschule und Bäuerinnenschule  
Herrsching am Ammersee  
Deutschland

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Preface

The second international Seminar for Rural Youth Work which was held at Herrsching/Ammersee from June 1 - 20, 1964 provided 50 rural youth leaders from 21 countries with a good opportunity to discuss rural youth problems and to exchange, at the same time, experience and views in this particular field. I am convinced that these three weeks of a genuine effort to initiate new and modern principles as far as the promotion of rural youth work is concerned will remain in the memory of all the participants a most pleasant and useful time.

International organizations, such as FAO, UNESCO, OECD, WAY, MIJARC and the European Committee for Young Farmers and 4-H Clubs demonstrated an active interest in this seminar, underlining thus, at the same time, the importance of international cooperation in this field.

Due to the great interest shown in the activities of the International Study Center by numerous organizations, the Federal Ministry of Food, Agriculture and Forestry decided to make available, to the general public, a summary of the lectures and discussion results. It is, moreover, the purpose of this report to bring back to the participants to the first and second seminar pleasant memories of the busy weeks which they spent at Herrsching.

However, last but not least, we should like to encourage all those who feel closely connected with and who take a lively interest in rural youth work never to cease in their efforts to promote rural youth work.

Our best and sincerest wishes will accompany this report on its way.



Hans Hartan

Ministerialrat in the Federal Ministry  
of Food, Agriculture and Forestry

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### Purpose and Aim of the International Seminar

The social structure of the rural areas undergoes a process of extreme change which affects agriculture most of all. This process is characterized, in the more highly developed nations, by an increasing mobility of the rural population, and, in the young developing agricultural countries, by technical progress in the agricultural field. It is, in both cases, more imperative now than ever before that the people working in agriculture are fully trained for their jobs. They should have the necessary practical knowledge and furthermore they should have the necessary qualifications to be in a position to fully and properly assess the developments in the agricultural, political and in the social fields, which bring about new forms of community life.

The vocational training and school education of the young agricultural generation is quite important. Rural youth work, however, as a field of experiment and as a practical demonstration of the young generation's willingness to help themselves is even more important. Rural youth work should, therefore, be organized in a way that it meets all the requirements. Consequently the International Study Center for Rural Youth Work made it a point to initiate an exchange of ideas and experience amongst the countries of the world, across all the national boundaries, with a view to promoting the vocational and technical education of rural youth by submitting suggestions and exploring suitable ways. If the professional and technical subjects played a major part it was mainly for the purpose of rendering even more effective the educational values of the agricultural profession in comparison to other professions.

It was a well-known fact that the problems encountered in the agricultural field are practically the same all over the world. Due, however, to the different conditions in their home countries and the different professional occupations of the participants in the seminar it appeared appropriate to provide a comparatively broad basis for the subjects to be discussed, hoping, at the same time, to possibly come to an agreement in the working parties and the discussion groups as to the basic principles of rural youth work. Even if there is unanimous agreement on the basic principles it need not automatically follow that organizational and institutional set-up are also of an identical nature. On the contrary, depending on the national and regional conditions and on the great variety of motives which were instrumental in bringing about the formation of rural youth organizations they may differ widely.

It thus follows that we did not, in this second seminar, intend to provide recipes for rural youth work. All we wanted was to suggest certain methods instead which might perhaps help to overcome certain difficulties. It is hoped that with these suggestions we were successful in initiating a continuous and close contact amongst the rural youth leaders in the international,



Ministerialrat Hartan  
officially opens the  
seminar.

To the left: Oberregie-  
rungslandwirtschaftsrat  
Gebbers, Assistant Head  
of the Training Course.

national and regional fields, having, at the same time, adhered  
to the principle of properly organized rural youth work "to  
help the people to help themselves."

## I. Summary of Lectures, Discussions and Working Parties

### PRINCIPLES AND AIMS OF RURAL YOUTH WORK

#### Aims and Responsibilities of the Rural Youth Leaders

The fundamental changes which resulted in entirely new concepts regarding the social orders of our present time have, as it was pointed out by Mr. Hopfner in his introductory lecture, also had their bearing on agriculture, where, forced by the circumstances, a re-orientation and adjustment to new conditions initiated. To help and assist the agricultural circles in doing so is, according to Mr. Hopfner's opinion the major responsibility of the rural youth leaders. When referring to leaders he not only thought of the chairmen which were elected by rural youth but he included also any person, official and institution which may either officially or voluntarily be concerned with rural youth education, teaching and training. It should be the main concern to educate the young people sufficiently that they are fully alert and aware of the present conditions and requirements and are prepared to act accordingly. Their scope of responsibilities and activities comprises four major items: their profession, their family, their country and the supra-regional community.

Rural youth are prepared for their future profession, Mr. Hopfner pointed out, by the appropriate education and training in the agricultural vocational and technical schools which supply them with the knowledge and qualifications which are necessary for the proper management of a farm according to modern principles of farm management and labour organization. But this is not sufficient in itself. The young people need the personal approach and they want to solve their own problems by using proper initiative, courage and knowledge. It is only part of the responsibilities to offer professional help to rural youth. It is of equal fundamental importance that youth realise and accept the values and the significance of the family as the basis of the social orders in our free world. The human being is not an individual. Mr. Hopfner pointed out, but a member of the social order in need of education in civics. In the course of the gradual acceptance of the responsibilities of a citizen within the rather limited community of the village and the prevalence of democratic and freedom-conscious ideas as far as the government and supra-national communities are concerned, the rural youth leaders find themselves face to face with big and important responsibilities.

The efforts made to promote the understanding by and the cooperation with other non-agricultural bodies and circles is, according to Mr. Hopfner, most important. Youth should learn tolerance, i. e. ought to make an effort to accept and appreciate the other person's opinions and principles without, however, giving up their own points of view. Youth may help in this way to contribute to the achievement of the common objective, namely the maintenance of a sound peasantry.



The rural youth leaders bear, due to this wide scope of activities, great responsibility, a responsibility which will only be accepted by somebody who is unselfish and considers it his duty because he believes in this movement.

#### Discussion:

It was pointed out by the participants in the general discussion that rural youth, as a consequence of the present conditions in the village, face numerous difficulties. There is an acute lack of people who are indeed willing to help. It often happens that the teacher - in former times the embodiment of education in the village - no longer lives in the village, the parson has too much work and so have the politicians responsible for communal affairs. Since assistance from these people seems to be no longer available, there is the problem that youth has to be led by youth alone which means that these young people face responsibilities for the proper execution of which they are in urgent need of assistance and help. It would definitely be an advantage if this assistance could be given by adults who were formerly themselves engaged in rural youth work. It should not be the major and only concern of rural youth work to form an élite but as many young people as possible should instead be approached. The increasing number of leaders could, on a large scale, be trained later, leaders who would then be in a position to accept responsibilities relating to the general public. This naturally requires government assistance, but even more so personal initiative.

#### The Influence of a Changing Environment on the Development of the Rural Educational System

From the point of view of a sociologist, Professor Kötter discussed the changes in the social order of our time which have a particularly great bearing on the agricultural population.



The conference room  
at the farmers' school

The rural social order has for a long time been considered as stagnant. But, due to the integration of agriculture into the whole field of economy

and the fact that it has been entrusted with specialised and supra-specialised functions, it now faces problems which can only be solved through a special effort. As a result, Professor Kötter pointed out, the social development generally lags behind the development in the technical and economic fields.

According to the educational ideal a well-educated person was so far expected to think clearly, to be able to recognize causes and motives governing fundamental issues, to be critical of himself and to act as a free and responsible human being. But this opinion is no longer up-to-date. It should be improved so that it meets the requirements of the social order. This includes the adjustment to the technical and industrial world, an appropriate attitude towards the working techniques and an assessment of the modern order of work and production. The maintenance of the human factor in this order of work and economy was considered of particular importance.

With reference to the article "The lonely crowd" by the American sociologist David Frazeman who distinguishes between people bound by tradition or influenced by their feelings or outside events Professor Kötter continued as follows: The individual is, in the traditionally-minded society, directed by old, traditional values, as they are apparent - especially in the agricultural society - in customs, behavior and moral codes which leave the individual, however, at the same time to a great extent free from personal decisions. Everybody knows precisely what to do.

In a society such as our civil society - i. e. a society mainly based on moral standards - the individual is characterized by personal moral standards of a fundamental nature which remain, even under a dynamic change, applicable by way of abstract formulations.

In the society of our time which is strongly influenced by outward events, public opinion, mass media or "the neighbour's" opinion predominate.

He who adheres to his own personal standards follows more or less a gyro-compass within himself, whereas a person which is influenced by outer events relies on the guidance of his own radar device.

In the rural areas there is often a distinct jump from the tradition-bound attitude to attitudes which are influenced by outer events. It thus happens that the phase of the compass of morals is completely left out. But since the traditionally-minded human being is accustomed to orientate himself by orders coming from outside, the danger is quite obvious that he - as soon as the old values seem to become of a doubtful nature - is more inclined to accept anything as modern and progressive which is, due to the influence of mass communication media or by specially interested groups or associations, presented as progressive. Here, education is considered an imminent medium for critical orientation.

If one considers education in this sense as an asset in life by which the understanding of one's own personality, the consciousness of

one's own place in society and finally the understanding of the economic, social and human problems, in our highly developed society of industry and mass consumption is to be aroused, the motives behind the change in the social orders must be fully recognized and assessed. The most essential forces, Professor Kötter pointed out, are industrialisation and urbanity. This does not apply to the technical and economic field alone, on the contrary, industrialisation and urbanity are only the consequences of a revolution in the ideological and social fields which lead, in the long run, to a completely new social style.

In his lecture, Professor Kötter emphasized, moreover, the necessity of including the rural area into the whole social order. The rural and the urban population are not basically different but they represent two different forms of a basically uniform development in the cultural and social-economic fields. The active agricultural population is, even in the rural areas, in the minority. The decrease in the number of agricultural manpower caused by the technical progress in the field of agriculture has not in every instance been followed by a migration of agricultural labour or a change of residence. On the contrary, there has been a movement of smaller and medium sized industries from the crowded urban areas into the rural areas.

Land in our modern society must consequently meet the following requirements:

It must provide

- 1) the center of food production,
- 2) sites for rural trade and decentralized industrial enterprises,
- 3) the residential area of the agricultural and non-agricultural population,
- 4) the recreational area for the industrial worker.

Professor Kötter then said in conclusion: The rural areas and the changes, as far as the living habits, the re-orientation in the professional field, the change in the moral values and psychic conditions, the educational requirements, the social orders and the understanding of one's own personality are concerned, have developed into a neuralgic point in our society, a point, however, which is definitely worth all our trouble and efforts.

#### Discussion:

A very important phenomenon within the framework of the transformation of the rural society is, according to the participants, the fact that the agricultural population will sooner or later consider an improvement in the standard of living as part of their objectives, because they have the opportunity to compare their standard of living with that of the population in the mixed villages. This can, however only be achieved by an actual improvement of the labour productivity. If a certain cultural and social life is to be maintained we definitely need a certain population density.

The rural population should deliberately be taken out of its isolation. Any attempts made at maintaining out-dated forms of rural life are futile.

Special attention should be paid to rural education. According to the principle of social balance, the rural and urban populations should basically have equal chances of education. There is, in the rural areas, a strong need for elementary, secondary and grammar schools of a standard equal to those in the cities.

The participants attentively listen to the lectures given by the lecturers



Particular attention should also be paid to institutions for adult education, all the more so, since the rapid revolution which takes place in the rural areas requires a continuous re-orientation.

#### The Family Farm as the Guiding Pattern for Rural Youth Work

Mr. Feldmann (8) began his lecture by referring to Europe's agricultural policy according to which the family farm represents the very basis of modern agriculture. This is not so much in accordance with the formerly prevailing attitude, according to which the family farm represented the direct source of supply for the family as far as food and the other necessities of life are concerned. On the contrary, there is now obvious reason to believe that a farm which can be managed by a family and which provides them in the long run with a sufficiently high income will be the best guarantee for the maintenance of agriculture. But in order to achieve this, a lot will have to be changed yet and rural youth who are the driving force of progress must be prepared to constantly try to improve themselves. All this calls for mechanization, rationalization and cooperation on a supra-farm level. Vocational agricultural training should make it a point to convey sufficient knowledge and skills to make the future farm operator a real partner in advisory work. It was with particular emphasis that Mr. Feldmann underlined the danger of an attitude the only principles of which are materialistic considerations:

"There is nowadays a tendency to throw all the old and traditional ideas overboard, because it seems no longer to be good style to speak of the family farm of the future. This might lead to the conclusion that rural youth no longer consider this type of farm the ideal objective they wish to reach. The more I contemplate this question, the more I am convinced that the modern rational-minded farmer who manages his farm efficiently

and who - within the framework of the European Economic Community - has adjusted the production of his farm to the market requirements, will, also in future, look upon his farm not only as a means to make a living but also a homestead where he and his family can live and work together. We shall have to search for new ways, leaving behind us the past, old traditions and customs, to find a new form of community life. In doing so, however, we should learn from the achievements and the experience of the generations gone before us.

It is my belief that a Europe, even if it is integrated almost to perfection, cannot survive unless there remains the state-maintaining and constructive element of the family in general and of the family-farm in particular.

The proper realization of the idea of a united Europe will, also in future, depend, to a considerable extent, on the modern progressive family farm. And we should, in spite of our appreciation of modern times, have the courage to say so openly.

#### Discussion:

In the then following lively discussion the attempt was first made to define the term "family farm" properly. It was pointed out in this connection that it is not possible to determine size and form of the family farm exactly, since this depends on a great number of factors, on soil conditions for example, on climate, on the situation on the market, just to mention a few. Even within the family itself the



The French  
speaking  
working party

management of the farm would have to be dynamic in nature and would have to be adjusted to the changing amount of family labour. But it is in particular this capability of adjustment which makes these farms so particularly strong.

The question whether it would not be more advisable in future to support a gradual tendency towards the larger farm-unit instead of the present size of the family farm was then discussed in detail. Mr. Feldmann explained in this connection that - due to an increasing mechanization

of farm work - there can definitely be observed a tendency towards the larger farm, but to make it quite clear - towards the larger family farm.

As far as the moral and cultural values of the family farm are concerned, there was unanimous agreement that they will only be fully effective if the necessary economic conditions exist. According to Mr. Feldmann, we have every reason to be really optimistic as far as the survival of the family farm in future is concerned. The fundamental point in this respect, however, is the willingness and readiness of youth to do their part in mastering the tasks before them by a proper technical and general education and advanced training.

#### Vocational and Civic Education of Rural Youth

Any approach to the study of the vocational and civic education of rural youth must be, as Mr. Dempsey pointed out, in the light and the understanding of the enormous changes resulting from economic growth and development in European countries.

The decline in the agricultural population has caused big changes in the membership of rural youth groups. Basically rural youth groups still comprise the sons and daughters of farmers, but it is quite obvious that the rural youth programmes must, in view of the fact that the proportion of members from non-farming stock has tended to increase, emphasize to a much greater extent than before subjects of a more general educational nature in order that youth whose future does not lie in farming is placed in a more favourable position to select and fill occupations other than in agriculture. It should be the endeavour of rural youth organizations to prepare their members to solve for themselves problems raised by the changes which have taken place.

The rural youth group plays an important part as far as the further agricultural training is concerned which complements the education provided in the formal educational vocational agencies. The discussion of agricultural matters and problems in a group not only provides an opportunity to inform the young people concerned of the problems but helps to arouse their parents' interest in possible innovations and improvements. The professional promotion of members of rural youth organizations who will not take up farming as a career could, according to Mr. Dempsey, generally only be achieved by raising the level of general education of rural youth so that they will not be at any disadvantage in comparison to urban youth. Formal education by instilling discipline in pupils and respect for law and order,



together with respect for the rights of individuals lays the foundation for civic education of rural youth. This along with family training in the home where in fact most of us learn our sense of values, is the main source of civic training for the majority of individuals. Rural youth organizations can make a significant contribution in this realm because youth learns quickly from other youth especially in a self-governing democratic and voluntary organization. Young people are intensely interested and challenged by the increasingly complex public issues which they will face later on as citizens not only at local community level but also at national and international level. Most young people find democratic group participation a satisfying and challenging experience because the opportunity of making decisions and running affairs is afforded them. In this way a contribution is made to the personal development of the individual members.

Mr. Dempsey continued: Rural youth work cannot be regarded in isolation. Each country must adapt its rural youth organizations to the level of its agricultural development, of its socio-economic system, and of the official educational and advisory services already in existence with a view to making a real contribution to the further advancement in the agricultural field.

#### Discussion:

The question as to how much rural youth has been educated in the vocational and civic fields gave rise to lively discussions amongst the participants of the seminar. There was unanimous agreement that it is imperative to extend group work to the non-farming population also. This would, however, restrict the agricultural vocational education somewhat. The great advantage of joint group work of the entire farm youth is, that they will consequently come to a better mutual understanding and will, at the same time, due to the great variety of interests of the individual members - increase the scope of their group work. One should, however, beware of concentrating only on competitions in rural youth work because only a few can be champions. Projects which are adapted to the particular age-groups provide a good opportunity to emphasize the value of education in comparison to the mere intention of winning a competition. All the young people who are interested in agricultural matters need not only participate in group work but can furthermore join working parties.

It should be the major objective of civic education to train the young people properly for the future role they will play in community life. Youth should therefore study the working methods of the local authorities, the supra-regional institutions and the government. Active cooperation is imperative, for which reason discussions are to be preferred to lectures as far as the tackling of civic subjects in a group is concerned. A suitable field for practical demonstration as far as civic education and training are concerned is a well directed democratic group.

The first part of the seminar on Principles and Aims of Rural Youth Work also included a lecture by Professor Dr. Wegmann (29) on the Phases of Psychological Development of Farming Youth.

All those who are concerned with rural youth work must keep the following three objectives in mind:

- 1) that for the young person who is ready for a vocation - his profession is not just a "job" for him but has become a vocation for a lifetime,
- 2) that the young person who is capable of taking up a vocation and who has realised that, unless he has the proper vocational qualifications and continues his training, does not stand a chance of success in view of the rapidly changing environment,
- 3) that of the young person who is well versed in the professional field and who, in spite of all the hardships, can create himself a world of his own - be it only a small one.

But in order to reach these objectives the following points should be observed:

- 1) training should be adjusted to the psychic phases of development
- 2) the information provided should enable the young person concerned to adapt himself to the particular requirements
- 3) education should help the young person to develop his will to self-education.

Rural youth work requires a lot of effort, a fact which is quite often not realised by people not concerned with it. One should above all beware of expecting, in rural youth work, a steady line of success. The main concern is to help the young to help themselves. Based on a diagram on the phases of development from childhood to adult age Professor Wegmann emphasized that youth work should under all circumstances be planned sensibly and efficiently. There is no need to be a psychologist, if one intends to work in this field, and, as the lecturer pointed out, there is no pattern of development which would be generally applicable. But thanks to the findings in the field of psychology it is much easier to understand and explain the difficulties encountered in group work. One should, however, not make the mistake of finding an excuse for any conduct whatsoever, simply because one understands the reasons why. One should, on the contrary, take action whenever necessary, because this will help youth in developing a personality of their own. Based on a pedagogic test of conscience which was presented by the lecturer, the participants were then requested to critically investigate whether they actually take consideration of the latest psychological findings when they work with rural youth.



### Discussion:

The question was then raised by the participants whether the present composition of rural youth groups should be maintained. A group generally comprises young people of 15 - 25 years of age but hardly any consideration is ever taken of the differences in the phases of development which naturally exist. It thus happens that questions are discussed in these groups which may be shocking to some and rather boring to others.

Another problem discussed was the change in environment. It is true that youth are, at a very early age, swamped with photos and sensational news from all over the world through radio, television and other



influences of a civilizational and technical nature. It might actually be advisable to ask international organizations to prepare programmes and methods suitable for school children with a view to arousing their interest in the participation in youth group work.

Professor Wegmann pointed out, with regard to the question raised, that one should beware of thinking that only graduates in psychology are qualified to lead youth.

It happens, on the contrary, that persons who know too much about psychology are handicapped because their natural intuition is overshadowed and it usually requires long years of study to reach again the starting point. One should not consider everything from the psychologist's point of view, but should in many cases act upon one's feelings and one's conscience.

In group work, as Professor Wegmann pointed out, difficult cases may have to be solved and natural intuition may no longer suffice. Such cases necessitate psychological help either from a good book or through the assistance of a teacher or medical doctor well qualified in psychology. It is certainly better to study thoroughly one particular case instead of knowing a little about everything.

The rural youth group is a community in itself which has developed quite naturally. It is particularly characterized by the fact that membership shows a great variety as far as age, profession, sex and education are concerned. But certain subjects which may not interest everybody should nevertheless be discussed in different groups. One should, moreover, consider the idea of making possible use in the future of teaching machines and programmed teaching with a view to enabling each pupil

and each member of a rural youth group to adapt learning to his own requirements as far as speed and amount of knowledge are concerned. Farsighted pedagogues should, moreover, realise that the pupils in our schools are children of the atomic age.

The participants are leaving for lunch



## PRINCIPLES AND METHODS OF PRACTICAL RURAL YOUTH WORK

### Principles of Modern Group Work

The youth group is a phenomenon which plays a major part in our time as far as the development of the personalities of the participants is concerned. Why are such youth groups formed?

There are, according to Mr. François (9), quite a number of reasons. It is true to say that youth looks for protection, company, new ideas on advanced training, help in spending their leisure time suitably etc. Without realising it, youth actually gets the support needed for the proper physical, psychic and mental development.

There are two main tendencies discernible for the formation of a group, namely:

- 1) the idea to form a group comes from the higher level, offering youth the opportunity to adopt a system of leitmotives which have before been tested in practice,
- 2) the idea is submitted from the lower level. The group members choose their own objectives and programmes, on the basis of which their leitmotives are later developed.

Mr. François pointed, moreover, out that during the process of group formation a great number of different opinions, views and interests are raised by the individual members. There may be coincidences as far as

as the wishes of the group members, the plans of the organization, the efforts and the capability of the leader and the opportunities on local level are concerned; a fact which provides an opportunity to develop a higher objective and a precisely defined programme.

Mr. François then showed, by stating a few examples, that membership in a group can actually highly appeal and encourage the individual. If this common undertaking is to be successful, sacrifices may, however, be required in addition to discussions and decisions - as far as the preparation of programmes is concerned - criticism, responsibility, proper judgment and initiative. Group pedagogics should consider it a major objective to be at the service of the group members with a view to helping them with their personal development.

The danger which lies in group life should, however, on the other hand not be overlooked, and the question presents itself whether group life will destroy the natural community. Will it lead to a suffocation of the individual's personality and talents? Is it a brake-block in the process of maturity and is it adapted to the young people of today and not to the adults of tomorrow?

Modern group work should be as comprehensive as possible with a view to appealing to as many ideals of youth as possible, leading them finally to active participation. The danger of being regarded as an end in itself instead of being at the service of its members could in this way most easily be avoided. In order to lead a group properly the leader must have outstanding qualifications such as: vivacity, sincerity, phantasy, imaginative power, organizational talent, authority and tact. In training rural youth leaders enthusiasm and devotion are, in the long run, more essential than scientific knowledge.

#### Discussion:

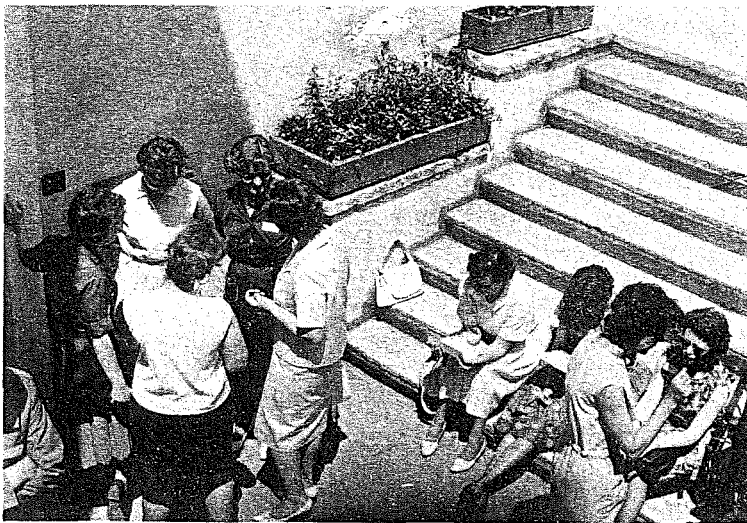
This lecture was followed by a lively discussion regarding the problems of group leadership, the training of youth leaders and their period of office. Attention was drawn to the fact that the independent status of a group might be in danger if adult leaders play too dominating and too strong a part in group work. They should instead help and assist - either technically or financially - the youth leaders elected from within their own ranks. They should under no circumstances attempt to lead the group themselves.

The development in rural areas is similar to that in the cities, i. e. youth work no longer seems to be of interest. Not only the great variety in the entertainment field and the multitude of mass media is to be blamed but the attitude of the public as far as youth work is concerned has also changed considerably. In our time, education and training are not highly enough assessed, they have instead been overshadowed by the predominance of interests of a materialistic nature.

It is, in the participants' points of view, imperative to base youth work on modern methods and to acquaint the public properly with the essentials of rural youth work. The parents should above all be approached and convinced that independent rural youth work is most important and of immense value.

Methods of modern group work on talk and discussion forms were then practically demonstrated in a working party. This working party was directed by Frau Dr. Bauer (2).

As Frau Dr. Bauer pointed out it is not so essential in rural youth group work to disseminate knowledge but it is much more important to turn the individual group member from a passive member into an active rural youth worker. Modern talk and discussion forms should therefore play a major part in rural youth group work instead of lectures because the individual will, through these discussions, learn to think and contemplate within the group. Panel and dual discussions, i. e. any discussion at all, plays and problem plays, direct talks and the discussion of problems and major issues in small working parties or groups are particularly suitable methods in rural youth group work. In talks the young people learn a lot about democratic principles and these talks can help to develop the personality of the individual and can give him self-assurance.



Discussions continue  
even during the break

The three working parties on the principles of modern group pedagogics and talk and discussion forms were directed by Mr. Francois, Frau Dr. Bauer and Mr. Hill.

The seminar participants unanimously agreed - based on their own experience - that the success of group work depends on whether one succeeds in inducing youth - by appropriately applied methods - to become actively cooperating members. These methods should be demonstrated in practice to the youth leaders on the lowest level with a view to supplying them thus with valuable and indispensable aids.

The participants did not only have, in the three working parties on modern group pedagogics the opportunity to practically demonstrate the different forms of talks and their means of practical application, but they were, moreover, given a chance of practical cooperation.

Other subjects, such as "Audio-visual aids", "How to prepare an improvised exhibition" and "The part played by the musical and cultural education within the framework of a rural youth group" offered a wide field of activity.

It was agreed that, in rural youth work, audio-visual aids should find a much wider field of application.

In his introductory lecture Mr. Winzer (30) listed the opportunities for using visual aids and thus effectively supporting advisory and group work.

The main visual aids are the following:

A) Natural objects

There is no process of mental interpretation necessary (in contrast to drawings and diagrams). It is limited in application if essential details are covered up.

B) Models

Models may be presented in the form of enlargements or small-scale reproductions of natural objects. Parts which are normally invisible can be seen. The essential points can be emphasized. In group work they are, however, used to an only limited extent because they are too expensive.

C) Illustrations

- a) the drawing
- b) the flanelgraph
- c) the magnetic board.

These aids have one great advantage, namely that unessential details can be omitted. Those who regard the illustrations focus their attention on the essentials in the illustrations. Suitable illustrations can be produced quickly and at little expense.

D) Photos

Mistakes are frequently made when slides are shown. Such mistakes can, however, easily be avoided if attention is paid to the following points:

- a) Store your slides in proper order
- b) Mark all the slides properly with captions
- c) Never show too many slides.

#### E) Motion Picture Show

The motion picture show is something intermediate between a lecture with slides and a film and permits showing of a synchronised version of picture and sound. This type of visual aid is less suited to rural youth group work.

#### F) Films

Films are a visual aid generally appreciated by youth groups. But value can only be derived for group work if they are suitable, well prepared, and followed by a discussion. But also in this instance the rule applies: never show too much.

Mr. Winzer then pointed out that there is no optimum visual aid. The decision which visual aids should be used depends on the particular situation and on the type of participants to be approached.

Practical examples of how to use the flannelgraph, the magnetic board, drawings and letterings on boards were then demonstrated in three working parties which were directed by Mr. Winzer, Mrs. Zeissner and Miss Hinrichsen. This provided an opportunity to emphasize and further demonstrate the ideas developed by the lecturer.

Mr. Uebelacker (28) then showed a number of slides and explained how best to prepare an improvised show which is often considered necessary in agricultural events, to give an idea of rural youth work. The most essential suggestions will now be mentioned briefly:

##### 1) The subject

It should be clearly emphasized and attractive enough to catch the viewer's eye, and could possibly read as follows: "Result of the Competition on..." or "Demonstrational Show on..." etc.

##### 2) The rooms for the exhibition

One should better choose too large than too small a room. When deciding on the width of corridors and display-rooms consideration should be taken of the highest number of visitors to be expected on one particular day. Opposite light should be avoided.

##### 3) Arrangement

An arrangement of great variety is in most cases to be preferred to a predominantly geometric arrangement. The various exhibits should, moreover be different in height. Boxes, pallets, stools should be used in addition to tables. Slopes should be created. Even the floor might be used for exhibition purposes if sufficient space is available. By using string and nets, part of the ceiling might also be used for demonstrational purposes. If possible, one should avoid the rectangular berth arrangement with three walls and a table.

##### 4) Materials

One should use only inexpensive materials such as round timber, wooden slates, straw, bark of trees, cut branches of trees, nets, string, wire-

netting, straw and cane-mats, lent iron railings used for building purposes, corrugated pastboard etc., pieces cut from lawn, natural stones, bricks, gravel, sand sackcloth, sacks taken apart, very coarse sackcloth etc. - and in addition to all that one needs phantasy and skilful hands!

5) Lettering

As little as possible!

Better use simple handwriting instead of printed lettering to give explanations, because this lettering might not be uniform and might be poorly written. Poor lettering is a drawback in every exhibition. The lettering should not be too large.

6) Decoration with flowers

Beautiful flowers are an asset in every exhibition. Present something which will catch the eye. There should not be just one little flower in every corner! Flowers should neither be used to cover undesirable things. Branches from fir-trees or small birch-trees, artificial flowers, artificial fruit, paper garlands, artificial animals, garden dwarfs etc. should never be chosen as articles for decoration purposes.

7) Field and garden crops

A variety of sheaves of ears, corn-cobs, beets etc., vegetable plants and fruit can also be used as material for decoration.



8) Variety in the show

If the objective of the exhibition permits, industrial enterprises should also be approached. Exhibits could also be loaned from folklore-museums or experts in folkloristic matters.

9) Itinerant exhibitions

Small itinerant exhibitions, well and effectively prepared from the advertisement point of view by an expert, have proved to be a great success. They have quite often become the very center around which everything has focused in local events. The individual parts of the exhibits for this itinerant show can, if appropriately and suitably designed, be transported by an ordinary motor-car. (Boards to be attached to pliable frames, cubes made from ply-wood, to be inserted one into the other, and similar things.)

## PROGRAMMES FOR THE PROMOTION OF RURAL YOUTH ACTIVITIES

The part played by the rural youth leaders has already been discussed in a few of the preceding lectures. Miss Miller (22), President of the Scottish Rural Youth Organization, then offered, out of her own experience, valuable advice on the Basic Training and In-Service Training of Rural Youth Leaders.

One should distinguish between the voluntary unpaid leaders who usually work only part-time and the professional leaders who receive a salary. The training of voluntary leaders is much more difficult, as Miss Miller pointed out. It should generally be restricted to disseminate knowledge only on the actual requirements on group level. The most suitable method seems to be short training courses. The professional leaders should have a solid foundation in the academies of youth leadership. This would provide an opportunity for full-time employment. Miss Miller then submitted numerous suggestions regarding such leadership training programmes.

As the discussion revealed, there is a wide difference of opinion as to the employment of professional leaders. It was pointed out that there may be a danger of too dominating an influence over the youth groups. Better training and in-service training facilities for the group leaders selected out of their own ranks seemed to be preferred by most of the participants instead. There should, however, be ample opportunity to ask adult youth leaders who are well experienced in this field for advice whenever they feel like it.

Miss Miller then referred, in conclusion, once more to these problems and wondered whether it is only the question to train rural youth leaders of excellent qualifications. In her opinion, it is far more important to recruit rural youth leaders who are eager to cooperate. The question whether paid full-time leaders should be employed in rural youth work should at any rate be answered in the affirmative. But they must naturally have the necessary qualifications from a human as well as from a pedagogic point of view.



### Methods of Advanced Vocational Training of Rural Youth

The heads of the three International Training Centers on Methods and Programme Planning in Agricultural and Home Economics Extension, on Agricultural Education and on Rural Youth Work respectively, Mr. Penders (25), Mr. Chaponnier (6) and Mr. Hartan (14) then tackled, in a panel discussion, the question of the methods of advanced vocational training of rural youth.

There is no doubt about it, as Mr. Hartan pointed out, that it is imperative - in view of the rapid development in agriculture - to prepare the future farmer, farm woman and all those employed in agriculture in the best way possible for their future responsibilities. Schools, farm advisers and rural youth should make a joint effort to improve the vocational in-service training of rural youth. This seminar, Mr. Hartan said, was to serve as an opportunity for an exchange of experience in this particular field and for recruiting new leaders who would consider it their duty to reach this objective.

Mr. Chaponnier then mentioned a few problems which had become apparent in the seminars implemented by the International Study Center for Agricultural Education and which are encountered by anyone who may be responsible for education and training.

- 1) What do rural youth - boys and girls - expect from agricultural education and practical training?
- 2) Do our agricultural schools meet the expectations and requirements of the young students?
- 3) What should be the proportion of general education and vocational training within the framework of school education?
- 4) In what way can a real élite be maintained in agriculture?

Mr. Penders then stated the following with regard to the principles and aims of advisory work: Advisory work in agriculture is becoming more important every day. Even with a good vocational education - a combination of practical training and school education - a young farmer and even an older experienced farmer cannot do without continuous assistance from the agricultural advisory service, if they want to keep up-to-date. The extremely rapid changes which take for example place in the field of marketing must be properly interpreted and followed by an adjustment in the field of farm management. Book-keeping is at the present time playing an important part in most progressive farms, and advisory work should in future also be extended to the rural household.

But the farm adviser must first of all fully realise the task which lies before him. He should not play the farmer's part, i. e. make the decisions, but he should instead thoroughly investigate matters, he

should offer assistance, submit suggestions, in one word, he should give advice. The methods used must be adjusted to the prevailing conditions. There is no optimum advisory method. A decisive factor in this respect is, however, the willingness of the agricultural population to follow the advice given. This willingness could be considerably improved by a proper cooperation with rural youth.

The brief panel discussion on the possibility of mutual cooperation in the fields represented by the participants was then followed by a general discussion.

It was suggested, by the participants to the seminar that the cooperation between schools, advisory centers and rural youth should be intensified. The coordinating function of the rural youth advisory services in some of the European countries is said to provide a good opportunity in this field.

Many of the young people who grow up on farms have their minds set on one particular vocation. This is of special importance in view of the fact that the agricultural structure is in a severe process of transformation. But it is also imperative to point out to their parents that the choosing of a vocation and proper vocational education in due time is a necessity. Youth in rural areas should, moreover, be given the opportunity for better general education.

Education should make it a point - in addition to disseminating agricultural knowledge - to interest rural youth sufficiently in a continuous effort at self-education. The result may be an élite who are fully competitive in their daily professional activities and who may, at the same time, be cited as an example.

Schools, advisers and rural youth should see to it that youth retain full satisfaction in their vocations and should make sure that they do not - as a consequence of the continuous dark prognosis on the future of agriculture - migrate into other professions.

The smaller the proportion of the agricultural population of the entire population, the more imperative is vocational efficiency and the development of the personality.

Methods of Basic and Advanced Vocational Training of Rural Youth as a Means to foster Self-Activity and Personality of Club Members were then discussed by Mr. Hill (17) with particular reference to the good organization of the 4-H-movement in the United States of America.

The 4-H-movement has, during the 50 years since it was founded, developed suitable methods to foster the self-activity of the young people in accordance with their age-group. The great advantage of these methods is the fact that not only children and adolescents are approached but adults as well. In the lower age-groups (from 10 - 14 years of age) adults, parents, teachers or former 4-H members instruct the children and help them to make their own decisions. Older club members, from 14 - 16 years of age, can work more independently, with the adults remaining more in the background.

The 4-H-movement makes full use of the now generally accepted methods, namely projects, competitions etc.

Civic education is of course not neglected in group work either, on the contrary, it sets in at a comparatively early age. Members of the group are given special tasks suitable to their age for which they are fully responsible.

The fact that the public participates in this work done by youth on such a wide scale is particularly noteworthy in this connection. It is of course hardly possible to assess fully the influence of the 4-H-movement. But there is no doubt that it plays quite a part in the community which should not be underestimated. The increasing open-mindedness of the American farmer as far as advisory work is concerned, is - last but not least - the result of the 4-H-club work.

The 4-H-movement is directed by qualified professional leaders. They are either on the Federal, on the State or on the district level concerned with the promotion of rural youth work. By interpreting the results of investigations and research undertaken in the field of rural youth work properly, this organization actually adjusts constantly to the requirements.



Discussions are very lively in the working parties of the German, English and French speaking groups. To the left Mr. Hill who gave this lecture

### Discussion:

The question raised by the three working parties - and quite a number were raised - were then answered by Mr. Hill as follows: The comparatively high proportion of vocational work in the 4-H groups is in correspondance with the genuine need for practical training and advice, because, in the United States, there is no special legislation on vocational education as in some of the European countries where practical vocational training and compulsory vocational school education is regulated by special laws.

When asked by the French speaking group about the methods used for arousing the interest of young adults in group work, Mr. Hill was forced to admit that, even in the United States of America, this problem has not yet satisfactorily been solved. But, as he pointed out, there is no doubt about it that the efforts made by those responsible for this work, will finally give valuable results.

Research in the field of youth work and in particular of rural youth work should - this was the unanimous opinion of the participants to the seminar - definitely be intensified. It might well be a worthwhile task for international organizations to compare and evaluate the investigations carried out in future in the individual countries and to disseminate the results to all the countries concerned.

Rural youth work can, however, according to the opinion of the participants to the seminar only succeed if it is adjusted as quickly as possible to the particular requirements.

### Periodicals and Booklets as Aids in Rural Youth Work

was the subject of a panel discussion with Professor Luger (21), Mr. Petitlaurent (26) and Mr. Liebelt (20) as participants. The use of booklets with instructions for the execution of projects, which was considered of great value, was most thoroughly discussed. The project not only helps to disseminate technical knowledge, but it forces the juvenile at the same time to thoroughly investigate and carry out from the beginning a task adapted to his age and for which he is solely responsible, by relying on his own experience. Having successfully finished such a job which serves as an example, he may easily decide to apply the principles and working methods also in other fields.

The method of the working school "Learning by Doing" is not only of pedagogic value to the younger rural youth members, but it provides, at the same time, also for the adolescents - if suitable subjects are selected - a good aid in the field of education and training.

The panel discussion was then focused on the question as to what to expect of a rural youth periodical. Such a periodical is to inform, educate, instruct and serve, at the same time, as a connecting link for the whole organization. The subjects tackled are of less importance in comparison to the layout and presentation of the whole periodical. A language should be used

which is actually understood by youth, and which, for example by a clear confrontation of individual facts encourages youth to participate actively. The editors should maintain a close contact with their readership and with the editors of other youth periodicals, with a view to receiving and disseminating thus continuously new ideas.

Possibilities of use of periodicals and booklets in group work were then discussed in the general discussion, and numerous examples were given as well as new suggestions made. The group of adolescents will doubtlessly find it interesting to ask individual group members to collect clippings from newspapers for example on a factual subject in the field of agricultural policy, followed by a report given by these juveniles on the various opinions encountered and later on by a discussion.

The members of a group should, moreover, take a much more active part in future in the layout and presentation of rural youth periodicals, by submitting brief articles, giving reports or giving their opinion - in writing - on the subjects tackled in the periodical concerned.

Other opportunities provided include the publication of working documents for rural youth leaders, but it was pointed out, at the same time, that one should be wary of the danger of schematization of group work.

#### Questions relating to the Preparation of Programmes for Rural Youth Group Work

If rural youth work is to be successful, the planning of good and effective programmes is imperative.

Mr. Østeby (26) explained that a programme could be prepared for a local group, a district, a country or even on a still higher level. This always requires thorough preparation and cooperation with the young people whom it approaches.

A planning committee comprised of members of different origin and with different levels of education should consider the following points:

- 1) Analysis of former programmes
- 2) Checking whether the individual parts of the programme are in order
- 3) Development of a new programme
- 4) Implementation of the new programme and finally critical examination of the programme after it had been executed.

ad 1) The best information on the work previously executed is acquired by studying youth work on the spot and by taking note of the particular difficulties and weaknesses of the group.

- ad 2) A thorough investigation of the work carried out so far usually presents a multitude of new ideas of good, bad or medium quality which are now further developed in stage 3.
- ad 3) When developing a new programme, each individual item must be thoroughly investigated from beginning to end. Who will carry out the work, when and where it shall be implemented? Several suggestions are considered with a view to reaching one specific objective.
- ad 4) An unsatisfactory introduction into a new programme has quite often resulted in only a small success. The plans must be accepted by group members and by group leaders. It would, however, be advisable to interest the public in the new programme. All the persons responsible must be informed in due time.

It was with particular force that the lecturer emphasized the necessity of continuing a programme once it has been started. Insecurity and obscurity lead to failing enthusiasm in cooperation.

#### Discussion:

There was unanimous agreement amongst seminar participants that a group must by all means have a well-defined programme at its disposal. It depends, according to the participants, however, considerably on the age-groups represented in the youth organizations as to what extent this programme can be prepared from higher levels.

It is, in the 4-H-movement, which is generally concerned with juveniles of 10 - 16 years of age, mainly the responsibility of experienced adult youth leaders to coordinate the wishes of youth and the objectives of the organization in a well-defined programme. Groups of adolescents (17 - 25 years of age) as they are represented in the vocational rural youth groups or in the Catholic rural youth movement might well develop their own group programme according to special guiding principles.

It has, in this connection, proved to be an advantage to develop programmes in youth working parties or youth working committees in cooperation with the members, leaving, however, sufficient scope for self-initiative.

Mrs. Beaurain-Pihkala (3) then discussed The Part played by Rural Youth Work within the Framework of Measures to increase Agricultural Productivity.

As the history of the 4-H-movement in the United States of America indicates youth who showed great interest in and enthusiasm for new forms of production have been approached mainly for the reason that the conservative attitude and the suspicion of the adult farmers as far as new methods are concerned were too hard to overcome. It was actually due to this attitude that agricultural conditions were improved. Not only in the United States of America but in numerous other countries



have the 4-H clubs proved to be the pioneers of a drive to increase agricultural production. It is all the more surprising, Mrs. Beaurain-Pihkala explained that the assets in enthusiasm, spirit of enterprise and working capacity which youth represent, particularly in the developing countries, which are most eager to increase their production as quickly as possible, are utilized to an only

insignificant extent. In some countries which have to cope with particularly great difficulties due to the after-effects of the war, a change in government or social orders, youth associations with a more or less limited period of office have been established with a view to reviving economy, to improving the agricultural field and in general the field of production. It is true, that these special youth organizations which have practically been organized from the higher levels have been an extremely great asset to the countries concerned, but we would be wrong to assume that they are a real youth movement. In the genuine youth movements which have developed out of the ranks of rural youth, considerations of usefulness etc. are of secondary importance. These groups are, however, of special value in one respect: they help youth to develop their own personality. Agriculture requires, under the present circumstances, highly qualified, self-confident farmers who are ready to take responsibilities. It should therefore be one of the major objectives of agricultural policy to turn agriculture into a profession which guarantees to those who have made a career of it a sufficiently high standard of living which is comparable to the urban and the industrial population.

Rural youth work which is only one field within the framework of a country's agricultural production should be fully encouraged in its efforts for further education of its members in the agricultural and personal fields.

#### Discussion:

The participants said, they were convinced that the promotion of agricultural productivity - even though no statistical background material is available on this question - is to a very considerable extent due to intensive rural youth work. International exchange programmes which give youth an opportunity to gain experience which they can later on apply in practice in their home countries would at least be quite a useful institution in this field.

The efforts undertaken within the framework of progressive and purposeful youth work can no longer be limited to discussions, within the group, of subjects only related to the nearest environment. In view of the expansion of the economic area which extends beyond national boundaries and in view of the efforts made to improve cooperation in the political field, rural youth is nowadays faced with the responsibility to concern themselves with the problems of other countries, with a view to thus finding a better basis for the understanding of their own situation. The following chapter of the seminar therefore deals with the subject

## RURAL YOUTH WORK AS SEEN FROM AN INTERNATIONAL POINT OF VIEW

Mr. Koers (18) who represented a rural youth organization discussed the question Why rural Youth should cooperate on the National and International Level.

Rural youth work must, as Mr. Koers pointed out, be always considered as part of something more comprehensive. A group should never isolate itself but should, on the contrary, try to get in contact with other groups in the closer or farther vicinity. Each group and each rural youth organization is characterized by special features. It does not always focus attention on the same subjects, but the objectives are at any rate the same in all the groups and organizations concerned.

The youth group wants to serve and help youth in general. There should never arise any feeling of rivalry, but there should be close cooperation instead, which could be considerably encouraged by exchange visits with a view to learning from the others, by an exchange of information and by the organization of joint events.

All the activities on the national level have to be well and properly planned, but this applies even more to the cooperation with rural youth from other countries. Only those who are fully aware of the problems of their home-countries will be able to compare and have sufficient understanding for the difficulties of others.

The lecturer referred to some examples of good cooperation which exist on the international level, emphasizing at the same time, that this cooperation does not only extend to the purely technical field. It is, above all, imperative, he pointed out, to learn about the living conditions and the attitudes of others, with a view to improving mutual understanding and to solving problems jointly. Rural youth is a great asset so far as the younger generation adjusts more easily and more quickly to changing situations than the older village inhabitants who are bound by tradition. Youth should, however, at the same time, make a real effort at genuine cooperation.



Which International Contacts and Rural Youth Associations do presently exist?

Mr. Gregor (12) gave a survey of rural youth cooperation on the vertical and horizontal levels.

The European Rural Youth Committee and the 4-H clubs are of similar importance in Europe as the federation of the 4-H organizations in the United States of America. In view of the decrease in the agricultural population which goes hand in hand with a continuously growing disinterest in rural affairs, the best use possible should under all circumstances be made of all international contacts available.

Survey on the Cooperation of Rural Youth Organizations on the vertical and horizontal levels

| W A Y<br>(World Assembly<br>of Youth)   | 4-H clubs                               | Vocational<br>rural youth<br>organizations | Catholic<br>rural youth<br>organizations                               | Protestant<br>rural youth<br>organizations |
|---|---|--|--|--|
| (as represented by the national committee concerned)  |   |  |  |  |
| European<br>Committee<br>for rural youth<br>activities and<br>4-H clubs                     | 4-H clubs                               | Vocational<br>rural youth<br>organizations | -  | -  |
| C E A<br>(European<br>Agricultural<br>Association)  | -                                       | Vocational<br>rural youth<br>organizations | Catholic<br>rural youth<br>organizations                               | Protestant<br>rural youth<br>organizations |
| Comité<br>d'Entente<br>(the six coun-<br>tries of the<br>European<br>Economic<br>Community) | -                                       | Vocational<br>rural youth<br>organizations | Catholic<br>rural youth<br>organizations                               | Protestant<br>rural youth<br>organizations |
| Other inter-<br>national organi-<br>zations   | International<br>American<br>Programmes | -  | MIJARC<br>(International<br>Catholic Rural and Farm<br>Youth Movement) | -  |



Besides the organizations mentioned in the survey other organizations such as FAO, UNESCO, the European Council and other national institutions show an increasing interest in rural youth work.

Mr. Brombart, the representative of W A Y

In support of these statements Mr. Brombart (5) then described the organization and working methods of WAY (World Assembly of Youth).

As he pointed out in his lecture WAY is the connecting-link between the youth organizations of more than 50 member countries. The statutes of WAY are based on the UNITED NATIONS Declaration of Human Rights.

Each member country is represented by a national Committee. Membership is not open to individual organizations.

The aims of WAY can be summarized as follows:

- a) International youth congresses on a larger and smaller scale
- b) Seminars on specific problems
- c) Training of rural youth leaders
- d) Dissemination of information for the promotion of youth work
- e) Issuing of publications in various languages
- f) Maintenance of contacts with international institutions, such as  
FAO, UNESCO, etc.

Mr. Augagneur (1) then gave a survey of the aims and principles of MIJARC (International Catholic Rural and Farm Youth Movement). He emphasized in particular the importance of international exchange programmes.

The different programmes should be based on sound principles. It should, moreover, be clearly indicated whether it is a purely educational programme, an exchange programme for the promotion of better understanding amongst nations, or a working programme. Only then will the individual countries find suitable ways and suitable young people for missions abroad.

The success of an international exchange depends, according to Mr. Augagneur, largely on a very careful selection of candidates and a thorough preparation for their stay abroad. These young people should not only be supplied with information on the geographic and economic conditions of their host countries, but they should, at the same time, be well informed of the living conditions and the mentality of the population. While abroad, these young people should then be properly taken care of by their home-country and by those in the host-country who are responsible for the exchange.

And - last but not least - the experience gained and the knowledge acquired during this period should, at all events, be properly evaluated.

#### Discussion:

Following the full survey of the aims and principles of international organizations concerned with rural youth work, the participants unanimously suggested an even closer cooperation in this field for the future, which is,

according to the participants, vital if rural youth and agricultural affairs are to progress. This applies in particular to the various international rural youth exchange programmes.

The participants to the seminar then gave, out of their own experience, a few examples of exchange programmes which have been successfully carried out for the few past years.

The West European farm youth exchange gives young farmers, young farm women and young gardeners a chance of working for a minimum period of 6 months, in farms or in commercial gardening enterprises in a neighbouring European country. Living and working together with the host family is the principle of this exchange which is actually not a simple working contract but tries above all to improve the understanding of the problems of the agricultural population in other countries.

Within the framework of the IFYE-Programme (International Farm Youth Exchange Programme) some 100 young American nationals are sent abroad for half a year. This exchange programme is world wide and 40 different countries are active participants. About the same number of youths visit the United States from the participating countries. They thus become acquainted with the living conditions in the United States of America. The main purpose of this programme is the improvement of the understanding amongst nations. It is indeed an excellently organized programme.

Exchange programmes are also carried out by other nations. There is one programme carried out in the Federal Republic of Germany by two Chambers of Agriculture on an experimental basis. Under this programme youths with outstanding qualifications in the agricultural field (for example as the winners of vocational or other rural youth competitions) are awarded a fellowship which extends over a period of three months. When abroad, in one of the neighbouring European countries, they spend their first 8 weeks on a farm doing practical work. They have then later on, in the itinerary of a journey which they have prepared themselves, a chance of learning all about the living and working conditions in the various parts of their host-country.

All the exchange programmes have been established with the realisation in mind that the problems of other countries can only be fully understood if the personal contact and the personal experience have been established and gained respectively. This stay abroad has, however, another advantage besides. The juvenile learns to regard agricultural conditions in his home-country with entirely different eyes.

#### International Rural Youth Competitions

Another chance of furthering the understanding amongst rural youth of different nations is offered by competitions on international level.

Mr. Hansen (13) underlined in his lecture that the following points have to be considered if this type of international event is to be fully successful.

When participating in a competition, winning a prize at all cost should not be the sole aim, rather improving one's efficiency. Information on international competitions should be disseminated on group level in due time to all the participating countries. Vocational education but even more so international competitions help to promote rural youth work in general considerably. Youth groups seem suddenly to be more interesting, new members can be recruited more easily and the public's attention focuses suddenly on rural youth group work. The participants in these campaigns have, at the same time, a chance of getting acquainted with youths from foreign countries and with the particular problems of the country concerned.

Mr. Hansen then drew attention to these international competitions which are carried out at regular intervals, such as the ploughing contest, the competitions carried out by the European Committee and the programmes implemented in the Scandinavian countries. These international competitions are of great value, he said. The organizational or financial difficulties which may exist will have to be overcome with a view to making full use of the opportunities for a better understanding amongst nations.

#### Discussion:

This lecture with its many useful suggestions was followed by a very lively discussion.

Italy, England, Portugal and Belgium discuss the work in girls' groups



Reference in this connection was once more made to the danger which lies in pure competition-thinking. It was therefore suggested to develop competition rules comparable to standards, which would prevent the participants from concentrating on only one thing, namely to outdo the other participants.

Cooperation during competitions might also be improved by competing in teams and then have the whole team's results evaluated.

As far as competitions for girls on an international scale are concerned, the following suggestions were submitted. In a competition with lectures for instance girls and boys could be approached at the same time. This would, however, lead to considerable language difficulties. But tasks such as sewing a dress, cooking, laying a table, might be suitable. With the proper rules, the characteristics of the individual country would not matter at all. Such work would provide a clear yardstick for evaluation. Such projects should be prepared jointly because international competitions will help to promote vocational rural youth education and a better understanding amongst nations.

#### Rural Youth Work and Government Assistance

There is, in each democratic nation, according to Mr. Hartan (14) a need for young citizens with a strong code of morals, ready to take decisions, full of criticism when necessary and eager to take up responsibilities. This objective will, however, only be reached if government and society grant the necessary financial assistance to provide rural youth with an opportunity to fully develop their own personalities.

Having realised that a youth group is actually most suitable for demonstrating the democratic way of life, special programmes have been developed to promote rural youth activities. Within the framework of these activities a Rural Youth Plan has been established in the Federal Republic of Germany with a view to helping rural youth to learn more about our present way of life, about our government and about cultural, social and social science matters. Another, special promotional programme is concerned with the improvement of the vocational-technical in-service training of rural youth.



Any effort made at promoting youth work should be concentrated mainly on rousing the individual's initiative to help himself and on facilitating the start. The granting of public funds will of course always be ruled by special regulations on expenditure. Rural youth groups should only use government grants if they really need such funds for maintaining their independence.

So far, a genuine feeling of confidence between the rural youth organizations and the government institutions concerned has always proved to be the best guarantee for a really worthwhile promotion of rural youth work by public bodies.

Dr. Sailer (27) gave a survey of the educational and school system as it exists in Bavaria. He emphasized at the same time that government aid for the promotion of rural youth work in the widest sense of the word was quite considerable in Bavaria.

The following measures have been executed in Bavaria in this field:

A. Improvement of rural youth school education

1. Improvement of primary school education by means of so-called "Mittelpunktschulen" (a special type of school)
2. Improvement of the agricultural vocational schools
3. Conversion of the agricultural schools into schools for farm managers
4. Conversion of the Bavarian school for crop husbandry into a school for agricultural engineers
5. Establishment of a secondary school for crop husbandry in Bavaria
6. Promotion of Rural People's High Schools

B. Promotion of practical vocational training in the fields of agriculture and rural home economics by the government

C. Promotion of rural youth work

1. Support of the activities of the rural youth organization
2. Promotion of the activities of the rural youth advisory service, a service which is available to the rural youth organizations as well as to the primary, the vocational and the technical schools

D. The Bavarian Youth Plan

This plan comprises measures for the promotion of all youth activities including naturally rural youth activities.

Dr. Sailer emphasized, in conclusion, that it is the aim of all government promotion of rural youth activities, to help rural youth by a thorough and systematical education, to become really qualified specialists in their particular fields who are at the same time prepared to take an active part in community life and who work for the benefit of the public.

Discussion:

The participants drew attention to the fact that the youth organizations have accepted great responsibilities in the social-political field which would be the government's duty if these organizations did not exist. This fact

alone actually justifies the promotion of such activities with public funds.

The participants made it quite clear that it is imperative for the government to inquire into the expenditure of public funds made available for subsidies and request detailed auditing. It may, however, happen, as they pointed out in this connection that rural youth groups which only know little about administrative matters may not in every instance be in a position to give a full and detailed technical account of expenditure.

It is considered highly desirable to provide public funds for a longer period of time and not for one year only.

#### Rural Youth and Aid for Developing Countries

The aid granted to the developing countries should, according to Dr. Haushofer (15) in the first place be considered as a weapon to fight hunger and diseases, trying at the same time to improve the nutritional standard of the agricultural populations in the developing countries, including the rapidly growing urban centers. Agricultural production must, however, be increased at the same time to such an extent that the surplus production can be exported. This will bring foreign exchange into the country, which could be used for investments in various fields. The purpose and aim of aid provided in the field of agriculture to the developing countries has been comparatively clearly indicated. To lay down rules is one thing, to apply them in practice is something different, something much more difficult at any rate.

The idea of providing aid to the developing countries still meets with considerable public opposition, and rural youth could help considerably to break down this opposition. This necessitates, first of all, that rural youth fully understands the problem of development aid. Genuine readiness to help and the insight into the necessity of providing help can only be expected if the conditions existing in the developing countries are fully known.

The Federal Republic of Germany will annually send abroad, within the framework of aid provided to developing countries, some 2 000 voluntary candidates who will be trained, in special training courses, for their future task. These countries need specialists highly qualified in various fields who not only have to have a good vocational training but must at the same time be willing to help and assist the population in the developing countries.

Mr. Patapatiou (24) then illustrated, by taking the Greek agricultural programme in the field of education and advisory work as an example, the way in which measures undertaken within the framework of development aid actually affect a developing country. It is, as he said, most

imperative to adjust the experience gained and the methods adopted by other countries to the conditions prevailing in the developing country concerned, giving thus this particular country an opportunity to help herself.

Discussion:

The working parties of the English, French and German speaking groups then fully discussed the opportunities open to rural youth to aid the developing countries. The willingness and the readiness to help is at least as valuable as financial investments and the provision of technical specialists. All those who want to help the developing countries need technical qualifications but they need even more idealism.

Compared with the membership of the rural youth organizations a relatively small number of young people goes into the developing countries. But each individual rural youth group can also at home do its share for the developing countries by taking care of students from developing countries. They could give them a chance to report on their home country, introducing them thus to the public.

Close cooperation is, however, imperative if these activities are to be really successful. This applies in particular to the coordination of all assistance programmes for developing countries prepared by one country and to the cooperation of various highly developed countries which make all efforts to solve the problem of giving assistance to developing countries in their own way.

The subject Promotion of Rural Youth Activities - Aim of International Organizations was then discussed towards the end of the seminar by Mr. de Geus (11).

In addition to the international organizations concerned with rural youth matters there are non-government institutions, such as MIJARC, WAY etc. and government organizations which were established by the governments of the countries concerned. In particular UNESCO and FAO have given rural youth work much attention within the framework of their general activities.

As Mr. de Geus indicated, it is amongst others one of the principal aims of UNESCO to intensify the efforts made to improve advanced rural youth training. These efforts include the promotion of a cooperation on the international level, the cooperation of international non-government organizations and the active support of these institutions when they carry out their programmes.

FAO is, moreover, above all concerned with the promotion of rural youth work in the developing countries, with the rural youth exchange on international level and with the support of pilot projects for the demonstration of new methods in the field of rural youth work.



The International Study Center for Rural Youth Work is, as Mr. de Geus pointed out, of particular importance in this respect. Here, official and other rural youth leaders (members of associations) are jointly making efforts, within the framework of this seminar, to promote rural youth work.

Discussion:

A number of suggestions were made by the participants during the discussion with a view to intensifying rural youth work through FAO efforts. It was suggested that FAO carry out research projects in special fields. The results might help to focus attention more on and to perhaps solve the problems in the field of rural youth work.

The exchange of periodicals on an international level might also be quite a suitable means of encouraging rural youth work in the individual countries.

FAO should furthermore make every effort to start an international exchange of rural youth leaders.

Mr. de Geus emphasized, in conclusion, that the various rural youth organizations and the government officials who represent their countries in FAO headquarters should maintain a close contact if the wishes of rural youth submitted to FAO are to be attended to.

## II. Reports of Participants

### Rural Youth Work in my Home Country

Knowledge of the agricultural situation and rural youth work in the home countries of the participants is indispensable, if joint methods and programmes for the promotion of rural youth work are to be developed.

The reports of the participants which are reproduced here in a somewhat condensed form have, in spite of the difference which may exist in the countries as far as the organizational set-up is concerned, one thing in common, namely the joint basic effort to help agriculture and, in particular, to help rural youth.

#### Belgium

##### I. Organisational set-up of farming and rural youth

Belgium is subdivided into two different zones; into the Flemish speaking part (Flanders) and into the French speaking part (Walloon).

Rural youth work is consequently carried out, in these two parts of Belgium, by two different organizations, namely:

###### a) in Flanders

by the Boerenjeugdbond (BJB)

###### b) in Walloon

by the Fédération Nationale des Jeunes Alliances Paysannes (JAP),  
by the Service Professionnel de la Jeunesse Agricole and  
by the Jeunesse Rurale Catholique (JRC)  
(Catholic rural youth movement for boys and girls).

##### II. Structure and Activities of the two Catholic Rural Youth Movements BJB in Flanders and JRC in Walloon

The local groups of each parish have been attached to sectors comprising 8 - 12 parishes and these are under the supervision of the provinces. Rural youth have, at this level, a total of 8 full-time advisers at their disposal. Information material and programmes for the group members are prepared by the national secretariat with the assistance of the staff members.

The rural youth organizations are concerned with the following questions: religion, recreation, cooperation on the cultural, social and international level.

The groups comprise young people coming from all vocational fields. The vocational advanced education in the agricultural field is actively promoted by special working parties.

### III. The Ministry of Agriculture and Rural Youth

Belgium is endowed with a very comprehensive network of agricultural, horticultural and home economics schools. The youth organizations are, moreover, supplied with subsidies by the Ministry of Agriculture for the implementation of seminars and conferences and for advanced agricultural education in training courses and correspondence courses.

#### Denmark

The first attempts at official rural youth education were made from 1910 to 1912. At that time several farm advisers initiated evening courses for young farmers. In the years to follow, youth committees were formed by the vocational agricultural associations with a view to planning and promoting agricultural education. The fundamentals of the American 4-H club work were demonstrated in Denmark from 1924 to 1926 and they were considerably promoted in the years to follow, by a great number of agricultural organizations.

Rural youth work in Denmark is conducted on three levels, viz. on local, on district and on national levels. The local level comprises the 4-H clubs and the Danish rural youth groups for children of school age from 10 to 15 years. The representatives of the local organizations have in the meantime formed 5 district committees.

The national organization consists of two bodies:

- 1) the National Council, which was established in 1926 by the Danish Ministry of Agriculture and which comprises 8 members representing the various agricultural and vocational organizations. The chairman is nominated by the Ministry of Agriculture.
- 2) the National Committee, a body which was formed in 1952 and which has a total of 22 members, all representatives of the provincial organizations.

In addition to the three rural youth advisers who work on national level, there are several rural youth advisers working on district level and some 80 agricultural and home economics advisers who devote part of their efforts to the promotion of 4-H and rural youth work. Altogether, there exist 50 4-H clubs directed by voluntary leaders.

Some 25 000 DM annually are made available by the government and about 10 000 DM are provided, in the form of subsidies, by the agricultural organizations with a view to promoting rural youth work.

The methods applied in rural youth work and in the rural youth advisory service in Denmark are comparable to those applied in other European countries. A great number of competitions are organized throughout the country, most of them, however, on local level only. At irregular intervals competitions on district or national level are carried out as well. Rural youth in Denmark also participate, every three years, in the Scandinavian Rural Youth Competition and in the vocational competition of the European Committee for 4-H and Rural Youth Work.

### England and Wales

Rural youth groups are represented on national level by the National Federation of Young Farmers' Clubs, England and Wales. The first rural youth groups were established, in England, in the early twenties and were, at that time, mainly concerned with rearing calves. But within a few years they developed into quite an important organization which made great efforts to improve the basic vocational education of rural youth. The National Federation of Young Farmers' Clubs (N.F.Y.F.C.) was founded in 1929 and now represents all the rural youth groups in England and Wales. It is still the main objective of the National Federation of Young Farmers' Clubs, as it was at that time, to promote advanced vocational education and to help the people to help themselves.



Good farmers - good countrymen - good citizens.

### Organization

All the members meet in clubs which are completely independent and controlled by the members themselves.

The clubs of each district form a district association with a full-time rural youth leader, the so-called county organizer, whose main duty is to assist and advise the clubs. One delegate from each of the 57 districts in England and Wales represents the members in the central district committee. This committee has laid down, within the framework of its constitution, the basic principles of work. The foundation of the National Federation is due to the efforts of the district associations which send one delegate to the National Council.

The National Council employs several full-time advisers:

- 1) a secretary general and a treasurer
- 2) a deputy secretary-general who is, at the same time, responsible for the regulations governing the "Master's Examination". This examination which includes a number of efficiency tests in the field of agriculture and home economics was initiated by the N.F.Y.F.C. and has, in the meantime, become part of the official examination in the field of agriculture.
- 3) an international secretary, i. e. an adviser who is responsible for the rural youth exchange programme on international level
- 4) a secretary responsible for competitions on national and international level,
- 5) a woman secretary for work in the domestic science field
- 6) officials for research and education who are responsible for the coordination of all research measures and who have to look for new opportunities to promote N.F.Y.F.C.
- 7) officials for advisory work and for the training of rural youth leaders who are stationed all over the country.

#### Finland

The Finnish 4-H organization Maatalouskerholiitto was founded in 1928 and comprises at present a total of 53 000 members.

#### Organization of 4-H activities

1. Representative Assembly (66 members) meets every three years
2. Authorized Committee (23 members) meets twice a year
3. Executive Committee meets once a month

- |                   |  |                               |  |  |  |                   |             |                               |  |
|-------------------|--|-------------------------------|--|--|--|-------------------|-------------|-------------------------------|--|
| 4.                | <table border="1"><tr><td colspan="4">Central Office</td></tr><tr><td>Secretary General</td><td>Consultants</td><td>Treasurer<br/>and<br/>employees</td><td>Editor of the<br/>official organ of<br/>the organization</td></tr></table> | Central Office                |  |  |  | Secretary General | Consultants | Treasurer<br>and<br>employees | Editor of the<br>official organ of<br>the organization |
| Central Office    |  |                               |  |  |  |                   |             |                               |  |
| Secretary General | Consultants  | Treasurer<br>and<br>employees | Editor of the<br>official organ of<br>the organization |  |  |                   |             |                               |  |

- |    |   |
|----|---|
| 5. | 14 district associations (on an average 23 club associations) |
|----|---|

- |                  |  |                  |   |
|------------------|--|------------------|---|
| 6.               | <table border="1"><tr><td>Club association</td></tr></table> | Club association | comprising one community; total number of club associations at present: 311 |
| Club association |  |                  |   |

- |                        |  |                        |  |
|------------------------|--|------------------------|--|
| 7.                     | <table border="1"><tr><td>Group on village level</td></tr></table> | Group on village level | with 15 - 20 club members on an average; the total number of groups on village level amounts to 2 100. |
| Group on village level |  |                        |  |

Agricultural club activity in Finland at its highest level is that of the Representative Assembly which comprises representatives of the 4-H organization and of the agricultural district associations. This Representative Assembly prepares the general working plan and elects the Authorized Committee, comprising 23 members, for a period of 3 years. The Authorized Committee comprises representatives of the district associations, of various vocations and of government institutions. Once a year this Authorized Committee examines the working plan, set up by the Executive Committee, and the budget. They are also responsible for the election of the 6 members of the Executive Committee who are elected for a period of three years. The Executive Committee comprises, moreover, an official nominated by the Ministry of Agriculture, and the head of the 4-H organization.

The administrative organ of the Executive Committee is the central office with a secretary general at the top. Seven consultants are concerned with the following special fields: home economics, livestock husbandry, crop husbandry and horticulture, agricultural engineering, forestry, rural crafts, needlework.

Each district association which comprises on an average 23 club associations has an executive committee of its own and a secretary consultant who usually has a farm adviser's educational background. The club association which represents the interests of a whole community is also headed by an executive committee. It usually includes an official of the communal administration as a member. The executive committee employs a full-time club adviser who is responsible for the club activities based on the working plan as approved by the executive committee. The total number of club advisers in Finland in 1963 amounted to 355.

The 4-H members meet in the groups on village level which is the lowest level. Each such group comprises 15 - 20 members.

The activities of the 4-H organizations are financially supported by the Ministry of Agriculture, but funds are also made available by the communities, by commercial enterprises and by private donors.

## France

The Centre National des Jeunes Agriculteurs which was established after the second World War has played a major part in the development of rural youth work in France.

The Centre National des Jeunes Agriculteurs CNJA (National Young Farmers' Center) is an organization which is especially concerned with the vocational education and the development of the personalities of rural youth in general.

This center is subdivided into the following six departments:

1) Department for questions of vocational organizations.

This department represents, through a close cooperation with the centers in the Départements, the interests and requests of the young farmers with a view to coordinating them properly with the objective of CNJA. It is furthermore concerned with the education of members and advisers of agricultural vocational organizations with a view to training them to become rural youth leaders.

2) Department for economic matters.

This department is concerned with economic questions in relationship to the major agricultural products, to market organization and with the development of agricultural incomes. Training courses are implemented furthermore, with a view to improving education, information and communication.

3) Department for technical matters.

It is the aim of this department to provide rural youth with an insight into new inventions and new methods in the agricultural field. Competitions and similar events are constantly attracting wider attention.

4) Department for social questions.

Questions, such as vocational education, promoting interest in the social science field, social welfare and re-orientation of the agricultural structure, i. e. questions which have a direct bearing on the security of farmers and their families have been the objective of numerous investigations.

The conclusions of these investigations are disseminated to the young farmers in seminars and information training courses.

5) Press Department.

It is the main purpose of this department to inform not only the agricultural, but the political and social circles in France of the worries and hopes of the young farmers.

6) Department for International Questions.

This department is concerned with the problems encountered in rural youth work on international level. It helps to widen the horizon of the other departments of CNJA.

It helps, moreover, to educate the young farmers sufficiently so that they will be able to get a better understanding of the conditions in the agricultural-political and in the agricultural-social fields in foreign countries.

The French delegation



Each department is directed by an administrator who is, at the same time, a member of the Executive Committee of CNJA. This administrator is assisted by the specialists in the individual fields who are responsible on regional level.

The CNJA maintains a close contact with the different public and private agencies for vocational and family matters. These are, for their part, fully aware that, within the framework of CNJA, they are dealing with the living forces of tomorrow's agriculture. They have asked the federation of young farmers to define clearly their scope of activities.

### Greece

The rural youth programme in Greece comprises boys and girls who have left school, i. e. boys and girls of 13 to 24 years of age who live on the land and who work in agriculture or rural home economics. Participation in this programme is voluntary. The whole programme is more or less a preliminary stage to the vocational rural youth club. The major aims of this programme, which is almost exclusively carried out by the agricultural advisory and educational service of the Ministry of Agriculture are as follows:

- 1) Promotion of vocational education
- 2) Training of rural youth leaders and proper education to become good citizens
- 3) Assistance in the development of their personalities
- 4) Education to accept responsibility and develop a community feeling
- 5) Sport, health and hygiene.

As the objectives indicate, this programme is concerned with agricultural and social problems and helps to make them better farmers and better citizens.



Different stages have been developed to make this programme fully effective:

- 1) in the pre-vocational stage the main approach is to rural youth in the primary schools
- 2) thereupon follows the stage of vocational education  
The farm advisers carry out, in cooperation with the juveniles, individual projects or group projects on their parental farms, supplemented by evening training courses.  
Their slogan is as follows: Learning by Doing.
- 3) Stage 3 signifies the cooperation of the juveniles; they learn to accept responsibilities and to form clubs.
- 4) Stage 4 offers special training courses in special subjects.  
These training courses are carried out in the agricultural schools, where practical training predominates, and in the various agricultural educational and training centers.
- 5) It is in this last stage that the juveniles learn how they can improve their own living and working conditions. They participate in larger projects, such as re-afforestation schemes, agricultural shows, field trips, recreational programmes etc.

### Italy

The Italian Ministry of Agriculture and Forestry provides technical assistance to farmers through a variety of measures which also apply to rural youth, such as: technical training courses, practical demonstrations, advisory work through mass communication media, such as press, radio, television, cinema, exhibitions, competitions, field trips etc.

Financial assistance is provided for this purpose; advisory technicians serve in this connection in the districts and in the provinces.

The aim of these measures can be summarized as follows:

- 1) training of highly qualified agricultural manpower
- 2) proper advisory work
- 3) help to develop their own personalities.

All the vocational organizations concerned, such as the National Farmers' Union, the Italian Federation of the 3-P-Clubs, the Italian Rural Youth Union, the Catholic Italian Youth Movement constantly work in close cooperation with the government agencies concerned.

## Japan

The rural youth movement in Japan is organized in the same manner as the 4-H clubs.

Meetings are held in the evenings based on lectures and discussions and competitions are carried out in such tasks as milking, tractor operation, making ropes from rice-straw etc. The rural youth programmes in Japan also include sports. Once a year the chairmen of the rural youth movement meet with a view to preparing new programmes.



An exchange of rural youth with other countries is very expensive, because of Japan's isolated location and only very few juveniles are fortunate enough to participate in such an exchange.

Agriculture in Japan is being forced to adjust production to new consumer demands. This means a change in the traditional pattern, a change from the growing of rice to livestock breeding, poultry husbandry, vegetable and fruit growing.

### Agricultural vocational education

Compulsory education in Japan extends over a period of 9 years (6 years primary school and 3 years grammar school). The sons and daughters of farmers thereafter usually take up work on their parental farms or continue school education, i. e. they attend, for another 3 years, a general or an agricultural secondary school which they leave with the technical leaving certificate. There are 2-year-technical schools besides, which can only be attended after finishing compulsory education. The students are residents of these technical schools for one year, and they are given special tasks in the following year which have to be carried out on the parental farm. They discuss matters such as farm planning and cultivation methods with their teachers.

During the period when only little work is required on the farm they go to school for a total of 50 days.



Mr. Moore reports on  
rural youth activities  
in Canada

#### Canada

The 4-H-organization was established in Canada about 50 years ago. It comprises a total of 560 clubs with some 71 000 members. The 4-H-movement is the only rural youth organization for juveniles of 10 to 21 years of age. It is organised and financed by the departments for advisory work in the Ministries of Agriculture in the 10 Canadian provinces.

Agricultural advisory work, including 4-H club work is directed, on the district level, by the official advisory centers.

The clubs work, on local level, in a similar way to the 4-H-organizations of other countries. The programmes which are carried out in Canada require special efforts from the boys and girls, a point, which should be especially emphasized. Each member has to carry out a practical project. Special attention is also paid to a proper education in civics, in the development of the personality, in field trips, competitions and advanced training courses.

About 80 per cent of the 13 000 local rural youth leaders who are responsible for group work in cooperation with the district advisers, are adults. The Canadian National Council for 4-H clubs was founded in 1931. Its headquarters are in Ottawa. This council is financially and morally supported by the 10 provincial governments, by the Canadian Ministry of Agriculture, by 14 vocational organizations and by 48 big industrial enterprises. This National Council is responsible for the implementation of the National 4-H-Conference

and for the rural youth exchange. It furthermore administers a 4-H Assistance Service; it issues publications and is concerned with public relations work.

The 4-H-organization, just as agriculture as a whole, will have to adjust itself to the constant change which is taking place in Canada at present.

This requires:

- a greater number of local group leaders,
- an increase in the financial assistance provided,
- the adjustment of the programme to the interests concerned and to the requirements and needs of rural youth.

### Luxemburg

Luxemburg comprises an area of 2 587 square kilometers with a population of 320 000 inhabitants, most of whom are Catholics.

Luxemburg comprises two rural youth organizations, the Catholic Rural Youth Organization for Boys (J.A.C.) and the Catholic Rural Youth Organization for Girls (J.A.C.F.).

The J.A.C.F. is an organization for the girls in the villages of 16 - 30 years of age, and its aims are the education and training of their members in such fields as religion, civics, cultural, social and vocational matters. With a view to reaching these aims, the following means are utilized:

- a) work in study circles, where the following method is applied:  
see - judge - act.
- b) instructional lectures, meetings, conferences, seminars on national and regional level, training courses on particular subjects, for example courses to prepare young people for marriage, training courses in cooking, needle-work, baby-nursing,
- c) study trips within Luxemburg and abroad,
- d) special visit-days and courses in religion,
- e) publication of a periodical and an information organ for the responsible persons concerned and several pamphlets with instructions,
- f) suggestions for the implementation of social reforms  
structure of J.A.C.F.
  - 1) individual sections
  - 2) districts
  - 3) regionsThose responsible on district and regional level form the national board of directors.

At the top of J.A.C.F. there are those responsible on national level and two female national assistants who have been elected by the National Board of Directors for a period of 3 years, and in addition a priest who is nominated by the bishop.

The J.A.C.F. encourages the group to use their personal initiative and leaves it to the young people themselves to organise courses, film shows etc. provided they are in line with the objectives and the spirit behind J.A.C.F. The J.A.C.F. is also a member of MIJARC.

### Norway

Altogether there is a total of 40 rural youth groups in Norway, of which the following 3 rural youth organizations are, however, of particular importance:

the Norwegian League of Youth,  
the Norwegian Rural Youth Organization,  
the Norwegian 4-H-Movement.

The Norwegian League of Youth is the oldest of these organizations. It is mainly concerned with cultural problems and with the maintenance of old customs and traditions.

The Norwegian Rural Youth Organization (NBU) was established in 1946. It's main purpose is the promotion of social, economic and cultural knowledge.

Competitions in the vocational and in the general educational fields are one of the highlights in the programme of this organization. But training courses, study trips and rural youth exchange programmes on the Scandinavian and international level are also carried out.

The 4-H-movement "conquered" Norway about 40 years ago. The 4-H clubs then federated on national level in 1936. The Norwegian 4-H-movement has in the meantime found the support of 26 different vocational and private organizations. It comprises a total of 500 clubs. Each club and each of the 26 member organizations can delegate a representative to the 4-H National Council.

In each of the 19 administrative districts of Norway there is a 4-H Committee which is elected by the advisory service in cooperation with the 4-H-organizations. The chairman of the committee is at the same time a member of the National Council.

The 4-H-movement has a total of 10 000 members and employs at present on the national level one secretary general, 3 rural youth advisers and 2 administrative personnel.

The Norwegian 4-H-movement follows the same principles and uses the same methods as all the other 4-H-organizations.

### Austria

In Austria rural youth work is carried out by the rural youth organizations of the Provincial Chambers of Agriculture, and by the Catholic and Protestant Rural Youth Movements. Rural youth work, as administered by the Chambers of Agriculture, is based on Christian principles and completely non-political.

| Youth   | Home   |
|---|--|
| Local group (parish)<br>(including chairman, deputy chairman, treasurer, secretary)                             | Advisory Committee   |
| District Executive Committee  | District Farmers' Chamber of Agriculture and Forestry<br>District Advisory Committee |
| Regional Executive Committee<br>(including regional chairman, deputy chairman, treasurer, secretary)            | Provincial Chamber of Agriculture and Forestry                                       |
| Conference of Presidents<br>Working party for rural youth matters<br>(including Federal chairman and secretary) | Federal Ministry of Agriculture and Forestry<br>(Rural Youth Department)             |

A total of 30 000 boys and 25 000 girls are at present taken care of in about 2 300 local groups (parishes). Various educational measures aim at raising the educational level (in so far as technical and general education are concerned), and at making it clear to youth more so than before that knowledge and education are of vital importance if they want to make a successful career in farming. Old traditions and customs are fostered by folksongs and folk dances, by laymen's plays, the wearing of the old costumes and the organization of special events.

In the various fields individual and community projects are carried out. They have all been very successful. These projects include competitions in delivering a speech, ploughing and milking contests and vocational competitions with practical projects and projects involving creative composition. In addition special drives, "City and Village", are arranged to promote better understanding amongst the rural and urban population and to remove false conceptions.

The Federal Ministry of Agriculture and Forestry publishes, in addition to project leaflets and booklets a monthly organ which acquaints youth and the youth leaders with special problems and provides them with valuable ideas as far as group work is concerned.

### Poland

The Polish Rural Youth Association (ZMW) was founded in 1957. It comprises a total of some 700 000 rural boy and girl members. 555 000 of these boys and girls come from farms and 38 000 from government estates, and 11 000 from production cooperatives. It thus follows that about 86.6 per cent of all the members can, through rural youth work, acquire knowledge for their jobs. Rural youth furthermore carries out training courses and competitions in cooperation with the newly established agricultural schools and other agricultural institutions.

Some 4 400 farm advisers are helping them with their work. Voluntary projects are carried out in addition, for the benefit of the general public, such as road repairs, repairs in squares, assistance in the construction of village schools, of community cultural centers, of health centers etc.

Cultural education is of particular importance. Libraries have been set up and groups for dancing and theatre performances have been formed. There are, at present, within the rural youth organization some 1 500 clubs with special interests.

With regard to social work, the work done by girls is of special significance. A great number of them participate in training courses on questions of health and hygiene, on the proper education of children, on cooking, sewing and other home economics problems.

More than 35 000 girls participate each year in the flower and vegetable garden competition.

In future the Polish Rural Youth Association will also definitely make special efforts as far as the advanced vocational training of its members is concerned.

### Portugal

Agricultural advisory work is a rather difficult matter in Portugal. The government provides considerable funds with a view to increasing agricultural productivity and thus to improving the standard of living of the poor agricultural population, working, very often, under extremely difficult conditions.

The Ministry of Agriculture carries out farm advisory work with the assistance of four main organizations, namely: the General

Directorates for Agriculture, Forestry, Livestock Breeding and Colonization. Some 5 1/2 years ago efforts were made, in cooperation with other Ministries (National Education and Work) to develop rural youth advisory activities. This is actually done by training courses which are adjusted to the various age-levels and to the school education of the juveniles. The following qualifications are required of the advisory technicians from whom special assistance is expected:

- 1) a good training and education in the agricultural and technical field
- 2) academic qualifications and capacity to adjust properly
- 3) conviction that the work is important and of particular value
- 4) willingness to work
- 5) organiser, teacher, friend and comrade of the farm-hand
- 6) he must love his work and have a sympathetic understanding of the population.

#### Advisory methods:

mass advisory methods, such as meetings, publications, exhibitions, radio and television, training courses.

Audio-visual aids are of particular importance, because they are also easily understood if the educational level is comparatively low.

Since there does not exist, in Portugal, an organization comparable to the rural youth organizations of other countries, it was decided to establish a rural youth advisory service whose symbol will be the clover with four leaves. This service will work along the following lines: Study, research, practice, teaching (Etudier, Expérimenter, Exécuter, Enseigner). Its abbreviation will be as follows: "4-E".

#### Republic of Ireland

Rural youth work in Ireland is mainly carried out by the farmers' organization Macra na Feirme and their youth departments Macra na Tuaithe and Muinntir na Tire. Both organizations are voluntary and independent and, up to a few years ago, did not receive any government aid. They both cooperate very closely with the national advisory service of the Ministry of Agriculture and with the educational institutions.

Macra na Feirme was founded in 1944 and comprises some 350 senior clubs with a total of 20 000 members. The head of the organization comprises the National Council with a chairman, 4 deputies and one delegate from each county. The members of the National Council are newly elected every two years. The National Council chooses, out of its own ranks, a committee for action, which meets once a month with a view to discussing current affairs. The council is responsible for the proper management of affairs, but changes of the statutes can only be effected by a majority vote of all county groups. The official secretarial staff of the organization comprises 11 persons, 5 of whom cooperate closely with the juniors' department. The juniors' department, whose members are from 12 - 18 years of age, was founded in 1952 with a view to promoting in particular



the vocational efficiency of this age-group by taking the 4-H-movement in the United States of America as an example. As a starting aid 5 000 £ were made available for a period of five years by the Kellogg-Foundation in the United States of America. The same amount was provided by the Irish Government for the period from 1957 to 1962. A Foundation of Industrial Enterprises has been set up in the meantime which again makes available, for a period of five years, an amount of 5 000 £. The boys and girls have to assume the obligation if they want to become a member in this organization, to carry out one project annually. They can obtain, for the starting of this project, an amount of up to 10 £ from the bank. This gives them a good chance of widening their knowledge in the field of credits and credit matters. Due to the cooperation with the junior clubs more than 4 000 young people participate now in these agricultural vocational projects.

The funds which are at present available for the rural youth work of the senior clubs comprise: 40 per cent out of membership-fees, 40 per cent from government subsidies and 20 per cent from private donations or foundations.

The main objective of this organization is to stimulate the members' interest in education and to provide the educational assistance required. Cultural and social matters are also promoted. The rural population is showing a keen interest and is fully aware of the value of the organization's objectives, namely to educate and train the young rural generation to become good farmers, good farm women and better citizens.

### Scotland

The Scottish rural youth organization "Young Farmers' Club" is not only approaching farmers' sons and farmers' daughters but all the young people between 14 and 26 years of age who live on the land. The clubs comprise, at present, 40 per cent farm-hands, farmers' sons and farmers' daughters, 25 per cent industrial labour and 35 per cent juveniles who are not employed in agriculture.

The various clubs, which have lately been called either Rural Club or Agricultural Club or some similar title, jointly formed the "Scottish Association of Young Farmers' Clubs". The first clubs were established in 1923. They were, at first, mainly concerned with the practical projects, but have now chosen the following objectives:

- better understanding of what living in the country means,
- civic education,
- improvement of the general education and
- development of the personality.

Organisational set-up:

The members of the club elect, during the annual General Meeting, the Club-Committee:

Group leader  
Chairman  
Deputy chairman  
Secretary  
Press secretary  
Treasurer  
and one or two members from each community.

This committee is actually the Parliament of the district in question. It is, under the direction of the group leader and the district adviser, responsible for everything which concerns the group.

Methods of group activities:

Lectures with open discussions to follow  
Introductory training courses with the theoretical and practical projects in the field of education  
Participation of members in lectures, practical demonstrations, debates, concerts, theater performances, rural crafts etc.  
Competitions of various kinds  
Social events  
Field trips to farms and industrial enterprises.

Special efforts are made as far as the education of rural youth leaders on local, district, county and state level is concerned.

The work of the rural youth groups is highly appreciated on the national level. A great number of former club members are nowadays playing an important part in the Scottish Farmers' Union; some of them have been elected to become members on specific committees at the early age of 30 years.

The slogan of the organization is as follows:  
Better farmers - better fellowmen - better citizens.

Sweden

The National Association of the Swedish 4-H clubs is the top organization of all rural youth group work in Sweden. Three associations are affiliated to it, which are especially concerned with agricultural, forestry and domestic science matters:

- 1) JUF - Association of Young Farmers
- 2) FSU - Forestry Youth Association
- 3) FHU - Association for Home and Youth.

The Association of Young Farmers was founded in 1918 and in 1924, following the United States of America, adopted methods used in 4-H club work which proved to be extremely successful. Then, in September 1960, all groups federated to form the top organization, the so-called "Sveriges 4 H", the National Association of Swedish 4-H clubs, with a total of 38 000 members.

Group work of the organizations is financially supported by the government. Government aid is provided, moreover, for the implementation of training courses for group leaders and for the employment of two-full-time advisers in the National Bureau. The remaining expenditure is covered by subsidies from private Foundations and by the members' fees.

The association employs some 80 full-time youth leaders, 35 of whom continuously, and 45 only periodically. Nearly all the official youth leaders have participated in special training courses in psychology, pedagogics and methods of rural youth work. A basic training course on questions relating to rural youth leadership is carried out in the primary school at Valla/Linköping and lasts for a period of two years with a 30 weeks curriculum each.

The members of the 4-H-clubs are from 11 to 20 years of age. Their programme is similar to that of the 4-H clubs in other countries. The other three associations JUF, FSU and FHU are concerned with young people 20 years old and above. They discuss mainly special vocational subjects and meet, for this purpose, in study circles, at least 10 times during the winter period. A special handbook has been prepared for this type of work, which contains all the subjects recommended for their attention. Financial assistance is provided, for this type of study, by the government.

### Switzerland

Rural youth in Switzerland is a reflection of the agricultural and political characteristics of the country. There is no national organization which deals exclusively with rural youth problems; on the contrary, there is a great number of organizations which tackle rural youth matters as a sideline. In 1956 the Swiss Rural Youth Committee was founded in Bern, with the object of promoting rural youth work and coordinating, at the same time, the activities of the various organizations. In addition, the idea is to promote rural youth work within the framework of the programme of activities in the field of cultural and professional education. The statutes of this top organization are simple. Every rural youth organization and every cantonal group is entitled to representation on this committee. The steering committee, with a chairman, two vice-presidents and a secretary is responsible for current business affairs. Once a year a big meeting is held. Every cantonal group is represented by 5 delegates, whereas the other organizations delegate 3 members each. In addition to these very active national organizations there are quite a number of organizations on cantonal level which represent

The press is inquiring about the problems encountered in rural youth work in other countries



the interests of students and ex-students of agricultural schools. All efforts in the field of rural youth exchange are also actively encouraged.

There are, in fact, 3 types of rural youth organizations:

- 1) the vocational organizations of the various cantons, most of which are associations of ex-students of agricultural schools. These schools are responsible for agricultural apprenticeship and for the examinations which follow
- 2) denominational organizations
- 3) proper national organizations which carry out a great number of advanced training courses.

As the great number of organizations indicates, there is considerable interest in the promotion of rural youth work. As a consequence of the federal type of government, each organization remains quite independent. This has a great mass effect, but the work itself is not very representative from an outside observer's point of view.

### Thailand

The programme of the Young Farmers in Thailand (Yuwa Kasikorn) was established in 1953, following the example of the 4-H clubs. The present number of rural youth clubs amounts to some 500, in 60 out of a total of 71 provinces. The young farmers' association is under the direction of the Ministry of Agriculture. Nine official youth leaders work on national level, whereas the number of officials working in this field on the provincial and district level amounts to 156. On local level there is a total of 890 leaders - most of whom are teachers - responsible for group work. So far there are no group leaders who have come from the ranks of these organizations, whose members are 10 - 20 years of age. The number of members in the young farmers' association has

doubled in the last three years, which seems to indicate that it is in fact a necessary institution. These programmes very often are the only opportunity of advanced training for boys and girls who have left school after they have finished their 4th year at school and who cannot attend another school simply because they cannot reach them from the villages where they live.

The official agencies of the Ministry of Agriculture which are responsible for these matters make every effort to promote further youth education and training through training courses for leaders and similar measures.

### Tunisia

Agriculture takes pride of place in the national economy of the Republic of Tunisia. More than 50 per cent of the population are under 20 years of age. It is due to these two facts that the problems of youth in general and of rural youth in particular are of such special importance.

Within the framework of rural youth promotion particular efforts are made to modernise the agricultural sector and to increase production. As this can best be achieved by good vocational education for the young people, groups are formed for all kinds of special fields. The importance which is attached to these questions is best characterized by the fact that 33 per cent of the national budget is spent on these efforts.

Another objective, by no means of less importance, is the education of the juveniles to become conscientious citizens who are ready to shoulder responsibilities.

With the objective of reaching this and other aims a 10-Year-Plan has been laid down by the Tunisian Government.

### Organizational set-up of rural youth work in Tunisia

The Agency for Teaching and Agricultural Advisory Work of the Secretariat for Agriculture is concerned with the promotion of vocational education. Elementary education is provided in the educational centers for home economics and in the centers for agricultural mechanics.

The Secondary Agricultural School in Tunis is concerned with the training of agricultural engineers.

The Directorat for Sports and Youth Activities is concerned with youth education in general. Since Tunisia's independence quite a number of institutes have been established for youth:

Homes for children

Homes for juveniles

Educational centers for youth advisers.

There are several national organizations, in Tunisia, which are concerned in one way or other with youth education, such as

Youth of the National Party

Tunisian National Farmers' Union

General Tunisian Labourers' Union

Tunisian Women's Union.

There is no specific rural youth advisory service and no institution comparable to the 4-H-clubs available yet in Tunisia. Special attention is, nevertheless, paid to rural youth by the government and by the national organizations.

#### The United States of America

4-H club work started, in the United States of America, towards the end of last year's century. The teachers had realised that the children must have a chance to acquire, in practical work, experience of their own. The first of these clubs were mainly concerned with the raising of pigs, the growing of tomatoes etc. These activities were officially recognized and promoted by the government only a few years later and have been known for the past 50 years under the title 4-H (Head, Heart, Hands and Health). The 4-H clubs work mainly on local level under the leadership of voluntary leaders who prepare the programmes with the help of adults. Official leaders and advisers assist the local group leaders in their efforts. The 4-H activities are supported, financially and technically, by three different institutions:

- 1) by the local community
- 2) by the state government and by the university
- 3) by the U.S. Department of Agriculture.

Rural youth leaders are trained by the department for 4-H activities of the national advisory service in cooperation with the other institutions which are responsible for the above youth programme.

Funds for special projects, such as education in civics, training of rural youth leaders, are provided by the 4-H Club Foundation which subsidizes, at the same time, the national 4-H club center in Washington, D.C., an institution known for its international programmes, such as the IFYE Programme and the Peace Corps.

The programme is constantly adapted to present requirements. Efforts are now made, besides the execution of the traditional agricultural and home economics projects, to find new means for a further promotion of rural youth work.

### The Federal Republic of Germany

There are three rural youth organizations in the Federal Republic of Germany. Nearly one third of all the boys and girls of 15 - 25 years of age who live in the country have joined a rural youth organization.

Financial aid is made available to the youth organizations and to individual members by the Federal government with a view to thus promoting rural youth group activities. Special funds are also made available, under the Federal Youth Plan, for seminars on civic education and for training courses at the Rural People's High Schools. The professional educational activities are, moreover, supported by the Federal Ministry of Food, Agriculture and Forestry through the allocation of subsidies for the basic and advanced training of rural youth leaders, for rural youth meetings, exhibitions and for study trips in Germany and abroad. It also subsidizes the international farmers' exchange which was initiated by the German Farmers' Union and the IFYE-Programme.

The Rural Youth Advisory Service was established in 1951 with the object to encourage all the efforts made with a view to improving advanced training. The main idea was to train youth sufficiently that they will become independent farmers and farm wives who love their work.

Each of the "Länder" governments of the Federal Republic of Germany has two or even more staff members (male and female) who are concerned with rural youth advisory work. Their headquarters are either the Ministries of Food, Agriculture and Forestry, the Chambers of Agriculture or the Provincial Governments (Regierungspräsidien).

The rural youth advisory service has - based on the principles of the so-called "working school" and the experience gained by the rural youth organizations in foreign countries - developed special advisory methods which are perfectly adjusted to the mentality of the juveniles. It is along these lines, that projects, competitions, judging exercises and practical demonstrations are carried out within the framework of the educational activities of the rural youth organizations, of the curriculum of the schools and within the framework of the extra-school activities of the agricultural vocational and agricultural schools as well as in professional training.

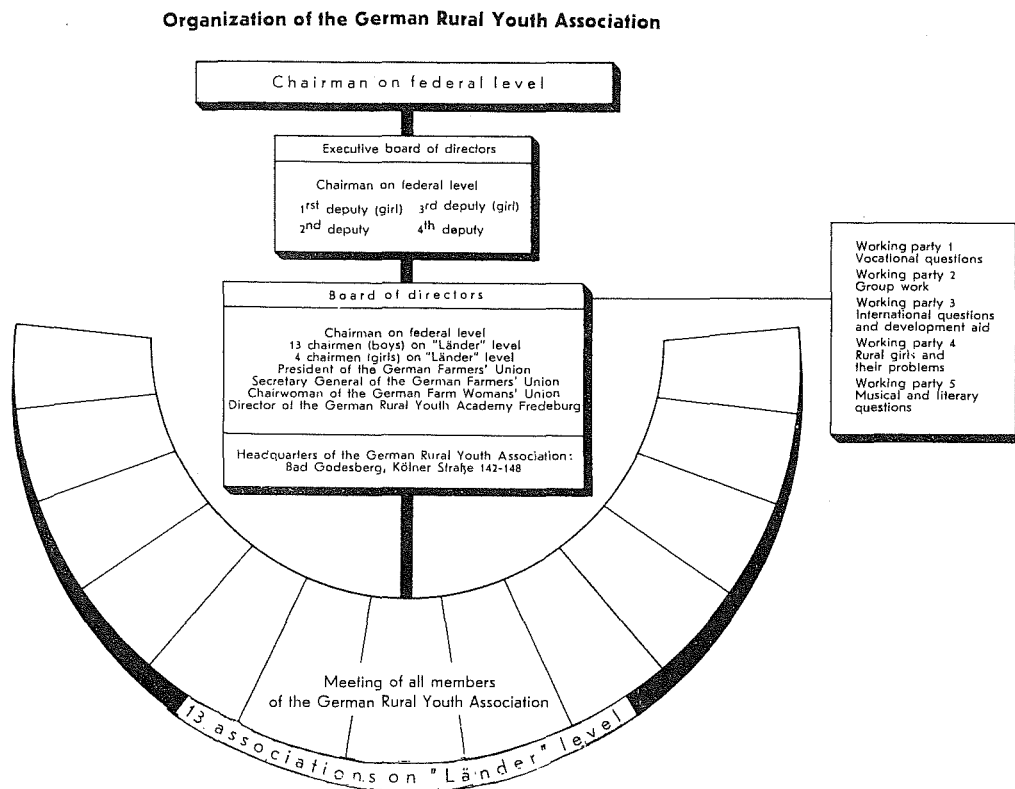
### Organization and Aims of the 3 Rural Youth Organizations

The German Rural Youth Association, an institution within the framework of the German Farmers' Union, is entirely free from party-political and denominational ties. Its main objective is a further promotion of the vocational, civic and cultural education of its members.

Special working parties with delegates from the regional associations and technical consultants as members are concerned with the preparation of the programmes. These programmes are submitted to the Executive Committee for approval and are then made available to the individual groups.

The German Rural Youth Association approaches rural youth in general, i. e. boys and girls from 15 - 25 years of age. The group meetings which are generally held every week or fortnight are jointly attended by both girls and boys.

Advanced training courses for rural youth leaders are held on district or regional level. Seminars on civic problems are, in addition, held on district level. The preparation and proper implementation of these seminars is the task of educational specialists.

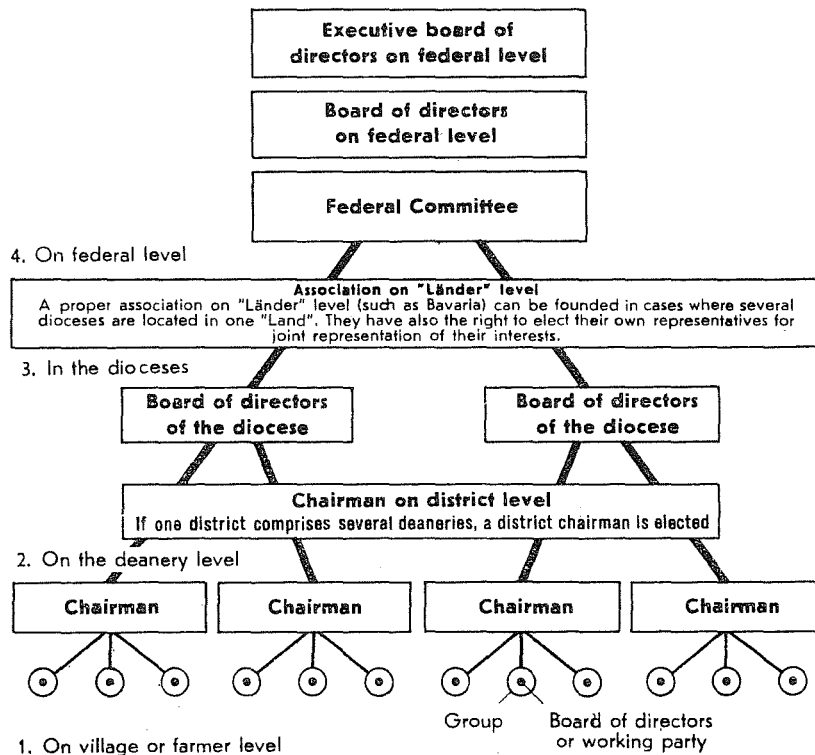


The rural youth Association, with the Rural Youth Academy at Fredeburg/Sauerland as its educational center, is making severe efforts to intensify the close cooperation.



The Catholic Rural Youth Movement in Germany (KLJB) approaches rural youth from 15 - 25 years of age and works in the interests of church family, the socially sound village and the vocational agricultural circles.

#### Organization of the Catholic Rural Youth Movement



The group is directed by a "Committee of Responsible Persons", a group of especially responsible members who meet, in addition to the actual group meetings, about once a month with a view to discussing topical problems related to the group, the village and the community and with a view to planning future activities.

The working programme for the group is set up along the same principles as applied by all the other Catholic rural youth organizations which have joined to form the MIJARC, viz. "to see - to judge - to act."

Special attention is paid, in the educational center of the KLJB, the "Klausenhof" at Dingden/Westfalia, to the training of rural youth leaders. Members of the KLJB are specially prepared, for work in the developing countries, in special training courses which last for several weeks.

A special institution in this field is the Association for the Promotion of Protestant Rural Youth Activities. It does not comprise a specific number of members; it is concerned with working parties and groups.

Its objects are similar to those of the German Rural Youth Association and of the Catholic Rural Youth Movement. The Protestant Rural Youth Movement does not only aim at bringing back to the Protestant Rural Youth a feeling for religion again, but tries to promote, at the same time, the vocational training and the general education of rural youth in particular.

The Protestant Rural Youth Academy at Altenkirchen/Westerwald which is the educational center of this movement trains all those who are directly responsible for the Protestant Rural Youth Movement and other key-personnel, such as clergymen, teachers etc., in regularly executed training courses for rural youth work.



### III. Social Events and Field Trips

On the opening day of the seminar the participants had been invited by the Bavarian Minister of Agriculture, Dr. Dr. Hundhammer. A special welcome had, in the evening, been arranged under the slogan "Bavaria - the country and its people". Songs, folk dances and music, all presented by rural youth groups, gave an idea of the characteristics of the host country.

Induced by the gay atmosphere of this evening, even the guests from abroad could not help but contribute a few typical songs of their home-countries.

A boat-trip around the "Ammersee" on a nice, clear evening proved a good means to forget the strain of the first days of the seminar for a while.

During a field trip to the South of Bavaria and to Upper-Austria which lasted for 3 days and a half, the agricultural school system and the agricultural training system of the Federal Republic of Germany, a topic which had been discussed beforehand in several lectures, were specially investigated.

A training farm at Oberwertach in the district of Aibling gave the participants an opportunity to convince themselves of the versatility and the thoroughness of practical vocational training in agriculture and in rural home economics.

On a training farm in  
the district of Aibling

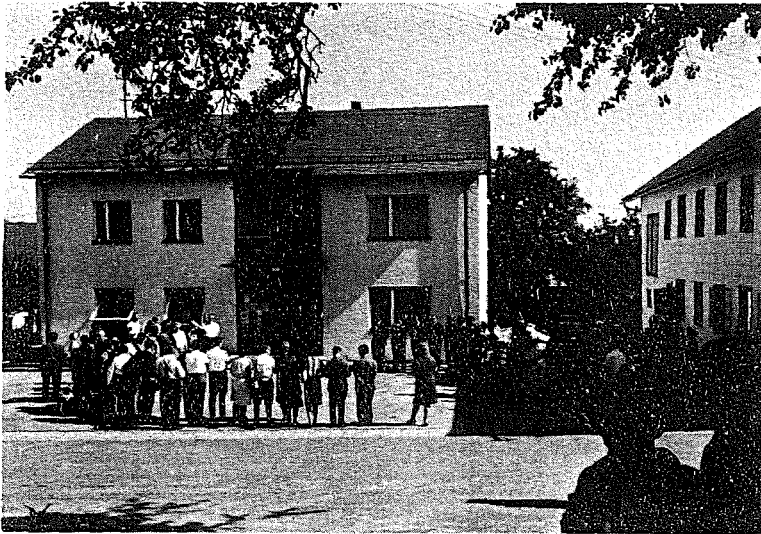


In addition to the practical training on the farm the apprentices are, from time to time, thoroughly briefed at the agricultural school of their home district on specific topics in their work. At the agricultural school at Bad Aibling it was the subject deep-freezing, which was for example discussed. The very instructive explanations given by the rural home economics teacher were followed with particular interest by apprentices and guests.



Teaching agricul-  
tural apprentices  
in an agricultural  
school

It seemed as if the rural youth leaders considered the visit to this agricultural school the highlight of the field trip, but they were particularly enthusiastic about the reception they experienced by the pupils and the teachers of the Stephanskirchen school, a modern rural primary school near Rosenheim. There were quite a few of the participants, it seemed, who would not have minded in the least going to school again in this very modern school building where teaching seemed to be directed along modern lines.



Official welcome  
of the guests from  
abroad in Austria

The participants then proceeded, via Traunstein and Salzburg, to Oberwang in Austria, where they were welcomed by a local band. Rural youth groups played a major part in Austria as far as the reception of the seminar participants was concerned.

The girls demonstrated, with the local population showing a particularly great interest, modern means of juice-production by evaporation, of laying the table properly and they also showed home-made working clothes which revealed their interest in advanced training in rural group work. The seminar participants were then, in the evening, the guests of the Rural Women's School at Weyregg/Attersee.

Mr. Hauschildt, the director of the Chamber of Agriculture of Upper-Austria, gave, with the assistance of slides and graphs, a good survey on agriculture in Upper-Austria and on the development of agricultural productivity in recent years.

Considerable efforts have been made by rural youth at Aurach am Hongar to improve, on their own initiative, the whole village and impressive examples were given to the guests of the measures undertaken to make their village look more beautiful.

And last but not least a big exhibition at Gmunden am Traunsee was excellent proof of the versatility of the working programme of rural youth in Austria. The participants to the excursion were particularly impressed by the excellent examples of craftsmanship and needlework which revealed a considerable amount of talent in arts, of diligence and of perseverance. The participants to the seminar not only visited the educational facilities and the training institutions and saw good examples of rural youth work, but they had an opportunity to admire, at the same time, the beauty of the landscape and the cultural highlights of Bavaria and Austria.

One evening was also spent, by the participants, at the Monastery of Andechs, a cultural gem situated on the "Ammersee". The abbot Dr. Hugo Lang himself pointed out the treasures of the monastery church and gave a brief survey of the history of the Monastery.

The guests were then invited to dinner by the President of the Bavarian Diet, Dr. Hanauer. The participants from abroad addressed, at the end of this very nice and interesting evening where they had all had a chance of a more personal contact, a word of thanks to the hosts, each one of them thanking in his mother tongue.

In a second field trip in the vicinity of Herrsching practical examples were given of rural youth work in Bavaria.

Forest work contest  
on county level



In spite of a cold and rainy day, the guests watched with great attention the results of a forest work contest on county level. Some of the seminar participants even made themselves an attempt to take an active part in these exercises - of course without actually competing - and were eagerly watched by the other participants and were loudly acclaimed. Some girls of a rural youth group had demonstrated the result of their project "Milk and Bread" in a most appetizing exhibition. The guests were then offered, in a practical demonstration in a hospitable Upper-Bavarian farm house, samples of the meals prepared within the framework of this particular project.

This field trip was finally concluded by a rural youth evening of the Catholic rural youth movement, held in a village-inn. The young people demonstrated what they did during the year and gave the guests an idea of their versatile working programme.

A member of the Catholic Rural Youth Movement in Belgium then thanked in a very appreciative way on behalf of the seminar participants for the hospitality offered and for the many highlights which showed that they were all really interested in their work and that they worked with great diligence.

The participants finally attended, at the invitation of the Federal Ministry of Food, Agriculture and Forestry, a dinner party where they received, at the same time, their Certificate of Participation.

The guests then seized the opportunity to thank the organizers in warm words for the efforts made to make this seminar a real success, thanking, at the same time, most heartily for the hospitality they were offered everywhere.



The directors of the two schools concerned which served as "homes" to the participants during their three weeks' stay, namely: Frau Dr. Weber and Director Quinger

It thus happened that the participants had, during the three weeks of discussions and working parties, combined with efforts for the promotion of rural youth work in general, become one great family.

There was unanimous agreement that the exchange of ideas in this way should be continued in future at all events.

#### IV. The International Seminar and the Opinion of the Press, the Guests and the Participants

The public had been informed on the activities of the International Study Center for Rural Youth Work by the dailies and weeklies concerned.

Special attention was paid by the press to the questions relating to rural youth education, to development aid and to the education of rural youth leaders, questions which were all discussed during the seminar.

It was unanimously agreed that the first seminar, held in 1962, had been a great success, and it was pointed out, at the same time, that the results which had now been obtained in this second training course, fully justified the continuation of the efforts made by the International Study Center as far as the promotion of rural youth work is concerned.

##### Mr. Sven Olof Birgersson/Sweden:

I should like to thank you very much indeed for the most interesting and instructive seminar and for the time we were fortunate enough to spend all together here at Herrsching. Believe me, when I tell you, that this seminar will remain in my memory for a long, long time.

##### Mr. R. F. Gregor, Secretary General of the European Committee/Scotland:

I was immensely impressed by the organization of the whole seminar and by the enthusiasm and the assistance offered which was so obvious everywhere. I can assure you that the European Committee will also in future support most actively any further projects of this kind.

##### Miss C. Sanders, Research and Education Officer, London

I should like to take this opportunity to tell you how immensely pleased I was to have been invited, as a participant, to this seminar. I have finally realized that this training course can actually be considered as an introduction into a new phase of rural youth work. I at least feel as if I had been summoned to find new ways and make new efforts in rural youth work.

##### Miss M. Gallagher, National Organiser, Republic of Ireland

I am right now busy preparing a report on my impressions of this seminar for my organization, and I can assure you that these past few weeks have given me new and extremely useful ideas for the rural youth programmes in Ireland.

##### Mr. James D. Moore, Manager, Canadian Council on 4-H Clubs, Canada

It was indeed an advantage and a very pleasant and instructive experience to participate in this seminar. This unique opportunity of exchanging experience will be of greatest importance for the further development and improvement of the programmes in my home-country, where there is a great demand of highly qualified rural youth leaders. But we are of the opinion that, provided that we still continue constantly to promote our programmes, we have every reason to be optimistic as far as the future development is concerned. May all the future seminars be just as successful and be of as great value to the participating countries as this present one.



V. List of Speakers and Leaders of Working Parties

No efforts were spared to win well-known representatives of the various organizations, institutions and nations to act as lecturers during the second seminar of the International Study Center. The ladies and gentlemen concerned were most willing to cooperate and demonstrated thus a real interest in a further promotion of rural youth work. We should like to take this opportunity to thank the speakers and the leaders of the working parties once again for their cooperation.

Speakers:

(1) P. Augagneur

Representative of MIJARC, Paris, France

"International Rural Youth Exchange Programmes"

(2) Frau Dr. Bauer

Haus Schwalbach, Institution for Group Pedagogics, Wiesbaden/Germany

"Talk and Discussion Forms in Rural Youth Work"

(3) Mrs. E. Beaurain-Pihkala

Secretary General of the National FAO-Committee, Helsinki/Finland

"The Part played by Rural Youth Work within the Framework of Measures to increase Agricultural Productivity"

(4) K. Becher

Manager of the Bavarian Association for Rural Affairs, Munich/Germany

"The Part played by the Musical and Cultural Education within the Framework of a Rural Youth Group"

(5) D. Brombart

Representative of WAY, Brussels, Belgium

"Purpose and Aim of the World Assembly of Youth"

(6) A. Chaponnier

Chief of the Section Agricultural Vocational Education and Advisory Work, Federal Department for National Economics, Bern/Switzerland

"Methods of Advanced Vocational Training of Rural Youth"

(7) L. Dempsey

Inspector for Advisory Work and Education in the Ministry of Agriculture, Dublin, Republic of Ireland

"Vocational and Civic Education of Rural Youth"

(8) Ch. Feldmann

Assistant Secretary General of the European Confederation of Agriculture, Brugg/Switzerland

"The Family Farm as the Guiding Pattern for Rural Youth Work"

(9) P. François

Director of the Department Adult Education and Youth Work, UNESCO, Paris, France

"The Principles of modern Group Pedagogics"

(9) P. François

Director of the Department of Adult Education and Youth Work,  
UNESCO, Paris, France

"The Principles of modern Group Pedagogics"

(10) K. Gebbers

Chief of the Section Rural Youth Work in the Federal Ministry of Food,  
Agriculture and Forestry, Bonn, Germany

"Agriculture in the Federal Republic of Germany"

(11) J. de Geus

Head of the Section Rural Education and Social Problems of FAO,  
Rome, Italy

"Promotion of Rural Youth Activities - Aim of International  
Organizations"

(12) R. F. Gregor

Secretary General of the European Rural Youth Committee and 4-H clubs,  
Edinburgh, Scotland

"Which International Contacts and Rural Youth Associations do  
presently exist?"

(13) E. Hansen

Secretary General of the Working Party of Danish Rural Youth,  
Roskilde, Denmark

"International Rural Youth Competitions"

(14) H. Hartan

Head of the Section Education and Advisory Work in the Federal  
Ministry of Food, Agriculture and Forestry, Bonn, Germany

"Methods of Advanced Vocational Training of Rural Youth"

"Rural Youth Work and Government Assistance"

(15) Dr. Haushofer

Head of the Agricultural Center of the German Foundation for the Developing  
Countries, Munich, Germany

"Rural Youth and Aid for Developing Countries"

(16) L. Hopfner

Ministerialdirektor, Director of the Department Food and Agriculture  
in the Bavarian Ministry of Food, Agriculture and Forestry, Munich, Germany

"Aims and Responsibilities of the Rural Youth Leaders"

(17) M. Hill

Programme Leader for 4-H Clubs and Rural Youth Work in the Federal Extension Service, U. S. Department of Agriculture, Washington, D.C. U.S.A.

"Methods of Basic and Advanced Vocational Training of Rural Youth as a Means to foster Self-Activity and Personality of Club Members"

(18) J. H. Koers

Vice-Chairman of the Rural Youth Organization of Lower Saxony Bimolten, Lower Saxony, Germany

"Why Rural Youth should cooperate on the National and International Level"

(19) Professor Dr. Kötter

Institute of Agricultural Sociology of the Justus-von-Liebig University, Giessen, Germany

"The Influence of a Changing Environment on the Development of the Rural Educational System"

(20) R. Liebelt

Assistant, Rural Youth Problems, in the Agricultural and Home Economics Evaluation and Information Service (AID), Bad Godesberg, Germany

"Periodicals and Booklets as Aids in Rural Youth Work"

(21) Professor F. Luger

Chief of Section Rural Youth Work in the Ministry of Agriculture and Forestry, Vienna, Austria

"Periodicals and Booklets as Aids in Rural Youth Work"

(22) Miss A. M. Y. Miller

Chairwoman of the Scottish Association of Young Farmers' Clubs YFC Pittenweem, Scotland

"Basic Training and In-Service Training of Rural Youth Leaders"

(23) A. Østeby

Secretary-General of the Norwegian 4-H Organization, Asker, Norway

"Questions relating to the Preparation of Programmes for Rural Youth Group Work"

(24) D. Patapatiou

Head of the Section Agricultural Vocational Training, Ministry of Agriculture, Athens, Greece

"How can Rural Youth support Programmes in the Developing Countries?"

(25) J. M. A. Penders

Inspector of the Agricultural Extension Service, Ministry of Agriculture and Fisheries, The Hague, Netherlands

"Methods of Advanced Vocational Training of Rural Youth"

(26) B. Petitlaurent

Press-officer in the Ministry of Agriculture, Paris, France

"Periodicals and Booklets as Aids in Rural Youth Work"

(27) Dr. Sailer

Head of the Section Production, Advisory Work and Education in the Bavarian Ministry of Food, Agriculture and Forestry, Munich, Germany

"Government Promotion of Rural Youth Work in Bavaria"

(28) J. Uebelacker

Bavarian Ministry of Food, Agriculture and Forestry, Munich, Germany

"Suggestions for the Preparation of an Exhibition"

(29) Dr. Dr. R. Wegmann

Lecturer, Pedagogical Institute, University of Munich, Assenhausen, Germany

"Phases of Psychological Development of Farming Youth"

(30) K. Winzer

Head of the Section Education and Advisory Work in the Agricultural and Home Economics Evaluation and Information Service, AID, Bad Godesberg, Germany

"Audio-visual Aids in Rural Youth Group Work"

The following working parties were directed by:

Working Party: Principles of Modern Group Pedagogics

Working Party: Talk and Discussion Forms in Rural Youth Work

P. François, UNESCO, Paris, France

Frau Dr. Bauer, Wiesbaden, Germany

M. Hill, Washington, D.C., U.S.A.

Working Party: Audio-visual Aids in Rural Youth Group Work

K. Winzer, Bad Godesberg, Germany

(31) Miss K. Hinrichsen, Bonn, Germany

(32) Mrs. R. Zeissner, Agricultural Graduate, Munich, Germany

VI. TEILNEHMER AM 2. INTERNATIONALEN SEMINAR FÜR LAND-  
JUGENDARBEIT

Herrsching/Ammersee, 1. - 20. Juni 1964

PARTICIPANTS OF 2<sup>nd</sup> INTERNATIONAL SEMINAR ON RURAL  
YOUTH WORK

Herrsching/Ammersee, Germany, June 1 - 20, 1964

PARTICIPANTS DU 2<sup>ième</sup> SEMINAIRE INTERNATIONAL POUR  
L'ACTIVITE DE LA JEUNESSE RURALE, Herrsching/Ammersee  
Allemagne du 1<sup>er</sup> au 20 juin 1964

| Name<br>No. Surname<br>Nom de Famille | Gegenw. Funktion und Adresse<br>Present Position and address<br>Occupation actuelle et adresse   | Land<br>Country<br>Pays             |
|---------------------------------------|--|-------------------------------------|
|                                       |  | Belgien<br>Belgium<br>Belgique      |
| 1. Caenen, Josef                      | Ingénieur Agronome de l'Etat<br>Hanelaarstraate 2, Kortrijk                                      |                                     |
| 2. Fraiture, Robert                   | Vice-Président du mouvement de<br>Jeunesse Rurale Catholique<br>Rue du Taciturne 27, Bruxelles 4 |                                     |
| 3. (Mlle)<br>Racquet, Lisette         | Boerinnenjeugdbond,<br>Diestsevest 18, Leuven  | Dänemark<br>Denmark<br>Danemark     |
| 4. Hansen, Ejgil                      | Secretary General of Rural Youth<br>in Denmark, Lokesvej 7, Roskilde                             | Deutschland<br>Germany<br>Allemagne |
| 5. (Frl.)<br>Alfes, Helene            | Landjugendreferentin im Erz-<br>bistum Paderborn<br>479 Paderborn, Westf.,<br>Domplatz 11        |                                     |
| 6. (Frl.)<br>Binstener, Elisabeth     | Landjugendberaterin<br>Regierung von Oberbayern<br>München, Maximilianstr. 29                    |                                     |
| 7. Burtsche, Otto                     | Mitarbeiter im Bund Badischer<br>Landjugend<br>7831 Königschaffhausen,<br>Winkel 251             |                                     |

| Name                                | Gegenw. Funktion und Adresse   | Land    |
|-------------------------------------|--|---------|
| No. Surname                         | Present Position and address   | Country |
| Nom de Famille                      | Occupation actuelle et adresse   | Pays    |
| 8. Dihlmann, Wolfgang               | Landjugendberater, Reg. Landw. Rat<br>am Württ. Staatsmin. f. Ernährung,<br>Landw., Weinbau u. Forsten,<br>Stuttgart-West, Marienstr. 41 |         |
| 9. (Frl.)<br>Fuhrmann, Ilse         | Landjugendberaterin<br>Min. f. Landw. u. Forsten<br>62 Wiesbaden, Schloßplatz 2  |         |
| 10. (Frl.)<br>Gaede, Elisabeth      | Landjugendberaterin<br>LWK Weser-Ems, 29 Oldenburg,<br>Mars-la-Tour-Str. 1-4   |         |
| 11. Dr. Hawelka, Walter             | Dozent a. d. D. Landjugendakademie<br>Fredeburg,<br>5947 Fredeburg/Sauerland,<br>Am Baumhof 4  |         |
| 12. Dr. Kirschner,<br>Hermann-Josef | Landjugendberater in Westf. -<br>Lippe, Landw. Kammer Westf. -<br>Lippe, Münster/Westf.,<br>Schorlemerstr.                               |         |
| 13. Dr. Klein, Albert               | Landjugendberater<br>Min. f. Landw., Weinbau u.<br>Forsten, 65 Mainz,<br>Große Bleiche 55  |         |
| 14. Liebelt, Rudolf                 | Assist. f. Landjugend im AID<br>532 Bad Godesberg, Heerstr. 124  |         |
| 15. (Frl.)<br>Möller, Ingrid        | Landjugendberaterin<br>Landw. Kammer Schleswig-Holst.,<br>Kiel, Holstenstr. 106/108  |         |
| 16. Overberg, Alfons                | Diözesanreferent der KLJB<br>45 Osnabrück, Domhof 12,<br>Postfach 234  |         |
| 17. Schwab, Georg                   | Bildungsreferent KLJB Dtschld.<br>4293 Dingden/Westf.,<br>Akademie Klausenhof  |         |
| 18. (Frl.)<br>Vetter, Gudrun        | Landjugendberatungsdienst im<br>Reg. Präsidium Südbaden<br>Freiburg i. Br.,<br>Erbprinzenstr. 2  |         |
| 19. (Frl.)<br>Werchan, Ingrid       | 6148 Heppenheim/Bergstr.<br>Kettelerstr. 29<br>Landwirtschaftsschule   |         |

| Name<br>No. Surname<br>Nom de Famille | Gegenw. Funktion und Adresse<br>Present Position and address<br>Occupation actuelle et adresse                   | Land<br>Country<br>Pays                             |
|---------------------------------------|--|---|
| 20. Dr. Winter, Walther               | Regierung von Oberfranken<br>Landjugendberater, Bayreuth,<br>Bayern  | Finnland<br>Finland<br>Finlande                     |
| 21. Lindsberg, Pentti                 | Secretary of Young Farmers'<br>Association, Ulvilantie 17<br>a.d. 177, Helsinki                                  | Frankreich<br>France<br>France                      |
| 22. Bullat, Alain                     | Directeur, Maison Familiale<br>Vetrai-Monthoux, H <sup>te</sup> Savoie   |   |
| 23. Fliniaux, Daniel                  | Foyer Rural de Ribemont-sur-<br>Ancre (Somme)  |   |
| 24. Jousse, André                     | Permanent MRJC<br>Boîte Postale 63, Alençon  | Griechenland<br>Greece<br>Grèce                     |
| 25. Xyngakis,<br>Constantine          | Supervisor, Agr. Education,<br>Inspectorate of Agriculture,<br>Thessaloniki                                      | Groß-Britannien<br>Great-Britain<br>Grande-Bretagne |
| 26. (Miss)<br>Kerr, Ellen             | West Area Organiser,<br>Scottish Assoc. of Young<br>Farmers' Clubs, 93 Hope St.<br>Room 393, Glasgow, Scotland   |   |
| 27. (Miss)<br>Sanders, Constance      | N.F.Y.F.C. Research and Edu-<br>cation Officer, Flat I,<br>6 Adelaide Rd., Leamington<br>Spa, Warwicks., England | Irland<br>Eire<br>Rép. Irl.                         |
| 28. (Miss)<br>Gallagher, Marie        | National Organiser of Girls<br>4-H Clubwork in Ireland,<br>50 Northumberland Rd.,<br>Dublin                      |   |

| Name<br>No. Surname<br>Nom de Famille   | Gegenw. Funktion und Adresse<br>Present Position and address<br>Occupation actuelle et adresse  | Land<br>Country<br>Pays              |
|---|---|--------------------------------------|
| 29. Ryan, Matthew                       | Member of National Executive<br>of Muintir na Tire, Ballyfin,<br>Portlaoise, Co.Laois   | Italien<br>Italy<br>Italie           |
| 30. (Mme)<br>Carbini Miloro, Anna       | Chargée pour le programme<br>réel. l'économie ménagère et<br>la jeunesse rurale, c/o<br>Ministère de l'Agriculture et des<br>Forêts, via Nemorense 15, Roma | Japan<br>Japan<br>Japon              |
| 31. Motomura, Tadao                     | Techniker u. Lehrer am Institut<br>f. Landwirtschaft i. d. Provinz<br>Kanagawa Tokyo-to,<br>Ohta-Ku, Higashikamata 2-13                                     | Kanada<br>Canada<br>Canada           |
| 32. Moore, James<br>Douglas             | Manager, Canadian Councils<br>on 4-H Clubs, 185 Somerset<br>Street, West Ottawa   | Luxemburg<br>Luxemburg<br>Luxembourg |
| 33. (Frl.)<br>Weinandy,<br>Marie-Louise | Assistante Nationale de la<br>J.A.C.F.<br>3, place du Théâtre, Luxemburg  | Norwegen<br>Norway<br>Norvège        |
| 34. (Miss)<br>Grimelind, Aud            | 4-H National Adviser on Home<br>Economics Arts and Crafts,<br>Norske 4H, Asker  | Österreich<br>Austria<br>Autriche    |
| 35. (Frl.)<br>Gansinger, Eva            | Landjugendreferentin, Landw.<br>Kammer D. Promenade 37, Linz  |                                      |
| 36. Prof. Luger, Franz                  | Landjugendreferent im Bundesmin.<br>f. Land- u. Forstwirtschaft,<br>Wien I, Stubenring 1  |                                      |
| 37. Parrer, Leopold<br>Dipl.Ing.        | Landjugendreferent, N.Ö. Landes-<br>Landw.Kammer, Wien I, Löwelstr. 16  |                                      |



| Name<br>No. Surname<br>Nom de Famille       | Gegenw. Funktion und Adresse<br>Present Position and address<br>Occupation actuelle et adresse   | Land<br>Country<br>Pays          |
|---|--|----------------------------------|
| 38. Prugger, Sepp<br>Ing.                   | Referent der Kärntner Landjugend<br>Museumsgasse 5, Klagenfurt   |                                  |
| 39. Staffner, Johann                        | Landjugendberater, Bez. Landw. -<br>Kammer, Kitzbühel, Achenweg 2  |                                  |
| 40. Stampfl, Viktor<br>Ing.                 | Landjugendreferent der Landw. -<br>Kammer für O.Ö., Gmunden, O.Ö.,<br>Linzerstr. 42  |                                  |
| 41. Stock, Anton Ing.                       | Jugendreferent der Landeskammer<br>f. Land- u. Forstwirtschaft, Geschäfts-<br>führer des Bundes Steir. Landjugend,<br>Graz, Hamerlinggasse 3                                 |                                  |
| 42. (Frl.)<br>Waldauf, Amalie               | Landjugendberaterin, Innsbruck,<br>Brixnerstr. 1   | Polen<br>Poland<br>Pologne       |
| 43. Doz. Dr.<br>Gertych, Zbigniew           | President of Commission on<br>Extension, Vocational Training<br>and Home Economics of the<br>Ministry of Agriculture in<br>Poland, Warsaw, Hoza 40 m 67                      | Portugal<br>Portugal<br>Portugal |
| 44. (Mme)<br>Pereira da Rocha<br>M. Lourdes | Ingénieur Agronome-Economie<br>Domestique Rurale, Rua d. Con-<br>stantino de Bragança, Lisboa 20   | Schweiz<br>Switzerland<br>Suisse |
| 45. Brustlein,<br>Jean Claude               | Responsable sur le plan fédéral<br>des mouv. de jeunesse rurale,<br>Chef de cours CATA, Division de<br>l'agriculture, Section de la<br>formation professionnelle,<br>Berne 3 |                                  |

| Name<br>No. Surname<br>Nom de Famille | Gegenw. Funktion und Adresse<br>Present Position and address<br>Occupation actuelle et adresse | Land<br>Country<br>Pays           |
|---------------------------------------|--|-----------------------------------|
|                                       |  | Schweden<br>Sweden<br>Suède       |
| 46. Birgersson,<br>Sven-Olof          | Instructor in 4H<br>Mörtelelc Åseda  |                                   |
|                                       |  | Thailand<br>Thailand<br>Thaïlande |
| 47. Dr. Sindhvananda,<br>Kosol        | Second Secretary in the Thai<br>Embassy<br>Bad Godesberg, Viktoriastr. 28                      |                                   |
|                                       |  | Tunesien<br>Tunisia<br>Tunisie    |
| 48. Masmoudi,<br>Mustapha             | Membre du comité de coordination<br>de Sfad<br>24 Rue de Sidi Ali Karray, Sfad                 |                                   |
| 49. Boughzala,<br>Mohamed             | Secrétaire général adj. de<br>la jeunesse<br>9 Rue Boukrhis, Tunis                             |                                   |
|                                       |  | USA<br>USA<br>Etats-Unis          |
| 50. (Miss)<br>Mollet, Patricia R.     | 4-H and Adult Education,<br>Rural Route, Nr. 1, Greenville,<br>Illinois                        |                                   |
| 51. (Miss)<br>Thompson, Hazel A.      | Rural Youth Adviser,<br>Box 726, Forsyth, Montana  |                                   |

## VII. The Organizational Committee

### Chairman:

Ministerialdirektor Dr. Herren  
Director of the Department Agriculture in the  
Federal Ministry of Food, Agriculture and  
Forestry, Bonn

### Vice-Chairman and Head of the Training Course:

Ministerialrat Hartan,  
Head of Section Education and Advisory Work in the  
Federal Ministry of Food, Agriculture and  
Forestry, Bonn

### Assistant Head of the Training Course:

Oberreg.-Landw.-Rat K. Gebbers  
Chief of Section Rural Youth Work in the  
Federal Ministry of Food, Agriculture and  
Forestry, Bonn

### Co-workers:

Landwirtschaftsrat F. Griebel  
Head of Section Rural Youth Work in the  
Provincial Government of Upper-Bavaria, Munich

Miss K. Hinrichsen  
Specialist for Rural Youth Work in the  
Federal Ministry of Food, Agriculture and  
Forestry, Bonn

Miss H. Stanglmayr,  
Specialist for Rural Youth Work in the  
Bavarian Ministry of Food, Agriculture and  
Forestry, Munich

Reg. Landw.-Rat Dr. Klein,  
Head of Section Rural Youth Work in the  
Ministry of Agriculture, Viticulture and Forestry,  
Mainz

Agricultural Graduate Quinger  
Director of the Bavarian Farmers' School,  
Herrsching

Frau Dr. Brunhilde Weber,  
Director of the Bavarian Farm Women's School,  
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