

(c) If a dip starts as slow and suddenly changes to a rapid dip record both parts separately. The first part may be so slow as to be ignored under the 45° rule. However, if the parts are added together, the dip may be still rapid (that is 1:1) and if so, record added together.

(d) Convert mm of time to seconds, for paper speed of 2 mm/sec, divide by 2.

3. MEASUREMENT OF HORIZONTAL (LAG)

(a) Count the number of mm from the start of the period to point of turn down as used for dip and time measurements.

(b) If there are two or more dips, take the mean lag.

(c) If there is no dip or one too small to measure, ignore and eliminate from total of periods.

(d) If the dip started before the period as noted in 1(e), measure as 0 secs and count in total of periods. If the dip started just at start of period do the same.

(e) Convert mm of lag to secs as in 2(d).

A 'SPONTANEOUS' PSYCHOMETRY EXPERIMENT WITH MRS EILEEN GARRETT

by LAWRENCE LESHAN

DURING the course of a pilot study on fingertip vision at the Parapsychology Foundation, I—as a specialist in research design—was asked to come in and help to tighten up the experimental procedure. This was the third time I had ever met Mrs Garrett, who was the subject in the pilot study. The first two meetings had been exclusively discussions of parapsychology with no personal information talked of. However, she had seen a professional *curriculum vitae* of mine, and a colleague (Dr Ivan London) had told her that I was married and had a daughter.

After discussing the pilot study procedure with Mrs Garrett and Dr Roberto Cavanna, we made an appointment for the next morning to do some test runs.

That evening, thinking the matter over, I decided to try a modification in the next morning's procedure. The targets had been 4-inch cardboard squares of different colors. Knowing something of Mrs Garrett's orientation to life and nature from her books, I decided to try some targets with more 'life' in them. I obtained three identical transparent plastic boxes and looked around for something to put in them. My daughter walked by at this moment

and I took a small lock of her hair and put it in the first box. From our backyard garden I cut a rosebud and put it in the second. Some neighbours had just moved in next door that week and, as they and their dog were then on their back porch, I asked them for a tuft of hair from their dog's tail.

The next morning (May 14, 1964) I brought the three boxes into the experimental room. Present were Mrs Garrett, Mrs Bethe Pontorno as shorthand notetaker, and myself. I told Mrs Garrett that I had decided to change the targets and showed her the three boxes one at a time. Each one—after my comments—she simply held and looked at for 10–20 seconds. My comments were as follows:

'This is a lock of hair from my daughter Wendy.'

'This is a tuft from the tail of our neighbor's dog.'

He is a purebred Welsh terrier named "Charlie".'

'This is a rosebud.'

After this without further conversation, I took the three boxes behind the visual screen set-up (the 'Cavanna Box'—a special screen system designed to study fingertip vision¹) and put them out of sight. Mrs Garrett put her right arm through the sleeve of the screen system. I picked each box in turn (in an order determined by random number tables) and slid it beneath her fingers. Her comments were as follows:

Mrs Garrett's Comments

Discussion

Box # 1

'Oh, that's your daughter. I think I'll call her "Hilary." She'd like that.'

When my daughter was 4 years old, she had a 'crush' on a girl of 6 named 'Hilary.' For a year she begged us to change her name to Hilary. Nothing like this had ever happened before or since. It was a private family joke for several years thereafter that had never been—to the recollection of my wife or myself—mentioned outside the immediate family. It had certainly *not* been mentioned in at least 4 years by any of us.

¹ The 'Cavanna Box' was designed for studying 'dermal vision' by Dr Roberto Cavanna. It is a five-sided box about 2' by 1½' by 1½'. It is lit electrically from inside and is open on the side facing the experimenter. The side facing the subject has a hole in it, circular, about 5" in diameter, attached to the hole is a sleeve, about 20" long of heavy, double black cloth. The subject thrusts an arm through the sleeve and thus can touch objects which he cannot possibly see visually.

'She should ride horses. There is something between her and horses. They understand each other.'

'She has a special relationship with her father. She loves her mother, but is particularly close to her father at this time.'

'She is nice. She's better and more interested in art and literature than the sciences.'

'She has been very interested in American History these past few weeks, hasn't she?'

'The Peace Corps? She wants to join the Peace Corps this summer. That doesn't seem right.'

This is true. My daughter rides like a cavalry officer and can gentle the most upset horse. However, many girls of her age enjoy horse-back riding and are very interested in it. An estimate of my daughter's approximate age could have been easily made intuitively from my age or from the lock of hair.

True, but this is valid for a very large number of girls of her approximate age.

This is true. (I certainly believe she is a 'nice' person.) The 'interest' statement is true, but rather general. It could apply to many people.

Three weeks before my daughter had been given an English assignment in school to do a book review of Howard Fast's book on the American revolution, *April Morning*. For the first time in her life she became interested enough in a subject to go to the school library and ask for more books about it. During these last three weeks she had read several other books on the American revolution and the period, Fast's *Conceived in Liberty*, *Johnny Tremain* by Esther Forbes, and others. She was fascinated by the subject during that time. To the strong belief of my wife and myself, this was not mentioned outside the house although her teachers and school-friends may have known of it.

We had recently decided to send Wendy to a work camp the following summer. She had heartily disliked the idea. The night before, Wendy, my wife and I were discussing the matter. My wife said, 'It's a sort of junior Peace Corps.' Wendy immediately

grasped this concept, became quite excited at the idea and began to look forward to going to the work camp. The discussion had not been mentioned to anyone else by my wife, my daughter or myself.

At this point, Mrs Garrett stopped talking. I waited a moment, took the first box back and slid the second one—the tuft of hair from the dog—beneath her fingers.

Mrs Garrett's Comments

Discussion

Box # 2

'Oh, he's a nice dog. I'd like to take him hunting. He gets a lot of burrs in his coat.'

'I think he once had a very bad pain in his paw. It really hurt him badly didn't it?'

He does often get burrs in his coat, but so do most dogs in the suburbs and country, I imagine.

I answered this by saying, 'I don't know. The neighbors just moved in.' That evening I asked the neighbors if the dog had ever had any trouble with a paw. They answered that the previous year he had cut a forepaw on a piece of glass in the garden of their home. It had become badly infected and they had expected it to be fatal. He spent six weeks at the veterinary hospital.

'Tell me, didn't he once have a Sealyham companion.'

I replied again that I did not know (Further I did not add, but it was true, that knowing nothing about dogs, I would not have known a Sealyham if one came up and bit me.) That evening when I asked our neighbor about this he replied, 'I thought you didn't know anything about dogs. He's a purebred Welsh terrier with Kennel Club papers to prove it, but there is something about his bone structure so that every time we show him to a real dog fancier, he says 'Oh, come now, there's a little Sealyham in him somewhere.' '

Mrs Garrett again stopped speaking and I took back the second box and slid the third (the rosebud) under her fingers.

Mrs Garrett's Comments

Discussion

Box # 3

'It's the rosebud. It comes from a very small garden. The garden needs a lot of work before it's ready for the summer.'

These statements are true but could have been intuitively guessed by anyone who had formed a fairly accurate picture of my personality. Knowing that I lived in a suburb it would be a reasonable guess that I took it from my own garden. Knowing me, it would also be a reasonable guess that—if I had a garden—it would be a small one and that it would be very likely to be neglected and need a lot of work to be ready for the summer.

'The soil is too acid for it to grow well.'

I had been told this several times by people who knew something about gardening. However it is entirely possible that someone raised in the country—as Mrs Garrett was—could have known this from looking at the rosebud. Further this soil condition is very common—almost universal—in the area in which I lived.

In this 'spontaneous' psychometry experiment, all the statements made were accurate. Some were extremely precise—as the 'American History' statement. Some—as the statements about the dog's paw and the 'Sealyham companion'—were unknown to anyone present and presumably to anyone Mrs Garrett had ever met. Interestingly enough the statement about the 'Sealyham companion' and the statements of dog fanciers that '... there's a little Sealyham in him somewhere' (referring to his bone structure) appears to illustrate the typical clairvoyant problem of finding it difficult to differentiate realistic and symbolic levels of perception and description.

The facts that the decision to bring new materials to the experiment was made after seeing Mrs Garrett, and in her absence; that the materials were chosen pretty much at random and that no one was told of this until they were handed to her; increases the

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impressiveness of this 'spontaneous experiment.' It should be emphasized perhaps that the procedure we were working on at the time was dermal vision and not psychometry and that her statements were 'off-the-cuff' and spontaneous.

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A STUDY IN THE AUTOMATIC WRITING OF MRS HOLLAND: WHO WAS JOHN COLLINS?

By G. W. LAMBERT

IN the early scripts of Mrs Holland, as in the early scripts of Mrs Verrall and the 'Macs', there were some brief interventions about named individuals whose identities remain undiscovered. They had no ascertainable relevance to the rest of the accompanying material, and meant nothing to the automatist. Miss Alice Johnson, in her paper on Mrs Holland's script (*Proc. 21*, 170-404), made some attempt to identify certain names which had puzzled the automatist, and when she failed, suspected that the names were fictitious (*ibid.* 191). One statement of the kind here in question she introduced as follows:

'The next passage is one of a small number where definite statements with names are given which are probably quite imaginary. I have made enquiries at Nantwich and no trace can be found of John Collins or his tombstone.

(September 21st.) [1903]

John Collins of Nantwich—

An old man when he died in 1873

At the old Parish Church a grey stone slab on his grave with no inscription on it except his name and Born March 9 1794 Died May 19th, 1873, one son who died 15 years after one daughter died when a child [Here follow scribbles and a rough drawing of spectacles.]

Nantwich

May 19 1873

Eyes are clear that then were dim— Dim and veiled

Men who have gone over one at a time

Men are stronger very seldom'