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Study Series 12

THE USE OF DEMONSTRATION

(Refs:

HCO PL 4 Oct. 64 THEORY CHECKOUT DATA

HCOB 11 Oct. 67 CLAY TABLE TRAINING)

Demonstration comes from the Latin, *demonstrare*, to point out, show, prove. The Chambers Twentieth Century Dictionary includes the following definition of "Demonstrate" : "*to teach, expound or exhibit by practical means.*"

A "demonstration" or "demo" is usually done with a "demo kit" which consists of various small objects such as corks, caps, paper clips, pen tops, rubber bands, etc. The student demonstrates an idea or principle with his hands, the paper clips on his desk, etc.

HISTORY

The original use of demonstration was during a checkout to detect glibness.

The idea behind a "demo kit" was that, during a checkout by an examiner or twin, the student could be made to show that he really knows what he's talking about. There was no demonstration that the student did for himself.

Later, the use of the demo kit became extended and altered to mean the student fiddles with the demo kit continually while studying. A PL, written by another (and long since cancelled), made the statement that "the student mocks up what he reads as he reads it with the bits and pieces of his demo kit." This statement was not correct. I never developed this use of the demo kit. This business of fidgeting with the demo kit has nothing to do with demonstration, as all it demonstrates is a quickie, surface understanding.

STAR-RATE CHECKOUTS

The demo kit is used during a star-rate checkout. It is the answer to glibness. You give the student a paper clip and a wooden block and a few leather or rubber bands and say, "You just show me with these things exactly how this would happen."

If the student can't show you anything about it at all, you make him study

it again until he gets the idea. He has to show you his understanding, because if he can't put this in demo form in some fashion or another then he doesn't understand it.

THE BASIC PURPOSE OF THE DEMO KIT IS TO DEMONSTRATE
UNDERSTANDING.

DEMONSTRATION IN THEORY STUDY

If a student ran into something he couldn't quite figure out, a demo kit would assist him to understand it. This is not demanded. It is at the discretion of the student himself.

The more usual action in such a case is actually for the student to go over to the clay table and work it out properly in clay in accordance with the clay demonstration HCOBs.

When people don't understand the use of the clay table, they sometimes try to substitute a demo kit for it and clay table could then become limited.

The whole theory of clay demos is that they add mass.

A student needs mass in order to understand something. Given that, he can sort it out because he has mass and space and he can then envision it.

Demo kit demonstrations work on this principle too, only a clay demonstration more closely represents the thing being demonstrated and provides more mass.

DEMOS AS CHECKSHEET ITEMS

Checksheets very often require students to do demos. The student simply does the demo and looks up the misunderstood word each time he can't demo it.

SKETCHING

Sketching is also a part of demonstration and part of working things out.

Someone sitting at his office desk trying to work something out doesn't have any clay to hand to work it out with, but he could work it out with a little demo kit action or a paper and pencil, draw graphs of it, and so forth. That is a necessary part of getting a grip on something.

For instance I started to work out the flow line for an area that I was handling. I first tried to figure it out in my head, but there was something funny about it that I couldn't quite put my finger on. The way I finally did manage to get it was by putting it on a little yellow card. I would have worked it out sooner, easier and earlier than I did if I

had graphed it all and laid it all out in two dimensions in the first place. There is a rule which goes:

IF YOU CANNOT DEMONSTRATE SOMETHING IN TWO DIMENSIONS, YOU
HAVE IT WRONG.

It's an arbitrary rule, but it's very workable. This rule is used in engineering and architecture.

If it can't be worked out simply and clearly in two dimensions, there is something wrong and it couldn't be built. This was the missing piece of demonstration.

I started working with this clear back in 1950 when I was taught mechanical drawing and engineering and that's where I developed this datum.

This is a whole area of tech and applies to drawing out what is in a bulletin, or trying to draw an org plan or a flow line and so on. It works in other ways too. An obvious example is a navigator who, in stead 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.

Organizing boards and statistical graphs are also examples in their own way. This is all part of demonstration and part of working something out.

SUMMARY

- 1. The basic use of the demo kit is during a checkout to demonstrate understanding.*
- 2. If the student wants to work something out and see how it works, the usual action is to work it out in clay.*
- 3. Sketching is part of demonstration and is particularly useful for the staff member at his desk or the engineer at work, etc.*
- 4. Demos also appear on checksheets. If the student can't demo it, he finds the mis-understood word.*

That's the simplicity of demonstration.

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