

BOARD TECHNICAL BULLETIN  
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Issue V

Remimeo  
Course Supervisors  
Students  
All Levels

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CANCELS

HCO Bulletin OF 14 September 1969

Issue V Same Title

## LEARNING PROCESSES

### EDUCATION BY DUPLICATION AND REPETITION

This method is fantastically simple, with very successful results in raising IQ level and cause over learning, accepting and knowing data. The first step is given in the example below and is the first gradient.

Coach: I am going to say three numbers. One, two, three. What did I say?

Student: One, two, three.

Coach: Good. Do you remember what I said? Do you remember what you said? (used alternatively)

Student: One, two, three.

Coach: Good.

This is done using variations of the three numbers, checking how the student is doing every now and then until the student is comfortable and relaxed without any physical pain or tension and he can recall without difficulty what you said and what he said. Check before going on if he can remember the First set of numbers you gave him. Then we go up one gradient and have the student reject or accept data at will.

Example:

Coach: All chairs are purple. What did I say?

Student: All chairs are purple.

Coach: Okay, both of us said all chairs are purple?

Student: Yes.

Coach: Are they?

Student: No.

Coach: Alright you could disbelieve something I said and throw it out couldn't you?

Student: Yes.

This step is done using examples of non-significant data which are totally incorrect. When he has regained his power of choice we go on to the next step, that of teaching and getting across the actual datum you want to teach him.

Coach: Preclears should always be acknowledged. What did I say?

Student: Preclears should always be acknowledged.

Coach: Is this true?

Student: Well I don't know.

Coach: Alright, now give me a graphic example of that using these two items.

Student: The glass as the preclear says-I've had enough, I'm leaving. The coke bottle which is the Auditor must always acknowledge the preclear and says-OK.

Coach: It's not very workable is it? Alright modify it.

Student: If you want good auditing results acknowledge your preclear.

Coach: If you want good auditing results acknowledge your preclear.

Student: Good!

Coach: Thank you end of session.

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So in this way you can teach a person a datum without duress. Let him think about it and argue it out, get him into agreement. There is no rote set of commands. It consists of two-way comm based on the above format, and getting him to *demonstrate* with objects in the room. This way he will KNOW the datum, not just a bunch of words.

Taken from the 15th ACC Methods of  
Education

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for the

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