CO-ORDINATE REMOTE VIEWING (CRV) TECHNOLOGY

1981-1983

BRIEFING

4 August 1983

8:30 am to Noon

Approved For Release 2000/08/07 : CIA-RDP96-00788R001100520001-3

COORDINATE REMOTE VIEWING (CRV)

I. Introduction

Exploration and development of co-ordinate remote viewing (CRV) has gone through many phases: from random experimenting in 1974 ultimately to its substantive contents now isolated into a primary, but standardized, training course.

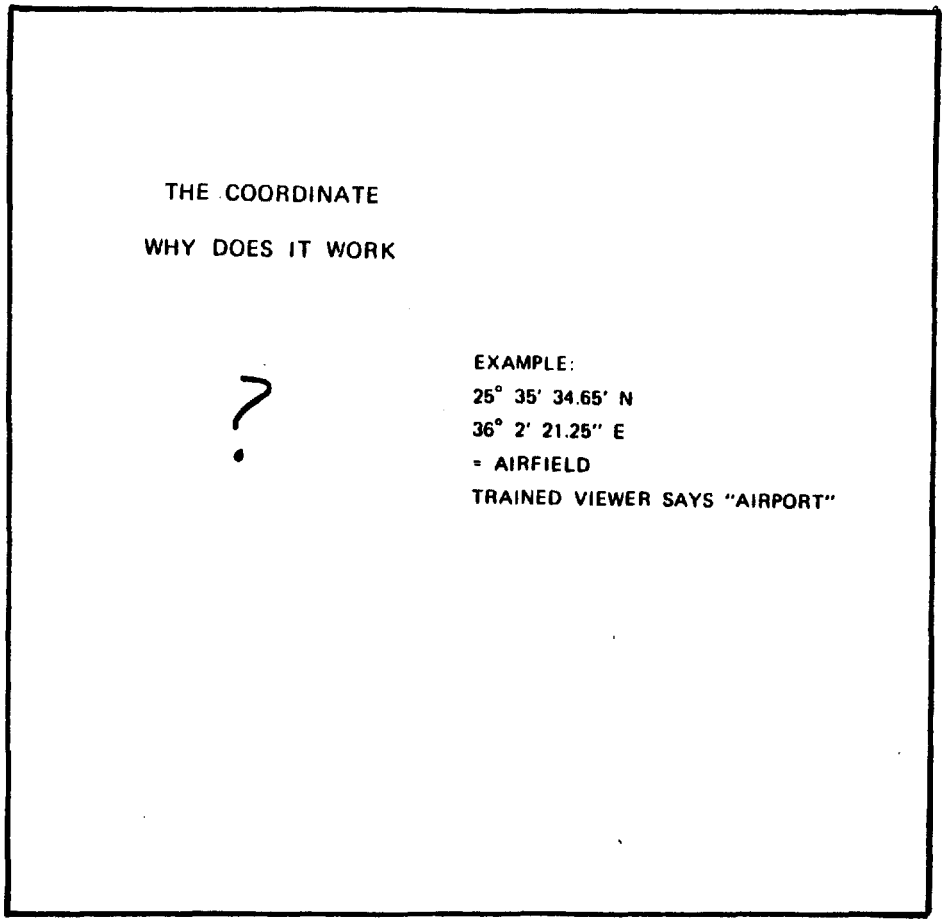
Based strictly upon the increasing success of trainees, it is anticipated that the CRV procedures will continue to increase in value as a practical applications tool.

EPOCHS OF COORDINATE REMOTE VIEWING (CRV) R&D

1.	EXPLORATORY	1972 TO 1975
2.	INTERVENING AREA	1974 TO 1976
3.	PROBLEM OF SIGNAL vs NOISE	1976 TO 1978
4.	FUNDAMENTAL PERCEPTUAL STUDIES	1977 TO 1979 AND CONTINUING
5.	ISOLATION OF THE IDEOGRAM	1979
6.	TRAINING/LEARNING	1980 — PRESENT AND CONTINUING
7.	INTENSIVE ENHANCEMENT	1982 AND CONTINUING
8.	PROJECTION OF OPERATIONAL READINESS	1983 AND CONTINUING

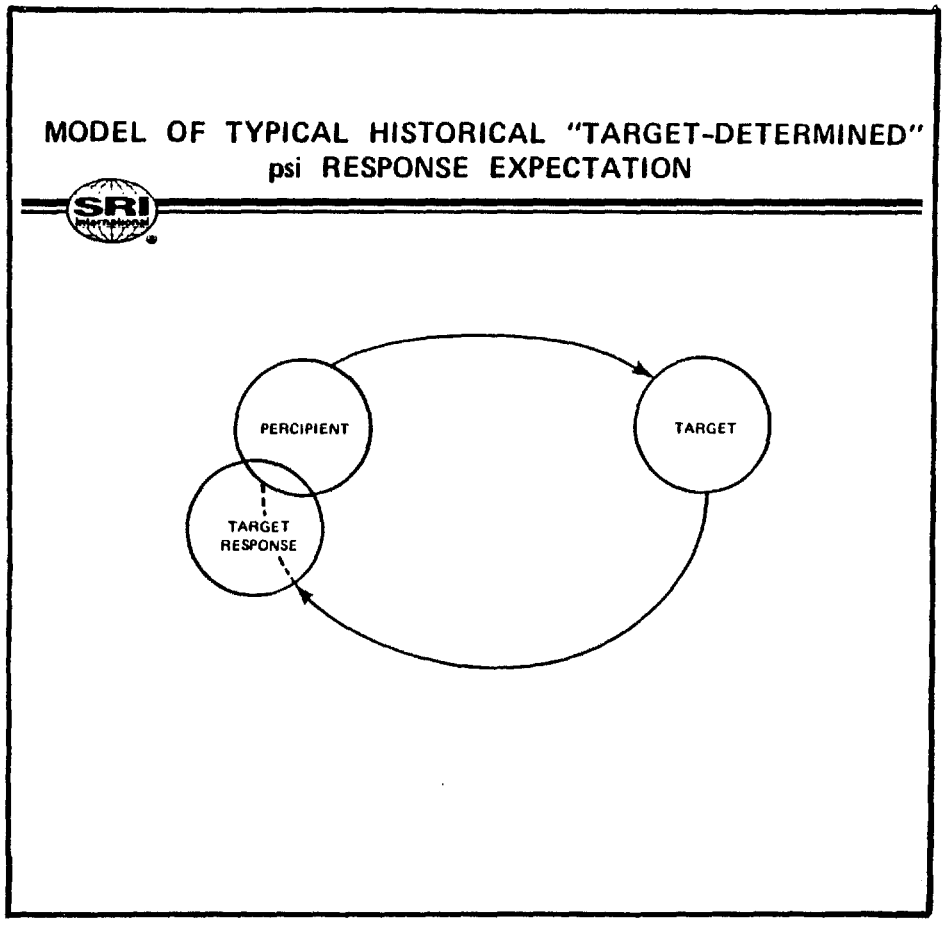
2. The co-ordinate: Why does it work?

We are unable to explain in conventional terms why it is that the co-ordinate serves as a stimulus in the manner it does. Yet, as observed, utilized through the methodologies that have been developed, it works with remarkable precision.

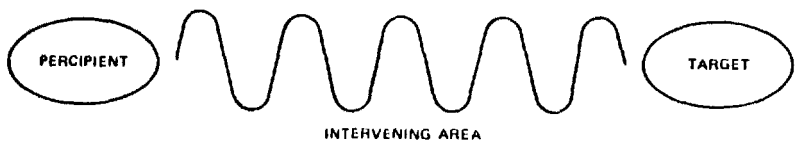


3. The CRV technology differes from standard parapsychology

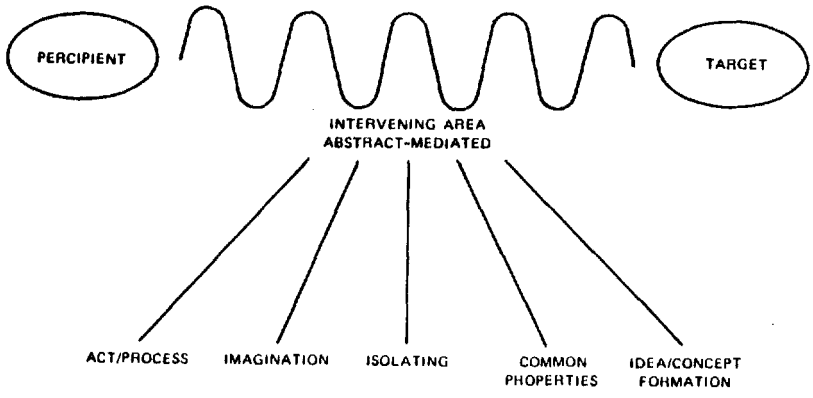
The CRV methodologies utilize comprehensions derived from studies of basic perceptual qualities. These have not been incorporated into the standard statistical approaches commonly utilized in parapsychology in other past and present research centers.



INTERVENING AREA MODEL

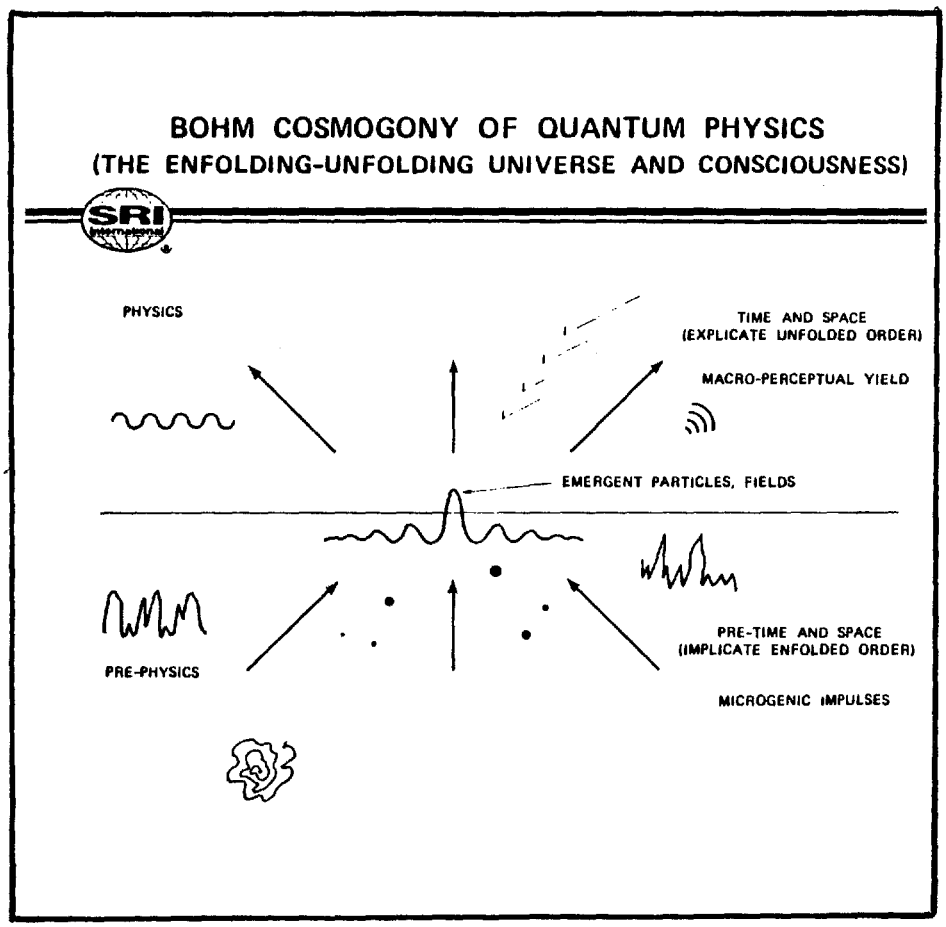


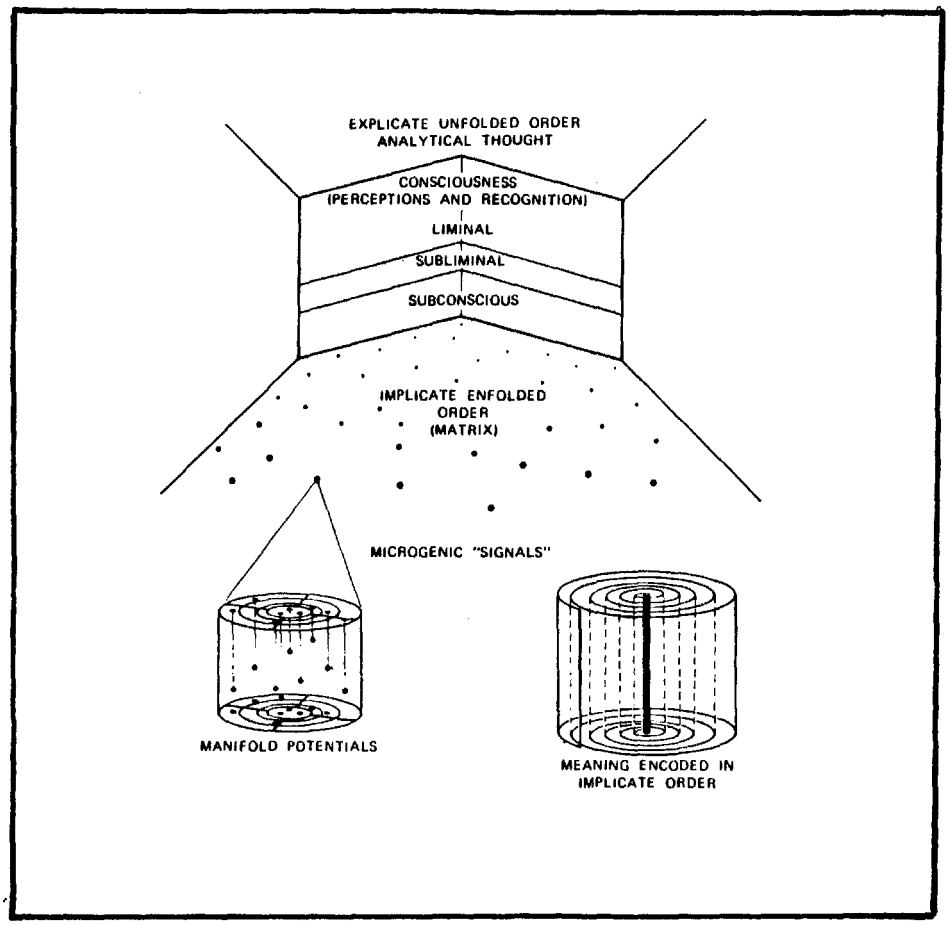
INTERVENING AREA MODEL EXPANDED INTO COMPONENTS



4. Is CRV comparable to other known models?

Correlations can be made with several models, both in physics and in psychology. The model we prefer at the moment is the cosmogony of quantum physics offered by David Bohm.





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5. The "Stages" of CRV

R&D, aligned with training, have shown that "psychic" signals offer themselves up to interpretative consciousness through a predictable series. This series starts with "greatest" meaning, and evolves into "specific" components.

This predictable process has easily yielding "stages" each of which, in training, can be specifically tutored.

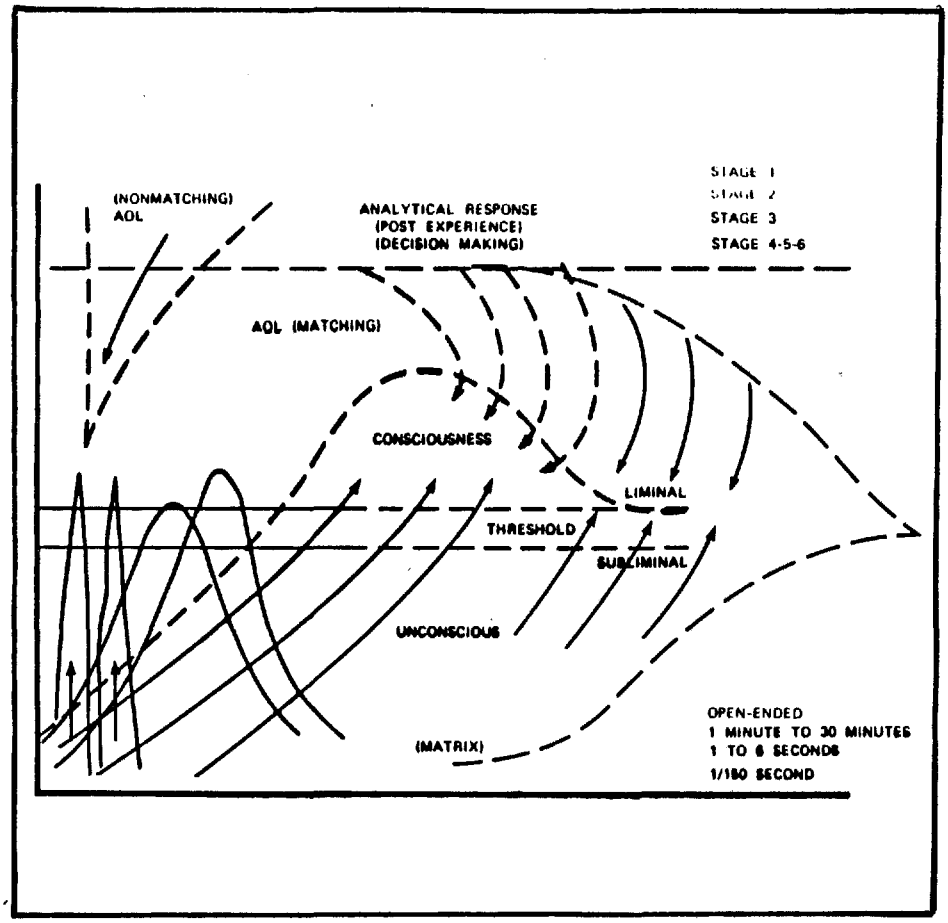
The training procedures are, however, of extraordinary delicacy and do not tolerate many "flubs." Careful training eventually yields a strong skill.

THE STAGES

	SKILL GAINED	SIGNAL BROUGHT UNDER CONTROL
STAGE 1.	IDEOGRAMS AND IDEOGRAM PRODUCTION	SIGNALS THAT INDUCE/PRODUCE IDEOGRAMIC RESPONSES (GESTALTS)
STAGE 2.	SENSATIONS EXPERIENCED FROM DISTANT SITE	SIGNALS PRODUCING TACTILE, SENSORY, DIMENSIONAL ESTIMATES, DIRECTIONAL FEELINGS, AND SO FORTH
STAGE 3.	MOTION AND MOBILITY (LIMITED) AT DISTANT SITE RESULTING IN PRIMARY ARTISTIC RENDERINGS	SIGNALS PRODUCING AESTHETIC RESPONSES IN VIEWER, SIMPLE SKETCHES AND "TRACKERS"
STAGE 4.	QUANTITATIVE AND QUALITATIVE ASSESSMENTS OF VARIOUS DISTANT SITE CHARACTERISTICS	SIGNALS (MANIFOLD) THAT INDUCE ANALYTICAL COMPREHENSIONS

THE STAGES (Concluded)

	SKILL GAINED	SIGNAL BROUGHT UNDER CONTROL
STAGE 5.	METHODS OF INTERROGATING THE SIGNAL LINE	(STILL IN R&D)
STAGE 6.	CREATING 3-DIMENSIONAL MODELS	SIGNALS (CONSOLIDATED) THAT YIELD SIMPLE REPLICAS OF DISTANT SITE FEATURES
STAGE 7.	SONICS (STILL IN R&D)	SIGNALS THAT INDUCE VERBAL CONTENT
STAGE 8.	HUMAN TO HUMAN INTER-FACES (R&D, 1984/1985)	SIGNALS THAT IMPLY HUMAN PSYCHIC EMPATHY AND INDUCE/PRODUCE IDEOGRAMIC RESPONSES (GESTALTS)



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6. The "signal" vs. the "noise"

Isolating signal from noise, and determining the characteristics of noise, was a successful advance during 1978-1979. As a result of this new knowledge and understanding gained, it became possible to isolate and study "signals" in a relatively clean area of inspection. Without this advance, none of the successive comprehensions of the signal line would have been possible.

100 kW INPUT, 10 kW OUTPUT CO_2 LASER, DESCRIBED AS "LIKE A CREMATORIUM"

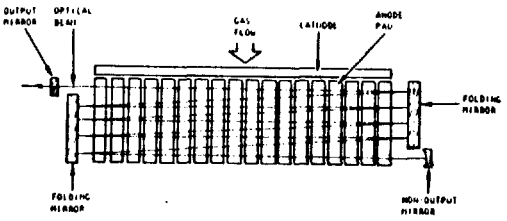
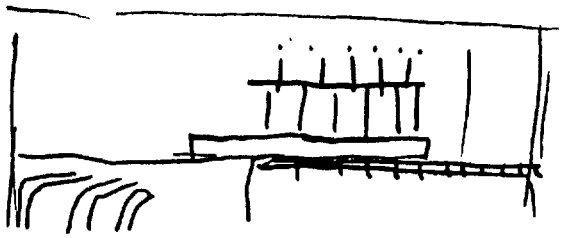


Fig. 1. Diagram of discharge and optical path region.



7. The Ideogram

The discovery of the "ideogram" and comprehension of its importance and meaning is perhaps the most significant occurrence in all the CRV work.

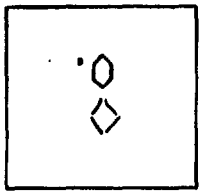
Basic understandings of the ideogram are found not only in our own work, but also in several other fields that have concentrated upon the microgenic basis of perception and semantics and meaning.

The ideogram is not unique to the work in CRV. An historical search of parapsychology, psychical research, semantics, clinical neurology and artistic disciplines adequately support the premise that the ideogram is the result of a basic unconscious human perceptual modulation. In psychical research in particular, the presence of the ideogram is recorded as early as 1882, but its significance was not grasped.

FUNDAMENTAL PERCEPTUAL PROCESSES
(STUDIED IN SEVERAL FIELDS OF ENDEAVOR)

- BASIC CHILD-LEARNING PROCESSES
- ABORIGINAL PERCEPTUAL CHARACTERISTICS (A BRANCH OF ANTHROPOLOGY)
- PSYCHIATRIC AND PSYCHOTHERAPEUTIC ANALYSIS
- NEUROLOGICAL STUDIES (APHASIAC RECOVERY)
- SUBLIMINAL STUDIES AND METHODOLOGIES
- TACHISTOSCOPIC STUDIES
- SUBCONSCIOUS MEANING OF WORDS AND IMAGES
- CREATIVITY STUDIES
- ARTISTICS DEVELOPMENT
- GESTALT FORMATIONS
- FUNDAMENTAL AESTHETIC PROCESSES
- IDEA FORMATION

PATIENT SUFFERING FROM VISUAL AGNOSIA: ATTEMPTING TO SKETCH A HEXAGON (AT THE TOP)

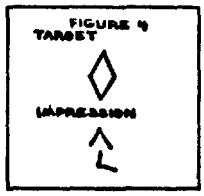


TOP PART SKETCHED FIRST, BOTTOM PART SECOND

IDEOGRAM FUNCTION DISPLAYED

Source: Adler, Alexandra, "Disintegration and restoration of optic recognition in visual agnosia," Archives of Neurology and Psychiatry, Vol. 51, p. 243, 1944.

TELEPATHIC IMPRESSION OF A DIAMOND RECEIVED BY A SUBJECT OF RENE' WARCOLLIER



TOP PART SKETCHED FIRST, BOTTOM PART SECOND

IDEOGRAM FUNCTION DISPLAYED

Source: Warcollier, Rene', Mind to Mind, Creative Age Press, p. 32, 1948.

Fig. 137

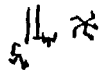
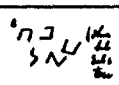
The Misnamed Tadpoles

Perhaps the most striking case of misinterpretation due to illusionistic bias is that of the "tadpole" figures, called *hommes têtards* by the French and *Kopffüssler* by the Germans. The popular view is that in these very common drawings the child leaves out the trunk entirely, and that he erroneously attaches the arms to the head or the legs. Various theories have been offered. The child was believed to overlook or forget the body or even to "repress" it for reasons of modesty. If we look at the developmental process, we discover that no such explanation is pertinent, since in these drawings the trunk actually is not left out.

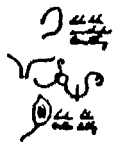
At the earliest stage the circle stands for the total human figure, just as it stands for so many other complete objects. Later, its shape is differentiated through the addition of appendages.

Source: Arnheim, Rudolf, Art and Visual Perception, U. of California, 1954, pp. 197-198.

EXAMPLES OF UPTON SINCLAIR-MARY CRAIG SINCLAIR SEALED ENVELOPE DRAWING EXPERIMENTS — 1928

TARGET	RESPONSE (SHOWING IDEOGRAMIC PERCEPTUAL FORMATIONS)
 Fig. 105	 Fig. 105a
 Fig. 106	 Fig. 106a
 Fig. 107	 Fig. 107a
 Fig. 101	 Fig. 101a "These somehow belong together but won't get together" (Figs. 101, 101a).

EXAMPLE OF ANALYTICAL OVERLAY -- AS IT IS NOW UNDERSTOOD --
IN THE 1928 EXPERIMENTAL SERIES OF UPTON SINCLAIR-MARY CRAIG SINCLAIR

TARGET	RESPONSE
 Fig. 109	 Fig. 109a

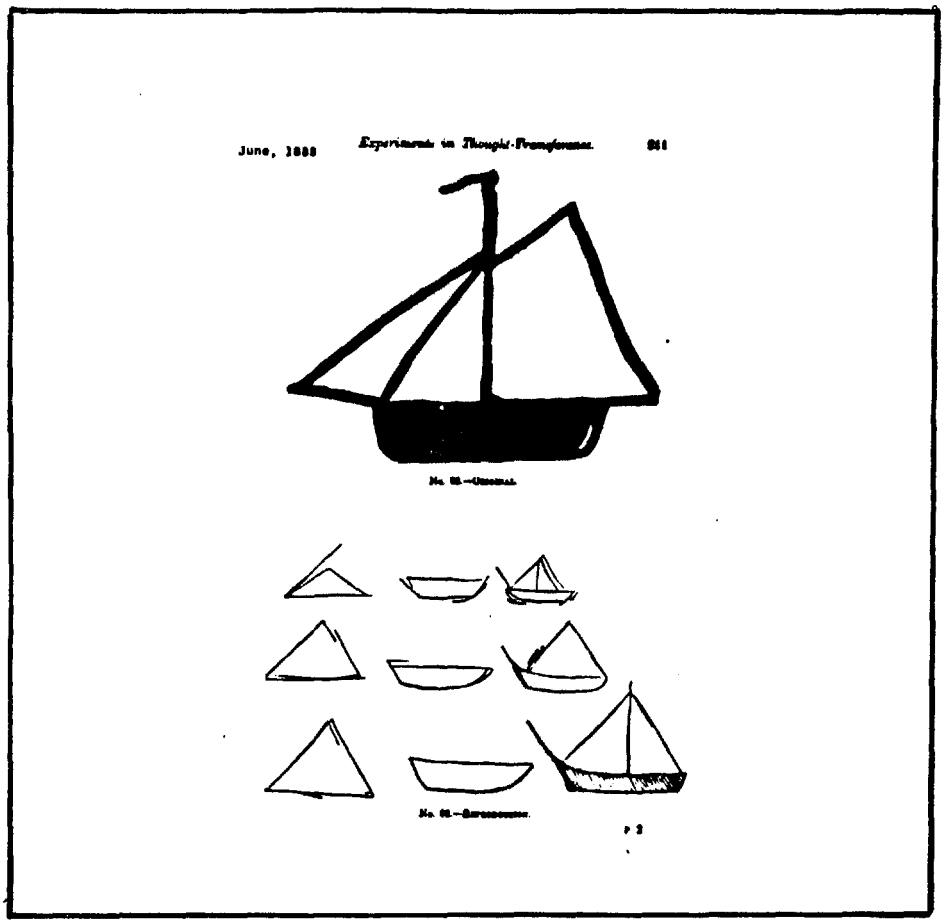
VERBAL COMMENTS:

"Looks like ear-shaped something," and again,
"Looks like calla lily" (Figs. 109, 109a)

No. 17 ORIGINAL DRAWING

No. 17 REPRODUCTION

Insert circle begun at point marked +, and then carried round in one continuous line from left to right



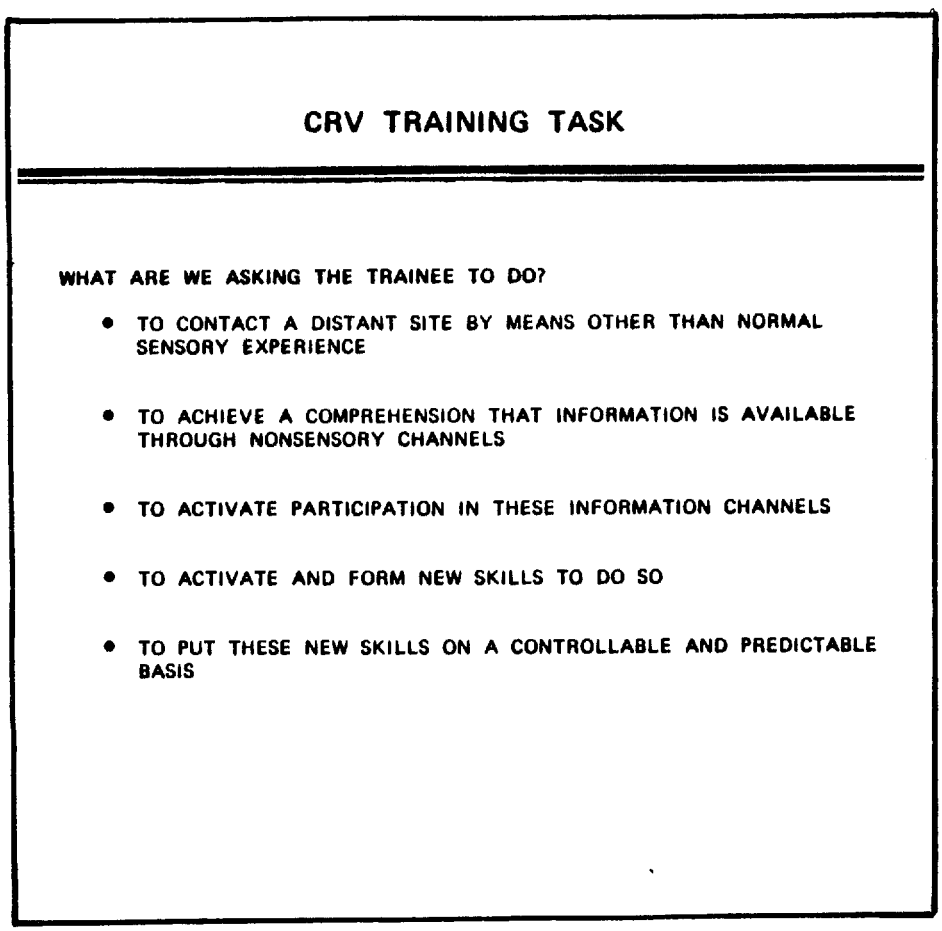
COFFEE BREAK

8. The CRV training course is carefully designed

The most important task in creating the CRV training course was to come to grips with the subtle factors involved in accepting the fact that the self-generating creative faculties of the trainee would achieve prime importance.

The second task was to design an approach that might incorporate psychic functions on a strict and repetitive basis, and yet not drive these emerging functions into extinction.

The result has been the devising of a course of training that has produced satisfactory results in these very important areas. Analysis of learning patterns display patterns that are recognizable in other disciplines of training in which a new performance-skill is gained through precision tutoring or coaching.



CRV TRAINING COURSE METHODS AND PROTOCOLS

- EFFECTIVE INSTRUCTIONAL PROCEDURES
  - *ACTIVE PARTICIPATION:* THE LEARNER IS ACTIVELY INTERACTING WITH THE CURRICULUM MATERIALS BY RESPONDING, PRACTICING, AND TESTING EACH STEP OF THE MATERIAL TO BE MASTERED.
  - *INFORMATION FEEDBACK:* THE LEARNER FINDS OUT WITH MINIMAL DELAY WHETHER THE RESPONSE IS CORRECT. IMMEDIATE FEEDBACK HAS BEEN SHOWN TO BE IMPORTANT IN A RANGE OF TASKS.
  - *INDIVIDUALIZATION OF INSTRUCTION:* THE LEARNER MOVES AHEAD AT HIS OR HER OWN RATE.

CRV TRAINING COURSE METHODS AND PROTOCOLS
(Continued)

- GENERAL DESIGN OF CURRICULUM MATERIALS
  - THEORY
  - PRACTICAL EXERCISES AND DRILLS
  - INFORMATION FEEDBACK
    - SIGNAL LINE
    - COACHING ON CONTROL OF STRUCTURE
  - INDIVIDUALIZATION OF INSTRUCTION
  - REACTIVE INHIBITION
  - ENDING OF PRACTICAL SESSIONS
  - DAILY REPORTS
  - FINAL SURVEY

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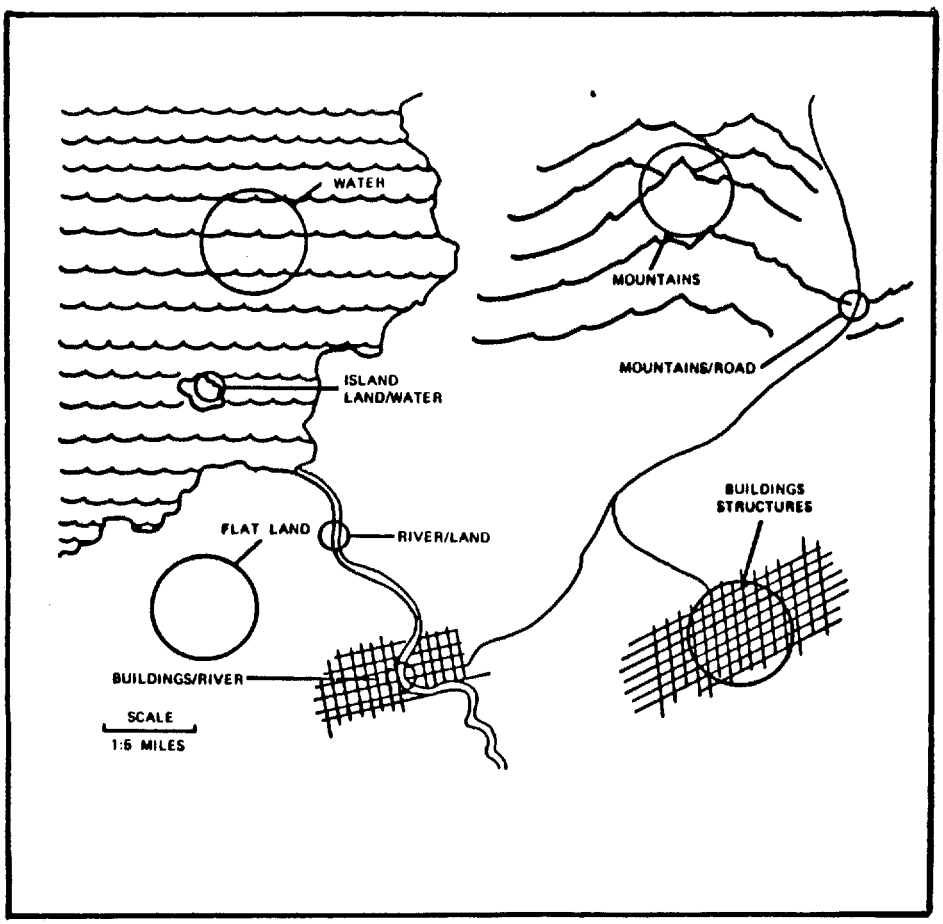
CRV TRAINING COURSE METHODS AND PROTOCOLS
(Continued)

- SPECIAL FEATURES
  - FEEDBACK PROTOCOL
    - SILENCE, IF SOME STATEMENT IS WRONG
    - PROBABLY CORRECT (PC)
    - NEAR (N)
    - CAN'T FEEDBACK (CFB)
    - CORRECT (C)
    - SITE (S)
  - USE OF ESSAYS
  - CONSTANT OBSERVATION OF TRAINEES' ATTITUDES
  - CONSTANT SUPERVISION FOR POSSIBLE MISCOMPREHENSIONS OR MISUNDERSTANDINGS

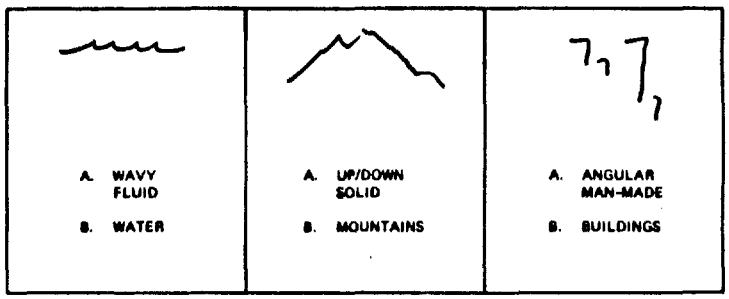
9. Description of Stage I training methodology

Via the use of a co-ordinate as a sole reference, the trainee's subliminal or unconscious signal detecting and decoding capabilities sort of "condense" around features of the distant site.. In Stage I, for training purposes, we select sites that have a discrete similarity over a five-mile radius. The trainee is expected to be able, as a result of training, to ultimately and without error bring his perceptual faculties under conscious control and determine the general nature of this kind of site.

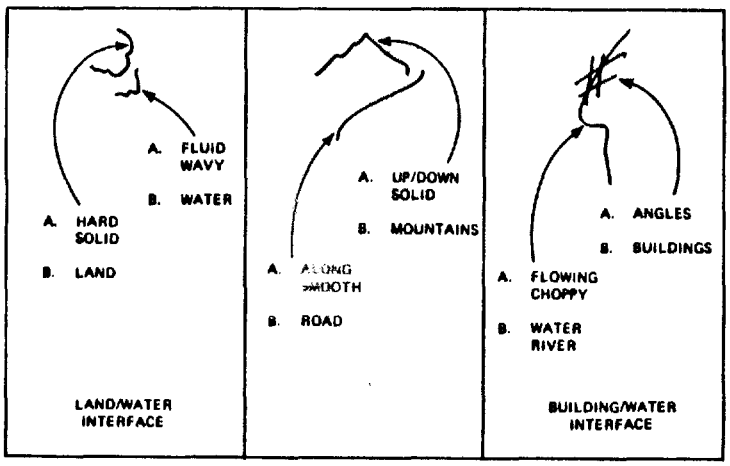
Stage I is, of course, simplistic: but the success of this initial task brings several psychical-perceptual qualities under control, and sets the groundwork for the increasingly complex tasks that follow in the successive stages.



GESTALTS
STAGE 1, PHASE 1



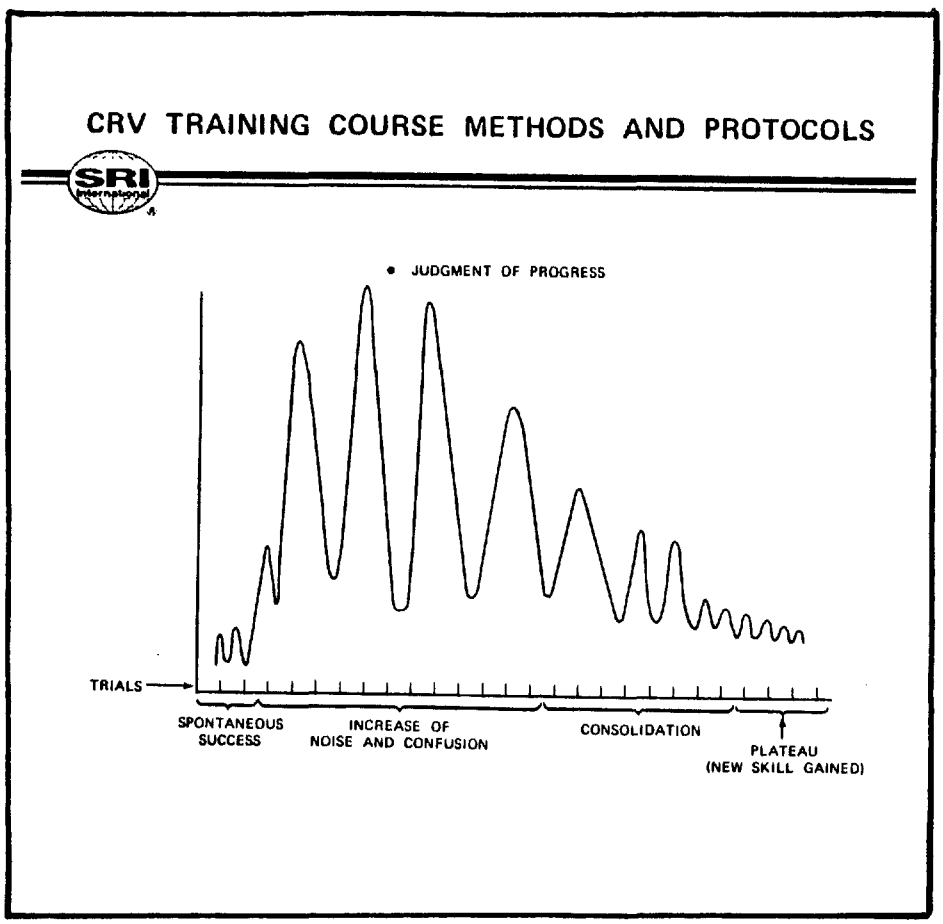
MULTIPLE GESTALTS
STAGE 1, PHASE 2



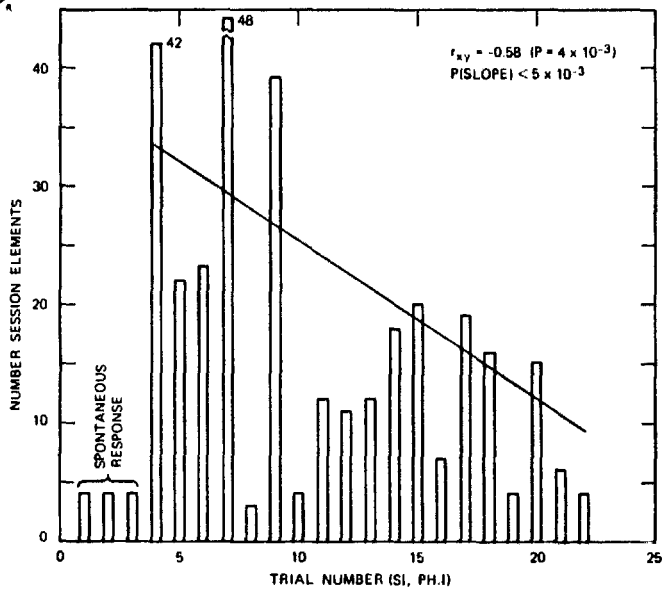
10. How is progress judged?

It has transpired that the learning patterns of the CRV training do exhibit great similarities to other learning-patterned tasks in which a new skill involving conscioussness interpretation vis a vis neuro-motor functioning is gained: (i.e., sports, musical performance, machinery driving, flying, navagating, etc.)

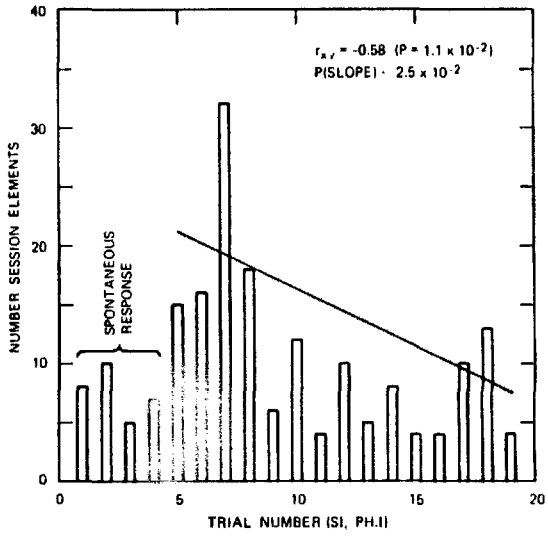
We therefore interpret that the psychical component of CRV is not solely one of intellectual mentation, but one in which mental-physical performance is achieved.

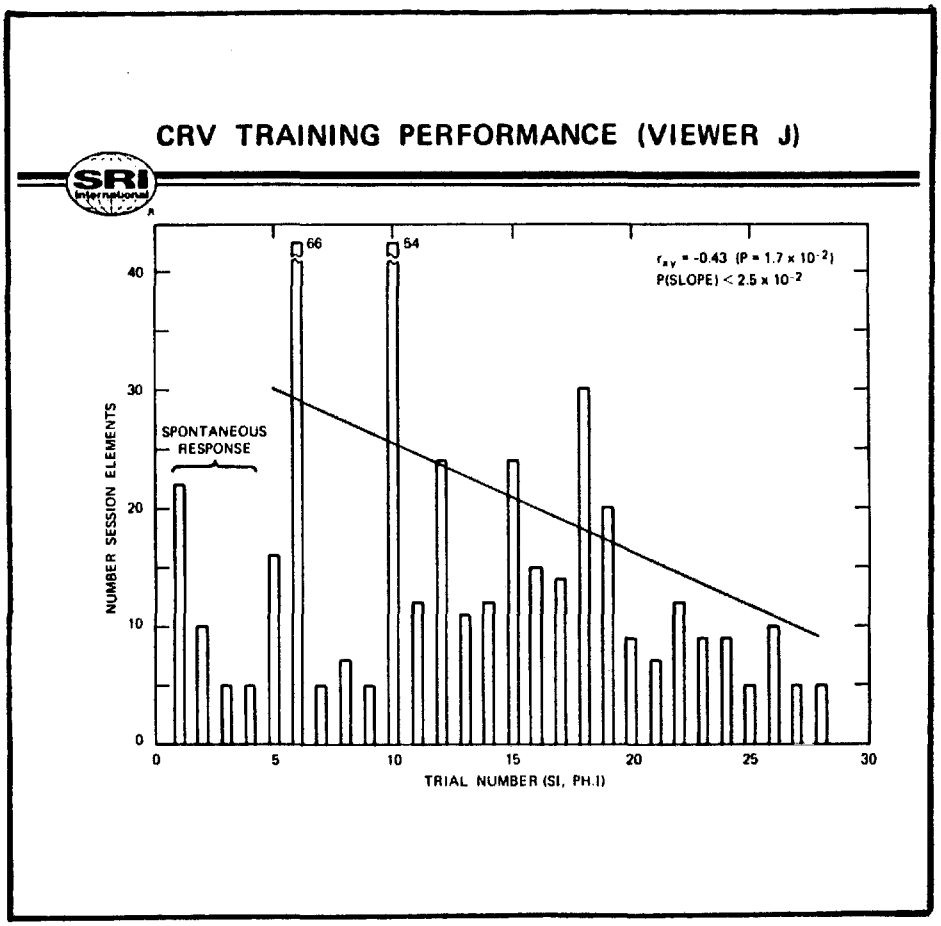


CRV TRAINING PERFORMANCE (VIEWER B)

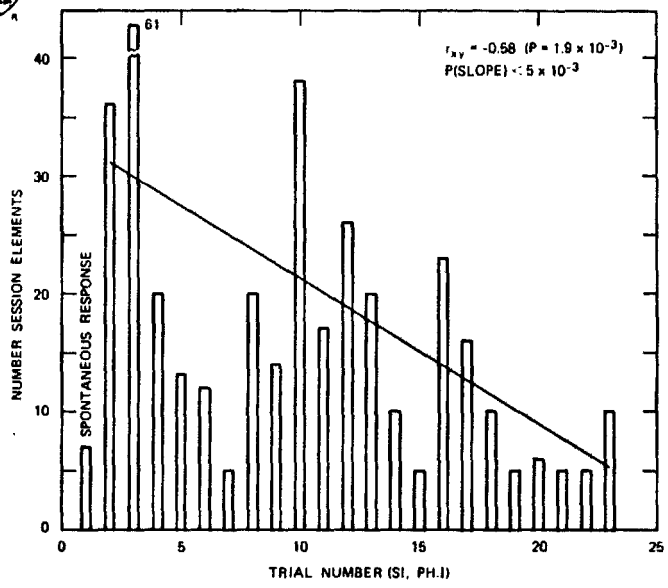


CRV TRAINING PERFORMANCE (VIEWER C)





CRV TRAINING PERFORMANCE (VIEWER K)



II. Stage II and III

During Stages II and III, and subsequently in IV and VI, the tasks of psychical perception and decoding of meaning become increasingly complex.

(Six viewgraphs follow. They do not reproduce well, and examples of these are therefore not included here.)

12. Summary of increase in yields

While there is, of course, yet a significant amount of work to be done, especially relative to training in the upper complex stages, the following generalized graph illustrates general increase of yields in several categories of importance.