

TRAINING SESSION

#66: This will be CENTER LANE training interview for 1000 hours 19 September 1983. Relax and concentrate, relax. In going there, relax, relax, relax. Focus your attention, your perception, your awareness, center now on Paul and Tom's location, focus and concentrate and describe their location to me.

#CC: Tall, square....slanted,.....bright.

#66: Correct.

#CC: Open,...

#66: Correct.

#CC: Rough.

#66: Stage II, correct.

#CC:A gurgling.

#66: Stage II probably correct.

#CC:Edges.

#66: Probably correct.

#CC:I got to break.

#66: Fine.

#CC: I'm seeing a whole picture.

#66: Okay.

#CC:Finding it difficult to bring out the words.

#66: That's fine. We call AOL break visual, and now describe your visual, now that we're off target, describe your visual. I'm seeing a road and a bridge. I'm seeing a structure.. on legs with something on top of it,....with trees,..an open area, a big open area.

#66: Okay.

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~~CENTER LANE~~

~~NO [REDACTED] ONALS~~
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#66: All right, now your AOL is in structure. Now I don't feedback on AOL and the point you have to understand is that what you may have described may be correct or it may be incorrect.

#CC: May be, right.

#66: Yes. And it's fine that you declared it as AOL, so that what we do now is we go back to the basics and go back to where we were before, in describing in structure. The key is to stay in structure, so we will go through the induction process again and acquire the target. And you were doing very, very good on discipline, very, very good. So let's proceed again.

#66: Relax and concentrate now. Relax and focus your attention solely and completely on Paul and Tom and describe their location to me.

#CC: Flat.

#66: Correct.

#CC: Tall.

#66: Can't feedback.

#CC:Circular.

#66: Correct.

#CC:straight.

#66: Correct.

#CC: ...Hard.

#66: Correct.

#CC:Dusty.

#66: Probably correct.

#CC:Cool.

#66: Can't feedback.

#CC:Slanted.

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#66: Probably correct.

#CC: Running

#66: Can't feedback. Admin break. When I say can't feedback it's because I can't tell, for example, the word tall maybe be tall to you but not tall to me, so I don't say correct or incorrect, I just tell you I can't feedback.

#CC: Um, um, okay.

#66: Now is terms of running, I say can't feedback because I don't--

#CC: --You don't know what I mean by running.

#66: That's correct. But I called a break because we're talking now and we're not on site and I want you to not stop when that happens. There's another thing that I didn't mention to you, but you're doing very well on your discipline, I heard you pause for a moment a while back and work your way through it, that's called a confusion break, when you're not quite sure what to say.

#CC: Umm, um.

#66: Rather than letting the mental processing drive you crazy, you just declare a confusion break and then go back into it. But I noticed it was only maybe two or three seconds, so you didn't have enough time to get screwed up on it, but you did very, very well. Okay, let's reacquire the site now, relax and concentrate, relax and focus your attention, relax, relax, relax. Focus your attention on Paul and Tom in the present time and describe their location to me.

#CC: Bright.

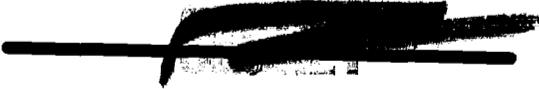
#66: Correct.

#CC: Dark.

#66: Correct.

#CC:dusty.

#66: probably correct.



#CC: Rough.

#66: Correct.

#CC: Gurgling.

#66: Can't feedback.

#CC: ...Square.

#66: Probably correct.

#CC: ...Slanted.

#66: Correct. Okay we've had a stage of stage IIs now, let's move beyond stage IIs into the sketch and drawing mode, which requires you to now put dimension into the site, to have a change in the apperature so that you can see three dimensional. Acquire the site now, acquire the site and move beyond sensory components into three dimensions. You can draw for me later. Relax and concentrate and acquire the site.

#CC: Break. Do you want me to say things like trees?

#66: Absolutely.

#CC: Okay.

#66: Trees is not a sensory input, it's a stage III dimensional input. All right, acquire the site and describe the location to me.

#CC: Trees.

#66: Correct.

#CC: ...Stream.

#66: Probably correct.

#CC: ..Bridge.

#66: Correct.

#CC: Trough.

#66: Can't feedback.

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#CC:Ah, hills.
#66: Can't feedback. Near the site?
#CC: ...Ah..stony.
#66: Correct.
#CC: ...Road.
#66: Correct.
#CC: ..Dirt.
#66: Correct.
#CC: Weedy more than grass.
#66: Can't feedback.
#CC: ..Bushes.
#66: Correct.
#CC: Tall structure.
#66: Can't feedback.
#CC: I ah, see wood structure.
#66: Can't feedback. Okay, movement exercise for function, top of bridge.
#CC: Cars,...ah, across a stream.
#66: Okay, bottom of bridge.
#CC: ...Stream.
#66: Okay, left of stream.
#CC: ..ah, bushes, trees.
#66: Right of stream.
#CC: Same.
#66: Shape bridge, stage III drawing.
#CC: Narrow. ahm....two lane.

#66: Concentrate now, focus on lane. Describe.

#CC:black surface,...divided.

#66: Okay, break from site.

#CC: Um, um.

#66: Okay, I want you to go back to, in a minute I want you to go back to top of bridge and explore the stage IIs at top bridge. I want you to go through the structure, okay, Gestalts stage IIs and stage IIIs which are dimensional things so that you can draw. Want to go from the beginning, focusing only on top of bridge. All right acquire the site, acquire the site now, focus on top of bridge, in structure, report.

#CC: Short,.....narrow.

#66: Correct.

#CC:hard.

#66: Correct, that's a stage II.

#CC:Bright.

#66: Correct.

#CC:Semi smooth.

#66: Correct. Almost a confusion break there, go on.

#CC: Yeah. ...Rails.

#66: Correct.

#CC: Line.

#66: Correct.

#CC: Flat.

#66: Correct. Okay, acquire rails. Touch stage II, report.

#CC: Cool,.....rounded,...smooth.

#66: Stop. Acquire line.

#CC: Lime.

#66: Did you did say L I M E lime?

#CC: Lime, I was--

#66: Okay.

#CC: Okay, lime.

#66: I'm sorry.

#CC: Straight.

#66: Stop. Orient rail.

#CC: Explain.

#66: From your perspective describe at the site the position of the rail.

#CC: On the side, both sides, not a track, ...not by confusion.

#66: Confusion break.

#CC: I have two things going through my mind at the same, a hand rail and a track.

#66: Okay.

#CC: And I did it to myself.

#66: All right, we're going to declare a site, which means you have described the site, and we're going to declare an end, which means the end of our exercise this morning. I now going to put the recorder on pause and then ask you come around here and draw as best you can the perceptions you've had.

#66: All right, this is the description of the drawing?

#CC: This is a narrow road leading to a bridge over a stream and edging the stream are bushes, low bushy type trees. And there is a large dirt area, it's sort of stony rock, rocky, that you could walk on. I was seeing them walk around and not a paved area, but sort of a dusty area.

#66: With rocks on it?

#CC: Rock stones. And I saw trees in the background, I sensed trees in the background that would shadow in this area, so this area would be bright sunlight.

#66: All right.

#CC: And this area would be in shadow. And I saw some type of structure, and it, I was seeing wood construction, with a structure on top and appeared as though a trough was coming off the side.

#66: All right.

#CC: And the road continued on and it was again a narrow road. The bridge was short, was divided with a line, with short hand rails. It was a narrow street, you could hear the water moving. It was sort of as though I were back here looking over at them.

#66: Okay, so the perspective from which you've drawn is not necessarily the perspective from which you've seen it, but kind of your attempt to put everything all together?

#66: It's important that you understand that, because as we go to the site this morning, we may find many elements of these things here, like a jigsaw puzzle, but you may have assembled them in the wrong order.

#CC: Wrong order.

#66: And it's important, I wanted you to understand how your drawing doesn't represent the position from which you observed this, and so that if we do go to the site and find some components, it may be that you just put the puzzle together in the wrong order. Okay, do you have any other comments?

#CC: No.

#66: Okay, fine.

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