

Differences Between Scientology and Metapsychology

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This is a *very* sketchy list of some of the major differences between metapsychology (MP) and scientology (Scn). To present *all* the differences would require more space than all of the metapsychology literature put together (currently close to 2000 pages of material). Here, we have hit only a very few highlights, to give you an idea of the *types* of differences that exist.

General Differences of Policy

1. The environment in which viewing and training is delivered is non-coercive and non-invalidative, and hence better results are obtained, since viewing should operate to *reduce* the amount of force and duress, not to *increase* it.
2. MP is multi-authored, though most of the *writing* has, to date, been done by me. Its many procedures have been created by many different people, and each has been critiqued and tested out by a group of competent facilitators before being incorporated into course manuals. There is no single infallible source of techniques or theory.
3. MP and viewing are considered to be evolving subjects. They are not considered to be correct for all time in their current form. So there is no attempt to impose a particular belief system on the client.
4. The corpus of metapsychological thought is integrated into and related to other “mainstream” fields of study. And, by policy, we try to stay in touch with mainstream social organizations and avoid antagonism. We present ourselves as helping rather than as imposing our will on others or “putting in ethics” on them.
5. We believe that facilitators and technical directors (TD’s) *want* to learn and improve, so no “heavy ethics” need be imposed on them. Correction, though thorough, is light.
6. Problems encountered in viewing are the responsibility of the facilitator and TD, not the viewer. Hence we do not impose heavy ethics actions on viewers either. Many case failures that, in Scn, would have been attributed to “PTS’ness” or “suppressiveness” on the part of the viewer are corrected by improving the quality of technical delivery. Also, the lack of antagonism between MP and its environment means that fewer “suppressive” situations arise for clients. Hence “PTS handlings”, and ethics handlings in general, are few and far between, and are requested by or agreed to by the client, not imposed on him.

General Differences of Expression

1. MP contains a minimum of jargon — mostly English terms are used, but in a consistent and tightly-defined way.
2. Out written materials are clear and concise. A current fairly complete textbook (*Beyond Psychology*) exists for the theory and for the viewing procedures, and there are currently five well-organized courses for those who wish technical training. No popular books exist yet, however.
3. Few or no tapes are used.
4. Most of the MP material is carefully indexed and contains tables of contents and glossaries. There is even a dictionary for translating between MP and Scn terminology.
5. Viewing instructions (“commands”) are not given to students for them to memorize rotely. Instructions are constructed by students from directions given in the courses. This requires understanding, not just memorizing.

Differences of Theory

The entire first half of *Beyond Psychology* (Part I, through Chapter 5) is almost entirely non-scientologic. To highlight some theoretical innovations in MP (a tiny fraction of them, actually):

1. MP is not presented as a doctrine but as a field of study — an approach to understanding the universals of human nature and experience, whereas Scn is more vaguely described as “knowing how to know”, “the science of certainty”, or (sometimes) as a religion. Basically, MP has a better-thought-out identity and purpose than Scn.
2. Viewing, facilitating, TD’ing, studying, instructing, etc., are seen to be merely *applications* of MP, rather than *branches* of it. I.e., MP is a “pure science” uncommitted to any particular theory or method and is separate from its applications. This is the same as the distinction between (for instance) chemistry and chemical engineering. Scn fails to make this important distinction. In Scn, theory and application together are lumped together as “the tech”. MP is thus a *generic* field of study, whereas Scn is a *proprietary* doctrine.
3. In MP materials, the person-centered viewpoint is maintained consistently throughout. Although sometimes in Scn materials, “What is true for you is what you yourself have perceived”, Scn materials often speak about “Truth” in an absolute sense, and about Hubbard as the sole Source and purveyor of it, rather than treating truth consistently as something one discovers for oneself.
4. In MP, helping a person is defined as furthering that person’s intentions. In Scn, help is often defined as a particular kind of action, such as “getting him up the Bridge” or “applying more pressure than the bank”. That tends to create a coercive environment for Scn and it maintains a non-coercive one for MP.
5. The Scn concept of “as-issness” is replaced with the notion of an experiential disappearance. This experiential disappearance occurs when personal growth results in a shifting outward of the focus of attention. It is reversible, unlike “as-issness”, which is thought to be permanent. The MP concept of experiential disappearance is derived from the work of Michael Polanyi — specifically, his

- theory of focal and subsidiary awareness, and his concept that aspects of the person's world are incorporated into the person's self-definition when they are used as tools.
6. The concept of a hierarchy of identities and intentions — central to MP — does not exist in Scn. Nor does Scn provide a clear conceptualization of “identity”. The Scn notion of “valence” is ambiguous; sometimes it means a *fixed, aberrated* identity and sometimes just any identity. The MP concept of “versatility” (flexibility of identity) as a desirable characteristic does not exist in Scn.
 7. MP has a unique theory of entities (facts, concepts, and phenomena) as the constituents of a world and a theory of how these different kinds of entities relate to each other.
 8. MP contains the idea of the “person-world polarity”, a notion that is missing in Scn. According to this concept, actions are that which both connect and separate a person or identity from the entities that make up his world. The person or identity is at one pole of the person-world polarity; the entities in that person's world are at the other. These concepts are related to the concepts of BE (identity), DO (action), and HAVE (entity) that exist in Scn, but the MP concepts both expand and clarify the notions of BE, DO, and HAVE.
 9. The concept of quasi-entities and the definition of faith as “a degree of certainty sufficient for action” are unique to MP.
 10. In MP, reality is described as that which exists for an individual person, not as something agreed upon by two or more people. Something can be real for a person without anyone else agreeing with him about it. MP uses the term “concurrence” (instead of “reality”) to describe that subset of personal reality that is agreed upon by others.
 11. MP contains a clear definition of “having” as “the ability to exercise causation over something”. The Scn definition of “havingness” is vague. Other new concepts unique to MP are introduced: prehension, getting, gaining, etc.
 12. Assent and intention are related to each other and to ability, desire, drive, and power.
 13. In MP, the basic abilities and actions of a person are discussed in detail. Some of these are touched on very briefly in Scn “Axiom 1” and in “the Factors”, but in MP they are explained clearly and in considerable detail, and related to the three kinds of entity that make up a person's world (concepts, facts, and phenomena).
 14. MP makes an important distinction between creating and causing. In Scn (and in many other systems), this distinction is blurred. This leads to the false idea that because we can be *causative* over what we experience, that means we entirely *create* our own reality. The concept that one can causatively *receive* one's reality as well as *create* it is nonexistent in Scn (and in many other disciplines).
 15. The term “datum” is given a precise definition in MP as “a fact or phenomenon”.
 16. Postulating and understanding are shown, in MP, to be compound actions rather than simple ones. Postulating is conceiving + assenting; understanding is interpreting + assenting.
 17. The mind is defined more accurately in MP (following Ernst Mach) as “the set of private entities in a person's world”, than in Scn, where it is defined as “a control

- system between the thetan and the physical universe”. The MP definition leads to a resolution of the age-old “mind-body problem”.
18. Mental space and time is found to be the same as physical space and time, rather than separate as stated in Scn. A fifth dimension in experience is introduced to explain the separation of mental from physical, of subjective from objective.
 19. Time, activity cycles (cycles of action), and intentions are related to each other and shown to be interdependent. This leads (amongst other things) to a theory of traumatic incidents that does not involve layers upon layers of stored mental pictures but is based upon incomplete cycles and their effects.
 20. In MP, one’s emotional level is related to *success*, whereas in Scn, it is related to *survival*. The MP view is more accurate, since a being can’t *help* but survive. The sub-zero levels of the Scn Emotional Scale are omitted. In MP, the emotional levels are described as containing *strategies*. And they are related to corresponding conditions in the person’s world. For instance, anxiety corresponds to Emergency, fear to Danger, Conservatism to Normal, etc. A new condition — Drudgery — is introduced to correspond with the anger - antagonism band. Improved, clearer procedures (replacing the rather cumbersome and sometimes enigmatic “Conditions Formulas”) are described for moving up the conditions (and up the Emotional Scale).
 21. The definition of “happiness” is expressed more clearly in MP as “the knowledge that one is being successful at fulfilling one’s intentions” than in Scn as “the overcoming of not unknowable obstacles towards a known goal”.
 22. The process of learning (the Learning Cycle) is explained in detail and related to study difficulties. The real reasons for having a balance of mass and significance, proper gradients, and accurate definitions of words and phrases is clearly explained. These points are not adequately addressed in Scn.
 23. The principles we use in organizing our experience (pleasure, order, heuristics) are set forward in some detail in MP. These take the place of two of the Scn triangles — the KRC and the CCH triangle. Pleasure, order, and heuristics make up the Empowerment Triad, and the corresponding drive, control, and understanding make up the Power Triad. Power, intention, and ability are defined precisely in terms of these triads and in terms of each other. The quest for power is given as one of the two universal primary motivations.
 24. In place of “attention units”, MP has “*intention* units”. Since power is defined as “the capacity to intend”, the degree of power can be measured in “*intention* units”. An “*attention* unit” is only one kind of “*intention* unit” — a receptive one. There are also creative intention units — “*volition* units”. But the basic unit is a unit of intention. A more powerful person has a better capacity to attend *and* a stronger will (more volition).
 25. In MP, “falsehood” is given a person-centered definition. The concept of “layers of delusion” and “underlying truth” are introduced.
 26. In MP, affinity is shown to be of two different types: affection (affinity towards people) and desire (affinity towards objects).
 27. The Scn concept of the “ARC triangle” is replaced by the more accurate MP concept of the “Triad of Communion” — communication, comprehension, and affection (instead of “affinity, reality, and communication”). A distinction is made

- between “reality” (in the scientologic sense of “agreement”) and comprehension (a sharing of ideas and experiences). One can comprehend — know what the other person thinks and feels — without necessarily *agreeing* with the other person. Hence communication need not lead to a greater agreement or “reality”. And one can feel great affection towards others with whom one disagrees strongly, so long as one *comprehends* their point of view. This leads to a more tolerant state of mind; it is OK to like someone with whom one disagrees and to see their viewpoint. In MP terminology, “understanding” is differentiated from “comprehension”. When one *understands*, one gives assent to what is understood. When one *comprehends*, one does not necessarily give assent to what is comprehended. One merely shares the thought or experience. Scn’s failure to differentiate between these two concepts has led to beliefs being imposed on people. In Scn, it is assumed that if you do not agree with something in the Scn materials, you must not be comprehending it.
28. In MP, the drive towards achieving communion is presented as the strongest and most fundamental of human desires. The goal to achieve power is subsidiary to the drive to achieve communion. Power is merely a *means* to achieving communion, a way of using the playing field in which communion can occur.
 29. In MP, “communication” is given a more precise — and *concise* — definition than in Scn, and it is related to the Learning Cycle.
 30. In MP, “interest” is defined as “directed attention”, and two types of interest are delineated (self-directed and other-directed). Self-directed interest is the sort that is self-generated, as in the communication exercises. Other-directed interest is the sort that is “attracted” by something external. This is the kind of interest that you would ask a viewer about before running a procedure.
 31. In MP, questions and assertions are shown to be simply different kinds of commands. A question demands an answer; an assertion demands agreement. And hence each requires a kind of compliance that goes beyond a simple acknowledgement. That’s why a simple acknowledgement often leaves the other person unsatisfied. This phenomenon of dissatisfaction was not explained in Scn.
 32. The MP “domains” are similar to the Scn “dynamics” but with some important differences. There are only six MP domains (Self, Intimates, Groups, Mankind, Life Forms, The Infinite), but each has a spiritual and a material side. In Scn, there are six material dynamics followed by two spiritual ones. In fact, each domain can be conceptually divided up into four “realms”: spiritual, mental, emotional, physical. That gives a total of twenty-four viewpoints from which to look at life instead of just eight.
 33. Being person-centered, MP carries the notion that people are basically good to its logical conclusion: evil intentions do not, as such, exist. Intentions and actions are only regarded as evil in *retrospect*, from a different perspective than the one from which they were formulated. *Unwanted* intentions may exist, however. These are fixed intentions that the person would like to get rid of.
 34. The MP definition of “good” is “that which is intended”. Evil is defined as “that which is counter-intended”. The concept of the “resultant intention” (unique to MP) helps explain apparent counter-examples to these definitions. Integrity is given a clear definition as “congruity of intention and identity”.

35. Basic disabilities and unwanted conditions are defined in terms of the basic abilities and desires (mentioned above) that have been carefully mapped out.
36. Problems are defined as incongruities in a person's world that are of concern to him. They are not necessarily two-sided but may be many-sided. For instance, one may be faced with a choice between *three or more* incompatible alternatives, rather than just two.
37. Unawareness is divided into two types: simple and directed. Not all unawareness is based on or causative of aberration — only *directed* unawareness (repression). Hence an unaberrated person would not necessarily know and be able to remember everything. This resolves the question of why even a person in good shape does not necessarily have eidetic recall of his entire past.
38. Pain is precisely defined as “the presence of an entity to which a person has an aversion” and related to repression. Pain may be physical or situational.
39. Repression is shown to be “aided” in various specific ways (similar to the ego defense mechanisms outlined by Freud).
40. The Scn concept of the “reactive mind” is replaced by that of the “traumatic incident network”. It is a *network*, because sequences of traumatic incidents branch out and interconnect, and the Scn concept of simple linear chains of traumatic incidents is not accurate.
41. The earliest incident on a sequence need not be an incident of physical pain and unconsciousness. Situational pain (such as a major loss) may be at least as severe as physical pain.
42. “Charge” is precisely defined as “repressed, unfulfilled intention”. It is not really energy at all, let alone harmful energy. Charge consists of “frozen” intention units that can be reclaimed by handling past traumas (and in other ways). In so doing, a person's power is augmented because his capacity to *intend* is augmented (power is defined as the capacity to intend). This is a more precise formulation than the Scn formulation of amount of “free theta” vs. “enturbulated theta”.
43. Automaticities are discussed in detail, and skills (learned automaticities) are differentiated from automatisms (aberrated automaticities).
44. The extensive discussion of evaluation in MP includes a clear way of differentiating between unacceptable *evaluations* and acceptable *indications*.
45. In MP, a clear statement is made concerning the alliance and division of labor between facilitator and viewer.
46. An omission in the definition of “engaged in viewing” (“in-session”) is corrected: “... and following the facilitator's directions” is added to the definition. Many viewers are interested in their own cases and are willing to talk to the facilitator about them, but they are not complying with viewing instructions, so they are not engaged in viewing but merely running off at the mouth.
47. The MP Rules of Facilitation are considerably modified from the Scn “Auditor's Code”, and each rule is given a full and adequate explanation.
48. MP avoids the confusion that exists in Scn between two meanings of “itsa” as “communication from the viewer to the facilitator” and “ability of the viewer to identify something”. The one is the presence of an intact report channel (“itsa line”), and the other is the presence of an intact viewing channel (“itsa-maker line”) + the ability to understand.

49. The concept of the “awareness threshold” is introduced to replace the less precise notion of “awareness level”.
50. The action described in Scn as “Two-Way Comm” is differentiated into two separate actions: Exploring (a viewing action) and Inquiry (an interviewing, assessment action).
51. Viewing procedures and actions are categorized in a logical manner. No such categorization occurs in Scn.
52. A distinction is made between Remedial TIR and General TIR. Being stuck in a traumatic incident can be regarded as a kind of disturbance (“rudiment”) that will need to be handled before a major action can be done. Hence TIR is commonly done at two different points in the Curriculum: in Stress Reduction, it done as a clearing (“repair”) action; in General TIR, it is done as a discovery (“Grade Chart”) action.
53. The concept of “Clear”, in the Scn sense, does not exist in MP. It is replaced by the idea of a “Turning Point”, the point at which one becomes more causative over one’s case than one is the effect of it. But having reached the Turning Point does not mean one is entirely free of case. In MP, the word “clear” means “not currently disturbed” (“rudiments currently in”).
54. Handling of misdeeds (“overts”) and withholds has been clarified and expanded with additional steps that promote self-understanding and forgiveness. Handling of upsets (“ARC breaks”) has been simplified and gradients introduced to handle upsets of varying degrees of severity and chronicity.
55. “Auditor’s Rights” points are discussed as “flags”, and are clarified and expanded to include agitated needle (dirty needle) and persistent floating needle.
56. The Curriculum replaces the “Grade Chart”. “Upper levels” are replaced by the Core Curriculum; “lower levels” or “the Grades” are replaced by the Primary Curriculum. The divisions of the Curriculum are presented as “Sections”, rather than as “Levels”, and their end points as improvements, not absolute states of being. The Curriculum (or any part of it) may be done more than once, as needed, and completing any particular Section of the curriculum does not confer any particular absolute state or ability but merely a major *improvement* in some area of life. Hence you cannot judge the “worth” or “status” of an individual by knowing which Section of the Curriculum he is currently working on.
57. A new Section — “Help” — is introduced after Stress Reduction (parallel to “Life Repair”) and before Recall Enhancement (parallel to “ARC S/W”). This Section contains subjective and objective procedures related to help and control. It replaces the objective steps of the DRD and the SRD. Many objective procedures have been deleted from the Scn “Grade 1” and form part of the MP Help Section, and others have been added that are not on the “Grades” at all.
58. General TIR (parallel to “Dianetics”) is placed *before* the Rightness Section (parallel to “Grade 4”) instead of after, because one cannot readily handle fixed ideas before first handling the pain that tends to fix them in place.
59. *Many* other changes, additions, rearrangements, and deletions have been made in compiling the procedures for the Primary Curriculum:
 - a. Viewing instructions have been made logical and understandable.
 - b. Unworkable or awkward procedures have been weeded out or corrected.

- c. In many cases, a Scn “grade” contained procedures that really had nothing to do with the topic of that grade. The Sections of the MP Curriculum are sensibly arranged so as to eliminate such irrelevant material.
 - d. The Scn “grades” and the procedures in them were often presented in a way that didn’t follow a proper gradient for the viewer. MP procedures have been arranged to construct a correct gradient.
 - e. Many new procedures have been introduced.
60. Each Section contains some objective procedures interspersed with subjective ones to balance introvertive procedures with extrovertive ones. The Scn “havingness” procedures have been deleted from the end of the Sections; some have been moved to other places in the Curriculum. “Having” procedures can always be done at the end of a session (or even *during* a session), if needed.
61. The order of the Curricular Sections and of the procedures within these Sections has been made logical and rational, and the reason for each action — and for the order in which actions are done — has been explained in detail.
62. Curricular (“Grades”) procedures do not have to be checked for a meter response and interest, though *items* (such as terminals) that these procedures are used to address do need to be checked.
63. In the Core Curriculum, confidential and evaluative procedures (i.e., the Clearing Course, OT-2, and OT-3) have been deleted and replaced with non-evaluative, non-confidential procedures. The method for handling beings (“BT’s”) is different from that used in Scn. And a new procedure for handling stacks (“GPM’s”) is introduced — Unstacking.

Differences Between Scientology and Metapsychology Courses

MP courses are, in general, shorter, better organized, and easier to understand than Scn courses. Unnecessary, irrelevant, and speculative material has been weeded out. Each MP course has a complete glossary in the back of the course manual.

1. Communication Workshop

- a. Jargon is lacking. Explanations are concise and clear.
- b. The MP definition of communication is simpler and more accurate than the Scn version.
- c. The importance of creating interest is highly stressed in the MP materials.
- d. The term “flunk” is deleted from exercises because it is gratuitously harsh.
- e. Instead of only making a differentiation between “comments” and “originations”, CE-7 and 8 (corresponding to TR 3-4) make a three-way differentiation:
 - i. Concerns (originations that require handling)
 - ii. Comments (originations that do not require handling)
 - iii. Evasions (originations that are deliberately evasive)

This reflects the realities of life and viewing more accurately.

- f. An additional CE — the In-Life Communication Exercise — is inserted after CE's 1-8 (TR's 0-4). It enables the student to see clearly how the CE's can be used in life.

2. **Traumatic Incident Reduction Workshop**

- a. This is a one-week workshop that contains the minimal data needed to run out obviously restimulated past traumatic incidents.
- b. It is aimed at teaching *unmetered* TIR; thus it is exportable to psychologists and other members of the helping professions.
- c. It is far shorter and simpler than the "Book One" courses offered in Scn.

3. **Basic Facilitator Course**

- a. This course is much shorter and more concise than the HQS. It omits irrelevant actions like selling a book and dissemination exercises.
- b. It does not contain "tough" objectives like BOP's ("CCH's") and Objective Duplication ("Op Pro by Dup"), which require considerable skill and should not be part of an elementary course.
- c. It contains a new form of CE-7 (TR-3) that handles any buttons on repeating a verbatim viewing instruction over and over again and trains the facilitator to deliver each repeated viewing instruction in a new period ("unit") of time.
- d. It contains a clear explanation of the viewing cycle ("auditing comm cycle") and the Rules of Facilitation ("Auditor's Code").
- e. It contains a number of remedial procedures (not included in the Scn HQS course) that can be used informally to help people in real-life situations.

4. **Biomonitoring Course**

- a. Various Meter Exercises ("E-Meter Drills") are modified and clarified.
- b. A new exercise for setting sensitivity is included.
- c. Dating exercises ("Dating Drills") are omitted as being too advanced for a first course in metering.
- d. Eighteen different practice assessment lists for meter exercises are included (different from the Scn ones).
- e. The course contains a long list of examples of the four realms of each of the six domains, examined with respect to three aspects of each: characteristics, activities, and objects, making 72 compartments into which the world has been divided. These are used in doing Domain Exploration ("Dynamic Assessment"), the procedure for which is included in the Biomonitoring Course.

5. **Traumatic Incident Reduction Course**

- a. This course is shorter, more concise, better organized, and clearer than the Scn NED or HSDC courses.
- b. It incorporates the theoretical changes mentioned above.
- c. It contains new exercises relating to the viewing cycle ("auditing comm cycle"), an exercise in spotting end points, and a new Facilitator Mistakes Exercise.

- d. It introduces Unblocking (similar to “prepchecking”, with a new set of buttons).
- e. It contains new Intention Enhancement Exercises that replace TR’s 6-9, as a preparation for doing BOP’s (“CCH’s”).

6. General Facilitator Course

- a. A lot of material on study is introduced here, more rigorously presented than in Scn.
- b. Remedial TIR is added as a possible form of Pre-Session Clearing (“rudiment handling”).
- c. The course contains data on the degree of thoroughness you should use in handling a charged issue or item.
- d. It contains a differentiation between “detours” and “sidetracks”. This replaces, clarifies, and augments the Scn discussion of “Q and A” (in itself an ambiguous term which has meant “questioning the PC’s answer” as well as “failing to complete a cycle of action”).
- e. The order of corrective actions is different from that outlined in the Scn “CS Series 44”.
- f. Criteria have been added for when you would handle a flag (“Auditor’s Rights situation”) and when you wouldn’t.
- g. The theory and technique of Selecting (“Listing and Nulling”) is clarified. A Selection Flow Chart is added, and a type of “Informal Selecting” is included.
- h. A completely new set of correction lists has been created, including:
 - i. General Stress List: Sort of like an L1C; an all-purpose upset list.
 - ii. Session Stress List: An all-purpose list for handling in-session upsets.
 - iii. Life Stress List: An all-purpose list for handling upsets in life.
 - iv. TIR Correction List: Contains a short form that will suffice in most cases, followed by a longer form.
 - v. Selection Correction List: Contains a short form and a long form.
 - vi. Withhold Correction List: For correcting errors on handling withholds and misdeeds. Also has a short form and a long form.
 - vii. Case Correction List: For cases that seem to be tough to handle and are resistant to ordinary viewing. Sort of like a Scn “Green Form + 40”.
 - viii. General Correction List: For handling general over-restimulation and/or chronic baseline (“TA”) problems. Replaces the Scn “L1X” and “CS-53”.
 - ix. Word Clearing Correction List: For all kinds of word clearing errors. Similar to the Scn one.
 - x. Study Repair List: To handle all kinds of charge on the subject of study. Replaces several different Scn lists that address this area.
 - xi. General Withhold List: A list of questions about actions and inactions that are commonly considered misdeeds in this culture at this time. Like a modernized version of the “Jo’burg”.

- i. The Identity Program has been added for handling identities in which a person may be fixed or with which a person may be having trouble. It replaces the Scn “LX lists” and other “valence handling” procedures.

The Curriculum vs. the Grades

Although the order of the Sections of the MP Curriculum is somewhat parallel to that of the Scn “Grade Chart” because of the similar subject matter with which they deal, the two are quite different, both in details of the procedures used and in the order in which they are done. What follows highlights only a small number of the actual differences.

1. Stress Reduction (corresponds to “Life Repair”):

- a. An Initial Interview form exists to get data for planning Stress Reduction.
- b. A considerable number of case entry procedures are given.
- c. An optional Life History procedure is added.
- d. There is a MP “Introduction to Viewing” Course (replaces Scn “CS-1”).
- e. New Expanded and Thematic Unblocking procedures are added.

2. Help (no corresponding “Grade” in Scn):

- a. The entire Section is new.
- b. In the theory section of Help, the relationship between help and control is clearly delineated.
- c. Some help and control procedures not on the “Grades” are introduced.

3. Recall Enhancement (corresponds to “ARC SW”):

Many modifications have been made, and some simplifications. It contains an improved and modernized set of recall lists emphasizing pleasure moments and ranging across the domains.

4. Communication (corresponds to Grade 0):

- a. Some exercises on creating thoughts are added.
- b. CE’s (TR’s) are added, including the In-Life Communication Exercise.
- c. A Shouting exercise is added as an option.

5. Resolution (corresponds to “Grade 1”):

- a. Many objectives and other procedures that do not belong here are moved to other Sections.
- b. “Flapping” is added as an optional procedure.
- c. Fighting a Pillow replaces Fighting a Wall (it’s softer!).
- d. Objective Duplication (parallel to “Op Pro by Dup”) belongs in this Section.

6. Reconciliation (corresponds to “Grade 2”):

- a. In the theory section, understanding and forgiveness are discussed in relation to withholds and misdeeds.

- b. The “Know to Mystery Scale” is replaced by an inventory of basic activities in which a person can engage.
- c. Withhold Lists are added.
- d. Give and Take (parallel to “Please Pass the Object”) is added at the end of the Section.

7. Resilience (corresponds to “Grade 3”):

- a. Unlike the “major Grade process” in “Grade 3”, you do not merely ask for a change that another has caused in the viewer’s life but more specifically for an *unwanted* change that has been caused. And the handling depends on the magnitude of any upset you find.
- b. At the end of the Section, a handling on *self-determined* changes is added, which involves finding the disturbance that existed prior to the self-determined change (not necessarily a confusion) and discharging it by Unblocking or other appropriate means.

8. General TIR (corresponds to “Dianetics”):

- a. To the Drug Program has been added a handling on peer-pressure and another on people who had an adverse influence on the viewer while *they* were on drugs. Drug items *are* checked for interest, unlike in Scn.
- b. A “Conjunction Remedy” is added for discharging any incidents that keep coming up (incidents that are evidently at a “conjunction” — a crossing point of many sequences of incidents).
- c. A MP Interiorization Program exists (corresponding to the Scn “Int RD”), but interiorization is much less emphasized than in Scn, since its manifestations are seldom encountered outside of the C of S.
- d. A MP Implant Handling Program exists, but implants are also much less emphasized than in Scn.

9. Rightness (corresponds to “Grade 4”):

The whole thrust of this Section is to enable the viewer to correct his own belief system, now that he has relieved some of the charge that caused him to distort his beliefs in the first place.

- a. Subject Clearing (parallel to “M1 W/C”) is added (with a modernized subject list).
- b. Data Correction (corresponds to “False Data Stripping”) is added (with improved instructions and procedure).
- c. The Integrity Program (corresponds to the “Happiness Rundown”) has been added. Though it covers similar ground, it is considerably different from the “HRD”. For instance, rather than starting from a “canned” list of moral codes, the viewer formulates his own moral codes first and then works from that list.
- d. Several new ways of finding fixed ideas (“service facsimiles”) are introduced, and several steps are added on to the handling steps used in Scn for each fixed idea found.

- e. The Rightness Section ends with Attitude Shifting (corresponds to “Rising Scale Processing”) using a new Table of Attitudes (similar to the Scn “Chart of Attitudes” but containing different and more detailed entries and more columns). The viewer can *point* to how far up he was able to get on each column.