

# Teaching by DEMONSTRATION

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SHOW HOW  
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UNIVERSITY OF MISSOURI  
COLLEGE OF AGRICULTURE  
AGRICULTURAL EXTENSION SERVICE  
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# TEACHING BY DEMONSTRATION

## FIRST USED IN CONTESTS

Demonstrating is a method of teaching. It is an especially effective method of teaching *how* to do something. The Agricultural Extension Service has always used this teaching method extensively. Demonstrating, along with judging and exhibiting, early became a vital part of this realistic kind of education that later took on the name of 4-H club work.

In this state and in many others, unfortunately, the demonstration came into use in the 4-H program by the contest route. In fact, club work is the outgrowth of a movement that was popularized with contests in the early years of the century. We first heard of demonstrating as a part of 4-H work at the Missouri State Fair at the close of World War I. Demonstration contests were staged at the fair. Teams more often than not had three members. It was looked upon largely as a stage performance of the nature of the declamation contest, popular at that time. Yet these demonstrations had to do with practical phases of agriculture and home making. The subject matter was sound. Young people were doing some splendid teaching in a natural, effective way. The young peo-

ple liked it and the public received it appreciatively.

The contest, however, was intended to introduce the method demonstration into the 4-H program. It served its purpose but at the same time left a wrong impression. Too often boys and girls demonstrated in order to participate in a contest—no contest, no demonstrating. Moreover the idea became more or less prevalent that a 4-H demonstration was a finished performance 15 to 20 minutes long by two people that always started with "I pledge my head . . ."

At the outset it was intended that the contest would focus attention on what constituted good demonstrating to the end that all club members acquire this skill. It makes sense. A boy or girl learns to do something useful and well. He or she wants to pass this practice on to others. A youth then must not only know how to do the thing but must know how to teach others so well that others can do it. That's Extension Service. That's the spirit of 4-H work. All are benefited, the teachers as well as the learners.

Gradually the demonstration is taking its rightful place in the 4-H program. That rightful place is the project meeting where all have an opportunity to take part. That

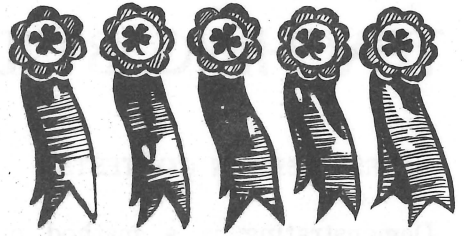
rightful place is the regular monthly club meeting where demonstrations developed in the project groups are given and where demonstrations in activities and health may originate. It is possible for every member of a project group to demonstrate three, four or six times in a year at the project meetings. Usually it is possible for every member to give at least one demonstration a year at the regular club meeting.

Obviously all these cannot be finished 15-minute demonstrations given by a team. They are more likely to be individual demonstrations 3 to 5 minutes long. If boys and girls learn to do simple individual demonstrations in their own groups, it is a relatively easy step to a public demonstration.

Shall we then dispense with competition in demonstrations? It is entirely possible to carry on an excellent 4-H program without any-



Give all club members a chance to demonstrate at a monthly club meeting.



There is plenty of room in the Blue Ribbon class.

thing competitive. The trend is definitely away from a highly competitive "beat somebody" attitude on the part of 4-H boys and girls to a cooperative, working-together attitude.

The group judging system has taken most of the "sting" out of 4-H contests. There is lots of room at the top when all participants at a given event may be placed in the blue ribbon group.

Stripped then of the competitive feature, the demonstration contest places emphasis on good teaching techniques, gives recognition to those who excel in it and keeps a challenge out ahead.

#### DEMONSTRATION—A TEACHING METHOD

Since we look to the College of Agriculture for information on good practices in agriculture and home making, it is proper that demonstrating good practices should start in the project leaders' meeting. Here an Extension agent or subject matter specialist demonstrates approved techniques. This Extension person is a member of the faculty of the College of Agri-



A leader demonstrates new practices.

culture. The project leader then demonstrates to the project group in a project meeting. If possible the members practice on the thing demonstrated right then and there. The members use the practice on their project at home. Later they demonstrate that practice at a project meeting.

Let's follow through on a specific case. Mrs. Jones, the food preservation project leader of a group of seven girls in the Georgetown 4-H Club, attends a district meeting of food preservation leaders. Here, with the help of the home agents, a nutrition specialist demonstrates the proper techniques in preparing vegetables for freezing.

Mrs. Jones goes back to her project group and demonstrates to her girls this method of preparing vegetables for the freezer. First she demonstrates on spinach. She has seen to it that there is an ample supply of spinach on hand so that

each girl actually prepares a package for frozen storage at that meeting. Maybe the next time and in season they work on corn in the same manner. The girls go home from their project meetings and start preparing things for the freezer locker. Some meet the minimum project requirements. Some take over for the whole family and some take care of grandma and Aunt Mary besides.

They have had experience now so Mrs. Jones calls on some of these girls at a project meeting to demonstrate preparing spinach, corn, or other products. All of them demonstrate something. Susie and Sharon are quite interested in this process. They do a lot at home. They are skillful at demonstrating.

The girls elect them to put on individual demonstrations at the club meeting. Mrs. Brown attends the club meeting. She invites Susie and Sharon to give their demonstration



A member demonstrates after having been taught by the leader.

at a meeting of the home economics club at her house the following week. They get along so well, it seems only natural for them to be chosen to demonstrate on county achievement day. Maybe they will go on to a district and state and national event. If they do, they will come up to these greater challenges in a normal way.

The winning isn't really important except as it recognizes a good job done. The important thing is that hundreds can do what Susie and Sharon did in their home club and community and get satisfaction from the development of skills and demonstration techniques. Also, they have the grateful approval of parents and neighbors.

Mrs. Jones gets satisfaction from the fact that she not only taught the girls good preservation techniques but good demonstration techniques as well. And let's not overlook the fact that *she* taught by demonstration. That made it a lot easier for the girls to learn.

Reference has been made to demonstrating in activities and health. Who is going to help with these demonstrations? Probably the club leader or whoever assumes the responsibility for the activity or health work. For the most part, the members are going to be on their own and build on training received in their project work. No need to keep the light under a bushel. Why shouldn't those capable of working up and giving a demonstration apply that ability to Safe-

ty, Courtesies, First-Aid or Health?

It appears then that *if* 4-H members are trained in teaching by demonstration, *project leaders will train them.*

### THE PUBLIC DEMONSTRATION

In teaching boys and girls to demonstrate, you will want to consider selection, preparation and presentation. A demonstration in the project meeting or regular club meeting would not classify as a public demonstration but the same principles apply.

#### Selecting the Subject

Practices are taught better by demonstration. There are many methods of teaching of which demonstrating is only one. The lecture method is much used in colleges and universities. The illustrated lecture in which diagrams, pictures, charts, and illustrating material are used is an effective method of teaching.

If, however, you want to teach somebody how to do something, the demonstration is a most effective method. This method involves the explanation in spoken words, diagrams, charts, and illustrative material combined with doing what you are explaining.

While many people look upon demonstrating as something hard to do, it isn't. All of us demonstrate as we go about our daily tasks unless we live in solitary confinement. It is so much easier to teach someone to wind a clock, mix

### Is It Easy to Demonstrate?



What to demonstrate?

a batch of dough, saddle a horse, and milk a cow by actually doing it with necessary explanations, than to attempt to teach the operation with telling and diagrams.

Some do a much better job of talking than others. You have heard speakers who had something worthwhile to say, had their material well organized and talked forcefully. Others are dull, dry and bore-some.

So it is with demonstrating. Some are more apt at teaching by this method than others. "If the learner hasn't learned, the teacher hasn't taught" is the test of effective demonstrating.

If then, one is ambitious to be numbered among those who can teach practices effectively, he will take care in selecting his subjects for demonstrations.

Some subjects naturally lend themselves to method demonstrating by boys and girls, others do not. The columns below are used to illustrate this point.

#### SUBJECTS THAT LEND THEMSELVES TO DEMONSTRATING METHODS:

1. How to select a laying hen.
2. How to mix a ration.
3. How to construct a pig brooder.
4. How to use a pattern.
5. How to can tomatoes.
6. How to iron a shirt.



Think I'll keep you.

#### SUBJECTS TOO INVOLVED FOR A SIMPLE METHOD DEMONSTRATION:

1. How to manage poultry.
2. How to feed livestock.
3. How to construct a hog house.
4. How to make a dress.
5. How to supply the family with greens in winter.
6. How to do the family laundry.

You will note that the time element enters in to make many of the subjects in the second group difficult. Much demonstrating might be used to teach the subjects but so much is involved that many demonstrations would be necessary and much other subject matter would be required to do the subject justice.

Sheep management, for example, may be taught in a series of method demonstrations such as: (1) mouthing a ewe for age, (2) castrating and docking lambs, (3) drenching for stomach worm control, (4) dipping for parasite control, (5) shearing a sheep, (6) tying a fleece of wool, (7) proper method of handling a sheep (lifting, moving, posing, etc.), (8) handling a fat lamb to determine grade, (9) blocking for show, or (10) how to use the hands in judging sheep.

Here are ten distinct method demonstrations. A project meeting may be built around any one of them. Yet feeding and many other phases of sheep management haven't even been touched. Certainly any one of the ten is enough for one demonstration before an audience. So much for selecting something that can be demonstrated.

### Is It Practical?

For another test of a subject ask, "Is it practical?" Opinions may vary as to what is practical to a given audience. Certainly it wouldn't be practical to demonstrate to a Missouri audience how to grow citrus fruits. It is assumed that so long as they stay in Mis-

souri, they should not even attempt to grow oranges and lemons. All right, what about a bee demonstration? Maybe not a single soul in the audience is interested in bee culture. Should a bee demonstration be regarded as practical?

We can't draw down that hard on practicality. If bee culture is practiced in the community or county and if the practice is one recommended by the State College of Agriculture, it must be accepted as practical. However, less practical perhaps than something that applies to a greater number.

If we wanted to apply a measure of practicality, it would have to be in terms of benefits derived if all listening would make use of the practice demonstrated.

### Can You Do It Well?



"Do the rations suit you, bossy?"



Select something you know how to do is good advice to young people. This is mighty important. The easiest demonstrations to give and the ones that register with the audience are those that come out of your own experience. A boy who had demonstrated how to make a hog oiler was asked if he used this type oiler on his own farm. He said, "No, we don't like it." Not a very good recommendation for the practice, do you think?



"Let's demonstrate treating seed potatoes."

had better decide what we are going to demonstrate, if any.

*Tom:* That's right. I think a spraying demonstration is best.

*Dick:* I don't know. A couple of guys sprayed some beans for a demonstration last year. They didn't get anywhere.

*Harry:* You mean they said they were going to spray beans. I noticed they didn't get much of the spray on the beans. They got most of it on themselves.

*Tom:* 4-H members have been doing spraying demonstrations for ages. Let's dig up something new.

*Bill:* OK. What will it be?

*Dick:* Let's demonstrate treating seed potatoes.

*Harry:* Did you treat your seed potatoes?

*Dick:* That doesn't matter. I can get Mom to write out my speech and Mr. Jeeter will show us how to do it.

*Harry:* Did you grow any potatoes?

*Dick:* Only four rows. They didn't do much good. Weeds got 'em.

*Bill:* What do you say, Tom?

*Tom:* OK by me.

*Bill:* Well, we had better get to work on it.

The College of Agriculture teaches safe and sound practices in agriculture and home economics. These teachings are relayed to 4-H members through their project circulars, their leaders and their Extension agents. The club member puts into practice these recommendations on spraying, planting, feeding, making, constructing, conserving, husbandry or whatever applies to his project. He learns to do many things and to do them well. He finds the results satisfactory. He is convinced that these practices are sound. He is glad for others to know about them so they too may profit by them. Some of the practices he has experienced may be taught to others by the demonstration method. He is glad to do this. That makes selection of a demonstration subject fairly easy.

Contrast that approach to deciding on a subject to this one, sometimes used. Let's suppose Bill, Tom, Dick, and Harry are members of a vegetable project group.

*Bill:* Fellows, isn't it getting pretty close to Achievement Day? We

Demonstrations chosen in this way may have some merit and give the members some experience in appearing in public but it is not likely that they will change many practices as a result of their teaching.

### How Long?

How long should a demonstration be? That question most often comes up when demonstrations are being prepared for evaluation by a judge. Very few demonstrations are actually timed.

Many effective individual demonstrations may be given in project and club meetings in 3 to 5 minutes.

Most individual demonstrations at County Achievement days or District Round-Ups will run from 10 to 15 minutes.

Team demonstrations will usually range from 10 to 20 minutes.

In general, take the time necessary to do the job and do it well. If that takes 30 minutes or more the audience is likely to tire. Moreover, long demonstrations probably encroach on someone else's time. The shorter the better is a good rule provided the demonstration is worthwhile and well done. An unusually short demonstration is likely to be poorly done, incomplete or trivial in nature. It would more likely be criticized for these things than for brevity.

### Getting Ready

4-H demonstrations are quite informal. There is no standard set-

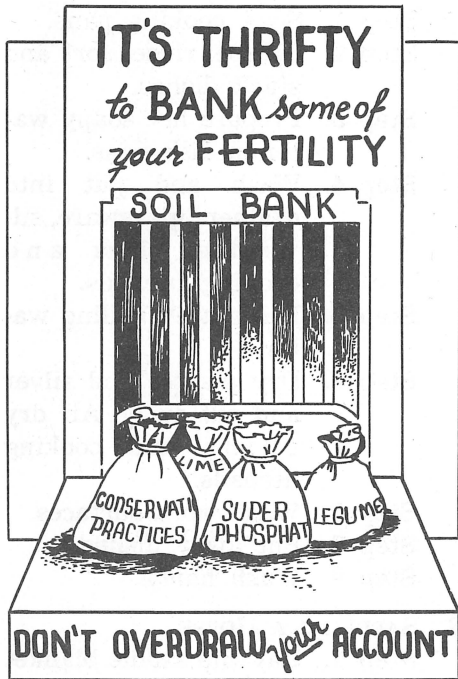
up for such a presentation. It may be built around a dairy cow, an ice cream freezer, a pressure cooker, a hot bed, a dipping vat or a tractor. The outdoor demonstration where the audience is taken to the demonstration requires ingenuity on the part of the demonstrators in improvising a stage and in keeping the audience out in front instead of all around.

Whether the stage is set or improvised demonstrators are privileged to rearrange, add to, or take from the equipment provided. If they are provided with two tables and need three, they should ask for a third. In case it cannot be conveniently provided, they will, of course, adjust themselves to the situation.

All materials should be arranged so as not to obstruct the view of the audience and where they may be easily obtained when needed. The working surface should be kept as neat and orderly as possible. Trays are practical for bringing the small equipment from the supply table to the front table. It might be well to keep the small equipment on the tray while the demonstration is in progress. It will make the table look neater. Keep equipment in the background until it is used. Only have what is needed on the front table. Extra material is kept on the supply table behind the demonstrator.

Posters or charts are helpful to explain a point. They should be large enough to be seen easily by

the audience, and they should be attractively and neatly made with clean, easily read lettering.



Use charts and posters to the best advantage.

### Giving the Demonstration

All demonstrations have four parts: Introduction, Steps, Summary and Questions.

In the introduction the essential thing is to say what is to be demonstrated and why. The audience wants to know that. It is better to say, "I am going to demonstrate canning tomatoes by the cold pack method" than to say "I am going to demonstrate canning tomatoes." "How to drench sheep with blue

stone for the control of stomach worms" is better than "How to control internal parasites." The latter statement in either case is too broad. The subject should be accurately stated. Narrow the subject down to just what you intend to do.

Demonstration titles should denote action.

It is not necessary to confine a demonstration to a single practice. For example, "How to start baby chicks," involves several practices such as putting down the litter, regulating the temperature, putting chicks under the hover, putting out feed and more. This probably could be done in 15 minutes and would be a more helpful demonstration than to limit the presentation to a single practice such as putting down the litter.

### Importance of Practice

Impress the audience with the importance of the practice. Here a young person is asking for the time and attention of a hundred people for 10, 15 or 20 minutes. He must justify this claim on their time and interest. The thing he is about to do is important. It is worthy of their consideration. Demonstrations in the field of nutrition may be related to health comfort, and economy. Most agricultural demonstrations are related to economy or convenience.

The installation of a guard rail and a pig brooder in farrowing houses may save one pig in the litter from loss by overlaying by the



Washing and drying dishes.

mother sow. There are so many litters farrowed in the county every year that the general use of this practice would save a large number of pigs.

Selecting of eggs for hatching will reduce the loss of eggs set and in crippled and deformed chicks.

The proper use of a pattern will conserve materials worth as much as \$5.00 a yard.

Most everyone is interested in the farm income. Most everyone is interested in labor saving, good health and comfortable living. If the thing to be demonstrated contributes to any one of these things it merits the interest and attention of an audience.

### Step by Step

Present the operation step by step. Suppose you know how to do something, know how to do it well. You have done it over and over again. Just how are you going to teach someone else to do it? You think that through and work it out

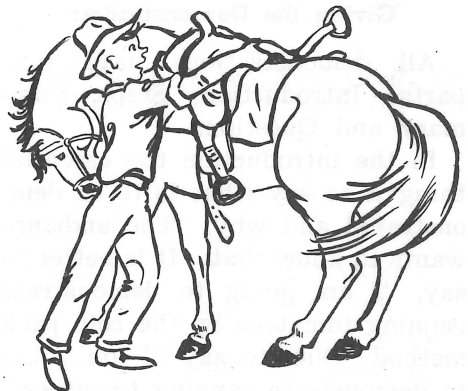
step by step. For convenience we call this the "breakdown" of the job. Let's breakdown some simple tasks that you know how to do.

#### A. WASHING AND DRYING DISHES.

- Step 1. Soak cooking pans.
- Step 2. Scrape, rinse, sort and stack dishes.
- Step 3. Prepare hot soapy water in dish pans.
- Step 4. Wash and put into drainer: glassware, silverware, china and cooking utensils.
- Step 5. Rinse with boiling water.
- Step 6. Dry glasses and silver and put away. Air dry china and cooking utensils.
- Step 7. Wash work surfaces.
- Step 8. Put away dishes.
- Step 9. Wash hands.

#### B. SADDLING A HORSE.

- Step 1. Lay the saddle blanket on horse.
- Step 2. Lay saddle on horse.
- Step 3. Tighten the cinch.



Saddling a horse.



Milking a cow.

### C. MILKING A COW.

- Step 1. Wipe off udder and flanks.
- Step 2. Wash hands.
- Step 3. Take position on stool.
- Step 4. Milk.
- Step 5. Strip.
- Step 6. Strain.

### D. TESTING SOIL FOR ACIDITY BY THE COMBER TEST.

- Step 1. Mix and pulverize sample.
- Step 2. Put soil in test tube.
- Step 3. Add reagent.
- Step 4. Shake sample.
- Step 5. Allow to settle.
- Step 6. Read and record reading.

Now your breakdown on the jobs might differ from mine. That doesn't matter. There is no hard and fast way that a breakdown must be made. The point is that you have a logical procedure in mind. If the following questions

are answered in each step a good job of teaching will be done.

1. What you're doing.
2. How you're doing it.
3. Why you're doing it.

The steps help the listener remember.

Emphasize key points. In nearly everything we do a single mis-step will upset the operation. When we are teaching someone how to do a job we must warn them of the pitfalls that may ruin everything. These little things that make so much difference are called key points.

If you were demonstrating Job (A) Washing and drying dishes, you would probably make a mental note that the cooking pans are put to soak immediately after the food has been removed. That note to yourself, written or otherwise, would be a key point—"Put to soak immediately on removal of food" or the pans will be more difficult to clean. The key point for the second step might be "scrape clean." This



Testing soil samples.

is necessary to keep the dish water as clean as possible. The key point for the third step would be to "Use a detergent as the cleansing agent." This will insure more efficient cleansing especially of milk utensils.

Job (C) might have such key points as: damp cloth, nails clean, bucket at angle.

Perhaps you would merely write in after some of the steps in your written breakdown of your job some notes of things that you want to be sure to mention. Key points are notes to yourself.

### **Talk as You Work**

Talk about the thing you are doing. Memorized scripts are out of place in a demonstration. It is pretty hard to fit action to a memorized speech. Take it the other way around. Concentrate on the action and in a perfectly natural way explain what you are doing and why you are doing it. You probably won't say it the same way every time. That doesn't matter.

It will be noted that little reference has been made to individual and team demonstrations. The reason is that a demonstrator is a demonstrator whether he is standing alone or as a member of a team. This thing of one talking and the other working isn't good demonstrating. There may be cases where that is necessary but it is rare.

"Always be courteous to all members of your audience."

### **Do a Good Job**

Do the work skillfully and well. If you are going to spray some plants, spray them good so that a bug couldn't find a safe place to nibble to save his life, and at the same time not be wasteful of material.

If we are going to drench a sheep, let's get the right amount down the ewe's esophagus. Too much may kill her. Too little won't kill the worms. Exactness is important. Failing in that, the teaching is not good.

The way we do things has a lot to do with inspiring confidence in us. The audience can quickly detect in the way a girl moves around whether or not she is at home in the kitchen. A boy who has just learned to milk a cow for demonstration purposes will be very lucky if he doesn't give that fact away to his audience.

Nothing destroys the effectiveness of a demonstration so quickly as evidence of an extreme novice. Being handy at the job, we call it skill, is most important. Again that is why it is so important that we demonstrate out of our experience.

### **Be Accurate**

Be accurate with your facts. Remember that you are assuming that a lot of people are going to do this thing exactly like you do. Others will pattern after them. A mistake will go on and on. Generally speaking, you will rely upon your College

of Agriculture for information in agriculture and home economics, the Red Cross for information on artificial respiration, the Health Division for health facts, and so on.

### Speak Clearly

"Speak clearly and distinctly. Talk up. Words you speak are of very little value if your audience cannot understand them. Speak so the people in the back row and those whose hearing is not acute can hear you. If you have one of those little voices that does not carry over ten feet, better do something about it. Voices can be improved. Sound your final consonants and the last word of the sentence.

Good advice to young people: "Be natural. Be yourself, speak in your natural voice. Be interested in what you are doing. Show interest in your audience. Be eager to share with them a practice you have learned, used and found good. If you make a mistake, say so and correct it. If something goes wrong tell the folks. They will sympathize with you. Things don't always work out just right for them. And smile, don't be a sour puss. Don't try to be funny but if a 'wisecrack' fits in, use it. Informality and naturalness coupled with sincerity of purpose and skill is a combination common to good demonstrators.

### Give a Summary

A good summary reviews the steps in the operation without much detail but includes the key points.

It is not necessary to refer to the importance of the practice more than to say that you have pointed out the need or value of the practice.

Leave the working space orderly. Just as it is the demonstrators' responsibility to set-up the demonstration, it is your responsibility to clean up, replace things moved and leave things in good shape when your work is finished. In both instances you may ask others to help. If leaders or parents take the initiative in setting up and taking down a demonstration the audience may get the idea it belongs to them and not to the boys or girls.

### INVITE QUESTIONS

Handle questions tactfully. Invite questions. One should be pleased and complimented when questions are asked. It is evidence of interest in the subject and confidence in the demonstrator.



Invite questions

It is desirable to repeat the question if all have not heard. But in doing so, avoid saying repeatedly, "The question has been asked." Vary the question period with such remarks as: "Did all of you hear the question?" "The question is," "The gentleman on my left wants to know," and similar statements.

The audience has a right to ask about anything that has been mentioned or done in the demonstration. Answer if you can. Do not hesitate to say so, if you do not know. Technical questions in agriculture and home economics may be referred to a County Agent or Home Agent if one is present. No demonstration judge should ever ask a question to embarrass or trap a demonstrator. Occasionally, not often, a member of the audience will heckle with a question that he thinks you cannot answer. Answer if you can.

#### QUESTIONS OFTEN ASKED

##### 1. Why demonstrate?

We believe that 4-H boys and girls learn to do many useful practices in their project work. It is in keeping with the 4-H spirit to want to share these worthwhile things with the entire community and county. The demonstration is a way of sharing good things with others.

In so doing they acquire poise and self confidence before an audience. Moreover they acquire a teaching technique that

will be very useful to them all of their lives.

##### 2. Should one start a demonstration by repeating the 4-H Pledge?

Repeating the pledge may get the attention of the audience and help to put the demonstrator at ease. Otherwise, it doesn't add anything to the demonstration.

##### 3. Should demonstrators introduce themselves?

That depends on whether or not they have been introduced. It is important that the audience know who is performing and where they are from. If the person in charge doesn't give the information, the demonstrators should do so.

##### 4. How short may a demonstration be and still be worthy of a place on a program?

If something really worthwhile can be effectively presented in three to five minutes, it is worthy of a place on a program.

##### 5. Which is more effective, an individual or team demonstration?

Again that depends on the thing to be demonstrated. If it is a one-man job, make it individual. If it is a two-man job, make it a team.

##### 6. In competition, would a team of three be disqualified?

Disqualify is a distasteful word when applied to young people. It isn't likely, how-



ever, that three people can all do much effective demonstrating in 15 minutes. An additional person or additional persons may be used as fixtures to hold animals or something of that sort.

7. Is it all right for one to talk while a teammate works?

It isn't against the rules but it isn't demonstrating in the strict sense of the word. It might be necessary sometime if one member of a team had to be upon a tower or down in a well where he couldn't be heard. But these situations do not often occur.

8. Must the demonstrator keep talking all the time?

Not necessarily, but you mustn't lose your audience if you do a good job of teaching. Too much sawing or sewing in a demonstration is likely to do just that.

9. In a team demonstration, is it desirable for the lead to pass back and forth frequently?

Too often may be confusing. It is quite all right for "A" to open and proceed to do his demonstrating with "B" assisting. "B" will then take over, do his share of the demonstrating, make the summary and call for questions while "A" is assisting.

10. When two are demonstrating, is it necessary that the lead part be shared equally?

The demonstration will generally determine that. There

is usually a natural place to break. It may or may not be near the middle. Both members of a team, however, should do some demonstrating.

11. What about miniatures?

Don't use them if it can be avoided. Make what you do as much like the actual as possible. There are cases where a model is the only practical thing to use.

12. What is the difference between a demonstration and an illustrated lecture?

A demonstration is a combination of telling and doing. An illustrated lecture is a talk supported by charts, diagrams, illustrative material and the like. It is telling with the use of things other than words. The doing is omitted.

One might teach how to test soil with the Comber Test, explaining the processes, drawing a picture of a test tube on a blackboard, make marks to show where to fill with soil and reagent, and explain how to read a color chart. That is an illustrated lecture. It is one way of teaching. It isn't a demonstration.

In teaching by demonstration you will take real soil, and actually make the test and determine the limestone requirement.

13. Why have demonstration contests?

To stimulate interest in and emphasize good points in teach-

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ing by demonstration. The contest isn't the important thing. It is just a stimulant to help boys and girls to become good demonstrators.

Why are not demonstrations in health and activities admitted to competition?

Partly because of tradition. From the beginning of 4-H club work demonstrating, judging and exhibiting have been a part of project work.

The big three of project work do not apply so well to group work. We do encourage the use of demonstrations in

Health, Safety, First-Aid, and other activities in club meetings. We encourage the display type of exhibit in activities and health. We hope that members will learn the techniques in project work and apply them in other fields.

Subject matter is not provided for activities as it is for projects. No leaders' guides are provided, no systematic training is given in activities as in projects. Members learn to demonstrate in project work and apply this skill to develop activity and health work.

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