

SCIENTOLOGY AND DIANETICS

BOOKLET 37
of the
PROFESSIONAL COURSE

BY
L. RON HUBBARD

Attention Unit Running

Technique 88

(This Booklet is a Summarization of Tape Lecture 88L2C)

Ron's Org Grenchen
Switzerland

TO THE STEADFAST AND LOYAL SUPPORTERS OF
TOMORROW AND THE THINKING MEN OF YESTERDAY

COMPILED IN WRITTEN FORM BY

D. FOLGERE
AKA RICHARD DE MILLE

COPYRIGHT 1952
BY L. RON HUBBARD

ADDITIONAL STUDY MATERIAL FOR THIS LECTURE MAY BE FOUND IN
THE FOLLOWING BOOKS:

- ADVANCED PROCEDURE AND AXIOMS
- SELF ANALYSIS
- HANDBOOK FOR PRECLEARS
- DIANETICS: MODERN SCIENCE OF MENTAL HEALTH (1950)
- SCIENCE OF SURVIVAL (1951)
- SYMBOLOGICAL PROCESSING
- LECTURES OF L. RON HUBBARD

PAMPHLET COVERS ONE LECTURE

- COMMUNICATIONS SYSTEMS (HOW TO LIVE THOUGH AN EXECUTIVE)
- INDIVIDUAL TRACK MAP
- WHAT TO AUDIT

SCANNED, TYPED AND PROCESSED INTO READABLE AND
DIGITAL FORM BY RON'S ORG GRENCHEN, SWITZERLAND

WWW.RONSORG.CH

ATTENTION UNIT RUNNING

1. DEMONSTRATION

Aud: What does your right foot feel about life?

Pc: It's lousy.

Aud: All right; feel lousy with it.

Pc: (Inaudible).

Aud: Isn't that a fact. You must have been holding a motion there somehow. How does your leg feel now?

Pc: More alive.

Aud: What is its concept of life?

Pc: Sort of a rising concept.

Aud: All right, feel that rising concept with the leg. Now what happens?

Pc: Sort of expansion.

Aud: Does the other leg begin to feel like that yet?

Pc: No.

Aud: Well, how does your other leg feel about life?

Pc: Sort of numb.

Aud: Feel numb with it, then... Feeling a change all of a sudden with that leg? How does it feel now?

Pc: It is expanding.

Aud: They're both expanding? Well, feel expansive with both of them.... How does your chest feel?

Pc: Freer.

Aud: All right, feel freer all over.

Pc: Now I have the feeling of inflation.

Aud: How does the top of your head feel?

Pc: I don't have any feeling up there.

Aud: All right, have no feeling with it.

Pc: A sort of a tingling.

Aud: The feeling has changed? Well, how do your hands feel about life?

Pc: Pleased.

Aud: All right, feel with your hands ... And now let your feet and hands feel the same. What happens when you do that?

Pc: I don't know. I get a feeling of spreading away from it. It's a generalized feeling.

Aud: Does the top of your head like your feet?

Pc: No.

Aud: It doesn't? Well, let's see if we can string that line. Got to have affinity, you know.

Pc: Can't. I mean, there's something up there that disagrees.

Aud: What are they in disagreement about?

Pc: I don't know, but it still feels the same.

Aud: Well, what's the concept at the top of your head? What is its concept about life?

Pc: It's dead, it's dead!

Aud: It's dead, it's dead. Well, what is the concept of your feet about life?

Pc: They seem to be happy right now.

Aud: Well, get that feeling of being dead with the top of the head.

Pc: Yeah. That feeling comes down.

Aud: Get that feeling coming down again. How does the pit of your stomach feel about life? No feeling there?

Pc: No, there's no feeling.

Aud: Oh, it's empty! All right, can you feel the outflow of attention units? Can you be in the center of your stomach and feel the attention units flowing out from it? Try it.

Pc: It's really hollow.

Aud: Well, get in the center of it and feel the outflow.

Pc: I think they are going in rather than going out.

Aud: All right, feel them going in. Now get the center of the hollow spot flowing out.

Pc: It's really hollow.

Aud: Where is the ridge around it?

Pc: Right outside the skin.

Aud: All right, just feel the attention units hitting the ridge from the inside and the outside at the same time...

Did you get that feeling? All right, how is the hollowness there in your stomach now?

Pc: It still feels very empty.

Aud: It feels empty.

Pc: Yes, it seems that there where the ridge is, the attention units are going this way and that way.

Aud: Well, there is a double ridge in there, I'll bet.

Pc: Yeah, it could be that.

Aud: All right, find that double ridge and feel that bounce of the double action there... Feel the hollow spot now; the center of the hollow spot. You're trying to move into the center of the hollow spot, but I'm saying BE in and go out.

Pc: It's been there a long time.

Aud: I know, nearly everybody's has. That's why the stomach is soft, it has a hollow spot. That is why there is never any feeling, really, in the viscera.

Pc: I haven't been able to contact it.

Aud: Be in the center of the hollow spot and feel an outflow of energy now. Can you feel that there is a motor or something in the center of that hollow spot which is putting out energy from it?

Pc: I feel something...

Aud: Feel it again.

Pc: But not physically.

Aud: Well, feel it physically.

Pc: This is no concept; this is physical.

Aud: Now feel it physically.

Pc: That's where I do feel it.

Aud: All right, feel it again physically.

Pc: I feel funny. Sort of like an electronic feeling.

Aud: Well, what do you know! Okay. Right in the center. Feel that outflow from the center now?

Pc: Yeah.

Aud: Feel it again.

Pc: (Inaudible).

Aud: Okay, feel that enturbulence, then.

Pc: There's a good feeling.

Aud: Good? Is it filling up?

Pc: Yes.

Aud: Well, tell me when it is completely full.

Pc: There's a sense of life in there.

Aud: Which way does it flow now.

Pc: It feels slightly like the birth of a volcano.

Aud: How does it feel now?

Pc: It feels good.

2. Two columns are suggested for addition to the Chart of Attitudes: CHANGE, NOT CHANGE and CREATE.
3. One idea behind concept running is that it speeds up the natural rate of "getting over" a certain feeling by making the feeling more conscious.

If the pre-clear complains that he is tired and so is not up to being audited, the auditor merely asks him to feel tired all over.

The pre-clear may be surprised at being asked to feel in a way he thinks he already feels and would like to stop feeling, but if he does what the auditor asks he may very soon

have a change in his feelings – and it will usually be a change to an emotion which is higher on the tone scale.

If the only thing that is necessary to improve a feeling of tiredness is to concentrate on feeling tired, why is processing necessary for this? Is it not a natural function? Undoubtedly, if it can be done in processing, it is a natural function, but how many natural functions work naturally in the normal person? Crying in moments of unhappiness is a natural function, too, but how many people have we seen who felt like crying and still could not do so?

Apparently, so much of our attention is being used to mock-up facsimiles which forbid these natural functions, that the rest of our attention needs the help of an auditor to be able to carry out these natural functions.

As in all processing, the better the condition of the individual, the less help he will need from the auditor to do these things.

When an individual is feeling tired, he is doing a mock-up on a facsimile which contains tiredness. When he is running this feeling of tiredness, in a processing session, he is undoing the mock-up, either by redirecting his attention or by reducing the facsimile, or both.

4. The running of attention units is a physical process, felt physically. The composition of the body itself can be said to be no more and no less than a concentration of attention on old facsimiles of body-construction. For this reason, the individual who had all of his attention under his own control and none of it absorbed by facsimiles would have no body.

5. Parts of the body may be erased or altered by running the attention flows around some of the facsimiles which set the pattern for those parts. For instance, a crease in the skin, a wrinkle, may depend for its existence on some incident in which the individual is cut with a knife or struck with a sharp weapon. Running the attention flows which are localized around that crease will bring such incidents to view, and a reduction of those incidents will alter or remove the crease.

In any case like this, there is, on the one hand, the reduction of the facsimile and, on the other hand, the shifting of the flow of the individual's attention around that facsimile. These are closely related, but it seems of benefit to consider them separate phenomena.

6. In any processing, the type of running which is being done may have, at any time, to give way to another type. Thus, if the session is begun on concept running, it soon may shift to attention-unit running and then to emotion or effort running.

The auditor must not lose sight of the fact that every incident contains thought, emotion, effort, attention, flows, concepts (thought). It would be well to remember that all these words are merely descriptions of different behavior and manifestations of the same basic thing: theta. The student, particularly, should not allow the novel terms which keep springing up in Scientology to obscure this fact. The new terms are intended to point out to him newly observed habits of the same old quarry: theta.

If the auditor starts out with attention unit or concept running and thinks that he can continue this procedure indefinitely without encountering any emotion or effort or counter-effort,

he is missing the point. Attention unit running and concept running are not intended to save the auditor from these things, but only to give him another way to handle these things.

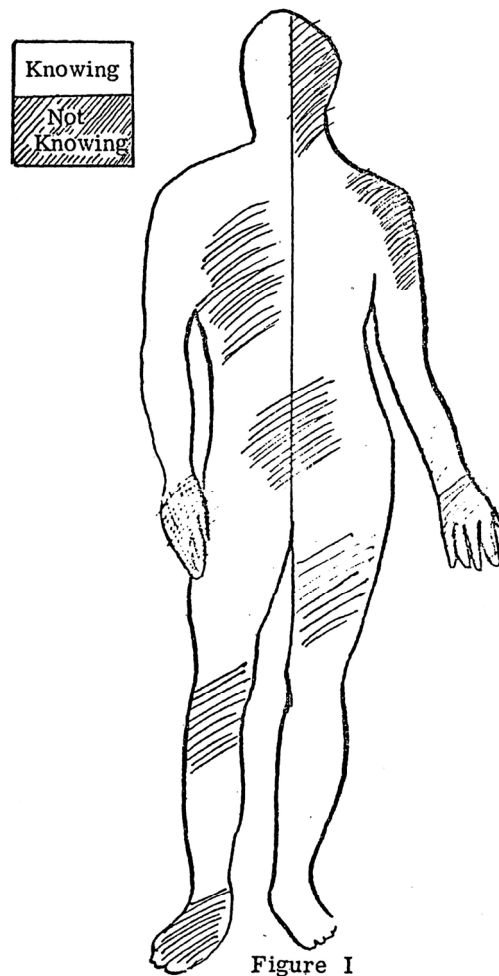
Therefore, he should be aware that any concept, being thought, is likely to be buried by emotion, and any emotion is likely to be buried by effort. When he has the pre-clear running concepts, the result may be to free some of the pre-clear's attention from some incident and bring about a rise of tone. Or the result may be to run the pre-clear into a heavy wall of emotion or counter-effort. Whatever happens, the auditor must be prepared to keep running the case to a higher point than it was at when he found it. He cannot afford to be without knowledge of the techniques which have preceded those that are discussed here.

7. Mr. HUBBARD: You will find out that a pre-clear is low-toned. You say, "How do you feel?" He'll usually say, "Well, I feel like life isn't worth living." You say, "Well, run the feeling that life isn't worth living." "Okay." "Now how do you feel?" "Kind of bored." You say, "You feel bored? Well, run the feeling of being bored." He says, "That makes me itch." – And you are probably off into running attention units or something of the sort. Or, you ask this pre-clear how he feels today, and he will say, "Oh, I'm tired! I'm all worn out. I feel like I just can't take another —" You say, "Feel like that all over." "Yeah!" he says, "it makes my legs ache." "Well, feel it again. Feel tired all over." "I can't." "Why not?" "Well, I don't feel tired and all worn out now!" Now, there, is concept running.

8. If the pre-clear exhibits an attitude which is found at the bottom of the Chart of Attitudes, if he feels apathetic or does not remember or says he does not know about anything, this feeling may be improved by running the concept of that feeling, by becoming aware of the feeling and experiencing it. However, it is not necessary to run the concept which the pre-clear expresses verbally. The auditor may wish and may do well to ask the pre-clear to get some other concept which is at the same point on the scale.

If the pre-clear feels apathetic, the auditor may ask him to get the concept of not knowing. If he forgets, the auditor can ask him for the concept of being an effect. If he feels that he has lost, the auditor may ask him to get the concept of having no trust in anything.

The effect of running one of these is to improve the others, since they are all merely special aspects of being low on the tone scale. When this is done, the pre-clear does not get the idea that his own words are being used "against him", and the case may run more easily.



Now, as we see in Figure I, this matter of attitudes applies not just to the individual as a whole but also to the various parts of the body. How can he be able to KNOW, when nine important areas of his body are controlled by mock-ups of apathy facsimiles? How can he KNOW, when his shoulder, hands, foot, stomach, thigh, knee, chest, and the left side of his head do not know?

But he may run any bottom-scale concept with reference to any of these areas and bring them up the tone scale.

Now, we may assume that if the pre-clear had 99 percent of his body in apathy we would be foolish to send the other one

per cent to do something about it. It seems reasonable that the old principle of not sending a boy to do a man's job would hold true in concept running with various parts of the body, just as it has held true in other types of processing. If the pre-clear is too low on the scale, he can run only the lightest incidents. Previously outlined methods must be used to bring him up the scale. This is not to suggest that concept running is a particularly heavy technique, but only to remind the auditor not to let his desire to make headway blind him to the specific and detailed needs of the pre-clear.

Auditing has not yet reached the point at which the auditor has more data about the pre-clear than the pre-clear has. Of course, it may; but it hasn't yet.

When running such a concept as not knowing does not bring the pre-clear up the tone scale, the auditor suspects immediately that an overt act is interfering. He asks the pre-clear if he ever caused someone else to feel this way. The overt act will come to light. Running it will achieve the tone rise.

There is, however, one very important instance in which the incident will not come to light without a struggle, and that instance is the DED.

As we have seen, an overt act has a motivator before it. If the pre-clear feels tired, he is experiencing the counter-effort of the motivator incident, and this counter-effort will continue to plague him until the later incident, the overt act, is found.

A DED, however, is an overt act without a motivator. The feeling of tiredness which the pre-clear has is serving him as a motivator. He has to go on feeling tired in order to have a

justification for the DED. He will not locate and give up the DED if he can help it.

When the motivator-overt sequence does not go smoothly, the auditor suspects a DED. The E-meter will prove even more useful in locating the DED than in locating the overt act.

It is a characteristic of the case which is heavy with DEDs that it takes every opportunity to run the processing off the rails. Any loss of personal health and happiness which the pre-clear can claim, even for a moment, will serve for him as a "motivator" for his DED actions.

9. Here is a concept which should be added to those that can be used in concept running: the concept of ALONENESS. This is a low tone concept, indicative of low affinity, reality, and communication.
10. Concept running is recommended as a self-help process by which an individual may improve his own state of mind at any given moment. If he feels tired, he runs the feeling of tiredness. If he feels alone, he runs the feeling of aloneness.
11. "You can burn up your own thoughts as fast as you make them, if you want to."
12. What happens when an individual finds himself obsessed with an idea? What can he do if some song – say, "Deep in the Heart of Texas" – keeps running through his head, day and night, night and day?

What does the individual usually do when something like this happens?

Usually he does two things. At first, he hums the song, finds himself singing it, and he goes on singing this. He knows that he does not want to sing this song – perhaps he does not like the song at all, even when he begins. But he continues to let this song have free run and control of his mind. Presently, either the song dies away and is gone, or he becomes acutely aware that he is humming a song which he does not want to hum. Then he does the second thing. He tries not to hum it. He tries to put it out of his mind. He stops himself whenever he finds that he has begun to hum it again. He tries to keep away from it, but it follows him like a musical bloodhound. Finally, he turns on the radio good and loud. On the radio he hears some other song. When he goes to bed that night, he cannot remember that it was "Deep the Heart of Texas" he was humming before, for now he is humming "Jeannie with the Light Brown Hair".

Concept running would help this individual. This does not involve running the song, but running the feeling of having or wanting to sing the song. The very feeling whose existence he is trying to deny by distracting himself and stopping himself is the feeling that should be run. After all, the song has no power of its own – though he may think that it has, thus making the song CAUSE and himself EFFECT. It is his desire to sing the song that has the power – until he moves into the center of that desire and runs it, thereby making himself CAUSE and able to do what he wants with this troublesome facsimile.

Of course, a very likely thing to pop up in the mind of the pre-clear at this moment is an individual who liked or did not like the song which was obsessing the pre-clear and who

forced this attitude on the pre-clear. This would be the content of the facsimile itself.

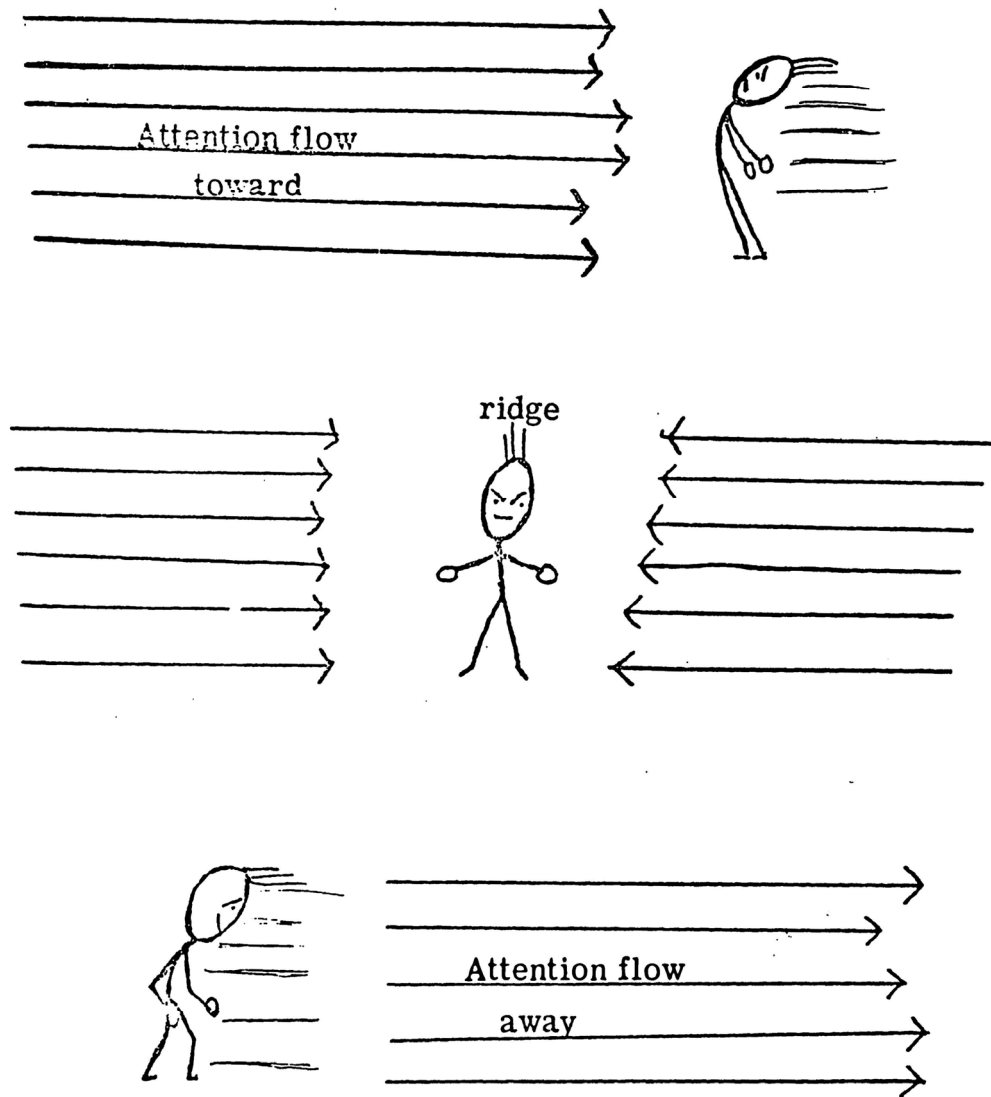
13. Another example of the benefit which may be derived from concept running is the case of the individual who is trying to remember something. Instead of straining his brains trying to get that word out which is just on the tip of his tongue, he should run the feeling of not being able to remember. Naturally, by doing this he is making an approach to the incident which is preventing him from remembering. Now, he may not be able to remember this incident immediately, since forgetting is one of the things which this incident itself causes him to do, but he certainly can get the feeling of not being able to remember, because that is his feelings. He stops worrying about what he is trying 'o remember and just experiences the feeling of not being able to remember it. When he has worn down the mock-up of the forgetter incident, the desired datum will pop into view, even if he has not quite remembered the forgetter incident itself.
14. In the first two books which dealt with this science, there was a lot of talk about "action phrases," holders, denyers, bouncers, etc. The first treatment for them was to repeat the phrases verbally, aloud.

Later, it was found that a physical experience lay under each one of these phrases, and emphasis shifted to these experiences. This was SELF-ANALYSIS.

Now, although we seldom speak of holders or bouncers, we find that we have a more basic way of dealing with the phenomena which these phrases indicated.

If the pre-clear is held by some incident, so that his attention is greatly absorbed by it, he may run the concept of being trapped or held down. When he has run this concept for a while, he may find that his attention is freed, or he may find that a specific incident has shown up in which he actually was held down or trapped physically. When he runs this incident, he should find that his attention is no longer held.

15. In terms of attention unit flow, a holder is a ridge, with the pre-clear in between two opposing flows. Bouncers and denyers are outflows which the pre-clear faces, as from a hollow spot. Any type of command or action phrase may be translated into (1) MEST, (2) a concept, or (3) a flow or other behavior of attention units.



All action commands may be run
in terms of attention flow.

Figure II

SUMMARY BOOKLET 37

Seminar Questions

1. When is concept running not applicable to a case?
2. Where does the "File Clerk" fit into the new techniques?
3. What does the pre-clear do with a newly discovered DED?"
4. What is the pattern of relationship between you and other bodies?
5. Why did you build Boston's crooked streets? Organize Chicago's gangs? Blanket Los Angeles with smog? Or did you?