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GOVERNMENT

memorandum

DATE: 17 January 1990

S20,502/DT-S/90

REPLY TO ATTN OF: DT-S

SUBJECT: SUBJECT: SUN STREAK - Annual Report 1989 (U)

TO: TO: CHIEF, ST

1. (S/SK/WNINTEL) During Calendar Year 1989, the mission of he SUN STREAK Prototype Operational Group remained dedicated to the exploitation of the Remote Viewing (RV) process to determine its potential and effectiveness as a Human Intelligence (HUMINT) collection tool. The broad parameters of this basic protocol end on 31 December 1989. Emphasis on the practical applications of the Remote Viewing effort against real time targets with ensuing ancillary assessments of the value of the effort will dominate the Remote Viewing scene during Calendar Year 1990. Training will continue on an intermittent, as-needed basis and as a direct adjunct to the operational effort.

2. (S/SK/WNINTEL) SUN STREAK is comprised mainly of professional intelligence officers, a group of highly self-disciplined personnel dedicated to determine operational application of remote viewing as an intelligence gathering tool. Results to date reveal the presence of satisfying results, disappointing shortfalls, and quantifiable limitations directly related to the nature of the tasks at hand.

3. (U) The following reports reflect substantially the scope of the effort for the reporting period:

a. (U) At TAB A is the Annual Production Report retrieved by remote viewer.

b. (U) At TAB B is a production report retrieved and expressed by remote viewing methodology.

c. (U) At TAB C is the annual report retrieved and expressed by individual project.

WARNING NOTICE: SENSITIVE
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METHODS INVOLVED

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OPTIONAL FORM NO. 10
(REV. 1-80)
GSA FPMR (41 CFR) 101-11.6
5010-114

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d. (U) AT TAB D is an example of the unit's established ADP capability to store and retrieve data by the critical elements involved in the remote viewing process, i.e., Project Number, Session Number, Date of Session, Date of Report, Start Time, End Time, Methodology and Viewer Identifier Number.

e. Protocols explaining Coordinate Remote Viewing (CRV) and Extended Remote Viewing (ERV) methodology are at TAB E and TAB F respectively. Efforts are ongoing to formulate a protocol for Written Remote Viewing methodology.

SG1J

[redacted]

6. (U) POC for this action is the undersigned at AV 923-7829/2656, Commercial [redacted] SG1A

SG1J

6 ENCLOSURES
TABS A - F

[redacted]
Branch Chief

TAB

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PRODUCTION REPORT - BY VIEWER - CY'89

VIEWER	OPERATIONAL SESSIONS	TRAINING SESSIONS	TOTAL SESSIONS
003	42	24	66
011	63	42	105
018	48	42	90
025	66	79	145
032	36	66	102
049	0	18	18
057	0	4	4
079	116	33	149
095	60	46	106
	431	354	785

TAB

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PRODUCTION REPORT BY METHODOLOGY - CY 89

VIEWER	CRV	ERV	WRV	SOLO
003	29	0	0	41
011	39	1	2	63
018	25	0	0	65
025	0	14	80	51
032	38	32	0	38
049	18	0	0	0
052	4	0	0	0
079	0	1	102	46
095	38	4	6	58
	191 (24%)	42 (5.3%)	190 (24%)	362 (46%)

CRV - Coordinate Remote Viewing.

ERV - Extended Remote Viewing.

WRV - Written Remote Viewing.

SOLO - Independent Remote Viewing.

TAB

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PRODUCTION REPORT BY PROJECT - CY'89

PROJECT	SOURCES	SESSIONS	COMPLETED	EVALUATION
8808	6	99	Ongoing	*

(* Information considered of value in terms of the groupings of the hostages, their location and their physical status. Projected dates of release have proven incorrect. Periodic updates will continue to be provided.)

SG1A

SG1A

8901 [redacted]				
8902	3	3	2 JAN 89	PENDING
8903	2	2	19 JAN 89	PENDING
8904	6	8	10 FEB 89	15 FEB 89
8905	4	14	12 APR 89	PENDING
8906	6	14	23 MAY 89	PENDING
8907	5	20	30 MAR 89	*

SG1A

(* Phase II of this project reopened on 5 June '89; Viewer 011 and Viewer 079 [redacted] Phase I of this project).

8908	5	12	9 MAR 89	*

(* Phase II of this project reopened on 27 June 1989. OBE).

8909	6	6	9 MAR 89	PENDING
8909-20*	7	57		

(* Targets selected by SRI-Intl. Summaries fwded on a weekly basis).

8910	1	1	10 MAR 89	PENDING
8911	1	1	9 MAR 89	PENDING
8913-A	1	13	9 MAR 89	15 MAR 89
8914	6	15	25 MAY 89	*

(* 8914 continued...Results indicate lack of correlation with known ground truth.)

8915	5	11	30 JUN 89	PENDING
8916	5	19	30 JUN 89	*

(* Viewer 079's results in search project were successful).

8917	6	6	24 APR 89	PENDING
8918	6	6	21 APR 89	PENDING
8919	3	5	25 APR 89	PENDING
8920	4	6	20 JUN 89	PENDING
8921	4	6	24 JUN 89	PENDING
8922	5	7	3 AUG 89	PENDING
8923	6	12	7 JUL 89	PENDING
8924	5	14	(OBE)	
8925*	6	14	4 AUG 89	8 AUG 89

* Info on IS hostages and LTC Higgins.

8926	6	16	20 SEP 89	PENDING
8927	6	12	18 SEP 89	PENDING
8928	6	17	4 OCT 89	PENDING
8929	7	25	15 DEC 89	PENDING
8930	6	6	24 AUG 89	PENDING
8931	2	2	29 aug 89	PENDING
8932	4	6	25 AUG/3 OCT 89	
8933	4	5	31 AUG 89	PENDING
8934	1	1	31 AUG 89	PENDING
8935	3	5	5 SEP 89	PENDING
8936	1	1	3 OCT 89	PENDING
8937	Ongoing			
8938	Pending			
8939	4	4	9 NOV 89	PENDING

8940	4	4	31 DEC 89	*
(* Results of search effort unsuccessful).				
8941	3	3	21 DEC 89	*
(* Results of search were unsuccessful).				
8942	3	3	22 DEC 89	PENDING
8943	2	2	22 DEC 89	PENDING
8944	4	5	27 DEC 89	PENDING

TAB

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VIEWER 003

	SESSIONS	EVAL	HIGH	VALUE	LOW
TNG	81	81	22(27%)	34(42%)	25(31%)
OPS	102	39	5(13%)	19(49%)	25(38%)
TOTAL	183	130	27(20.8%)	53(40.7%)	50(38.5%)

TNG RELIABILITY 69%

OPS RELIABILITY 62%

VIEWER 011

	SESSIONS	EVAL	HIGH	VALUE	LOW
TNG	128	128	4(3%)	63(49%)	61(48%)
OPS	95	18	1(5%)	10(56%)	7(39%)
TOTAL	223	146	5(3.4%)	73(50%)	68(46.6%)

TNG RELIABILITY 52%

OPS RELIABILITY 61%

VIEWER 018

	SESSIONS	EVAL	HIGH	VALUE	LOW
TNG	86	86	7(8%)	50(58%)	29(33%)
OPS	93	17	2(11%)	7(41%)	8(47%)
TOTAL	179	103	9(8%)	57(55%)	37(35%)

TNG RELIABILITY 66%

OPS RELIABILITY 52%

VIEWER 025

	SESSIONS	EVAL	HIGH	VALUE	LOW
TNG	140	140	31(22%)	91(65%)	18(12.8%)
OPS	18	3	0/0	1(33%)	2(66%)
TOTAL	158	143	31(21.7%)	92(64.3%)	20(14%)

TNG RELIABILITY 87%

OPS RELIABILITY 33% (TO BE ESTABLISHED)

VIEWER 032

	SESSIONS	EVAL	HIGH	VALUE	LOW
TNG	93	93	17(17%)	65(69%)	11(11%)
OPS	2	2	0/0	0/0	2(100%)
TOTAL	95	95	17(18%)	65(68%)	13(14%)

TNG RELIABILITY 82%

OPS RELIABILITY (TO BE ESTABLISHED)

VIEWER 079

	SESSIONS	EVAL	HIGH	VALUE	LOW
TNG	104	104	8(8%)	63(61%)	33(31%)
OPS	170	25	6(24%)	8(32%)	11(44%)
TOTAL	274	129	14(11%)	71(55%)	44(34%)

TNG RELIABILITY 69%

OPS RELIABILITY 56%

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VIEWER 095

	SESSIONS	EVAL	HIGH	VALUE	LOW
TNG	105	105	10(9.5%)	63(60%)	32(30.5%)
OPS	57	8	0/0	5(62%)	3(32%)
TOTAL	162	113	10(8.8%)	68(60.2%)	35(31%)

TNG RELIABILITY 69.5%

OPS RELIABILITY 62%

TAB

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for

COORDINATE REMOTE VIEWING

The Coordinate Remote Viewing (CRV) training procedure was developed by an SRI-International (SRI-I) subcontractor in the early 1980s to satisfy R&D demands on SRI-I to enhance the reliability (scientific replicability) of remote viewing (RV). The subcontractor's approach to improving the reliability of RV was to focus on the control of those factors that in his view tend to introduce "noise" into the RV product (imaginative, environmental, and interviewer overlays). The basic components of this training procedure consist of:

(1) Repeated site-address (coordinate) presentation, with quick-reaction response by the remote viewer; coupled with a restrictive format for reporting perceived information (to minimize imaginative overlays).

(2) The use of a specially-designed, acoustic-tiled, relatively featureless, homogeneously-colored "viewing chamber" (to minimize environmental overlays).

(3) The adoption of a strictly-prescribed, limited interviewer patter (to minimize interviewer overlays).

The applied CRV training procedure requires that the trainee learn a progressive multi-stage acquisition process postulated to correspond to increased contact with the site. Initially the trainee is presented with RV sites requiring minimal detection and decoding skills ("stage one" sites). When the trainee demonstrates an ability to control the "signal line" and reliably "objectifies" accurate descriptions, the next "stage" of training is engaged. This procedure continues through "stage six" and usually takes a number of months to master. The CRV Stages are identified as follows:

Stage One – islands, mountains, deserts, etc.

Stage Two – sites of quality sensory value; sites which are uniquely describable through touch, taste, sound, color, or odor such as glaciers, volcanoes, industrial plants, etc.

Stage Three – sites possessing significant dimensional characteristics such as buildings, bridges, airfields, etc.

Appendix 2

Stage Four - sites requiring qualitative mental percepts such as technical area, military feeling, research, etc.

Stage Five - sites requiring the interrogation of qualitative mental percepts to produce refined information such as aircraft tracking radar, biomedical research facility, tank production plant, etc.

Stage Six - sites requiring direct, three-dimensional assessment of site elements to one another such as airplanes inside one of three camouflaged hangars or a military compound with a command building, barracks, motor pool, and underground weapons storage area. As Stage Six is engaged, an assessment of relative temporal and spatial dimensional elements along with further qualitative elements evolve into the consciousness of the trainee.

There are three classes of CRV training. These classes deal with feedback requirements during the CRV session, control of interviewer patter, trainee skill development, and motivation. These three classes (A, B, and C) are discussed below but differ somewhat from the definition applied and published by SRI-I for Class A, B, and C CRV training.

CLASS C: When a trainee begins a "stage" of training the sessions are of the Class C type. During this phase, the trainee must learn to differentiate between emerging site relevant perceptions and imaginative overlay. To assist the trainee in this learning, immediate feedback is provided during the session. The interviewer (monitor) is provided with a feedback package which may contain a map, photographs, and/or narrative description of the site. During Class C sessions the interviewer provides the trainee with immediate feedback for each element of data he provides, with the exception that negative feedback is not given. Should the trainee state an element of information that appears incorrect, the interviewer remains silent. Feedback, in order to prevent inadvertent cuing (interviewer overlay), is in the form of very specific statements made by the interviewer. These statements and their definitions are as follows:

Correct (C) - This indicates that the information is correct in context with the site location, but is not sufficient to end the session.

Probably Correct (PC) - This statement means that the interviewer, having limited information about the site, though he cannot be absolutely sure, believes that the information provided is correct.

Near (N) - This indicates that the information provided is not an element of the specific site, but is correct for the immediate surrounding area.

Can't Feedback (CFB) - This statement indicates that, due to limited information about the site, the interviewer cannot make a judgement as to the correctness of the data. It means neither correct nor incorrect.

Site (S) - This indicates the site has been correctly identified for the specific stage being trained (manmade structure for Stage One, bridge for Stage Three, etc.). "Site" indicates that the session is completed.

CLASS B: Once a trainee begins to demonstrate his ability to reliably distinguish imaginative overlay and report site relevant data elements, feedback is withdrawn. In Class B training sessions the interviewer knows what site he desires the trainee to describe but does not provide the trainee with any direct feedback during the course of the session. This process develops the trainee's ability to internalize his awareness of relevant (correct) versus extraneous (incorrect) cognitive structures (mental perceptions). During Class B sessions the interviewer (monitor) may direct the trainee to elaborate on specific elements of data provided, thereby guiding the trainee to describe specific areas of the site. The interviewer is only permitted to direct the trainee to elaborate on specific elements already reported by the trainee. The interviewer may not introduce new elements into the session (cue the trainee) in an attempt to encourage the trainee to properly describe the site. Class B sessions are especially helpful in developing refined skills in the trainee. For example, when the interviewer knows that a particular site area within a site may be of interest (i.e., a specific room in a building), he can guide the trainee's attention to that area by directing the trainee to elaborate on specific elements of data which the interviewer knows to pertain to the area of interest. With practice in Class B, the trainee soon learns to control his own perceptual faculties and develops confidence in his ability.

CLASS A: Class A training is similar to what the R&D community refers to as a "double blind" experiment. The purposes for Class A training and for R&D double blind experiments differ however. The R&D community uses double blind experimental protocols to test a variable under controlled conditions. Class A training is not a test for the trainee, but a process whereby the trainee learns to function with the interviewer in a team effort to acquire and describe information concerning a site on interest. In Class A the interviewer is provided very little or no information concerning the site and the trainee is provided no feedback during the session. The trainee is motivated to work with the interviewer in producing valid information about the site of interest. This motivational difference is critical in forcing the trainee to use his RV ability to acquire and describe site dependent information as opposed to interviewer dependent (telepathic?) information. Working as a team in a Class A session, the interviewer (monitor) and trainee combine their aptitudes (the interviewer with his directive, analytic skill and the trainee with his exploratory, perceptual ability) to report information of interest about the designated site.

As a result of the technology transfer from the SRI-I subcontractor to this office the CRV training procedure is fully documented in booklet form. Copies of this booklet are maintained by this office and are available to those with a verified need-to-know. Of special note is the fact that this booklet is governed by corporate laws of propriety and as such may not be reproduced or disseminated without permission.

for

ABSTRACT REFERENTS DISCRIMINATION OF BINARY ALTERNATIVES

Remote Viewers have demonstrated little ability to discriminate alphanumeric information. Remote perception and description of geographic locations, buildings, and objects appears to be different than the remote perception of man generated symbolic data (letters and numbers). Abstract Referents Discrimination of Binary Alternatives (ARDBA) training has two objectives. The first is to identify trainees who possess an innate ability to psychically discriminate between different alphanumerics and second to determine the feasibility of training this ability. The training/testing program has been designed so that training progresses through five training phases from simplistic exercises to the eventual use of abstract referents (i.e. geographic coordinates) to direct the trainees'attention to the discrimination between binary alternatives at remote locations. Each one of these phases requires a different behavior on the part of the trainee and is conducted for different purposes with an overall goal in mind. Following is an overview of these ARDBA Training Phases:

PHASE 1

During Phase 1 the trainee is directed to use whatever psychic ability available to discriminate between binary alternatives by active selection within a closed target pool. The trainer then provides positive oral feedback when appropriate to reinforce the trainee's own visual field. Negative oral feedback is never provided.

The purpose of this phase of training/testing is threefold. The first purpose is to determine if a particular individual has any ability. The second purpose is to establish a data base on which to base further training/testing and the third purpose is to build self confidence on the part of the trainee through immediate positive feedback.

PHASE 2

If a trainee is able to complete Phase 1 (successfully discriminate between binary alternatives to a statistically significant level), Phase 2 is initiated. During Phase 2 the training environment is similar with the exception that feedback is reduced. The trainee in no longer provided with visual feedback from the target pool. The only feedback provided is given orally by the trainer.

Appendix 3

The overall purpose here is to develop an internalized feeling of confidence within the trainee of psychic impressions through the use of feedback withdrawal tactics. A data base of trainee performance is also expanded during this period.

PHASE 3

During this phase of training the emphasis sheers away somewhat from discrimination of binary alternatives and begins to focus on the trainees ability to respond to abstract referents. In ARDBA Phase 3 the trainer selects a target from within the closed target pool and then directs the trainee to state what the selected target is (choose between binary alternatives). Positive oral feedback is provided when appropriate by the trainer.

The overall purpose of this phase is to begin to transfer a trainee's demonstrated ability outside the immediate environment and to prepare the trainee for the next phase.

PHASE 4

This phase establishes abstract referent cuing as the prime directive. The trainee is presented with a grid matrix consisting of six positions. Each position will has a "coordinate." The task for the trainee is to discriminate between binary alternatives at a given coordinate (abstract referent cue) provided by the trainer. The trainer records the results but does not provide feedback to the trainee.

This phase serves to extinguish the trainee's dependence on the previous target pool as well as external feedback.

PHASE 5

Given that a trainee can demonstrate reliable performance through Phase 4, Phase 5 attempts to chain together six matrix "coordinates" into one six digit binary number. The trainer provides the trainee with "coordinates" as cuing and the trainee attempts to discriminate between binary alternatives for each of six different abstract referents. Feedback is given only after the completion of six "coordinates."

This phase completes the training concept and demands the trainee accurately respond to a series of requirements prior to receiving feedback.

Once these stages have been completed an in-house assessment project is conducted. This involves the use of a six digit binary code which is sealed in a envelope. The trained source then attempts to identify this code given appropriate abstract referents. To be effective, a source must be able to accurately discriminate between binary alternatives in a sequential chain given a complex abstract referent cuing system. The ultimate goal of this program might be to detect and describe cryptographic code at remote locations. This newly trained source ability will have to be integrated into conventional remote viewing techniques. A source will have to locate cryptographic systems through remote viewing and then apply his/her ability to discriminate binary alternatives in specific codes at the location.

TRAINING PRECIS

for

OBJECT REMOTE VIEWING

The purpose of Object Remote Viewing (ORV) is to give the remote viewer perceptual experience in an area unaddressed by other training. Basic training in remote viewing (RV) usually uses geographic locations as targets for the remote viewer. For the purposes of basic RV training such targets serve well to develop elementary viewer skills and establish some level of viewer self confidence as well as a degree of reliability. Basic RV training does not, however, place any emphasis on the accurate acquisition and description of fundamental structural elements or individual objects. Since such information is important in the practical exploitation of RV, training exercises in ORV are conducted. ORV exercises differ only in the context that the designated target to be described by the remote viewer is a concealed object as opposed to a geographic site. The procedures of basic RV training programs remain the same.

Appendix 4

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for

EXTENDED REMOTE VIEWING

The Extended Remote Viewing (ERV) training procedure draws on the expertise of over two decades of research by independent investigators and recognized academic institutions including the University of Virginia Medical Center, the Maimonides Medical Center, the Mind Science Foundation, the University of California at Davis, Texas Southern University of Houston, Mundelein College, Syracuse University and others. The ERV approach has as its goal the subjective temporal extension of subliminally brief psychic impressions. The trained ERV percipient is able to control, observe, and report perceptions which would otherwise be ignored or neglected fleeting images. This extension of the perceptual window is accomplished through the achievement of a discrete state of consciousness defined by identified state dependent behaviors. These behaviors are regarded as skills which the trainee must master. The basic components of the ERV training procedure involve the trainee in learning the following skills:

Skill 1 -	Ability to physically relax. Training in progressive relaxation techniques, biofeedback, yoga, etc.
Skill 2 -	Ability to reduce level of physical arousal. Training in biofeedback techniques, self-control exercises, autogenic training.
Skill 3 -	Ability to attenuate sensory inputs. Training in sensory isolation, concentration exercises, and "centering devices"
Skill 4 -	Ability to increase awareness of internal feelings and images. Training in dream recall, guided visual imagery exercises, subliminal recognition drills, Hemispheric Synchronization etc.
Skill 5 -	Ability to engage "receptive mode/right hemispheric functioning." Hemispheric Synchronization training, biofeedback, mode recognition, drawing classes, etc.
Skill 6 -	Ability to achieve an altered view of reality. Reading assignments, intellectual study, meditation and contemplation exercises, etc.

Appendix 1

Skill 7 - Ability/desire to [illegible] and unconscious) on remote viewing (RV) task. Training in organizational management, counseling, personal reinforcement, motivation, etc.

Skill 8 - Ability to communicate RV perceptions. Training in right hemispheric verbalization techniques, sketching techniques, practice in non-analytic reporting, etc.

Each one of these skills is trained over a period of several weeks. When the trainee demonstrates independent mastery of each skill, he then learns to combine the skills. His goal is to simultaneously exhibit all of the learned skills thereby achieving a specified discrete state of consciousness in which the trainee is able to RV. The behavioral psychologist would call this state dependent repertoire of behaviors a subpersonality, label it as "remote viewer" and include it along with other subpersonalities (parent, spouse, athlete, office supervisor, etc.) in the individuals overall identity. From this perspective, the trained ERVer is able to RV by simply internally identifying with the "remote viewer" as easily as one becomes a parent, spouse, or athlete. This feat is accomplished by willfully identifying with a role (a learned set of state dependent behaviors) in an appropriate (socially accepted) environment.

Once the trainee is able to "become a remote viewer" by engaging learned skills, he/she is challenged to perform under controlled conditions. This is done by presenting the trainee with progressively complex RV tasks coupled with a reinforcement strategy designed to develop self confidence and to internalize ego state stabilizing factors. Assessment of individual RV capabilities can begin during this phase of training. For just as there are parents, spouses, athletes, and teachers with different abilities, so too are there remote viewers possessing a wide range of abilities. The general target or site categories for these progressively complex RV tasks are outlined below:

Local Targets - The ERV team (interviewer and trainee) are secluded within the RV room. An outbound "beacon" individual proceeds to a selected site unknown to the ERV team. The ERV team attempts to describe the "beacon's" location. After the training session the "beacon" takes the ERV team to the site to assess the accuracy of the training session.

Global Targets – The training session is conducted in a similar manner with the exception that the selected target is not limited to the local area and is usually designated by geographic coordinate, photograph, or other identifying data. The trainee, of course, is not provided any information about the site and must by the very nature of the problem remote view it.

Application Targets – At this point the trainee is introduced to RV problems which mimic actual operational potential. Training is conducted the same as with Global Targets but general descriptive data provided by the trainee is insufficient to satisfy training objectives. Specific, significant qualitative data which would be of exploitable value must be reported.

Feedback requirements during ERV training are similar to those outlined for CRV training as "Classes" of CRV training. The interviewer is able to vary the level of feedback depending on the trainee's ability and needs. The level of feedback is always based on the development of a reliable, qualified remote viewer and an effective ERV team. At times this may require that the interviewer know about the selected training site whereas during other training sessions the interviewer may know nothing about the site.