

RESEARCH COMMUNICATIONS OFFICE
Sallis Hill Manor, East Grinstead, Sussex

Revised
All Levels
Training

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ISSUE I

CLAY TABLE WORK IN TRAINING

(This is a verbatim re-issue of the full training section of HCO B.17 Aug '64, "Clay Table Work in Training and Processing". It is re-issued for Students' use in Training on Courses. Those Sections not relating to Training can be found in the original HCO B.)

THE ONLY REASON ANY STUDENT IS SLOW OR BLOWS LIES IN FAILURE TO UNDERSTAND THE WORDS USED IN HIS OR HER TRAINING.

You will find that students at any level in any course will benefit greatly from Clay Table work on definitions.

The importance of this will become apparent as you study our new educational technology, now mainly to be found on the tapes of the few weeks before this date.

A Clay Table is any platform at which a student, standing or sitting, can work comfortably. In an Academy it may be 3 feet by 3 feet or 5 feet by 3 feet or any larger size. Smaller sizes are not useful. In the HGC it is about 2½ feet by 4 feet.

The surface must be smooth. A table built of rough timber will serve but the top surface where the work is done should be oil cloth or linoleum. Otherwise the clay sticks to it and it cannot be cleaned and will soon lead to an inability to see clearly what is being done because it is stained with clay leavings.

In the Academy castors (wheels) can be put on the legs of both the clay table and the clay container where they will be moved a lot.

Several different colours of clay should be procured. The best source is a school supply house where educational supplies are sold. Artists' clay is not as good as the school type. (Ask for kindergarten clay.)

A receptacle, also of wood or metal and having a separate stand of its own of any type is also valuable. It should have sub-divisions in it for the different coloured clays.

The amount of each colour is not important so long as there is at least a pound or two of each colour in a small class or an auditing room.

In the Academy colours are only used to make a student see the difference between one object and another and has no other significance as the objects in the mind are not uniformly coloured. While "ridges" are black, they can become white. Engrams may be a number of colours all in one engram, just as Technicolour is a coloured motion picture. However, some persons see engrams only in black and white. So the colour in the Academy is for instruction only, assisting to tell the difference between one object or another. (In the HGC it may be very significant to the pc, as covered later.)

The instructor works with the table before classes at times, so it is of benefit to have a table so arranged that it will tilt toward the class at about a 30° angle with the floor. This can be done as easily as putting the back legs of the table on temporary wooden blocks or as

complicatedly as using a large engineer's drawing table which tilts its whole top. If a table is to tilt, the lower edge during the tilt must have a one or two inch guard board to keep the covering or the clay from falling to the floor if it slips. It doesn't slip, usually, on a linoleum table surface but sometimes a bit is dropped and an instructor can more gracefully recover it if it hasn't rolled off on the floor. A loose linoleum top is also prevented from sliding off by a guard board.

Any part of the mind can be represented by a piece of clay or a white card. The mass parts are done by clay, the significance or thought parts by label.

A piece of clay and a label are usually both used for any part of the mind. A thin -edged ring of clay with a large hole in it is usually used to signify a pure significance.

The labels used by Instructors (but not by students) are done on white cards, inked with a heavy black inking means such as a China marking pencil or a "Gem-Marker" where a metal cylinder holds ink and the point is made of felt. The inked label is mounted on a small stick two to four inches long of the kind used by nurses for swabs or metal ones used to hold meat together. Scotch tape or Sellotape will bind a label to a stick.

Everything is labelled that is made on the clay table, no matter how crude the label is. Students usually do labels with scraps of paper written on with a ball point. An Instructor would use the fancier kind so that these would easily be visible to others.

The main clay table and its clay container is set up in the lecture room of a course in such a way so that it can be moved up in front of a class, or over in the corner out of the way, or to an area in the room where two or three students can gather around it or work. More than one clay table must be made for large classes but the additional tables need not tilt. In the HCO a clay table is narrower and longer and one is placed in each auditing room. Any HCO clay table can be used to train staff auditors. The clay tables in auditing rooms are used for processing. In the HCO there is not just one table for everyone's use. There is one in each auditing room.

USE ON COURSES

Any part of the mind or any term in Scientology can be demonstrated on a Clay Table.

This is an important point to grasp. The use of the table is not just for a few terms. It can be used for all definitions.

The ingenuity of the instructor or the student and their understanding of the terms being demonstrated are the only limits on a Clay Table.

Simplicity is the key note. Nothing is too insignificant or unimportant to demonstrate on a clay table. The first mistake is to believe that only R6, for which the lower grade student is not ready, can be demonstrated on a clay table.

Anything can be so demonstrated if you work at it. And just by working on how to demonstrate it or make it into clay and labels brings about renewed understanding.

In the phrase "how do I represent it in clay" is contained the secret of the teaching. If one can represent it in clay one understands it. If one can't, one really doesn't understand what it is. So clay and labels work only if the term or things is truly understood. And working them out in clay brings about an understanding of them.

Therefore one can predict that the clay table will be most used in a practice or organization which understands the most and will be least used in an organization that understands the least (and is least successful).

Let us look over the level of simplicity of the terms to be used in a course of instruction.

Let us take BODY. All right, make a few lumps and call it a body and put a sign on it "BODY".

Now that doesn't seem to be much to do. But it is a lot to do to forward understanding.

Let us make a yellow ring of clay beside the body or on it or in it and label it "A Thetan".

We can thereupon see the relationship between the two most used terms in Scientology, "Body" and "Thetan". And cognitions will result. The student's attention is brought right to the room and the subject.

Getting the student to do this by himself, even when he's seen it done by the Instructor, produces a new result. Getting the student to do it 25 times with his own hands almost exteriorizes him. Getting the student to contrive how it can be done better in clay or how many ways it can be done in clay drives home the whole idea of the location of the thetan in the body.

ART is no object in clay table work. The forms are crude.

Take a large lump of clay of any colour, and cover up both "thetan" and "body" with it and you have MIND.

Take every part of the mind and make it in clay by making a thetan, making a body and making one or more parts of the mind (Machine, facsimile, ridge, engram, lock, what have you - all Scientology terms) and get the student to explain what it is and we begin to clarify what we're about.

Get a student to make a Present Time Problem. Make him put in all its parts represented in clay (boss, mother, self) and have each one done with a body, a thetan and a mind and some rather remarkable insights begin to occur.

The quantity of things that can be made has no limit.

The principal thing is to GET EVERY SCIENTOLOGY TERM MADE IN CLAY AND LABELS by the individual student.

You will see a new era dawn in training. You will see Academy blows vanish and time on course out to one fifth in many instances. These are desirable attainments in any course so Clay Table work is serious Academy

business.

Ingenuity and understanding are the only limits on the use of the clay table and the attainment of excellent results with it.

Additional HCO B's on Clay Table Trainings:

HCO B	11	Oct 67	Clay Table Training
HCO B	22	Apr 70	Clay Table Demo Checkouts
HCO B	30	Oct 70	Clay Demo

L. RON HUBBARD
FOUNDER

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