SRI International

Final Report
Covering the Period 15 November 1983 to 15 December 1984

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SPECIAL ORIENTATION TECHNIQUES: S-V, S-VI (U)

SRI Project 6600

Approved by:

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I OBJECTIVE (U)

SRI International is tasked with developing remote viewing (RV)* enhancement techniques. Of particular interest is the development of procedures that have potential application, and that can be transmitted to others in a structured fashion (i.e., "training" procedures).

Under particular study in this effort is whether a Coordinate Remote Viewing (CRV) technology, a technique that utilizes coordinates to facilitate acquisition of a remote-viewing target, can be successfully transferred

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*(U) RV is the acquisition and description, by mental means, of information blocked from ordinary perception by distance or shielding.

Table 1

(U) STAGES IN REMOTE VIEWING

Stage	Example
I Major gestalt	Land surrounded by water, an island
II Sensory contact	Cold sensation, wind-swept feeling
III Dimension, motion, mobility	Rising up, panoramic view, island outline
IV General qualitative analytical aspects	Scientific research, live organisms
V Specific analytical aspects (by interrogating signal line)	Biological warfare (BW) preparation site
VI Three-dimensional contact, modeling	Layouts, details, further analytical contact

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visualize a remote site tends to stimulate memory and imagination--usually in visual-image forms. As the RVer becomes aware of the first few data bits, there appears to be a largely spontaneous and undisciplined rational effort to extrapolate and "fill in the blanks." This is presumably driven by a need to resolve the ambiguity associated with the fragmentary nature of the emerging perception. The result is a premature internal analysis and interpretation on the part of the RVer. (For example, an impression of a city is immediately interpreted as New York City.) This we call Analytical Overlay (AOL).

(U) Our investigation of these overlay patterns suggests a model of RV functioning. With the application of a "stimulus" (e.g., the reading of a coordinate), there appears to be a momentary burst of "signal" that enters into awareness for a few seconds at most, and then fades away. The overlays appear to be triggered at this point to fill in the void. Success in handling this complex process requires that

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the RVer learn to "grab" incoming data bits while simultaneously attempting to identify the overlays as such. Observation of this process in earlier development work suggests that the above behavior can be learned.

(U) As indicated earlier, the RV training procedure is structured to proceed through a series of stages hypothesized to correspond to stages of increased contact with the target site. These stages (described in more detail below) are tutored in order, with presentation of theory followed by a series of practice sessions--taking a few weeks per stage. The RVer thus moves up through the stages, concentrating on the elements to be mastered in each stage before proceeding to the next. In the development work that preceded this study, it was found that an experienced remote viewer applying the techniques that are learned in this procedure tends to recapitulate the stages in order. The contents of the six stages (as evolved in the development work) are as shown in Table 1, and the techniques employed in the stages are described in the following paragraphs.

2. (U) Stage I (Major Gestalt)

(U) In Stage I, the RVer is trained to provide a quick-reaction response to the reading of site coordinates by a monitor. The response takes the form of an immediate, primitive "squiggle" on the paper (called an ideogram), which captures an overall motion/feeling of the gestalt of the site (e.g., wavy/fluid for water). Note that this response is essentially kinesthetic, rather than visual.

3. (U) Stage II (Sensory Contact)

(U) In Stage II, the RVers are trained to become sensitive to physical sensations associated with the site, i.e., sensations they might experience if they were physically located at the site (heat, cold, wind, sounds, smells, tactile sensations, and the like). Again, this response is essentially nonvisual in nature (although color sensations may arise as a legitimate Stage II response). Of course, in both

Stage I and Stage II, visual images may emerge spontaneously. In that case, they are not suppressed, but simply noted and labeled as AOLs.

4. (U) Stage III (Dimension, Motion and Mobility)

(U) Whereas in Stage I and Stage II viewing, data appear to emerge (typically) as fragmented data bits, in Stage III, we observe the emergence of a broader concept of the site. With Stage I and II data forming a foundation, contact with the site appears sufficiently strengthened that the viewer begins to have an overall appreciation of the site as a whole (which we label "aesthetic impact"). Dimensional aspects such as size, distance, and motion begin to come into play, and emphasis is placed on generating configurational outlines and sketches (e.g., the outline of a city). Examples generated by RVer #059, the RVer of this study, can be found in the footnoted reference.*

5. (U) Stage IV (General Analytical Aspects)

[redacted] Because of the apparent increased contact with the site that occurs in Stage III (a "widening of the aperture" as it were), data of an analytical nature begin to emerge. This follow-on process constitutes Stage IV in our nomenclature. Contained in Stage IV data are elements that go beyond the strictly observational, such as ambience [redacted] cultural factors [redacted], and function or purpose [redacted] Thus, Stage IV viewing transcends simple physical descriptions of what is visible to the eye, to take into account human intention. Because, [redacted] one point of view, it is the latter that is typically a matter of [redacted] concern, Stage IV is considered to be the threshold for crossover into application [redacted] utility.

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*(U) Puthoff, H. E., "Special Orientation Techniques: S-IV (U)," [redacted], SRI International, Menlo Park, CA (July 1984), [redacted]

(U) In Stage IV, the viewer is trained to accumulate data bits in no less than eight separate categories, in parallel, in addition to processing additional ideograms and sketches. These range from broad categories of sensations and dimensional references, through specific qualities (physical/technological detail, cultural ambience, and functional significance), and include tracking of the analytical overlay line. To keep these separate signal lines on track requires exceptional control of session structure--an ability trained for in the lengthy S-I through S-III training period. With these elements under control, the Stage IV data-bit-acquisition procedures can then be used to build up an interpretation as to the site's activities and functions.

III STAGES V AND VI TRAINING (U)

A. (U) Overview

(U) Stages I through III are directed toward recognition of the overall gestalt and physical configuration of a target site. In these stages, information is collected in the form of ideograms, their motion and feeling (S-I), sensations at the site (S-II), and sketches that result from expanded contact with the site (S-III). Stage IV is designed to provide information as to overall function, that is, as to the purpose of the activities being carried out at the site. To attain this goal, the RVer learns to track data bits in several separate categories.

(U) In the processes through Stage IV, data are extracted from the signal line as they emerge in some natural sequence; any casual attempt to force the process by "probing" or "questioning" the signal line usually results in triggering AOLs. In Stage V, however, special processes for interrogating the signal line without deleterious effects are introduced, and certain drills are carried out to incorporate this capability. In order to extract more refined data, various data bits, which constitute attributes, topics, subjects and objects associated with the site, are queried as to the emanations associated with them. An adjunct to this process involves learning to recognize and handle "AOL drives"--persistent AOLs that color a session.

(U) Training on Stage VI involves four general categories:

- Working toward creating a general three-dimensional model of the major features of the site, using construction materials of various types (e.g., modeling clay, poster paper layouts),
- Extending and enhancing qualitative factors intuited to be paramount at the site,
- Identifying emotional factors of people at the site,
- Working with training sites in a no-feedback mode in order to strengthen independence of the training mode. In this

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> mode, a circumscribed intrasession feedback is an option typically used by the training monitor for pedagogical purposes. Feedback phrases consist of five statements, given at appropriate times: "correct, probably correct, near, can't feedback, site!."

(U) with regard to the emphasis on modeling, it should be noted that the use of such an approach (which was derived empirically) is not simply an attempt to render a more exact representation of the site than can be done verbally, or by means of drawings. Rather, the kinesthetic activity during modeling appears to (1) quench AOL formation associated with purely cerebral processes, and (2) act as a trigger to produce further analytical content on the site--even concerning aspects not being specifically addressed by the modeling.

(U) In the delivery of the Stage V and Stage VI training package, S-VI was delivered out of sequence, i.e., delivered first. When RVer #059 completed S-IV training only S-VI training was ready for delivery; S-V training was still in R&D. Because the purpose of S-V is to correct and elaborate, which is an addition to, rather than a foundation for, the use of S-VI procedures, delivery of the two stages in reverse order was an acceptable option. The two stages will therefore be discussed in the order of delivery.

B. (U) <u>Stage VI</u>

(U) Altogether, 19 sites (listed in Table 2) were used in the S-VI training sequence.

(U) As indicated in the footnote to Table 2, those sites noted with a single asterisk (five) are ones for which clay models were constructed by the trainee during the training session, before access to any feedback materials. All five are shown in Figures 1 through 5. As can be see, the similarities of the models to the sites are striking.

Among the six test sessions used to complete the S-VI series (in which no feedback was given during the session), the trainee correctly (1) described the Padre Bay, Utah, site (a point on

Table 2

(U) STAGE VI SITES

Trial	Date/Time	Coordinates	Site
1	18 Apr 84--1100	42°22'52"N, 71°03'40"W	Bunker Hill National Monument, MA
2	19 Apr 84--1008	20°10'N, 87°29'W	Tulum Ruins, Mexico
3	24 Apr 84--1035	35°18'36"N, 93°13'53"W	Nuclear Power Plant* Russellville, AR
4	25 Apr 84--1102	38°12'12"N, 85°46'10"W	Race track at Churchill Downs, KY
5	26 Apr 84--1029	37°18'44"N, 78°19'15"W	High Bridge, Farmville, VA
6	26 Apr 84--1035	28°24'41"N, 81°34'58"W	Disney World, FL
7	27 Apr 84--0952	37°10'N, 86°08'W	Mammoth Caves, KY
8	14 May 84--1555	30°42'33"N, 84°52'43"W	Apalachee Correctional Institution, Apalachee, FL
9	15 May 84--1146	47°57'23"N, 118°58'50"W	Grand Coulee Dam, WA*
10	16 May 84--1209	36°02'57"N, 95°57'03"W	Oral Roberts University, OK
11	17 May 84--0907	37°41'34"N, 88°16'02"W	Level Hill Cemetary, Ford County, IL
12	18 May 84--0955	29°38'54"N, 82°20'03"W	Alachua General Hospital, Alachua County, FL
13	26 Jun 84--1036 26 Jun 84--1415 27 Jun 84--0915	34°47'38"N, 82°53'55"W	Oconee Nuclear Power Plant, SC*
14	28 Jun 84--1012	37°04'24"N, 111°18'20"W	Padre Bay, UT**
15	29 Jun 84--0842	44°17'17"N, 110°53'21"W	Ragged Falls,** Yellowstone Park, WY
16	2 Jul 84--1015	58°25'30"N, 134°03'00"W	Taku Glacier, AK**
17	3 Jul 84--0949	37°24'53"N, 122°03'00"W	Moffett Field,** Mt. View, CA
18	4 Jul 84--0958	25°22'S, 54°34'W	Itaipu Dam,** Paraguay/Brazil
19	Special Access Only (SAO)		Client-chosen site**

*Sites for which clay models were constructed **No intrasession feedback

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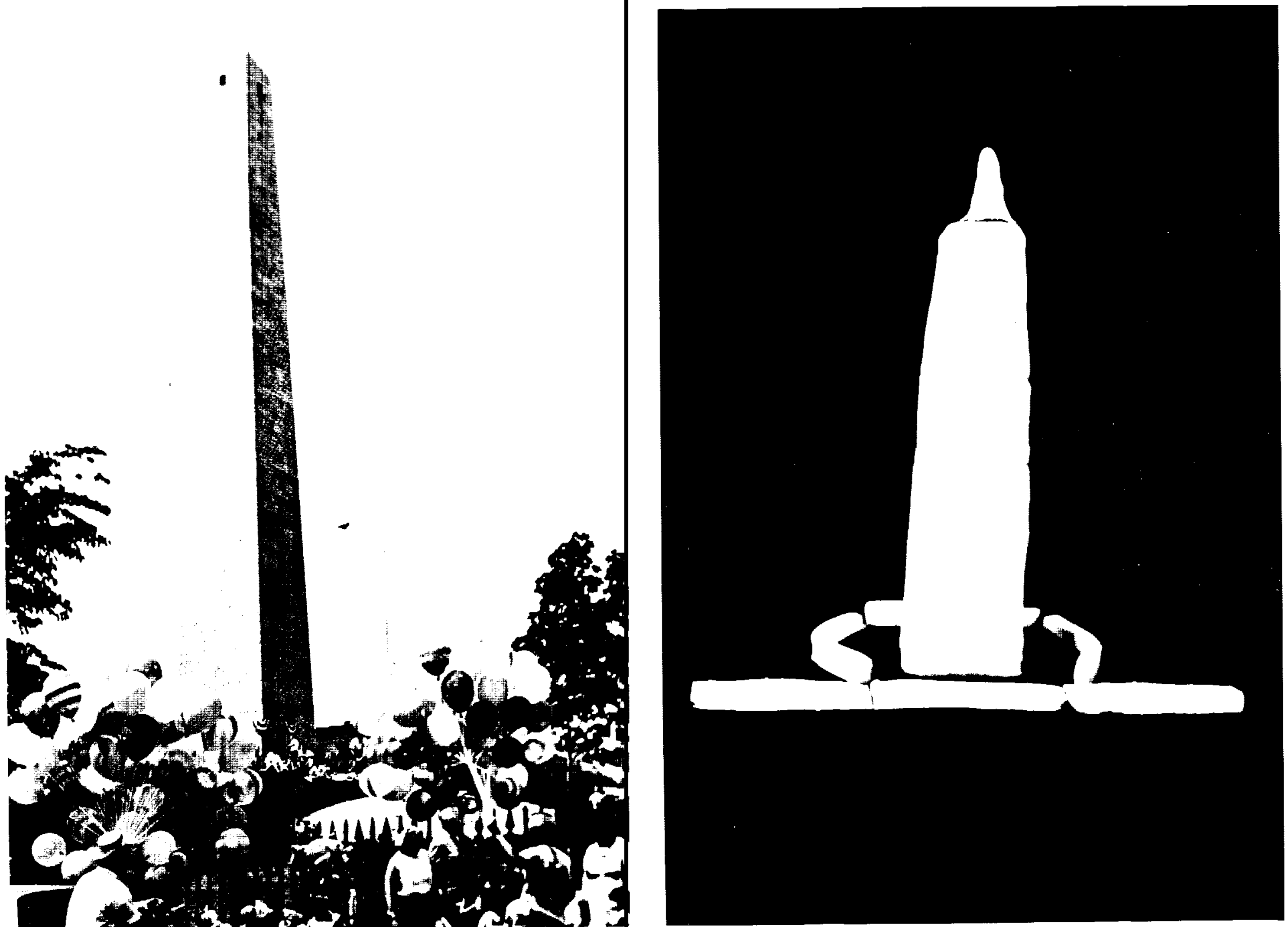

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(a) SITE

(b) RV RESPONSE

FIGURE 1 (U) BUNKER HILL NATIONAL MONUMENT

CPYRGHT

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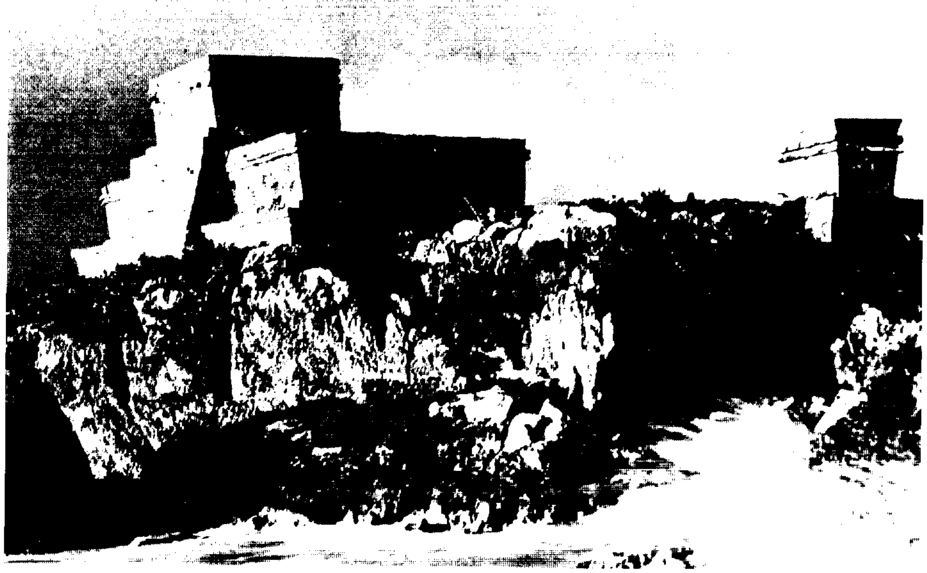

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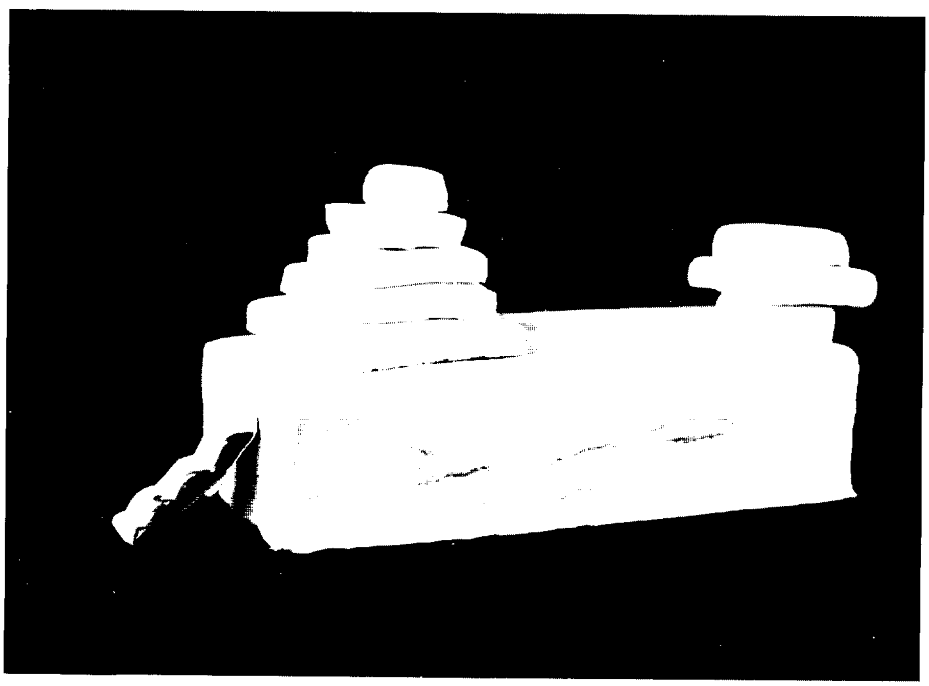

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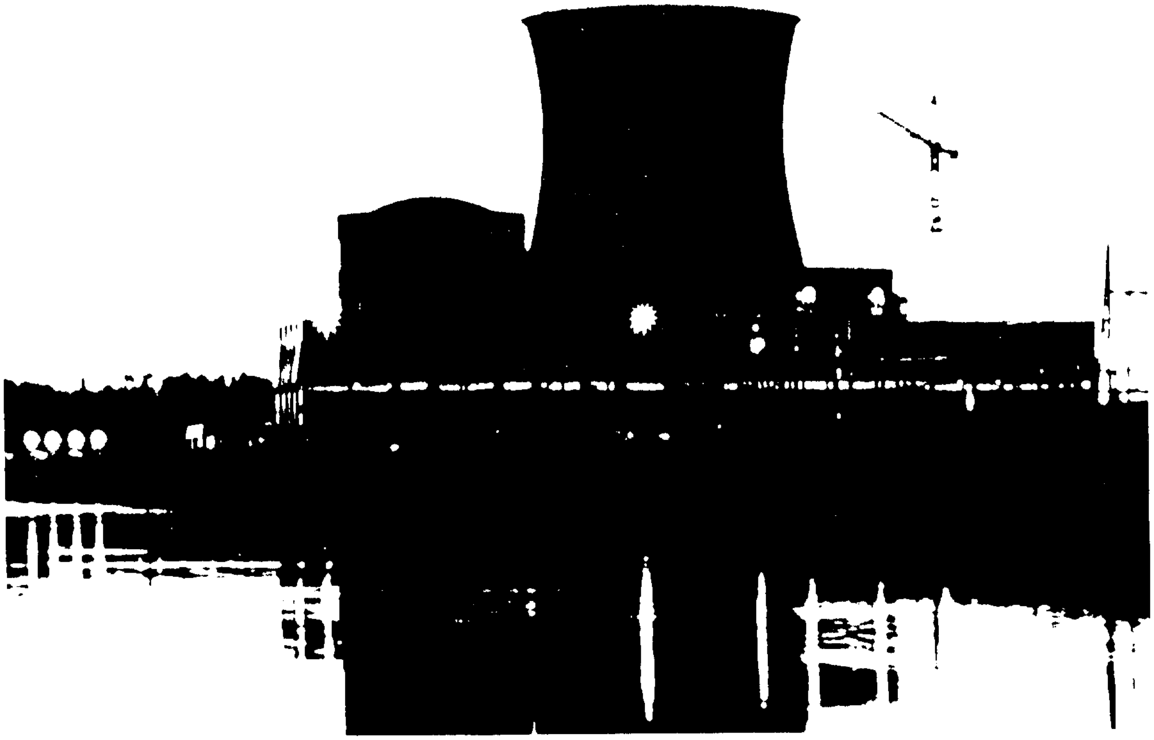
(b) RV RESPONSE

FIGURE 2 (U) TULUM RUINS, MEXICO



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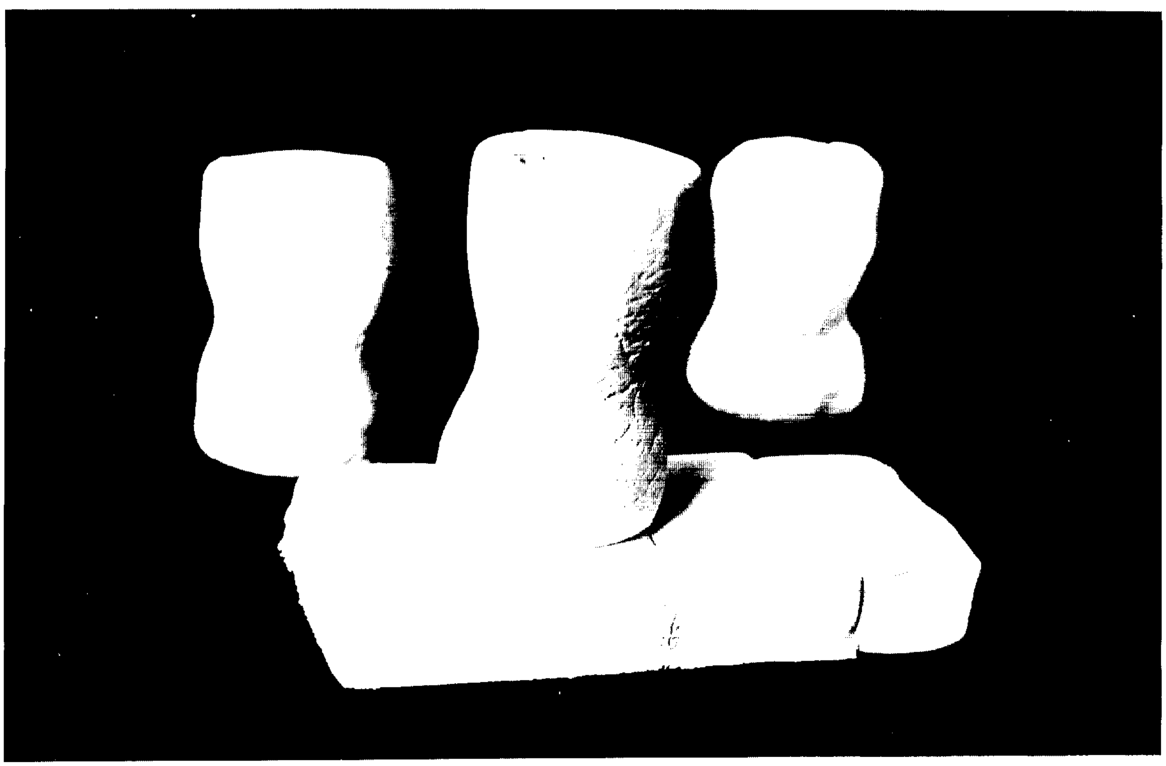

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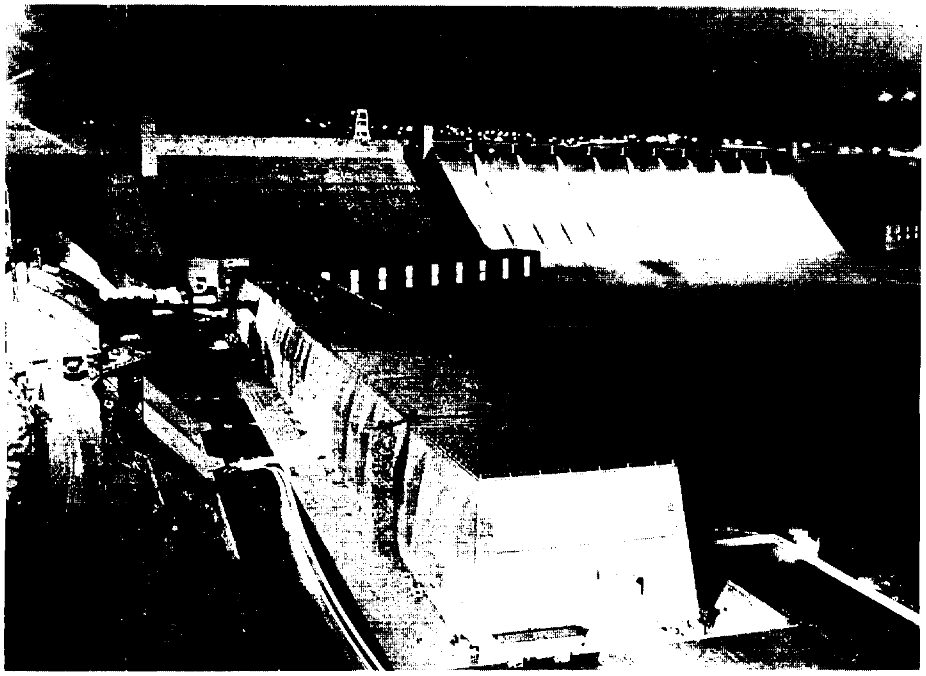
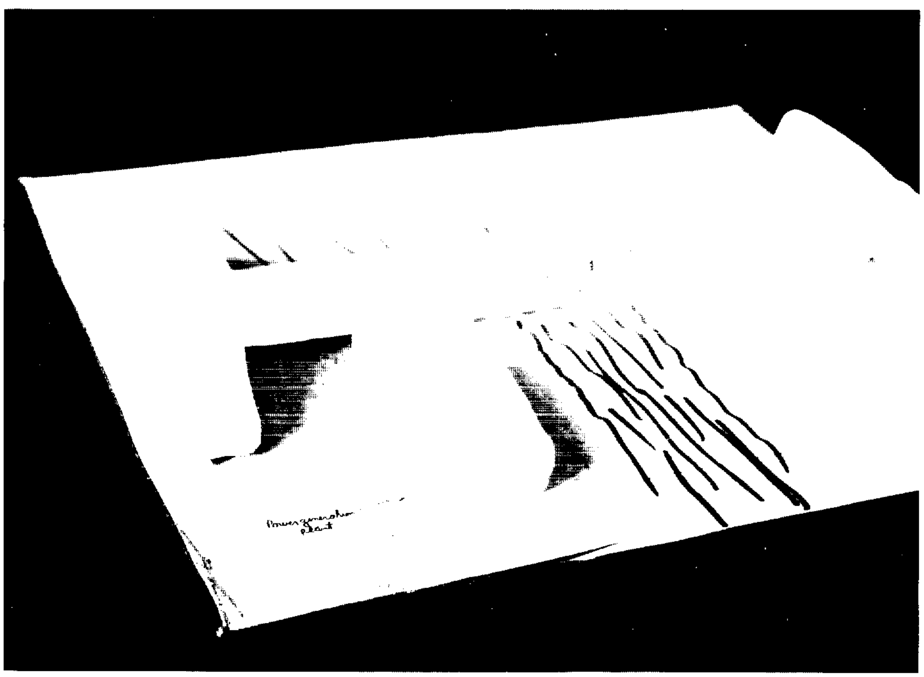
(b) RV RESPONSE

FIGURE 3 (U) NUCLEAR POWER PLANT, RUSSELLVILLE, ARKANSAS



(a) SITE



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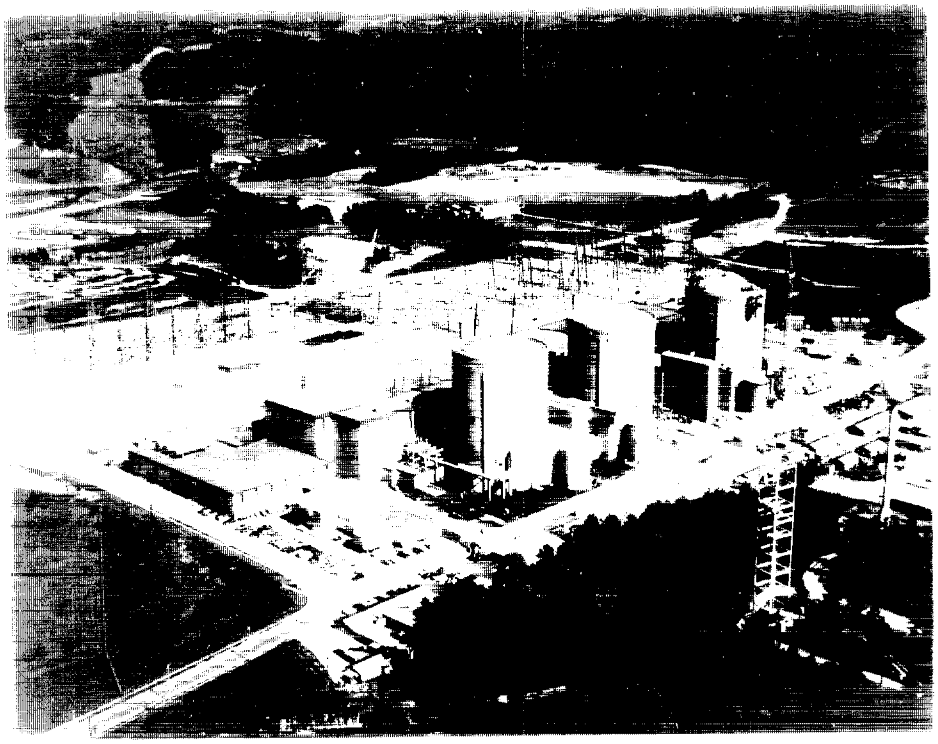
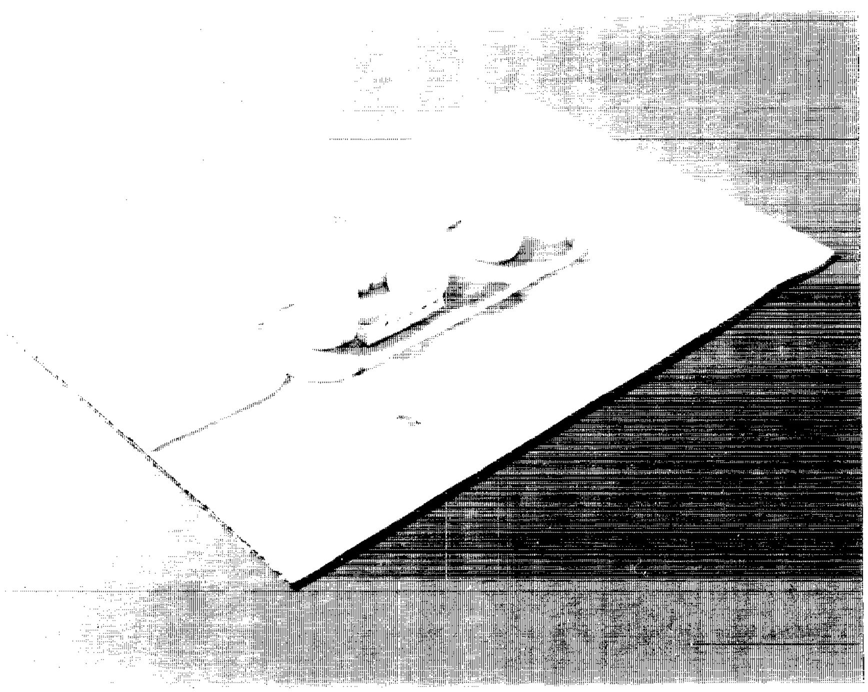
(b) RV RESPONSE

FIGURE 4 (U) GRAND COULEE DAM, WASHINGTON



(a) SITE



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(b) RV RESPONSE

FIGURE 5 (U) OCONEE NUCLEAR POWER PLANT, SOUTH CAROLINA

Lake Powell's eastern shore flanked by buttes), as rising land and water; (2) identified Ragged Falls in Yellowstone Park as a waterfall; (3) obtained an image of a dam in response to Itaipu dam (although incorrectly labeling it as AOL); and (4) provided a high-quality result

Given the apparent integration of aptitudes expected in S-VI training, and the pattern of remaining problem areas designed to be handled by S-V techniques, the RVer was then advanced to the remaining S-V training portion of the overall training package as presently configured.

C. (U) <u>Stage V</u>

(U) Stage V is considered a corrective-action stage. Special "query" process techniques have been developed for the refinement of certain types of data as they emerge, and for the correction of AOLs by the determination of what lies underneath.

Progress on incorporating S-V techniques into the RV process was very rapid for Trainee #059, in part because of having assimilated the S-VI structure first. Only eight sites were required to declare Trainee #059 complete on S-V. The trainee's responses to the sites are listed in Table 3.

In addition to the results generated in the SRI training format (Table 3),

Trainee #059 began a series of verification tests under controlled conditions. It is reported that in the two tests done to date (carried out under conditions in which no feedback is provided to the RVer as the descriptions are being generated), results of the quality reported in the above table were obtained.

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Table 3

(U) STAGE V SITES

Trial	Date	Site	Response
1	1 Oct 84	United Nations	United Nations
2	2 Oct 84	L'Opera, Paris	Opera
3	3 Oct 84	Weyerhauser lumber facility Longview, WA	Factory, floating logs, making lumber
4	4 Oct 84	Library of Congress	Library of Congress
5	11 Oct 84	Keeneland Race Course, Lexington, KY	Racetrack
6	12 Oct 84	Bureau of Engraving,	Printing of money
7	30 Nov 84	Geyers steam field, Sonoma	Geothermal production
8	4 Dec 84	Church at Lourdes	Church at Lourdes

IV TRAINING EVALUATION AND RECOMMENDATIONS (U)

A. (U) Training Rate

[redacted] Trainee #059 is the first individual to complete the six-stage training package described in this report. The distribution of site viewings over the various stages is shown in Table 4. The time frame involved in this effort was 2 1/2 years. An accelerated work program with recent trainees indicates, however, that this time might be shortened considerably.

Table 4

(U) DISTRIBUTION OF TRAINING SITES BY STAGE

Stage	Number of Sites
I	56
II	23
III	86
IV	31
V	8
VI	19
	Total 223

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B. (U) Trainee Evaluation

[redacted] As the first trainee to complete the S-I through S-VI program, Trainee #059 fulfilled an important role in the development of the overall training package. Although Stages I through III had been pretested with other trainees, the desire [redacted] to move ahead expeditiously with the training of this particular candidate resulted in his providing our first research data on technology transfer of Stages IV through VI. The trainee's attitude in this position is to be highly commended for (1) his readiness to accept coaching and tutoring in this difficult discipline, (2) attentiveness to all aspects of the discipline as it developed within him, and (3) his patience in working through the subtle intellectual learning process required.

[redacted] With regard to the quality of the remote viewing being generated on a routine basis, it would appear that Trainee #059 has an unexcelled potential for continuing to develop remote viewing as a viable information-gathering tool.

C. (U) Recommendations for Follow-On Actions

[redacted] Trainee #059 is now in the position of being able to contribute valuable information for the carry-over of training into the applications area. Detailed authentication of the skills transfer (e.g., by extensive double-blind testing) was beyond the time/funding scope of this training effort. It is recommended [redacted] the Trainee's skills to pursue appropriate in-house tasks to determine the overall efficacy of the training [redacted]. Should [redacted] interest exist in contributing additional archival research data (invaluable to the overall effort), it is also recommended that authentication of skills transfer be documented in appropriate scientific formats. For example, videotaping of sessions carried out under double-blind conditions (where access to complete verification materials is possible), would constitute an excellent vehicle for documentation.