Swann
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Dr. H.E. Puthoff
SRI International
Bldg. G
Menlo Park, California 94025

October 9, 1984

Dear Sir:

I am interested in writing a book to be titled: The Invisible Psychics. The subject of the book is Parapsychology, Psychical Research, Telepathy, (ESP), and Remote Viewing.
The purpose of the book is to expose the millions of unknown psychics (people with telepathy and remote viewing ability) inside the United States and around the world, and how they use their psychic ability.

The existence of these millions of psychics was unknown until recently to the majority of the people in the United States and around the world, the Government, the Press, Psychiatrits, Psychologists, Parapsychologists, and Business Industries. These " Invisible Psychics" include Priests, Businessmen, Lawyers, Politicians, Actors, Broadcasters, Singers, Athletes, Policemen, Journalists, Writers, CIA and other goverment agents.

There is about 100 years of Psychical Research on telepathy - but all of it on partial telepathy, these millions of psychics have complete telepathy that enabled them to know a person thinks, writes or reads. Parapsychologists say that the existence of these millions of psychics was unknown to them.

Remote Viewing is research done at Stanford Research Institute, in Menlo Park, California, by Harold Puthoff and Russell Targ, which scientifically proved the ability of certain psychics to see people, places and things, with their mind, further than the reach of their eyes, with just map coordinates of target locations. The most famous is Ingo Swann.

These psychics which I call "eyes" are less in number than the millions with complete telepathy, but were also unknown to the majority of the people in the United States. Some of these psychics can also project telepathy to another person's mind.

These millions of unknown psychics have been around inside the United States and around the world, probably for generations, unnoticed by the majority of people inside the U.S. and around the world. These psychics can use their ability, in Press Work- Journalists can use it for confidential information , criminal records, or criminal offenses of the person in a story; in Business- Advertising, Wall Street, Industrial Espionage; in Police Work- there are a psychic officers in police work around the country; in Intelligence Work- FBI, CIA, Secret Service agents; in Legal Work- Criminal, Patent or Copyright rights; there are psychic judges, and psychics in juries around the country; in Espionage Work- government secrets; or in any field that deals with confidential information.

In general, to invade a person's privacy, including for criminal offenses sex life, personal secrets, and confidential information.

I have been working on my book for a while now, and I would like to know your opinion on it, for publishing.

Sincerely,

R Pichardo Jr.

Rodolfo A. Pichardo Jr. - (Rudy)

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Hollywood, CA
90028

(213) 876-2714 - Room # 106

Business Address:

2629 Davie Bouverlard
Fort Lauderdale,
Florida
33312

TO: H.E. Puthoff
FROM: I. Swann

20 February 1984

Dear Dr. Puthoff -

Thank you for your long memo entitled Documentation, the Who e Story, of 14 February 1984. While I feel that I am going to be talking into the wind, it requires a written response from me.

The whole story as you have presented it is only the whole story as of 10 November 1983. The whole story goes earlier. I am sure everyone can say, and will say, that we should "forget all that and get one with the work," nonetheless the background explains at least to me some of our present difficulties in achieving a co-operative stance on the documentation project.

When it became somewhat clear that there could probably be a training approach to our work, this approach was achieved as a result of our given mandate to try to separate signal from noise, and thence to see if the signal (and the noise) could be identified with sufficient rigour to enable a neophyte to begin to control them. This was a long hard process, and it is clear now that the majority of people currently involved either have no idea of the difficulties or possibly do not care any longer about them. During this developmental period, the early problem of documentation came up; it was resolved by DECISION to pursue signal/noise, and not to document per se other than keeping adequate records of the developmental work. The idea behind this decision was that since we did not know what final form the signal would take, and that we were sure there was hardly any precedent for it anyhow in science, that documentation was a separate problem. In fact, and this is important it seems to me, there was no funding to try to set up a separate developmental line in which various documentation procedures could be flexed without at the same time destroying the delicate balances seen to be necessary in the developmental research line, the nexus of which constitutes my proprietary work.

At the time stages 1through3 were more or less achieved through duplication of them by our first three volunteer and prototype trainess (ultimately let go because of personality problems) the (Agency) appeared with troops to be trained. It was then my position that we should not take them on until we had achieved at least a tentative scientific documentations program. I was told by the COTR and Yourself that there was a money problem, and that this agency had money, the only money, and that we had for the sake of the project to take on their trainees. I volunteered to take leave of absence to relieve the money problem. But untimately I was ordered, more or less firmly, to take on the troops.

I specified that there would be a problem subsequent to this in that if the training worked for them, they would undoubtedly desire to furnish more and more trainees, and that this would thenceforward constitute a workload of some severe

21 February 1984

Dear Dr. Puthoff,

I've now read and thought about your memo on documentation, the whole picture. According to my memory as to how it came about that we landed in this present impasse leads me to make the following statements, for whatever they are worth.

At the time when we had culminated the prototype training patterns with the first three volunteers, I myself held forth on the fact that we then should not any further advertize to other clients that training was tentatively available until we had seen to at least basic forms of documentation. As it came about however, the project as a whole was then in one of its many funding cul de sacs, and since another client was hot to begin training and had money, a joint decision was taken to go forward in that direction. This decision was mostly taken by the COTR at the time, but conditions suggested to all that there was not much choice otherwise. This then, at the time, was not all that erroneous a decision.

I, however, in my position as consultant, advised that documentation was, under those conditions, likely to catch up as a "problem" and we would never thereafter be able to conduct documentation procedures in an orderly manner; and further when that time did arrive, that the entire team would have to be mutual supportive of each other, and ensure the time and space to put in the documentations that otherwise had been set aside at the time, for the reasons above states.

The lack of documentation, therefore, was not exactly an oversight, as is currently being suggested; but rather the result of decisions taken at the time to keep the entire work alive. I further advised that the danger in commencing training with the other group was in that the training would be seen to be workable, and that when this was understood that this special group would come forward with increased funds and increased manpower and enlarged funding and a work schedule which would imply that we would have to forfeit R&D and other aliged work in order to provide the deliverables which would be expected under the working mandate.

We arrived at this point a short time ago. The trouble is that no one wishes to decline funds ~~while~~ in order to commit themselves to other areas - ultimately necessary. On top of all this now exist the antagonisms that have come to result.

If therefore, you wish to hold yourself solely to blame for all this, that is your business; but it would be my opinion that you need not and that indeed to do so is just adding one more incorrectness into an already large heap of them.

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DRAFT OF CONCEPT ON RV DOC

MEMO

To: Record
From: H. Puthoff
Subject: CRV Documentation, More on

Date: 30 Jan 1984

Consultant Swann has voiced objections with regard to certain proposed approaches to documentation of CRV training, while at the same time [redacted] recognizing that documentation is key, and in the interests of his training product. His willingness to support the pre-training trials involving descriptor-list checksheets indicated to me that his opposition to certain approaches was not necessarily a manifestation of global opposition to documentation per se, but rather might indicate specific unarticulated concerns about matters of potential technical merit. Considering that (1) he has generated a productive track record in remote viewing matters, and (2) he has in the light of hindsight demonstrated a keen intuition about subtle factors concerning remote viewing protocols, I felt it was my job to debrief Swann about his concerns in sufficient depth that we could evaluate such concerns and determine appropriate action. I have now gotten to the heart of the matter and can state with some precision exactly what his viewpoint is, out of which arises his concern. My summary of the essence of that viewpoint is as follows:

The attempt to develop a near-flawless remote viewer can be likened to an attempt to grow a near-flawless crystal in the laboratory. In both cases the structure is carefully built up, layer upon layer, with a lot of attention paid to minimizing outside influences so as not to inadvertently introduce distortions or breaks in the structure being formed.

With regard to documentation of the growth process, one could, in the crystal-growing case, measure crystal length each day with calipers, but at the cost of systematically jarring the system such that perhaps only 30 - 40% of the crystal would remain single-crystalline, since the caliper-measurement process itself is a major system influence. Likewise, systematic measurement of the RV process in an obvious straightforward manner (e.g., on the basis of weekly or biweekly Class B testing) might, as in the analogy, reduce the potential of near-flawless remote viewing to a similar lesser value of 30 - 40% for the same reason - - the measurement process itself becomes a major system influence, in this case intruding on the intricate nature of the buildup of psychological programming to handle subliminal inputs.

This does not mean, of course, that remote viewing is not "scientific" or that it is not possible to document progress in the remote viewing arena, any more than by analogy it means that near-flawless crystal-growing is not "scientific," or that it is not possible to document crystal growth. It does mean, however, that, in both cases, careful thought must be given to the apparent requirements for optimal growth, and to the need for special documentation/measurement procedures designed specifically to minimize untoward effects on the system being measured due to the measurement process itself.

As a specific example of the above, it is hypothesized that a key element in the RV training process is the unconcious integration of

material that takes place for several days, if not a week or more, after an intensive training period. In other words, just because the last training session has ended does not not mean that the training effect is complete. In fact, the last training session is carefully terminated on a "win" with a person's attention extroverted from "how am I doing?", specifically to lead to a slow but meaningful consolidation of the training period's efforts. As a result, documentation trials at this point, which would introvert attention back onto 'how am I doing?', would cut short the very process one would like to measure, namely, how much progress was made in the training activity. In other words, if one wishes to measure what has been learned in a particular training period, one must wait for that period to end, which includes post-training integration. With this viewpoint, documentation trials must be avoided at the end of an intensive training period so that they do not interfere with post-session integration, but can be collected at the beginning or midpoint of a training period where their consequences can be monitored and compensated for, if need be, and the requirement for termination of training in an extroverted state can still be met. This approach is hypothesized to lead to a continuing series of "toughened" RV states where testing can be carried out at appropriate times, with documentation requirements still being met.

Thus, the bottom line of the crystal-growing/RV analogy is that the "measurement-sensitive" aspect of RV documentation does not set RV off as being "unscientific" or "undocumentable," but rather puts it in a class shared by many phenomena that must be dealt with on the basis of special procedures because they are highly sensitive to the background in which they manifest.

Let's examine the consequences that the intuitions are correct. Would it mean that remote viewing is fragile rather than robust? I think not, if a phenomenon can yield 20 - 30 % payoff with relatively routine handling, inexperienced viewers, and every session a Class B documentation trial, as in the IEEE series. Would it mean that the development of near-flawless RV (a la Swann) and good documentation are mutually incompatible? I think not here also. It would simply mean that special care would have to be taken, as is usually the case in any scientific experimentation, as to how documentation is to proceed without violating the premises of the model we wish to document. This is the route I am carefully threading my way through so that we don't arbitrarily reject a promising model of RV performance improvement.

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We arrived at this point a short time ago. The trouble is that no one wishes to decline funds xxxix in order to commit themselves to other areas - ultimately necessary. On top of all this now exist the antagonisms that have come to result.

If therefore, you wish to hold yourself solely to blame for all this, that is your business; but it would be my opinion that you need not and that indeed to do so is just adding one more incorrectness into an already large heap of them.

In fact, considering the peripatatic course of the overall concept of the project as a whole, the many different difficulties it has consistently encountered, It would be my belief that under each of the changing situations, almost all parties concerned did more than their share to keep the project afloat at all. The current situation is one that has come about from critics who seem to hold that all the work should have been perfectly done all along. This in fact was never possible; and to try to make haste, save face where no face-saving is really needed, all with limited and very small resources for documentation - when indeed a rather large effort is required - is, in my opinion, to continue to be dismal and umproductive.

But, in whatever light various people interpret it all, the fact is that for several reasons each of which were valid in their time in the past, what went down at each of those times is what went down. I don't truly think we can change that history by trying, amid increasing antagonisms, to conduct uneconomic gestures in the present.

SRI International

MEMO

TO: Dr. H.E. Puthoff

DATE: 20 January 1984

FROM: I. Swann

LOCATION:

SUBJECT: Documentation procedures

CC:

I must hasten to inform you of the following: As you are aware, one of our more consistent phenomena that we have been able to observe through the years is what we term the "first-time" effect. This is when a person first attempts a given experiment there often are, as a first time effect, correct results. This "effect" goes away very fast, and is replaced by increasing indices of noise.

Normally, in the past, when I have begun practical training sessions the first time effect is sometimes present. However, in the case of the four new trainees, the first time effect is not present and can not be said to have been observed. This I discovered yesterday at the time we began the first practical exercises.

The absence of the first-time effect, as regards our established training procedures, is not all of that great an importance. The question is, however, where did it go?

As you are aware, under your persistent encouragement, these four new trainees were subjected to a documentations collection procedure that none of the former trainees were asked to undergo. Thus, in this case, the first time these four trainees were asked to try to cope with a co-ordinate was not actually in the training course, but at the first time you asked them to effect a response under your designed documentation procedures.

If the first-time effect is actually present at the beginning of your selected documentations procedures, you must naturally be willing to assume the presence of a differentiated aptitude in terms even of your supposedly random and "analytical" trials. If this first-time effect is locatable, the implication is that the trainees subjected to this documentations collection procedure were unable merely to "guess" what was at the site, but to some degree already had attempted to bring to bear a true psychical perception aptitude into play, and therefore their seven-sites each do not constitute an uninvolved base-line.

In future this potential probled might be resolved in the following manner; trainees destined for a future training course might be asked to do seven sets of seven sites each, and an average be taken of all seven sets. If the first-time effect is present in the first set, the average of misses throughout the increasing noise sets will average it out into a more real and accurate reflection of the status of "guessing." This suggested procedure, naturally, can not be done with trainees destined for operational status, but conceivably could be done with a set of trainees specifically accumulated for a documentations test.

At this time, it is important to know if the first-time effect was present in the "guessing" sample. Could you please review the individual xxxxxxx trials of the four pre-selected trainees with this observation in mind, and provide me copies of their responses in the order they were generated for my archives.

Cordially,

Ingo Swann

1 June 84
read to Puthoff

Description of S-4 CRV

Conceptually, all the "stages" of the CRV training course, as it has come to be designed, reflect different types of psi perceptual processes. Prior to the R&D on CRV, it was assumed by the field of parppsychology that psychic perceptual processes were more or less unified and could present to the mind of the psychic the type of unified "picture" normally seen by the physical eyes.

The discovery that this is not the case in psi preceptual processes is the major concept that underlies all the presently known CRV work, and the training that has emerged from it.

In observable fact (through extensive laboratory trials leading to appropriate conclusions) the psi perceptual processes are themselves broken into different aspects, each aspect of which "carries" a certain and limited amount of information. An individual in learning how to recognize between these different "carriers" of information, thus must develop not just one unified aptitude, but a series of different aptitudes. The unification of all those "carriers" available might approach unification as an end product. But they can not (apparently) be handled altogether and simultaneously.

In addition to there being separate and several "carriers" of information, there is seen to exist a priority in the types of information they yield. In this manner, and with this understanding, it came clear in R&D that it was desirable to locate, identify and take control of so-called "basic" carriers and specify the information types they contained.

The primary prioritizing carrier line is referred to within the CRV concept as Stage 1, as has been described before. S-1 signals convey to the creative capabilities of the viewer certain strategic site-related elements having do do with major geo-physical and major man-made site features. It is upon a grasping of these major features, that the site thereafter proceeds to be decoded in its ultimate entirety, but along the several other succeeding carriers of additional and contrasting information.

Without this basic conceptual idea that the CRV processes are not a singly process, but a series of different processes, and that they exhibit a step-functioning between them, CRV technology will not be understood in its fullest or particular meaning.

There are two additional major concepts that must be acknowledged.

First, almost all of the information delivered by any of the carriers is, in terms of the viewer's own performance, processes in a pre-conscious area of the viewer's overall psyche. Pre-conscious processing is only laterly beginning to be understood and researched. A general definition and description of the fundamentals of pre-conscious processing can best be obtained from the Dixon book of the same name.

Second, the various observed phenomena of the CRV approach takes into serious account the bio-physical phenomena having to do with the brain's actual growth patterns as it (apparently) creates new synapse avenues to accommodate the new aptitudes coming into existence as a result of the carefully monitired and gradiently-controlled CRV training procedures. Literature is now generally available on these recent discoveries in other fields.

The step-phenomena of S-1 through S-3 have been previously described. These have all to do with acquiring and accumulating specific information about physical conditions at the simulated training sites used. Normally, the presence at the simulated site of different

types of human functioning is not available in these preliminary step-functions. These specific carriers were not available, except on a spontaneous basis, until the actual structure of this specific carrier became clear through a rather extended R&D effort, lasting some two years.

When this carrier had been identified, tested and confirmed, it was seen that properly deployed through a strict training regimne, that it does yield human-functioning and human-interest information. It also yields certain other information about the site that is independent from purely physical site-characteristics.

At the end of a S-4 deployment, therefore, the viewer is generally able to identify human activities at the site which in turn reveal its actual purpose in existing. It is to be understood that this constitutes a difficult and a delicate process.

Therefore, general activities at the simulated training site and decodable to the viewer who accurately can deploy the S-4 techniques. It is felt that this constitutes a step-function of some magnitude, for it can make available certain information that may not be readily available by other means.

S-4, as it stands at its present stance, shows to a convincing degree that site penetration down to human functions at the site is available. This gives CRV an operational thrust which the first stages, although/necessary platform for S-4, themselves do not possess.

S-4 itself provides the platform for s-6 capabilities, which are currently definined as "phonetics." The phonetic carriers themselves are yet in R&D, but indications now strongly suggest that the viewer will be able to decode the verbal attributes of the simulated site, or at least close approximations to them.

At the completion of S-4 training, as it is currently designed, the S-4 viewer is expected to be able accurately to call the general overall function of the site. The simulated sites used for this are quite varied, including anything to cemetaries up to and through nuclear reactors, biological development centers, high-energy research instalations, and etc. The S-4 viewer is not considered as completed on this stage until he or shee can call accurately the function of a site for 5-7 consceutive sites.

1 June 84
sent to Puthoff

It is to be understood that at this writing, only the training developer and one pre-selected client trainee has undertaken to attempt taking control of this specific carrier. It in itself is broken down into seven sub-sets of co-existing and complementary carrier waves. These two training sets are not alone totally sufficient to establish the overall effectiveness of S-4; this must await completion of several more trainees at this stage.

At this point, the deployment of S-4 becomes of major importance. It must be deployed correctly, taking into account the preliminary importance of the preceeding stages. It is the opinion of the developer that unless appropriate care and understanding of its potential is achieved, it might be thought to have failed in its designed purpose. There are, for example, sites of interest that have more than one complex human-functioning. Thus difficulties of function-identificatio identification might be difficult if exact structure as it is taught in training is not followed.

SRI International

MEMO

TO: Dr. H.E. Puthoff

DATE: 15 April 1984

FROM: I. Swann, Consultant

LOCATION: SRI, NY

SUBJECT: Work report

CC:

1. The following constitutes a report on the overall work achieved in the training program 1 January through 30 March.

2. Beginning with 1 January 1984, a great part of the training program was moved to SRI NY. Prior to the commencement of work, and with regard to obtaining appropriate rooms at the NY office, considerable upset was experienced, leading to a small delay in beginning the work which might have begun two months earlier. Eventually, however, the rooms were secured. Because of confusions between SRI office management and the contractors in the building, it became necessary for me to engage a separate contractor to complete the changes desired by the client. Finally, during the week of January 14, the painting, installation of appropriate lights, etc., was completed.

3. The NY rooms were designed to be a duplicate of those chambers designed at SRI. Certain smaller changes were made. The walls are a slightly different color; the lights in the viewing room are of "full spectrum" quality; and a good negative ion generator was placed in that room. As a result, all the trainees claim that this set up is nicer than the one at SRI, indicating that these small changes configure to help establish an even more optimum (psychologically) environment than that at SRI. Since we have great interest in just what kind of environment the trainees can most competently exercise the benefits of their training, these comments are given for the record.

4. S4 training completion: The client preselected trainee (TM) who began S4 training during the second week of December 1983, completed the requirements of S4 on 22 March 1984. As you are aware, this is the first opportunity that we have had to train another candidate on the materials that we believe comprise S4. Because of this, I was very careful to monitor the daily reports and to oversee his progress during training with particular attention to determining whether or not our designed materials for S4 were a natural increment on the other stages we have managed to isolate.

5. While I did expect to encounter some difficulties, in fact none at all were encountered. With the possible effects of the upsets acquiring the rooms initially (which the trainee surmounted with great elan, due, probably to his own abilities at maintaining productive poise in the midst of difficulties), the S4 work progressed without faults and without any upsets at all. The cumulative progress of the S4 training is to be found in the trainee's own daily reports, copies of which will be forwarded to you shortly.

6. Originally, I had extimated 8-10 working weeks, with appropriate rest and consolidation time interspersed, for completion of a S4 training series. The completed S4 training of this particular trainee falls well within this estimate.

7. As you know, the simulated sites selected for S4 training are of a complexity that is such that the trainee must æcess information that would not generally be available to him if he were actually viewing the site from the physical characteristics made available through our S1-S3 techniques. Thus, these selected simulated sites

are those of considerable complexity. This particular S4 trainee used up 31 simulated training sites, the last seven of which led to accurate descriptors of the site's major functions, as well as to other particular and associated site-information. Judging against the strict standards that I believe should be imposed, then this trainee arrived at the culmination of S4 with a particular excellence.

8. As you are aware, the usefulness and workability of S4 can not and should not be predetermined within our own competency. The trainee and the clients were, therefore, requested by myself in advance of the training to quickly have this trainee produce work in their own house that might or might not quickly establish the efficacy of the training here. To my understanding, this has already been done or is in process, and the comments I have heard are positive.

9. I believe it is appropriate here to comment overall on the character and nature of this particular trainee (TM). I recommend that we forward to the client our congratulations on this product of their selection methods, which are, apparently, excellent. In all instances, and even under certain project hardships, this trainee exhibited what can only be rated as high and professional demeanor throughout. He was able to apply himself at all times with the utmost of intellectual accuracy to all the tasks and training drills that were encountered. He was able to perform even all the tedous drills necessary, to maintain his performances within the standards that have been inbuilt into the training model, and, finally, to emerge at the other end of the training with new and consolidated aptitudes. While we do not, of course, yet have enormous numbers from which we might draw comparisons, it should be stated to the client that in the case of this trainee, he exhibited the least of

difficulties, if we compare his performances to those few we have, including my own. In addition to his professional poise, this trainee was, as a person, always considerate of the problems at hand, and a pleasure to interact with. I believe that these traits, although not uncommon, yet are rare enough, especially in our field which has a history of demonstrated antagonisms, personality clashes and unwillingness to comprehend the subtle natures of esp and psi, that this trainee must in some form constitute an ideal model for future selection procedures.

10. New trainees: As of January 1984, four new client preselected trainees embarked on the difficult training procedures of S1, phase 1. The first two weeks were held, at the client's request, at SRI Menlo Park. Due to the importance of four selected, highly intelligent and qualified individuals incoming as a group, I took the opportunity to redeliver all the lectures in person, with a view to tightening up the overall procedures.

11. Each of the four new trainees (CC, BR, PS and ED) exhibited from the outset great interest and enthusiam for the work to be undertaken, and this interest only grew as they began to become familiar with the implications implied by the training sequences. From the outset, no problems have been encountered and the work at the SRI office has proceeded in quietude and peace. These trainees are invited, as is usual, to comment on the daily procedures in their daily reports.

12. Each of the four trainees has since completed S1, phase 1, and are embarked on phase 2. As we are all now aware, S1 is probably the most difficult of our designed stages, due mostly to the fact that in addition to understanding the mental processes involved, the trainees must for the first time in their experience bring them also into objective use. The following chart illustrates the beginning, completion and number of simulated sites required for each trainee:

	Start	Completion	Sim-sites used
CC	19 Jan 84	27 Feb 84	26
BR	"	29 Feb 84	26
PS	"	22 Mar 84	48
ED	"	27 Mar 84	49

With regard to the above statistics, it is clear that two trainees consumed more simulated sites than the other two. It is natural to interpret this fact as meaning that two had a harder time of it than the other two. This interpretation is to be definitively discouraged. The difference in the amount of simulated sites necessary only reflects that before consolidation of the new and emerging aptitude, a greater "noisy" period was encountered. It has been my overall experience as training monitor to find that each trainee is different, and that each trainee will experience a "bulky" noisy sequence somewhere in the training line; and that this major noise will not always occur at the beginning of S1. Within the training procedures as we understand them, therefore, whether one person uses up numerous or few sites during the course of any given training sequence means nothing at all. Since we can monitor the progress through the learning curve, we can anticipate the "turn over" into consolidation and thus the emergence of a new level of ability. Each of the four new trainees performed therefore along the lines of our expectations, and did so admirably.

13. Each of these new trainees is considerably different from the rest, but all have several things in common: an apparently high intelligence, a quick grasp of fundamentals, diligence in pursuing the repetative training tasks necessary, and, on the personal level, open and pleasing personalities.

14. I should like to take this opportunity to ask you to forward to the client my personal appreciations at this time. It goes without saying that I am gratified they have confidence in the work at hand, and have undertaken the enormous facilities they have in further establishing our mutual goals, and I hope

that my personal appreciation will, at this time, be entered into the written record. In addition, since the outset of all this work was not without its rather enormous upsets, I hope you will inform the client that I am personally grateful at this latter end of the work that they have taken utmost new care to help ensure the peaceful progress of the work at hand. This has not gone unnoticed by myself, and it is due to this development that we can say and see that the work overall proceeds without enturbulation; when, indeed, at times in the past, we had begun to wonder if it ever could.

15. In closing, I wish also to extend to you personally, as well as to the relevant people at SRI, my appreciation for making available the rooms at SRI NY. This has indeed made my life easier, but also it has enabled us to ascertain that the training work can and does have an integrity that suggests it is transportable, and that it can go foward in environments other than those at SRI Menlo Park.

Cordially yours,

Ingo Swann

MEMO

To: I. Swann
From: H. Puthoff

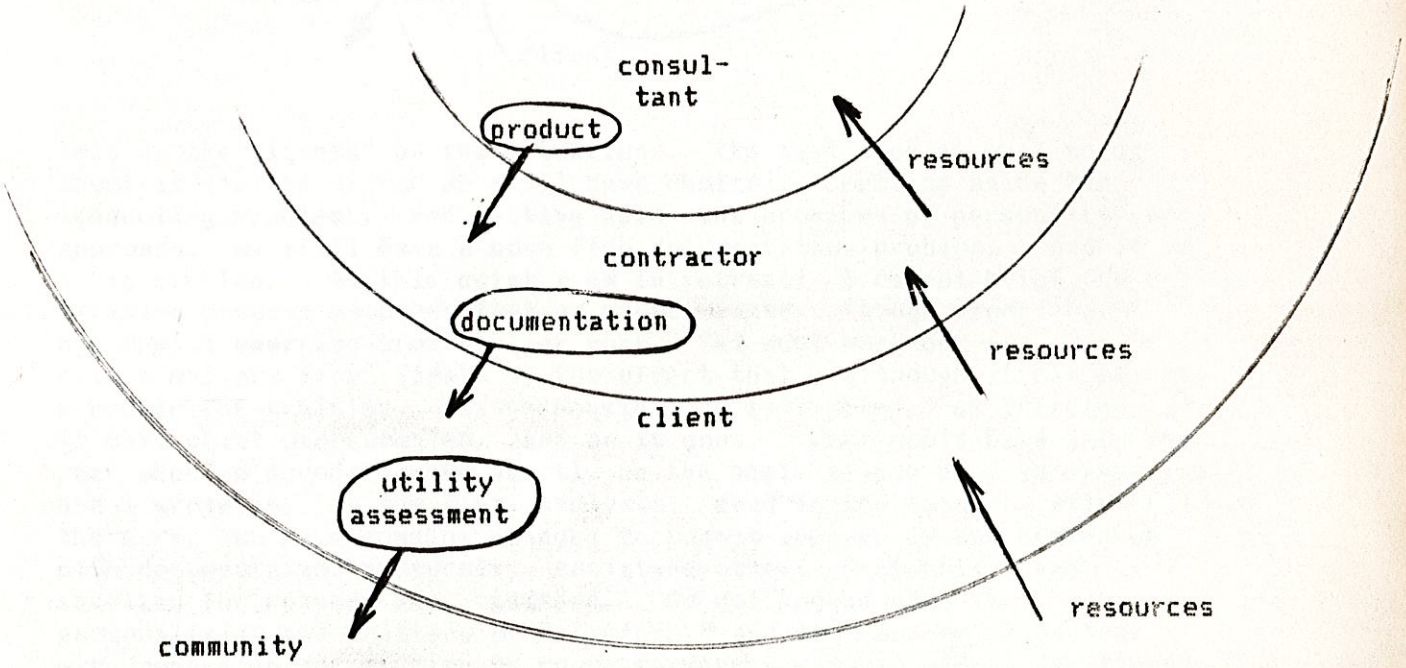
Date: 5 Jan 1984
Subject: CRV Training Documentation

This is a follow-up to my previous memo on CRV Training documentation of 11 November, entitled "Documentation of Training." Since I consider this memo one of the most important I've written on CRV Training, please give it careful consideration.

First, I appreciate receiving as an input to my present thinking your memo entitled "Science Issues." We will certainly follow through on briefing Dean Jahn and others, as part of providing information to the community for independent verification, etc. I'll return to this later in the memo.

With regard to the ongoing discussion surrounding (a) client concerns about documentation, (b) your concern about maintaining non-interference in the research phase of Training R&D, and (c) the role of the contractor as a research vehicle, I think I can, after much consideration, state with some precision the basic structure of the relationships we are struggling to to be very specific about.

In diagram form, the basic structure of the relationships between consultant, contractor and client on a task such as the CRV R&D Task is as shown in the circle diagram below. In this diagram, resources flow in from the community, to the client, to the contractor, to the consultant; the outflow is that the consultant is responsible for creating the product, the contractor is responsible for documenting the product, and the client is responsible for assessing the utility of the product and reporting it to the community.



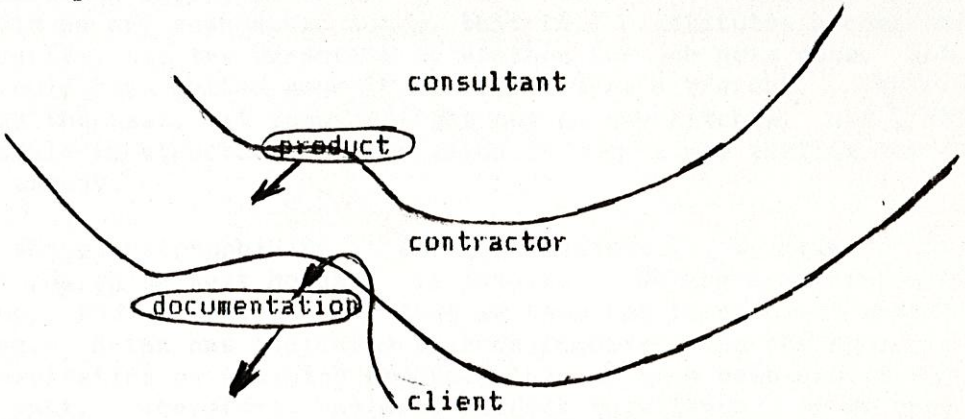
In this exchange, the ideal scene would have all three partners pan-determinedly responsible for seeing that each requirement is met.

As the CRV R&D Training program stands now, the consultant (yourself) is producing the product, and the trainees (e.g., Tom, Marsha) and

the contractor (SRI) attest to this fact. Furthermore , the clients (e.g., Jim), eyeballing the data, have also attested to this fact, reporting out to the community positively with regard to the utility assessment.

However, as the children's game goes, what is missing from the above picture? Referring back to the diagram, what is perceived as missing is the documentation. You have done your job, the client has done its job, but SRI has yet to do its job. We have so far provided attestations, but not documentation. Thus, there is a skipped gradient, and this gap has to be filled. At this point your product is not in trouble, but its support foundation is, and from a pan-determined viewpoint this is a problem we all share.

Perceiving that this gap was a potential weak point in the line through which someone might try to drive a tank, the client was led naturally enough to consider that it had to reach back into the contractor sphere and correct the situation, and your perception was that this also intruded into the consultant sphere, giving us a diagram like the following.



This is the "isness" of the situation. The next step is what to do about it (to the degree we still have choice). Setting aside the scheduling problems, and setting aside the problems of personality and approach, we still have a bona fide documentation problem. And it is a big problem. At this point I am in retreat; I cannot brief the training program as other than an undocumented, though promising, hypothesis emerging from earlier work, SRI must work out a system to obtain waivers from clients to the effect that, although it can act as a broker for training, its responsibility is limited, as training is at this point undocumented, and on it goes. What could have been the year when we moved forward smartly on the basis of the program plans you and I wrote is, in the final analysis, dead in the water. After all the work, we have somehow managed to commit seppuku by not coming up with documentation protocols, resisting others' protocols, and settling for reasons why, instead. We got bogged down in personalities and "Matters of Principle," and thus our Achilles heal with regard to our ability to carry forward a serious effort is exposed. As I said earlier, what to do about it.

First, as you suggested, we have the option of interacting with other professionals in the field, such as Dean Jahn. This is something we can do, should do, and I hope will do. That will answer the long

range science issues, as you rightly point out. However, as a separate issue, we have a program obligation to provide at least the first order documentation that the client expects and deserves. And for this we cannot hide behind having to wait to hear what Dean Jahn might have to say, because the first order documentation for validating remote viewing is well established and agreed upon by all, Dean Jahn included; a series of trials under blind cue-free conditions - - in other words, Class B trials. Until we have done this first-order documentation ourselves, we have not done the homework that would be expected of us when we go to discuss these issues with others.

In dealing with a bureaucracy (and I don't mean that in the usual pejorative sense), documentation is key. "They" would rather live with an IEEE- style 25% reliable remote viewing capability, well-documented, than with a potentially 80% reliable, but undocumented, Swann-style remote viewing capability - - that's how important documentation is in the arena we have chosen to operate in. In a word, even if documentation were to degrade the product by X % as compared with how it could be in an ideal scene, this is probably a price worth paying to impact the real world, and I do not think there should be any sophomoric qualms that this constitutes a compromise of integrity, as the yardstick is whether the job gets done, not whether it could have gotten done if the world were different. The product can stand the heat, it shouldn't get out of the kitchen, and I think it is possible to structure documentation in such a way that we don't lose the X % anyway.

The above philosophizing is not just academic. We have our first test case coming up next Monday, 16 January. We are beginning with a new group, and we need to demo that we know how to document what we are doing. Brian has indicated that he requires from SRI more documentation on training progress than we have been providing him in the past. Therefore, we must address this issue, or we are irreparably vulnerable.

At one extreme, you could say to me, "Puthoff, I don't want to even see these guys until you have collected a handful of sessions without training so that when my training takes hold, it will be clear where they learned what they know." I suspect you would rather do it another way, and we should work out together just what that way is. We must arrive at what, from the standpoint of training, an appropriate pre-, mid-, and post-training documentation schedule should be. A suggestion to start: you could indicate to the trainees that, as part of the documentation for their training, you will collect from each of them three (five?) sessions before you provide them the materials of interest. (For these, I would provide you with the coordinates so that SRI could provide independent verification of the documentation process.) Frankly, I think that, if done right, a few sessions in an unstructured manner before the tech was laid out would help them to appreciate how useful it is to have a structure to approach the viewing.

The above suggestions are just to get the ball rolling. The problem exists, it must be handled, we cannot walk away from it; the solution can come from you if you will but address the issue, but the requirement must be met, and I am providing you the best opportunity I know how to be perceived as part of the solution rather than part of the problem.

The client community as a resource, SRI as a corporate entity, and I as an individual have all backed your concept of training, but now we need your help and cooperation to provide the support your product needs and deserves.

With best regards,

MEMO

To: H.E. Puthoff
From: I Swann
Subject: S-5

As a result of continuing R&D on what might constitute S-5, I think we can now take the position that we have confirmed certain aspects of that Stage.

It seems clear that S-5 will consist of several activities, and we might refer to these as "legs."—

S-5, leg 1 will consist of locating and correcting AOL drives.

S-5, leg 2 will consiste of pumping aol's acquired during S-4, for the basic signal information that lies beneath them and has caused them to come into existence.

S-5, leg 3 will consiste of a deliberate prompter, designed to call up additionally refined data. This leg is a natural extension of the S-4 materials, and seems to be in place. Normally, if S-4 is in good order with the trainee, there should not be much noise.

This leg provides increasingly relevant information as to the more delicate activities going on at a site. It is a semi-passive action, the first we have seen, through which the trainee, bearing in mind the corrective actions, can begin to interrogate the signal line, although in not yet a direct active demand. These direct active demands almost always produce AOL drives. Leg 3 is not prone to these.

On the understanding then that S-5 is not completed in R&D and that we anticipate discovery of more legs in the future, I think we could offer S-5 as it now stands. Additional legs, should they become available, would be undertaken by add-on arrangements.

We can anticipate 3-6 weeks duration for training on these three legs.

Please let me know if you feel this is approprate under our outstanding S-5 projections as we tentatively offered them in the past.

SRI International

SWANN PROPRIETARY

MEMO

TO: Dr. H.E. Puthoff

DATE: 5 June 1984

FROM: I. Swann

LOCATION:

SUBJECT: S-4 Completion Report

CC:

Additional information on the first S-4 completion has been requested.

Please find included herewith:

a. This descriptive memo.

b. A bit analysis of the 31 sites used during the S-4 training period.

c. The raw data and feedback photos for the last 5 training sites which demonstrate that the trainee reached a desired level of performance during the training mode. The feedback photos are to be safeguarded and returned to me as soon as you have had them photographed.

HOW THE INTERPRET THE 31 EVALUATION CHARTS

1. The direct purpose of the S-4 training sequence is to call into existence certain signal-line elements that have to do with the quality of the selected simulated training site. These qualities all have to do with what the site is actually used for, and/or what the activities of the people at the site are.

2. These are the same qualities that frequently are absent from the normal procedures of the signal line as seen in S-1 through S-3, although at intervals it has been possible to call the activity of the site through these techniques. You will see in the charts two columns numbered 5 and 6 respectively. These are the pertinent data lines during S-4 that can yield site relevant information as to human use or functions. Normally, these signal elements are not present, and have to be trained into use. The exact nature of these two columns is not presented in this present document.

3. An "X" has been placed in these columns, each X indicating a data bit that is qualitative in nature. Simply by totalling up each of these columns, it is possible to see how many of each kinds of data bits were accumulated throughout the session.

4. Stage 4 is broken apart into no less than eight different kinds of data bits, each reflected in the columns numbered 1 through 8. Column 8 is important, since it is at that point that AOL and signal make a near-perfect match.

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5. The first column on the chart, at the left side, records the trainees progress through stages 1 up to AI and stage 3. After AI he is permitted to move into the S-4 spectrum of eight columns. During the procedures of S-4, if he created additional ideograms or sketches, these are S-3 techniques, and are totalled separately in the second column from the left.

6. At the completion of S-3, the trainee is expected to function noiseless, or nearly so. The trainee does not complete S-3 training until he or she can identify all AOL's and all out-of-structure phenomena. Only then can the trainee proceed to S-4. S-4 then is expected to be noiseless or nearly so. In order to show the frequency of noise occurring, each column in the S-4 evaluation chart is accompanied by a column labled "N". This indicates a data bit occurring in the normal procedure of S-4, which the training monitor knows does not exist at the site, but which the trainee missed. As you can see, the noise level is almost totally minimal.

7. The basic use for these evaluation charts is to display the learning curve as it manifests through accumulations of data bits. Therefore, you have to compare the overall pattern of the preliminary sessions with the overall pattern of the culminating sessions. There is an extreme difference between the numbers of data bits required to call the site in the first five, and the numbers of data bits required to call the site in the last five.

8. The increasing ease in identifying these complex sites is evident as one culls through all thirty-one sessions. It is them important to combine this increasing ease with the increasing presence of the column 5 and 6 information.

9. The trainee is required to call the specific or near-specific function of the selected simulated training site. The session ends at whatever point this occurs, whether it is in S-4 mode or not. The sites used at the commencement of training are a little easier to decode than are those used at the culmination. This increase in complexity is part of the S-4 training design.

10. Analysis of these data, for their intrinsice worth, will be easier if you but compare session #2 with session #30. The site at #2 was a hospital. The viewer attempted the task, accummulated 94 data bits, but could not call the site. There was no reason to force him to do so. By session #30, where the sight was specifically Roniec Chemical Co., a hazardous waste storage plant, the viewer accumulated 56 data bits, and specifically called the site "a waste treatment plant," utilizing the strategic data bits accumulated in S-4 column 6. The essential difference between the two sites is their utter complexity, and especially the fact that site #30 is vastly more complex than site #2.

11. In terms of our usual graph, tracking the progress of the training from the spontaneous start, the increase in noise as the trainee attempts to take over the processes involved, and the levelling out and emergence onto a new plateau, the following pattern for the S-4 trainee can be observed.

Site # 1 -- 129 data bits

Site # 12 -- 249 data bits

Site # 25 -- 57 data bits

It seems clear from these data that the crisis in taking control of the system was during the run of site #12, Cape Canaveral, Florida. Even the student's probable familiarity with such a type of site was of no help. Yet, by site # 25, Kariba Dam, the system was under the new control that we expect. The subsequent sessions were used to iron out subtle difficulties.

12. It is to be pointed out that during Site #25, the viewer experienced two new phenomena that we can expect, that of lifting his hands into the air and beginning to "model" the site in a 3-dimensionality; and the emergence of "phonetics". Both these phenomena were spontaneous, and were not summoned forth by the training monitor. In the case of Kariba Dam, the phonetic that came forth was "Karib."

13. Prior to stage 4, we have not seen exact calling of the subtle factors at a site. This trainees ability to take over command of the S-4 processes, as currently designed, did occur. This enabled him to call correctly, five consecutive sites. The nature of these selected simulated training sites were of a specific complexity, selected so that the trainee could not depend very much on the techniques of the preceding stages.

Site #27 -	St. Particks Cathedral	- called "a church" with phonetic of "Saint."
Site #28 -	West Virginia University	- called "school feeling."
Site #29 -	FMC Chemical Plant, Newark, Calif	- called "chemical factory."
Site #30 -	Roniec hazardous waste storage plant	- called "waste treatment plant."
Site #31 -	Stanford Linear Accelerator	- called "Stanford Linear Accelerator" on phonetic "Stan.."

14. This S-4 proficiency maintained itself as the same trainee began work on S-6; the support of in-session training feedback is in the process of being gradiently removed until the last training sessions will be conducted with no in-session feedback at all.

15. It should be remembered that this trainee entered S-4 prior to our having had an opportunity to "test" it on our other volunteer trainees. This was done at the specific request of the client, but is different from our otherwise standard procedure. This trainee is therefore the first to go through S-4, and until we have subsequent individuals completing this stage, we will not have a body of work for comparison.