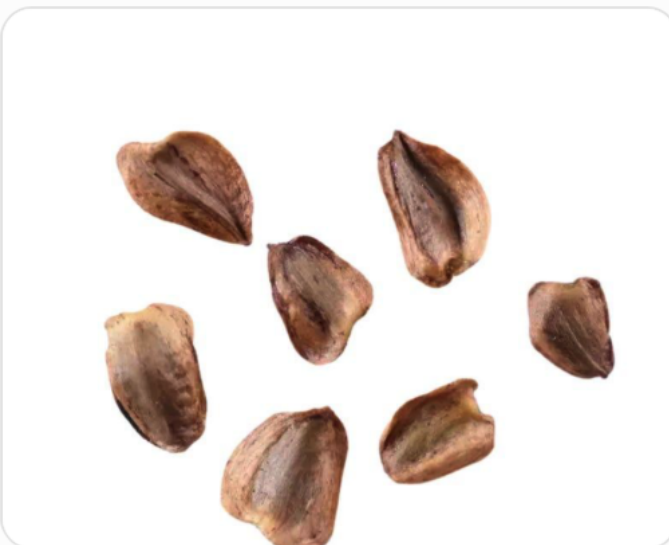






How a Laser Produces Coherent Light

1 Pumping energy

Electrical energy (or another source) excites atoms or molecules in the gain medium to higher energy levels.

2 Stimulated emission

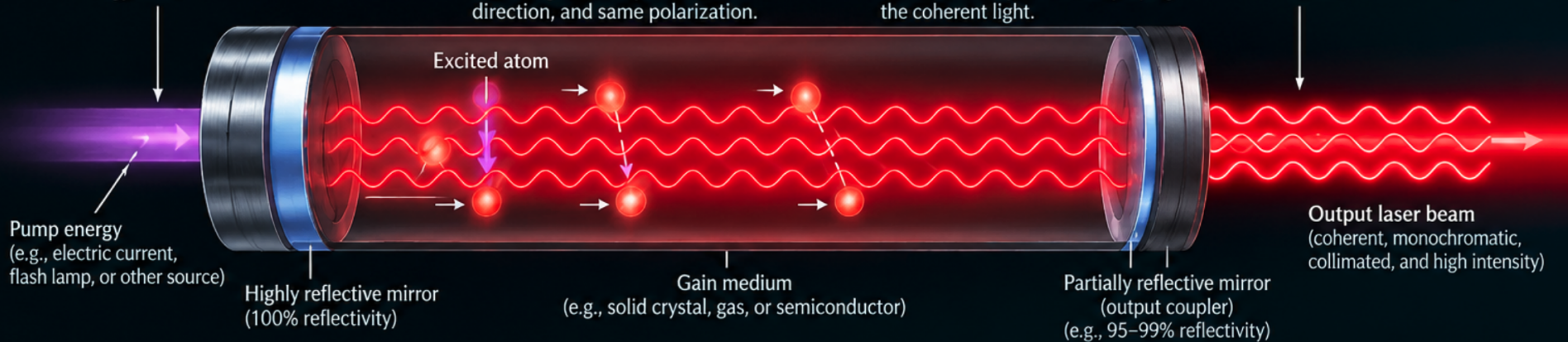
Excited atoms release photons that stimulate other excited atoms to emit identical photons — same wavelength, same phase, same direction, and same polarization.

3 Optical amplification

Photons bounce between two mirrors, passing through the gain medium many times. Each pass produces more identical photons, amplifying the coherent light.

4 Coherent laser beam

A small fraction of the light leaks through the output mirror as a powerful, coherent beam with all waves in step.



Ordinary light (incoherent)

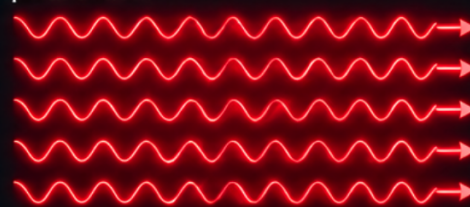
Waves have random phases, directions, and a range of wavelengths.



- Different wavelengths (colors)
- Random phases (not in step)
- Many directions (diverges)
- Low intensity (spreads out)

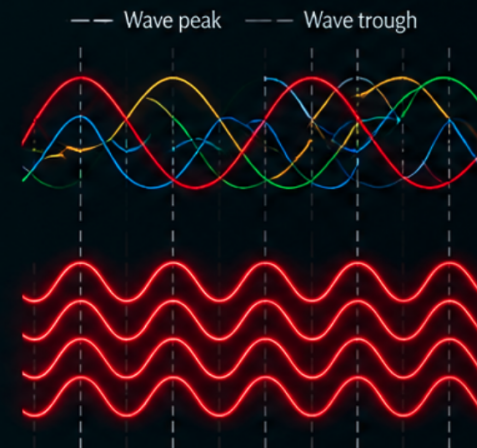
Coherent laser light

All waves have the same wavelength, same phase, same direction, and same polarization.



- Single wavelength (monochromatic)
- Same phase (in step)
- Same direction (collimated)
- High intensity (concentrated)

Wave coherence (side-by-side comparison)



Incoherent waves

Peaks and troughs occur at different times. Waves do not reinforce each other consistently.

Coherent waves

All peaks and troughs line up. Waves reinforce each other, producing a strong, steady beam of light.

**Effects Of SRT+™ On Children With Learning Disabilities Under EM Stressors.
Triple Blind Test.**

*Evelyn Wiseman, Educational Director, New Way School in Scottsdale, AZ.
Sympathetic Resonance Technology: Scientific Foundation and Summary of
Biologic and Clinical Studies. Rubik, B. The Journal of Alternative and
Complementary Medicine. Vol 8 No 6, pp. 823-856. December 1, 2002*

52 students ranging in age from 6 to 19. All students were failing in mainstream education for reasons including 1) hyperactivity, 2) dyslexia, 3) mild depression, and 4) behavioral issues with teachers and peers.

Digital time clocks installed with SRT+™ circuitry and identically looking digital time clocks without SRT+™ circuitry were installed in each classroom. Only the parents and the Educational Director knew the study was being conducted. However, the clocks were coded, and neither the Educational Director nor the parents knew which student was in which class with the active or inactive clock.

Results showed a 38% decrease in maladaptive behaviors.

TABLE 13. IMPACT OF SRT ON STUDENTS WITH LEARNING DISABILITIES EXPOSED
TO EM STRESSORS AT NEW WAY SCHOOL, SCOTTSDALE, ARIZONA

<i>"Maladaptive Behaviour Event" Criteria</i>	<i>GROUP "A" (Active Unit with SRT)</i>	<i>GROUP "B" (Placebo Units)</i>	<i>% DIFFERENCE SRT vs Placebo</i>
Academic criteria			
Not on task	67	128	-48%
Trouble following directions	65	132	-51%
Work not completed	22	42	-48%
Academic Criteria Totals	154	302	-49%
Emotional criteria			
Irritability	37	61	-39%
Outbursts	23	55	-58%
Withdrawn	15	17	-12%
Emotional Criteria Totals	75	133	-44%
Social criteria			
Problems Interacting with peers	43	41	5%
Problems Interacting with staff	20	27	-26%
Social Criteria Totals	63	68	-7%
Physical criteria			
Hyperactivity	60	79	-24%
Headaches	17	18	-6%
Fatigue	36	49	-27%
Physical Criteria Totals	113	146	-23%
Total reduction in all "maladaptive behaviors"	405	649	-38%

A Double-Blinded Controlled Pilot Study Of The Effects Of SRT+™ On Human EEG Responses.

Norman Shealy, MD, PhD, William Tiller, PhD, Timothy Smith, PhD, and Paul Thomlinson, PhD. Sympathetic Resonance Technology: Scientific Foundation and Summary of Biologic and Clinical Studies. Rubik, B. The Journal of Alternative and Complementary Medicine. Vol 8 No 6, pp. 823-856. December 1, 2002

27 subjects, 16 female and 11 male, ranging in age from 18 to 61 years old, were randomly assigned to one of three groups of SRT+™ devices. An EMF stressor was activated while subjects were in the presence of one of the three groups of SRT+ devices. Statistical analysis was done using the Z-test for equality of proportions.

Results indicated that those subjects in the presence of the active SRT+™ device stabilized the EEG in the presence of transient low-level EM stressors and suggested that it provides protection from stress: $0.57 \vee 0.33$; $Z = 2.3$; $p < 0.01$ according to EEG measurements. It was also found that the active SRT+™ device increases delta activity in all regions of the brain.

The description from Prof Tiller was that the subjects were put into a “restful - alert” brain wave pattern.

Effects Of SRT+™ On Anxiety Levels Of Students In A Public School. Double Blind Test.

*David A Eichler, doctoral student at Holos University, Springfield, MO.
Sympathetic Resonance Technology: Scientific Foundation and Summary of
Biologic and Clinical Studies. Rubik, B. The Journal of Alternative and
Complementary Medicine. Vol 8 No 6, pp. 823-856. December 1, 2002*

184 students, 93 male and 91 female students from eight classes of sixth-grade students at a public middle school in Kansas, MO. The State-Trait Anxiety Inventory for Children (Spielberger, 1973) which measures both state-anxiety, the level of anxiety experienced at the given point in time at which the test is administered, and trait-anxiety, the level of anxiety experienced in general, was used. _____

Results showed that student anxiety levels decreased by an average of 37% _____