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Remimeo  
All Levels  
Training  
Tech/Qual

(Revised to include additional LRH data on clay  
table training. Revisions not in script.)

CLAY TABLE WORK IN TRAINING

Refs:

HCOB 11 Oct. 67           CLAY TABLE TRAINING  
HCOB 10 Jan. 84           THE USE OF DEMONSTRATION

It is important that Supervisors and students know how to do  
clay demonstrations and do them correctly.

In training, anyone can sit down and do clay demos to  
straighten out definitions of words or to get mass and reality on  
something he is studying. That is a standard training action.

The importance of this will become apparent as you study our  
educational technology, mainly to be found on the Study Tapes.

THE CLAY TABLE

A clay table is any platform on which a student, standing or  
sitting, can work comfortably. In an Academy it may be three  
feet by three feet or five feet by three feet or any larger size.  
Smaller sizes are not useful.

The surface must be smooth. A table built of rough timber  
will serve but the top surface where the work is done should be  
oilcloth 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.

CLAY

Several different colors 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 kinder-  
garten 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  
subdivisions in it for the different colored clays.

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

In the Academy colors are only used to help the student make the difference between one object and another and have no other significance, as the objects in the mind are not uniformly colored. While "ridges" are black, they can become white. Engrams may be a number of colors all in one engram, just as Technicolor is a colored motion picture. However, some persons see engrams only in black and white. So the color in the Academy is for instruction only, assisting to make the difference between one object or another.

#### USE ON COURSES

Any part of the mind, any term, idea, action or situation 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 and principles.

The ingenuity of the student and his understanding of the terms or data being demonstrated are the only limits on a clay table.

Simplicity is the keynote. Nothing is too insignificant or unimportant to demonstrate 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 are 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 produces a new result. Getting the student to do it twenty-five 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.

Taking a large lump of clay of any color and covering up both "thetan" and "body" might serve to represent the "MIND."

Get the student to make every part of the mind 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 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.

#### LABELING CLAY DEMONSTRATIONS

Each separate thing is labeled 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. When cutting out a label, a point is put on one end, making it easy to stick the label into the clay.

The procedure should go — student makes one object, labels it, makes another object, labels it, makes a third object and puts a label on it and so on in sequence. This comes from the data that optimum learning requires an equal balance of mass and significance and that too much of one without the other can make the student feel bad. If a student makes all the masses of his demonstration at once, without labeling them, he is sitting there with all those significances stacking up in his mind instead of putting down each one (in the form of a label) as he goes. This is also a failure to apply the "Stable Datum in a Confusion" technology as given in the book The Problems of Work and is a failure to complete one cycle of action at a time (start, change, stop). The correct procedure is label each mass as you go along.

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

A thin-edged ring of clay with a large hole in it is usually used to signify a pure significance.

Directions or flows or travel are usually indicated with little arrows and this can become important. The arrow can be made out of clay or it can be made as another type of a label. It is often lack of data in the demo about which way what is going or which way what is flowing that makes the demo unrecognizable.

### CLAY DEMO SIZE

Clay demos must be large.

One of the purposes of clay table training is to make the materials being studied real to the student. If a student's clay demo is small (less mass), the reality factor may not be sufficient. And long experience has shown that BIG clay demos are more successful in terms of student cognition.

### HANDLING CLAY

Clay is messy. Until we find or unless we find a totally non-oily clay, precautions must be taken to keep students clean, and if not clean, cleaned up afterwards.

Clay can get on E-Meter cans and insulate them from the hands. Clay can get on clothes and papers and walls and doors in a most alarming way.

Therefore, students using it can provide smocks for themselves and the Course Administrator can provide liberal quantities of cheap cleaning tissue and solvent.

Several cheap solvents work. The least odorous and easiest handled are best. Odorous solvents should be guarded against as Academies will soon begin to smell like cleaning shops or mortuaries. So use odorless solvents.

And provide baskets for used cleaning tissues. And empty them.

The clinging quality of clay and the odor of bad solvents could put an end to the great value of clay table work. So safeguard against this.

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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 cut 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.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations