

***eight martinis**

The State of the Art of Remote Viewing

*

"What is an 'eight-martini' result?"

Well, this is an intelligence community in-house term for remote viewing data so good that it cracks everyone's realities. So they have to go out and drink eight martinis to recover."

- Ingo Swann

ISSUE: 16

APRIL 2018



RV Training

Interviews with Remote Viewing trainers, including:

Angela T Smith, Brett Stuart, Coleen Marenich, Courtney Brown, Daz Smith, Debra Lynne Katz, Dick Allgire, Lauren Kott, Lyn Buchanan, Lori Williams, Morgan Farrell, Patty Gallagher, Paul O' Connor, Paul H Smith, Rick Hilleard, Stephan Schwartz, & Todd Ronan.

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The State of the Art of Remote Viewing

*eight martinis Issue: 16
APRIL 2018

*eight martinis is a biannual magazine.
Print copies are available from:
<http://www.magcloud.com/browse/Magazine/25471>

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Artwork & Design: Daz Smith

ISSN 2045-2462 (Print)
ISSN 2045-2470 (Online)

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“ I fear not the man who has practiced 10,000 kicks once, but I fear the man who has practiced one kick 10,000 times. ”

- Bruce Lee.

Welcome to Issue 16 of eight martinis.

Since the mid-nineties when I first started researching and later practicing Remote Viewing, there have always been calls on all the online communication platforms for a greater understanding of the training, trainers, costs and methods on offer to potential remote viewers.

With this in mind, in this issue we have tried to collate general information and questions from the average potential 'remote viewer' on a Remote Viewing Facebook group into a set of questions that we then put to as many Remote Viewing schools and trainers that would answer.

We thank them for doing so and in taking the time to answer. Some of those contacted did not answer or want to contribute.

Our hope is that this magazine can serve as a starting tool for any prospective viewers to look at all the different training offerings, styles, prices and testimonials, and that this will help in their process of making an informed decision in what, who and where to train.

We wish you all the best in your search and training in this amazing skill, which will transform your life.

Enjoy this issue and if you have any comments then please email me or the individuals who have contributed.

Daz Smith

daz.smith@gmail.com

**Please be aware that the views and comments from the contributors to eight martinis are their own and not the views held by this magazine/owner or editors.*

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A special edition Issue containing interviews with seventeen Remote Viewing Trainers.

RV
Training

REMOTE VIEWING TRAINING SURVEY

By Debra Lynne Katz

Between March, 2015 and October 2017, an exploratory online survey was conducted to study remote viewers about whether or not remote viewing related instruction had helped them, and if so, to what extent.

Participants were recruited from various remote viewing related Facebook groups and online industry forums, and from email lists associated with the International Remote Viewing Association (IRVA), the Applied Precognition Project (APP), and the International School of Clairvoyance.

About one-half of respondents were from all regions of the United States. Others were from the UK, Canada, Ireland, Australia, Sweden, Hungary, Poland and India.

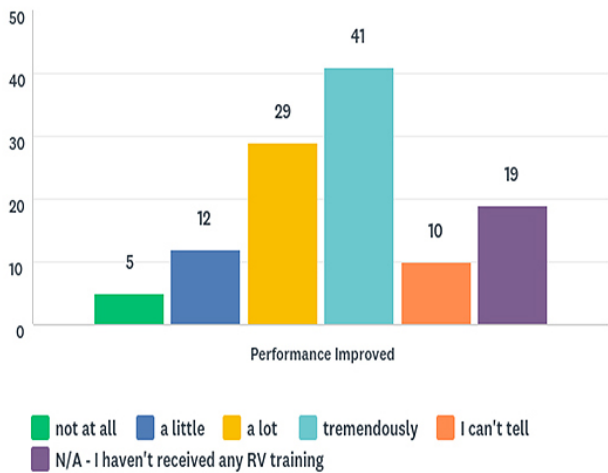
110 respondents answered “yes” to the initial question, “Are you a remote viewer?”. 6 more responded that they were “not sure”.

In another question, respondents were told that Remote Viewing Training was defined as “including any lesson, whether written, auditory, visual, from a book or live instructor, that gives you tips, methods, suggestions for how to improve your sessions and skills”. When asked whether or not they had ever received such training, 85% indicated they had received training, while 15% indicated they had not.

When asked whether or not they had received training specifically in “Extended Remote Viewing, Controlled Remote Viewing, or other structured systems such as those referred to as Transdimensional Systems (TDS) or as taught Remote Viewers Guild (HRVG) or the Farsight Institute (SRV)”, 79 % of the respondents stated “yes” and 25% stated “No”.

When asked, “What level of remote viewer are you?” (Graph #1) About 1/3 indicated they were total beginners or beginner, indicating they had performed under 50 remote viewing sessions. About 1/3 indicated they were intermediate level, defined as having done more than 50 remote viewing sessions. Another third of total respondents indicated they felt they had reached a “high level of proficiency”. Of these advanced remote viewers, close to half indicated they were professionals.

Q5 Did the training you received improve your remote viewing performance and session work:

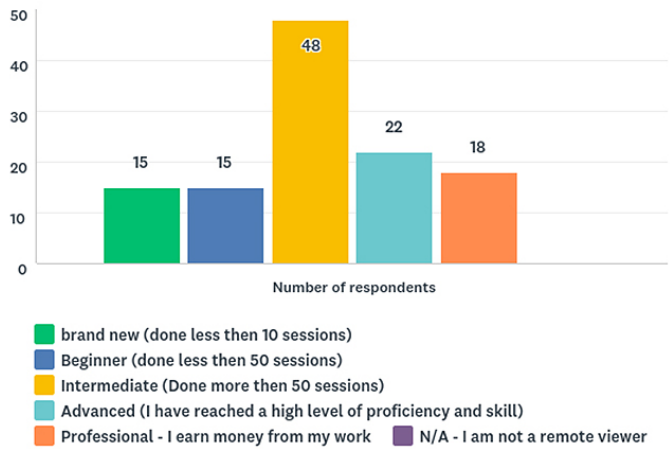


When asked “Did the training you received improve your remote viewing performance and session work?” (Graph #2) out of the 97 respondents who indicated they had received training, 5 stated not at all, 12 stated a little, 29 responded “a lot”, 41 responded “tremendously”, and 10 indicated they were not sure.

In other words, approximately 85 percent of all respondents indicated training had helped to some extent, with apx. 5 percent indicating it had not helped at all. Of the 85 percent who indicated it had helped, a majority of remote viewers indicated it had strongly helped.

Participants were also asked whether they felt other remote viewers who received RV training had higher skill levels than those who have not received training. This was asked this in light of the fact that many remote viewers operate in groups. While 31 percent of respondents felt they were not qualified to provide an opinion, 86 respondents did feel qualified. Of these, 67 responded “yes” and 19 responded “No”.

Q2 What level of viewer are you?



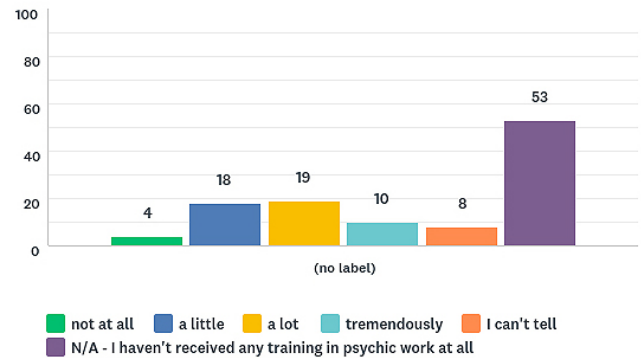
(Graph #2)

Respondents were also asked whether they had received training in other forms of psychic work (not remote viewing) such as clairvoyance or mediumship for the purpose of reading and healing people(Graph #3).

442% indicated “yes” and 58% indicated “no”. Of those who indicated they had received training, they were asked whether or not it had made a difference in non-remote viewing type tasks (meaning reading people but not other types of physical targets).

Apx 85 percent indicated that such training had made at least a little difference. Of those who thought it had made a difference, 18 people responded “a little”, 19 responded “a lot” and 10 responded “tremendously”.

Q7 Has this training helped you in your psychic work NOT including your remote viewing sessions involving locations, photos, objects, etc?



(Graph #3)

Discussion

It is clear from the results of this survey that a significant number of people who received training, either in a remote viewing methodology or another form of psi activity such as clairvoyance or mediumship, felt that their training helped increase their skill and performance levels.

However, we cannot know if this survey is genuinely reflective of all participants who have received training, in that it is possible that those who are motivated enough to join remote viewing related forums and sign up for professional membership email lists and then participate in such a survey possess different characteristics than those who received training, decided it didn’t work, and gave up the practice and participation in the groups from which participants were recruited. Therefore, further survey efforts should be directed at all known graduates of these programs, which would require the assistance of trainers themselves to ensure participation of their students. It is felt that it would not be difficult to create a single survey, to be administered by an independent researcher, that could be sent to all graduates of trainers’ programs over a specified period of time.

While critics will point out that self-rating and self-assessment is fraught with potential for strong biases, self-assessments related to program satisfaction and progress are standard tools of all other educational efforts and therefore should be seen as valid in the area of remote viewing related education as well. Of course these are not the only tools to be used, and therefore it is also suggested that other forms of formal assessment be undertaken, not only to determine the extent of success, but equally as important to understand which aspects of each particular curriculum, approach, and teaching style contributes most strongly to the development of those participating in such programs.

Finally, further survey effort should also seek to understand the extent of experience and knowledge each participant started with, to help determine whether these programs truly help those who had no psi experiences whatsoever, or if they are more helpful for those who have already been identified as “select” subjects prior to entering the programs.

In summary, standardized tools to poll students about their level of experience and training prior to embarking on any RV training course could be established, as could standardized further self-assessment, trainer assessment, and independent assessment tools be created. While trainers may feel intimidated by such evaluation, it is felt that these will bring greater awareness and legitimacy to this growing field of intuitive based instruction.

Debra Lynne Katz is the Director of the International School of Clairvoyance. Author of “You Are Psychic”; “Extraordinary Psychic” and “Freeing the Genie Within”. She holds a Masters Degree in Social Work. Her website is www.debrakatz.com

ANGELA T SMITH Ph.D.

Mindwise Consulting

Bio

Dr. Smith's primary qualifications were in nursing and social work in the U.K. She emigrated to the U.S. in 1981 where she worked in medical research in New Jersey and volunteered with a psi research group: the Psychophysical Research Laboratories (PRL), until being hired by the Princeton Engineering Anomalies Research (PEAR) Laboratory. The five fascinating years working at PEAR preceded a move to Las Vegas NV in 1992 to work as Mr. Robert Bigelow's Research Coordinator.

In the mid-1990s, while studying for her Ph.D., she also trained in remote viewing with Paul Smith and Lyn Buchanan (two of the ex-Stargate military remote viewers).

Since 1994 she has trained others in remote viewing, consulted extensively in the U.S. and abroad, in 1998 began writing her book and her latest books are Seer and a second edition of her first book Remote Perceptions. Her latest venture is a series of Master Classes, training remote viewers for operational work.



Angela, does the style of Remote Viewing that you teach have a name?

ATS: I have taught both Controlled Remote Viewing (CRV) and Extended Remote Viewing (ERV). Since January, 2017 I have been focusing on Operational Remote Viewing: training students to become independent operational viewers. These Master Classes are small 5-day courses that bring remote viewers "up to speed" and include team work working on real-world situations.

Why do you teach this particular Style?

ATS: Over the decades, I have found that both CRV and ERV are capable of eliciting valid and reliable data. I personally include spontaneous (or general) remote viewing when time and/or

circumstances are not available for a more formal approach.

Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

ATS: I trained with Paul H. Smith PhD (RVIS) and with Lyn Buchanan (PSI) in the 1990s.

How long have you been teaching RV?

ATS: I began teaching a generic form of remote perception in 1994 and then began teaching CRV/ERV in 2002. Like some trainers, over the years I have refined the training to include shorter, accelerated classes.

Whereabouts in the world do you teach?

ATS: I usually teach in Boulder City, NV as well as Rehoboth Beach, DE. Over the past two decades I have taught all over the world including Scotland, Australia, New Zealand and around the United States and Canada.

Approx how many students have you taught?

ATS: I would estimate the number of students that I have taught to be in the hundreds.

Can you outline the cost of your training?

ATS: My goal is to further the field of operational remote viewing so financial gain is not a big issue. The 5-day Master Class fees range between \$500 to \$1,500 per student depending on the financial ability of the students and whether I have additional expenses to cover, such as travel, venue and accommodations. Students provide their own travel, meals, local accommodations and other personal expenses.

What is the duration of your training?

ATS: The Remote Viewing Master Classes run for 5 consecutive days and can be arranged to include weekends. I do not have regularly scheduled classes but work "on demand"; arranging Master Class courses according to student availability.

Could you share two or three student testimonials?

ATS: Yes.

"The CRV course was well-structured, with a good balance between group PowerPoint sessions and the more intensive one-on-one tuition in the art of Remote Viewing. The course was also well-paced, allowing participants to cover all the material while also having plenty of time off to unwind. Our instructor, Angela Thompson Smith, was an experienced and effective teacher and developed a good rapport with her students. Thanks to her encouragement everyone on the course managed to 'do the impossible' – time after time – often to our own disbelief."

- CRV Student, Loch Lomond, Scotland.

Hope all goes as well as when you trained our group. People still raving about it here in Hong Kong.

- Neil Gould (Sedona Class)

"You are the Superstar in Chapter 15! Thanks for your contribution."

- Dean Radin Ph.D. *Supernormal: Science, Yoga and the Evidence for Extraordinary Psychic Abilities.*

Do you remote view yourself or do you just teach?

ATS: I teach operational remote viewing, carry out remote viewing consulting work for clients, and write books and articles. My remote viewing work has included humanitarian projects, business consulting, and a variety of other remote viewing cases.

Are there any published or online examples where people can see your remote viewing projects or work?

ATS: Over the past few decades I have had articles on remote viewing published in The Aperture: IRVA Newsletter and 8 Martinis: RV Magazine. In 2016 I published Seer: 30 Years of Remote Viewing....and Counting that presented many of the cases that I worked on from 1983 through 2013. I am currently working on a sequel to Seer containing cases from 2013 to the present, as well as articles and never-before-seen projects, including Atlantis, the Sphinx and Longevity.

Does training in RV guarantee that I will become a remote viewer?

ATS: Training is just the first step to becoming a remote viewer. Following training there are opportunities to participate in applications work, research and other ventures.

How can I reach you ?

Social media: Facebook: Mindwise Consulting and my personal page Angela Thompson Smith. I have two other Facebook pages: Angela's Bookcase and The Shaman Apprentice.

www: www.mindwiseconsulting.com

Email: mindwiseconsulting@gmail.com

Angela, I also asked within a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

ATS: To let go of what you already know and any preconceptions about remote viewing.

Jill Brown - Do you ‘connect’ with some students more than others? If so why?

ATS: Students that arrive with an open mind and heart do better at learning the protocols.

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

ATS: I have trained people of all faiths and there is very little difference. However, those who have been taught by their church that remote viewing is “wrong” or “evil” do not do well. Similarly, an overly-developed scientific, New Age, or sceptical mindset is not conducive to learning remote viewing.

Ray McClure - What freely available material is provided by the trainer after training?

Is that material provided to all remote viewers or only those they’ve trained?

Is the free material if provided their own or do they redirect students to other free materials?

ATS: I used to provide practice targets following training and also developed a page containing online remote viewing targets but I found that few students carried through with these sorts of practice. What I offer now is:

I refer students to websites that others have developed containing suitable practice targets; and

When a student shows aptitude (a natural ability, does well in training and demonstrates that they have practiced) I may include them in the Nevada Remote Viewing Group (NRVG). The NRVG is a group of voluntary remote viewers around the US that I call on when there are available real-life projects. Most of these are unpaid, humanitarian cases.

Nigel Mullett - Are there any session examples available from the trainer and/or from their students?

ATS: I have examples of sessions from myself and my students that I can share with interested readers.

Rid Oneight - What do you do to get to know

your student, in particular when it comes to each student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

ATS: I do not have a formal registration process but I get to know the students through email and sometimes by phone or Skype prior to class. From the first day of training, there is an ongoing process of evaluation and adjustment. This is possible with small classes.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to work for them?

ATS: When I first began working with my long-term business client (2003-2012) viewers working with the Nevada Remote Viewing Group (NRVG) were included in the early projects. However, later, the client requested certain viewers to work with him individually. Years later I learned that this client had strong government connections. I am not usually asked to provide candidates to work with government.

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

ATS: Anecdotally, some viewers have found that tangential experiences such as telepathy, déjà vu, and a general increase in intuition following training.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs? Do you ever remote view prospective students?

ATS: Firstly, I never remote view prospective students as this would be a violation of personal ethics. Secondly, my personal religious beliefs have changed over the years. I was raised Christian and later practiced Buddhism. I have also taken training in shamanic practice and I have had several apprentices over the years. I include a one-day shamanic introduction in the Master Class: as a break from strictly remote viewing.

Nigel Mullett - Do you do a online course or is it just a classroom environment?

ATS: I tried online remote viewing courses but these were not very effective and I now teach just in a classroom environment. However, I am putting together a small book of 13 mini courses The Mindwise Academy: Intro. to Remote Viewing, Intro. to Telepathy etc, that should be available in the Spring, 2018.

Ruth Nofchissey - What kind of difficulties might

arise from learning RV from a video like You tube?

ATS: The same kinds of difficulties that might arise from learning any other skill (such as learning how to change a car tire, for example.) Learning from a YouTube video may teach you something but it could be a trial and error process. With a trainer there is instant course-correction and guidance.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

ATS: Prior to the beginning of 2017, when I began teaching the Master Classes, I did not keep formal stats. Since then I have been maintaining student scores using the Targ Confidence Ranking System.

Yes, I participate in research, any chance I can get, as I am still learning and understanding my own potential. Currently, I am part of a major research project with the Institute for Noetic Sciences (IONS). I also participate with other remote viewing groups such as the Husick Group to maintain my own skills.

Ray McClure - How do you teach students to score their sessions? How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

ATS: Basically, we now use the Targ Confidence Ranking System. I maintain an Excel database to keep track of student scores: individually, by group and overall.

Joe Kleinberg - After Remote Viewing, what is the next level up?

ATS: Research and training have their place but what then? I consider the “next level up” to be training in Applications/ Operational work. Our group’s work with the DJ Murder Case, Searching for Humanitarian Workers during the 2010 Haiti Earthquake, Searching for Amelia Earhart, and the Romance of the Skies Case were all projects carried out over the past few years and presented at the International Remote Viewing (IRVA) Conferences.

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this? Also, is there anything about the protocol that you might still sometimes have difficulty with?

ATS: Initially, I had a problem with CRV Stage 5 and did not fully understand it until I began including it in my work and teaching the basics. There was an “Aha” moment when I fully understood its purpose.

Over the years I have become very familiar with the CRV protocol and can work it without difficulty. Learning the

protocol is like learning to ride a bicycle, you don’t forget once you know how!

Richard Krankoski - What is your view of esoteric targets?

ATS: One of the critiques of remote viewing is that without feedback, it cannot be termed remote viewing. Basically, all targets, whether on or off-planet have potential feedback. This feedback may not be available for 5, 10, or 20 years or maybe not in the viewer’s lifetime. This has been the case with my 1980s viewing of Jupiter, the Rings of Saturn and other off-planet targets that have recent feedback associated with them. You can view a YouTube presentation of my talk on High Strangeness Remote Viewing at <https://www.youtube.com/watch?v=vqjbA3XMYvM>

Stewart Edwards - 1. How do you measure the effectiveness of your training? 2. What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things). 3. What is your own viewing performance? 4. Why should a potential viewer invest their money with you and not your competitors?

ATS: Effectiveness is measured on the individual and the group level. Session scoring and overall increases (or decreases) in percentages are steps in the learning process.

As mentioned in an earlier question, I do not have a registration process but get to know the students through emails, phone and Skype prior to class. Over the years I have gently turned some students away from training.

My own viewing performance averages around 78%. All of my lab stats are available on my website at http://mindwiseconsulting.com/?page_id=15

Hopefully, individuals would want to train with me but I also promote other trainers, especially Paul H. Smith PhD, (RVIS) who I consider the Gold Standard. Also, I do not “train” now as much as bring students “up to speed” in the various RV methods in order for them to work in operational remote viewing.

Anita De Lange - what’s the optimum amount of trainees in a single class?

What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

Standards + measurability implies accountability and credibility. Is there a universal regulatory database or body looking out for trainees and trainers and clients?

ATS: The most CRV students that I ever taught was 12! My first course at Loch Lomond, Scotland was only supposed to have a modest number of students but it was so popular that the numbers increased. It was hard work but they all made it through the 5 day course! The optimum number for my present Master Class courses is around 3-4 students in order for there to be adequate personal attention to each student.

Students follow the Ingo Swann method as closely as possible using templates for guidance. From time to time I am asked to assist my trainer and this gives me an opportunity to course-correct and stay on top of the process and any refinements.

Currently, the International Remote Viewing Association (IRVA) is the main body overseeing remote viewing but currently it does not have a system that accounts for standards, measures, accountability and credibility in the field. The remote viewing field is still too diverse to create standardised measures for training and research. Many in the remote viewing field self-regulate, as far as possible.

Elizabeth Burdine - Will you do a demo?

ATS: I have done multiple demos in the past both on and off camera. Unfortunately the best two examples: one done with EEG monitoring and the other for an Australian media company have never surfaced or were shown to the public.

Dom Igbi - Are there different types of remote viewing that aren't so tedious?

ATS: Yes, Extended Remote Viewing (ERV) is a less labour-intensive process. However, both CRV and ERV have their place in remote viewing applications. I use both in my work.



BRETT STUART

Technical Intuition

Bio

Brett Stuart is the founder of Technical Intuition, an online remote viewing training platform with a current roster of over 100 students from across the globe. As with many Millennials, Brett has had an eclectic educational background that began with Political Science and university-level parliamentary speech and debate, but later shifted to art where he specialized in graphic design and digital animation.

Brett's journey into the world of Remote Viewing began almost a decade ago in his early 20s, when he started investigating various RV methods, and in 2012, he received extensive training from a former member of the now declassified STAR GATE program. He began teaching the skill the following year, which quickly turned into a full-time passion, sharing this revolutionary mind-expanding ability with others.



Brett does whatever style of RV that you teach have a name?

I teach a derivative of controlled remote viewing (CRV), that I call Technical Intuition. This method is a highly structured form of RV, which was originally pioneered by Major Ed Dames, U.S. Army (ret.). However, due to the litigious nature of those that own the now expired trademark, I simply call it TI.

Why do you teach this particular style?

I regularly employ and teach this style for a number of reasons, the most significant being that it's the method with which I have had the most personal success. While I'm cognizant of the fact that it's also the first method I learned nearly 10 years ago, I've always returned to this style after studying other

techniques. When employed correctly, its highly structured and rote process are extremely effective in reducing mental noise, resulting in a site template depicting diagrammatic sketches and high-level perceptual data.

Can you briefly outline who taught you, any training in RV that you had or experience that has

made you a remote viewing trainer?

I began this journey back in 2010, but first learned about remote viewing many years before after listening to Art Bell interview Ingo Swann, Hal Puthoff, Paul Smith and Ed Dames. I started with Dames' DVD home training course, and was immediately hooked after realizing that I could actually describe photographs without any foreknowledge.

Early on, I attended several beginner and intermediate in-person remote viewing workshops hosted by Dames, received 1-on-1 instruction from recommended workshop professionals at Signal Line Consulting, and completed classes employing other RV styles such as Paul Smith's CRV Remote Perception and David Morehouse's ERV training. After actively practicing for a few years I decided to seek out further instruction, and in 2012 I was accepted as one of Major Ed Dames' advanced individual training students.

I was encouraged to begin teaching after completing advanced level instruction, something I originally was hesitant towards, as remote viewing was still only a hobby at that point, albeit a rather time intensive one. I began pouring over my hundreds of pages of lecture notes, workshop materials, and detailed

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<http://www.remoteviewed.com/blog>

community discussions, assembling the first draft of my curriculum that eventually turned into my first book, Remote Viewing: The Complete Guide, which is currently available on my website. Since then I’ve worked with hundreds of students online, 1-on-1 in-person, and large workshop settings.

How long have you been teaching RV?

I began teaching remote viewing in 2013.

Whereabouts in the world do you teach?

I’m presently located in Phoenix, Arizona, and hold private 1-on-1 instruction here locally, but most of my students are online, located across the globe. On April 5th, I launched my new online training platform on technicalintuition.com, where students can access HD streaming video lectures, remote viewing assignments, and access to a private learning community for those interested in practicing the skill at their own pace alongside other students.

How many students have you taught?

For private instruction or small group training, that number is well over 100 by now. If I include large workshops where I provided teaching assistance, then it would be around 500-1000.

Can you outline the cost of your training?

My first online class, Remote Viewing Fundamentals is \$149.95, and includes hours of HD streaming video lectures, remote viewing assignments, a private invitation to the Technical Intuition Slack student community, and monthly Question & Answer livestreams. Additionally, office-hours (private 1-on-1) is also available to enrolled students for \$65/hour. In-person training here in my Phoenix office is \$600/day (9AM-5PM) per person (maximum of 3).

What is the duration of your training?

There are a variety of durations depending on the student’s goals, which differ from online to in-person training settings. If someone is interested in the basics and “getting their feet wet,” then I highly recommend my new online class, which will allow them to complete the assignments and progress through the lectures at their own pace, both with the support of the community and myself.

The online class is broken down in a manner that makes it accessible even to those with a busy life schedule, since it can sometimes be quite difficult to dedicate more than 20-30 minutes a day to new hobbies. Additionally, I’ll also be making myself available for extended office-hours to students enrolled in my online course for a hands-on approach beyond the included monthly Question & Answer livestreams.

For in-person training here in Phoenix, I offer between 2-5 day

private instruction, from 9AM-5PM in my local office, which is custom tailored to best meet the goals of student.

Could you share two or three student testimonials?

“Brett is the preeminent Remote Viewing trainer working today. He offers a coaching element which is necessary to help students confront blind spots in their personality, past, and ego, which may filter how their unconscious retrieves information.

Brett made me feel comfortable during training with clear expectations and scheduling. He set up a full curriculum based upon my training goals and tailored teaching to meet these objectives. He made me aware of all the technical errors I was making with detailed analysis and ways to improve. He gave me excellent logical analysis tools, not often taught in Remote Viewing, in order to improve my session interpretation and postulating accuracy.

Brett also gave me a clear understanding of the path forward for Remote Viewers, and how sessions may eventually look at the professional level. I felt supported, inspired, and knew exactly where I stood in my improvement, throughout the training process.”

- Brian G. Lightfoot, Montreal, Canada

“Congratulations on the very professional and well laid out digital program. A very well thought out program which can be easily used by novices, intermediate and professional users. It truly is setting the bar, and creating a milestone in the advancement of RV tools for users in terms of increased accuracy, saving time and recording results.

In addition, the Manual is particularly impressive in its simplicity and for its easy to understand explanations. This kind of good work makes your site a light house in the dark for users who are seeking safe harbor while battling the challenges of Remote Viewing work to both learn, and to accomplish their own work. Good job on this innovative program, and Well Done.”

- Paul B., USA

“I did all the research that I could possibly do on remote viewing. I told my wife that I was ready to find a teacher and she decided to join me. I was concerned with our language barrier but it did not affect the results. Remote Viewing is real. I can confirm that!

Brett’s course covered a lot of information not found anywhere else in my research. The structure was clear,

logical and effective. Having this experience together with my wife was priceless. I thank Brett for his assignments, feedback, and professionalism. This stuff can change the world!

Truth addicts can trust the Technical Intuition remote viewing class if they want to bypass the middle man and gain VIP access to the information library of the universe.”

- Guelmy C., Puerto Rico

Brett, do you remote view yourself or do you just teach?

Yes, I regularly remote view using the same methods that I teach. I run a remote viewing consultation practice alongside instruction, and host a weekly “round-robin” RV group with a handful of skilled viewers, with the project manager position passed from one person to the next, each able to choose any target they wish on their turn.

Are there any published or online examples where people can see your remote viewing projects or work?

I previously hosted the website www.thestateofreality.com until late 2016, where I posted long-form articles alongside other viewers describing project work I was participating in at the time. This ranged from correctly predicting the next US president in February of 2016, to viewing and ultimately debunking the NASA photograph of the supposed “Black Knight Satellite.” (It’s only a thermal blanket.)

And while I no longer operate the website, I have begun to release my work in video format on the Technical Intuition YouTube channel (www.youtube.com/c/TechnicalIntuition). I just started at the beginning of 2018, and have received a tremendous amount positive feedback in a short amount of time. I recently uploaded a free recorded webinar lecture on Remote Viewing Fundamentals, which includes two practice exercises, but there are other videos depicting sessions scans as well.

Does training in RV guarantee that I will become a remote viewer?

Only to the degree that training in any skill will guarantee you become an (insert blank) – i.e. piano player, programmer, painter, etc. Remote viewing is a skill, and while some students certainly learn faster than others, and there will always be the naturally gifted outliers, I’ve never seen anyone that truly applied themselves not be met with some level of success.

While you may not become the next Mozart of remote viewing

(or maybe you will), you can absolutely learn the techniques, and with the practice of good habits and structure, you can consistently and reliably begin describing feedback targets (omitting the first timer effect) within a few months – sometimes even sooner.

Where you take the skill from there is ultimately up to you. Interested in precognition and the stock market? There’s a group. How about utilizing the skill to navigate towards optimum trajectories in your life? There’s a way. Find life’s mysteries and enigmas fascinating? You can look. However, as my old swim coach would often tell me in high school, practice makes permanent - not perfect. Therefore, I believe it’s important that when beginning to learn a structured technique, you do so alongside a coach or community that can error catch issues early on and course-correct before they become ingrained.

What is the most important first concept to learn with remote viewing?

At the risk of sounding reductive, as there are many important concepts to learn and labeling one as the ‘most’ important is highly subjective and circumstantial, I do believe that an openness to the possibility of non-local perception can be quite helpful for new students, albeit not essential for its functioning. This is likely true for the learning of any skill, since entering a new arena of thought with negative expectations certainly increases the likelihood of self-sabotaging the endeavor.

Do you ‘connect’ with some students more than others. If so why?

Meeting students where they are at, is an important aspect of being a good instructor, but this isn’t relegated to only remote viewing. Some students are far more interested and passionate about increasing their skill-level as quickly as they can, and actively stay in touch after instruction. Some reach a level of proficiency where they’re invited to participate in private group projects, while others are offered contract work to assist with clients enlisting Technical Intuition’s consulting services.

However, many students lead busy lives and see their remote viewing journey as more of a hobby, which is perfectly understandable. It’s for this reason I believe it’s important to gain an understanding of the reasons behind the students desire to learn the skill, to then best help them reach those goals in a manner suitable for their success.

What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

I have no experience of religious adherence playing any role in

making a remote viewer successful or unsuccessful. Remote viewing is a skill and can be learned just like any other skill. A successful mindset includes the same found when attempting to learn any new activity – a willingness to learn, a good work ethic, rigor, attention to detail, and a positive attitude.

What freely available material is provided by the trainer after training? Is that material provided to all remote viewers or only those they’ve trained? Is the free material if provided their own or do they redirect students to other free materials?

I often host free beginner instructional webinars, with sign-ups available on my web-site or social media, and upload them to the Technical Intuition YouTube channel. I don’t charge for these types of classes, because it allows prospective students to get a sense of my teaching style. I also really enjoy the live discussion in this environment, and am grateful for the sense of community that comes along with those participating in the exercises. I also think it’s not only reasonable, but important for students to get a sense of an instructor’s style before committing to a paid online class or in-person seminar, and these free webinars do just that.

Is there any session examples available from the trainer and/or from their students?

Yes, you can find these on my YouTube channel.

What do you do to get to know your student, in particular when it comes to each student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

(Same answer as my previous answer.)

Does the government ever come to you asking about candidates to work for them?

No.

What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

The single most common anecdote that I’ve heard reported from students is that their dreams tend to become more vivid after beginning remote viewing exercises. Those that never experienced dreams previously, or simply couldn’t remember them, also began recalling them on a regular basis.

From my experience, daily intuition seems somewhat unaffected by learning remote viewing, or at best only partially impacted (mileage will vary). Personally, other practices such as meditation have yielded far greater results in this area. If I were to guess, freeform or spontaneous intuition may use a somewhat different modality of accessing non-local perception than structured remote viewing techniques.

Finally, the affect that this has on a student’s perception of reality seems to rely heavily upon their previous reality box. Students that have never tinkered with or applied consciousness tools in the past, tend to find themselves wide-eyed at the realization that a presupposed supernatural ability is in fact quite natural.

To what extent is your teaching influenced by your personal religious beliefs?

I do not mix my personal beliefs with Remote Viewing instruction.

Do you ever remote view prospective students?

As part of due diligence for advanced individual in-person training only. I find it important to determine whether instruction is in the student’s highest good, and the highest good of all concerned. I’m all too familiar with a number of unfortunate instances where less than venerable individuals were instructed in advanced remote viewing methodologies, and it was later discovered they intended to apply the skill towards a rather negative end.

And while it would be foolish of me to believe that I could prevent these tools from being obtained by the undiscerning, as there are certainly many avenues to acquire this level of training. I do feel there is a degree of responsibility that comes along with teaching these techniques.

Brett, do you do an online course or is it just a classroom environment?

Both.

What kind of difficulties might arise from learning RV from a video like You tube?

While not exclusive to RV, there are many difficulties that might arise from learning remote viewing from a video on YouTube. For example, the video content might show an inaccurate or faulty method, or one that’s less effective. Students are also unable to ask questions of clarification, potentially leading to invalid assumptions and bad structure. Worst of all, without some form of guidance or corrective feedback, beginners can learn bad habits that can take months to undo.

Even so, free informational videos are still an invaluable resource, and anyone interested in learning remote viewing

can find free high-quality content across the internet. However, it’s important to use a degree of discernment here as there’s also an equal, if not greater amount, of garbage masquerading as remote viewing instruction on websites like YouTube.

What kind of stats do you keep? Do you participate in any research?

I do not presently participate in any research or engage in student stat accumulation.

How do you teach students to score their sessions? How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

Data analysis is an important part of the learning process once a student becomes familiar with their respective structured technique and can perform the method seamlessly from one session to the next. With the assistance of previous students, I’ve developed an extensive checklist, far beyond that of Targ’s model, which evaluates various biases and effects in both individual and group settings, to not only help students evaluate the degree of mental noise in their work, but also assist them in formulating more concrete postulates, which I’ve found missing in other curriculums.

After Remote Viewing, what is the next level up?

Perhaps you’ll learn remote viewing and show me. There is vast unexplored territory in the realm of applied consciousness tools.

Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this? Also, is there anything about the protocol that you might still sometimes have difficulty with?

First of all, the delineation between protocol and method is important. CRV is a specific method that can be used as a part of remote viewing protocol. RV protocol is the agreed upon procedure that a site or ‘target’ is setup and specified in some manner, typically viewed blind (some prefer double-blind), with a form of feedback available afterwards. CRV is simply one of a multitude of methods or styles that can be utilized by the viewer during this process.

While I don’t personally use or teach CRV, and instead employ a method derived from the original military style of remote viewing, the most difficult thing that I encountered while learning was to let go of my investment in the outcome of a session. I wanted to be right, I didn’t want my time investment to be in vain, I wanted to avoid the embarrassment of being inaccurate or wrong. However, it was this very investment that made it difficult to properly discharge mental noise

and imagination and hold my attention on the task at hand, which often led to corrupted or completely inaccurate session postulates.

After nearly a decade of remote viewing, I no longer have any difficulty applying the structured method that I also teach, but I do sometimes find it difficult to make time for projects I wish to accrue extensive remote viewing data. You’ll quickly learn that once you’ve mastered the skill, there’s an unending trove of informational that becomes accessible, the question then is what do you want to know?

What is your view of esoteric targets?

I’m of two minds about esoteric targets. There is a strong case to be made that performing remote viewing session work on targets that don’t have ‘objective’ forms of feedback are a waste of time. Many of the military viewers have repeatedly espoused this opinion publicly, and it’s not difficult to understand why.

If you were to remote view forward in time 1,000 years to describe human civilization, or perhaps the lack thereof, what discernable difference is there between the session results and your imagination? We presently don’t have access to time travel technology, so there would be no way to verify the integrity of the remote viewing session data. What about remote viewing ‘God’? Something we have little to no ability to measure scientifically, and the restricting effects of awareness prevent us from using anything but already accumulated ideas and concepts to describe this type of target. How do we know our language and limited understanding isn’t simply coloring the results to fit neatly with predetermined biases?

However, I do believe you can equally argue that viewing targets that are esoteric in nature is not a waste of time, so long as the obtained data is regarded with a healthy degree of skepticism and discernment. I personally hold this opinion, because I’ve seen firsthand what’s possible when a team of skilled viewers applied remote viewing towards a topic that had no immediate form of feedback, but months or years later the corroborating results were proven to be quite accurate.

As an example, a few years back I was tasked blind with viewing an anomalous object photographed by a NASA astronaut aboard the International Space Station. This particular photo was often used as ‘proof’ that an alien craft silently circled the globe monitoring human development. However, the remote viewing project described a rather utilitarian object, a thermal sheet intended to keep heat trapped inside of a metal cylindrical human habitat that existed in a cold, life-less environment. It wasn’t until quite a bit later, that the team found feedback, discovering that such a sheet had come loose from the space station at the time the photograph had been taken, confirming the results that this object was nothing out of the ordinary.

Was this project data somehow inaccurate or a waste of time

up to the point of verification? I believe it's faulty to assume remote viewing cannot work if no feedback is available after the viewing has been completed, but this does not mean everything viewed, which has no feedback, should be regarded as absolute fact. Until we have a better understanding behind the mechanisms of remote viewing, how non-local perception works, and what could possibly cause inaccurate data to 'stream' into the mind of a viewer, barring user error or mental noise, I think it's best not to jump to hasty conclusions. However, caveats aside, I'm personally still interested in looking at esoteric targets, since part of the appeal remote viewing possesses is the exploration of the unknown and the revelation of inaccessible information.

Brett, what is your own viewing performance?

I regularly apply remote viewing both in my personal life and for select clients through Technical Intuition services, and consistently achieve the highest mark (7) on Targ Scale when describing photographic calibration targets.

Why should a potential viewer invest their money with you and not your competitors?

This reminds me of the HR hiring question, "Why should we hire you?" which I believe, at least in this context, is based on a faulty premise that could potentially lead to detrimental community consequence. Nearly all my previous students discovered my classes through my free remote viewing content, my book Remote Viewing: The Complete Guide, or positive word of mouth. Promulgating an us vs. them mentality within the remote viewing community is something I wish to avoid, as I think it strangulates innovation and cooperation.

The students that have found themselves resonating with my personal teaching style, particularly in my free training webinars or YouTube videos, can make up their own minds if my class is right for them. Remote viewing instructors aren't manufactured products on a shelf, so comparing them in this manner is counterproductive.

I've personally purchased and attended many different workshops and classes between varying methodologies, and feel that I'm better off because of this. It was part of my own remote viewing journey, and I would encourage anyone interested in developing the skill to not stop their pursuit of knowledge after completing just one class.

What's the optimum amount of trainees in a single class?

I've found that no more than 4 to 5 in-person students per instructor is optimal.

What measurements are in place to ensure the concept of RV is standardized, as information evolves with new research and it makes sense

for RV to stay aligned, stay on top? Standards & measurability implies accountability and credibility. Is there a universal regulatory database or body looking out for trainees and trainers and clients?

This does not currently exist, but perhaps one day it will.

Will you do a demo?

If there is a good reason, yes. To satisfy someone's curiosity, no.

Are there different types of remote viewing that aren't so tedious?

What one person feels is tedious may be completely reasonable to another. The best advice I could give is to explore as many avenues as you can, to find the method that works best in achieving your personal goals. Some are drawn to more structured techniques, while others prefer more experiential. There are advantages and drawbacks to both, so why not give each a try?

Where can I reach you on:

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Canadian CRVer, Coleen Marenich, resumes her CRV training with a new approach

Newcomers with a keen interest in CRV, and long-standing CRVers who seek post-grad training, have been recommended to Coleen by retired CRV trainer, Lyn Buchanan. Those who have enjoyed her courses and mentoring have reaped the benefits of her 15 years as a CRVer, CRV Project Manager, trainer, mentor and session analyst. Over time, Coleen has developed a new approach to CRV training to deal with the stumbling blocks commonly associated with traditional 3-day workshop training courses. Her CRV courses hold true to the traditional methodology while her students undertake a full immersion into Controlled Remote Viewing. And they love it!

There's nothing out there to match her unique program. Students now have a choice to be trained - intensively - in all the traditional CRV protocols without the overwhelming experience so many students go through in traditional CRV training. Check out her website for more information:



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COLEEN MARENICH

CRV Training.Ca

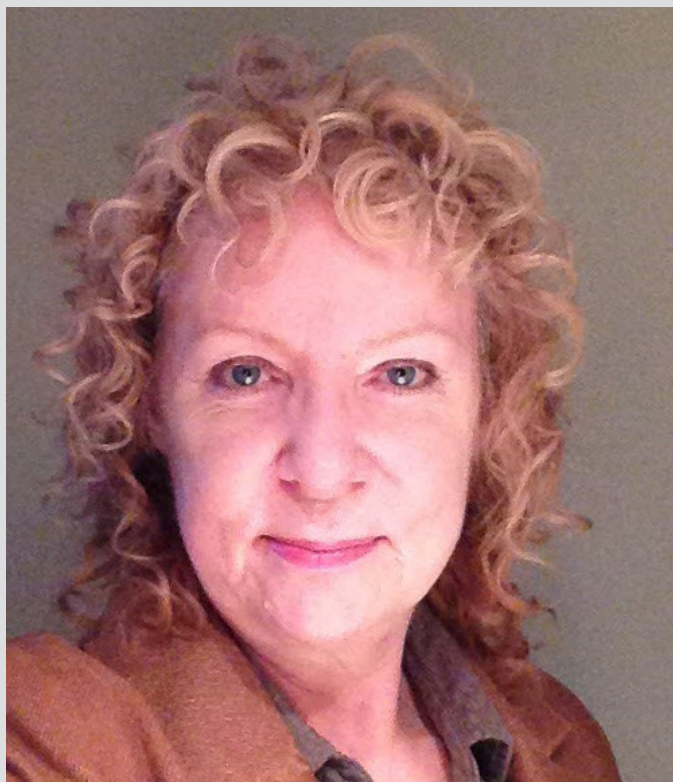
Bio

Canadian born Coleen Marenich enrolled in CRV training in 2001. By 2003 she was Canada's first Advanced level Controlled Remote Viewer trained by Lyn Buchanan, a renowned CRV trainer and Executive Director of Problems Solutions Innovations (P>S>I) based out of New Mexico, USA. For seven more years, Coleen facilitated CRV Basic, Advanced and Post-Grad courses in Canada for Buchanan.

In 2004 P>S>I looked to Coleen to develop a revolutionary new CRV training program which set a new, rigorous standard for training post-grad CRVers wanting to become professionals in the field. She was Program Director of the new CRV Operational Certification Program (OCP) for five years.

As a CRV Project Manager, Coleen hand-picked her CRVers from the top-notch graduates of the OCP and began working for clients based in Canada, the United States and Europe in the areas of archaeology, asset recovery, business and missing persons.

By 2010 Coleen was training and mentoring all levels of trainees by bringing all of her talents to bear in new, intense, innovative programs that students excelled in. On her return to CRV training in 2016, she already had the formula for success with her one-on-one training platform. Lyn Buchanan recognizes Coleen as one of only five CRV trainers he recommends to the next generation of trainees.



Coleen, does whatever style of RV that you teach have a name?

Controlled Remote Viewing

Why do you teach this particular style?

I have studied and trained in CRV since 2001. I am constantly in awe of how powerful, consistent and effective it is to use once you've been properly trained in it, and how life changing that can be for people who learn it.

Can you briefly outline who taught you, any training in RV that you had, or experience that has made you a remote viewing trainer?

Briefly: Lyn Buchanan trained and mentored me over the span of 9 years of formal CRV training in more than half a dozen different CRV courses up to and including post-grad programs. I took his training while also facilitating annual CRV training in Canada for him for 7 years. During this time he guided me in the ways to mentor trainees, provide troubleshooting and analyse CRV session work. All this later prepared me

for becoming Canada's first CRV Project Manager. I then developed and ran a unique online training program for post-grad level CRVers, as well as created a mentoring and "getting ready" program for newcomers to CRV.

I don't think I can answer this question briefly!

In detail - I trained in Buchanan's CRV Basic, Intermediate and Advanced courses. Then I went on to take training in his courses on CRV Project Management, CRV Phase 6 Tools, Operational CRV training, Theory of Operation and Practical Applications, Theory and Practice of CRV as well as CRV workshops that Buchanan conducted relating to CRV Project Management.

I learned from Lyn how to mentor fellow CRVers when I participated with him in regular weekly online panel discussions where we analysed CRV session work to provide mentoring and troubleshooting suggestions to CRV trainees.

Later on, at Lyn's request, I created and then ran a post-grad level CRV training program for several years, which was specifically designed to challenge and improve the skill level of CRVers wanting to become professional CRV project viewers. I also conducted a CRV Troubleshooting Workshop at a CRV Conference, and co-presented with Lyn Buchanan at the 2009 IRVA Conference outlining the need for improved standards in CRV training, professional level CRV efforts, and CRV project management in the community.

For several years I worked with Lyn as his CRV Project Manager, selecting top-notch CRVers to be on our project team. Later on, I managed my own CRV project team, choosing to work with those same CRVers while continuing to mentor and train in CRV.

For the past several years, I have scaled back a bit and have chosen to focus only on training and mentoring. From the beginning my focus has been in applications - using CRV talent to help others.

How long have you been teaching RV?

Mentoring, from 2003 onward. Training, from 2004.

Whereabouts in the world do you teach?

I teach online, in personalized one-on-one training sessions. I teach students anywhere they live, via Skype.

Approx how many students have you taught?

Through mentoring, training, being a Canadian training assistant, troubleshooting, session analysis, conference workshops - a conservative estimate would be 70.

Can you outline the cost of your training?

Visit my website (www.crvtraining.ca) for complete details on my training.

What is the duration of your training?

Each level of training in my program takes six weeks to complete.

Could you share two or three student testimonials?

There are quite a few on my website. See this link:

<http://crvtraining.ca/testimonials>

Do you remote view yourself or do you just teach?

I don't practice my session work nearly as much as I used to when I was heavily involved in my training.

Are there any published or online examples where people can see your remote viewing projects or work?

None that I am aware of.

Does training in RV guarantee that I will become a remote viewer?

When CRV training is undertaken with a credible, reputable trainer, a student should be fully capable of doing CRV session work either right there in the classroom, or during personalized one-on-one training, before the training program is even concluded. Becoming a Controlled Remote Viewer takes time, dedication and commitment to not only your training, but time and commitment to your practice sessions when you get home from class, as well. Hours and hours and hours of regularly scheduled practice work is required and should be aligned with some type of mentoring and troubleshooting by your trainer. Students should expect their trainers to provide them with verifiable feedback while they are in training, so that both the student and the trainer can determine whether the student is actually perceiving correct information from a target site or not.

Where can I reach you on:

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LinkedIn: www.linkedin.com/in/coleen-marenich

Coleen, I also asked within a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

You don’t have to be a psychic, a medium, or have had a near death experience, been abducted by aliens, or have had out-of-body experiences to learn CRV. Trust me - I was as psychic as a doorknob when I began training.

Paraphrasing an explanation given by Lyn Buchanan, CRV is simply an “interview and report” process, performed in a completely wide awake state by having your subconscious communicate directly with your conscious mind. The most important concept to understand is that your subconscious can and will perceive information from a target site, no matter what time period it is in, no matter how big or small the target is, or where it is located. CRV teaches you a step-by-step method to receive and report that information onto paper. There’s no “woo-woo” about this! It’s simply a step-by-step method that any recognized, reputable CRV instructor can teach you.

Jill Brown - Do you ‘connect’ with some students more than others. If so why?

Not sure if I understand the question. Do I resonate more with some students than others? If that is the question, then yes, I do, when they are as committed and dedicated to learning CRV as I am to teaching them.

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers?

Ideology hasn’t played any role in my learning Controlled Remote Viewing.

Are they atheists, Christians, Muslims, Buddhists…?

All faiths, all backgrounds, all ethnicities, genders, all social groups and professions are taking, or have taken, training in CRV.

What kind of mindset makes a successful remote viewer?

Dedication to their training. Honesty in analysing their own session results. Commitment to practice, practice, practice!

Ray McClure - What freely available material is provided by the trainer after training?

Free feedback targets are located on Lyn Buchanan’s website, many of which were created by the hard work and dedication of Ray McClure (see www.crviewer.com). They can be used by C/RVers of any level of training, and provide extensive background information as feedback for the viewers. It’s the first place I send my students when they are done my training.

Is that material provided to all remote viewers or only those they’ve trained?

Everyone who has internet access can see the collection of feedback targets on Lyn’s website.

Is the free material if provided their own or do they redirect students to other free materials?

Lyn also has a collection of Analogies on his website which I highly recommend to newcomers of CRV. Any feedback targets that I have researched and created over the years is freely available to anyone who asks. I often encourage students to take the time to create a bundle of good training targets which they can then exchange with other students.

Ray McClure - How do you teach students to score their sessions?

I have always used, and have introduced all my students to, Lyn Buchanan’s Data Worksheet which scores 30 different data points of perceptions for accuracy. That information is then transferred to Lyn Buchanan’s online Training Database so that the CRV student can begin to develop a Viewer Profile. The profile provides statistics on a viewer’s strengths and weaknesses and calculates their average percentage of accuracy. It’s the only database I know of that provides this level of sophistication in analysing a viewer’s strengths and weaknesses as well as their percentage of accuracy for individual sessions, as well as a collection of their CRV session work over time.

How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

See answer above.

Nigel Mullett - Is there any session examples available from the trainer and/or from their students?

Short answer, yes. In storage, I have several very large 3-ring binders of all my practice sessions while I was in CRV training. I also have many practice sessions conducted by CRV students.

However, to anyone untrained in CRV, the session work would simply look like pages and pages of handwriting, sketches, scales, timelines and charts, and possibly maps. A full page-by-page (sometimes line-by-line) analysis and interpretation of the session would be required *by the viewer and/or their analyst and/or project manager* in order to fully explain to an untrained person how the information in the paperwork correlates to the target or feedback photo.

I would recommend that people look to sessions conducted by Joe McMoneagle (read his books for examples), and Daz

Smith for truly amazing, publicly available examples of CRV session work.

Rid Oneight - What do you do to get to know your student, in particular when it comes to each student’s unique challenges?

I meet with each student before I train with them. I didn’t do this in the beginning, which resulted in training a few students who were neither prepared or equipped to take on the training or mentoring that I provided. The experience wasn’t successful for either of us. So I changed how I approach each training session by having a number of extensive conversations with each student, answering all of their questions, and analysing their session work if they are gearing up for the next level of training, to determine if they are ready. I provide them troubleshooting strategies, advice and guidance - and in some instances, arrange for another CRVer to act as their mentor. It’s important to identify and address any challenges that might prohibit a student from doing well in my training program and provide the time needed for each student to overcome any obstacles they’ve encountered. In certain circumstances, I have turned down students that I do not think will succeed in my training or who are not ready for the next level of training.

Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

See answer above.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to work for them?

I wouldn’t be able to answer this question - one way or the other - if they did.

Tee A Woowoo- What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger?

My sense of intuition has peaked to a much greater extent after CRV training. For me, precognition became a part of my ‘normal’ life, more than it ever had in the past. My sense of ambience and my sensitivity to the energy of people, entities and other things around me has increased tremendously. I am much more aware of subtle changes in body language and energy, or subtle differences in my surroundings now. I’m able to enter into a meditative state quickly and remain there for longer periods of time now.

When practicing T’ai Chi, I am acutely aware of a stronger ‘connection’ to my ‘inner being’, my ‘soul place’, whatever you want to label it, now. All in all, everything that I struggled with

attempting to do in the past to ‘connect’ is now much easier and has become part of my normal, daily routine.

Has perception of reality changed?

Yes, definitely. Not only from CRV training, but the books I’ve read along the way to get a better understanding of non-locality, holographic universe theories, and the like. Perceptions, information and signals from my subconscious mind are foremost in my thoughts and feelings now. I realize my “subbie” has a very clever personality and a great sense of humour!

How?

I am aware that I am continuously getting information from my subconscious. I’ve come to realize that nothing that happens is just a coincidence, in other words, there is no such thing as a “coincidence”. Synchronicity is all around us, all of the time! Messages, signals, dreams, symbols, signs that we should be paying attention to are all around us, on a daily basis.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs?

I have no religious believes.

Do you ever remote view prospective students?

No. And I never will. I think that is highly unethical.

Nigel Mullett - Do you do a online course or is it just a classroom environment?

My CRV training program is offered entirely online in personalized, one-on-one training sessions.

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like You tube?

Whose video? What do they truly know about RV? How many years of training did they take in RV? Or in CRV? Who trained them?! Will they teach you RV in person? How committed and qualified are they to ‘teach’ you anything by uploading a video to YouTube? How much will you actually learn if they don’t also provide personal training to accompany the videos?

Richard Krankoski - What kind of stats do you keep?

I kept a Data Worksheet on every session I did during my training to track my level of accuracy for the perceptions in my session summaries. I also employ the Training Database offered for free on Lyn Buchanan’s website, and highly encourage all of my students to do the same.

Do you participate in any research?

Research into....?

Richard Krankoski - What is your view of esoteric targets?

Fun as practice targets. But if there is no feedback to provide the viewer, how will they ever know whether they got good information from the target or not?! You need verifiable feedback in order to determine that.

Joe Kleinberg - After Remote Viewing, what is the next level up?

As a CRVer, I don’t know whether there will ever be a limit to what the “next level up” might be.

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this?

A common stumbling block for all beginners is how to put their ‘doubting Thomas’ in its place while you do your session work. We all have egos. We all have lightning quick conscious minds which will confidently interject assumptions, create conclusions, make suggestions, provide analysis, doubt your perceptions, create hesitation in your work and criticize your efforts, as well as intercede endlessly with other counterproductive measures to thwart your session work. Thankfully, there are built-in methods to the CRV protocol to help with this because it is so prevalent and it can ruin the work of any good CRVer. Trusting your subconscious to provide you good target information is so easy to say, but sometimes it is hard to put it into practice during your session work.

Also, is there anything about the protocol that you might still sometimes have difficulty with?

The protocol, no. As training progresses into the higher stages, a variety of tools are introduced to the CRVer to use. I found it challenging to master all of them, partly due to my own innate strengths and weaknesses. So typically - as it is with other CRVers - I put the most practice time into the tool(s) which gained the best perceptions for me, on a consistent basis. When I watch other post-grad level CRVers use tools I’m not strong at, I always learn from them and discover new strategies to practice.

Stewart Edwards - How do you measure the effectiveness of your training?

Quick answer - by how adept the students are at getting correct perceptions from a target on a consistent basis.

As I watch, monitor and mentor my students when they do their session work, I can quickly identify whether they have

grasped the concepts, methodology and protocols I’ve taught them. If they are perceiving information from the target site correctly and reporting it (writing it down) without analysing it, or trying to identify the target, then they are on the right track. Using a Data Worksheet at the conclusion of the session to score their Summary for accuracy will demonstrate to the viewer and to me how accurate their perceptions are.

What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

I think about this all the time. As I mentioned earlier, I meet with each student before I take them into my training program. I take the time to have many conversations with them before we begin. I want to know why they are taking CRV training in the first place. What are they after? Why are they training in CRV as opposed to another method of remote viewing? What other training have they undertaken in remote viewing? What are they hoping to achieve by learning CRV? What are they going to use CRV for when they’re done training? What are their goals, objectives, reasoning, motivation? Who will they share their “victories” and “defeats” with during their training? If I get any sense there is some deceit or a hidden agenda, I will not train them.

What is your own viewing performance?

After adding ALL of my session scores to Lyn Buchanan’s Training Database over 15+ years, my average percentage of accuracy scored against 30 different data points is in the upper 70 percentile. That takes into account several sessions where I scored 0% (not my best days!) and several sessions where I scored 100%. Yes - I put in ALL of my worst sessions and all of my best. Hopefully everyone else did too!

What you should also consider about CRV performance is that every CRVer has a natural strength in which they can do exceptional session work with a very high level of accuracy. I’ve done many sessions where I’ve scored in the mid to high 90’s, and even 100%, in just those circumstances. And I’ve witnessed other Advanced level CRVers do the same. So this must be taken into consideration too, when answering your question.

Why should a potential viewer invest their money with you and not your competitors?

Quick answer - read the information about my program on my website: www.crvtraining.ca

I teach CRV to one student at a time. And it takes each student six weeks to get through my program. This is a unique and intensive training program. It was developed this way because it is important to help each student not only fully

grasp the concepts, strategies and techniques in CRV, but to feel confident in their ability to do their practice sessions on their own by the time they’ve finished training.

Mentoring, troubleshooting and pre-session strategies also plays a big part in my program. Since 2003 I have analysed hundreds of CRV session transcripts to specifically look for stumbling blocks and obstacles so that I can provide students with troubleshooting tips, guidance and methods to overcome challenges.

I also look for each student’s unique strengths and give them tips to strategize future session work and employ those strengths to get better and better at CRV, and obtain more and more of the finer details from their target sites. By the time a student finishes my CRV Basic program, they will have completed approximately a dozen full-length CRV sessions with me, have had them fully analysed, scored against 30 different data points of perception, and had those percentages of accuracy entered into Lyn Buchanan’s CRV Training Database so they can begin creating their very own Controlled Remote Viewer profile.

My years of experience as a CRV Project Manager also gives me a keen insight into the expectations of clients who want to hire CRVers. Since my focus has always been applications and operations, the level of accuracy and the amount of detail a client expects - and should expect - has laid the foundation for, and played a key part in, how I developed my CRV training programs and what kind of mentoring and troubleshooting strategies I provide to my students.

Anita De Lange - what’s the optimum amount of trainees in a single class?

As mentioned above, my CRV training program is unique. I teach one student at a time over a six week interval, entirely online, in personalized one-on-one training sessions.

What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

I’m not sure the concept of RV has ever been, or can ever be, standardized or measured. In my experience, anyone can claim to be a Remote Viewer. Also, I am not aware if there are any benchmarks, databases or thresholds in place to quantify their work or what standards their training is based on.

But let’s not confuse RV with CRV. CRV was used effectively by the U.S. Military CRV Unit for over two decades. It was developed by researchers and scientists at the Stanford Research Institute to be an effective form of intelligence and information gathering in the 1970’s. Many CRV students have attempted to tweak or improve the process, but have failed to do so. The CRV taught to, and by, the U.S. Military Remote

Viewing Unit members is effective to this day.

Standards & measurability implies accountability and credibility. Is there an universal regulatory database or body looking out for trainees and trainers and clients?

For CRV - no, not at present. Not aware of anything in place for RV either.

Elizabeth Burdine - Will you do a demo?

I have a very short demo recorded of the step-by-step process for a Phase 1 CRV session. It is for beginners who are coming into my training program so that they understand what the process looks like.

CRV is experiential. You can watch me do CRV sessions until the cows come home but that alone will not help *you* have the personal experience of viewing perceptions from a target that you know nothing about beforehand.

If you want to know whether CRV works, get in touch with a qualified CRV trainer who will walk you through the steps to help you do your very first Basic level session. It will be an *experience* you will remember for the rest of your life!

Dom Igbi - Are there different types of remote viewing that aren’t so tedious?

RVers can learn how to obtain a yes/no/pass answer within a few minutes using a form of remote viewing called ARV, or Associative Remote Viewing. ARV sessions are much shorter in time - and effort - in comparison to a full-blown advanced level CRV session. I would also expect that a remote viewer who is proficient in dowsing could have yes/no/pass answers fairly quickly, as well.

A highly trained Advanced level CRVer can perceive and report *detailed* information from a target site - no matter how complex - very quickly too. Even more so when their focus is aligned to a very specific aspect of a target. To be able to do this, and to truly master CRV session work, takes a lot of time and a lot of practice! There are no shortcuts.

CRV session work which utilizes all the tools taught up to and including the Advanced and post-grad level, can run up to 30-40 pages in length. It will be full of detailed information, sketching, timelines, charts, mapping, dowsing and sometimes modelling. It takes a lot of time and a lot of work to get this good! And only those who are truly dedicated to CRV ‘come back to the table’ to do practice work like that, time and time again.



COURTNEY BROWN

Farsight.org

Bio

Courtney Brown is a mathematician and social scientist who teaches in the Department of Political Science at Emory University in Atlanta, Georgia. Independent of his work at the university, he is also a leading scholar on the subject of “remote viewing” as it is done using procedures that were developed by the United States military and used for espionage purposes, or procedures that are derivative of those methodologies.

Dr. Brown is the Director and founder of The Farsight Institute (www.farsight.org), a nonprofit research and educational organization dedicated to the study of the phenomenon of nonlocal consciousness known as “remote viewing.” He has published peer-reviewed research on this subject in premier scientific outlets, and has spoken internationally at a host of prestigious venues, including various universities, as well as at respected gatherings of physicists. His recently published book on the subject, Remote Viewing: The Science and Theory of Nonphysical Perception, is the only book of its kind where the science of remote viewing is developed with respect to highly structured data-collection methodologies of the kind utilized by the U.S. military. In this book he analyzes data and develops a new theory that explains the remote-viewing phenomenon as a consequence of superposition formation on the quantum level.



Courtney, does whatever style of RV that you teach have a name?

Advanced SRV

Why do you teach this particular Style?

I developed it.

Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

I developed the form of remote viewing that I teach (Advanced

SRV). No one taught me this approach.

How long have you been teaching RV?

That is public record, since 1997.

Whereabouts in the world do you teach?

Atlanta, Georgia, and elsewhere in the world.

Can you outline the cost of your training?

I pay my students monthly to learn remote viewing. I don’t ask them for money. They typically work two full days a week for

nine months. It costs me about \$6,000 to train a student. This includes food that I buy them for lunch.

What is the duration of your training?

My students typically train for nine months for the basic course, two full days a week, each week without a break.

Could you share two or three student testimonials?

My students work on public projects on YouTube at Farsight. Anyone can see their work. See also:

<http://farsight.org/YoungMasters/index.html>

Are there any published or online examples where people can see of your remote viewing projects or work?

All of my work is public. See <http://farsight.org/index.html>

Does training in RV guarantee that I will become a remote viewer?

Since I am paying for the students to train, I try to pick students who I think will work out great.

Courtney, where can I reach you on:

<https://www.facebook.com/courtney.brown.7568596>

www: <http://farsight.org/index.html>

Email: courtney3@farsight.org

Courtney, I also asked within a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

I pay you, so you sit and listen to what I say.

Jill Brown - Do you ‘connect’ with some students more than others. If so why?

Yes. I give the students about two months to get excited about the subject. If they are not “there” at that time, I drop them. No use wasting more money on someone who does not really want to be there.

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

I don’t know of an atheist remote viewer. But they come with all sorts of belief sets.

Ray McClure - What freely available material is provided by the trainer after training? Is that material provided to all remote viewers or only those they’ve trained? Is the free material if provided their own or do they redirect students to other free materials?

See: <http://farsight.org/SRV/index.html> Everything on that web page is free.

Nigel Mullett - Is there any session examples available from the trainer and/or from their students?

Of course. All of Farsight’s projects are available to the public on our web site, including work by students. There are many volumes of our work. See also this web page:

<http://farsight.org/YoungMasters/index.html>

Rid Oneight - What do you do to get to know your student, in particular when it comes to each student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

I pay their bills. I feed them. I listen to their life stories. I go to watch their play performances, modeling performances, and other activities to let them know I support them in their life struggles. Then I remind them always that what they do at Farsight will ultimately make the world a better place.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to work for them?

If the government did come to me, and if I told you, then they would never call again.

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

All remote-viewing students eventually become more open to the idea of a greater reality.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs? Do you ever remote view prospective students?

I don't have personal religious beliefs, and of course I never remote view students, prospective or otherwise. What kind of a crazy target would that be? Why would a student be an interesting target? If one was training George Washington, and the target is Washington crossing the Delaware River in preparation for his famous battle with the Brits during the Revolutionary War, OK, that would be a cool target. But to remote view a particular student makes no sense. When they are taking a shower, being born, riding a bicycle?

Nigel Mullett - Do you do a online course or is it just a classroom environment?

All of the above.

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like You tube?

The students need to pay for an Internet connection.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

We do our own research at Farsight, and we publish everything. See: <http://farsight.org/index.html>

Ray McClure - How do you teach students to score their sessions?

How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

All our work is public, so the public can score sessions themselves if they want. The sessions should have obvious target contact that is without dispute.

Joe Kleinberg - After Remote Viewing, what is the next level up?

Getting paid to do it.

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this? Also, is there anything about the protocol that you might still sometimes have difficulty with?

I do not use or teach CRV. I have worked with other viewers who do use CRV, and they do fine. I have mostly worked with

Daz Smith in recent years, and he does not seem to have any difficulties with the CRV procedures.

Richard Krankoski - What is your view of esoteric targets?

There must be some large aspect of all projects that is verifiable in one way or another.

Stewart Edwards - How do you measure the effectiveness of your training?

The students can describe a target well enough so that anyone can see the accuracy of the results.

What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

The question assumes an overblown and possibly delusional sense of importance. Remote viewing trainers are not national security agencies.

Why should a potential viewer invest their money with you and not your competitors?

I don't ask for money to learn remote viewing. Training is free, or I pay the students to learn.

Anita De Lange - what's the optimum amount of trainees in a single class?

One.

What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

Stay on top? On top of what? It is too early to standardize anything in the remote-viewing field. There should be lots more experimentation regarding new approaches.

Standards & measurability implies accountability and credibility. Is there an universal regulatory database or body looking out for trainees and trainers and clients?

The question deceptively posits that remote viewing has or can achieve mainstream acceptance by suggesting that there are standards that could be regulated, or that could show accountability. Nothing like that exists, nor will it exist for a great many years. The only thing people should be doing now

is trying new things and publishing their results for all to see. We are learning now, not setting standards. Setting standards means the end of experimentation. It establishes a view that orthodoxy exists to which others should conform. Then people set themselves up as judges. That kills creativity in any field.

Elizabeth Burdine - Will you do a demo?

We do public demos each month at Farsight. Tens of thousands of people watch.

Dom Igbi - Are there different types of remote viewing that aren't so tedious?

My students typically dedicate a full day for one session. That includes a meal, a long meditation prior to doing the session, any needed rest to get rid of any remaining tiredness, the initial session using paper and pen, getting dressed (plus makeup and hair) in preparation for moving to video, then recording a video of the session using whiteboard or other presentational methods, and finally reviewing the video to make sure everything went well (checking audio, etc.). Target feedback may or may not be immediately available, depending on whether or not the target is in the future.



DAZ SMITH

Tier1 Remote viewing

Bio

Daz Smith is an artist/graphic designer and author, an active remote viewer who continuously works with the top people in the field on both public and private remote viewing projects. He also runs several large information websites on the subject of remote viewing and he edits and publishes eight martinis - a printed and online magazine dealing with the subject of remote viewing. Daz has also published four books on the subject of Remote viewing available at Amazon.com Surfing the psychic internet, Remote Viewing Dialogues, CRV control Remote Viewing, and 911 The remote viewing sessions.

Daz has also extensively researched the CIA Star Gate archives and is very familiar with the 94,000 pages of information released on the government remote viewing programs.

In 2010 Daz graduated the Lyn Buchanan P>S>I Operational Certification Program. This certification program is designed to challenge viewers to produce CRV work in a style and at a caliber that meets or exceeds new industry standards.

Daz, has for the last ten years worked for some of the main names in the field of Remote Viewing; Lyn Buchanan, Courtney Brown Ph.D., Paul H smith Ph.D., Angela T Smith Ph.D. Alexis Champion and many others on both public and private/client remote viewing work.



Daz, does whatever style of RV that you teach have a name?

Yes, I have both trained in and train CRV (Controlled Remote Viewing). In my opinion it was created under great effort, scrutiny & cost and by the most talented people of our age, so I see no need to completely mutate it if the only aim is to give it a new name and owner.

When Ingo Swann and Hal Puthoff created CRV they created an amazing tool that has huge amounts of scientific research behind each component within its six stage method. No other RV method on the market can make a claim like this - none of them.

Why do you teach this particular Style?

No1 - because it's the best.

No2 - because once understood it just makes sense.

No3 - because when actually using RV in the real world for clients, then CRV creates a platform that is organized and presents the intuitive data in the best way possible for both analysis and in data reporting at all levels.

Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

I was taught CRV in 1996 in London by a man claiming to be ex spec ops (not any of the known CRV teachers). Since then and over the last two plus decades, I have made it my life's goal to research and understand everything I possibly can about remote viewing and its complex architecture.

During this time and to this day I am constantly learning news things about the CRV creation process, Ingo & the SRI team, remote viewing history and its context in everyday life now that it has expanded way past the intel world that birthed it.

How long have you been teaching RV?

I first taught CRV back in 1998 for two years in face-to-face training in the city of Bath with eight intuitive women. This training consisted of weekly meetings, homework targets and drills for approximately two years.

Since then I have tried to NOT train people as I felt I wanted to concentrate of me and that I would have found it hard to both train people and to actually RV. I have though over the past two years, mentored up to 20 people for free, online on the Ten Thousand Roads RV forum, although this was not proper one-to-one training, it was more of a loose guidance and mentorship.

Recently on asking all the participants in this magazine these very same questions and in looking around the RV world in general, I have come to the consensus that we DO need more and better remote viewers and that currently we do not have enough knowledgeable RV trainers to achieve this goal. So I made the recent decision to really focus upon creating an environment whereby I can mentor people to use CRV, I don't want to use the term train or training as that feels impersonal - I want to mentor, to really add part of me and my experiences to the process, I really want to share and develop with you - not in some quick 1,2,3 or more day intensive class - but to really help people over extended periods of very close interaction, and then to harness the trained remote viewers into the best working remote viewers that could then be employed in real world situations.

You see, remote viewing, once understood and accepted by the pupil, changes you completely and forever, it's a massive internal change that needs constant help, support, understanding and nurturing. Not a here you go - now off with you, approach.

Whereabouts in the world do you teach?

My mentoring will be online using technology to allow video conferencing and chats from anywhere in the world using computers, tablets & phones.

Approx how many students have you taught?

Approx 28, but through online websites, my books, magazine and social media, I have helped and given advice to thousands.

Can you outline the cost of your training?

Yes, It will be expensive. I want to mentor people to be the best they can be and this one-to-one interaction will take time. I estimate the costs will be between £1-3,000 but I will also mentor dedicated people for much less if it feels right to do so, and I will also offer smaller and cheaper personal mentoring and help for any remote viewer in hourly packages.

What is the duration of your training?

I estimate that the full mentoring would take at least 16 weeks for a really dedicated and hard working student and for most people longer. I'm happy to adapt to the needs of the student and to not enforce 'my' time limit on them as all people learn things differently. We will adapt to YOU the student, your needs and your life..

Do you remote view yourself or do you just teach?

I remote view every week, and have thousands of sessions under my belt, tons of them recorded live on video in blind projects. Many sessions have been used by other RV researchers in projects, research, articles & videos.

Are there any published or online examples where people can see of your remote viewing projects or work?

Tons of my website, other peoples websites, in 8 martinis magazine, on youtube and all over the internet.

Does training in RV guarantee that I will become a remote viewer?

Yes, If YOU put in the work. Will you be 'world class' well that depends on many factors, the main one being your latent natural talent. I am confident that rv training improve the quality of that latent talent in any person attempting to become a remote viewer.

Daz, where can we reach you on:

Social media:

Facebook: <https://www.facebook.com/groups/remoteviewers/> (Remoet Viewing group)

www: <http://www.tier1remoteviewing.com/>

www: <http://www.remoteviewed.com/>

www: <http://www.eightmartinis.com/>

Email: daz.smith@gmail.com

I also asked within a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

That it’s all about YOU. RV comes from within you and in learning rv or CRV, its eventually learning about you, how you process information, how you pick up and communicate with this amazing universe around us. CRV or RV is just a tool - it’s YOU that is the key in all this.

Jill Brown - Do you ‘Connect’ with some students more than others. If so why?

I connect with all students who really want to learn and who are open to new challenges and in expanding themselves as people. If a student is just in this for monetary gains then, not so much.

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

A person has to be open, primarily to change - because once you actually ‘really’ realise this works and the potential YOU have, and that there really are NO limitations, then this can blow your mind. The rest of the stuff like religion and belief is just noise.

Ray McClure - What freely available material is provided by the trainer after training?

Signed Books, manuals, videos, support documents, examples, practice targets and a community of the best trained remote viewers out there.

Is that material provided to all remote viewers or only those they’ve trained?

Well I already provide a huge amount of FREE material across many platforms - alot of this material will only be for students.

Nigel Mullett - Is there any session examples available from the trainer and/or from their students?

Yes tons of my own and some from students on TKR - see above for sources

Rid Oneight - What do you do to get to know your student, in particular when it comes to each student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

Yes, that’s why I feel longer term, intimate training is the key to this. I don’t believe in just chucking out package training in set timescales as this isn’t the best way to teach people, especially when we are talking about concepts and internal changes that could change entire lives.

All potential students will also have to sign a waiver or disclose any prior mental health issues that they may have had that could affect or be affected by RV training.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to work for them?

Yes

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

This is different for each person, hopefully if the teacher has done their job right then this will be positive, for the better and life enhancing for the student as RV and CRV can be used is so many creative ways, and I’m sure there are thousands more waiting to be discovered.

But yes, generally students will accomplish an expanded awareness to both themselves and the larger universe with remote viewing training. This will be life changing and impacting, which is why I will need confirmation that the mental state of all my students will be up to and not detrimentally affected by these changes.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs? Do you ever remote view prospective students?

None and No, that would be unethical and to be honest the universe is a heck of alot more interesting than looking at other people’s lives.

Nigel Mullett - Do you do a online course or is it just a classroom environment?

My training will all be online.

Ruth Nofchissey - What kind of difficulties might

arise from learning RV from a video like You tube?

Well, it’s harder to ask questions, although Youtube does kind of allow this after the fact. I would say that using videos would mean a slower/harder process - but anything can be achieved with dedication.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

Stats - I have a long term track record of accuracy recorded and shown in many videos and projects.

yes - I participate in research as much as I can. There is not enough of this in RV.

Ray McClure - How do you teach students to score their sessions?

Yes, later on, after they have learned the six-stage CRV process, we will then look at:

- scoring sessions
- session analysis
- report writing
- Targets/setting/taskings
- working with clients, reports, media and so on
- other tools: dowsing, timelines, whiteboards/video, etc, etc

How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

During training I will score and mentor the rv sessions - I don’t database as I find it boring and it affects my creativity - but I do see great value in RV being databased - just not by remote viewers themselves as it can hurt what I see as an overall creative experience.

Joe Kleinberg - After Remote Viewing, what is the next level up?

Who knows? CRV or RV is just one tool in the tool box and I am sure that others could be developed and are by individuals all the time.

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this?

Sketching - in the early days my sketching within CRV was terrible (even though outside of RV I can sketch anything as

I’m an artist) So I set the goal and spent three or more years working at getting better with sketches when in the RV zone - and it worked.

Also, is there anything about the protocol that you might still sometimes have difficulty with?

Noise - but we all have this.

Richard Krankoski - What is your view of esoteric targets?

Love them, they are the spice of life. BUT I’d prefer them to have at least some format of tangible evidence like a video, photo or other physical evidence to then check my data against for accuracy.

Stewart Edwards - How do you measure the effectiveness of your training?

In seeing the students improve and more importantly grow in themselves and their understanding. For me it’s not about numbers or percentages, it’s about the personal growth of the individual.

What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

None.

What is your own viewing performance?

Ask around, I have testimonials on my personal website, have worked for many in the field or just look at the live video sessions of my work on youtube and decide for yourself. I would say though that I have a very high accuracy, most of the time.

Why should a potential viewer invest their money with you and not your competitors?

Good question - First, it’s not a competition. I am not competing with anyone. I am just offering a service - take it or leave it.

All I can offer is that I want to train people to be better and to grow and expand themselves in their understanding and use of RV, I want them to be the best they can be. I want to train people to be at a stage whereby they can confidently and properly use CRV in the real world and for them to be part of a working RV community.

I’m NOT interested in just teaching someone an ‘out-of-the -box’ solution for a few days and then letting them find their

own way - I want more and they should want more.

Anita De Lange - what’s the optimum amount of trainees in a single class?

Initially I will offer one-to-one training, or I prefer to call this mentorship. Maybe I will do classes at a later date. I need to see how all this works first.

What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

None. I am afraid its a chaotic world.

Standards & measurability implies accountability and credibility. Is there an universal regulatory database or body looking out for trainees and trainers and clients?

No, not yet - maybe this would be something for an organised group like IRVA to accomplish.

Elizabeth Burdine - Will you do a demo?


Personal demo, no - many examples are already online. This is not an act and I’m not a paid monkey.

Dom Igbi - Are there different types of remote viewing that aren’t so tedious?

Sorry but you have either been taught wrong, you have read something incorrect or you just have not fully researched what we are doing. CRV although it has rules and set ways - is an amazing creative tool that uses doodles, sketching, modelling and descriptive investigative writing to probe the universe around us. It expands the person using the tool in so many ways; creatively, spiritually and in overall confidence and in life skills. It brings a community of thousands of trained

intuitive people, all understanding each other and all trying to find pathways of how we fit in and fit together and how we can explore and advance our part in this world.

Now if YOU find that boring then, LOL you really do need some personal mentorship.



TIER1

**MY NAME IS DAZ SMITH & I HAVE ONE AIM
AND THAT IS TO HELP YOU BECOME THE
VERY BEST REMOTE VIEWER THAT YOU CAN BE.
A TIER1 REMOTE VIEWER.**

WWW.TIER1 REMOTE VIEWING.COM

DEBRA LYNNE KATZ

International School of Clairvoyance

Bio

Debra Lynne Katz is an internationally renowned speaker, and founder and director of the International School of Clairvoyance (ISC), which was the first online school in the world to offer interactive small group clairvoyant training in a tele-seminar and webinar format. Debra is an author of “You Are Psychic: The Art of Clairvoyant Reading and Healing”; “Extraordinary Psychic: Proven Techniques to Master Your Natural Abilities”, and “Freeing the Genie Within: Manifesting Abundance, Creativity, and Success in Your Life. She has been a professional clairvoyant, healer, medium for the past 25 years and is a professional remote viewer, parapsychologist and research subject. She is currently a Ph.D student in Psychology at the University of West Georgia and holds a Masters Degree in Social Work with a B.A in Psychology.

While Debra is a talented and highly sought after clairvoyant-medium-psychic-remote viewer, she is perhaps more unique in her belief that all people have the innate potential to tap their own intuitive powers. She is also unique in that she is a psychic researcher in addition to being a spiritually orientated psychic. She works around the clock to continue to improve her own intuitive abilities and those of countless others, convinced that most of humanity has not even come close to realizing their true potential.



Debra, does the style of Remote Viewing that you teach have a name?

DLK: I teach two types of psychic modalities: For over 20 years I’ve been teaching an approach that for lack of a better term I call “clairvoyant reading and healing”. This system is outlined in my books, *You Are Psychic: The Art of Clairvoyant Reading and Healing* (2004) and *Extraordinary Psychic: Proven Techniques to Master Your Natural abilities* (2008); and touched upon in my latest book “*Freeing the Genie Within: Manifesting Abundance, Creativity, and Success in Your Life*” (2009).

I also teach a completely different modality, which I have coined as Practical Remote Viewing. While I’ve incorporated remote viewing exercises and experiments into my training

with clairvoyant students from the start (motivated by the release of Targ and Puttoffs, *Mind Reach* (1994)), I really got more serious about constructing a more formal course about three years ago.

Can you briefly explain the differences between these two approaches?

In Clairvoyant Reading and Healing, there is a focus on reading and healing oneself and others through the use of focused attention on particular symbols, pictures, and colors that can be manipulated to obtain information or effect change within the “client”. A key aspect to this approach is that the clairvoyant reader and client usually come together in real

time for the information/energetic exchange on the phone or in person.

This approach is based on a system of psychic development created by Lewis Bostwick in the early 1960’s to help people whom he identified as “sick” psychics and “out of control” healers. There is a strong focus on meditation, grounding, bio energetic concepts and deprogramming one’s own belief system that may stand in the way of clear perceptions and one’s own personal empowerment. There is also a focus on what I call “energetic health maintenance” which teaches students how to set and maintain firmer boundaries.

My books were the first to reveal these techniques to the general public, building on them and emphasizing what I have personally found to be most important gleaned from my own intensive practice as a professional clairvoyant, student and teacher. I was also one of the first (along with a friend Francine Marie) to offer clairvoyant programs via tele-seminar platforms, through my school the International School of Clairvoyance, although there are now others offering online training as well.

Remote Viewing, which to share Ingo Swann’s definition, is “a particular protocol” that makes use of psychic functioning (Swann, 1993), differs from Clairvoyant Reading and Healing quite significantly in both approach and subject matter. The focus of Remote Viewing is on obtaining information related to the material world as far as locations, objects, events, photos, videos, and people who often are not asking to be perceived. Whereas the approach of clairvoyant reading and healing I teach relies heavily on formulating symbols that then become the representation of whatever is needed to be known, all forms of remote viewing seeks to directly perceive the outside environment as is (or as closely as possible), rather than in symbolic form, as symbols can so easily be confused with literal objects. Remote Viewing also makes much greater use of physical tools such as paper, sketching utensils, etc.

My 12 week “Practical Remote Viewing” class offers an eclectic, well rounded, introductory approach to the subject (with the goal of bringing all students to as high a level of performance, functioning, and professionalism as possible) and is taught in a 3 hour highly interactive small group format via webinar. A major goal is helping students to understand and appreciate remote viewing’s historical and scientific foundations that sets it apart from all other forms of psychic work and places it sometimes within an awkward tug of war between a parapsychological and operational (real life applications) framework.

Students gain this understanding through doing exercises in the vein of the early researchers from Sinclair to Warcollier to Rhine to Swann to present day practices. My RV 12 week program smorgasbord of techniques, concepts, skill set, demonstrations and exercises is designed to give most students everything they need to know to go out and begin

or continue to practice, whether on their own; with other remote viewers; with project managers or researchers, and even in preparation to go on to train elsewhere.

By the end of the class most students will know whether or not the more disciplined, labour intensive approach to CRV, or the more sleepy deep state of ERV, or the more social oriented and fun realm or ARV, is something they want to pursue and where to go to pursue one of these or all of them. They will also understand different ways to summarize sessions and how to present themselves and their remote viewing sessions in a professional manner to prepare them to work with others. So they learn how to adequately move information from their minds, to their paper, to their camera phone to their computer and then to whom ever may request the information, in as efficient and professional manner as possible.

These days if you can’t learn how to work with technology you really aren’t going to be effective as a remote viewer or clairvoyant unless you are the one or two people in the world who are fortunate enough to work in an actual research lab. Even then, that can only last for so long. I also really try to help students understand issues involved in remote viewing project management such as judging/rating sessions, target construction, selection, and the myriad of variables that make formal projects challenging so they can at least start thinking about these things as they move forward in their work with others.

Why do you use a mixed methods approach to your remote viewing work and in what you teach?

These styles comprise much of everything I’ve learned and integrated into my practice and found to be personally useful for myself and others. I think of my overall repertoire as a tool shed with each of these approaches as being a tool box filled with many useful techniques, concepts, and theories that can be used in concert with each other, or mixed and matched as needed.

Controlled Remote Viewing (CRV) methodology is a heavy duty tool set that Ingo Swann intended to be used per strict instructions, specifically for the purpose of reducing analytic overlay. He didn’t believe this was necessary to follow in order to be psychic, but he developed it with the end goal in mind for military remote viewers to produce a report containing as few errors as possible in it, regardless of what was happening internally. However, CRV can be cumbersome and get in the way of an easier flow of information.

There are times when I find that I’d rather lay down and not be distracted by writing, move into a deeper state and speak directly into a tape recorder, more in alignment with Extended Remote Practice.

Meanwhile, If I have an ARV trial to do for someone, I’ll just do maybe a “down and dirty” session but still make use of aspects

inherent in these other’s methods. If I need to find something my husband has lost that is likely still in or around the house, I may only need to sit down quietly for a minute or so, imagine I’m moving to the lost item, tell myself to look around and images will arrive that help find the missing object. However, if this missing object was in an area unknown to others who were searching for something, CRV might really be the exact approach to pick up.

Sometimes I use the methods from my clairvoyant reading and healing practice to get started with a remote viewing session as well although these alone often are not exactly enough for remote viewing tasks.

So I want my students to have the same flexibility and to adjust their approaches to whomever they are working with, in the plethora of circumstances that remote viewers find themselves in.

I was in a research project with Stanley Kripner and Alan Quan who wanted me to wear a blindfold and be in the dark for half my sessions as they were supposedly testing lighting conditions. So since I couldn’t use paper (tried, way too messy with the blindfold) my CRV structure had to be thrown out the window and I employed another technique of simply looking at a blank screen. I was resistant to the blindfold at first but now I tend to use it quite a bit, both for clairvoyant readings and for ERV type of remote viewing sessions.

I was in another year long project Dick Bierman and Ed May as the rater. Ed who would get annoyed if I sent him more than a list of 10 words or so and a few sketches (and he has a personal dislike for CRV even though I don’t feel like he understands or cares much about which aspects are useful), so regardless of how I conducted the session, I needed to put it together in a form that worked for him.

I was in another project with James Spottiswoode involving target types (photos of objects as opposed to locations) that I had never worked with before, so again, adjustments were needed.

Lori Williams, one of my CRV teachers, once emailed a group of us with an urgent request to find a missing boy and a deadline for within the hour. I was about to go in for an MRI. So all my approaches went out the window as I did my session from inside the MRI machine. (I actually got a lot of clear images and information in there that later corresponded with the feedback we received when he was found soon after).

So another thing I always want to impress upon my students is they must be able to remain flexible, and available to show up immediately in any situation making any adjustment to any protocol. The beauty of being intuitive is you can always use your intuition to tune in and discover “what do I need to do right now to get what is needed?”, but it’s easier to do that once you have an idea of what “tuning in” even means. That’s where some guidance helps, even for those who don’t feel

like they are going to go so deeply into this practice as I’m describing above.

What motivates you to want to teach?

Other than having spontaneous psi based experiences as a child (which I attribute to having an identical twin sister who was open to these topics) I had absolutely no idea how to make use of my psychic perceptual abilities in any controlled way until I embarked on an indepth, year long, rather expensive course of training when I was 27 years old. I was fortunate to be in the right place and time in my life to be trained in this manner. Therefore, I wholeheartedly wanted to open up opportunities for others to do the same: opportunities that include not just learning how to access information for others, but that enable students to get more in touch with their own internal self guidance; that help them learn how to do this work in as safe and healthy manner as possible, and that help them to connect with other like minded people.

Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

The following includes clairvoyant teachers, healing teachers, OBE teachers, remote viewing teachers: David Pierce, John Fulton, Robert Skillman, Chris Murphy, Michael Tamura, Jun Labo, William Nonog, William Bulman, Richard Bartlett, Ed Dames, Dr Wayne Carr, Mike and Susan Van Atta, Lyn Buchanan, Lori Williams, Coleen Marenich, John Herlosky, Joe McMoneagle, and many others.

Whereabouts in the world do you teach?

It’s funny because when I named my current school the International School of Clairvoyance, I had recently moved from Sedona, AZ to Southern California, and I felt like it wasn’t really accurate to add “international” into the name. But every year it continues to earn that name more and more as I am truly interfacing with students on a weekly basis “world wide”.

These days most of my classes are taught via webinar-teleseminar, although I continue to offer some in person workshops, these are limited while I’m attending graduate school at University of West Georgia. Right at this moment, I’m teaching four different 12 week classes via either webinar or teleseminar. Typically half my students are from the U.S. and Canada, the other are from places around the world such as: U.K, Australia, France, Germany, Mexico, Portugal, Pakistan, Israel, Saudi Arabia, Nepal, Russia, Belarus, Ukraine, Poland, Greece, Congo, Africa.

Last year I did spend 10 days teaching in the country of Belarus, near Russia, and I recently taught workshops in Chicago and South Carolina and I’ll also be teaching for a day or two in Hawaii this year.

What web based platforms do you use for your classes?

For my remote viewing training, I like to use www.zoom.us as it has really easy to use and comprehensive screen sharing capabilities, including a white board feature that allows me to demonstrate ideograms, sketching, mapping, and other RV techniques. I need programs that give me the freedom to be spontaneous and quickly cycle between various features for sharing feedback photos, videos, or powerpoint and word documents. While gotomeeting and webex are great, they don’t seem to allow for recording video along with the audio, or as easily produce an mp3 audio recording as zoom.us does. Zoom also allows for breakout rooms, chatting, polling, etc.

However, for my clairvoyant reading classes where my students need to break into smaller groups to practice on each other, I prefer the polling and breakout features of maestro conference’s audio teleconferencing program. For these clairvoyant based classes I only use audio, as feedback comes in the form of conversation rather than visual pictures. Also, I try to keep these students in a meditative state throughout the duration of the whole class, so rather than sharing my screen, I want them to focus entirely on the internal “screens”.

Approx how many students have you taught?

As far as my 12 week teleseminar and webinar classes, I’ve had a lot more clairvoyant reading and healing students than remote viewing students, but when you combine these together I’d say I’ve had about 600 separate students over the years with a lot of these coming back for other kinds of classes to average about 100 students a year who actually graduate from a longer term program). I’d say I’ve taught another 2000 students if you count all those who attended the lectures and workshops I’ve offered at expos, book signings, and conferences over the past two decades. My how to based books have sold hundreds of thousands of copies in addition to all those available at libraries and I also have several audio courses so these have probably reached quite a few people as well.

Can you outline the cost of your training?

My tuition fluctuates, but as of today, the listed tuition for my 12 week clairvoyant Level One and Two Classes is \$1500. For my 12 week remote viewing class it is \$900 (these are with early bird discounts but most everyone qualifies as I’m a sucker for extending discounts).

I’d also say about half of my students also receive additional discounts, including partial to full need-based scholarships or work/study/assistantship arrangements and many receive discounted payment arrangements (I never charge interest). I offer substantial discounts (including free tuition on a limited basis) for students who are receiving SSI, for those who have disabilities, for those who are in the military, and for those

who come from developing countries - and particularly for students who come from under-represented countries who can demonstrate they are already in helping professions aiding disadvantaged people (like my new student from the Congo or my student from Nepal). I also often give full scholarships to those who are between the ages of 18 and 21 (for those who ask). I also have a running scholarships offer in my remote viewing class for academic based parapsychologists, but not one has yet taken me up on this yet!

Why are your clairvoyant reading and healing classes more expensive than your remote viewing classes?

There are additional practice opportunities that come with the clairvoyant classes, students can retake classes for free, and a lot of my clairvoyant students go on to start their own professional practices, some right away, some off in the future, so many potentially will earn their money back. Remote Viewers tend to not make as much money (although the potential is certainly there for those specializing in finding lost objects). Also I’ve been teaching the clairvoyant classes for a long time, they are the subject of my three books, and am quite confident that I can offer training that is going to launch students faster and farther than they could ever conceive of in a very short time – whether that launching has to do with their intuitive abilities, or their creativity or whatever their healing goals are. This type of work is truly transformational.

While I’m confident I can move most of my remote viewing students to a much higher level of functioning and performance in their remote viewing practice than when they started the class (particularly brand new ones), I think remote viewing works on a less rigorously personal level. I mean sure, students perceptual abilities will increase, they will learn more about themselves and the world around them, they will learn to recognize information flowing between their conscious and unconscious and so get much better acquainted with these aspects of themselves, but the kind of experiences they have will be different as we are focused on more scientific methods in the remote viewing classes then on spirituality, and also we focus less on meditative techniques. Therefore tuition is less for these classes even though they actually require a lot more time on my part as far as preparing practice targets, reviewing students home work assignments, etc.

What do you say to people who think that psi related services, whether readings, remote viewing sessions or training should be offered free of charge?

The idea that its okay to charge for any other kind of training/ educational program or service or product, but not from an intuitive based training or service is just ridiculous, as well as completely insensitive to those who make great sacrifices to teach and work with clients. No one would have the nerve to

suggest anyone in any other profession should work for free, including those in public service jobs or who work for non profit organizations. (I mean if some trainers want to teach for free that is absolutely wonderful. But I can’t personally afford to do that as I’d need to go get a full time job and then not have time to teach what I love).

I’ve heard researchers criticize remote viewing trainers for the prices they charge, despite the fact that they do very little that is not funded either through grants or annual salaries that far exceed those of the general public. I’ve even been told by researchers that remote viewers should be willing to participate in research without receiving credit (its considered “ethical” in psychology research to hide “subjects” identities, without even asking them if they want this) and that they should be willing to help out of “the goodness of their hearts” – meanwhile those very same researchers will go onto retire, set for life with pensions and funding they secured only because they were allowed to be recognized for their own contributions.

Also money actually helps ground the entire experience and often sets apart those who are serious, dedicated and disciplined from those who are not. (The majority of those who miss classes or don’t complete programs are those I’ve given scholarships or assistantships to). I assure you this is a trend that all practitioners discover, usually just right before they move to practicing for free to charging for their services.

While some say it is unfair to deny those who really want to learn but can’t afford to do so, these days, there are dozens of remote viewing books, organizations, free websites and resources, and people offering instruction via webinar, social media, etc. It just requires students to be more self motivated and creative. That being said, I personally never want to turn anyone away who has an intensive burning desire to learn about their own potential and that’s why I offer the above scholarships, discounts, work study opportunities, etc. But do I think all RV teachers should or need to do this? No. Still, it never hurts to ask and to be persistent with whomever you want to work with. Most psychic development teachers I know will be flexible if they know a student is really devoted and will put in the personal time.

Could you share two or three student testimonials?

“I’m a current student at The International School of Clairvoyance (in my second and final session) and have read all of Debra’s books. I find Debra’s approach unique for several reason. 1. She believes that everyone can learn to do clairvoyant readings and this is obvious in her approach to teaching. 2. Debra’s method is structured. By this I mean that she supplies specific steps to psychic development. When practiced these steps work! 3. Her approach is comprehensive. Debra doesn’t only focus on teaching the student how to do a standard professional (or informative reading), she

covers less traditional aspects of clairvoyance such as clairvoyant healing and visual manifestation work. All classes are taught live by Debra. Class sizes are small and highly interactive. Weekly opportunities for practice (with volunteers, not other other students) are provided - in addition to the classroom session. Additionally, Debra is truly gifted teacher - gentle, encouraging and effective. She has a special ability to pick up on core issues (which may be quite subtle) whenever a student is struggling and provide discerning feedback and insight - something that just isn’t possible in a large or prerecorded class. This course is ideal for those wishing to work as as professional clairvoyant reader or healer or anyone who wants to bring this very valuable life skill into their own everyday experience”

- Barbara, G. Pittston, PA

Here are some pages with lots of testimonials:

<https://www.debrakatz.com/training-testimonials>
<https://www.vocalreferences.com/merchantCenter>

Do you remote view yourself or do you just teach?

Yes I am a professional clairvoyant and remote viewer. On average I have consistently spent between 5 to 20 hours a week engaged in intuitive work for the past 25 years. According to my calculations, a very moderate estimate would come to 13,000 hours of intentional, intuitive based work. This does not include my teaching time when I also go into altered states, or meditation time or dreaming time spent on various psi related endeavours.

Are there any published or online examples where people can see of your remote viewing projects or work?

Yes you can see some here:
<https://www.debrakatz.com/debra-rv-session-examples>

Does training in RV guarantee that I will become a remote viewer?

My first response to this question was if you remote view, you are a remote viewer and if you want to know how to remote view, then why wouldn’t you do what anyone else on this planet does when they want to know how to do anything? Find out – from someone else with some experience – and preferably a lot of people with a lot of difference experiences and then go practice and never stop practicing different and more challenging tasks as you begin to master the earlier ones.

But then I realized that maybe the person asking this question really meant to ask “does RV training guarantee I’ll have psychic experiences, as in accessing information with psi

related perception?”. My answer to this is the training alone won’t guarantee this, but if the training includes practice and you are willing to practice both in and out of class and do what ever it takes, you will absolutely get to experience your own natural psychic perception. No one would want to keep up with remote viewing if they didn’t see evidence of that. I fully expect that my students will have a mixture of correct and incorrect information in their transcripts within even the first few exercises we do, particularly if we start with targets that are easier than others as far as out boulder type locations, or compelling and dynamic photographs. Sometimes I start with these, but sometimes not.

Do you ever have students who are very blocked or just basically suck at remote viewing.

Yes to the blocked part and as far as sucking – yes, initially, and for those who just drop out they will always suck until they get back into practicing and learning – whether that learning is on their own, with myself or another teacher. In every class there is usually one person who struggles to some degree more than everyone else. For someone particularly blocked, they may need to retake a class and practice more than everyone else. That’s why my students can always retake a class at no extra charge as long as its being offered.

I had a student who was behind everyone. He really struggled. He retook most of my classes several times, he also went and trained with others, and he didn’t give up. And I started to notice something striking. He wouldn’t speak up and share as often as others, but when he did....Wow! Crystal Clear accuracy. Doesn’t mean he doesn’t still have moments of fear or doubt or resistance to the entire act of reading others - but when he shares something its often spot on. In fact, he’s now an assistant teacher in some of my classes.

Most students who struggle do so not because they aren’t psychic, but because of internal, psychological, emotional issues and resistances and a lack of will. Some of those who come into my clairvoyant reading classes can’t handle the stress of speaking up to another person on the phone as they are afraid of being wrong, afraid of hurting their feelings, afraid of seeing something disrobing, afraid of sounding silly, afraid of bothering the other students.

What does any of that have to do with one’s actual psi abilities? It’s not the psi ability that’s a problem, it’s the internal environment of the person that is getting in the way of it. Psi perception is very subtle. It requires a calm, focused, attitude. So for someone with all that fear and emotion it’s not just going to help to just practice, they are going to need to do some pretty heavy duty inner/personal transformation work as well. Some who are so socially introverted or awkward with very low self esteem should not even be trying to do readings on others, however, they could make excellent remote viewers, unless the fears translate to communicating on paper in terms of being fearful of being wrong, judged, etc.

So all this intuitive work is not just about the psychic perceptions, it’s also about preparing oneself mentally, emotionally, and physically so that we can be calm, clear, stable enough to perceive the information and share it in a courageous way. Since birth we have all mostly received repeated messages – “be careful about what you say before you say it”, “Be logical”, “its just your imagination”. In remote viewing or clairvoyant work – these are the first types of programmed messages they come up against and some just cannot get past them. It’s not the psychic part of a person that is the problem, it’s all the other parts drowning that part out. Some people have more work to do this in the area than others.

This is why those who have already spent a lot of time working on themselves through other personal growth processes tend to excel at these types of tasks.

Where can I reach you on:

www.debrakatz.com

www.seventhsight.org

<https://twitter.com/debrakatz>

<https://www.facebook.com/debra.l.katz.7?fref=com>

Email:debra@debrakatz.com

Debra, I also asked within a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

The most important concept hands down it to practice the art of observing without needing to know. Your job is to simply observe, not to know. The goal is not and cannot be to name the target while you are in session, or to try to understand what it is, or figure out even what’s going on. Start and end a session always by reminding yourself very firmly that your job is very simply, to observe, describe and report. Knowing is your enemy. Logic doesn’t enter into it until the entire sessions is done.

Also, this is not about making connections between your first impression to the next. The art of doing remote viewing or any psi task involves letting each impression stand on its own and yet here is the paradox – every former impression particularly the visuals, but sounds, textures, movement too - can be probed to solicit more information, but in probing them you

enter into the dangerous territory of trying to figure them out or then making logic connections between what you saw first and what you saw next. These should be recorded together on the page but not logically connected.

Also remember to always interact with the target with your body. Bring yourself there in your imagination, or bring it to you and keep touching, hugging it, smelling it, what ever you need to do to get it to give you impressions you can record. Also, keep moving around the target (in your imagination), as every time you move, a new flow of information comes in. In real life when we stomp up and down we get a reaction as in our feet sinks into the ground, we hear our heels tap, sand flies up. When we knock on a door it opens, or it breaks or it makes a sound. This is all we are doing in remote viewing. Think of yourself as a detective, but one that is not deducing, only collecting data through interacting with the target location and with your paper. Tell your logical mind it must remain quiet until you are finished and at the end you’ll allow it free rein when it’s actually time to move into assessment mode.

Finally, upgrade your imagination from “just my imagination” to having Godly status. Your imagination is a sacred, highly functional canvas upon which information from the outside flows to show you whatever you want or need to know. Treat it with respect. Notice what’s happening in there. That doesn’t mean you should interpret what happens in there on a literal level - not at all – but it does mean that you should recognize that it comes with a high tech surround sound system built in there just waiting for you to show up and pay attention to what’s going on in there. I find students that are unwilling to give their imagination a chance because its silly, childish, foolish, illogical, not only have a much harder time with intuitive work, but they tend to also be sadder people.

Jill Brown - Do you ‘connect’ with some students more than others. If so why?

Hi Jill, Absolutely, and I’m glad you asked. The answer is very simple and it’s true not just for my remote viewing classes but the undergraduate intro to psychology classes I recently started teaching at the university level. The students I connect with (as in the ones I think about, remember, pay more attention to, enjoy, etc.,) are the ones who speak up. They are the ones who ask questions, who share their thoughts, whether in class or in emails and sometimes both.

I fully understand this is hard for some students who are shy. I was so painfully shy for half my life, I totally relate – but the ones who can speak up are just more memorable. That is why I would suggest for any student of any discipline – always come up with at least one question per class to ask – or one experience to share. It doesn’t matter what it is, or if you don’t sound like you know what you are talking about, just speak up. Teachers love questions, they make our jobs so much easier and also challenge us in so many ways, forcing us to have to think on our feet, and so we love students who give us that

opportunity to do so. Of course this doesn’t mean I don’t appreciate my more introverted students, or that I won’t do all that I can within the parameters of the class to get the quieter ones to speak up.

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

Hi Stephen, I have noticed no trend as far as remote viewers religious backgrounds. What I have noticed is those who have the mindset that they will work hard, train hard, practice hard, for however long it takes, in a disciplined manner, do the best. Most people talk about Ingo Swann as someone who had extraordinary innate powers. What they don’t know is that in a single year he did over 17,000 psi related trials. He completed hundreds of thousands of trials during the course of his life. Some of these were more in depth sessions some of them were forced choice, very quick tasks (akin to describing ESP cards). Most people don’t know that Ingo had already done already done hundred’s of hours of practice sessions in multiple research labs, receiving guidance from people like Janet Mitchel and Gertrude Schmeidler, prior to even coming to Stanford Research Institute. Ingo worked his ass off constantly to improve his own skills, and he saw improvement in most tasks he or others around him were doing. This is what gave him confidence that even those who were not known to be “gifted” natural psychics could learn to do this work. The same thing could be said of Joe McMoneagle who has frequently called remote viewing “a martial art”. Both these men were very psychic, but you would never know their names if they hadn’t had the ability to be extremely focused, self-disciplined, and preserver in the face of adversity, which was unrelenting in the environment they operated in. David Morehouse’s book “Psychic Warrior” is aptly named. You have to have a warrior mind set when it comes to any kind of ongoing psychic work. Your enemies will always emerge just when you thought you eliminated them – these include your own doubts, insecurities, fear, ego and all the other people who are projecting these onto you as well.

One of my top performing students right now, who is also my webmaster, runs triathlons, she is a nurse but also was training to be a professional cyclist. Whatever characteristics would come with a person who can withstand all that comes with doing extreme activities that bring one to the limit, are those that benefit people doing psi related tasks like remote viewing, because these tasks require extreme focus under highly stressful conditions sometime. This is the premise for my second book, “Extraordinary Psychic” The extraordinary part is not so much about the psi as it is the personality that comes with it.

Ray McClure - What freely available material is provided by the trainer after training?

Hi Ray, my Student/Webmaster Natalie and I recently created hundreds of unique, practice targets for all remote viewers to use individually, for projects, etc. These are available for everyone, free of charge (not just my students).

<https://www.debrakatz.com/remote-viewing-target-practice>

Nigel Mullett - Is there any session examples available from the trainer and/or from their students?

Hi Nigel, Yes, check out this page for two recent monitoring sessions I did with students at the end of their 12 week training with me:

<https://www.debrakatz.com/student-rv-session-example>

Here are some examples from my own sessions:

<https://www.debrakatz.com/debra-rv-session-examples>

Rid Oneight - What do you do to get to know your student, in particular when it comes to each student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

Hi Rid, the student’s talents challenges and handicaps emerge as we discuss their sessions, as they ask questions and as I review their work and in some email conversations outside of class quite often. I like to work intuitively, meaning I try to stay present with sensing the energy level of the group – making decisions about exercises, target types, how we are going to work, as we go along, so I can be responsive to group and individual needs. This doesn’t mean I’m closely evaluating every single students performance at every moment – but it does mean I may lose sleep if one student is lagging behind the others and I can’t figure out how to help them. It also means that I will invite those that are excelling to participate in other projects I have going on as well or refer them out.

Part of the reason I have so many techniques at my disposal is because I had to adjust what I was doing to accommodate students with different learning styles or who were falling behind or moving forward very quickly or whom needed some spot training. For example, I started working with professional psychics or mediums who were interested in developing their specific visual ability of clairvoyance, as well as those were hitting some sudden bumps in their practice and suffering from performance anxiety, and so I needed to learn how to accommodate them, without causing my newer students to feel threatened by the differences in skill level. Professional psychics sometimes have strong ego’s to contend with – in that they feel threatened with new challenges that are invariably going to make them look less proficient until they

master the new tasks (then they will often move way beyond where they were before) but that period of going back to feeling inept, or realizing that they aren’t going to be put on a pedestal because I don’t subscribe to “gifted” psychic model, could be threatening. However, usually what they discover is more room than they had in years to just play, and let go of the seriousness of it all (which is usually at the source of their troubles). Also experienced psychics love learning new things and that’s why many get very excited learning remote viewing, it opens up a whole new world, where as before they were starting to think what they were focused on and how they focused on it, “was all there is”.

So my job is to make sure everyone is and remains appropriately challenged, but not so challenged they are going to move into stress or stay within what I’d call “invalidation mode” for too long. For those that are clearly progressing or showing a high level of aptitude, I’m going to raise my expectations for them as far as level of detail, level of accuracy, and level of professionalism. I may assign them a leadership role in the class as well. For those that are moving more slowly, I’m going to give them extra attention. Both students at either end of the spectrum can learn a lot from each other and that’s why I love teaching in a group format.

Linda Brakefield Spellman – Have you been approached by the government?

No, but if I was I’d have lots of recommendations for them.

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

Absolutely! Most that I work with report having an increase in daily intuition and precognition and empathic responses to others. As far as perceptions, they report noticing much about their environment they didn’t notice before. They also notice a difference in dreaming patterns as well.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs?

I believe in God in kind of a spiritual-technological sense – God is a higher power that is essentially an energy source we can literally tap into and draw from for empowerment. I believe in life after death. I believe that the most miraculous, unexplainable, crazy, impossible thing is US – it’s us as humans living this insane, messy, weird, uncomfortable, bizarre life with these very crazy, freaky things called “bodies” and because of that something as simple and tiny as having psychic related perception, or being able to influence matter with ones mind are just so insignificant compared to the inexplicable mystery of us as humans on this earth. It is really surprising then that

anyone would raise an eyebrow about these tiny intuitive things when you put it into this perspective and therefore it makes it way easier to conceive that we can do these things. While I am technically Jewish (not sure how that impacts me except no one ever told me I couldn’t explore these topics) I believe my open minded approach of one should have beliefs but always be ready at a moment’s notice to re-examine them and discard them, makes it easier for myself and my students to have success in areas that many others are closed off to.

Do you ever remote view prospective students?

No. I’m way too busy to do that and I don’t believe in invading people’s privacy unless there is a very good reason to do so such as in solving a crime – or figuring out why a guy hasn’t called back for a date when he said he would. You know, really important things like that.

That being said however, occasionally there are times where I just think about someone like as in, “Oh, I forgot to email so and so back, hope they aren’t upset” and then I get some kind of download about them. But that’s unintentional. Still, that’s why I say there really is no such thing as ultimate privacy because this is something we all do from time to time, just a lot don’t realize the source of their thoughts. The other thing that makes me laugh when I hear people get nervous about me possibly tuning into what they are thinking is that we all project onto others what we assume they are thinking anyway, and these projections, which more often than not are false, would do way more damage most of the time than what ever we might tap into that is actually true. That’s why I’d rather people actually know what I’m thinking than imagine all sorts of things that I am not. But that’s just me.

Nigel Mullett - Do you do a online course or is it just a classroom environment?

Most of my classes are online classroom interactive environments taught via webinar or teleseminar as outlined at the start of this interview.

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like You tube?

Many students can do well from reading how-to books or watching videos. Many others however do better working with a living person who will give them tasks to complete and provide practice opportunities. There are however ways to get that outside of working with an instructor. For example, you can join the International Remote Viewing Association (IRVA) and they have practice targets of the month. Alexis Poquiz on the large remote viewing facebook group offers free practice of the month targets. Daz Smith also sometimes offers these through his facebook group. There are lots of ways to get involved in associative remote viewing projects where you will learn a lot through the Applied Precognition Project run by Marty Rosenblatt as well. So watching videos and reading

how-to books can help if you take advantage of these free or low cost resources, which by the way still come with some level of guidance as everyone I mentioned above is always willing to answer questions.

That being said, one thing I think newer people need to look out for is that it is possible to do a remote viewing target and get stuck in the emotion involved in it and then end the session not knowing you are still stuck in something that was part of the target (like an emotional state or thought form) or that got stimulated in yourself. This doesn’t happen often but can. So I think if people are offering video courses they need to include instructions as far as how to get unstuck, protect one self, and heal one self or that’s something a student who is in the process of training themselves should seek out. I talk a lot about this in my first book, “You Are Psychic: The Art of Clairvoyant Reading and Healing” which I wrote prior to getting heavily into remote viewing, but that really can complement any remote viewing practice.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

I participate in a lot of research as an experimenter and as a research subject. However, I have only recently embarked on performing tests of my own students. I am currently doing pre-tests and post-tests with my current remote viewing class and these results will be published either as part of my dissertation or in the near future.

Ray McCluire - How do you teach students to score their sessions?

I advise students to do a thorough feedback session, to circle everything that matches and to examine closely what worked and what didn’t work. I also sometimes will invite them to sketch out what they wished they would have sketched upon seeing their feedback so they can imprint into subconscious what is expected of it.

How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

I do not keep track of student’s scores because they are students and what would I do with these scores if I kept track of them? I can remember who impressed me and who did not, and part of what impresses me isn’t just occasional or frequent stellar sessions but how easy and pleasant they were to work with.

More importantly, whatever their score is at the beginning of class will not (or should not) be the same at the end. Nor should it be the same in three months, six months, three years, six years or 30 years. So it is unfair and limiting to score someone in order to place a definition of them that is going to hedge them into some kind of box that makes them think they

aren't and therefore will never be good at a particular thing, when in my own experience as a remote viewer I know that I have gotten very proficient at things I initially sucked at. So if I am not good at a particular kind of target, it's that kind of target I need to keep working at, perhaps even exclusively for a while.

This is why I set up somewhat unusual categories, including animal targets, on my website pages feature practice targets – so if a remote viewer feels like they get a sense of an animal being at a location but not the correct animal, which is common, well they should go do 500 animal targets and then reassess things. These practice targets can be found at:

<https://www.debrakatz.com/remote-viewing-target-practice>

Joe Kleinberg - After Remote Viewing, what is the next level up?

What is there after remote viewing? The practice never ends. I think it's imperative to the field that people start honing their abilities to describe letters and numbers and words and get over the mindset this is impossible or too hard to do. Jon Knowles, my buddy and the author of the new book, *Remote Viewing From the Ground Up* (2017) is currently doing research in this area and myself and friend Michelle Bulgatz have started formulating some experimental designs for studying this as well.

For myself personally, in addition to remote viewing, I have only recently embarked on practicing my PK skills on a daily basis without a great deal of success yet, although some weird things are happening around here, so not recommending this for everyone – particularity if you own your own home and have to pay for your own repairs! I am keeping a blog on my personal PK journey as things progress (hopefully!) which can be read at www.pkeveryday.com.

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this?

Hi Jamie as far as CRV – there are certain acronyms that are counter intuitive to me (i.e. “Stray Cat”) I can't ever remember what the letters represent and that is irritating. Stage 5 tools seem to be filled with these words. I have a policy that if I don't understand something (which usually means I'm not finding it useful) then I won't teach it. Therefore I've modified the stage 5 tools and narrowed them into a single tool that can be done outside of a session (as during a break or at the end) or within the session – which basically is taking two or more AOL's, and breaking down the individual components into similarities. Like in a session if you got horse, dog, cow – what are the common dynameters? Brown, docile, animals, alive, fur, four legs, tails, maybe farm. So these are the words I'd include in the session and throw out the others words as probably analytic overlay.

Also, is there anything about the protocol that you might still sometimes have difficulty with?

Well I have had mixed feelings about identifying/naming my Stage one gestalts in the A/B sequence. On the one hand, I have quite high accuracy with identifying my ideograms, on the other hand, anything you name could then be analytic overlay. However, in going through Ingo Swann's archives I just discovered that the way he taught it at least to Tom Mcnear, is you should never guess at your gestalt – so you leave your B blank if it's not immediately clear to you what gestalt your ideogram is giving you. I really like that idea which I literally learned last week, as I was taught that we were supposed to force ourselves to guess at them (those of us who have gone through the formal route of ideogram training)

Also, while I love and advocate the stage 6 tools regarding mapping (as in drawing numbers around a shape, or the entire location and probing each number) I have a strong dislike for dowsing at this time, and so I don't teach it. I don't feel like it works for me, it just doesn't feel like it belongs in a remote viewing protocol. But I know some really love it and swear by it, and I've also seen people get very close to identifying spots on the map by combining remote viewing and dowsing. That's why I call what I cover regarding CRV in my classes an introduction to the subject – as I leave some components out that other teachers would definitely cover.

Richard Krankoski - What is your view of esoteric targets?

I think in moderation esoteric targets can be very cool on a very personal level as they allow us to learn about things we otherwise couldn't know about ourselves and the inner workings of the universe. Of course I use the term “learn” loosely, as this knowing may not be complete, entirely accurate, etc.

I've learned about the source of viruses, about God, about the nature of angels, about the connection between mental illnesses and possession, of orbs, of the future of the planet, about Planet X, from being assigned these as targets, often via blind or double blind procedures. I share these examples because most of these would probably also be interesting to many other viewers. What I don't like is being assigned targets that are esoteric that are of personal interest to the tasker but not at all to me. So I think taskers need to be really careful of this which isn't easy to know since they can't come out and ask the viewer what they think if they are trying to adhere to having blind protocols.

Igor Grigc, an experienced ARV project manager and author of ARV studio Software, recently gave me a blind target that was later revealed to be seeking information about, “why did a particular remote viewer (whom I know) have displacement for an ARV target?” . I was so excited, and thought this was an absolutely brilliant target to give to me since they know I've

been studying the problem of displacement in ARV projects for years. However, for another viewer or psychic who hasn't been studying this, it would probably be quite annoying to receive something like this. I truly gained more insight into the displacement question due to being tasked this. Of course I can't prove these insights are correct just yet, but now they can help form a new working hypothesis I may be able to test in the future if time permits. That's what “esoteric” targets can do.

Of course we do also need to be careful with an esoteric target that we aren't simply describing the taskers ideas about the target rather than the target itself.

Stewart Edwards - How do you measure the effectiveness of your training?

Well there are two kinds of measuring – quantitate and qualitative.

Qualitatively: Every time I teach, even if it's a 3 hour workshop giving participants three different targets – I notice quite a huge difference with many students who share their transcripts, make comments and ask questions, between the first and second, and the second and third. In a 12 week class, I see some students progressing from week to week (again via looking at their transcripts and in talking to them), others may lag behind and then suddenly have that stellar session.

In general, what is immediately apparent is that many students start off with a majority of AOL's in their sessions, and over time, with instruction, move to having a majority of descriptors. Other indicators of progress is when they move from having more correct information then incorrect, having no sketches to many, and when they move from having more organized, neater, sessions that are turned in as requested. I see progress when I hear students discussing concepts they didn't know the meaning of before. I see progress when I hear about how they got together outside of class to practice with each other, or that they are now doing practice targets with other groups or managers. I see progress when they want to take my other classes as well. I see progress when they get excited about having had a cool experience during a session and get all excited, or when they send an email afterwards. I see it in the testimonials they write, in the emails they send sharing how the classes made a difference not just in their psychic development but in their personal live.

If you are speaking about measurements on a quantitive, structured level: I am currently in the process of doing a pre-test/post-test experiment with my students with the help of another experienced remote viewer, Michael Ash, who is acting as the main experimenter in this in order to keep me out of the testing process. I'm hopeful we can set up an easy and standardized testing procedure (we may need to make some initial adjustments after this trial run) that other trainers can make use of as well. I may incorporate some of this into

my dissertation as well. Not sure yet. Will know soon.

Also, sometimes I do ask students to fill out a questionnaire at the end of class. I intend to start having all my classes fill out such questionnaires moving forward.

It is important to keep in mind as far as formal assessments, that the teacher isn't necessarily the best person to do the assessing. Students often want to say nice things to make the teacher feel good. Also, its natural for other researchers to doubt claims of success if a person might benefit from these claims as far as financially or personally. That's why those who are concerned about assessments (particularly those with training and background in formal assessments), rather than calling out teachers for not assessing themselves, should instead be offering to assist or do the assessments themselves. I'm sure some would be interested in this, while others would not be.

What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

Well Stewart, how do I know you aren't a foreign Spy? I mean you are from the UK and look a little like Sean Connery.... hmmm, and I gave you the key to our remote viewing targets for that project last year....

Seriously though, with all the other things I have to worry about in my life, this is the last one. I'm much more worried about attracting stalkers, or people who think I'm implanting thoughts into their brains (there are quite a few people who read my books and think this, even though I've never met them or have given them a moment's thought). Bottom line, whatever I might teach, someone with nefarious intentions is so benign compared to whatever they are going to do if they get hold of a gun or instructions for creating a bomb or dangerous chemicals through logical means.

I'd be more concerned that they might negatively impact the overall energy of the class or the other students than that they'd make use of what I taught them in their capacity as a foreign spy or terrorist. I don't think they are going to be attracted to someone like me anyway. I think they'd go learn from someone who vibrates more like them. But if they did show up, I'm pretty sure I'd know.

I know when people are watching me or scoping me out (I've gotten clear confirmation of this). I see them clairvoyantly in a way that is more clear and detailed than I see most other things, and at the same time I get a sensation on top of my head as if a thin line is burrowing its way in.

Why should a potential viewer invest their money with you and not your competitors?

First of all, this question is making an erroneous assumption in presenting an either/ or competitive scenario which I absolutely don’t subscribe to. Let me be clear, other instructors are not my competitors, they are my colleagues, teachers and friends, and I highly recommend working with anyone who has been invited to contribute to this set of interviews. Also if someone wants to study only controlled remote viewing in its purest form go study with Lori Williams or Paul Smith, don’t study with me.

If you want to get a taste of everything I consider to be important in order to get a well rounded education in remote viewing, including an introduction to all stages of CRV, and know you are being prepared as quickly as possible to be ready to go and work with other project managers, experimenters, etc., my classes are a very good place to start. I would say if you feel like you just didn’t gell with CRV, or if you are already a psychic, medium, clairvoyant, healer, you may like working with me because I’m going to be able to help you transition into remote viewing simply because I did the transition myself and know how to navigate myself within and between these two disparate disciplines and worlds.

As far as my clairvoyant reading and healing classes, I am confident I know what works to really help people reach their intuitive goals. I’ve got this down really well. I’ve fine tuned my approach over the years to bring students to a fast and high level of proficiency using a group format in which total beginners and experienced intuitive can benefit from learning and practicing together. A lot of this has to do with knowledge gained from my thousands of hours of practice as a clairvoyant reader and healer mixed with my direct practice as a remote viewer. Participating in parapsychology research has helped too.

Additionally, I know how to both raise and transmute energy for individuals and groups of people and can do this very easily, so it is like I’m bringing people to a place that is ideal for this kind of work to happen, and part of what I do, at least with my clairvoyant reading and healing students, is to teach them how to do this themselves, the part of this that is teachable. So I know how to work with energy in a way that often helps students feel better by the end of class. I’m also an avid multi-tasker. So everything I do in my clairvoyant classes is for the purposes of healing, manifesting, bringing more peace, and creativity and passion into one’s life. I’m pretty good at incorporating all of that into what I teach. While I don’t exactly do that in my remote viewing classes on this level, to this extent, I always do my best to create a high energy, fun, social environment. If people aren’t enjoying themselves (or feeling successful), they aren’t going to want to come back the next week.

Anita De Lange - What’s the optimum amount of trainees in a single class?

Hi Anita, for my beginning webinar programs, I like to have between 6 and 10 in my group classes. The energy is just livelier with more. Students really get to learn from each other too.

What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

I am not so concerned about maintaining standardization but I believe maintaining a strong historical record of remote viewing practices, and tracking where changes are occurring from past practices and between various practitioners and trainers so we can assess the latest development and improvements, determining if these are truly conscious improvements or simply due to differences in styles, or interpretations of earlier teachings. I also believe that it’s important for teachers of remote viewing to stay current so we can constantly be refining training and practice techniques. That’s why being part of social networks, talking to each other, sharing information, swapping techniques, taking each others classes, attending in-person conferences, being part of remote viewing professional organizations like IRVA and APP and reaching out to other areas and types of psychic work and research to see what these might add to the field of remote viewing is important.

Elizabeth Burdine - Will you do a demo?

Here is an example of a demo I did for a radio show host who bills himself as “Canada’s most dangerous mind”. I couldn’t believe he actually seemed shocked remote viewing is a real thing given he’s a mentalist. I guess that means maybe I can now call myself “America’s most dangerous mind”.

<https://www.debrakatz.com/debra-sessions-tasked-by-jeff-richa>

By the way, I absolutely hate doing demos. I did one for this big reality show producer, but instead of me doing the remote viewing, he wanted to do it. I brought in a bubble headed goldfish as a target, which was ironic because one his friends who arranged the meeting and was present (I was pitching a reality show about psychic training) was an actor named Kramer, who had played a policeman in the movie “Jaws”.

Anyway, the fish in the fish bowl was inside a black brief case. This producer wanted me to teach him in 5 minutes to do a remote viewing session. I gave him some precursory instructions. He was quiet for a long time, really concentrating and then the phone rang and he got up to run out the door and on his way out he yelled over his shoulder as if joking, “this isn’t working, all I keep seeing is Kramer’s big head with

his glasses”. I jumped up, blocked the door long enough to do the big reveal of the fish in the bowl, but he didn’t even bat at eye lid. He said, “Well better luck next time, sweetheart” and left. He didn’t stay long enough for me to explain this could have very well been analytic overlay. Needless to say, I never heard from him again.

It’s too hard educating these TV show producers on the potential of what a great show something like this could be when they give you all of 5 minutes. The other ironic thing that happened was after this I stopped in at my brother Brad’s house who is an editor and lives near the Hollywood Hills. I put the case with the fish in it down inside his carport, at the top of the stairs. A few minutes later I came back to retrieve the case, as it was pretty warm for a fish to be locked inside a case, and discovered the case was gone! Brad was pretty sure his neighbor’s who were drug addicts had stolen it as they were known for going through the garbage cans on the block. So I went to their house, knocked on their door, and asked if they had accidentally picked up my case, not knowing there was a live creature in there. They sheepishly brought it to the door and gave it back. Too weird. The fish died a day later.

So, I hate demos! It’s a lot like playing Russian Roulette. There is that one bullet that’s going to eventually get you if you do enough, and probably when you are being broadcast in front of 10 million people. Still, I’ll do them when absolutely necessarily.

I guess thinking of it in a different light, you could say too that every time you do a remote viewing session, it’s kind of a demo, I mean someone is evaluating your performance even if that’s not the end purpose, even if it’s just yourself.

Dom Igbi - Are there different types of remote viewing that aren’t so tedious?

We always have the option of closing our eyes and seeing what just comes up. This is not tedious at all. In my classes we start with simple ways of tuning in as I don’t want anyone to think that it has to be complex or tedious. That being said, if one just closes their eyes and waits for information to come, this would be considered more of simple clairvoyance rather than using a remote viewing protocol. It’s good to know that when push comes to shove you can get immediate impressions, and to be reminded, this is all so much easier than we tend to think it is – in fact I think this is one of the biggest problems – that tuning in is so incredibly easy – that this ease factor becomes unfathomable and seems surreal. Everything else in life we want to do involving the body, takes so much more effort, even in just raising your hand to a cup and moving it to your mouth, so our bodies are primed and revved up to move into this effort mode, when that’s the last thing that’s needed. It’s not that being psi is hard, it’s that it’s much too easy. So easy it goes unnoticed most of the time as we are going about our everyday business.

EXAMPLES OF MY OWN SESSIONS:
<https://www.debrakatz.com/debra-rv-session-examples>

EXAMPLES OF MONITORED SESSIONS OF STUDENTS
<https://www.debrakatz.com/student-rv-session-example>

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DICK ALLGIRE

Visual Remote Viewing

Bio

Dick Allgire was the Vice President of the Hawaii Remote Viewers Guild, and is a skilled and talented remote viewer who trained under Glenn Wheaton at the Hawaii Remote Viewers Guild (HRVG) in Honolulu for over eighteen years. He was an HRVG-certified instructor while he was with HRVG. He has presented at several IRVA Remote Viewing Conferences, and has lectured and trained students internationally at scientific symposia.

Dick is a veteran television journalist with over 38 years experience as a reporter, anchor, and producer. Dick has worked in Hawaii since 1985, and has been at KITV since 1988.

Dick is currently working with Daz Smith at Crypto Viewing, a new organization that is investigating trends in the digital monetary system, as well as a hidden mysteries around the world.



Dick, does whatever style of RV that you teach have a name?

Visual Remote Viewing. Close your eyes and see.

Why do you teach this particular Style?

This is the method that was taught to me by a former member of a US Army Special Forces Intelligence team. I've tried all the well-known methods, and this works best. This method was never openly acknowledged, and I don't believe it was abandoned. It is based on obtaining visual imagery and establishing a communication pathway with the subconscious, using a highly structured set of protocols involving NLP.

Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

I studied for 18 years in Hawaii, and when I say 18 years, I mean the training- the actual learning- lasted all that time.

I literally got thousands of hours of one-on-one instruction and practice, as well as training in conducting projects and experiments. We went through everything, from ideograms to S-5 ERA, targeting, tasking, analysis, and beyond. We got into masking and entrainment, spooky stuff like trying to use RV to influence the past, sending a message to the past that would be evident in the present. In terms of what I experienced with that, so many remarkable events along the way, actually being able to see —as experiential, full-color, 'you-are-there' reality-events in both the past and present. Some of this has been documented in my published work and in video projects.

How long have you been teaching RV?

Nineteen years.

Whereabouts in the world do you teach?

I'm based in Hawaii, but I have given classes in Korea. I have a method that allows video and one-on-one training via the Internet. I've taught students in Japan, Canada, Europe, and

all across the United States.

Approx how many students have you taught?

Dozens.

Can you outline the cost of your training?

I teach a small number of private students, accepted by invitation only. The cost ranges from free to very expensive. Each individual is different in terms of wants and needs. My goal is not monetary, my goal is to train viewers who want to learn this skill.

What is the duration of your training?

The basic course takes about six months. The advanced training lasts as long as the student is interested and engaged. Like I said, my training continued for nearly two decades.

Could you share two or three student testimonials?

Dick Allgire didn't know me, but patiently replied to my numerous emails & offered me a chance by giving me a target. And from there, out of what I can only surmise was the kindness of his heart & a deep passion for remote viewing, agreed to train me. His training methods include a wonderful combination of structure, kindness, and patience...and a great sense of humor which made every session enjoyable & helped immensely with remote viewing self-confidence. It's amazing that he agreed to train someone he has never met...or has he? ;)

- Terri Bene', Conifer, CO

Do you remote view yourself or do you just teach?

I remote view a lot. I am primarily a remote viewer more than an instructor.

Are there any published or online examples where people can see of your remote viewing projects or work?

Yes, quite a few.

Does training in RV guarantee that I will become a remote viewer?

Training in RV does NOT guarantee you will become a remote viewer in an operational sense. I think everyone who tries the method has a moment where they realize they have obtained non-local information, and that the method works. What I do is give you the tools you need to teach yourself how to remote view. It takes a lot of time and a lot of work. You will not learn it in a weekend. You will not learn it in a month. You might get

pretty good if you work hard for six months, but you won't be done.

Dick, where can I reach you on:

Email: dallgire12@yahoo.com

Dick, I also asked within a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

Without a doubt, the most important first concept, the first thing we learn, is how to close your eyes and see the target. It's remote VIEWING. You need to be taught how to look, where to look, how long to look, and how to grasp a fleeting visual image. Then, you need to learn how to get your subconscious and conscious mind to work together to allow you to open the door and walk into the target.

Jill Brown - Do you 'connect' with some students more than others. If so why?

Of course. Human nature. If someone is intelligent, and inquisitive, motivated and has a good sense of humor and a good attitude, of course I'll connect with that person.

Stephen Karam- What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

(I'm chuckling.) Are any remote viewers atheists? Is that possible? I mean, the first thing you realize- very early on- is that there is a LOT more to you than just a brain encased in a skull. I'm not much for organized religion, though.

Nigel Mullett - Are there any session examples available from the trainer and/or from their students?

(Not answered)

Rid Oneight - What do you do to get to know your student, in particular when it comes to each student's unique challenges? Do you identify the handicaps and talents of each student and if so,

what do you do to help students become better?

Small classes. Personalized instruction.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to work for them?

Not to my knowledge.

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

Hello Tee A, your subconscious has been waiting your whole life to talk to you. (It actually has been yelling at you for your entire life, but if you’re like most, you’ve only been faintly aware of it or have dismissed it.) Once you open the pathway of communication, it starts happening spontaneously. When you learn to listen, that has profound effects on your life.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs? Do you ever remote view prospective students?

I avoid personal religious beliefs. I don’t actively task sessions on students. (Violation of privacy.) But after decades of remote viewing you learn to ‘read’ people spontaneously. It’s a side skill of learning RV.

Nigel Mullett - Do you do a online course or is it just a classroom environment?

Classes are held online.

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like You tube?

You need a support group. Remote viewing is destabilizing. You need someone to talk to about your experiences. You need to see the work of other viewers who are at your same level of training. And most importantly, you need an experienced person to examine the work and provide feedback to the student. Here’s an example. In one of the first RV sessions I did in 1997 I drew a number of shapes arranged in a circle. The target photograph was a ground level shot of a standing stone. I thought it was a complete miss, but my teacher pointed out that the stones were arranged in a circle. I had gotten a perfect overhead view. The point is, often RV data can be good, but not obvious to the untrained eye.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

There was a time, that for operational taskings, we used to compute the percentage of “good” data. We would look at every visual image, every description (sound, taste, texture, etc.) and give each data point a “yes” or “no” and than compute a percentage.

I participate in a lot of research. Too much to mention here. I recall that one time, years ago, for fun, I did a target a day over the course of a month or two for a guy named Rich Krankoski and published the results. I still have that notebook in my files.

Ray McClure - How do you teach students to score their sessions? How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

Feedback is a vital part of remote viewing. You have to learn the “feel” of good data. The only way to do that is to do a session, and immediately get feedback, looking at your work and resolving everything against the actual target.

Joe Kleinberg - After Remote Viewing, what is the next level up?

How high is up? It is spookier than you could ever imagine.

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this? Also, is there anything about the protocol that you might still sometimes have difficulty with?

I learned CRV protocol, but no longer use it.

Richard Krankoski - What is your view of esoteric targets?

I usually get an overhead view. Seriously, esoteric targets should be a small part of your remote viewing. Mostly validation targets, or you will run off the rails and crash.

Stewart Edwards - How do you measure the effectiveness of your training? What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

The effectiveness of the training is reflected in the work of the students, and in the knowledge of the students. Most instructors should be flattered if a foreign spy felt they were offering something of value. If you spent much time training someone who was actually a terrorist or criminal or foreign agent, and you didn’t realize it, that doesn’t speak well of your

vetting or your intuitive abilities.

What is your own viewing performance?

Quite well published.

Why should a potential viewer invest their money with you and not your competitors?

I’m not in competition with other trainers and I’m not asking anyone to invest in my training.

Anita De Lange - what’s the optimum amount of trainees in a single class?

Four in an online class. Twelve to 14 in a physical classroom.

What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

Absolutely none that I can see.

Standards & measurability implies accountability and credibility. Is there an universal regulatory database or body looking out for trainees and trainers and clients?

Standards? Measurability? Welcome to the wild and woolly world of remote viewing.

Elizabeth Burdine - Will you do a demo?

Never remote view to prove remote viewing.

Dom Igbi - Are there different types of remote viewing that aren’t so tedious?

Go play a video game, and have a great day.



with LIVE recorded Remote Viewing from Remote Viewer Daz Smith

The Moment JFK Died

Remote Viewing the afterlife

Click to watch now FREE on Youtube

Produced & Directed by
Dick Allgire

Project Manager
Courtney Brown

MORGAN FARRELL

Mind Mush

Bio

Morgan is a professional remote viewer who was personally vetted, assessed, and trained by first generation remote viewing teacher Major Ed Dames (US Army, ret.). He is one of only a handful of professionals worldwide endorsed as a LearnRV instructor.

Morgan's teaching experience covers: TRV- Technical Remote Viewing, TD - Technical Dowsing, ARV – Associative Remote Viewing, ERV – Extended Remote Viewing.

In addition to remote viewing, Morgan's interests include music (guitar, bass guitar, drums, etc.) and music production, geopolitics, theoretical physics and competitive target shooting.



Morgan does whatever style of RV that you teach have a name?

Yes, I primarily teach the technical remote viewing (TRV) / LearnRV method. However, on occasion, I have worked with students who were more interested in extended remote viewing (ERV) or dowsing methods.

Why do you teach this particular Style?

I like to teach what will satisfy the student's needs and curiosities. For example, if a student is looking to develop a tool set aimed at practical, real-world information collection and problem-solving, I would typically recommend working with TRV, as its streamlined structure is best suited for those sorts of tasks. ERV is much more experiential, and therefore perhaps more intriguing to some. Generally a student's goals will be discussed prior to any training, to ensure they understand the difference.

Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

I began my learning journey by studying what materials were available online, then worked my way through Major Ed Dames' LearnRV DVD courses. After that, Ed accepted me as a professional development student, and following my personal training, he chose to endorse me as an instructor. I have since continued to study several associated disciplines.

How long have you been teaching RV?

Since 2012.

Whereabouts in the world do you teach?

I am based in Canada, our business has bases in Canada, USA and New Zealand. I provide teaching globally. I have worked with students and clients in most regions of the world.

Approx how many students have you taught?

I have worked with approximately 50 students, in a variety of situations / environments (in-person, online, one-on-one, small groups, short-term, long-term, etc.).

Can you outline the cost of your training?

Pricing is dependant on the format of the training, and I will usually provide a quote after an initial discussion with a potential student to determine what they are looking for and what may suit them best. Broadly speaking, one-on-one, in-person is the most expensive and intensive.

Online instruction (e.g. via Skype) is far more flexible and affordable. And very shortly, I will be offering a new type of online, on-demand, instruction at a very high point of value. (Please monitor our website or sign up for our newsletter if interested).

What is the duration of your training?

Training duration varies by the individual, as well as the format (e.g. in-person vs. online, or intensive vs. casual). On average, a new student can learn the basics to become a proficient remote viewer in 2-4 weeks. Prior to any intermediate or advanced training, of which a student can do as much or as little as they wish, I always recommend taking time to solidify the basics, gaining experience through practice.

Could you share two or three student testimonials?

"RV training with Morgan Farrel was a tremendous experience. Via Skype, Morgan would check if I was handling every steps of the RV process correctly. He would send me home work to practice and would review my work before each session to catch any little signs to help me improving and not getting into "bad habits". Morgan's training led me very rapidly to hit the targets. Working with him was fun, efficient and inspiring. Therefor I can only highly recommand anyone who wants to learn RV to get private RV lessons with Morgan. he is the Man!!!"

- valms

"Since 2014 I'd worked with Morgan a few times commissioning him as a professional RV'er to provide data on targets that were important to me at the time and I've been incredibly impressed with just how thorough and accurate he has been - It's been life changing stuff for me on a personal level. Since then I've been practicing RV in 3 month spells on and off but became disheartened when the mediocre data & sketching accuracy didn't seem to improve at all.

In November 2017 Morgan agreed to offer some training and after a couple of practice sessions he advised we move onto higher level TRV prompts which has lead me to advance my skills well beyond the level I was at whilst practicing on my own. He gave one or two lessons per week by email, I then would run the blind TRNs he provided and pretty much instantly saw an improvement in the data over sessions I'd run previously - for the first

time I could see I was consistently on target. Morgan provided interesting, varied, often enigmatic, mysterious target sets that I found fascinating to view and analyse once feedback was revealed.

We caught up via Skype to review sessions together and it was great being able to bounce questions of him and hear his professional-level explanations & relevant anecdotes having worked with so many other great viewers. All absolute gold to me as a student. We did a month of online training and I now have the tools to investigate target sets much more deeply than I ever imagined. I highly recommend Morgan as an RV teacher (and RV professional in general) - his easy going manner and flexible working style makes the whole process a real pleasure."

-James, U.K.

Do you remote view yourself or do you just teach?

Yes, I regularly run commercial, as well as personal-interest RV projects alongside my colleagues in the field.

Are there any published or online examples where people can see of your remote viewing projects or work?

Please see our website for case studies and examples.

Does training in RV guarantee that I will become a remote viewer?

My goal is to ensure that ALL students are trained to a level where they get that 'WOW'! moment upon hitting and describing a target well - the moment when it feels real to you, as the student - the moment you feel that you have become a remote viewer. Whether that's enough for you, or you decide to pursue a career in the business, it's up to you, but I will support you all the way.

Where can I reach you on:

Social media: www.facebook.com/mindmushnews

www: www.mindmush.com

Email: mindbeep@gmail.com

Morgan, I also asked within a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

Relax! Focus not on achieving spectacular results, but correctly learning the protocol and methodology. In time, the results will speak for themselves.

Jill Brown - Do you ‘connect’ with some students more than others. If so why?

It’s hard to say. I’ve been lucky in that virtually all the students I’ve had a chance to work with have been easy to get along with, and receptive to my style of teaching. That said, there are a number of former students or clients of mine that I have kept in touch with semi-regularly. In fact, my business partner was both an early student and client of mine when I first went into business. As to the “why” - I suppose that the longer you work with someone, the greater rapport, or a type of friendship develops. And, perhaps, it is compounded by the exclusivity (NOT to be read with elitist connotations) of what we’re dealing with (i.e. a real, practical, and valuable tool that anyone can use, but half the world doesn’t believe can exist).

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

In all honesty, anyone with a truly open mind. In other words, be prepared to accept that somewhere along your journey, you will encounter (through direct personal experience) information that will shatter your reality.

Ray McClure - a) What freely available material is provided by the trainer after training?

I provide ongoing support and weekly practice targets for all students. Occasionally students will be invited to participate in group projects, as well.

b) Is that material provided to all remote viewers or only those they’ve trained?

Just to the students I have trained but our website has other tools and free stuff available

c) Is the free material if provided their own or do they redirect students to other free materials?

Mostly our own, but on occasion we may recommend third-party materials where applicable to help further hone your skills. For example we may direct you to a brain training / meditation app or drawing course that we like.

Nigel Mullett - Is there any session examples

available from the trainer and/or from their students?

Please see our website for examples and case studies

Rid Oneight - What do you do to get to know your student, in particular when it comes to each student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

Typically when working with a student in a one-on-one capacity, it’s pretty easy to identify their individual RV-structural strengths and weaknesses. From there, it’s simply a matter of finding a way to help them understand the underlying concepts and issues, and engage in corrective measures.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to work for them?

In my organization (MindMush) we have a number of active projects for organisations like government, local council, regional district entities. These include topics such as;

- Infrastructure safety
- Natural disaster preparation
- Water quality
- Geopolitical outcomes
- Mineral locations
- Models for lowering youth suicide / suicide prevention
- Economy / Currency forecasting

Broadly, I (we) do offer contractual training and consulting options to both public and private individuals and organizations. Specifically, non-disclosure is a standard option on any contract.

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger?

The implications and applications offered by hands-on experience in this field varies somewhat individually, perhaps at least partially dependent on how far they intend to take their newfound skill-set. At the very least, practically across the board, most students seem to appreciate the mere knowledge - through firsthand experience - that indeed, so-called psychic

functioning is not only very real, but achievable and usable.

Personally, what changed for me the most was the way I thought about things in general (think meta-picture). This led to the side-effect of going all-in, devoting full-time hours to developing the craft - not a small decision.

And to answer your last question: I certainly have found that my overall, daily intuition has become sharpened.

Has perception of reality changed? How?

To expand on the above, consider this: with each new discovery, so follow more questions. For example, my reality changed when I realized that psychic functioning wasn’t just a neat, and maybe-possible concept, but it had been developed and methodicized by the US military beginning before I was even born.

To me, the next logical step was to see what I could do with those tools. So upon gaining proficiency, I set out (alongside several of my colleagues) to use the tools for their intended purpose: to answer questions. And, not uncommonly, one question answered unearths two more you didn’t even know to ask. And on it goes - I’m sure you can extrapolate from there!

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs?

Tough question, since even the term “religious” is somewhat subject to personal connotation.

But generally speaking, I was not raised particularly religious. I’ve always been interested in a better understanding of objective reality, and strict religious beliefs can potentially act as a barrier to that.

Do you ever remote view prospective students?

Nope, not unless contracted to do so.

Nigel Mullett - Do you do a online course or is it just a classroom environment?

Currently I teach in-person as well as online (e.g. via Skype). However, I will be offering a rather exciting and high-value new training option in the very near future. Please keep an eye on our website or subscribe for upcoming course information in 2018.

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like You tube?

The primary issue with independent (isolated) learning is the lack of access to an instructor with the experience to “diagnose” any potential issues you are facing, and to help you understand these issues and their solutions in order to

overcome hurdles efficiently and effectively.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

I don’t typically keep formal statistics in any fashion. My work is focused on real-world results, wherein all that’s relevant is: did we solve the problem or not? That said, I would be very interested in participating in a formal study of some sort, if circumstances allowed.

Ray McClure - a) How do you teach students to score their sessions?

Fine granularity: is each individual datum (with allowances for sketches) correct or incorrect?

Broad granularity: did you accurately describe the target / answer the question / solve the problem?

b) How do you keep track of scoring sessions so you can keep records to learn from failuresand successes?

Again, I don’t do this formally. Essentially we keep records of all practice and real-world session and project results with an eye for any potential trends that may appear.

Joe Kleinberg - After Remote Viewing, what is the next level up?

Real-world application and problem solving!

Jamie Sexton - a) Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this?

For me - and I believe this is common to many students - it was achieving proper (read effective) stage four workflow. After that, probably learning to develop strategic targeting / cueing and project management.

b) Also, is there anything about the protocol that you might still sometimes have difficulty with?

Well my answer to that would be not that I can currently identify. Which is to say that since RV is a continual learning process, I’m sure that my skill level will continue to increase over time. For example, in my professional career I have learned and developed better and more efficient project management and analysis techniques, simply through experience, which there is no substitute for. Aside from that, in my early days, I had great difficulty learning to “detach”, to not be egoically invested in achieving consistent accuracy. As the old adage goes, stay in structure and the data will follow.

Richard Krankoski - What is your view of esoteric targets?

I think RV is an excellent tool to explore virtually anything you can think of. Ideally, it's best used in conjunction with additional, reliable data sources. However in reality this is not always practical, or even possible. As such, based on my experience, RV alone can certainly be a reliable method for collecting otherwise unobtainable information - provided the protocol, methodology, and analysis are solid.

Stewart Edwards - 1. How do you measure the effectiveness of your training?

Ensuring a student makes solid target contact on a regular basis. From there it's all about keeping bad habits in check, and regular practice for the student. At the end of the day, though, the student is ultimately the judge - have they achieved what they set out to, or perhaps even more?

2. What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

If, for any reason, I am suspicious of someone's motives, I will not work with them.

3. What is your own viewing performance?

Consistently accurate.

3a. How do you measure that?

Keep an eye on our website for pro projects and our work. A lot more will be published this year.

4. Why should a potential viewer invest their money with you and not your competitors?

Hard to answer that. You need to find a teacher that you have a good rapport with. One that is used to teaching in your medium (e.g. if you would prefer to learn over Skype or in-person, individually or with a group). One that is well practiced in teaching (years of experience) and able to adapt to different students learning styles . If you like a strict teacher then find that type. I am quite a relaxed teacher but still firm on protocol and methodology. I do my utmost to support a student as some students pickup RV immediately, while some take a bit longer, but you have to treat them equally in their development as they will both end up competent remote viewers if they put the time in, too.

Anita De Lange - a) what's the optimum amount of trainees in a single class?

One! I hate to train when there is an empty room! :)

Seriously though, there can be advantages to personal instruction (it's custom-tailored to your individual situation as you progress), while group instruction has its own distinct advantages (learning alongside your peers provides an entirely different atmosphere). Ultimately, it's about what suits you, as the student, best.

b) what measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

I stick with established protocol and methodology, unless experimenting with something.

c) standards & measurability implies accountability and credibility. Is there an universal egulatory database or body looking out for trainees and trainers and clients?

I'm not aware of any such official (hard to say what that might even mean in this context) database / body / organization with such a constitution.

Elizabeth Burdine - Will you do a demo?

If you mean, to anyone, whenever they ask, absolutely not - simply because there's not enough time in the day for that. A large amount of my work and work I have been involved in is available around the internet, and I believe my track record speaks for itself. That said, sometimes I will run demo sessions with students as part of their training.

Dom Igbi - Are there different types of remote viewing that aren't so tedious?

The term remote viewing (RV) refers to a very specific protocol, as well as several methodologies. Anything operating outside of these can't really be considered RV. I'm not currently aware of anything more effective.

You can use your intuition and train that. But if you want repeatable, reliable data you need to stick to a well known RV protocol.

Why do you say Tedious?. Once you get into the hang of RV a session is only 35-40 minutes long and you can problem solvesfrom that.



LAUREN KOTT

Bio

Thanks to an unslakable curiosity and an insatiable thirst for knowledge, Lauren Kott has been fortunate to enjoy several careers in one lifetime. Writing has been the common thread of a working life that has encompassed an eclectic range of experiences and interests.

Her interest in remote viewing led her to study with Lyn Buchanan, who was a remote viewer and trainer in the US Army's Remote Viewing Unit from 1984 to 1992.

After a decade of study and work as a remote viewer, Lauren was certified by Lyn Buchanan's Problems>Solutions>Innovations as a Controlled Remote Viewing Analyst, Project Manager, and as Controlled Remote Viewing Instructor.



Lauren, does whatever style of RV that you teach have a name?

I teach Controlled Remote Viewing (CRV), as an authorized trainer of Lyn Buchanan's, a former military remote viewer. I teach it according to exact structure and methodology. I'm a CRV purist.

Why do you teach this particular Style?

Because it works, it's elegant, and it's perfection just as it is.

Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

I began training with Lyn Buchanan in 2004, and continued every level of training with him exclusively through my post-grad work, acquiring my Analyst, Project Manager, and Trainers certifications in 2014. I used to lend a hand with Lyn's classes, and it was then that Lyn suggested that I come on board as a trainer.

How long have you been teaching RV?

I've been teaching for four years as an official trainer, but I spent a few years prior to that mentoring, as someone who simply loved CRV and wanted to share and help.

Whereabouts in the world do you teach?

Primarily online, but also in-person. I am open to travelling to the student under the right circumstances.

Approx how many students have you taught?

Somewhere around 14 students so far, including Advanced CRV students who sought remedial help.

Can you outline the cost of your training?

It depends very much on whether it's in-person or online training, course training or remedial work.

What is the duration of your training?

Again, because I create training according to the student's circumstances (and my own), it varies. Typically, a course will be six to eight weeks in duration. What doesn't vary is the actual structure of the classes, as developed by Lyn Buchanan:

Basic, Intermediate, and so on. My courses sync with, say, Coleen Marenich’s or Lyn Buchanan’s in terms of where one level ends and the next begins.

Could you share two or three student testimonials?

“I will never forget the feeling of accomplishment I felt with two CRV targets in particular. In both instances Lauren Kott was at my side, providing a deft hand in teaching me the essence of CRV. She teaches like a sensei teaching the nuances of a martial art. She gently coaxes the best out of her students and does so without judgement as they learn the martial art of CRV. She has spent many years mastering CRV and is passionate about its efficacy. Anyone who has the opportunity to be under her tutelage to learn this skill is very fortunate.”

- LB

“I’ve had the privilege of working with several different instructors in Controlled Remote Viewing, and Lauren Kott’s training is excellent – and unique. She has an incredible knowledge of the various approaches and techniques that one can apply, and remains true to Ingo Swann’s style of remote viewing. Her training is individualized, so you work at your own pace and receive instructions and assignments that are tailored to your personal strengths, weaknesses, needs and goals. How she was able to improve my sessions (post-Advanced) in a short period of time was genuinely mind-blowing. I consider myself lucky to be able to benefit from her considerable skills and expertise, and luckier still because she takes on so few students in the course of a year.”

- JB

Do you remote view yourself or do you just teach?

I love to do both.

Are there any published or online examples where people can see of your remote viewing projects or work?

I don’t think anything exists online. In terms of projects, they tend to be the property of the people who have requisitioned them. In terms of my own work, I have excellent references, available upon request.

Does training in RV guarantee that I will become a remote viewer?

CRV structure, followed meticulously, will almost guarantee you will be able to remote view a target, and be able to report your findings. My students view targets from their first or second Basic class, and will have viewed several targets by the time they’ve completed that level. As to whether that makes

you a “remote viewer” is open to interpretation. “Remote viewer” has about as much meaning as calling yourself a muse. Anyone can call themselves anything, and anyone can call themselves a “remote viewer” too; it doesn’t really have an agreed-upon meaning. A CRV-trained, databased remote viewer? That has meaning. But ultimately, it’s all in the doing.

Where can I reach you on:

Social media: <https://www.facebook.com/lauren.kott.5>
(although be warned: it’s a ghost town in there, complete with tumbleweeds blowing through my timeline.)

Email: laurenkott@hotmail.com

Lauren, I also asked within a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

As with many things, I’d say the first concept is to learn to have a “beginner’s mind” - to be a teachable student.

Jill Brown - Do you ‘connect’ with some students more than others. If so why?

I suppose it’s human nature to “connect” with some people more than others.

I genuinely like all my students. At the very least, we always have CRV in common, and that’s all we really need.

Stephen Karam- What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

CRV is an equal opportunity endeavour. As to the mindset of a successful Controlled Remote Viewer, that’s a far more specific thing. A person must be highly disciplined, hard-working, curious, and must approach their learning – at every level – with passion, commitment, humility, and a real determination to better themselves and their viewing with every session. That’s a very specific kind of person. Almost anyone can view a target or ten. But to be truly successful at this undertaking takes the same sort of skillset and mindset as a person who chooses to be successful in any pursuit.

What you bring to the table is the difference between someone

who stumbles into a gym once in awhile vs. someone who wants to be an Olympic champion. Olympic champions don’t just happen, regardless of their natural abilities. It takes an extraordinary amount of work. You have to show up and be ready to give your best, over and over again.

Ray McClure - What freely available material is provided by the trainer after training?

My students are given materials at the beginning of a course, and practice targets at the end of the course that will take them to the next level of training.

Is that material provided to all remote viewers or only those they’ve trained?

Class materials belong to the students. But in terms of targets, there are good ones on Lyn’s website, for free. Kudos to Ray McClure (and Lyn) for all the hard work in preparing and presenting them!

Is the free material if provided their own or do they redirect students to other free materials?

Everyone can help themselves to those free targets. They’re a superb resource.

Nigel Mullett - Is there any session examples available from the trainer and/or from their students?

Yes. From Basic class onward, my students are sketching, and even at that level, students routinely draw things that demonstrate they’re viewing the target. I have kept every session I’ve ever done, and I assume my students have theirs too. There are a lot of places online and in books (think Daz Smith, Joe McMoneagle, Lyn Buchanan) that contain fascinating session examples as well.

Rid Oneight- What do you do to get to know your student, in particular when it comes to each student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

One of the beautiful things about teaching individual students is getting to know them well, both weaknesses and strengths. I tailor my training to enhance a student’s viewing overall. The better I know my student, the better I can tailor my training to them.

I might know a bit about the student in advance, but when s/ he starts viewing, there is another level of knowing revealed to me. As the student evolves, so do I evolve my training for them. What this ends up looking like is unique to every student. Sometimes, just a well-chosen target will set the

viewer alight. Sometimes it’s about strategies about getting past a slump, or impatience with themselves, or of wanting the instant gratification of ripping open the envelope and seeing that they were right! Every day reveals something about my student. My job is to be mindful about what those things are.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to work for them?

I would expect that any government would have better ways to acquire viewers. My students are private citizens and their work is confidential, and I take their trust in me very seriously.

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

I can’t think of a single person who has taken CRV training – and who has taken it seriously – who hasn’t seen a bounty of fantastic “side effects” as a result. There’s something about setting one’s intentions on the psychic side of themselves that seems to enhance intuition, dreams, precognition, creativity, the list goes on. It is as though we all carry this seed of extra-sensory ability within us, but without the right circumstances, it won’t necessarily germinate. But when we care enough to bring it into the sunlight, nourish and nurture it, listen to it and believe it...miracles happen.

It is nothing less profound to our psyche and our soul than true and abiding love is. When someone really loves and believes in us, it’s like we can leap through the clouds. When we learn to listen to ourselves and trust in our inner knowing, it works the same way. We discover we can leap not only through clouds, but literally through time and space. So does that change one’s perception of reality? It changes everything about your life – everything you’ve ever known about so-called reality. It changes the way you look at the micro and macro of existence: the night sky, the unfurling, tender leaves in Spring; colors and textures, the sacredness of things, the value of every moment and every detail in that moment. It changes the way you look at and think about everything. It gives you sensory organs where you never knew they could exist. It changes you, because for the first time, the deepest part of yourself is being listened to, and it has always wanted to be heard.

Think about a time when someone has really listened to you, and you felt truly heard. That’s what CRV does: you are listening to you and believing in you. It matters in ways that are difficult to express: there are that many ways, and they go that deep. CRV and Ambience training revealed my true self to me. I can divide my life in two: before CRV and after CRV. After CRV is everything I always imagined life could be, and

more. Thank you, Ingo. Thank you, Lyn.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs?

My religious beliefs don't influence my training.

Do you ever remote view prospective students?

No, my personal set of ethics prevent me from doing so.

Nigel Mullett - Do you do a online course or is it just a classroom environment?

I teach online and in person.

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like You tube?

There are some kinds of instruction that youtube videos really lend themselves to, like how to change a headlamp on your car or pill your cat. When it comes to learning CRV, I think online methods (such as via Skype) and video training from qualified CRV trainers are brilliant and effective - as long as they are supplemented with personal instruction. That students will have questions about the process is inevitable, and you want a qualified trainer to address them. Watching someone do a session is only a small part of the CRV learning equation. Doing it yourself is a bigger part still. And finally, making sense of what you did and didn't do in session, learning how you can go deeper and bring back better information, and scoring it (and databasing it) for some final learning is the whole enchilada.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

I keep my database. The only research I currently participate in is my own.

Ray McClure - How do you teach students to score their sessions?

I teach them Lyn Buchanan's scoring system and utilize his database sheets, and within that, I encourage them to be as brutally honest as possible. Actual viewing is important, of course, but scoring properly is vital too. I don't think a viewer can hope to be excellent without honest scoring. It keeps you humble, and it's where you learn about your viewing and yourself. Honesty is never a bad practise, but in remote viewing, it's critical. Your subconscious knows everything, including when you're waffling on your scores. And your subconscious does NOT want you waffling on its behalf: it wants to deliver the goods on its own. Giving yourself crummy scores when it's warranted – even a big fat zero, if necessary - is a great way to train your subconscious to sing even louder and clearer, because it wants to give you its information. So I always suggest that students get out of its way and let it do

its work. You only have to write down what it tells you. It'll do amazing things if allowed to do so. It's the conscious mind that wants to meddle and insert itself into the session, and if allowed to do so, to bump up a score. One mustn't indulge the conscious mind in these matters. The conscious mind is a real bossy boots and if left to its own devices, those boots are gonna walk all over you...and your session. You really don't want that.

How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

The database reveals all, of course. But in training, the only thing that counts as a failure in my mind is not learning something from a session. If the student has learned something, regardless of the score, then the session has been a success.

My students are databased, and as such, viewer strengths and weaknesses are revealed in short order. Depending on what level I'm teaching or what the student may wish to improve upon, I can select targets to enhance an already-existing proclivity, or to improve their ability to get certain types of perceptions. That's a real buzz for me, as a trainer: to draw out a quality and quantity of perceptions that s/he never knew they were capable of achieving. It's incredible fun.

Joe Kleinberg - After Remote Viewing, what is the next level up?

I hope I've gotten the correct interpretation of this question - bear with me if I'm reading it wrong. I'm of the opinion that the ability to master Controlled Remote Viewing is pretty much peak human experience as it is. I don't know what could be next level beyond that.

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this?

I didn't have any problem with CRV protocols, but I'll admit to be intimidated by the levels ahead of me. Take P4, for example. It looked daunting and I psyched myself out about it. It's funny in hindsight though, because it wasn't the least bit scary when I actually went to do it, and now it's one of my favorite places to be.

I also couldn't quite figure out how I could take breaks in session and come back to pick up where I left off. I figured, no way! I thought I'd lose where I was and not be able to come back. The first time I "dared" to take a break, I realized I wasn't being lied to, because sure enough, you can zoom right back to where you were. I felt like I discovered a whole new continent that day!

Also, is there anything about the protocol that you

might still sometimes have difficulty with?

Not to do with protocol, but with my sessions themselves: no matter how often I pep-talk myself before a session to slow down and write legibly, once I'm at it, I end up going full chicken-scratch font.

Richard Krankoski - What is your view of esoteric targets?

My view is that they're inappropriate for training purposes, except at the very highest level.

I understand that many people start exploring CRV because they want to know the hidden secrets of the universe, and I was no different. Certainly CRV can provide those kinds of answers...over time. It requires a great deal of time, and a tremendous amount of work and sessions in the bank. Becoming good enough at CRV to view those kind of targets with any degree of accuracy requires an extensive track record. There's no substitute for that. CRV training as I employ it means that targets must be feedback-able. You have to get good enough with real targets to know that you're not just viewing your own imagination when it comes to esoteric ones.

The good news is that if you're a certain kind of viewer, the fact that you need to view a lot of pictures in envelopes to get good enough to view an esoteric target is one heck of an incentive to keep viewing like a ravenous beast.

Stewart Edwards - How do you measure the effectiveness of your training?

I have a number of barometers, depending on which level I'm teaching.

Overall I'm looking for certain markers as a session is ongoing, and that the student is not only getting perceptions (qualitatively and quantitatively) but that they are recording and scoring them appropriately. If the student is antsy to do more sessions, I always consider that a good sign too.

What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

I do think of such things. Before agreeing to train anyone, I will have a series of conversations with a potential student, where we can get to know each other. This serves a lot of purposes, including learning how I can best serve my students, create the most engaging targets for them, and so on. Somehow through this process, everything gets sorted out.

What is your own viewing performance?

My work comes with an excellent provenance, with references aplenty should they be required. If specific details are needed for a project, those can be provided too.

Why should a potential viewer invest their money with you and not your competitors?

Competitors? I don't consider any other trainers to be my competition. I'm not here to compete with anyone. In fact, if you get the chance to take a class from Lyn Buchanan or Coleen Marenich (the only two trainers I can speak for, as they are the only people who have either taught or mentored me), I heartily encourage you to do so.

I'd prefer to tell you what I think I can offer a student of mine. At the heart of my training is a passion for CRV which, even after over a decade, is undiminished and boundless. That passion informs everything I do for my students and everything I bring to their training. Because CRV has meant so much to my life, training is a way of paying it forward. It's a privilege for me to share what I know, and an honour to experience alongside my students the mind-blowing adventure that is CRV.

My students will learn the strictest CRV protocols and structure, and will have a wonderful time doing it. Classes, targets, and homework are custom-tailored for them. They'll come away having viewed numerous targets through to completion (the number varies according to the level taught), but just as much, they'll be filled with excitement about how to continue to do targets on their own, will be given targets to take them to the next level, and they'll know what to look for in their own work to tell them they're ready for the next step! Also, because learning doesn't end when classes do, I continue to be available to answer questions even after our class together has come to an end. It's a kindness and a generosity that was extended to me by my teacher, Lyn, and in his honour, and because it meant – and means – so much to me, it's something I do for my students too. My students leave proficient, confident to continue training on their own, hungry for tougher targets and higher levels, and eager to be the best viewers they can be...because they've demonstrated to themselves that they have it in them to excel.

Years ago, Lyn put his trust in me as a trainer. My CRV training career is dedicated to being the trainer he saw in me, and being to my students what Lyn was – and is - to me.

Anita De Lange - what's the optimum amount of trainees in a single class?

I train one student at a time. For me and the type of training I do, that's optimal for them and me.

What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

There’s no standardization.

Standards & measurability implies accountability and credibility. Is there an universal regulatory database or body looking out for trainees and trainers and clients?

No.

Elizabeth Burdine - Will you do a demo?

Yes, demos are definitely a part of training my students.

Dom Igbi - Are there different types of remote viewing that aren’t so tedious?

I’m the wrong person to ask. I’ve never once thought of Controlled Remote Viewing as tedious. Far from it: I think it’s pretty much the most exciting thing on earth.

Lyn Buchanan, US military remote viewer, had this to say about Lauren:

“I’ve known Lauren Kott as both a student and a friend for many years now. She has been one of the most dedicated and innovative workers in the CRV field to date. She has come up with some of the most innovative and progressive methods and applications I have seen in this field, and has worked far harder than I would ever expect of anyone to see that the progress comes to fruition.

Her knowledge and understanding of CRV far surpasses the amount that I have taught her. It is as if she were meant for this and it was meant for her. I like to think of myself as pretty well versed in this field, but when Lauren speaks, I listen, and I am always glad that I did.

On a personal basis, I am so impressed by her, simply as a person. There are few people in my life whom I have admired and respected as much.

It’s very rare in life to have the privilege to have as a friend that one person that Readers’ Digest used to call “The Most Unforgettable Person I Know.”



LYN BUCHANAN

P>S>I (Problems Solutions Inovations)

Bio

Leonard (Lyn) Buchanan is the Executive Director of Problems>Solutions>Innovations(P>S>I) which started as a small data analysis company in the Washington, D.C. area in 1992 after Lyn’s retirement from the military.

In late 1995, when the US government declassified their Remote Viewing project, information became public about Lyn’s prior involvement with that project as one of the unit’s Remote Viewers, Database Manager, Property Book Officer and as the unit’s Trainer. At the present time, P>S>I possesses the most complete body of data on the applications of remote viewing in real-world applications.

After retirement from the U.S. Army in 1992, he settled down with his wife and youngest son in Mechanicsville, Maryland. During these years, he continued training people within the intelligence community who were privy to the existence of CRV and to the fact that he had been the unit’s trainer. In December 1995, however, the CIA effectively declassified the government’s connection to and use of CRV, and the existence of the military unit. The public became aware of CRV, and P>S>I quickly took on the role of training CRV to the public, keeping research data on the trained “CRVers”, and developing new, civilian applications for the technology.



Lyn, does the style of Remote Viewing that you teach have a name?

Yes. Controlled Remote Viewing (CRV) which is the same method originally called “Coordinate Remote Viewing”, created by Ingo Swann and used by the U.S. military.

Why do you teach this particular Style?

Mainly 3 reasons: 1: because it is what I learned in the military, 2: It isn’t limited to just basic level viewing, but goes all the way through advanced, post advanced, professional, and special applications (police work, medical work, R&D work, etc.), and 3: I’ve compared the results it is capable of giving with the results of other methods, and it is capable of giving

better results than any other method I’ve seen.

Can you briefly outline who taught you,...

I was taught in the military remote viewing unit.

any training In RV that you had or experience that has made you a remote viewing trainer?

I became one of the military unit’s trainers in the military unit.

How long have you been teaching RV?

Close to 30 years.

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Whereabouts in the world do you teach?

Alamogordo, New Mexico, but soon to have on-line training classes.

Approx how many students have you taught?

If you include government & civilian, around 900.

Can you outline the cost of your training?

It has been a constant \$1000/course, but I have not yet determined the cost of hosting for the on-line courses, so can’t say for those courses, yet. Either way, the students won’t have to pay the hefty travel and lodging fees that go with traveling to a course.

What is the duration of your training?

It has been 3 days per course, which includes forever follow-on consultation, membership in the CRV group lists, and no-cost attendance for refresher training at classes already. For the on-line courses, I am able to extend that to around 5 weeks, in order to give much more detailed training.

Could you share two or three student testimonials?

Sure. Most of my students are on the Facebook groups – just ask.

Do you remote view yourself or do you just teach?

Both.

Lyn, Are there any published or online examples where people can see of your remote viewing projects or work?

I have some videos on YouTube, there are also videos there where I’ve participated in webinars held by Teresa Frisch, and there is a full example of a real session (complete with mistakes, etc.) In one of the appendices of my book, “The Seventh Sense”.

Does training in RV guarantee that I will become a remote viewer?

Not training, alone. You must have training and practice, practice, practice, along with asking for more information from your trainer, reviews of your sessions from your trainer, gaining experience with operational work as well as practice targets, and working cooperatively within a community of the users of whatever method you use – those things will guarantee it. Training teaches you what to do. All the other things make you good at doing it.

Where can I reach you on:

Social media:

Facebook: Lyn Buchanan, as well as most of the remote viewing groups.

www: <http://www.crvviewer.com>

Email: crv@beyondbb.com

Lyn, I also asked within a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

Ethical use of it.

Jill Brown - Do you ‘connect’ with some students more than others. If so why?

I am always open to all my students, but I don’t hound them to practice or do work. When they need me or information from me, I’m there for them. I try to answer the questions of non-students, but with the amount of email traffic I get, I don’t have a good success rate at that. I try.

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

Ah! Fully over-packed questions!!!

The role of ideology in learning remote viewing, for me at least, is that there are hundreds of rules and protocols in it, and I’m not good at memorizing, so I teach for understanding the principals involved rather than having students memorize rules and protocols.

Who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...?

Yes.

What kind of mindset makes a successful remote viewer?

Willingness to learn what has been developed through years of research, databasing, and development without thinking that some new idea hasn’t already been thought of, tried, and found to work, at which time it is included in the training, or found not to work, at which time it isn’t.

Willingness to work and practice, practice, practice

Most importantly, curiosity. A viewer who mentally goes to a target site and just reports what is there can be a good and accurate viewer – but a viewer go does that and gets curious about the who’s, why’s, implications, ramifications, etc. – that viewer will go beyond the tasking and become a “world-class” viewer.

Ray McClure - What freely available material is provided by the trainer after training?

Consultation, CRV community email lists, answers to questions on other social media pages, responses and answers to private emails (when time and workload allows), a few videos on YouTube (more to come later), information about other trainers whom I know to be qualified, and a CRV database, open to all >>>CRV trained<<< viewers, which analyses the data and provides them with a provable track record that they can use to establish their authority, reputation, and dependability as viewers, to find out what their own strengths and weaknesses are (everybody has them), and to find out what customized training they need, or what questions to ask me in consultation.

Is that material provided to all remote viewers or only those they’ve trained?

To all, except for the two CRV email groups and the CRV database. The membership of the two groups and the database is open to all remote viewers trained strictly in Controlled Remote Viewing by any qualified CRV trainer.

Lyn, Is the free material if provided their own or do they redirect students to other free materials?

Both.

Nigel Mullett - Is there any session examples available from the trainer and/or from their students?

Already answered, above. Especially excellent and complete sessions are shown on Teresa Frish’s YouTube videos of her webinars, where students get tasking, do the sessions, and get them critiqued and advised on. This is an excellent source for seeing what beginning and some more advanced CRV-trained remote viewers can do and how they do it.

Rid Oneight - What do you do to get to know your student, in particular when it comes to each

student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

I database their work, comparing findings to feedback, checking and correcting session structure, and teach them to database their own work, as well. I’m also open to calls, questions, emails, etc. from them. Many drop by my home for a visit – and the welcome mat is always “welcome” side up for them.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to work for them?

I can neither confirm nor deny that.

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

The main changes are heightened awareness of one’s surroundings, as well as more events which could be termed “psychic”. The heightened awareness generally comes from the exercises we give to all students, based on the concept that if you can’t close your eyes and describe what’s right around you, then you will have a much harder time describing what’s around you at a remote viewing target site. So, I include awareness training with the CRV training.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs?

I’m sure that all of life is influenced in some way by my personal religious beliefs, but the main one in remote viewing is to respect of the target person/people. The main one in remote viewing >>training<< is that if someone pays me to teach them remote viewing, then I haven’t done my job until I’ve given them all I can to help them learn. I can teach them everything I know, but they have to learn it. I’ve found that those who don’t learn it will usually come back months or years later with renewed realization that they want to learn it, and at that time, it is still my job to help them do so – and not charge them for what they’ve already paid me to do.

Do you ever remote view prospective students?

Never. In the military, Presidential order EO 11-905 didn’t allow spying (which that would be) on U.S. citizens without proper official order or consent. It was superseded by EO 12-333. Even though I’m no longer bound by those restrictions, I find it extremely distasteful to invade the privacy of anyone – whether they want to come for training or not. I’m glad that U.S. intelligent agents are bound by those rules (well, were,

before they decided that all our electronic communication was fair game), and I uphold those rules as a matter of personal belief.

Nigel Mullett - Do you do a online course or is it just a classroom environment?

The on-line training is coming – much later than I had anticipated. It will consist of many, many very short videos, one on each topic or aspect of CRV, and each named for the topic it covers. That way, if someone wants to review to find something they don’t remember, they don’t have to wade through hour-long videos to find what they need. We will end each week of the course with face-to-face interaction over the internet, to make sure that all questions are answered, all work is checked and discussed, etc. I was hoping that it would be done by December 1st, last year, but it has become a much larger project than I had planned. All in all, for all of the course levels, it is looking like I’m going to have to make around 400-500 videos, at the very least.

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like You tube?

Well, first of all, learning things that don’t work. I’ve seen a ton of videos out there that are teaching things that we found out over the years may sound great logically, but just don’t work – or even worse, may really mess your viewing up.

Secondly, if you have questions about what’s in the video, there is no way to get answers.

Thirdly, remote viewing is a very complex mental activity, and a single video just can’t contain the complexity necessary. In short, you need a >>qualified<< trainer who is also an >>experienced<< viewer and who knows the subject inside and out . You can find them on YouTube and other internet sources, but be very careful about their actual qualifications. There are many trainers out there who are qualified – and who are greatly outnumbered by trainers who aren’t.

I could go on with other difficulties you will find, but those are enough.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

We keep detailed databases on viewers’ work, both training & practice work, and operational work as well. I do participate in research, as well as looking into the database to find viewers who have strengths in what the customer is needing viewers for, so I can recommend viewers to them who will produce the best results.

Ray McClure - How do you teach students to score their sessions?

To score their summary, which is the boiled down results of their session. I guarantee you that doing a session and giving it to someone without a >>viewer-written<< summary will be grossly misunderstood by the recipient.

How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

With the database. As much as people fear databases and hate plopping their results into the database, the success and future of remote viewing depend on them. Before, people would ask, “Show me your proof.”. These days, people ask, “Show me your data.”

Joe Kleinberg - After Remote Viewing, what is the next level up?

It will be amazing to find out.

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this?

Like almost every other student, the hardest part was learning to make the logical, normally-in-charge conscious mind just shut up and take dictation from the subconscious. The conscious mind wants to take two facts and turn them into an answer, get the reward, makes sense of everything, etc. The subconscious mind just wants to remote view. That leads to the problems that plague every remote viewer - AOLS (Acronym for “Analytic Overlay [that is, logical thinking]) , STRAY CATs (Acronym for “Subconscious Transfer of Recollections, Anxieties, and Yearnings [that is, memories, fears and desires] to Consciously Accessible Thought”)

Also, is there anything about the protocol that you might still sometimes have difficulty with?

Not after all this time, practice and experience. Well... I will be truthful about this – I don’t think that any remote viewer – myself included – ever gets over the problem called FOF (fear of failure).

Richard Krankoski - What is your view of esoteric targets?

For training and practice – don’t do them. They don’t provide feedback, and feedback is what teaches you what you’ve done right and what you’ve done wrong. Targets that have feedback teach you things. In operations, you are almost always working with targets that don’t have feedback – or at least may not provide it for years to come. At that time, your databased track record tells you and everyone else how much they can depend on you providing accurate information. I’ve known people who love to do targets that don’t have feedback – ETs,

ancient mysteries, etc. They are fun to do, but you don’t learn anything from them, and since you can’t score them, they don’t provide you with the data you need to establish your authority as a remote viewer, and above all, they don’t let you know what your own strengths and weaknesses are. People say that they can remote view anything with equal accuracy. But if you give them targets and test every perception, you find that they are very, very wrong about that. Esoteric targets are fun – but “for entertainment purposes, only”.

Stewart Edwards - How do you measure the effectiveness of your training?

The only measure of a trainer’s effectiveness is what his/her students can do.

Lyn, what due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

I don’t.

What is your own viewing performance?

According to the database we kept in the military unit, I had around 80% overall accuracy. That’s the average of the things I’m around 95% accuracte on and the things on which I lack accuracy. I’ve made sure that my practice targets generally include the things I’m not as good at, so I can improve on them. But overall, I would make the presently-un-researched guess that my accuracy rate is approaching 90%.

Why should a potential viewer invest their money with you and not your competitors?

Qualification and experience in a protocol that has had over 30 years of research and trial-and-error development behind it. However, let me say that there are now other qualified CRV trainers out there producing very successful students. They are all trained in the same methodology and protocols, which allows you to take one class from one CRV trainer and, if the schedule of another CRV trainer is open for the next level, his/her training will take up where the first one left off. There is no “unlearning” to do, as there is if you decide to take training in one method, then another, then another, as those people who are looking for the “universal constant” do. It is better to be a black belt in one method than a white belt in many.

Anita De Lange - what’s the optimum amount of trainees in a single class?

For my in-home classes, it has been a multiple of 3, not to exceed 9. I say multiple of 3 because in a course, I don’t just train a student to be a viewer. I also train them to monitor

other viewers, as well as analyse the process. So, for example, when one student is viewing a target, I am also training another student to monitor for him/her, and the third to watch the monitor/viewer process to get a deeper understanding of the process.

What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

Right now for “RV”? None that I know of. One of >>CRV’s<< greatest points is that if you learn CRV, you can work with any CRV-trained monitor, CRV-trained viewer, CRV-trained analyst, project manager, reporter, tasker, etc. It is already standardized. As for advancements and improvements in CRV, we have the policy that any new idea be tried many times over and proven to work (using documented data) before being adopted into the CRV process.

Is there an universal regulatory database or body looking out for trainees and trainers and clients?

There is for CRV. For the others, I have never seen anyone who has a database to establish those things or to help students establish provable track records, to use for viewer selection on operational (and especially paying) projects, etc.

Elizabeth Burdine - Will you do a demo?

I have done many, many public demos, as well as demos of the process in classes, etc. I have realized over the years, though, that when a magazine, radio, or TV program wants me to do a demo, the end result is that it shows what >>I<< can do. I have now adopted the policy of asking them to pick a stage hand or one of their team who has never had a psychic experience that they know of , and giving them an hour or so of training, then a simple target. The results show the listener/reader that >>they<< can do. That’s what I really want to get across. I’m not looking for fame – I’m looking for people to understand that what I can do is normal, and that they can do it, too.

Dom Igbi - Are there different types of remote viewing that aren’t so tedious?

There are plenty of them. They are also not as effective. They will always say that they are, but ask them to provide accurate floor plans of a building where they have never been, or information detailed enough to cut down the search area for a missing child, or assess the capabilities and failure points of some mechanical invention, etc.... and they will invariably come up very short. But, if all you’re wanting to learn remote viewing for is to show people that you’re psychic, or to impress people, or to feel good or improve your own life, win lotteries, etc., then yes, there are plenty of them.

LORI WILLAIMS

Intuitive Specialists

Bio

In 1996, Lori met Lyn Buchanan, database manager, instructor and remote viewer for the recently-declassified Stargate Unit. Lyn and his wife became like second parents to Lori. Traveling 12 hours' round trip, back and forth between Texas and New Mexico, Lori attended almost every remote viewing class that Lyn taught for several years. In 2001, Lyn gave her a certification as "the first civilian certified to teach Controlled Remote Viewing." Lori has been teaching an average of one to five 3-day workshops per month ever since! She has taught Remote Viewing in Canada, Ireland, Russia, Europe and all over the United States. Having lived much of her life in Latin America, Lori also offers her courses in Spanish.

Additionally, in 1999, Lori met the first remote viewer to be inducted into the military's then-fledgling "psychic spying unit": Melvin Riley. Mel and Lori became good friends, and she has been blessed to have his additional mentoring in her life.

As a professional Remote Viewer, Ms. Williams has worked with five remote viewing companies and countless corporations on three continents. An accomplished public speaker, Lori has traveled the world, conducting workshops and has presented on diverse topics, including refugee issues, Controlled Remote Viewing, Hypnosis and Intuitive Development.



Lori, does whatever style of RV that you teach have a name?

I teach Controlled Remote Viewing, Extended Remote Viewing and Associative Remote Viewing

Why do you teach this particular Style?

My favorite method for remote viewing is Controlled Remote Viewing, or CRV. CRV is very much like a drawer organizer for the brain. We all have that drawer – you know, the one with the rubber bands, the half-used tubes of super glue, the toothpicks... Thoughts are like that, all scattered around inside our heads. Intuitive information mixes with everything else. CRV allows anyone to organize thoughts into a useful written

structure. The information gained from any other method, including ERV, can be put into the structure and included in the summary of results. CRV is very versatile and can be used to obtain very specific information in terrific detail. ARV is fun and can be used in a variety of ways, including to make money. And ERV is great for obtaining information that can be difficult to get using other methods. And both ARV and ERV can be incorporated into the CRV structure.

Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

Lyn Buchanan taught me Basic, Intermediate and Advanced

CRV between 1997 and early 1998. In 2000, I asked him if I could teach his curriculum. He insisted that I come to every class he taught. He was teaching every other weekend back then, and I drove 6 hours one way to take his 3 day courses twice a month for two years. He certified me as a trainer for Basic in late 2001. In 2011, I was gently pushed out of the cozy nest of his company to work on my own, which is when I started teaching Intermediate and Advanced. I now teach 8 different remote viewing courses.

How long have you been teaching RV?

Since 2001.

Whereabouts in the world do you teach?

I have taught all over the United States; Vancouver, Canada; Dublin, Ireland; Moscow, Russia. I also teach online, which has allowed students from all over Europe, Asia, India, Latin America and Russia to take my courses. I also teach in Spanish.

Approx how many students have you taught?

I believe it is getting close to 1,000 now, including shorter ARV courses online. That does not count students more than once, even though most of them now go on to take several courses from me.

Can you outline the cost of your training?

My Basic CRV courses are currently \$997, and the other seven courses I offer are \$999 per course. We offer an easy payment plan to ensure that no one who earnestly wants to learn is left out in the cold due to money. We also offer several free online mentoring classes as follow up after the class.

When I took my first course from Lyn Buchanan, the course cost \$1000 for 3 days. As a Mom with seven children at home and the only one bringing in any income at the time, I didn't have that. Lyn and Linda allowed me to pay the course in payments. I do the same for those who are excited about learning this new skill!

What is the duration of your training?

Each course goes from 9 a.m. to 5 p.m. MST for 3 days over a weekend, usually Friday through Sunday.

Could you share two or three student testimonials?

"Before signing up to learn remote viewing with Lori Williams, I didn't know if remote viewing was real. If it was real, I doubted someone "un-psychic" could learn a skill like remote viewing. I do not consider myself a natural psychic and I worried I could not learn remote viewing. But after I enrolled, that perception changed: CRV really works and I think anyone who wants to learn, can learn! Additionally, the CRV process works independently of

whether I understand how it works, or whether I think it seems impossible.

Lori has over 20 years of CRV experience, and has taught hundreds of students. She has the experience to help people with every background, every ability. Because of her years of remote viewing and teaching, I was able to trust her when she said anyone who wants to learn, can learn with practice. I also found it astounding that despite not necessarily believing it was real, nor understanding how it worked, and feeling very un-psychic, it still worked! The process plus practice gets results, no matter what my brain is telling me can or can't be done.

The scientist in me loves the reproducibility, the measurability. The curious "we-live-in-an-astounding-universe" side of me loves the wonder of it. For me, functioning most of the day in my left-brain, it is eye-opening and life expanding to see proof of things reductionist materialism cannot explain. How can a person access knowledge from a distance, from the future, any question, anytime, anywhere as long as the question has an answer? I have no idea how it works, but it does!

How have Lori's CRV courses affected my life? After my initial CRV classes, I came home convinced of the interconnectedness of all of us, which directly impacted my first visit with my first patient on my first day back to work. I was much more in the moment, more mindful, more loving – essentially more connected. This was an unanticipated, but wonderful side effect. In those medical visits, I was a better physician. In one weekend of CRV training, I improved the way I practice medicine because it changed my level of connection with others.

Because of the re-take policy, I can really dig in and learn the material by re-taking classes at no cost for a couple years, so I took a second basic CRV class. After attending my second basic CRV class, I experienced another wave of feelings of interconnectedness with everyone and everything. As I was watching a TV show depicting racism and police brutality, I seemed to become one with a group and people I knew nothing about. It felt like I was them, I felt their pain and injustices, and I understood again that there is no separation between any of us. Causing harm or benefit to another felt the same as causing harm or benefit to me. Again, an unanticipated, but eye-opening side effect.

The oft-quoted phrase seems appropriate here: The definition of insanity is doing the same thing and expecting a different result. To me, it seems the worlds' problems cannot be solved using the same processes and solutions. Those processes have failed. Somehow we need to come up with novel solutions and approaches to longstanding problems – think outside the box. Outside the box thinking could be helped by an outside the box process. Tesla,

Edison, and others have used mental states similar to CRV to discover novel answers to scientific questions. What if by learning CRV, I could learn something that helped a family member, a friend, the world? What if putting the time in to learn and practice CRV saved or helped one life? More than one life? What if one or a group of remote viewers could improve cancer treatments, help the environment, bring future beneficial technologies or discoveries to the present? The possibilities are endlessly hopeful and exciting. What if learning CRV helps improve overall human consciousness, helps improve the human race in some beneficial way as yet unimagined? Could CRV make us limitless, could it make our solutions and options limitless? And what if most of humanity could find solutions important to them, find the truth, help others and the earth thru a tool like CRV?

These are grand, overwhelming ideas, which seem impossible. However, CRV seemed impossible, yet, it works, so, I need adjust, I need to re-define what I think is possible. For a start, I hope to use it to make me a better physician, a more helpful friend, and hopefully, an improved world citizen.”

- Heather H

“When I started my biggest concern was not being able to travel and having to learn over controlled remote viewing entirely over the internet. Thankfully Lori with her decades of teaching CRV exceeded my expectations of learning CRV via her online courses.

Even though Lori is by no doubt the best controlled remote viewing instructor what is just as important is the ethical high ground by which she teaches. Remote viewing is a tool but like any tool it can be applied for good or evil. Lori has chosen to instill in her students to examine themselves inwardly as to their motives for the use of CRV. The end result for me has become applying remote viewing to live a more loving, harmonious and productive life.

For those who are interested in taking controlled remote viewing please do not consider just taking one course. Each additional level of CRV gives the student additional tools to apply in life’s journey; short changing oneself can lead to lost opportunities.

Only regret I have is not taking CRV sooner in life.”

- Jed J Bendix

“I am a retired attorney and a Fellow of the American Academy of Science. I have been, and still am, a member of the Bar of Maryland since 1970. I first met Lori Williams in the spring of 2015 in Chicago. For three days I attended her Basic CRV course that she conducted there.

At that time I was researching and writing an historical novel about the development of religions. My purpose for taking her course was to allow me to use CRV for the research of ancient religions in their context. The course was professionally presented by Lori and was well organized. I and the other beginning students quickly learned the fundamentals of Controlled Remote Viewing. At the end of the three days, I was able to do basic CRV sessions successfully; I could not believe it! I thoroughly enjoyed the experience. As a result I took her next class, Intermediate CRV and soon thereafter, Advanced CRV. I was then able to do serious, complicated CRV targets. By that time I was hooked! Since then I have taken Lori’s Beyond Advanced class and other specialty CRV classes. Every day that I do a CRV session (2 or three times a week) I continue to be amazed at the nature and rich detail of the information that I can find on virtually any topic I can imagine. My CRV research experience has also helped me to extend my knowledge of scientific areas that I would have never thought possible. All I can say is “This stuff really, really works.” You have a once in a lifetime chance to learn CRV from a truly knowledgeable expert who has herself been taught CRV by one of the original members of the DIA/CIA Project Stargate program. If you do nothing else, do not miss this opportunity.”

- Andy Raum

Are there any published or online examples where people can see of your remote viewing projects or work?

Currently, there are portions of projects published via blogs on my website. There are summaries on the Media page of some projects. And in my classes, I share full sessions as examples. We intend to be offering more samples and videoed sessions very soon, as we have created films of our classes and demos, which we hope to release very soon.

I remote view regularly. As I remote view, I continue to learn and grow from my experience, which is now going on 24 years.

Does training in RV guarantee that I will become a remote viewer?

No, just as taking a few piano lessons doesn’t guarantee that I will become a concert pianist. Remote viewing, especially CRV, is very much like a martial art, or learning to play an instrument. Initially, you learn the basics and establish a firm foundation. Then you practice and practice to become skilled. It requires dedication and discipline to become a good (and hopefully a world class) remote viewer.

Where can I reach you on:

Social media: <https://www.facebook.com/IntuitiveSpecialists/>

Website: <http://IntuitiveSpecialists.com>

Email: Info@IntuitiveSpecialists.com

Lori, I also asked within a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

Describe, don’t identify.

So many of us have become addicted to naming things, identifying things, and many natural psychics feel their job is done once something has been named and identified. But as remote viewers, we are taught to avoid labels and assumptions, and instead, focus on simply describing the perceptions as they come in.

Jill Brown - Do you ‘connect’ with some students more than others. If so why?

I truly feel a love for my students, and am very dedicated to them. At the same time, I think that human nature causes us all to connect more with some people more than others. As a teacher, I work very hard to ensure that all my students receive equal attention from me. Inevitably, some people are more interested than others, some work harder than others, some are more attentive than others, and that affects me as a teacher. I am a mother of seven. Throughout my years of raising my kids, I never wanted any of them to feel that I had a favorite or that I treated any of them differently. Yet I realized that every child sees through a lense of his or her own reality. My sister and I remember the same incident totally differently, and we perceive our parents very differently. Why is that? Because there is chemistry – unseen “vibes” that different people emit that cause all of us to interact with one another at varying rates of intensity. That is why you do not fall in love with every person you meet. Some attract you more than others. So it is simply the way we were created as humans to “connect” with some students more than others, because students are human and so am I.

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

I have been honoured to have such a variety of students from all religious backgrounds, atheists, and all age groups from 12 to 88, and all income levels. So I don’t necessarily think there is a “type” – However, I have noticed that those who end up being the most successful in remote viewing are people who are intelligent, open minded but with a healthy scepticism, and who demonstrate good left and right brained skills. For example, a professional psychic who manages her own business and does her own taxes has to have both left and right brain skills. About 80% of my students are entrepreneurs or self employed. They have to have good intuitive instincts to make good business decisions, yet they have solid logic and math skills to manage the paperwork.

Ray McClure - What freely available material is provided by the trainer after training?

For my students after training, I have a “Student Resource” section on my website in which I provide free additional “continuing ed” materials, templates, and free targets. I also give additional mentoring time with an Online Mentoring Club (live webinars) that I offer throughout the months after the class. Additionally, the students are invited to join several remote viewing Yahoo groups set up to answer questions, etc. I also have a FREE RETAKE policy for my students, who can retake any of my classes for free up to 2 years after the original class. For members of the Online Mentoring (Basic, Advanced and International Club now available) there is no 2-year limit.

Is that material provided to all remote viewers or only those they’ve trained?

The items mentioned above are for those I have trained. For those I have not trained and those who have an interest in remote viewing, I have a “FREE STUFF” section on my website that I am continuing to add to, which is free to anyone and everyone. That section includes free classes, Power Point material, and a free ideogram practice program. I write a regular teaching blog, which gets posted all over Social Media to provide free instructional material to anyone.

Is the free material if provided their own or do they redirect students to other free materials?

All of the free material I provide is mine, and if someone writes me with a specific problem or request that I think another instructor or someone else can better provide, I direct them to that person. I frequently refer people to Marty Rosenblatt’s APP, Paul Smith’s Stargate list, and the instructors in Canada, Australia and Ireland.

Nigel Mullett - Is there any session examples available from the trainer and/or from their students?

Yes, I have some session work samples in certain blogs on my

website, and summary work on the Media page of my website. We are currently in the process of preparing more materials, so keep an eye out for what is ahead!

Rid Oneight - What do you do to get to know your student, in particular when it comes to each student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

Prior to class, I make an effort to communicate with each student, get to know him or her, and discover any areas in which he or she may need extra help. I once held a class that was just for students with dyslexia, for example. Another time, I created templates for a group of students with closed-head injuries, to help them remember the structure of CRV. The database helps me know each student’s weaknesses so I can provide that student with targets to enhance that area.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to work for them?

No. That has never happened and I hope it never does.

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

Pam Coronado said that learning CRV increased her psychic ability 400%. Other viewers have told me that their lives have been enriched, that colors seem brighter, that they are more aware, that they have been able to use CRV in myriad ways in their businesses, in their home life, in their parenting, and with their relationships. Many students now have less fear about life in general and all things esoteric specifically. They also tell me that they have more confidence and that the RV community has provided them with deeper and lasting friendships. This is an excellent set of questions, but unfortunately, time and space are too limited for me to go in to all of the ways my students tell me that their lives have changed for the better. On a personal note, my life has changed and my perception of reality as well – my “God box” got a lot bigger! My sense of love for everyone and everything has grown.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs?

This is an excellent question. Most people know that I was a Christian missionary from 1974 until 1991. When I began my journey into remote viewing, I was fearful. Many remote viewing sessions taught me that I did not need to fear “displeasing God” and that “God” is actually Love. I discovered

that there are many more species than I had previously been aware of, and that there are several Universes. So my beliefs, like everyone in life, continue to change. I do not share or force my beliefs on anyone, and I don’t feel that my teaching is influenced other than the fact that I expect my students to have personal integrity to use what they learn for good, rather than evil in this world.

Do you ever remote view prospective students?

I do not sit down and do a formal session, but after so many years, I automatically know whether what I teach will be good for a particular person, and if a particular person is well-suited to be in my class or would be better off with another instructor.

Nigel Mullett - Do you do a online course or is it just a classroom environment?

I do both.

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like You tube?

It depends on what the YouTube teacher is teaching. If someone wanted to teach techniques that could be misused, that would be a negative thing. I suppose all sorts of difficulties could arise, depending on what is being taught, but as I haven’t looked at what is available on YouTube, I don’t really know.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

My website has a database where students are able to log the results of sessions in order to establish patterns that can be studied in order to understand that student’s personal viewing habits, weaknesses and strengths. Other than that, I don’t keep stats. I probably should, but there are only so many hours in a day.... As for research, I have taken part in several research projects, including one with the University of Indiana and the Warcollier project regarding microphages.

Ray McClure - How do you teach students to score their sessions?

The only information that counts towards scoring is what the student chooses to put into his or her final summary. The summary is then broken out into individual perceptions and scored against provable feedback with a Yes, No, or ? (for those perceptions that could very well be accurate, but the feedback photo doesn’t clearly show it.)

How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

I have a database on my website for the students to enter their scores. The database includes a summary of results that

shows patterns, strengths, and weaknesses in various areas.

Joe Kleinberg - After Remote Viewing, what is the next level up?

Well, Joe, that depends. “Remote Viewing” is a generic term, like “Martial Arts.” If I asked you “After Martial Arts, what is the next level up?” you might say, “What type of martial art are we talking about here?” Or, you might respond with “Ninja.” Both answers are appropriate here. There are many types of remote viewing being offered, just as there are many styles of martial arts. One thing is for sure: To become a master, one has to choose ONE style. Most people cannot master Tae Kwon Do, Jujitsu, Karate and Qi Gong, right? But there are those who are 10th degree black belts in one or another. What I have discovered in my 22 years’ of remote viewing is that there is no ceiling. If you use it regularly, you just keep growing, learning, developing and discovering new exciting things!

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this?

Like all new students, I had trouble letting go of those pesky nouns! And I often forgot the structure! It took a lot of work on Lyn’s part to help me really “get it.” And because I wanted to teach it so badly, we both made a supreme effort to be sure I corrected my own bad habits in order not to pass them on to my students! To overcome the tendency toward using nouns and the problems with learning the structure, I just practiced and practiced and attended a lot of classes.

Also, is there anything about the protocol that you might still sometimes have difficulty with?

No, after all these years, I love it, and it comes very naturally to me, without even thinking. I compare it to learning to drive a standard (stick shift) car. When I first learned to drive, it seemed so hard – there were so many things to remember! Later, I realized I was driving without even thinking about it.

Richard Krankoski - What is your view of esoteric targets?

I love esoteric targets, and they are fun to view! However, esoteric targets are a sticky-wicket, because they can be so enticing. It is very important for viewers to develop a very solid track record before they start viewing esoteric targets. If a viewer logs 100’s of session results into a database and learns that he or she has a 98% accuracy rating in colors, for example, then if he or she views Planet X in Galaxy Z and see that the planet is purple, then we can be 98% sure that the planet really IS purple, even if we have no proof. But when brand new viewers start viewing things like The Dawn of Time, or the Aliens on such-and-such a planet without having

established that track record, they may have a wonderful experience while viewing, but they cannot have any faith in the outcome of that session. It is always good to maintain a healthy degree of scepticism, and not allow ourselves to fool ourselves into thinking “I am the greatest remote viewer of all time!” simply because I viewed an esoteric target. So the keeping of data and the establishing of a good track record is essential.

Stewart Edwards - How do you measure the effectiveness of your training?

That is an excellent question. Surveying the students for how the training has affected their lives, keeping data, and most of all, seeing the students progress in ongoing training through the CRV online mentoring club allows me to see how effective my training really is.

What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

Stewart, you are correct in saying that it is extremely difficult. I have always been pretty accurate in just sensing a person’s intent and inner nature, so to be honest, I trust my gut.

What is your own viewing performance?

Over many years, my own viewing now runs 87% to 90% accuracy.

Why should a potential viewer invest their money with you and not your competitors?

Each trainer has strengths and weaknesses, and each trainer has aspects of his or her personality and experience that differs from another trainer. Depending on what each student is seeking, he or she may be better off with another trainer or with me. I like to think of the good trainers out there as my colleagues, rather than my competitors. I prefer a model of collaboration, rather than competition. If we are here for each other, all the students and potential students will benefit from excellent training.

As for what do I offer that perhaps my colleagues do not? I would have to say all the time I invest in the post-training bonuses and mentoring. My teaching style is fun and down-to-earth. I like to be very clear and make sure everyone understands everything as I teach. As I have not taken any courses taught by my colleagues, I cannot speak to their style, but I am sure each one is doing a fine job and also has merits that make them very good at what they do.

Anita De Lange - what's the optimum amount of trainees in a single class?

Hi, Anita! That is an excellent question, and one for which the answer has adjusted several times over the past 20 years. At first, one on one was the only way to go! Then it was four. Then it grew to six. Then eight. I have had some wonderful classes with amazing results in classes with as many as 15 students, but I only do that when those 15 students can come back and work with me for the next two months, for free, in the online mentoring club, where I assign them targets to view and then go over each session in class, explaining and helping and critiquing each student's work. That brings in the one-on-one aspect that everyone needs.

What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

I think the evolution of any skill or art is something that happens through a natural process. In your question, you state "the concept of rv" – which is very broad. There are no measurements in place to ensure that the concept of RV is standardized. However, CRV (as a specific method for remote viewing) is highly standardized, and is designed to be so. And yet, CRV too has to grow and evolve gradually as we continue to learn. Again, that is a natural process, just as the evolution of language happens uncontrolled, as a natural process through each generation.

Standards & measurability implies accountability and credibility. Is there an universal regulatory database or body looking out for trainees and trainers and clients?

That is something that many of us have attempted on numerous occasions throughout the past 20 years. Lyn Buchanan was spearheading those efforts long ago, trying to have one centralized database for all the trainers to use. The problem he found was that there was too much struggle for control among the big names in the remote viewing arena. Everyone wanted to control the database. Others feared having their data, or their student data or their client data in a centralized database. We also discovered that just trying to establish a Code of Ethics was really difficult, and that what one person considers perfectly ethical can be considered really dishonest by someone else. So after literally years of meetings and discussions and attempts -- we all finally gave up. There is no governing body or organization to oversee trainers or students. As a result, there are a lot of newbies that no one has ever heard of hanging out a shingle and claiming to be experts of remote viewing.

Elizabeth Burdine - Will you do a demo?

Hello, Elizabeth! So nice to see your name here! Yes, I do a demo in every class I teach, and there are several examples of my viewing available on YouTube, my blog, Coast to Coast website, Connie Willis' Blue Rock Talk site, etc. https://youtu.be/7Co6cu7I_ZI is one demo.

Dom Igbi - Are there different types of remote viewing that aren't so tedious?

Yes, Dom, there are so many various types of remote viewing! ERV is extremely relaxing and done in a hypnogogic state with a trained monitor/hypnotist. ARV is fast and fun! CRV doesn't have to be tedious!!! In our classes we make it fun!



INTUITIVE SPECIALIST COURSES 2018

April 28 - 30, 2018 — Basic CRV in Marina Del Rey, California

May 5 & 6, 2018 — Keynote Presentation at the Paranormal Supernatural Conference in Denver, Colorado

May 18 - 20, 2018 — Basic CRV - LIVE ONLINE COURSE!

July 6 - 8, 2018 — ASSOCIATIVE REMOTE VIEWING - Live, Online Course!

August 17, 2018 — CRV Healing Application (AKA: Med Apps!) Live and Online

September 7 - 9, 2018 - Intermediate CRV - Live and Online

November 9 - 11, 2018 — Advanced CRV - Live and Online

December 7 - 9, 2018 — Basic CRV - Live and Online

PATTY GALLAGHER
Signal Line Remote Viewers

Bio

Patty Gallagher is the founder of Signal Line Remote Viewers, and has been involved in a continuing exploration of remote viewing since 2000. Along with her remote viewing partners, she has created and copyrighted remote viewing templates, a remote viewing manual, has taught group and individual students, runs a weekly target practice group, and contributes to an education page online.

In Early 2000, Patty read a tiny article in the back pages of a magazine, that announced the release of government research into a technique to train psychics. That article changed her life. She immediately formed a small group and began to approach remote viewing in a grassroots, intuitive manner. Her group continually sought out information, books, videos, and source information to continue learning this practice. Over time and experience, the group formulated its templates and had them copyrighted, and began a stringent double blind protocol clean approach to remote viewing, which included a third party source for targets, weekly group target practice, developing its own scoring technique, databasing, dowsing, and all manner of approaches and special projects. It was only after years of established and successful remote viewing, that Patty approached outside trainers, and attended Monroe Institute, Omega Institute and IRVA conferences.

Patty believes that remote viewing is the ultimate spiritual practice, and is dedicated to the science and spirituality of remote viewing.



Patty, does whatever style of RV that you teach have a name?

We call our group Signal Line Remote Viewers, because our style of training includes an emphasis on developing a sense of when information is accurate, a sense of awareness of when the viewer is on the "signal line." it's a very protocol strict style, with all targets precognitive, and all double blind. We work on a template, do different styles of viewings, and score our results.

Why do you teach this particular style?

Signal Line was created because we were independent learners. We needed to be self sufficient. We did not have available trained monitors or judges, so we developed methods to compensate - a protocol, templates and a scoring and databasing system. It's convenient, adaptable, and professional with a defined format.

Can you briefly outline who taught you, any training in RV that you had or experience that has

made you a remote viewing trainer?

Initially, I was self taught. I’ve always been fascinated and drawn to different forms of divination. It began with Palmistry, then the Tarot, scrying, dowsing, automatic writing... With remote viewing, it was a long process of investigating, gathering resources, reading all available material, books, articles, and long practice within a group format. It was later that I felt it was the right time to go beyond myself for training. I have attended the IRVA conference, Joe McMoneagle’s R/V training at Monroe Institute, and Stephan Schwartz’s classes at Omega Institute. I’ve also attended dowsing workshops locally, and online classes re: time, consciousness and precognition at Rhine.

How long have you been teaching RV?

I’ve been teaching R/V since I began studying it . As I began to investigate, I formed a small group, and developed our templates, procedures and manual through practice, feedback and revisions. Later, we designed and had copyrighted our templates and instructions. I’ve been studying R/V since 2000.

Whereabouts in the world do you teach?

I live in Western Pennsylvania, and I’ve taught locally, but I’ve also taught students by Skype, on Facebook chat and by phone/internet.

Approx how many students have you taught?

Appox 50. Individually and in class settings.

Can you outline the cost of your training?

I have always thought that every person should receive R/V training. I believe it is the most profound spiritual practice, and gives the student a deeper understanding of themselves and reality. So this is not something I think of as exclusive, or something I want to be too expensive to afford. I charge \$50 per session for a series of six two-hour classes. \$300 to be completely trained on all phases.

What is the duration of your training?

Classes run for six weeks, one two-hour session per week. Materials are provided online in advance for the student for each session, and each meeting moves the student through another phase, and into a deeper level of the remote viewing process. Students complete remote viewing phases each week and work outside the classroom is required. Materials provided include the copyrighted template, background materials, glossary, bibliography, biographies of notable remote viewers, history of remote viewing (military and non), discussion of ideograms, gestalts, sensory descriptors, gesture drawings, the matrix, pdf downloads and dowsing training for timeline and location. In addition, we cover feedback analysis of results and databasing. After the formal series of sessions

are completed, students may continue with our Facebook group, to receive targets, post results and discuss feedback.

Could you share two or three student testimonials?

“Patty’s guidance through Signal Line Remote Viewing has increased my self confidence as a remote viewer. The templates break down what would otherwise be an intimidating endeavor into simple and quick sections that make it easy and comfortable for the subconscious to relay information.

Having access to Patty as a teacher has made all the difference in my ability to remote view. She is highly skilled, easy to follow, and her passion is inspiring. Her openness to experimentation ensures that material and exercises are fresh and engaging. Lessons are fun and provide exciting results.”

- Donna Lehman

“When I first attempted remote viewing I was very much a left brained individual. The instructions I received promoted a pathway to right brained interpretation of the signals from my subconscious mind.

The instructor developed a template which took me through step by step each aspect of the remote viewing protocol. Through careful explanation of the process I was able to develop my remote viewing skills. Each section was explained as to what information I should be expected to document, what terms might be used to describe this information, and helpful suggestions to help me work through the process. The thoroughness and patience of the instructor helped me to not be overcritical of my results and to build on my skills through practice. Without her patience and perseverance I probably would have become frustrated and not continued to work through the steps to become a better”

- Jocelyn Caye

“I want to thank you for your dedication to teaching. You have a genuine talent for understanding how to help a student learn this process. You are a great teacher.”

- Cheryle Wake

“Patty really understands remote viewing and can explain things clearly and simply. She motivated me to learn.”

- AJAY Bhowmick

Do you remote view yourself or do you just teach?

I constantly remote view. We run a weekly target practice, and we do lots of special projects...mystery targets, gestalt a day, intention targets, What’s in The Box? feedback targets...and I sometimes do special target series of my own. IMO, a trainer must be a practicing remote viewer in order to teach it.

Are there any published or online examples where people can see of your remote viewing projects or work?

We have a Facebook group that has been posting weekly and special projects results since 2014. To see our results, join the group at <https://www.facebook.com/groups/456763517769693/>. Group membership is open to all interested who are willing to participate in an ongoing way by posting their results and contributing feedback for others..

Does training in RV guarantee that I will become a remote viewer?

When a student completes my training, they will have knowledge of all the levels of a remote viewing experience. Individual attention will have been given which addresses their own needs and development. They WILL be able to remote view.

Where can I reach you on:

social media: <https://www.facebook.com/groups/456763517769693/> (target practice group)

<https://www.facebook.com/SignalLineRemoteViewers/> (education page)

<https://www.facebook.com/patty.gallagher.54> (personal)

email: luckyduffy@comcast.net.

Patty, I also asked within a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

- that it’s a trained approach to clairvoyance and precognition.

- it takes steady practice and commitment and a totally clean protocol.

- it’s really fun, exciting and enlightening.

- it’s the ultimate learning experience

Jill Brown - Do you ‘connect’ with some students more than others. If so why?

I think I have a lot of enthusiasm about this subject, and I give every student my full effort and attention. Students who are more interested and are able to commit to an ongoing practice will be more successful.

Our SLRV affirmation includes this goal, that we remote view, “to further our own personal growth, and to assist others in their growth.” So I attempt to understand the approach and needs of every person interested in learning R/V and to individualize teaching.

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

To be a good R/Ver, a student has to have a lack of fear about working with psi, which is quite a high hurdle for some, so once past that, a good mind set would include courage, a forthright and accepting attitude about psi, honesty, curiosity, attention to detail, interest in acquiring knowledge about things otherwise inaccessible, a desire to understand, analytical skills, being able to endure the rigors of databasing and documenting results, and handle a sea of paper, and most of all, a good R/Ver enjoys making discoveries.

With the suspicion and prohibitions that most religions have about psychic work, I would think that most very devout and observant people would unlikely to attempt R/V. It’s a psychic skill. Religions are cool to the idea that an individual can access these outside the guidance and infrastructure of a church. But I’ve never really spoken to team or students about religious beliefs.

Ray McClure - What freely available material is provided by the trainer after training? Is that material provided to all remote viewers or only those they’ve trained? Is the free material if provided their own or do they redirect students to other free materials?

Students are provided with links to online material from other sources through our Facebook education page.

Our Facebook education page is public and available to all Facebook accounts. It includes information on books, videos, links to sites, etc. The material we have developed for training, and our copyrighted templates and manual is available to

SLRV students and group members.

Nigel Mullett - Is there any session examples available from the trainer and/or from their students?

I am providing samples of my work for this article. Work samples of students for 3D, mystery and feedback targets is available on our practice group. They are posted with feedback images going back to 2014, and are available for review by group members. <https://www.facebook.com/groups/456763517769693/>

Rid Oneight - What do you do to get to know your student, in particular when it comes to each student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

If you want to individualize training and make it effective, it’s important to TALK to prospective students, to find out their fears, confidence levels, previous experience, what they think R/V is, what they want to accomplish. Once fundamental issues like these are resolved, it is a matter of practice sessions which include close feedback of results.

There you discover how a student perceives information, what they allow themselves to accept, and develop techniques to free them from misconceptions and mental noise.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to work for them?

Membership and members’ skill level is not forwarded to any outside group or individual.

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

Yes, especially initially, if a student has never explored their psychic skills, and is assiduously meditating and viewing, with great care and perseverance, there could be a number of psychic events that occur, IF the student is geared to accepting that type of experience. These might include spontaneous psychic events like predictions or perceptions in dreams or consciously. You’re going over the psi border, perhaps for the first time, in remote viewing training, and perhaps aren’t trained sufficiently or protected sufficiently to control them. That’s why SLRV always opens a session with a boundary setting affirmation and closes with a closing statement. As you continue, yes, you will become more intuitive in general,

outside session work.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs? Do you ever remote view prospective students?

I see remote viewing as a practice that has ethical constraints, rather than anything to do with a specific religion. That’s personal to the student.

Have I ever remote viewed a prospective student? No, I have never remote viewed a prospective student. Can’t. Feedback is unavailable, and will not be possible to verify. I take students at face value, and allow their behavior to portray any positive or negative traits or intentions over time.

Nigel Mullett - Do you do a online course or is it just a classroom environment?

I’ve taught both. Online thru Skype, Facebook, phone, with the material used for each session either posted on Facebook, or previously emailed to the student to print out for their use. Bibliography, articles and other materials sent as PDFs. Student results can be posted on the group, or emailed in for review. Classroom setting for local students and groups, Online for distance students.

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like You tube?

Videos provide the student no personal guidance. No sounding board. No ability for the novice student to assess the quality of the trainer. No additional material provided. There has been an awful lot of public misunderstanding about what remote viewing is, and most of the online videos hype the military and psychic spying aspects, which unfortunately lend a kind of sensationalistic and negative quality to R/V. A youtube video, if it happens to be good one, might be a nice introduction to some terms and perhaps the process, but it is not sufficient for real training. It’s hard to unlearn bad material.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

We score every category of every session according to a scoring system we devised. This includes LST, solar time, day of the week, type of R/V. We database our results on spread sheets designed for each type of template we use. We are able to discover scores for each category, and the overall results per target.

We have done remote viewing research within the group, primarily involved with target selection, and other forms of information gathering that seem related or supportive of remote viewing.

Ray McClure - How do you teach students to score their sessions? How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

We score every category of every session according to a scoring system we devised. We do this individually or in group. We find that viewers tend to underestimate their results, rather than inflate them, so we train the student on these techniques by scoring results along with them. We do not use a “judge.” Having a judge may tell you your results are on, off, or somewhere in the middle, but it tells you nothing about your skill level on each category. You do not learn enough through that type of system. Plus few viewers have trained and objective judges available to them. Feedback is just as important as the viewing. We review their completed templates, and by explaining how the right brain or subconscious speaks in a session, we can help students understand that their results are descriptive, and often times much more on target than they actually perceive initially.

-Keep track of results? Yes. most definitely. Feedback results must be analyzed, discussed, and databased. We don’t ever think a session is a “failure.” Some aspect will be on target. Just the point of doing an R/V is a measure of success. It’s not an all or nothing proposition. Data that might be currently perceived as incorrect, just might not have feedback available to the viewer at the time. Data that seems to be off target is generally ignored, and information that is on target, related to or strongly relevant is analyzed.

Joe Kleinberg - After Remote Viewing, what is the next level up?

I’ve always felt that the practice of remote viewing is the ultimate psi experience, where one learns the true nature of reality, but it can be extended into explorations of dowsing, remote healing, remote influencing, automatic writing, 3D modeling, and other divination forms. As long as, no matter what other practices are studied, the protocol is clean.

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this? Also, is there anything about the protocol that you might still sometimes have difficulty with?

We use a category similar to CRV’s Magnitudes, and for some reason, found we had developed an antipathy to this category. We moved it to different places in the phases, even eliminated it for awhile. We eventually discovered that the issue seemed to be that after describing all the sensory categories, a phase two Magnitudes category seemed like a step backward to a lower level of descriptor. It stopped the flow. and THAT’S why we were avoiding it. The moral is...if you’re having a problem with a phase or category it’s best to acknowledge it, rather

than ignore it, discuss it with others, allow yourself the luxury of NOT doing it for awhile, and eventually come back to it. The key in this case was finding where Magnitudes fit in the process of layering up from lower to higher level material.

I don’t really have an specific problems with any parts of the template’s phases, but there are parts I like more, like Purpose, Concepts, and Subspace. Emotional (E/A) are always fascinating as they give you meaningful and sometimes touching and profound information about the people involved in the target. I love the Matrix in general, and all the opportunities to draw.

Richard Krankoski - What is your view of esoteric targets?

Esoteric targets are the eventual payoff for learning and maintaining an R/V practice. They are where the most fun is. But there are plenty of caveats. They can only be attempted after much, much, much practice with targets that have feedback, that have been scored, studied, databased. You have to attempt them as a trained and seasoned viewer. They have to be double blind, precognitive, well written targets. And you can only do them for a limited amount of time.

Since these are the type of targets that may have very limited or no feedback available, imagination, guessing, and wild flights of fancy are likely to afflict the remote viewer if too many esoteric targets are attempted. If you are not careful with esoteric targets, you risk losing the level of psychic awareness and perceptive skills you have already developed.

Stewart Edwards - 1. How do you measure the effectiveness of your training?

2. What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

3. What is your own viewing performance?

4. Why should a potential viewer invest their money with you and not your competitors?

I think my training is highly effective because it is individualized and comprehensive. And it gets you fully through the process, through all phases, I measure my success with a student through their enthusiasm, and on a technical level thru scoring and databasing student results. Effective training teaches the process, and encourages the discipline and constancy required to maintain it.

Perhaps the only way to teach in an open society, is to take people at face value, with an open heart. Remote viewing is an art of the consciousness, that, even if done for military purposes, seems to invariably instill an insight and one might even say a sense of knowing or wisdom in the viewer. I believe this practice enhances a person. So whatever their original intent, in some way every student will grow through learning remote viewing.

I've been remote viewing in a systematic format since 2000. My databasing shows that for certain categories, I am at 73% accuracy.

I offer a complete template format that elicits specific information, from the most basic ideograms, thru sensory descriptors, drawings, the matrix, and timeline and map dowsing. Using a templated approach ensures that data categories are not skipped over, and allows a viewer to do a session without a monitor.

I give individual attention, preferring one-to-one sessions or small groups.

We have a number of training techniques for signal line recognition, ideogram practice, developing an R/V dictionary of personal symbols and word cues.

I teach self scoring and databasing techniques. These give a viewer much more information re: their results and skill level than a pass-fail score. And make it easier to be an independent or solo remote viewer.

We offer a supportive group to continue their practice, a way to access targets, ability to have a continuing opportunity for discussion, to have targets of their own interest done, and a chance to be involved in some interesting R/V target series.

I have a strict double blind precognitive procedure that develops psi skills.

Anita De Lange - what's the optimum amount of trainees in a single class? What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top? Standards & measurability implies accountability and credibility. Is there an universal regulatory database or body looking out for trainees and trainers and clients?

Optimally, I prefer to teach individually, one to one, but I have taught classes of 6 up to 12. The smaller the class, the better. Larger classes are more like exposures to remote viewing, rather than instruction. When attention to the individual is lost, teaching opportunity is lost.

Generally I think that the R/V process is refined by each trainer, in their own style. I use the experience of my own viewings and what I learn from students to push my own understanding of the process further. We constantly remote view, evaluate our format, our feedback/filter process.

Thats how we keep learning. The most important thing is to maintain a very clean protocol. That's what will preserve fundamental integrity in your work.

Establishing standards rest with the trainer and the team. There is no governing body for remote viewers. No oversight group. That's why our group standards are firm. We realize that once we begin to deviate from a precognitive, double blind, clean protocol we begin to erode our psychic skills. If the process is attempted in a thoughtless way, and bad practice is learned, a remote viewer will fail. Our databased results, and our online documentation of completed sessions, verify our credibility as studied, long term remote viewers with a sound record. One significant thing is- does the prospective student identify themselves openly? Using a pseudonym MIGHT be a sign that there's an uncertainty about personal security, or a lack of respect for this profound practice. Remote viewing is about shedding light on the unknown, understanding the true nature of reality. If it is approached in a secretive or duplicitous manner, it's a red flag.

Elizabeth Burdine - Will you do a demo?

There's probably hundreds of samples of my work posted at <https://www.facebook.com/groups/456763517769693/>

Dom Igbi - Are there different types of remote viewing that aren't so tedious?

This question reflects perhaps the general misunderstanding about what remote viewing is and isn't. It is a formatted training process for both acquiring specific information and developing psychic skill. It is not an immediate psi experience. It is a format that trains, thru a series of levels, the way to obtain psi information, information available oftentimes through no other means. I find that terribly exciting. It is however a process. Both in terms of learning the protocol as well as also being a long term learning process. It requires a commitment of time and work to learn. You have to have enough interest to make a commitment. It is not quick, and although the process itself is easy, it requires study and insight. Some may call it tedious, I call it becoming fully realized.



PAUL O' CONNOR

PSI - Purestream

Bio

Paul O'Connor, founder of PSI-PURESTREAM, is a professional CRV Remote Viewer and Trainer, and is one of only 5 CRV Trainers worldwide trained by Lyn Buchanan of P>S>I>.

Paul is an international speaker and has presented on CRV Remote Viewing topics on radio, on camera, and at forums and conferences in Ireland, the UK, Europe and the USA.

He is the moderator of the LinkedIn CRV Group and is a Board Member of the International Remote Viewing Association (IRVA).

Paul is based in Dublin, Ireland



Paul, does whatever style of RV that you teach have a name?

Yes. But first, I want to clarify the terminology definitions. I want to differentiate very clearly between Coordinate Remote Viewing (CRV) - the highly structured protocol formulated by Ingo Swann, developed and tested at SRI, and put into operational use by the Army unit at Fort Meade, versus 'remote viewing' - a loose term for anything else that employs the use of the clair-senses to source information. I teach Controlled Remote Viewing (CRV). I use the shortened name of CRV-Remote Viewing, because I have found that the word 'controlled' can elicit a negative reaction in some potential students, due to the military origins of CRV and misunderstanding the word 'controlled' as meaning 'self-control' in this context.

Why do you teach this particular style?

My personal goal is to train students to become operational standard CRVers, using proven and tested standardised

structured protocols. That is why I teach the closest form of CRV Remote Viewing to that developed at SRI and put into operational use by the Army unit.

Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

I first came across the concept of remote viewing in 2002 when I read Psychic Warrior by David Morehouse. After almost three years of personal research, and unsuccessful attempts to travel to The Monroe Institute to train with Skip Atwater, I bought David Morehouse's CRV home practice kit. I worked through to the end of it, but something inside me resisted working the sealed practice sessions contained in the kit, for fear of developing bad habits.

When I discovered that some of the original viewers from the Army unit were offering training, I decided to try to organise the first ever CRV training in Ireland. I sent an email to Paul Smith, who was quite active in CRV mailing groups at the time,

and to a guy called Lyn Buchanan, whom I knew very little about, inviting each to come to Ireland. Lyn came back almost immediately, having always wanted to visit Ireland. Lyn’s offer of free training to the organiser of a class of six students was so inviting that we had 12 new students for the first Basic CRV class in March 2007.

I brought Lyn back to Ireland over the following years to teach Basic, Intermediate and Advanced CRV classes. I further trained in CRV Medical Applications with Lyn and in ARV with Marty Rosenblatt. In 2009, Lyn recommended to me that I become a CRV Trainer. In addition to my CRV training, I have a Train-The-Trainer qualification, trainer qualifications in a number of complementary therapies, and educational and commercial experience as a mentor.

How long have you been teaching RV?

I ran my first CRV Remote Viewing training in Dublin in 2009.

Whereabouts in the world do you teach?

Predominantly in Ireland and the UK. I hope to run my first trainings in the USA in April and June. In addition to online webinars, I have given live conference presentations in Ireland, UK, France, and at IRVA Conferences in Las Vegas and New Orleans. I am prepared to go anywhere in the world that someone wishes to organise a class.

Approximately how many students have you taught?

I have trained forty-eight new CRV students up to a variety of Basic, Intermediate and Advanced levels, not including repeat students who returned to retake their trainings (for free), in advance of taking their next level class.

Can you outline the cost of your training?

The CRV Remote Viewing training program is organised into 3 levels; Basic (CRV Stages 1-3), Intermediate (CRV Stages 4-5) and Advanced (CRV Stage 6). The Medical Applications and Associative Remote Viewing courses are stand-alone trainings. Costs vary, dependent upon travel and accommodation costs, but typically €1000 per student per class, with Early Bird discounts, and free training for Repeat Students. Class sizes are limited to a maximum of 6 new students. A class organiser who successfully brings together a class of 6 students will receive their training for free.

Someone told me once that “Practice does not make perfect. Perfect practice makes perfect”. I want to train high-quality operational-standard CRV Remote Viewers and recognise that quality comes through continuous training and practice. For that reason, a student who has paid for and completed a Basic, Intermediate or Advanced CRV Training Course with PSI-PURESTREAM may repeat any, and all, PSI-PURESTREAM CRV

training courses, up to their highest level of training, for FREE, for the rest of their lives, provided the repeat course is retaken within two years of completion of the previous (repeat or original) course.

What is the duration of your training?

A. When I first began training, I followed Lyn’s class structure and offered 3-day training workshops. In recent years, I realised that students need more time to practice before leaving the classroom, so I have extended the duration by offering an additional practice day, for free, to all students.

I refuse to allow beginning students to attend back-to-back workshops because I have found that other students who have done so tend to skip over the basics of their basic training and do not have the learning foundation and practical experience required to grasp the subtleties of more advanced protocols and tools.

Could you share two or three student testimonials?

“In order to be properly trained, you need an instructor - and the better the instructor, the better your training. Paul is the best you can get in Ireland - I believe in all of Europe.”

- Lyn Buchanan ex-military CRV Remote Viewer & Trainer

“I find your grasp of the psychology of Controlled Remote Viewing absolutely phenomenal. I have had the pleasure of listening to you lecture both in person and through videos. Your presentations are well thought out, your knowledge of the topic solid and your communication skills strong. You seem to have achieved a balance of your innate talents, which carries over to your audience. Your enthusiasm is apparent to all and your students will bless you for instilling it as well as passing the knowledge of CRV to them.”

- Teresa Frisch, CRV Instructor, AestheticImpact.com.

“Paul is a competent, credible and passionate teacher who lives for teaching CRV. The classes are well structured and organised. He takes all the time needed in teaching everyone. For the course costs he has, he gives a lot! Even in the free time he stays afterwards with the class to share about CRV and other related things. He is always there in case of need after the courses. Everything he teaches is directly related to the training system defined by Lyn. Best quality price!”

- Danilo Barzaghini, Advanced CRV student, Switzerland.

Do you remote view yourself or do you just teach?

I do both. I am an active CRV Remote Viewer and CRV Project Manager for my own clients and students, and an active CRV Remote Viewer for Husick Group, for Lyn Buchanan’s P>S>I>, and for Marty Rosenblatt’s APP Project.

Are there any published or online examples where people can see of your (CRV) remote viewing projects or work?

Project for artist, Karen Russo (2009): <https://www.youtube.com/watch?v=JXKIkeLjIOE&t=8s>

CRV Presentation to UFO Conference (2009): <https://www.youtube.com/watch?v=bsi4VSWQseU&t=279s>

Full Operational CRV Session (Apollo 16 Shipwreck Target (2011)): <https://www.youtube.com/watch?v=bdJKeLLemuk>

Does training in RV guarantee that I will become a (CRV) remote viewer?

No. Training will show you how to be a better viewer, with less bad habits. Practicing your training, and analysing and databasing your results, is what will guarantee that you will become a CRV Remote Viewer.

Where can I reach you on:

Facebook: PSI-Puresteam Page: <https://www.facebook.com/crvviewing/>

LinkedIn: Personal Profile: <https://www.linkedin.com/in/pauloconnor2016/>

Web: <http://purestreaminformation.blogspot.com/>

Email: CRVTrainer@gmail.com

What is the most important first concept to learn with (CRV) remote viewing?

There are three; (i) that you are continuously perceiving information outside of your physical body; (ii) that you can learn how to access and understand that information more effectively than you are currently perceiving it; (iii) that you will need to practice if you want to get better at doing it.

Do you ‘connect’ with some students more than others. If so why?

This question has nothing to do with training, but with the nature of interpersonal relationships. I have very high emotional intelligence scores, which is why I try to connect and give as much as I possibly can to my students. I teach very small class sizes to ensure that I can make myself personally available to each student during training. Just like in real

life, I find that relationships and friendships form with those students who continue to connect with me because of our shared values, and our mutual desire to share our journeys of personal discovery.

What role has ideology played in learning (CRV) remote viewing?

It’s not clear to whom the question refers. For trainees, personal ideologies will either encourage or exclude someone from engaging in learning, depending upon the degree to which their personal ideology is challenged by their training experiences.

Who are (CRV) remote viewers? Are they atheists, Christians, Muslims, Buddhists...?

All of the above, and more. I find that that potential students fall into 3 categories;

(i) Experiencers – those who simply want to have an experience of remote viewing. They go home, the manual goes up on the shelf, and they have another notch on their ‘training belt’.

(ii) Finders – those who come to training with a preconceived objective (to work the stock markets, find missing children, etc) and preconceived ideas about how remote viewing will enable them to find it. They are often deterred by the amount of work required to develop the necessary skills.

(ii) Searchers – those who want to explore what they are truly capable of, and are willing to put in the required effort and practice to discover it. They are the students who progress to become top class CRV Remote Viewers, capable of taking on difficult operational projects, and discovering themselves in the process.

Paul, what kind of mindset makes a successful (CRV) remote viewer?

Openness, curiosity, a desire to learn, and a willingness to practice.

What freely available material is provided by the trainer after training?

When students receive their class certificates they are advised very clearly that the end of class is not the end of their training, but the start of their ongoing training, through practice and experience-building, for which they will be supported, but ultimately, they are responsible.

In classroom training, each student receives three comprehensive training manuals (a Terminology Manual, the CRV Viewer’s Manual and the Monitor’s Manual) personalised with their own Viewer Number, training exercise handouts, and many additional appendices that go deeper into specific

CRV-related topics that are beyond the scope of the manuals. As a student progresses through their training, they receive the relevant portion of the Viewer Manual and additional appendices and handouts relating to the Intermediate and Advanced levels.

After classroom-based training, each student receives access to a personal and highly secure Viewer Database (via the crviewer.com website) in which they can score and record their results and track their specific and overall performance levels. The website also provides free access to a very large database of carefully prepared and vetted Practice Targets, with appropriate taskings suitable for all levels of training, an online version of the Terminologies Manual, and the story-based Analogies used to convey many of the core principles that underpin CRV training.

Students are invited to join both the CRV e-group and the CRVers e-group, where they will find lots of support from fellow CRVers, including Lyn Buchanan, myself, and other trainers. Students always have access to me via phone or Skype for questions when they don't have time to wait for an email response.

As a student progresses, they will be invited (if they wish) to participate in pro-bono operational style projects, to build their skills and gain sufficient operational experience before being referred (if they wish) to other CRV Project Managers to participate in commercial client projects.

Is that material provided to all remote viewers or only those they've trained?

The non-classroom material is openly available through Lyn Buchanan's crviewer.com website. Lyn provides free access to the student database to both trained and untrained remote viewers who wish to record their session statistics.

Is the free material if provided their own or do they redirect students to other free materials?

The material is provided free by Lyn Buchanan and P>S>I> to anyone willing to use it.

Are there any session examples available from the trainer and/or from their students?

There are online video examples of my CRV session work, and CRV-related webinars and presentations (see above). Most of my work now is operational work, which does not often provide feedback. Where it does, client work is protected by client confidentiality agreements. I respect my student's privacy and do not hold, show or share their work without their written consent.

What do you do to get to know your student, in particular when it comes to each student's unique

challenges?

The nature of the subject matter is such that I try to screen people who apply for training but, until they actually arrive for training, they are still largely strangers, and totally accurate screening of potential students for all potential problems is not possible. Any particular challenges a student may have typically do not present themselves until the student is in the classroom. For this reason, I ask intending students to complete and return a short information questionnaire and to sign a Student Training Agreement setting out the terms and conditions under which they will be trained.

Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

Each student has their own unique abilities, skills and talents, which usually do not become apparent until called upon. This equally applies to any handicaps they may have. As mentioned above, any particular challenges a student may have typically do not present themselves until the student is in the classroom. The nature of training is such that new challenges continuously emerge as the student progresses and develops their skills. As their trainer, I do what I can to help the student identify their own challenges and issues and offer my support and experience to address them. However, it has to be said that my ability to help a student is also dependent upon their willingness to engage with the support that is offered. This is not always the case.

Does the government ever come to you asking about candidates to work for them?

No. The Irish government do not appear to have an interest in remote viewing at this time.

What side effects in daily life have been generally reported by students after learning and practicing remote viewing?

The key word here is 'practising'. Many student viewers who continue to practice CRV Remote Viewing on an ongoing basis report personal transformational experiences, ranging from new shifts in their personal perceptions of reality, of time and of themselves, of changes in their concepts of privacy, of increased instances of spontaneous intuition and precognition, to a new sense of responsibility for their actions and a new humility and respect for their personal abilities.

To what extent is your teaching influenced by your personal religious beliefs?

None. I find that religious belief systems can be blocks and filters to perception.

Do you ever remote view prospective students?

Never. To do so would be a grossly unethical invasion of personal privacy.

Do you do an online course or is it just a classroom environment?

For new students, I teach CRV Remote Viewing in a face-to-face classroom environment. I have provided online webinars to much wider audiences about issues relating to the CRV Remote Viewing process. I also offer Group Calls to students following their training class, to support them when they return home and are faced with working solo. I have just developed an online training and mentoring program which will open at the end of April.

What kind of difficulties might arise from learning RV from a video like YouTube?

To the untrained observer, watching a remote viewing session on YouTube can be like watching the edited highlights of a horse race in a foreign language. It looks exciting, even though you're not sure what's going on, because video editing sensationalises the actual experience by editing out the important but boring bits, to shorten the timescale and dramatise the result.

If we are talking here about 'how-to' videos, it depends if the video is by a trained CRV Remote Viewer, or by someone who thinks 'remote viewing' happens due to some form of telepathy/ astral travel/ meditation/ 'close-your-eyes' mindfulness/ spiritual connection to the Great Beyond/ sneaking a peek at the Akashic Records/ divining/ clairvoyance/ mediumship/ mental remote influencing...and on and on. There are far more of the latter than the former!

The kind of difficulties that can arise are: (i) the methodology presented may be based on a shallow or factually incorrect theoretical basis; (ii) no opportunity to ask questions or receive personal guidance or feedback; (iii) students form misunderstandings about the process and its protocols; (iv) students develop bad personal viewing habits that then must be trained out of them.

What kind of stats do you keep?

I database my own work whenever possible. For data privacy reasons, I do not hold student statistics. It is the responsibility of the students to maintain and update their personal statistics, should they choose to do so. Also, there are privacy laws governing the holding of digital data which must be respected.

Do you participate in any research?

Yes. I conduct personal research into the design and application

of CRV tools, and I organise and participate in research projects for private clients when requested.

How do you teach students to score their sessions?

A fundamental part of the CRV Remote Viewing training involves learning effective Summary Writing and Session Scoring techniques, for the purpose of accurately databasing session work.

How do you keep track of scoring sessions, so you can keep records to learn from failures and successes?

Through personal analysis of my session work and capturing my results in the CRV student database. I retain copies of all of my written sessions for both current and future analysis of my work. I regularly review past projects as my personal experience and understanding of the process evolves.

After Remote Viewing, what is the next level up?

The answer to this depends upon what you understand 'remote viewing' to mean, and what 'limit' you believe there could be to what can be achieved through continuously developing and evolving your personal perceptual skills.

Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this?

Yes. I still remember the feeling of overwhelm that I experienced upon completing my first Basic CRV training. Sitting alone at home after my first experience of training, the thought of working through a session was completely daunting. I felt like I had been pushed out of an aircraft without a parachute! So, I focussed on developing my ideogram practice and started practicing only Phase/Stage 1 targets. Once I felt completely comfortable with Phase/Stage 1, I began moving on to Phase/ Stage 2 practice targets. Once the initial anxiety was overcome, I found that the training kicked-in and doing session work became a lot easier.

Also, is there anything about the protocol that you might still sometimes have difficulty with?

No. They say that the best way to learn something is to teach it. I have found, through my students pushing me to provide deeper explanations about the process, that my personal insights and understandings of the CRV process, of our human nature, of time, of our physical and symbolic concepts of reality, and of our capabilities to influence our personal realities and to communicate, have deepened accordingly.

What is your view of esoteric targets?

From a beginning training point-of-view, they are a distraction

and a waste of time. The first problem is they lack tangible feedback (otherwise they would not be esoteric!). Even when there ‘appears’ to be feedback, our lack of understanding about, and inability to perceive, the nature of esoteric events and/or technologies, renders our ‘interpretations’ of viewer data highly questionable. So, unless a viewer has a clearly established proven track record of sensory and perceptual accuracy over a considerable period of time, any data provided for an esoteric target is effectively unscorable, and therefore worthless.

Paul, how do you measure the effectiveness of your training?

Through student feedback, and their referrals to other potential students.

What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

First, I ask them, and then I conduct a deep mind probe on their subconscious mind to determine their true intentions and... seriously? Without access to state-level intelligence services, how would this kind of due diligence be even possible? It’s not the kind of thing that people typically put on their Facebook or LinkedIn profiles.

What is your own viewing performance?

According to my clients and project managers, my CRV Remote Viewing performance is pretty good, thank you. Well, good enough to be asked repeatedly to participate in operational-level projects by trained CRV Project Managers, repeat clients, and by my own students. Of course, just like any normal viewer, I am never happy with the standard of my own work. I always want it to be better.

Why should a potential viewer invest their money with you and not your competitors?

Because they have conducted their own due diligence in selecting their trainer, and want to learn the original, scientifically-developed, tested and proven CRV Remote Viewing protocol, and receive the life-time follow-on training support that I and my fellow trainers can offer.

What’s the optimum number of trainees in a single class?

I limit my classes to a maximum of 6 new students, to ensure one-to-one attention.

What measurements are in place to ensure the

concept of RV is standardized, as information evolves with new research and it makes sense for RV to stay aligned, stay on top?

I don’t understand this question, or what is meant by it ‘makes sense for RV to stay aligned, stay on top’. The concept of ‘remote viewing’ cannot be standardised because it has never been properly defined. The concept of Controlled Remote Viewing _was_ defined and standardised through the protocols formulated by Ingo Swann, developed at SRI and tested through operational applications by the Army unit at Fort Meade. The protocols will evolve when the results of research have been tested over time and proven through databased results.

Standards & measurability implies accountability and credibility. Is there a universal regulatory database or body looking out for trainees and trainers and clients?

I disagree. ‘Standards + measurability’ do not imply ‘accountability and credibility’. There has been more than enough scientific data generated, to the highest double- and even triple-blind standards and measurability of the scientific process, proving the existence of extrasensory perception, but whose credibility is rejected by large portions of the scientific community because it challenges fundamental paradigms and belief systems.

There is no ‘universal regulatory database’ because there are no universal regulatory standards governing the practice of ‘remote viewing’ or Controlled Remote Viewing. The stated mission of the International Remote Viewing Association (IRVA) is ‘to provide historic, scientific, and educational material and support to the remote viewing community and general public on the subject of Remote Viewing’. IRVA’s primary goal is ‘to provide an unbiased approach relative to information, testing, research and education’. However, under its current remit, it does not seek to establish itself as a regulatory body for training standards.

Will you do a demo?

A. Demos for entertainment purposes are a waste of mental energy. If I am presenting to an audience, I will get the audience to do the session, as that is a more meaningful experience for the participants. Now, I only do demos for meaningful purposes such as student or client education, or research. I have done teaching demos in class that were 8 Martini-standard, and teaching demos where I felt I bombed and completely missed the target. In both situations, the student feedback confirmed that the learnings for my students were invaluable. In the former, it confirmed for them that CRV is possible. In the latter, that it was okay to screw-up your session and start over.

Are there different types of remote viewing that

aren’t so tedious?

There are many other supposedly ‘easier’ ways of remotely perceiving information that are mistakenly called ‘remote viewing’; using the clair-senses (clairvoyance, clairsentience, etc); using other tools (scrying, tea leaves, rune stones, tarot cards, etc); using altered states of consciousness (dreaming, astral projection, etc.).

They are all compromised in one or more ways; by a lack of a replicable tested structure and protocols; by undeclared subjective bias in the viewer; by a lack of processes for dealing with emotional impact and overwhelm; by the filtering and editing of the information through personal belief systems

and ideological frameworks; by a lack of record-keeping and databasing to determine the accuracy of any received perceptual information, and often by the assumption that they are some kind of mental-based processes to which logical, quasi-scientific, assumptions can be applied and logical deductions can be made, which is simply not the case.

So yes, there are different spontaneous, loose, subjective and unstructured ways of perceiving information, but they do not have the research, discipline, structure and time-tested protocols of Controlled Remote Viewing.





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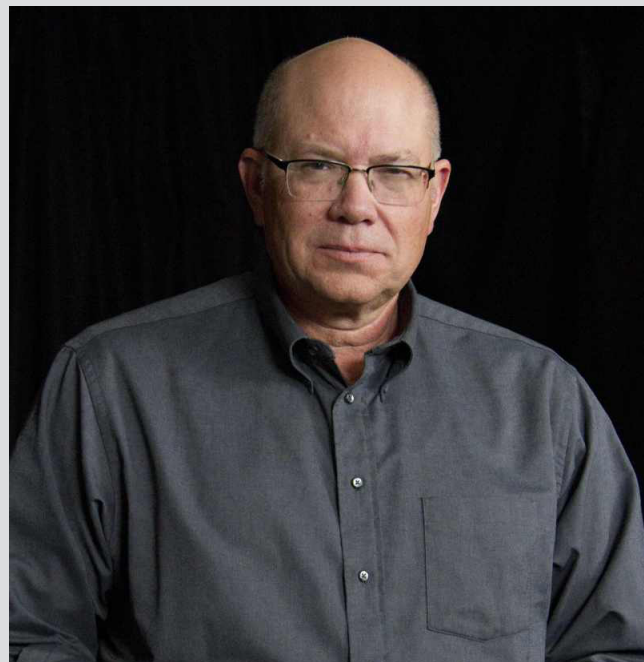
RVIS (Remote Viewing Instructional Services)

Bio

Paul H. Smith, Ph.D., Major, US Army (ret.) is the author of *Reading the Enemy's Mind: Inside Star Gate - America's Psychic Espionage Program* (a Readers Digest book bonus and Editor's Choice selection) and *The Essential Guid to Remote Viewing*.

Smith served for seven years in the U.S. government's remote viewing program at Ft. Meade, MD. During 1984 he became one of only a handful of government personnel to be personally trained in coordinate remote viewing (CRV) by Ingo Swann. Smith was the primary author of the program's CRV training manual and served as theory instructor for new CRV trainees, as well as recruiting officer, unit security officer, and unit historian. He is credited with over a thousand training and operational remote viewing sessions during his time with the military unit at Ft. Meade. He was transferred out of the program in 1990 to serve in Desert Storm with the 101st Airborne Division, and retired from the Army in 1996. He recieved his doctoral degree in philosophy at the University of Texas at Austin in 2009.

Paul is president of Remote Viewing Instructional Services, Inc., a company offering remote viewing training and is the author and co-producer of the Learn Dowsing DVD training program. He is a founding member, past president, and recently retired from the board of directors of the International Remote Viewing Association.



Paul, does whatever style of RV that you teach have a name? Why do you teach this particular Style? Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

I teach the original version of controlled remote viewing (CRV), which I learned in 1984 from its originators, Ingo Swann and Dr. Harold E. Puthoff, with follow-on training from F. Holmes ("Skip") Atwater (original founder of the Army's Ft. Meade remote viewing program) and Tom McNear, Swann's most successful student. I subsequently became the recruiter of

new remote viewing candidates for the military program, and the longest -serving CRV instructor in that program.

How long have you been teaching RV?

I started training Lyn Buchanan, my first student, in mid-1984, with assistance from my CRV colleagues (Bill Ray, Tom McNear and Charlene Shufelt). With a few gaps, I have been teaching ever since.

Whereabouts in the world do you teach?

My training facility is in Cedar City, the epicenter of Utah's

"Mighty Five" national parks. I moved here from Austin Texas in 2014, where I had been teaching remote viewing for the previous 17 years. During the winter months I sometimes hold classes in the Las Vegas area due to the possibility of winter weather in the mountains where I now live. I occasionally travel to other locations to train people (mostly overseas when that occurs).

Approx how many students have you taught?

Since I have an intense, small-class teaching model (see below) I have taught a couple of hundred students or so, compared to some of my competition who have had thousands go through their programs.

Can you outline the cost of your training? What is the duration of your training?

My current tuition is \$2,000 per student, with a limit of two students per instructor (that means, if I have more than two students I bring in an experienced assistant instructor). Class duration is at least 40 hours over a 5 ½-day period, starting Monday and ending Saturday morning. It is roughly the equivalent of a semester-long college course. (I will be having to raise tuition cost sometime in 2018).

Could you share two or three student testimonials?

"Having spent a more-than-full week with Dr. Paul H. Smith, beginning to learn and practice the discipline of controlled remote viewing has been a unique and singular experience. I am grateful for having the opportunity to begin to learn the skill-set and craft by one of this country's most experienced and dynamic initial practitioners. The attention to detail and strict commitment to the practice of actual CRV along with an appreciation for its rich cultural history in the military and civilian domains emanates from all of Dr. Paul H. Smith's instructions. It is this dynamic mix that held my attention throughout this component of training, and that stays with me as I remain motivated to practicing and learning from this art and science."

- **Dmitri Oster**, psychotherapist

"Paul, you exceeded my expectations in this course!! Perfect balance of playtime and work time. The activities and field trips truly aided in the learning process. I appreciate all the long hours you invest in us as students. Well worth the money!! As well, meeting Hal Puthoff was a highlight. Thank you for maintaining Ingo Swann's traditional teachings—validates the process. And thank you for not laughing when we're on the analog line instead of the signal-line!"

- **Juli Greene**, ASL interpreter

"Paul, I had a blast with your course! My favorite parts:

- Immersive practice sessions with you.
- History and time with Hal Puthoff.
 - Field trips.
 - Lunch Q&A.
 - Many others.

"Overall, I love your style, sincerity, and dedication to teaching remote viewing in a methodical and replicable way. It's been fun, informative, and raises excellent questions about human perception and beyond. Thanks!"

- **Tim Ferriss**, author, entrepreneur.

(In the interest of space I'll post no more here. You can access many additional testimonials here: <https://rvviewer.com/client-testimonial/>)

Do you remote view yourself or do you just teach?

My main activity is teaching, lecturing and writing about remote viewing. But I also continue to remote view both operationally and for practice as time allows.

Are there any published or online examples where people can see of your remote viewing projects or work?

Yes, you can see exmaples at: <https://rvviewer.com/>

Does training in RV guarantee that I will become a remote viewer?

Training doesn't guarantee anyone to become anything, no matter what the field or discipline. Assuming that the student is given the proper training, then it is up to him or her to understand and integrate what has been taught, follow the principles carefully, and then practice the execution until reaching proficiency. I do my absolute best to convey to each student what he or she needs to be successful as a remote viewer. And every student I have had over the years that has done what I asked has seen at least some success. But I have had students who have failed to make the progress they could have if they had applied themselves, for whatever reason—ranging from the understandable, such as life problems or family crises, to the easily avoidable, such as simple laziness. Teachers have a responsibility to offer quality teaching. But students have a responsibility to learn, and there are always a few who fail to take that responsibility seriously. (Can you tell this a "soap box" I sometimes step up on?).

Paul, where can I reach you on:

Facebook: <https://www.facebook.com/Rviewer/>

Twitter: [@Rviewer003](https://twitter.com/Rviewer003)

www. <https://rviewer.com>

Email: info2@rviewer.com

Tel: (866) 229-7847

Paul, I also asked in a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

When people ask me what I teach in remote viewing, I tell them it all boils down to one thing: learning how to separate the noise from the signal. Everything else in remote viewing is a function of that principle. As is the case so often in life, the principle is simple to express. But it is the accomplishing of it where all the work is hiding.

Jill Brown - Do you ‘connect’ with some students more than others. If so why?

I “connect” with the majority of my students. The reason is that I work one-on-one with each of them quite intimately for almost an entire week. I come to deeply understand how they relate to remote viewing which, to be successful, requires a certain baring of the soul. But, just as is true of human interaction in any other walk of life, there are a few I have struggled to connect with. Even then, I don’t recall a single student with whom I have had a less-than-friendly parting.

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists…?

I haven’t seen that ideology plays much of a role. Open mindedness, however, does. Though I don’t regularly inquire as to their religious backgrounds, from conversations I’ve had with students it seems they come from many religious and philosophical backgrounds (don’t recall any atheists—an unlikely demographic for remote viewing anyway). The majority were Christians of varying levels of commitment, ranging from those who only come from a culturally Christian background all the way to even a few committed Evangelical

Christians. (Among my students have been a fairly large percentage of Mormons; but that’s perhaps because of my own religious affiliation.) Certainly a goodly share of Catholics, a number of Jewish folks, a few Muslims, and an interesting collection of New Age religions, pagans and Wiccans. One big happy family of remote viewers!

Ray McClure - What freely available material is provided by the trainer after training?

My students each get ten sessions to do at home after the in-house portion of the training is completed. They don’t get them all at once. It works like this: At the end of the class, I give them an opaque envelope containing tasking and feedback for their first homework session. When they finish that first session they mail the resulting transcript back to me. I personally score it, then send it back to them with another envelope containing the next target, and so on until they’ve completed ten. Subject to my schedule, I am also available to them via phone and email for questions they encounter or remote viewing problems they run into. I also give them suggestions for other target opportunities, and they get a complementary one-year student membership to the International Remote Viewing Association, which opens up a variety of resources. Finally, students are allowed to audit any of my courses that they have already previously attended, as long as there is space in the course they want to audit.

Is that material provided to all remote viewers or only those they’ve trained?

The above benefits are only available to my students. I offer free material on my website (one of the more extensive sites in the remote viewing community), as well as online interview videos, frequent lectures around the country (most open to the public) and various other outreach efforts. I also offer the free Remote Viewing/Remote Perception News (you can subscribe here: https://rviewer.com/Remote_Viewing_Blog/join-the-remote-perceptionremote-viewing-news-free-gift-for-joining/) and the Remote Viewing/Remote Perception Blog, where I post about all kinds of topics remote viewing and ESP related. You can access that here: https://rviewer.com/Remote_Viewing_Blog/start/

Nigel Mullett - Are there any session examples available from the trainer and/or from their students?

Yes, you can see exmaples at: <https://rviewer.com/>

Rid Oneight - What do you do to get to know your student, in particular when it comes to each student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

It’s probably easiest to refer you to where I’ve answered these questions in various responses included elsewhere in this Q&A.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to work for them?

Nope. I and my team did do a project for an Army (major command) in 2007 to try to find the body of a soldier kidnapped by Al-Qa’ida in Iraq (AQI). And the CIA approached Hal Puthoff and me together a few years ago about the possibility of restarting a CIA-based remote viewing program. (That effort quickly got shut down when the higher-level CIA leadership found out about it.) Hal and I were also invited to brief remote viewing to the Air Force’s strategic reconnaissance headquarters, I have presented on using remote viewing in a counterterror role to a counterterrorism conference in New York, and I recently spoke at a meeting of the Los Angeles chapter of the Association of Former Intelligence Officers about the uses of remote viewing in intelligence. There is more, but not worth taking the space here. Essentially, there is still interest at various levels of the government, but it never makes it far enough “up the flagpole,” as we say.

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

I wouldn’t consider these “side effects,” so much as benefits! My students often report things like enhanced intuition, more comprehension of the interactions between their conscious awareness and subconscious, minds better understanding of how intuition in general functions, and even benefits not directly related to remote viewing, such as more insight to the people they care about, less volatility in their interpersonal relationships, and a more positive outlook on life.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs?

Very little. More realistically, my personal religious beliefs have been affected by my experience with remote viewing.

Do you ever remote view prospective students?

No, never. First, that would require me to be frontloaded. I do not believe in frontloading in remote viewing. Second, that would be an invasion of privacy, and I am not okay with that.

Nigel Mullett - Do you do a online course or is it just a classroom environment?

In addition to my classroom training, I offer a DVD-based

homestudy course. Maybe someday we will migrate it to an online format, but probably not soon. You can access it at <http://www.remoteperception.com>

I was also asked last year to do a four-week online remote viewing practicum for the Rhine Research Center, and will be doing another one this coming June

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like You tube?

First of all, no video can possibly capture all the value inherent in a high-quality live course. Inevitably, video-based or online courses that claim to be “complete” are made by people who don’t know much about remote viewing in the first place. Even my own “Remote Perception: Basic Operational Training” DVD set, while the best available, will still only get you so far.

The second problem would be determining which video to trust. Remote viewing came to public awareness in late 1995. Since then, there has been a proliferation of people setting themselves up as remote viewing teachers who, without any real experience or understanding of remote viewing, have posted videos on the Internet that purport to teach you how to do it. Be careful. If you want more guidance, I have a chapter in my book *[The Essential Guide to Remote Viewing](#)* that contains a thorough discussion on how to pick the right remote viewing instruction for you.

Richard Krankoski - What kind of stats do you keep?

I track my assessments of my students’ performance on both in-house training and homework targets. But I do this with subjective evaluation criteria. I don’t use statistical analysis for this (except in ARV work), as I think statistical analysis of viewer results provides much less value than is justified by the amount of time and energy that such analysis demands.

Do you participate in any research?

Yes, most recently with the Rhine Research Center. The results from this will be presenetd at the 2018 Remote Viewing conference.

Ray McClure - How do you teach students to score their sessions?

I give them guidance on self-evaluation. I find most people have to learn how to look at their work objectively, recognizing when they are wrong, but being willing to acknowledge when they are right, as well.

How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

I don't bother with so-called "databasing." If a student chooses to do it, fine—that's up to them. I find that it is hard enough to get students to simply practice remote viewing. Requiring them to then follow each session with a tedious quantification process works to discourage them from practicing in the first place, to the point that the benefits gained from quantitative scoring are lost in seriously diminished practice.

Joe Kleinberg - After Remote Viewing, what is the next level up?

Using it!

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this?

Yes. I struggled with Stage 1. Ingo Swann ultimately had me do an additional 15 Stage 1 sessions (for a total of 40), before he was ready to let me move on. I still don't "like" Stage 1, but it is necessary to set the foundation for the rest of the session. So I worked to master it and learned, ironically, that the less you worry about doing it, the easier it comes.

Also, is there anything about the protocol that you might still sometimes have difficulty with?

This may sound a little smug, and I apologize. But after 34 years now of doing CRV? Nope, nothing about the protocol causes me any difficulty. However, there is still that pesky AOL business...

Richard Krankoski - What is your view of esoteric targets?

I've voiced my opinion on this many times. Esoteric targets have no place in a remote viewing training program. By definition, esoteric targets have no well-defined feedback. And without feedback, a student cannot progress in developing remote viewing skills. Period. If you want to dabble in esoteric targets later, that's up to you. But I find them for the most part unsatisfying and ultimately, mostly pointless. I have a presentation I do from time to time on remote viewing and UFOs, and there are a few of these kinds of targets I may write about in the future. But even that is as much to point out what goes wrong in trying to marry up remote viewing with other, even more mysterious things that, in the end, can't be verified.

Stewart Edwards - How do you measure the effectiveness of your training?

I record a numeric score (using a modified version of the SRI 1-7 scoring system) for each session in a student's record folder. This score is my assessment of how the student performed on that particular target for that session. It reflects two dimensions: How well the student handled CRV structure

up to expectations according to where they are in the training; and how well they recognized and objectified the remote viewing signal. I have a final "graduation" target that I assign each of my students at the close of the in-residence portion of the class. I gauge partly from this how much they have learned in comparison to others.

What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

I find this an unimportant concern. I am not sure on what grounds I would exclude anyone from training just because I suspected them of being a foreign agent. My unconcern is partly based on my belief that to be successful at remote viewing requires a certain level of personal honesty and integrity. Further, as one masters remote viewing one's consciousness tends to be raised, and one has to develop a more global view of the world. I would be surprised if a terrorist, even if he or she wanted to become an RVer (and their world view is likely to prevent them even entertaining this idea), would have the consciousness to become a successful remote viewer. And if he or she did become a successful remote viewer, I doubt they would remain a terrorist.

What is your own viewing performance?

Just like everyone else's – mostly unmeasurable. Evaluators in the military program rated me highly, But my standard of performance is like everyone else, still room for improvement.

Why should a potential viewer invest their money with you and not your competitors?

All I can do to answer this is echo what I've already said in many settings: In taking my classes, you get the most authentic and thorough training in the original controlled remote viewing methodology as taught to me by Ingo Swann and Hal Puthoff, the originators of remote viewing. You get about 40% more instruction and as much as four times as many practice sessions over each 5 ½ day class level as you get from anyone else. And you get dedicated, personal instructor-monitoring for each of those sessions.

In my competitors' courses you usually get a three day course and you're either working solo or are monitored by another student in the on-average three RV sessions you do in these courses. If you're mainly interested in satisfying your curiosity or simply getting an introduction to remote viewing, there is nothing wrong with such a course. But if you're committed to learning excellence as a remote viewer, you will get that with the most certainty from my program. For the full details of my course structure and benefits, go here: <https://rvviewer.com/courses/>

Anita De Lange - What's the optimum number of trainees in a single class?

I believe the optimum number of students per instructor is two. This allows the instructor to get a thorough understanding of how each student is progressing and where he or she needs additional help. It also gives the instructor optimum time for giving advice and (tactful!) correction without taking away training time from other students.

What measurements are in place to ensure the concept of RV is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

This is not a really question for an instructor. This is a question that is more appropriately addressed to the larger remote viewing community. But I will give a brief answer as a member of both demographics. There are no such measurements and no such standardization at this point. One big reason for this is that too many people have elected to develop their own idiosyncratic approaches to remote viewing methods. Getting them all to agree on one standard concept or methodology would require compromises that would require them to give up significant parts of their own cherished systems. Therein lies much anguish and recrimination!

Standards & measurability implies accountability and credibility. Is there a universal regulatory database or body looking out for trainees and trainers and clients?

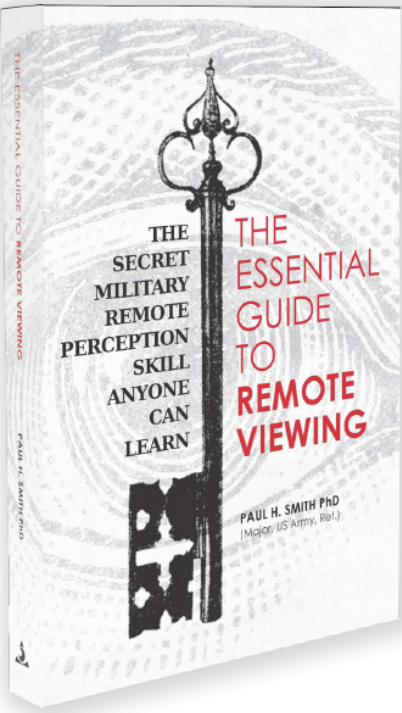
This is also not a question for an instructor. But the answer is no, no such body exists.

Elizabeth Burdine - Will you do a demo?

I do a Stage 3 demonstration controlled remote viewing session for every basic class I teach. The students pick the target, and I remote view it blind. (if necessary I'll do quick, informal Stage 1s as well). I often/usually do a demo through Stage 4 for my intermediate classes. Because of time constraints, I don't usually do demos for advanced courses. But by then students don't really need that anyway.

Dom Igbi - Are there different types of remote viewing that aren't so tedious?

Only if you have no interest in excelling at the craft.



Ideal for:

- People just getting acquainted with remote viewing.
- People who want a safe, sane introduction to remote viewing for friends or loved ones.
- People already familiar with remote viewing who want a more comprehensive understanding of RV.

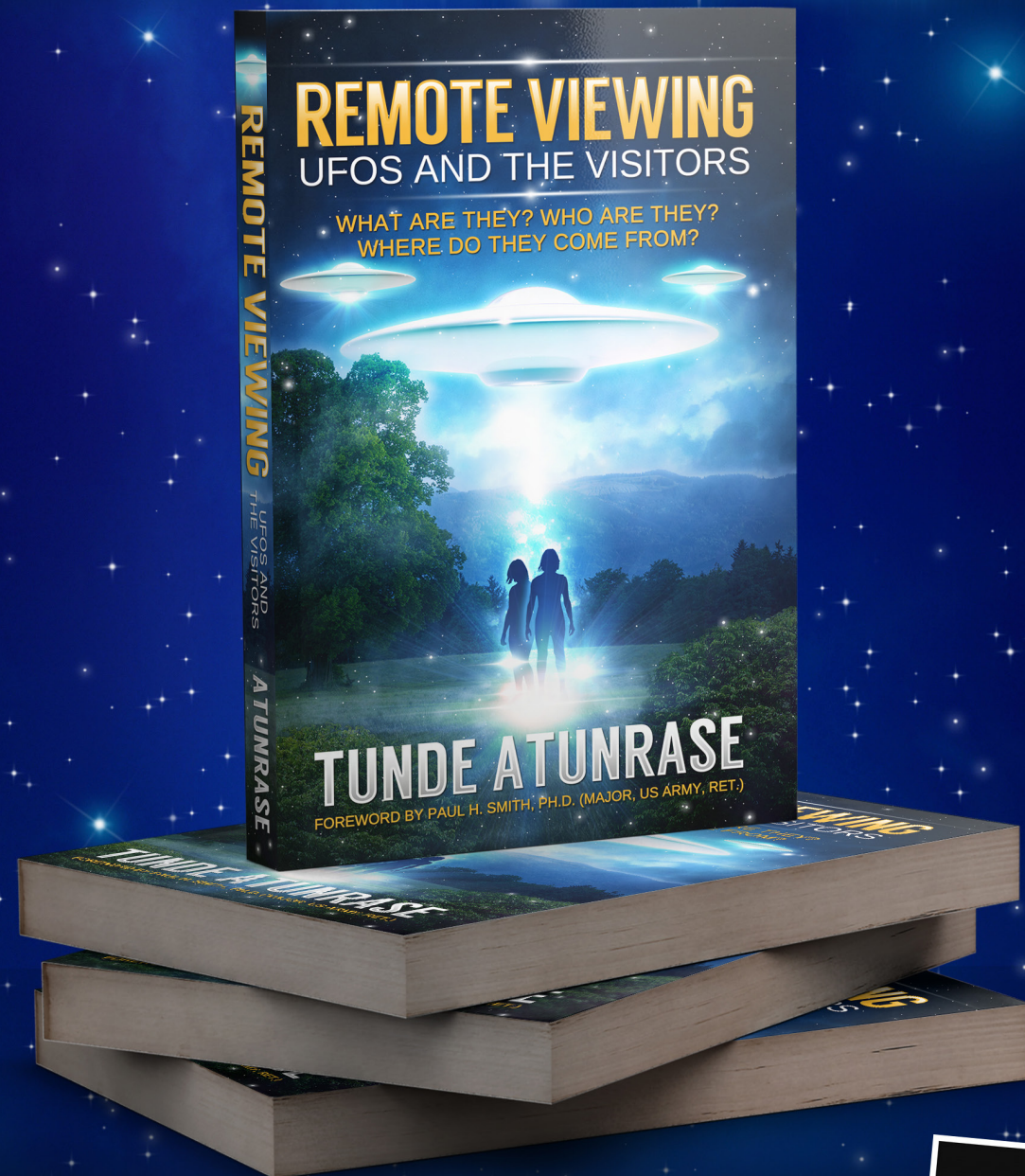
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Paul H. Smith, PhD and Remote Viewing Instructional Services

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REMOTE VIEWING

UFOS AND THE VISITORS



Tunde Atunrase is an IT Analyst Supervisor by profession. He was first introduced to RV back in 1995, and was formally trained in 2001. He has taken part in numerous private and public demonstrations of Remote Viewing, often volunteering his skills towards projects such as the recent award winning 2014 IRVA Warcollier Prize. Tunde loves reading, writing, poetry, watching movies, playing keyboards and travelling. He has two daughters, currently lives in London and is working on his next project.



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RICK HILLEARD

RVU (Remote Viewing Unit).org

Bio

The Remote Viewing Unit Australia was founded in 2008 by Rick Hilleard & Sandra Hilleard to promote the skill of Remote Viewing in Australia. The RVU team created a training course in order to teach the Remote Viewing skill itself. The RVU Remote Viewing Unit is currently the only Remote Viewing training organisation in Australia. While based in Perth Western Australia, they have given training in Perth & Sydney and are flexible to travel.

Rick has been trained in the skill of Remote Viewing by former military Remote Viewers in the USA. He commenced training with Maj. Ed Dames and has done training with Maj. David Morehouse. Rick is an active viewer who remains in contact with most of the retired Military Remote Viewers and works with several Remote Viewing groups across the globe. Rick is also a qualified Cert. IV trainer & assessor. Rick has been practicing Remote Viewing since 1997 and invested a huge amount of hours in practicing Remote Viewing, to the point where his accuracy is astonishing.

Although the Remote Viewing program is not yet a Nationally Recognised Training in the Vocational Educational Sector, we are working towards the high quality standards and we seek to continuously improve our training methods to benefit our students.



Does whatever style of RV that you teach have a name?

Coordinate Remote Viewing

Why do you teach this particular Style?

Because it keeps RV close to its original source and adheres to how I was taught.

Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

I was originally trained by Maj. Ed Dames, with TRV, then

later I trained with David Morehouse in Coordinate Remote Viewing, I have qualifications of Certificate in Training and Assessment, Private Investigator, Security Industry. Also, I am a Clinical Hypnotherapist.

How long have you been teaching RV?

The Remote Viewing Unit commenced training in 2008 and I have been continually learning in the field of RV.

Whereabouts in the world do you teach?

Mostly Australia East and West coast, primarily based in Perth Western Australia. I will also be giving training in Asia in 2018.

Approx how many students have you taught?

Never enough ! ...would like to teach more and more..... because, in my opinion, the more that know how to do this, the more it will assist people in their daily lives, who can then teach others.

Can you outline the cost of your training?

It should never be viewed as a cost; firstly it should be called an investment...in yourself. Secondly an outline would involve all the time I have devoted to RV, the number of Sessions over a 20 year period of time, the trips to the US and Conferences I have attended and meetings I have organised in Australia, the US and the UK, so when anyone asks that question, I think this should be prefixed.

What is the duration of your training?

The actual training is a 4 day course and continues with ongoing availability to students with emails, phone calls and video conferencing for continuing back up and training.

Could you share two or three student testimonials?

The Remote Viewing Training I attended in 2017 gave me a new and highly valuable perspective on tapping into our collective consciousness. Rick’s passion for remote viewing is infectious and everyone in our group seemed to be as hooked as I was. There is a strict process to follow and Rick was firm about adhering to the process while at the same time he was encouraging and supportive. By the last day of the course, we were all amazed at our success rate. With Rick’s ongoing support via email and Skype, our group has continued to keep in contact to practice and to motivate each other. I’m so glad that I did this training and I’m happy to recommend it to anyone who is interested.

- Sally Gould Australia

I thought I knew a little bit about remote viewing before I came to Rick’s training, but I learnt so much more than I expected. The training was simple and Rick was always there to keep the group on track and because of that our group was getting a high percentage of accuracy at the end of the training. The passion and dedication to Remote Viewing that Rick has, has now been passed on to me. It’s a skill that I can use for lots of things.

- Duncan H

Do you remote view yourself or do you just teach?

Yes, I Remote View and have done so for the last 20 years. I also teach.

Are there any published or online examples where people can see of your remote viewing projects or work?

There are some examples of early work on TKR, also there is some on Farsight Institute’s web site, also in some early editions of 8 Martinis there is an example.

Also the presentation that Daz gave to IRVA 2017 has my work example, on the thought experiment.

Does training in RV guarantee that I will become a remote viewer?

There are no guarantees, you only get guarantees with toasters and kettles. This is a human skill, which means it/you are fallible !

Where can I reach you on:

Facebook: Remote Viewing Unit, Remote Viewing Australia

www: remoteviewingunit.org

Email: rvuremoteviewingunit@gmail.com

Rick, I also asked in a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

Time - Space and how we are able to transcend it, gather information about the past, present or future and render that information onto paper in the form of words and sketches.

Jill Brown - Do you ‘connect’ with some students more than others. If so why?

I treat all equally; if an individual has more questions than others then time will be placed with that person.

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

No role whatsoever !..That sort of question is very personal here and would not be asked. As for best mindset - meditation!

Ray McClure - What freely available material is provided by the trainer after training?

My time, experience and guidance, emails, texts and video

conferencing for ongoing training.

Is that material provided to all remote viewers or only those they’ve trained?

Those trained, difficult for the untrained to comprehend if they have not been trained.

Is the free material if provided their own or do they redirect students to other free materials?

I give information and direction to available material on the web. As you know all information has an origin and we glean it from there.

Nigel Mullett - Is there any session examples available from the trainer and/or from their students?

I would have to ask permission.

Rid Oneight - What do you do to get to know your student, in particular when it comes to each student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

With the allocated time for training it is not possible for this to occur, only after, when an individual has questions/issues, is one then able to guide and direct their efforts in a more one-on-one basis and get to know the viewer.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to work for them?

Pass ! next question

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

See the movie The Matrix, in my experience....precognition has developed over a period of time, dreams, which is our doorway into the subconscious become more detailed and prevalent. Spontaneous precognition, when you least expect it.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs?

Zero

Do you ever remote view prospective students?

No

Nigel Mullett - Do you do a online course or is it just a classroom environment?

Classroom, where I can give more attention and watch a student develop, assist where adjustments need to be made.

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like You tube?

You do not have the luxury of having a trainer to hand when things go wrong or you are not following. There is the one on one time, and also back up after the training. There is a need for direct and present communication with someone while learning and after.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

The students are advised to keep their own stats and see over time where their strength and weaknesses lay, then develop the areas that need improving.

Ray McClure - How do you teach students to score their sessions?

Via the point system.

How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

Personally I don’t, you either hit the target or you don’t ! simple. Learning comes from rereading the session if you missed the target.

Joe Kleinberg - After Remote Viewing, what is the next level up?

You should have directed this question to..... Ingo Swann

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this?

S4 was a little hard, but with continual practice ...practice and more practice it helped.

Also, is there anything about the protocol that you might still sometimes have difficulty with?

No

Richard Krankoski - What is your view of esoteric targets?

Great !...bring them on anytime. I believe if you are a Viewer then you should be prepared to at least experience this area a few times before you dismiss it. Like with any target, unless you have a particular aversion to something that you would rather stay clear of, then, you should inform the person who gives you your targets.

Stewart Edwards - How do you measure the effectiveness of your training?

With how well the student absorbs, understands and is able to do a Session, also by the number of students that turn in a positive Session. The effectiveness is in the way I relate the information for the student to comprehend, Visual, Auditory and Kinaesthetic.

What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

Yes, these things are thought about and yes you are correct, in reality it would be “extremely difficult”. Unless you have the information search tools like the CIA, NSA or MI5 have, if not ... then you are out in the left field, so to speak, unless you View a “student’s intent for the use of RV” now and for the future. What due diligence do you do, when you write a book giving out this sort of information? Or anyone else who produces DvD’s for learning RV? In my opinion the question becomes a moot point. I ask the prospective student to complete a form and provide photographic ID upon arrival at the course.

What is your own viewing performance?

Good !

Why should a potential viewer invest their money with you and not your competitors?

I do not believe anyone should stand on a pedestal; prospective students can do the research and then decide.

Anita De Lange - what’s the optimum amount of trainees in a single class?

6-8 Max

What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

Measurements in place ... to ensure...?! You would have to ask Joe and Ed M about that since they have done all the Lab work, which we hope will eventually someday trickle out to us.

Standards & measurability implies accountability and credibility. Is there an universal regulatory database or body looking out for trainees and trainers and clients?

What ! ?...are you smoking ?

Elizabeth Burdine - Will you do a demo?

For who and for why ?..... as Lyn B says, “a dog and Pony show”! If you want proof that it works, do your research !

Dom Igbi - Are there different types of remote viewing that aren’t so tedious?

If you View (pardon the pun !) RV as tedious my friend, then you are in the wrong game...Adios !

STEPHAN A SCHWARTZ

Bio

Stephan A. Schwartz is a Distinguished Consulting Faculty, Saybrook University, Senior Fellow of the William James Center for Consciousness Studies, Sofia University, and a Research Associate of the Cognitive Sciences Laboratory of the Laboratories for Fundamental Research. Previously he was Senior Fellow of the Samuelli Institute, Executive Director of the Rhine Research Laboratory and founder, Chairman, and Research Director of the Mobius Laboratory. Schwartz is part of the small group that founded modern Remote Viewing research, and the principal researcher studying the use of Remote Viewing in archaeology. He created the Mobius Consensus Protocol and the Associated Remote Viewing (ARV) Protocol. He has published numerous technical papers, reports and four books on remote viewing. Other areas of interest include research into creativity, meditation, and therapeutic intention. He is a former Special Assistant for Research and Analysis to the Chief of Naval Operations. He is a founding director of the Society for Anthropology of Consciousness, the International Remote Viewing Association, the International Society for the Study of Subtle Energies and Energy Medicine, the Academy for the Advancement of Post-materialist Sciences, and is a member of the Parapsychology Association, and its public spokesperson.



Stephan, does the style of Remote Viewing that you teach have a name?

I teach the approach to RV that those of us who invented RV use, and that is used in all the laboratories around the world.

Why do you teach this particular Style?

Because it is the technique used in science.

Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

Nobody taught me, I am one of the small group who invented RV

How long have you been teaching RV?

Since 1968

Whereabouts in the world do you teach?

All over the world as invited.

Approx how many students have you taught?

Something over 20,000.

Can you outline the cost of your training?

Whatever the conference sets as the fee, or I have an online workshop Opening to the Infinite, which covers RV along with many other things, such as healing, meditation, and creativity.

What is the duration of your training?

The online workshop at Glidewing runs three weeks, with each participant doing the sessions as convenient.

REMOTE VIEWING UNIT

4 Day CRV Training

Perth - April

Melbourne - June

Kuala Lumpur - September

Singapore - November

Discover the power of your mind and obtain information hidden from your ordinary senses, proven by a structured scientific method

Could you share two or three student testimonials?

“I “balked” initially at spending “three full weeks” at an “internet course”, am I glad I “negotiated” that small hurdle, a little “out of my league” at the beginning of the course, but tremendously exciting and rewarding thereafter, many thanks!”

— Brendan, Ireland

“The method/approach to remote viewing is straight-forward and also includes recent research about targets and environmental factors that can improve remote viewing results. I am also finding the meditation technique taught in the class particularly helpful. Stephan’s comments in the class forum are helpful and informative”.

— Timothy, USA

“I had previous training in remote view and found this class to be outstanding in information and technique. I didn’t leave with one question unanswered. As a meditation instructor, I really enjoyed the meditation for modern minds as well”.

— Lori, USA

“The most powerful experience I have ever had in a course. The content was excellent and incredibly engaging... To be honest, the results were better than what I expected in terms of accuracy before the course... I want to thank Stephan for the learning and the course itself.

— Daniel, UK

“A very comprehensive workshop which I greatly appreciated”.

— Mary, USA

“The depth of information shared in this course is profound. It will take time to digest is all. I look forward to this challenge and will put into practice what I have learned step by step”.

— Philip, USA

Do you remote view yourself or do you just teach?

Over many years I have been in both roles.

Are there any published or online examples where people can see of your remote viewing projects or work?

See: *The secret Vaults of Time, The Alexandria Project, Opening to the Infinite*, also Academia.edu (search on my name, for many papers on remote viewing

Does training in RV guarantee that I will become a remote viewer?

The course guarantees that if you follow the instructions you will be able to perform nonlocal tasks to the best of your ability.

Where can I reach you on:

Social media:

[www.stephanaschwartz](http://www.stephanaschwartz.com)
www.schwartzreport.net
www.academia.edu

Others:

PSYCHIC ARCHAEOLOGY - <https://youtu.be/KwcEyflmaxk>

DEEP QUEST - <https://youtu.be/WH4i7Z4JwPA>.

PARAPSYCHOLOGY AND SOCIAL TRANSFORMATION - <https://youtu.be/-54NA6t7KUo>.

HISTORY OF PSYCHIC ARCHAEOLOGY - <https://www.youtube.com/watch?v=KwcEyflmaxk&feature=youtu.be>

PARAPSYCHOLOGY WHERE ARE YOU - <https://youtu.be/4l4vY1PTJRE>

THE ALEXANDRIA PROJECT - <https://youtu.be/Q0QZTwpCAFo>.

REMOTE VIEWING THE FUTURE - <https://youtu.be/avbsFEz98Ck>.

CONSCIOUSNESS AND SOCIAL TRANSFORMATION - <https://youtu.be/qaDwQiYf9-Q>

REMOTE VIEWING - <https://www.youtube.com/watch?v=sd5z8THGr8o&feature=youtu.be>

HOW TO CONDUCT PARAPSYCHOLOGY RESEARCH - <https://www.youtube.com/watch?v=42lupAfGHsk&feature=youtu.be>

REMOTE VIEWING IN CRIMINOLOGY - <https://www.youtube.com/watch?v=fqgMvV60Io&feature=youtu.be>

REMOTE VIEWING - <https://youtu.be/sd5z8THGr8o>

HOW TO CONDUCT PARAPSYCHOLOGICAL EXPERIMENTS - <https://youtu.be/42lupAfGHsk>

Email: saschwartz@earthlink.net

Stephan, I also asked in a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

The key to remote viewing, and all nonlocal tasks is the ability to attain and sustain intentioned focused awareness

Jill Brown - Do you ‘connect’ with some students more than others. If so why?

That has never been an issue.

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

All of those issues are relevant only to the degree that they support or detract from an individual’s ability to attain and sustain intentioned focused awareness. Per se they are irrelevant.

Ray McClure - What freely available material is provided by the trainer after training?

Dozens of papers, and videos on YouTube

Is that material provided to all remote viewers or only those they’ve trained?

It is available to anyone

Is the free material if provided their own or do they redirect students to other free materials?

All of this is freely available

Nigel Mullett - Is there any session examples available from the trainer and/or from their students?

See Academia.edu

Rid Oneight - What do you do to get to know your student, in particular when it comes to each student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

I am available to all students via email to ask any question they like. If it is an in-person workshop, then I talk with any student about anything that concerns them.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to work for them?

For ethical reasons I do not do classified research.

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

The most important thing to learn in remote viewing is to develop the daily practice of meditation, because meditators routinely and consistently do better at nonlocal consciousness tasks than non-meditators. Meditation utterly changes your life, down to altering your DNA.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs? Do you ever remote view prospective students?

Remote viewing has, and should have, nothing to do with religion, and no, I do not remote view my students.

Nigel Mullett - Do you do a online course or is it just a classroom environment?

Both

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like You tube?

For a well-balanced person none.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

I keep exhaustive concept by concept accuracy statistics on viewers in formal experiments. See Academia.edu, Opening to the Infinite, and The Alexandria Project.

Ray McClure - How do you teach students to score their sessions?

The standard assessment used by all scientists who work with remote viewing.

How do you keep track of scoring sessions so

you can keep records to learn from failures and successes?

See Opening to the Infinite, and Academia.edu for full discussions on this.

Joe Kleinberg - After Remote Viewing, what is the next level up?

Put in its proper context remote viewing is part of a holistic approach to opening to nonlocal awareness. My Glidewing online course curriculum will show you what is involved.

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this?

I have never used CRV, and am concerned it has developed a rather cultish quality. There is no credible evidence that it produces any better outcomes than any other technique. No one in science uses it.

Also, is there anything about the protocol that you might still sometimes have difficulty with?

Not applicable

Richard Krankoski - What is your view of esoteric targets?

I don't know what that means.

Stewart Edwards - How do you measure the effectiveness of your training?

I measure success by the success rate of the viewers.

What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

I have no way of knowing in an audience of say 500 people who might or might not be a foreign intelligence operative. I don't concern myself with such issues.

What is your own viewing performance?

Pretty typical for my viewers. I expect to see accuracy of between 75-90% of those concepts which can be objectively evaluated.

Why should a potential viewer invest their money with you and not your competitors?

You would have to ask my students that.

Anita De Lange - what's the optimum amount of trainees in a single class?

It depends on whether the class is online or in person. But I have successfully taught remote viewing to audiences up to a 1,000 people.

What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

See Academia.edu, see Opening to the Infinite

Standards + measurability implies accountability and credibility. Is there an universal regulatory database or body looking out for trainees and trainers and clients?

Up to the standards that I use, no I know of no such database other than the one I keep on my viewers.

Elizabeth Burdine - Will you do a demo?

I do so regularly.

Dom Igbi - Are there different types of remote viewing that aren't so tedious?

I assume you are referring to CRV which, I gather, people do find tedious. I never use CRV, and I have never heard of any of my viewers finding what they do tedious, quite the opposite.

"I have a novel coming out in two weeks about remote viewing.

The Vision is the story of a group of private individuals who, while doing a research project studying the nature of consciousness, come to believe their city, Washington, D.C., faces a catastrophic disaster in a few weeks that no one knows about, and that will change the world. Like all good citizens their first response is to go to the government. But when they are rebuffed they are faced with the question: What should we do? Should they run away and save themselves? Or, recognizing that hundreds of thousands of people may die, do they have an obligation to stay and do anything they can to stop the disaster from happening? This is the story of what they decided, and what they did. What would you do?"



TODD RONAN

Remote View It

Bio

Michigan native Todd Ronan has developed T.A.P.P. (Temporal Awareness Perception Program) over the last three years. A type of 21st century remote viewing method based on 15 years of practicing multiple RV disciplines, T.A.P.P. helps entrain the heart::brain and brain::mind connections to work harmoniously to gather information about targets, people and places unknown. DNA + consciousness + self awareness seems to be the key to gaining deeper signal line connections.

Holding a BA in Communication with many high-tech interests, Todd has enjoyed a long career in telecom and now runs global sales for a 3D printing company. Remote View It is his RV consulting firm that will be hosting 3 day T.A.P.P. workshops in 7 cities in 2018.



Does whatever style of RV that you teach have a name?

T.A.P.P. or Temporal Awareness Perception Programming

Why do you teach this particular Style?

Drawing from the best of all Remote viewing methodologies and incorporating known models of the Universe and reality, T.A.P.P. helps people expand on the original techniques.

Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

15 years of practice and training in the commonly known RV disciplines; CRV, ERV, TRV, LRV, SRV, Silva and TDSRV

How long have you been teaching RV?

I have been critiquing RV structure for over 15 years, taking personal students since 2005.

Whereabouts in the world do you teach?

3 Day Workshop Dates

April 27, 28, 29 - Austin, TX
May 18, 19, 20 - Detroit, MI
June 22, 23, 24 - Monterrey Bay area, CA
August 17, 18, 19 - San Diego, CA
September 14, 15, 16 - Portland OR
October 12, 13, 14 – Phoenix, Arizona

Approx how many students have you taught?

Each 3 day workshop is limited to 12-14 people, I have taught over 100 people

Can you outline the cost of your training?

Prices vary by city : 3 Day workshop – Friday, Saturday and Sunday \$750 - \$1100 . Couples signing up together get \$150 off 3 Day, Interest free payments available.

What is the duration of your training?

Every day 9am – 5pm, Three 15 minute breaks and 90 minute lunch break 3 Day - In 3 days we cover ideograms, developing coherence, have 8+ RV exercises / day, 4 RV exercises to

do each night at home, +10 cues for home practice after workshop ends.

Could you share two or three student testimonials?

(no Answer)

Do you remote view yourself or do you just teach?

Without constant blind RV practice one can not learn enough to teach. So I teach and practice TAPP to better refine the process.

Are there any published or online examples where people can see of your remote viewing projects or work?

Farsight 911 sessions available upon request, CRV sessions also available upon request

Does training in RV guarantee that I will become a remote viewer?

3 Day RV Workshop will guarantee you will have “remote” perception experiences, but like developing any skill, it takes hours of self-practice to become proficient.

Where can I reach you on:

Social media: <http://facebook.com/RemoteViewIt>

Www: <http://www.remoteviewit.com/rv-training/>

Email: remoteviewit@gmail.com

Todd, I also asked a within a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

Early on viewers need to learn their own internal language and how they process data. They need to distinguish between thoughts that come from their own imagination.

Jill Brown - Do you ‘connect’ with some students more than others. If so why?

I attempt to connect with each student personally and offer 30 minutes, by phone or Skype, outside of class to answer their questions about anything.

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

Adherence to any one religion or belief system does not hinder your ability to remote view. If you are willing to spend the time practicing you can use Remote Viewing or T.A.P.P. to look more deeply at the passages from religious texts and teachers.

Ray McClure - What freely available material is provided by the trainer after training?

Each class participant in a live workshop receives a binder filled with T.A.P.P. protocols, + 10 practice cues to complete after their workshop.

Is that material provided to all remote viewers or only those they’ve trained?

T.A.P.P. material is provided to all who attend the 3 day workshop.

Is the free material if provided their own or do they redirect students to other free materials?

Pens, paper, T.A.P.P. templates, and other training material are provided to each paid workshop participant.

Nigel Mullett - Is there any session examples available from the trainer and/or from their students?

(no Answer)

Rid Oneight - What do you do to get to know your student, in particular when it comes to each student’s unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

Remote Viewing groups and friendships are encouraged post workshop. RV journal templates act as a decompression / scoring system. Viewers learn how to reflect on their impressions. This is meant to help reinforce areas where the viewer is strong and identify areas which might need further practice.

Linda Brakefield Spellman - Does the government ever come to you asking about candidates to

work for them?

Has not happened yet.

Tee A Woowoo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

Remote Viewing helps your mind make new connections to the rest of the world. Students have reported the ability to have more vivid dreams and greater dream recall. Intuition does increase as you continue to grow and work with adding this skill in to your life.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs?

The goal in learning Remote viewing is not to hinder anyone’s cultural or personal belief systems.

Do you ever remote view prospective students?

The first time I view the students is when they arrive in class.

Nigel Mullett - Do you do a online course or is it just a classroom environment?

Personal mentorships are available, but I am mainly focusing on engaging more students in a classroom environment. If you have additional cities that would like to host a workshop please contact me privately. If this request expands we may explore adding one or two main online classrooms.

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like You tube?

YouTube is fantastic and is great for everything, Remote Viewing included. Online personas seem to have an opinion and their own bias filters through. Classroom environments where you have the chance to talk about and share your experiences with a group are still a much more rewarding way to experience the process.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

Unfortunately I do not keep statistics of my own sessions or my student’s sessions.

Ray McClure - How do you teach students to score their sessions?

Each student has a Remote Viewing Journal page that tracks where they have had great success and where they need areas

of work. It identifies where imagination interrupted their data stream and can be inputted into a spreadsheet for further review.

How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

Students are encouraged to keep their own databasing statistics. Once they have progressed to a level where their data can be included for client work or group projects they are paid for their session work.

Joe Kleinberg - After Remote Viewing, what is the next level up?

Ascension. But seriously, in order to adapt and evolve as a species we need to understand the limitations of Remote Viewing and our own processing power.

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this?

TRV created a lot of redundancy in the method.

Also, is there anything about the protocol that you might still sometimes have difficulty with?

Some people have trouble detaching from their learned RV method. Learning to detach and accept new methods will become easier over dozens of practice sessions.

Richard Krankoski - What is your view of esoteric targets?

You probably mean what is RVI’s stance on unverifiable, weird, and out there targets, right? To begin Remote Viewing students need to see tangible, real world, verifiable results and focusing too much on the unverifiable is a distraction

Stewart Edwards - How do you measure the effectiveness of your training?

Each student can measure their own effectiveness based on their blind targets. The trainer and instructor’s role is to quickly identify potential problems with the method a student has and help them correct it.

What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

If an overwhelming percentage of the class has a negative feelings about a student, they will be politely asked to leave and their monies refunded.

What is your own viewing performance?

I never want anyone to take my word for something as Truth, but want them to find out for themselves through accessing the own unconscious.

Why should a potential viewer invest their money with you and not your competitors?

Excellent question.

Anita De Lange - what's the optimum amount of trainees in a single class?

Class sizes are limited to 12 people in each city for each 3 day workshop.

What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

To my knowledge there is no scientifically agreed upon research methods to determine the veracity of Method A over Method B.

Standards & measurability implies accountability and credibility. Is there an universal regulatory database or body looking out for trainees and trainers and clients?

Once a student completes their training they are free to use the skills identified in the T.A.P.P. course at their own discretion. They are able to discern for themselves what is their own Truth.

Elizabeth Burdine - Will you do a demo?

Yes, I work with the class participants and will do a session along with them.

Dom Igbi - Are there different types of remote viewing that aren't so tedious?

If it were easy anyone could do it. Remote viewing is not for the lazy, and takes dedication, practice, the ability to manage large piles of paperwork in binders across many years.



IRVA

The Society for Scientific Exploration & The International Remote Viewing Association

"Applications of Edge Science" Conference
June 6-10, 2018
Las Vegas

Hal Puthoff
The Department of Defense Unidentified
Aerial Phenomena Program: The Back
Story, The Forward Story

Gail Husick
Application of Controlled Remote
Viewing in the Medical Field: Viewing
Twins with Autism

John G. Kruth
Associative Remote Viewing for Profit:
Evaluating the Importance of the Judge
and the Investment Instrument

Debra Lynne Katz
Fridays With Ingo: Adventures in Remote
Viewing and Archival Research in UWG
Special Collections

Dale E. Graff
Psi Dream Vigilance

John Alexander
The Department of Defense and UFOs
Redux

Pam Coronado
Perceiving Murder: Tales from a Psychic
Detective

Lyn Buchanan
"PROVE IT!!"

John Cook
Undrinking the Kool-Aid: "Blindness" as
both a crucial feature and Achilles' Heel
of Remote Viewing

Maximilian Müller
Associative Remote Viewing: A
Proof-of-Principle (Warcollier Award)

See full speaker & poster session listings on the conference website

www.irvaconference.org

Remote viewing Resources

Ten Thousand Roads [TKR] - RV resources - www.dojopsi.com/tkr
Remoteviewed.com (RV examples, documents) - www.remoteviewed.com
Firedocs - massive RV resources and files - www.firedocs.com
Biomindsuperpowers - The Ingo Swann website - www.biomindsuperpowers.com
Jon Knowles 120+ Rv links - www.mprv.net/one20.html
Remoteviewed RV biliography - www.remoteviewed.com/remote-viewing-bibliography.html

Remote Viewing Targets

RV Targets.com - www.rvtargets.com
Ten Thousand Roads - www.dojopsi.com/tkr
Target Monkey - www.remoteviewed.com/target/
Lyn Buchanan's Target of the week - www.crviewer.com/TARGETS/TargetIndex.asp

Remote Viewing Groups

The Farsight Institute - www.farsight.org
IRVA (International Remote Viewing Association - www.irva.org
N.Y. RV Practice Group - www.rvpgnyc.com

Remote Viewing - Individuals

Ingo Swann's Biomind website - www.biomindsuperpowers.com
Joe McMoneagle website - www.mceagle.com
Russell Targ website - www.espresearch.com
Daz Smith news/blog - www.remoteviewed.com
Intuitive Recon - www.intuitiverecon.com
Pj's Red Cairo Rv blog - redcairo.blogspot.com
Dean Radin website - www.deanradin.com
Marty Rosenblatt website - www.p-i-a.com
Jon's 120 RV links blog - mprview.blogspot.com
Alexis Champion - IRIS I.C. - www.iris-ic.com

Remote viewing training & trainers

Tier1 Remoet Viewing - Daz Smith (CRV) - www.tier1remoteviewing.com
RVIS - Paul H Smith (CRV) - www.rviewer.com
P>S>I - Lyn Buchanan (CRV) - www.crviewer.com
Angela T Smith (CRV) - www.remoteviewingnv.com
Stephan A Schwartz (Natural) - www.stephanaschwartz.com
Ed Dames (LearnRV/TRV) - www.learnrv.com
David Morehouse (CRV) - www.davidmorehouse.com
Australian Remote Viewing Unit - www.remoteviewingunit.org
The Farsight Institute (SRV) - www.farsight.org
Intuitive Specialists (CRV) - intuitivespecialists.com
Aesthetic Impact Informational Services (CRV) - www.aestheticimpact.com
Coleen Marenich (CRV) - www.crvtraining.ca