

Problems of "Resonant Bonding" and Type II Errors

- In healing experiments, experimental groups and control groups become "entangled"
- Treatment given to experimental group will also result in treatment given to control group
(Experimental evidence)

1
00:00:03,949 --> 00:00:01,370
and here's where you start to get into

2
00:00:05,720 --> 00:00:03,959
trouble some types of healing energy may

3
00:00:10,850 --> 00:00:05,730
not be compatible some types of

4
00:00:13,990 --> 00:00:10,860
conventional medical we just heard a

5
00:00:18,800 --> 00:00:14,000
talk we're trying to augment

6
00:00:20,359 --> 00:00:18,810
chemotherapy any clinical failure that

7
00:00:24,380 --> 00:00:20,369
I've ever seen has been associated with

8
00:00:25,609 --> 00:00:24,390
a conventional treatment and so and I

9
00:00:27,800 --> 00:00:25,619
don't I really don't mean this to be

10
00:00:29,779 --> 00:00:27,810
facetious but it sounds it and it

11
00:00:34,910 --> 00:00:29,789
probably is poorly worded perhaps

12
00:00:36,740 --> 00:00:34,920
healing and killing are incompatible if

13
00:00:38,869 --> 00:00:36,750

the purpose of the treatment is to kill

14

00:00:41,440 --> 00:00:38,879

and the purpose of the treatment is to

15

00:00:44,360 --> 00:00:41,450

heal maybe they ought not to go together

16

00:00:47,180 --> 00:00:44,370

if you're going to go to a cure by

17

00:00:49,490 --> 00:00:47,190

killing go for it if you're going to go

18

00:00:50,779 --> 00:00:49,500

for a cure by healing go for it if

19

00:00:53,510 --> 00:00:50,789

you're going to go and try to get all

20

00:00:57,439 --> 00:00:53,520

parts always and cover all your bets you

21

00:01:01,250 --> 00:00:57,449

may be minimizing your chances for

22

00:01:03,020 --> 00:01:01,260

success this needs to be experimental

23

00:01:04,670 --> 00:01:03,030

e-verify died was very close to being

24

00:01:08,660 --> 00:01:04,680

able to do this in a double-blind study

25

00:01:10,850 --> 00:01:08,670

on radiated mice and we lost all our and

26

00:01:13,070 --> 00:01:10,860

it doesn't matter proposition seven this

27

00:01:15,950 --> 00:01:13,080

is the last one and this is the one I am

28

00:01:17,050 --> 00:01:15,960

least confident about and this is going

29

00:01:19,999 --> 00:01:17,060

to get me in trouble

30

00:01:22,039 --> 00:01:20,009

healing can be taught I'm gonna suggest

31

00:01:27,140 --> 00:01:22,049

there is no really good evidence to that

32

00:01:29,840 --> 00:01:27,150

effect there are suggestions it's widely

33

00:01:34,100 --> 00:01:29,850

assumed healing can be taught and I once

34

00:01:36,679 --> 00:01:34,110

claimed it in a JSC article last year I

35

00:01:38,719 --> 00:01:36,689

published an article in explore asking

36

00:01:40,609 --> 00:01:38,729

can healing be taught and I had to

37

00:01:42,230 --> 00:01:40,619

retract part of the JSC article because

38

00:01:45,920 --> 00:01:42,240

I think I just didn't think through it

39

00:01:48,139 --> 00:01:45,930

deeply enough and perhaps it can prime

40

00:01:50,539 --> 00:01:48,149

not saying it can't I'm saying let's be

41

00:01:53,179 --> 00:01:50,549

clear about whether we have evidence now

42

00:01:55,580 --> 00:01:53,189

it is certainly the case experientially

43

00:01:58,880 --> 00:01:55,590

that most healers were themselves taught

44

00:02:00,980 --> 00:01:58,890

and if you go to talk any healers say

45

00:02:02,450 --> 00:02:00,990

yeah I had my master so-and-so and they

46

00:02:05,420 --> 00:02:02,460

taught me and this happened and that

47

00:02:10,490 --> 00:02:05,430

happened and all that stuff but other

48

00:02:13,520 --> 00:02:11,840

and there are very many methodological

49

00:02:17,990 --> 00:02:13,530

difficulties associated with the

50

00:02:22,000 --> 00:02:18,000

question in the JSC article I did got

51
00:02:24,920 --> 00:02:22,010
there was two thousand i claim i took

52
00:02:27,260 --> 00:02:24,930
inexperienced non-believing subjects I

53
00:02:29,540 --> 00:02:27,270
talked to my healing techniques I gave

54
00:02:31,699 --> 00:02:29,550
them bunch of cages of mice they did

55
00:02:33,320 --> 00:02:31,709
what you saw there they mad at me from

56
00:02:34,880 --> 00:02:33,330
being bored to tears themselves and they

57
00:02:36,830 --> 00:02:34,890
did they run through the procedure and

58
00:02:39,890 --> 00:02:36,840
their mice got better I said hey slam

59
00:02:41,210 --> 00:02:39,900
dunk killing could be taught well what

60
00:02:41,740 --> 00:02:41,220
that really means is I didn't think it

61
00:02:44,449 --> 00:02:41,750
through

62
00:02:48,110 --> 00:02:44,459
first of all could they have done it

63
00:02:51,860 --> 00:02:48,120

anyway maybe I'm the only lunatic dumb

64

00:02:55,220 --> 00:02:51,870

enough to try this we don't have a pre

65

00:02:56,600 --> 00:02:55,230

in a post we have a post I taught

66

00:02:57,860 --> 00:02:56,610

something something happened as a

67

00:03:00,260 --> 00:02:57,870

consequence could they have done it

68

00:03:03,010 --> 00:03:00,270

before I don't know who might have take

69

00:03:08,000 --> 00:03:06,020

and there are many many methodological

70

00:03:09,800 --> 00:03:08,010

difficulties associated with the

71

00:03:11,060 --> 00:03:09,810

question in particular this is an

72

00:03:12,860 --> 00:03:11,070

article I did in alternative and

73

00:03:14,420 --> 00:03:12,870

complementary medicine and it was the

74

00:03:18,110 --> 00:03:14,430

basis of a talk I gave a couple years

75

00:03:20,870 --> 00:03:18,120

ago to this group in my healing

76

00:03:25,039 --> 00:03:20,880

experiments the experimental and the

77

00:03:27,520 --> 00:03:25,049

control groups become entangled and my

78

00:03:29,900 --> 00:03:27,530

problem is getting the mice to die I

79

00:03:32,509 --> 00:03:29,910

know that sounds silly but I don't mean

80

00:03:35,470 --> 00:03:32,519

it facetiously so if I'm doing a

81

00:03:39,350 --> 00:03:35,480

treatment on an experimental group and

82

00:03:41,180 --> 00:03:39,360

I'm aware of I'm making this too simple

83

00:03:46,130 --> 00:03:41,190

but I'm aware of the control group the

84

00:03:48,050 --> 00:03:46,140

control group will remit my students who

85

00:03:50,300 --> 00:03:48,060

have learned this and and reproduced the

86

00:03:52,610 --> 00:03:50,310

healing cures when they've wandered into

87

00:03:54,680 --> 00:03:52,620

the lab where the control groups are the

88

00:03:57,229 --> 00:03:54,690

control groups are dying on schedule

89

00:03:59,120 --> 00:03:57,239

when the students go into the lab then

90

00:04:04,759 --> 00:03:59,130

all of the controls that are still alive

91

00:04:06,970 --> 00:04:04,769

will now remit that's a methodological

92

00:04:09,400 --> 00:04:06,980

problem

93

00:04:11,050 --> 00:04:09,410

it's also pretty interesting but you can

94

00:04:12,430 --> 00:04:11,060

see how this relates to can healing be

95

00:04:14,650 --> 00:04:12,440

taught so let's assume that it's going

96

00:04:16,620 --> 00:04:14,660

all over the place and I got a cage here

97

00:04:18,819 --> 00:04:16,630

in a cage here and I got someone here

98

00:04:19,870 --> 00:04:18,829

and they're doing a test and someone

99

00:04:21,659 --> 00:04:19,880

aired they're doing a test and

100

00:04:24,969 --> 00:04:21,669

everything gets better did I teach them

101

00:04:27,640 --> 00:04:24,979

or did it happiness and like the

102

00:04:30,550 --> 00:04:27,650

controls are getting better it becomes a

103

00:04:34,210 --> 00:04:30,560

really tough problem and so if we've got

104

00:04:36,640 --> 00:04:34,220

resin and bonding we got there a serious

105

00:04:38,230 --> 00:04:36,650

problem here of type 2 errors and I know

106

00:04:41,469 --> 00:04:38,240

there's a bunch of statisticians here in

107

00:04:44,020 --> 00:04:41,479

a type 2 error we're going to wrongly

108

00:04:47,650 --> 00:04:44,030

conclude that nothing happened when

109

00:04:50,129 --> 00:04:47,660

something really happened so my

110

00:04:52,290 --> 00:04:50,139

advantage is I have mice that died I

111

00:04:55,540 --> 00:04:52,300

know what should have happened

112

00:04:58,510 --> 00:04:55,550

what I do a study though I take my mice

113

00:05:02,230 --> 00:04:58,520

and I do this but those mice get better

114

00:05:03,340 --> 00:05:02,240

too now if you're traditionally trained

115

00:05:06,070 --> 00:05:03,350

you'll say there's no difference between

116

00:05:08,740 --> 00:05:06,080

the two they all got cured and since

117

00:05:12,129 --> 00:05:08,750

they all got cured nothing happened if

118

00:05:13,360 --> 00:05:12,139

you follow that's a type 2 error why

119

00:05:15,700 --> 00:05:13,370

there's no difference between the two

120

00:05:16,719 --> 00:05:15,710

I've had biologists say that to me well

121

00:05:18,070 --> 00:05:16,729

what's a difference between the two I

122

00:05:19,450 --> 00:05:18,080

said you don't get the question that

123

00:05:21,129 --> 00:05:19,460

goes no what's the difference between

124

00:05:25,900 --> 00:05:21,139

the two and will they all got cured

125

00:05:29,170 --> 00:05:25,910

nothing happened it's kind of

126
00:05:32,020 --> 00:05:29,180
frustrating out there so a treatment to

127
00:05:35,170 --> 00:05:32,030
an experimental group can also result in

128
00:05:41,100 --> 00:05:35,180
a treatment to a control group and the

129
00:05:48,520 --> 00:05:46,600
if I'm treating a cage here and there's

130
00:05:52,029 --> 00:05:48,530
controls that are out at the

131
00:05:53,740 --> 00:05:52,039
registration desk and in between here

132
00:05:57,550 --> 00:05:53,750
and there there's a whole bunch of

133
00:06:01,360 --> 00:05:57,560
experimental animals these will get

134
00:06:04,180 --> 00:06:01,370
better those will get better and nothing

135
00:06:08,170 --> 00:06:04,190
in between will be affected even if it's

136
00:06:10,300 --> 00:06:08,180
the identical animal same strain same

137
00:06:12,190 --> 00:06:10,310
everything so I've done this in some

138
00:06:14,920 --> 00:06:12,200

medical schools where there's dozens of

139

00:06:16,190 --> 00:06:14,930

the same lab going on I'm treating in

140

00:06:18,950 --> 00:06:16,200

one lab everything

141

00:06:21,500 --> 00:06:18,960

better the controls get better and they

142

00:06:24,260 --> 00:06:21,510

had dozens of labs work on the identical

143

00:06:26,900 --> 00:06:24,270

Mouse nothing is affected it's very

144

00:06:28,990 --> 00:06:26,910

selective and more interestingly or

145

00:06:31,160 --> 00:06:29,000

perhaps equally it is interesting

146

00:06:34,340 --> 00:06:31,170

control groups that I don't know about

147

00:06:36,980 --> 00:06:34,350

get better too but they have to be part

148

00:06:39,890 --> 00:06:36,990

of my experiment if they're bonded in

149

00:06:42,560 --> 00:06:39,900

the experiment any animal in the

150

00:06:47,540 --> 00:06:42,570

experiment will get better even if I

151
00:06:53,810 --> 00:06:47,550
don't know that the animals exist that's

152
00:06:56,270 --> 00:06:53,820
interesting so we get these this is just

153
00:06:59,360 --> 00:06:56,280
five I've done many more with hundreds

154
00:07:01,280 --> 00:06:59,370
of mice but my experimental mice in

155
00:07:04,070 --> 00:07:01,290
ninety one point seven percent full cure

156
00:07:06,560 --> 00:07:04,080
and the only failures I've really had or

157
00:07:09,620 --> 00:07:06,570
when the students are biologists I'll

158
00:07:12,350 --> 00:07:09,630
leave that out there that's actually the

159
00:07:14,110 --> 00:07:12,360
case yeah so it's like the old thing

160
00:07:18,260 --> 00:07:14,120
that grad found you know you don't want

161
00:07:20,990 --> 00:07:18,270
medical students near sick people when

162
00:07:23,360 --> 00:07:21,000
he did experiments on them to show that

163
00:07:24,890 --> 00:07:23,370

in fact healing doesn't work and grad

164

00:07:26,600 --> 00:07:24,900

was looking into healing he tried

165

00:07:29,780 --> 00:07:26,610

skeptical medical students and they

166

00:07:33,650 --> 00:07:29,790

caused harm his conclusion was you know

167

00:07:38,600 --> 00:07:33,660

I'll leave it out there now in these

168

00:07:42,110 --> 00:07:38,610

particular I Anna 80.5% full cure of

169

00:07:44,810 --> 00:07:42,120

controls and this number is low and the

170

00:07:48,770 --> 00:07:44,820

reason it's low is because this is the

171

00:07:50,780 --> 00:07:48,780

overall number for the controls if we

172

00:07:52,730 --> 00:07:50,790

only included the controls once they had

173

00:07:55,010 --> 00:07:52,740

been discovered by the students it would

174

00:07:57,910 --> 00:07:55,020

be the same number because once the

175

00:08:00,470 --> 00:07:57,920

animals are seen they get cured and

176

00:08:03,710 --> 00:08:00,480

there seems to be an outside sphere of

177

00:08:08,000 --> 00:08:03,720

influence that will allow the mice to

178

00:08:10,630 --> 00:08:08,010

die so experimental and control mice can

179

00:08:13,220 --> 00:08:10,640

become bonded and I'm speculating here

180

00:08:15,050 --> 00:08:13,230

either through exposure to someone who

181

00:08:18,110 --> 00:08:15,060

knows the healing technique that will

182

00:08:21,440 --> 00:08:18,120

work or by the consciousness of the

183

00:08:24,770 --> 00:08:21,450

experimenter even if the experimenter

184

00:08:26,360 --> 00:08:24,780

doesn't know the healing technique so

185

00:08:29,600 --> 00:08:26,370

I've had graduate students assigned to

186

00:08:32,100 --> 00:08:29,610

me they assumed they were being punished

187

00:08:33,930 --> 00:08:32,110

and they got on God I got to a wheel

188

00:08:35,430 --> 00:08:33,940

around mice for this lunatic you know

189

00:08:37,650 --> 00:08:35,440

what it's doing that and then at the end

190

00:08:39,660 --> 00:08:37,660

after the my start to remit they got all

191

00:08:44,810 --> 00:08:39,670

here he is and they kept ending away so

192

00:08:49,010 --> 00:08:47,520

graduate students who don't know the

193

00:08:51,570 --> 00:08:49,020

healing technique have setup

194

00:08:53,250 --> 00:08:51,580

experimental protocols with second and

195

00:08:55,880 --> 00:08:53,260

third control groups all over the place

196

00:09:00,710 --> 00:08:55,890

I don't know about I don't know about

197

00:09:04,610 --> 00:09:00,720

those controls remit that's interesting

198

00:09:08,730 --> 00:09:04,620

and it also can result in type 2 errors

199

00:09:10,700 --> 00:09:08,740

so it becomes extremely difficult to

200

00:09:14,340 --> 00:09:10,710

demonstrate that healing can be taught

201
00:09:16,080 --> 00:09:14,350
know pre-post if you got risen and

202
00:09:18,480 --> 00:09:16,090
bonding you can you can type two error

203
00:09:20,310 --> 00:09:18,490
your brains out you can type one error

204
00:09:23,130 --> 00:09:20,320
and think that something did happen when

205
00:09:28,920 --> 00:09:23,140
it didn't and there's all sorts of

206
00:09:32,850 --> 00:09:28,930
methodological complications and so

207
00:09:34,980 --> 00:09:32,860
final questions for just this and these

208
00:09:37,950 --> 00:09:34,990
are things that I don't know what

209
00:09:40,470 --> 00:09:37,960
happens when healing occurs it's kind of

210
00:09:45,480 --> 00:09:40,480
like the fundamental question what is it

211
00:09:47,220 --> 00:09:45,490
that it is I think a really interesting

212
00:09:51,110 --> 00:09:47,230
question is the different healing

213
00:09:55,200 --> 00:09:51,120

techniques produce different results so

214

00:09:59,220 --> 00:09:55,210

mine for whatever reason work pretty