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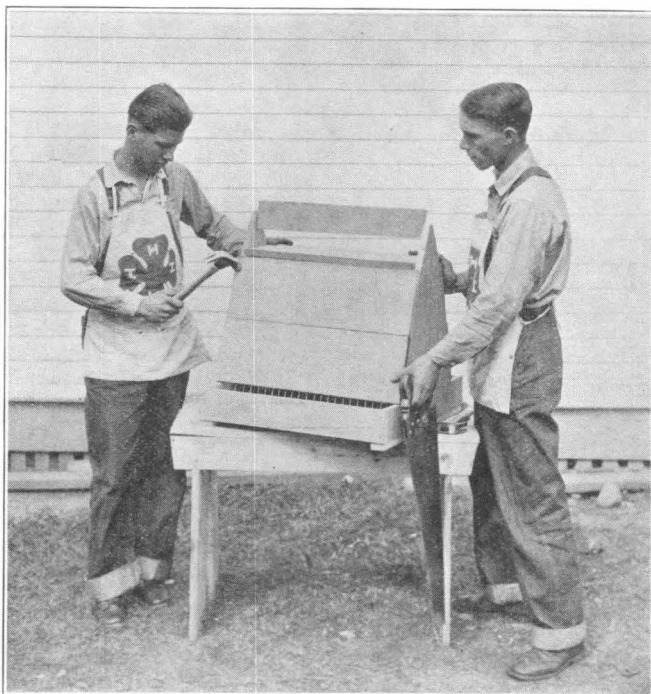
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The Demonstration as a Factor in Learning and Teaching

Teachers, extension workers, and community leaders employ a variety of methods or devices designed to aid in the achievement of the objectives set for the work of their choice. Of the many valuable techniques employed, the individual or the team demonstration has become generally recognized as a device of considerable value as a factor in teaching

story of definite personal achievement, or to present certain desirable practices to be learned and performed by others observing the presentation of the facts and the method of performing the activity recommended. The point of view assumed in this article concerns itself particularly with activities in the field of instruction in agriculture, home eco-



LEARNING TO DO BY DOING

and learning. Altho the demonstration has found its greatest development and use in the field of extension activities it can be used with equal effectiveness in all forms of community leadership work and in school class teaching.

What is a Demonstration?

A demonstration is an activity engaged in by one or more individuals designed to present in a rather concrete form the

nomics and rural leadership. However, the principles developed will be equally appropriate for other forms of formal or informal teaching procedures.

The Objectives of Demonstrations

It is important that individual or team demonstrations be based upon definite and well defined, worth while objectives to be accomplished if the demonstrations are to achieve the purpose for which

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they are designed. The teachers—all leaders are teachers—and the demonstrators must have the objectives clearly in mind as a basis for developing the demonstration. A clear cut appreciation of the objectives must precede the planning of the demonstration because the purpose of the demonstration determines its set up, its scope and technique as well as the qualities of merit appropriate to the persons selected to present the demonstration. Many well selected, well planned and carefully prepared demonstrations are ineffective because the demonstrators do not fit appropriately into the pattern of the activity.

Types of Demonstrations

In general the types of demonstrations may be classified as follows according to the purpose for which they are developed:

1. The purpose of the demonstration may be to simply show new practices.
2. The demonstration may be designed to present new practices and to teach others how to do the jobs involved in the new activities.
3. The demonstration may be used as a medium through which individuals or club members can show the results of their work.
4. Demonstrations may have a combination of the above objectives as the basis for presentation.

If the results are closely related to the objectives, the leaders should make certain that the objectives are clearly understood by the demonstrators. The reason for this is that such understanding is essential as a basis for a whole hearted, purposeful performance by the demonstrators. Many demonstrations lack life, drive and personal appeal because the members of the team are expressing the purpose, the plan and the story of some one else instead of their own. The demonstration story should not be written for the team but should grow out

of the life experiences of the demonstrators. The story which is an expression of personal experiences is likely to incorporate a human appeal that will hold the attention of the audience.

Value of Demonstration

Individual or team demonstrations are valuable as a teaching and learning device because they stimulate interest in doing things well. They permit of teaching through concrete situations by properly balancing the information and performance phases of human activities. The demonstration may be used as a competitive activity which in itself makes a strong appeal to persons of all ages. Another important feature of the demonstration is its value in developing leadership, team work and a spirit of cooperation among the participants. The competitive feature makes the demonstrations effective in stimulating interest in group activities by furnishing a motive and outlet for friendly rivalry among individuals, classes, clubs or other organized groups. It is also an effective method of teaching facts, principles and practices because a well presented demonstration appeals to many avenues of learning. For example the appeal may be through the eyes, ears, emotions and feelings. The demonstration should leave the observers with a definite and permanent improved point of view, or attitude and with a usable body of ideals, facts, principles, standards and techniques so impressed that they will find expression in the life of each individual who can well profit by the demonstration.

Special Features of a Demonstration

There are many principles or special features of a demonstration that should be carefully observed in order to assure a high degree of effectiveness both to the demonstrators and to the listeners. The following statements are suggestive of a few selected principles to consider but are not presented as a complete category of items to insure maximum returns from a demonstration. The suggestions are intended to supplement and explain the items incorporated in the evaluation guide for scoring or judging team demonstrations as shown on page three. The demonstrators as well as the leaders should be thoroughly familiar with the standards presented in the evaluation guide. The following suggestions are derived from notes made while judging demonstrations at the state fair.

(Continued on page 4)

EVALUATION GUIDE FOR DEMONSTRATION TEAMS

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Subject _____ Team _____

Basis for judging	Stand. score	Team score	Remarks
I. Introduction (15)			
a. Statement of problem.....	6	.....	.....
b. Purpose of demonstration...	5	.....	.....
c. Reason for choice.....	3	.....	.....
d. Personnel of team.....	1	.....	.....
II. Subject matter (40)			
a. Importance.....	10	.....	.....
b. Completeness, simplicity.....	5	.....	.....
c. Accuracy.....	8	.....	.....
d. Organization, clearness.....	7	.....	.....
e. Practicability.....	10	.....	.....
III. Demonstrators (35)			
a. Appearance, attitude.....	10	.....	.....
b. Ease of procedure, team work	8	.....	.....
c. Voice, conduct, poise.....	5	.....	.....
d. Action, drive, originality.....	8	.....	.....
e. Reply to questions, knowledge of facts.....	4	.....	.....
IV. Materials (40)			
a. Appropriateness.....	8	.....	.....
b. Quality of materials and charts	7	.....	.....
c. Effectiveness of display.....	5	.....	.....
d. Skill in manipulation.....	8	.....	.....
e. Coordination of story and ma- terials.....	8	.....	.....
f. Originality in choice and use..	4	.....	.....
V. Results (40)			
a. Appeal.....	10	.....	.....
b. Holding attention & interest..	10	.....	.....
c. Effectiveness of lesson.....	10	.....	.....
d. General reception by audience	10	.....	.....
VI. Suitability of Demonstration (30)			
a. Individual experience or club practice.....	10	.....	.....
b. Appropriate for home practice	8	.....	.....
c. Appropriate for team.....	5	.....	.....
d. Up to date (new, timely)....	5	.....	.....
e. Length (15-40 min.).....	2	.....	.....
Total Score.....	200	.....	.....

Judge _____ Final rank of team _____

Team members _____

(Continued from page 2)

The demonstration should be designed to meet the needs of the group served.

The demonstration should furnish opportunity for manipulation and participation of team members.

The demonstration should set a strong pattern for practice.

A demonstration is not a lecture on a problem or practice.

The problem for demonstration should be selected from actual experience.

The demonstration should furnish much opportunity for action, team work and continuous coordinated activity of team members.

The demonstrators—appearance, personality and attitude—should be a part of the demonstration.

Unity, simplicity, practicability and completeness are important features.

Long, involved and highly technical demonstrations are not effective.

The demonstrators must talk to the audience and not to the charts and other materials.

The use of or display of materials must be coordinated with the explanation.

All equipment and materials should be displayed so as to be wholly visible to the audience.

Avoid long and uninteresting descriptions or stories.

The introduction should be designed to acquaint the audience with reference to the team, the problem and the purpose of the demonstration.

The demonstrator must speak distinctly

and loud enough to be heard by the entire group.

Long pauses or sudden breaks should be avoided.

Funny stories are not necessary.

Ordinarily the teaching demonstration should be designed to emphasize few, rather than many points.

Outlines, blue-prints, products or bulletins may be distributed after the demonstration if the materials add to the effect of the demonstration.

Charts and other display material should be placed so as to be easily seen and should be a part of the demonstration pattern.

Charts should be attractive and arranged so as to make changes easily without detracting from the main story.

It is frequently effective to cast the demonstration in appropriate, natural settings.

The demonstrators should "play to the audience" rather than to the judges.

Unique, clever, and original features can be made valuable if well done.

Cheap humor, or vaudeville atmosphere are not desirable features of a demonstration.

If questions are asked by the audience, the answers should be brief, clear and courteous.

Demonstrations designed primarily to win are not effective. It is better to select a unit of some practical project carried out by the members and then develop a winning demonstration from actual practice.

A. M. F.

THE FUTURE FARMER CREED

I believe in the future of farming, with a faith born not of words but of deeds—achievements won by the present and past generations of farmers; in the promise of better days through better ways, even as the better things we now enjoy have come up to us from the struggles of former years.

I believe that to live and work on a good farm is pleasant as well as challenging; for I know the joys and discomforts of farm life and hold an inborn fondness for those associations which, even in hours of discouragement, I can not deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of organized farmers to serve our own and the public interest in marketing the product of our toil. I believe we can safeguard those rights against practices and policies that are unfair.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so—for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that rural America can and will hold true to the best traditions in our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.