HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

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Re-mimeo

CLAY TABLE TRAINING

Its Purpose:

1. *To make the materials being studied real to the student by making him demonstrate them in clay.*

2. *To give a proper balance of mass and significance.*

3. *To teach the student to apply.*

The student is given a word or auditing action or situation to demonstrate. He then does this in clay, labeling each part. The clay *SHOWS* the thing. It is not just a blob of clay with a label on it. Use small strips of paper for labels. The whole demonstration then has a label of what it is.

On the checkout, the student removes the overall label. The student must be silent. The examiner must not ask any questions.

The examiner just looks and figures out what it is. He then tells the student who then shows the examiner the label. If the examiner did not see what it was, it is a flunk. Clay table must not be reduced to significance by the student explaining or answering questions. Nor is it reduced to significance by long-winded labels of individual parts. The clay shows it, not the label.

The clay demonstrates it. The student must learn the difference between mass and significance.

For example, the student has to demonstrate a pencil. He makes a thin roll of clay which is surrounded by another layer of clay – the thin roll sticking slightly out of one end. On the other end goes a small cylinder of clay. The roll is labeled “lead.” The outer layer is labeled “wood.” The small cylinder is labeled “rubber.” Then a label is made for the whole thing: “pencil.” On checkout, the student removes “pencil" before the examiner can see it. If the examiner can look at it and say, “It's a pencil,” the student passes.

It might also be noted that checkouts on bulletins must also ask for demonstrations. Use paper-clips, rubber bands, etc. The examiner should ask questions that require an ability to apply. Give the student a situation and have him tell you how he would handle it.

Questions about what is rule “a” do not detect the glib student. Long-winded explanations on clay table put it back into significance, prevent the student from learning to apply, and prevent the student from getting the proper balance of mass, and do not blow confusion.

All checkouts must keep in mind that the purpose is application, not just getting a checksheet complete.

If clay table training is not brightening that student up, then the above is not being done. Someone is in such a rush that real learning is being put aside for the sake of speed. This student has to audit with his materials. Don't let him fall flat by lousy checkouts and lousy demonstrations. A well done clay demo, which actually does demonstrate, will produce a marvelous change in that student and he will retain the data.

L. RON HUBBARD
Founder

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