

BOARD POLICY LETTER

23 MARCH 1977

Remimeo  
All Orgs

(Cancels all other  
HQS Checksheets)

NEW HUBBARD QUALIFIED SCIENTOLOGIST  
COURSE CHECKSHEET

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

ORGANIZATION: \_\_\_\_\_

PREREQUISITES: None.

REQUIREMENTS:

Books: THE PROBLEMS OF WORK  
FUNDAMENTALS OF THOUGHT  
SCIENTOLOGY 0-8  
DIANETICS '55  
SELF ANALYSIS  
SCIENTOLOGY DICTIONARY

Only the chapters on this checksheet are part of this course. You may read the remainder of the books in your own time or after completion of the course. (Available from the Bookstore.)

PENS: Blue or black.

PAPER: Full size, lined or blank note paper.

Upon satisfactory completion of this course, the student will be awarded a HUBBARD QUALIFIED SCIENTOLOGIST Certificate.

The HQS Certificate does not authorize the right to teach the HQS Course. Graduates may run the processes on this checksheet outside the organization.

IMPORTANT NOTE: Do not go past any words you do not understand. Always look them up using the Glossary at the back of your Course pack, the Scientology Dictionary or an English Dictionary and put the word into a few sentences of your own so that you are certain you understand the word. Then go back to just before the word and continue reading.

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This is your HQS Course Checksheet. Each item is marked off with initial and date as you go along. Theory materials are signed off by the student as an attestation that he has read, understands and can apply. Items that are on the checksheet marked as drills, clay demonstrations and practical must be signed off by the Supervisor of the Course.

If you come to an item marked "After Class Practical" and it is not after class time yet, you may go on to the next items on the checksheet until it is after class time. The "After Class Practical" item is then done directly after class and the report on the results is handed in to your Supervisor first thing the next morning. Other than for this exception, all items are done one by one in the order they are given on the checksheet.

WHAT DOES THIS COURSE DO?

1. It teaches one how to correctly study and what are the mechanics of learning any subject.
2. It tells you what Scientology is and its background.
3. It makes a person able to confront, intend and control anything in life.
4. It tells you how to become more efficient, how to handle confusions in life and how to prevent exhaustion.
5. You will learn how to handle people, how to increase understanding.
6. It enables a person to gain better control of his body, better communication with his environment, an improved memory and teaches one how to do this so that he can help others achieve this.
7. It assists in relieving a person of the need for drugs or alcohol.

SECTION I - ORIENTATION:

WHAT SCIENTOLOGY IS

1. Look up the word "Scientology" in the Scientology Dictionary and make up a few sentences with it until you are happy that you understand it.
2. Look up the word "Scientologist" in the Scientology Dictionary and make up a few sentences with it until you are happy that you understand it.

(Note: Abbreviations in the following sections of the checksheet are as follows:

- "HCO PL" = "Hubbard Communications Office Policy Letter"
- "HCO B" = "Hubbard Communications Office Bulletin"
- "B.P.L." = "Board Policy Letter"
- "B.T.B." = "Board Technical Bulletin"
- "TR" = "Training Regimen" (or "Routine")

- |    |                                 |                             |       |       |       |
|----|---------------------------------|-----------------------------|-------|-------|-------|
| 3. | HCO PL 7 Feb 65                 | KEEPING SCIENTOLOGY WORKING | _____ | _____ | _____ |
| 4. | HCO PL 14 Feb 65                | SAFEGUARDING TECHNOLOGY     | _____ | _____ | _____ |
| 5. | HCO PL 17 June 70               | TECHNICAL DEGRADES          | _____ | _____ | _____ |
| 6. | LIFE OF L. RON HUBBARD          |                             | _____ | _____ | _____ |
| 7. | MY PHILOSOPHY by L. Ron Hubbard |                             | _____ | _____ | _____ |
| 8. | THE CODE OF HONOR               |                             | _____ | _____ | _____ |
| 9. | THE AIMS OF SCIENTOLOGY         |                             | _____ | _____ | _____ |

all references in this section should be checked out of the next morning and returned to the next morning.

10.

11.

SECTION II - STUDY TECHNOLOGY (TECH):

1. HCO B 25 Jun 71R Word Clearing Series 3R  
BARRIERS TO STUDY
2. B.P.L. 15 Apr 72R DEMONSTRATION
3. HCO B 11 Oct 67 CLAY TABLE TRAINING
4. DEMONSTRATE: The 3 barriers to study.
5. HCO PL 7 May 69 STUDENT'S GUIDE TO  
ACCEPTABLE BEHAVIOUR
6. B.P.L. 17 May 71RC STUDENT POINTS
7. B.P.L. 17 May 71RC-1 ADDITIONAL POINTS
8. B.P.L. 17 May 71RC-3 STUDENT POINTS
9. HCO B 16 Oct 68 SUPERVISOR'S DUTY
- 10.
- 11.

SECTION III - TRAINING REGIMENS 0-4:

1. B.T.B. 16 Aug 71R BREAKTHROUGH TR COURSE
2. HCO B 16 Aug 71 TRAINING DRILLS MODERNIZED
3. HCO B 7 Apr 73R GRADIENTS IN TRs
4. HCO B 4 Jan 73 CONFRONT
5. CLAY DEMONSTRATION: Confront.
6. HCO B 2 Jun 71 CONFRONTING
7. HCO B 16 Aug 71 (Section on OT TR 0)
8. CLAY DEMONSTRATION: The purpose of OT TR 0.
9. DRILL: OT TR 0.
10. HCO B 24 May 68 COACHING
11. TAPE: 16 Jan 63 TR 0 DEMONSTRATION
12. TAPE: 16 Jan 63 TR 0 LECTURE
13. HCO B 16 Aug 71 (Section on TR 0)
14. HCO B 8 Dec 74 TR 0 - NOTES ON BLINKING
15. CLAY DEMONSTRATION: The purpose of TR 0  
Confronting.

16. DRILL: TR 0 Confronting. \_\_\_\_\_
  17. HCO B 16 Aug 71 (Section on TR 0 Bullbait) \_\_\_\_\_
  18. CLAY DEMONSTRATION: The purpose of TR 0 Bullbait. \_\_\_\_\_
  19. DRILL: TR 0 Bullbait. \_\_\_\_\_
  20. HCO B 5 Apr 73 AXIOM 28 AMENDED \_\_\_\_\_
  21. CLAY DEMONSTRATION: The Communication Formula. \_\_\_\_\_
  22. HCO B 21 Jun 71 AFFINITY, REALITY AND COMMUNICATION \_\_\_\_\_
  23. HCO B 16 Aug 71 (Section on TR 1) \_\_\_\_\_
  24. CLAY DEMONSTRATION: The purpose of TR 1. \_\_\_\_\_
  25. DRILL: TR 1 Dear Alice. \_\_\_\_\_
  26. BOOK: DIANETICS '55 Chapter VII Communication \_\_\_\_\_
  27. AFTER CLASS PRACTICAL: Talk to the people you meet and observe the various parts of the Communication Formula. Write up the results for your Supervisor. \_\_\_\_\_
  28. HCO B 7 Apr 65 PREMATURE ACKNOWLEDGEMENTS \_\_\_\_\_
  29. HCO B 16 Aug 71 (Section on TR 2) \_\_\_\_\_
  30. CLAY DEMONSTRATION: The purpose of TR 2. \_\_\_\_\_
  31. DRILL: TR 2 Acknowledgements. \_\_\_\_\_
  32. HCO B 7 Apr 64 Q AND A \_\_\_\_\_
  33. HCO B 16 Aug 71 (Section on TR 3) \_\_\_\_\_
  34. CLAY DEMONSTRATION: The purpose of TR 3. \_\_\_\_\_
  35. DRILL: TR 3 Duplicative Question. \_\_\_\_\_
  36. HCO B 30 Mar 73 STEP FOUR - HANDLING ORIGINATIONS \_\_\_\_\_
  37. HCO B 16 Aug 71 (Section on TR 4) \_\_\_\_\_
  38. CLAY DEMONSTRATION: The purpose of TR 4. \_\_\_\_\_
  39. DRILL: TR 4. \_\_\_\_\_
  40. BOOK: DIANETICS '55 Chapter IX Two Way Communication \_\_\_\_\_
  41. CLAY DEMONSTRATION: Two Way Communication. \_\_\_\_\_
  42. DRILL: OT TR 0 to TR 4 per HCOB 6 April 73R GRADIENTS IN TRs to final pass on all. \_\_\_\_\_
- OT TR 0 \_\_\_\_\_ TR 0 \_\_\_\_\_ TR 0 BB \_\_\_\_\_  
 TR 1 \_\_\_\_\_ TR 2 \_\_\_\_\_ TR 3 \_\_\_\_\_  
 TR 4 \_\_\_\_\_

43. PRACTICAL: Write examples of Two Way Communications that would happen in real life and hand in to your Supervisor. \_\_\_\_\_

44. BOOK: DIANETICS '55 Chapter IX Two Way Communication \_\_\_\_\_

45. CLAY DEMONSTRATION: Two Way Communication. \_\_\_\_\_

46. PRACTICAL: Write up examples of Two Way Communication and hand in to your Supervisor. \_\_\_\_\_

47. AFTER CLASS PRACTICAL:

A. Observe how Two Way Communication works in talking to some people. \_\_\_\_\_

B. Use Two Way Communication in talking to someone and write up the results for your Supervisor. \_\_\_\_\_

48. \_\_\_\_\_

49. \_\_\_\_\_

SECTION IV - AFFINITY, REALITY AND COMMUNICATION:

1. BOOK: FUNDAMENTALS OF THOUGHT, Chapter 5 The ARC Triangle \_\_\_\_\_

2. CLAY DEMONSTRATION: The ARC Triangle. \_\_\_\_\_

3. BOOK: PROBLEMS OF WORK, Chapter 6 Affinity, Reality and Communication \_\_\_\_\_

4. CLAY DEMONSTRATION: A. Affinity  
B. Reality  
C. Communication \_\_\_\_\_

5. PRACTICAL: From the data in (1) and (3) above, write up 5 or 6 examples of how you could use the ARC Triangle to handle situations in life. Do this until you are happy you can use the ARC data and then get the Supervisor to check your examples. \_\_\_\_\_

6. PRACTICAL: Now actually use the data on the ARC Triangle. USE the Communication corner of the triangle to bring up the other two corners. Do this on another student or person without telling them what you are doing. Write up what you did and the result and get it checked by the Supervisor. \_\_\_\_\_

7. AFTER CLASS PRACTICAL: Use the ARC Triangle data on a person you know and increase the ARC between you and that person. Write up what you did and observed and get it checked by the Supervisor. \_\_\_\_\_

8. \_\_\_\_\_

SECTION V - CYCLE OF ACTION:

- 1. BOOK: PROBLEMS OF WORK, Chapter 4 The Secret of Efficiency \_\_\_\_\_
- 2. PRACTICAL: Write up 5 examples of the cycle of action of life that you have observed in your environment. \_\_\_\_\_
- 3. PRACTICAL: Observe in your environment and write down several examples of START-CHANGE-STOP. \_\_\_\_\_
- 4. PRACTICAL: Perform the actions of START-CHANGE-STOP. \_\_\_\_\_
- 5. AFTER CLASS PRACTICAL: After class, or at your job, be aware of the cycles of action that you perform. Make sure that you complete them and give yourself a validation for completing them. Notice whether you feel better for completing cycles of action. Write it up for your Supervisor. \_\_\_\_\_

HANDLING CONFUSION:

- 1. BOOK: PROBLEMS OF WORK, Chapter 2 Handling the Confusions of the Work-a-Day World \_\_\_\_\_
- 2. CLAY DEMONSTRATION: Confusions and the Stable Datum. \_\_\_\_\_
- 3. PRACTICAL: Write up a few examples of confusions you have observed and indicate what could have been a stable datum. \_\_\_\_\_
- 4. AFTER CLASS PRACTICAL: Find some areas of confusion: \_\_\_\_\_
  - A. Pick a stable datum. \_\_\_\_\_
  - B. Align other particles to your stable datum. \_\_\_\_\_
  - C. Resolve the confusion. \_\_\_\_\_
  - D. Write down these actions and turn them in to your Supervisor. \_\_\_\_\_

EXHAUSTION:

- 1. BOOK: PROBLEMS OF WORK, Chapter 7 Exhaustion \_\_\_\_\_
- 2. CLAY DEMONSTRATION: Why a person becomes exhausted. \_\_\_\_\_
- 3. AFTER CLASS PRACTICAL: Take a walk and look at your environment. Write up your observations and reactions. Show them to the Supervisor. \_\_\_\_\_

TRAINING DRILLS 6-9:

- 1. HCO B 7 May 68 UPPER INDOC TRs, Section on TR 6, 8-C \_\_\_\_\_

2. CLAY DEMONSTRATION: The purpose of TR 6, 8-C. \_\_\_\_\_
3. DRILL: TR 6, 8-C. \_\_\_\_\_
4. AFTER CLASS PRACTICAL: Practice your 8-C in various ways on various friends and situations. Write up the results for your Supervisor. \_\_\_\_\_
5. HCO B 7 May 68 UPPER INDOC TRs, Section on TR 7 High School Indoc \_\_\_\_\_
6. CLAY DEMONSTRATION: The purpose of TR 7 High School Indoc. \_\_\_\_\_
7. DRILL: TR 7 High School Indoc. \_\_\_\_\_
8. AFTER CLASS PRACTICAL: Practice your High School Indoc on various friends and situations. Write up the results for your Supervisor. \_\_\_\_\_
9. HCO B 7 May 68 UPPER INDOC TRs, Section on TR 8 Tone 40 on an Object \_\_\_\_\_
- 9A. B.T.B. 22 May 71R TR-8 CLARIFICATION \_\_\_\_\_
10. CLAY DEMONSTRATION: The purpose of TR 8 Tone 40 on an Object. \_\_\_\_\_
11. DRILL: TR 8 Tone 40 on an Object. \_\_\_\_\_
12. HCO B 7 May 68 UPPER INDOC TRs, Section on TR 9 Tone 40 on a Person \_\_\_\_\_
13. CLAY DEMONSTRATION: The purpose of TR 9 Tone 40 on a Person. \_\_\_\_\_
14. DRILL: TR 9 Tone 40 on a Person. \_\_\_\_\_
15. AFTER CLASS PRACTICAL: Use Tone 40 in various situations. Write up a report for your Supervisor. \_\_\_\_\_

#### SECTION VI - TONE SCALE:

1. BOOK: SCIENTOLOGY 0-8, Chapter 6 (VI) The Emotional Tone Scale \_\_\_\_\_
2. HCO B 25 Sep 71RA TONE SCALE IN FULL \_\_\_\_\_
3. BOOK: SELF ANALYSIS, Pages 22-27 \_\_\_\_\_
4. PRACTICAL: Write up examples of incidents involving people which demonstrate the display of each of the emotions on the "Being plus Body" range of the scale. Each example is to show a different emotion in effect. \_\_\_\_\_
5. PRACTICAL: Demonstrate using your body for your twin each of the emotions of the "Being plus Body" range of the scale. \_\_\_\_\_



6. PRACTICAL: Do the above over and over again until you are sure you can distinguish one emotion from the other. Have Supervisor check you out. \_\_\_\_\_
7. PRACTICAL: Write up examples of incidents involving people which demonstrate the being dramatizing emotions from the very bottom of the scale, up to failure, at 0.0 on the scale. \_\_\_\_\_
8. PRACTICAL: Do the above over and over again until you are sure you can distinguish one emotion from another. Hand this in to your Supervisor. \_\_\_\_\_
9. HCO B 26 Oct 70 OBNOIS AND THE TONE SCALE  
Reissued 19.9.74 \_\_\_\_\_
10. PRACTICAL: Go out into the street and pick out all the various emotions in the people you observe. Hand in your observations to your Supervisor. \_\_\_\_\_
11. PRACTICAL: Go out into the street and stop some people and ask them a few questions. Spot the social tone level and chronic tone level of each person you talk to. Write up each one. Hand in to your Supervisor. \_\_\_\_\_
12. PRACTICAL: Do N9 11 over and over again until you are sure you can spot each person's tone level, social and chronic. Write up the results for your Supervisor. \_\_\_\_\_
13. AFTER CLASS PRACTICAL: Talk to a few of your friends and spot their tone levels. Communicate to them 1/2 to 1 tone level above theirs. Observe the results. Bring them up to enthusiasm by doing this. Write up your results for your Supervisor. \_\_\_\_\_

#### SECTION VII - ASSISTS:

1. HCO B 21 Oct 71 ASSISTS IN SCIENTOLOGY  
Reissued 21.9.74 \_\_\_\_\_
2. DRILL: Do a Locational Assist on a doll. Use the command "Look at that (e.g. ceiling, chair, floor)" - auditor points to room objects. Run this until the difficulty is gone and there is a cognition. Then write up session reports. \_\_\_\_\_
3. DO IT: Find someone who needs a Locational Assist and give them one to a good result. Keep session reports. \_\_\_\_\_
4. HCO B 5 Jul 71R Case Supervisor Series 49R  
ASSISTS \_\_\_\_\_
5. DRILL: Do an assist on a doll who is unconscious. Run until consciousness returns. Then write up your session reports. \_\_\_\_\_

6. DO IT: Find someone who is unconscious (or out of Present Time) and run an assist on him or her to a good result. Keep session reports. \_\_\_\_\_
7. B.T.B. 9 Oct 67R ASSISTS FOR INJURIES  
Revised 18.2.74 \_\_\_\_\_
8. DRILL: Do a Contact Assist on a doll, imagining it to have injured an arm or leg by running into furniture. Run a Contact Assist until somatic turns on and blows off, and the pain is gone, and a cognition occurs. After completing the assist, write up the Auditor's Report and worksheet for the session. \_\_\_\_\_
9. DO IT: Find someone who needs a Contact Assist and give him or her one. Write up your session reports. \_\_\_\_\_
10. B.T.B. 7 Apr 72R TOUCH ASSISTS, CORRECT  
Revised & Reissued ONES  
23.6.74 \_\_\_\_\_
11. DRILL: Do a Touch Assist on a doll who has an injured forehead. Run the assist until the pain is gone and there is a cognition. Write up an Auditor's Report and worksheet after successfully completing the assist. \_\_\_\_\_
12. DO IT: Find someone who needs a Touch Assist and give it to him or her to a good result. Keep session reports. \_\_\_\_\_
13. B.T.B. 7 Jun 69 HOW TO MAKE A PERSON  
Reissued 27.7.74 SOBER \_\_\_\_\_
14. PRACTICAL: Do a Locational Havingness process on a doll imagining it to be intoxicated or high. After successfully completing process write up Auditor's report for the session. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

CO-AUDITING SECTION A:

1. HCO B 1 Dec 65 CCHs \_\_\_\_\_
2. HCO B 7 Aug 62 RUNNING CCHs \_\_\_\_\_
3. HCO B 6 Sep 62 CCHs: MORE INFORMATION \_\_\_\_\_
4. HCO B 5 Apr 62 CCHs: AUDITING ATTITUDE \_\_\_\_\_
5. PRACTICAL: Do CCHs 1 to 4 on a doll using CCH 1 to 4 Model Session and keeping report form and worksheets at the beginning and end of the session. \_\_\_\_\_
6. CO-AUDITING: CCH 1 to 4 with another student, under supervision. Use CCH 1 to 4 Model Session and full session reports as you go. \_\_\_\_\_

A. Audit CCHs 1 to 4 on another student.

B. Receive auditing on CCHs 1 to 4 from another student.

7. HCO B 30 Sep 71 CCHs 5, 6 AND 7

8. PRACTICAL: Do CCH 5 on a doll using CCH 5 Model Session and keeping report form and worksheets at the beginning and end of session.

9. CO-AUDITING: CCH 5 with another student under supervision. Use CCH 5 Model Session and full session reports as you go.

A. Audit CCH 5 on another student.

B. Receive auditing on CCH 5 from another student.

10. PRACTICAL: Do CCH 6 on a doll using CCH 6 Model Session and keeping report form and worksheets at the beginning and end of session.

11. CO-AUDITING: CCH 6 with another student under supervision. Use CCH 6 Model Session and full session reports as you go.

A. Audit CCH 6 on another student.

B. Receive auditing on CCH 6 from another student.

12. PRACTICAL: Do CCH 7 on a doll using CCH 7 Model Session and keeping report form and worksheets at the beginning and end of the session.

13. CO-AUDITING: CCH 7 with another student under supervision. Use CCH 7 Model Session and full session reports as you go.

A. Audit CCH 7 on another student.

B. Receive auditing on CCH 7 from another student.

14. HCO B 4 Feb 59 OP PRO BY DUP

15. PRACTICAL: Do Op Pro by Dup on a doll using Op Pro by Dup Model Session and keeping report forms and worksheets at the beginning and end of session.

16. CO-AUDITING: Op Pro by Dup with another student, under supervision. Use Op Pro by Dup Model Session and full session reports.

A. Audit Op Pro by Dup on another student.

B. Receive auditing on Op Pro by Dup from another student.

17.

18.

CO-AUDITING SECTION B:

- 1. BOOK: SELF ANALYSIS by L. Ron Hubbard  
 Processing Section (pages 36 to 39) \_\_\_\_\_  
 Important How to Use the Disc (page 34) \_\_\_\_\_
- 2. PRACTICAL: Do Self Analysis Lists on a doll using Model Session for Recall Lists and keeping report forms and worksheet as you go. \_\_\_\_\_
- 3. CO-AUDITING: Self Analysis Lists with another student, under supervision. Use Model Session and full session reports as you go. Alternate sessions as pc/auditor on the processes. \_\_\_\_\_
- 4. CO-AUDITING is done until you are certain of your ability to audit and until case gain is real to you as a pc on the above processes. (Session reports of the sessions you give and receive will be kept in folders with the correct names on them.) \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

YOU AS A SCIENTOLOGIST:

- 1. B.P.L. 21 Oct 71 YOU AS A SCIENTOLOGIST \_\_\_\_\_
- 2. CLAY DEMONSTRATION: The four products of a Scientologist in examples of how you would produce them as a Scientologist.
  - A. Disseminated knowledge. \_\_\_\_\_
  - B. Purchased books. \_\_\_\_\_
  - C. Environmental control. \_\_\_\_\_
  - D. A Cleared planet. \_\_\_\_\_
- 3. PRACTICAL: Write up various ways you can produce the four products of a Scientologist using the knowledge of this course. Hand in to your Supervisor. \_\_\_\_\_
- 4. PRACTICAL: Go to the Bookstore and find out about Memberships and their privileges. Buy one if you like. \_\_\_\_\_

I attest I have completed this checksheet and can and have fully applied the data.

DATE: \_\_\_\_\_ STUDENT'S NAME: \_\_\_\_\_

I attest that the student has studied these materials with full study tech and has applied them to good result on this course.

DATE: \_\_\_\_\_ COURSE SUPERVISOR: \_\_\_\_\_

The above-named student has attested to having:

- a) properly enrolled on the course;
- b) paid for the course;
- c) studied and understands all the materials of the checksheet;
- d) done the drills called for in the check-sheet, and
- e) can produce the results required in the materials of the course,

and is awarded the certificate of

HUBBARD QUALIFIED SCIENTOLOGIST GRADUATE.

DATE: \_\_\_\_\_ CERTIFICATES & AWARDS: \_\_\_\_\_

Julie Gillespie  
Training & Services Aide

Approved by  
David Mayo  
Senior Case Supervisor  
and  
John Eastment  
Commodore's Staff Aide  
for Divisions 4 and 5

Authorized by  
The Authorization and  
Verification Unit

for the

BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY