

TRAINING DRILLS

These "TRs" are those released to the 18th A.C.C. They are in their original form. They are the correct drills for use in all instruction.

L. RON HUBBARD.

NUMBER: TR C.

NAME: Confronting Preclear.

COMMANDS: None.

POSITION: Student and coach sit facing each other a comfortable distance apart - about five feet.

PURPOSE: To train student to confront a preclear with auditing only or with nothing.

TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, fidget, giggle or be embarrassed or anaten. Coach may speak only if student goes anaten (dope off). Student is confronting the body, thetan and bank of preclear.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting".

NUMBER: TR 1.

NAME: Dear Alice.

COMMANDS: A phrase (with the "he said" omitted) is picked out of the book "Alice in Wonderland" and read to the coach. It is repeated until the coach is satisfied it arrived where he is.

POSITION: Student and coach are seated facing each other a comfortable distance apart.

PURPOSE: To teach the student to send an intention from himself to a preclear in one unit of time without vias.

TRAINING STRESS: The command goes from the book to the student and, as his own, to the coach. It must not go from book to coach. It must sound natural, not artificial. Diction and elocution have no part in it. Loudness may have.

HISTORY: Developed by L. Ron Hubbard in London, April 1956, to teach the communication formula to new students.

NUMBER: TR 2.

NAME: Acknowledgements.

COMMANDS: The coach reads lines from "Alice in Wonderland" omitting "He said" and the student thoroughly acknowledges them. The coach repeats any line he feels was not truly acknowledged.

POSITION: Student and coach are seated facing each other a comfortable distance apart.

PURPOSE: To teach student that an acknowledgement is a method of controlling preclear communication and that an acknowledgement is a full stop.

TRAINING STRESS: Teach student to acknowledge exactly what was said so that preclear knows it was heard. Ask student from time to time what was said. Give over and under acknowledgement. Let student do anything at first to get acknowledgements across, then even him out. Teach him that an acknowledgement is a stop, not beginning of a new cycle of communication or an encouragement to the preclear to go on.

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach new students that an acknowledgement ends a communication cycle and a period of time, that a new command begins a new period of time.

NUMBER: TR 3.

NAME: Duplicative Question.

COMMANDS: "Do fish swim?" or "Do birds fly?" Communication bridge between.

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POSITION: Student and coach seated a comfortable distance apart.

PURPOSE: To teach a student to duplicate without variation an auditing question, each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it; and to teach him how to shift from one question to another with a communication bridge rather than an abrupt change.

TRAINING STRESS: One question and student acknowledgement of its answer in one unit of time which is then finished. To keep student from straying into variations of command. To insist on communication bridge when question is changed. Even though the same question is asked, it is asked as though it had never occurred to anyone before. To teach student that a communication bridge consists of getting three agreements - one agreement to end this question, second agreement to continue session in general and maintain ARC, third agreement to begin a new question. Teach student that preclear is part of these agreements. To teach student never to vary question or shift question or command without a bridge.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to overcome variations and sudden changes in sessions.

NUMBER: TR 4.

NAME: Preclear originations.

COMMANDS: The student runs "Do fish swim?" or "Do birds fly?" on coach. Coach answers but now and then makes startling comments from a prepared list given by instructor. Student must handle originations to satisfaction of coach.

POSITION: Student and coach sit facing each other a comfortable distance apart.

PURPOSE: To teach a student not to be tongue-tied or startled or thrown off session by originations of preclear and to maintain ARC with preclear throughout an origination.

TRAINING STRESS: The student is taught to hear origination and do three things:

(1) Understand it; (2) Acknowledge it; and (3) Return preclear to session.

If the coach feels abruptness or too much time consumed or lack of comprehension, he corrects the coach into better handling.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to teach auditors to stay in session when preclear dives out.

NUMBER: TR 5.

NAME: Hand Mimicry.

COMMANDS: All Commands are by motions of one or two hands. The auditor makes a simple hand motion, holding his hand or hands in the final position. The coach bobs his head as having received it. The coach then, mirror-wise, makes the same motion with his hand or hands. The student then acknowledges. If the motion was not correctly done by coach the student acknowledges doubtfully, then repeats the motion to the coach. If the coach does it well, student thanks coach by shaking own two hands together (prize fighter fashion). Keep motions simple. Student must always be able to duplicate own motions.

POSITION: Student and coach are seated facing each other at a short distance, coach's knees inside student's.

PURPOSE: To educate student that verbal commands are not entirely necessary.

To make student physically telegraph an intention. To show student necessity of having preclear obey commands.

TRAINING STRESS: Accuracy of student repeating own commands. Teaching student to give preclear wins. Teaching student that an intention is different from words.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, from the principles of body mimicry developed by L. Ron Hubbard in Camden, N.J., in 1954.

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