

Application of Psi Inductive Training for Brazilian Children

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Abstract: The authors applied the Chinese technique of psi inductive training to 11 Brazilian children. This technique was developed in China in the 1980s. This training prepares subjects for a free-response test with targets which are letters or figures written on a paper which is balled up. Chinese researchers in Yunnan, Shanghai and Beijing have claimed that they trained successful subjects using the method. In the present study, the authors tried to train Brazilian children using the method of Yunnan University researchers. The authors monitored the Field RNGs during training. Final training results were not available because the training was done only twice and the number of subjects was small. However, it was considered that this method could be applied to subjects who do not know Kanji letters.

Keywords: guess, training, Brazil, child, recognition, clairvoyance, psi

1. Introduction

The authors applied the Chinese technique of psi inductive training to eleven Brazilian children. This technique was developed in China in the 1980s. This training method prepares subjects for a free-response test with targets which are letters or figures written on a piece of paper which is balled up. Chinese researchers in Yunnan, Shanghai¹⁾ and Beijing have claimed that they trained subjects successfully using this method. In the present study, the authors tried to train Brazilian children by a method based on a screening test used by Yunnan University researchers.²⁾

2. Yunnan Method²⁾

The method of Yunnan University for screening or training is outlined as follows. First stage: Screening test for ordinary children. Second stage: Selected subjects are trained from 4 to 6 times a month until their abilities become stabilized. Third stage:

Special training for scientific experiments. After these stages, strict studies are done.

The screening test for pupils of an elementary school was done once or twice a year at Yunnan. Approximately 50 children were selected until 1997, and researchers there claimed that 30% of subjects succeeded in developing their psychic abilities.

Fig. 1 shows examples of targets for this training. First, researchers write a 1cm letter, number or sign on a corner of a paper (4cm x 5cm). Second, they add a new letter, number or sign using another color. In order to raise working efficiency, for example, one

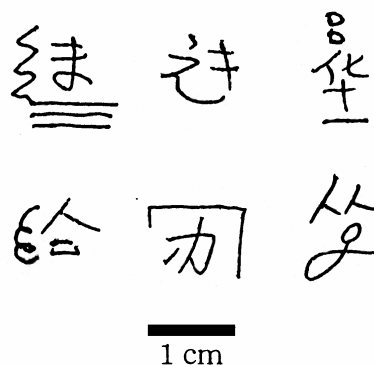


Fig. 1 Examples of Targets

These targets consisted of Chinese letters, Japanese letter, alphabet and simple line drawings.

person writes a character in red, and another person adds one in black. After writing, the paper is firmly balled up so that one corner where the target was written is at the center of the paper ball.

Kokubo and Yamamoto visited Yunnan in 1997²⁾, and witnessed a 2-hour screening test which was done in the last lesson of the first grade in Longxiang Elementary School. Fifty-one pupils were subjects.

Prof. Luo of Yunnan University explained the test and gave instructions to the pupils in a 20-minute period. He let them do an easy exercise. Next, experimenters put a target paper into one ear of each pupil and gave them a blank sheet paper on which to write their answers with color felt-tipped markers. The children concentrated their mind on the papers and guessed the targets (clairvoyance condition). One experimenter occasionally took a posture to send qi to children from the front of the classroom during the test. After 12 or 13 minutes, the first respondent raised his hand. An experimenter checked his answer and removed the target paper from his ear. The experimenter opened the paper and gave feedback information to the subject. Then, the experimenter put a new target into the subject's ear after pasting the target near the subject's answer.

There were 51 test papers; there were 179 trials (including no-response trials); the average number of trials was 3.5 trials per child (the maximum number of trials by one child was 10); the average time per trial was approximately 25 minutes. Prompt judgment of guessed results was done there. Profs. Luo and Zhu said that 13 children showed correct answers (**Fig. 2**): one child showed 3-hit results, two children showed

2-hit results, nine children showed 1-hit results. There were 18 correct answers; the ratio for trials was 0.1. Luo and Zhu said that the results of the test were not outstanding.

3. Characteristics of the Method

Typical targets of this method were Kanji (written Chinese/Japanese language) combined with symbols or numbers. Simple or common letters should be used as targets of this training since it is difficult to recognize unknown letters even if the task is not clairvoyant. However, fortunately, there are a few thousands letters which can be used as targets. Moreover, we can multiply the size of the pool of targets by changing colors and by adding numbers or symbols.

Judgment of correct and incorrect is easier if the pool of targets is larger. Subjects can gain confidence easily in their anomalous abilities and increase their interest when they get good results because the probability of coincidence by chance is very small. At the same time, subjects can gain confidence even if coincidence is only partial.

The task of this training is guessing. But, it is said that various abilities, such as macro PK or psi-related abilities, not only clairvoyance, can be developed by this training. For example, in 1988, Yu et al. (Fudan University, Shanghai) did experiments in which their trained subjects made an image of an electric calculator¹⁾. Before experiments, a calculator was shown to the subjects. Experimenters gave them only an explanation that the display of the calculator showed numbers when someone pushed the keys of the calculator: the subjects were labors who had come to Shanghai after graduation from rural junior high schools, and they had not seen any electric calculators before the experiments. Subjects were asked to make an image of the calculator and read numbers shown on the display after pushing keys. Tasks were multiplication and square root calculations. Correct answers to 6 significant figures were obtained when the task was multiplication of integers of triple digits. Also, correct answers of 8 significant figures were obtained when the task was the square root of an integer of triple digits. Eight digits was the maximum



Fig. 2 Examples of Responses

number displayed by the calculator. Results showed that special counting ability similar to that of the persons with Savant Syndrome was developed as a result of guess training.

Usually, approximately 20 minutes are needed for a training trial. Subjects try only to guess targets during trials, but it is not easy. It is often said that child subjects are better than adult subjects.

In this training, the balled up target paper was put into one ear of the subjects, but there was no special reason for this. Subjects can also hold the target paper in their hands although they often lose it during trials. Furthermore, they can use a small case for keeping the target. But, many subjects think it is easy to read information if they touch the target directly. Therefore the use of cases is not frequent.

Subjects for this training are not monitored strictly during trials. Therefore someone can use tricks. Especially, at the first screening test, monitoring is not easy because there are many subjects and tricksters may be selected by mistake. But they can be removed at later stages when the number of subjects is smaller. Additionally, it is known empirically that a trickster child changes his attitude gradually if experimenters continue to ignore him although they admire earnest subjects. Of course, strict control is needed in experiments after finishing training. But, during training, researchers regard relaxation, encouragement, motivation and Bachelder effects³⁾ as important.

4 Application to Brazilian Children

The authors applied this training method to Brazilian children who do not know Kanji well. The authors used combinations of Portuguese alphabet letters and simple line drawings.

4-1. Target The target papers were soft thin sheets of white paper. They were cut into pieces of about 5cm x 5cm. A 1cm letter, number or figure was written in one corner of each piece of paper. Next, another letter, number or figure was added in other colors. Colors were red, blue, black and green. **Fig. 3** shows an example of the target. After writing, the paper was tightly balled up so that the corner was located at the center. Kokubo, one of the authors, made 50-70 targets before every training day.



Fig. 3 Targets for Brazilian Children

4-2. Subjects There were 11 subjects (5 males, 6 females, 10-14 years old) all students of Andre Luz Junior High School of the Faculdades Integradas Espirita (Curitiba, Brazil). They belonged to the same classroom. All 11 students were trained at the first training, and then 5 were selected (2 males, 3 females) at the second training.

4-3. Date and Place Trainings were done on September 16th and 21st, 2004. Each training started after 2 o'clock p.m. and continued about 90 minutes. The first training was done in the Yoga gym of the Faculdades Integradas Espirita, the second training was done at Ganzfeld Laboratory of the university.

4-4. Procedure First, a 10-minute instruction period was held. The screen effect was explained only at the second training. Then, deep breaths and massages were done as introduction. Experimenters passed an answer sheet and color felt-tipped markers to each student. Experimenters let students write their names on the paper sheet, and then, they put a target into one ear of each student. Every subject concentrated his/her mind on the target. Subjects drew their answers if they could get some images. After drawing, they quietly raised their hands. Next, experimenters removed the target from the ear, and opened it in front of the subject immediately, and pasted it on the answer sheet. Then, experimenters put a new target into the ear of the subject. During the training, experimenters showed a successful result as a sample, and encouraged subjects. Answer sheets were collected when about 1 hour had passed after the instruction. The subjects were assembled and all results were shown.

4-5. Field RNG Two random number generators (RNGs; Orion V.1.2.1) were connected to a computer (Panasonic, CF-W2) with USB-RS232C adapters (IO Data, USB-RSAQ2). RNGs were started by fred.exe (V.1.0) at 2000 bits/s before instruction. RNGs were set in the training room during training. After training, RNGs were set at Ganzfeld Laboratory and control data were generated continuously.

5. Results

At the first training, 52 trials were done and average time was 8.5 minutes per trial. At the second training, 41 trials were done and average time was 4.9 minutes per trial. **Table 1** shows the time chart of trainings.

Table 1 Time Chart of Trainings

Time	Sep. 16 2004	Time	Sep. 21 2004
0:00:00	Instruction	0:00:00	Instruction
0:10:50	Start of task (14:33:10)	0:12:17	Start of task (14:33:25)
0:50:56	End of task 47 trials	0:59:17	End of task 41 trials
1:07:48	Finish of training	1:06:32	Finish of training

For each training period, there were 4 or 5 responses which were same or similar to the targets.

Fig. 4 shows samples of such responses.

Data on Field RNGs were divided into two parts. The first part, from the start to the time when experimenters wrote a comment at the finish of



Fig. 4 Examples of Successful Responses

Table 2 Cumulative Deviation

	Data	n	Score	Cumulative deviation	z
1st training	com4E	8842000	4421567	567	0.381
	com5E	8908000	4451845	-2155	-1.444
Control	com4C	10488000	5242969	-1031	-0.637
	com5C	10148000	5076598	2598	1.631
2nd training	com4E	8696000	4347087	-913	-0.619
	com5E	8638000	4320113	1113	0.757
Control	com4C	8284000	4142029	29	0.020
	com5C	8332000	4164124	-1876	-1.300

Table 3 Accumulation of (Z²-1)

	Data	n	Accumulati of (Z ² -1)	5%
1st training	com4E	4421	28.536	155.383
	com5E	4454	155.536	156.290
Control	com4C	5244	-85.768	170.083
	com5C	5074	30.156	167.115
2nd training	com4E	4348	-20.668	154.439
	com5E	4319	-75.436	153.932
Control	com4C	4142	6.452	150.837
	com5C	4166	28.628	151.241

training, included the experimental data. The second part consisted of the control data.

At the first training, accumulation of (Z^2-1) of the RNG showed a value which was nearly equal to 5% significant (one-tail) (**Table 3**, com5E).

6. Discussion

In the first stage, the training is done by about 40 subjects usually. The frequency of successful responses becomes large according to the number of subjects. However, in the present study, the number of subjects was about one-third that usually trained. Therefore, successful responses were less and psychological lifts were not significant during the training. Additional techniques for small groups are needed.

Making of targets was difficult because the kinds of letters were less. But, the work of making them can become relatively easy if experimenters use many simple line drawings.

It is desirable that plural persons make targets. However, in present study, one experimenter made all the targets because other experimenters did not know the details of this method. He made an effort to prepare targets as different as possible, but figures which had straight lines were many. The ratio of round figures, such as floral and heart patterns, should be increased.

Average time per trail was from 5 to 9 minutes. It was less than half that of the Chinese schoolchild's time (25 minutes). This was considered mainly to be caused by the difference in the age of subjects. Moreover, a few students drew several dozen figures for one target. This suggested that they could not understand the instructions fully. This was possibly another reason for the difference.

The test was done only twice because of scheduling. Therefore the final effects of training could not be examined. However, Brazilian children had much interest in this training, and many of them did it eagerly. This method can be applied to subjects who live in non Oriental areas.

For RNGs, there were no remarkable results although one data set was nearly significant. The reason was considered that this training was an

individual work, not group work. In this training, each subject concentrates his mind on only his target. Therefore, there is less chance that all subjects direct their attention to a certain event or they have common feelings although such factors are important to detect anomalies of Field RNGs. However, if there is a psychic among the subjects or remarkable group-psychological lifts are caused during training, anomalous outputs of RNGs may be obtained. Moreover, if abilities of subjects are developed by long-term training, there is a possibility that frequency of detection of anomalous results increases gradually. Further studies are desirable.

7. Conclusion

The authors applied a Chinese technique of psi inductive training to eleven Brazilian children. The authors could not get final training results because the training was done only twice and the number of subjects was small. However, it was considered that this method could be applied to subjects who do not know Kanji (written Chinese/Japanese language)

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