

BOARD POLICY LETTER
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Remimeo
Student Hat

DEMONSTRATION

(Cancels HCO PL 28 March 1971 "Successful Actions on the FEBC" and
HCO PL 2 April 1971 Issue III "How to Push Up Student Points".)

The correct use of demonstration is contained in the LRH HCO PL of 4 October 1964 "Theory Checkout Data".

The purpose of demonstration by that policy was to detect glibness on checkouts. If the person can't demonstrate a datum by the use of a few rubber bands or paper clips it is obvious the person is glib, able to quote the words but not able to apply the data. The solution would be to find WHY that person is not applying study tech, get him oriented toward application, locate and handle any misunderstood words in the materials and get them re-studied and checked out.

The use of demo kits became extended and altered to mean the student fiddles with bits and pieces continually while studying. This serves no useful purpose and is not demonstration.

The twin or supervisor has the student demonstrate key principles of the materials while doing starrate checkouts. This doesn't mean the student fiddles constantly while being checked out. It means specific demonstration of data contained in the materials as asked for by the person doing the checkout.

If a student, while studying, is not clear on something and has looked up the words, he may use a demo kit to work it out. This is not demanded. It is at the discretion of the student himself.

The more usual action in such a case is for the student to go over to the clay table and work it out properly in clay in accordance with the clay demonstration HCOBs (which are fully valid and in no way changed by this HCO PL).

The principle of demonstration is invaluable for working out something one is developing. A staff member working at his desk isn't going to do a clay demo. He can however easily use a pen and paper. Part of demonstration is drawing something out in two dimensions.

An arbitrary rule which works out in practice is *if you cannot demonstrate something in two dimensions you have it wrong*.

This rule is used in engineering and architecture. If it can't be worked out simply and clearly in 2 dimensions, there is something wrong and it couldn't be built. In those professions one wouldn't consider writing the specifications (written instructions) without first having it worked out fully in diagram form on paper. This applies not only to construction details but also to the full sequence of co-ordinated actions resulting in a building in the physical universe. It is a full program worked out on paper as an "arrow diagram" showing co-ordination of sequences, terminals, materials, sub-products, etc. against time. From this diagram specific written instructions for the job are easily and accurately drawn up.

Such a graphic demonstration immediately shows up any outpoints and confusions and is a key use of demonstration.

When a graphic representation gets too complicated or can't be graphed at all, you have something wrong. Usually the diagram will show what is wrong and itself leads to the solution.

An obvious example is a navigator who, instead of trying to work it all out in his head with some foggy concept of where he is, simply graphs the sailing plan and progress on a chart.

Org Boards and statistical graphs are also examples in their own way.

There is another form of demonstration, by far the best when applicable, and that is to show the actual thing to the person. It is limited to those things which currently exist and are available. You can show a housewife a washing machine but you can't show a person a human mind in the same way. The human mind can however be well demonstrated in clay. Demonstrating datums in clay is too slow a method of detecting glibness on checkouts so one uses rubber bands and paper clips, etc. Demo kit is not always an easy way to work out something new being developed so one uses pen and graphs it out diagrammatically in such cases. The graphic form is also much easier for disseminating to others, clay demos being difficult to pin on walls, mail, or put into hats.

SUMMARY

There are four primary methods of demonstration used in Scientology.

1. Demonstration by showing the actual object (e.g. "What is an E-Meter?" – "This is an E-Meter." "What does an auditing session really sound like?" – "Listen to this tape recorded session of LRH auditing.")

2. Clay demonstration. Used to demonstrate existing data, etc. Adds mass to the significance and is invaluable where the actual thing is not present or cannot be shown visibly.

3. Demo Kit using rubber bands, paper clips, etc. Used in starrate checkouts to detect glibness.

4. Graphic demonstration. Used in developing or clarifying sequences, lines, flows, how things work or go together, etc and locating bugs in such. A useful fast form of developing something new and communicating concepts, sequences and arrangements to others.

All four methods are for use and are part of Scientology study tech.

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