

CRV EVALUATION SHEET

(September 1981)

Name KEITH HARARY

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Responses to the following questions are necessary if we are to begin the evaluation of the CRV methodology currently in testing. The questions are an attempt to cover all aspects of the CRV methodology to date, but if you wish to provide added commentary, please do so. Please read through this questionnaire and respond to the items by circling the appropriate evaluative word, making additional comments if you wish. If you do not wish to respond to this questionnaire or any part of it, it will be valuable to know why; in such case please attach a write-up.

General

1. Did the training monitor provide sufficient lectures and orientation in advance of each beginning of practical exercises so that the specific features to be worked with could be grasped?

Yes Frequently Sometimes Infrequently No

2. Did you ever begin any practical exercises without sufficient understanding of the specific topics to be worked with?

Yes Frequently Sometimes Infrequently No

3. Aside from personal difficulties, was the working time and material support sufficient to provide general comfort for:

Orientation lectures? Yes Usually Sometimes No

Practical exercises? Yes Usually Sometimes No

4. Were schedules provided for study, lecture and practical exercises enough in advance of the work to be undertaken so as to create for you a general sense of predictability?

Yes Usually Sometimes No Never

5. Are the overall conditions at SRI conducive to general study and work in general ESP? **SEE MEMO.**

Yes Usually Sometimes No

6. Are the overall conditions at SRI conducive to continuing study and work with the CRV methodologies? **SEE MEMO.**

Yes Usually Sometimes No

Stage One

7. Were you provided sufficient descriptions, lectures and orientation relevant to stage one in advance of practical exercises so as to enable you to grasp the ~~novel~~ fundamentals involved?

Yes Usually Only Sometimes No Never

8. Did you at any time begin practical exercises on any stage one phenomena without understanding what these phenomena were described as?

Yes Usually Sometimes No

9. The prime stage one phenomenon is hypothesized to be "ideograms." Were sufficient lectures and orientation delivered so as to enable you to conceive the nature of ideograms in advance of practical exercises?

Yes No

10. During practical exercises did you encounter ideograms?

Yes Usually Sometimes No

11. If you encountered ideograms, can you give a percentage as to their occurrence, within the framework of the training designed to accommodate them?

100% 75% 50% 25% No

12. At the beginning of practical exercises, did you find ideograms easy to produce?

Yes Usually Sometimes No

13. As a result of ^{EXPERIENCE AND} tutoring, were you able to gain increased command concerning the production of ideograms?

Yes Usually Sometimes No

14. Do you feel that ideograms are relevant to so-called "signals"?

Yes Usually Sometimes No

15. Concerning ideograms, do you feel that other individuals, given the opportunity of lectures, orientation and practical exercises similar to yours, can learn to identify, produce, and become competent in attempting to deal with them?

Yes Probably Improbably No

16. Are ideograms easy to produce?

Yes Usually Sometimes Never

17. Is the appearance of ideograms predictable, given the stimulus the coordinate represents?

Yes Usually Sometimes No

18. With reference to types of ideograms, were sufficient lectures and orientation delivered to enable you to identify them? *ALONG WITH MY OWN EXPERIENCE.*

Yes No

19. At the beginning of practical exercises, did you find the different types of ideograms easy to recognize and deal with?

Yes Usually Sometimes No

20. Did tutoring *AND EXPERIENCE WITH* in these different types of ideograms increase your proficiency in recognizing them?

Yes No

21. Do you feel that ideograms are an important function in attempting to deal with aspects of psychic perceptions of distant sites?

Yes Usually Sometimes No

22. To the best of your knowledge, are you aware of any other psychical research group that has attempted to discover ideograms and work with them in the manner designed within the CRV training effort?

Yes No

23. If your answer to question 22 is "yes," please cite references.

REFERENCES TO THIS SORT OF PHENOMENON APPEAR IN:

SINCLAIR, UPTON. MENTAL RADIO C. 1930 (MACMILLAN), N.Y.

WARCOLLIER, RENE: MIND TO MIND C. 1948 CREATIVE AGE PRESS

POLLACK, J. H. CROISSET THE CLAIRVOYANT C. 1961 DOUBLEDAY, N.Y.

ALSO IN OTHER RESEARCH AND PUBLICATIONS.

Stage Two

24. The prime stage two phenomenon is hypothesized to be "sensations" perceived by psychical awareness. Were sufficient lectures and orientation delivered so as to enable you to conceive the nature of stage twos in advance of practical exercises?

Yes No

25. During practical exercises did you encounter stage twos?

Yes Usually Sometimes No

26. If you encountered stage twos, can you give a percentage as to their occurrence, within the framework of the training designed to accommodate them?

100% 75% 50% 25% No

27. At the beginning of practical exercises, did you find stage twos easy to produce?

Yes Usually Sometimes No

AND EXPERIENCE

28. As a result of tutoring, were you able to gain increased command concerning the production of stage twos?

Yes Usually Sometimes No

29. Do you feel that stage twos are relevant to so-called "signals"?

Yes Usually Sometimes No

30. Concerning stage twos, do you feel that other individuals, given the opportunity of lectures, orientation and practical exercises similar to yours, can learn to identify, produce, and become competent in attempting to deal with them?

Yes Probably Improbably No

31. Are stage twos easy to produce?

Yes Usually Sometimes Never

32. Is the appearance of stage twos predictable, given the stimulus the coordinate represents?

Yes Usually Sometimes No

33. With reference to types of stage twos, were sufficient lectures and orientation delivered to enable you to identify them?

Yes No

34. At the beginning of practical exercises, did you find the different types of stage twos easy to recognize and deal with?

Yes Usually Sometimes No

EXPERIENCE AND

35. Did tutoring in these different types of stage twos increase your proficiency in recognizing them?

Yes No

36. Do you feel that stage twos are an important function in attempting to deal with aspects of psychic perceptions of distant sites?

Yes Usually Sometimes No

37. To the best of your knowledge, are you aware of any other psychical research group that has attempted to discover stage twos and work with them in the manner designed within the CRV training effort?

Yes No

38. If your answer to question 37 is "yes," please cite references.

*REFER TO MY OWN PUBLISHED WORK ON OUT-OF-BODY EXPERIENCES, AS WELL AS TO EARLIER CITED REFERENCES.
(SEVERAL ARTICLES)
Aesthetic Impact*

39. Aesthetic impact is hypothesized in the CRV training procedure to be a determining factor in allowing the viewer to acquire expanded and in-depth contact with the desired site: Were sufficient lectures and orientation delivered so as to enable you to conceive of the nature of aesthetic impact in advance of practical exercises?

Yes No

40. During practical exercises did you encounter aesthetic impact?

Yes Usually Sometimes No

41. If you encountered aesthetic impact, can you give a percentage as to its occurrence, within the framework of the training designed to accommodate it?

100% 75% 50% 25% No

42. At the beginning of practical exercises, did you find aesthetic impact easy to produce?

Yes Usually Sometimes No

43. As a result of ^{EXPERIENCE AND} tutoring, were you able to gain increased command concerning the production of aesthetic impact?

Yes Usually Sometimes No

44. Do you feel that aesthetic impact is relevant to so-called "signals"?

Yes Usually Sometimes No

45. Concerning aesthetic impact, do you feel that other individuals, given the opportunity of lectures, orientation and practical exercises similar to yours, can learn to identify, produce, and become competent in attempting to deal with them?

Yes Probably Improbably No

46. Are aesthetic impacts easy to produce?

Yes Usually Sometimes Never

47. Is the appearance of aesthetic impact predictable, given the stimulus the coordinates represents? *NOT BASED UPON COORDINATES, BUT ON STIMULUS.*

Yes Usually Sometimes No

48. With reference to types of aesthetic impact, were sufficient lectures and orientation delivered to enable you to identify them?

Yes No

49. At the beginning of practical exercises, did you find the different types of aesthetic impact easy to recognize and deal with?

Yes Usually Sometimes No

50. Did ^{EXPERIENCE AND} tutoring in these different types of aesthetic impact increase your proficiency in recognizing them?

Yes No

51. Do you feel that aesthetic impact are an important function in attempting to deal with aspects of psychic perceptions of distant sites?

Yes Usually Sometimes No

52. To the best of your knowledge, are you aware of any other psychical research group that has attempted to discover aesthetic impacts and work with them in the manner designed within the CRV training effort?

Yes No

53. If your answer to question 52 is "yes," please cite references.

Analytical Overlays

54. Analytical overlays are hypothesized in the CRV training procedures to be determining factors that degrade correct perception and analysis of the content of signals. Were sufficient lectures and orientation delivered so as to enable you to conceive of the nature of analytical overlays, as so far discovered, in advance of practical exercises?

Yes No

55. During practical exercises did you encounter analytical overlays?

Yes Usually Sometimes No

56. If you encountered analytical overlays, can you give a percentage as to their occurrence, within the framework of the training designed to accommodate them?

100% 75% 50% 25% No

% CHANGED - DECREASED WITH PRACTICE TO NEARLY ZERO.

57. At the beginning of practical exercises, did you find analytical overlays easy to produce?

Yes Usually Sometimes No

58. As a result of ^{EXPERIENCE AND} tutoring, were you able to gain increased command concerning the production of analytical overlays?

Yes Usually Sometimes No

59. Do you feel that analytical overlays are relevant to so-called "signals"?

RELEVANT IN DIFFERENT WAYS, AT DIFFERENT TIMES.

Yes Usually Sometimes No

60. Concerning analytical overlays, do you feel that other individuals, given the opportunity of lectures, orientation and practical exercises similar to yours, can learn to identify, produce, and become competent in attempting to deal with them?

Yes Probably Improbably No

61. Are analytical overlays easy to produce?

Yes Usually Sometimes Never

62. Is the appearance of analytical overlays predictable, given the stimulus the coordinate represents?

Yes Usually Sometimes No

63. With reference to types of analytical overlays, were sufficient lectures and orientation delivered to enable you to identify them?

Yes No

64. At the beginning of practical exercises, did you find the different types of analytical overlay easy to recognize and deal with?

Yes Usually Sometimes No

65. Did ^{EXPERIENCE AND} tutoring in these different types of analytical overlay increase your proficiency in recognizing them?

Yes No

66. Do you feel that analytical overlay are an important function in attempting to deal with aspects of psychic perceptions of distant sites?

Yes Usually Sometimes No

67. To the best of your knowledge, are you aware of any other psychical research group that has attempted to discover analytical overlay and work with it in the manner designed within the CRV training effort?

Yes No *RENE' WAECOLLIER TOUCHED UPON THIS SUBJECT. STILL...*

68. If your answer to question 67 is "yes," please cite references.

OTHER GROUPS SEEM TO ENCOURAGE AOL'S! THIS NEW APPROACH REPRESENTS A SIGNIFICANT ADVANCE IN OUR UNDERSTANDING OF PSI FUNCTIONING COMPARED TO On-Line Checks THEIRS.

69. On-line checks represent a system that can be utilized to determine the quality, on a daily basis, of a viewer's response to and control of signals versus noise. Were sufficient lectures and orientation delivered so as to enable you to conceive of the purpose of and methods for utilizing on-line checks?

Yes No

THIS IS ALSO AN EXCELLENT IDEA.

EVALUATING

70. During the overall course of training, did you use on-line checks?

Yes Usually Sometimes No

71. Did you find that it was important to use on-line checks for the precision purpose for which they were designed?

Yes No *PARTICULARLY IN CLASS A'S.*

72. If you can establish the relative importance of on-line checks, would you say they are:

DEFINITELY. Extremely Important Important Not So Important
Important Only Sometimes Not Important

73. To the best of your knowledge, are you aware of any other psychical research group that uses a methodology similar to on-line checks?

Yes No

74. If your answer to question 73 is "yes," please cite references.

Training Course Conditions

75. Considering all the conditions surrounding the experimental CRV training course, do you feel that general progress has been made on the problem of developing a methodology that can cope with some of the well-known difficulties of psychic perceptions?

Yes No

76. It is hypothesized in the CRV training procedure that the different aspects of the CRV training methodologies can bring about a novel and precise control of signal versus noise. Does this appear at this stage to be the case?

Yes Usually Sometimes No

77. Do you feel that you responded with ease to the training information delivered to you?

Yes Usually Sometimes No

78. Did you encounter any difficulties that were not resolved?

Yes No

79. If you answered "yes" to question 78, please specify the difficulty(s).

80. Reviewing the general actions of the training monitor:

(a) Was he ready with the materials so that confusions were reduced and daily progress was profitable?

Yes Usually Sometimes No

(b) When necessary, did the training monitor slow down the course to make sure no misunderstandings were present?

Yes Usually Sometimes No

(c) Was the training monitor prompt with regard to schedule-keeping?

yes Usually Sometimes No

(d) When upsets occurred, did the training monitor make attempts to resolve the upset?

Yes Usually Sometimes No

(e) Were upsets frequent?

Yes No

*WE WORKED WELL IN SPITE OF
DIFFICULT CONDITIONS.*

(f) If you answered "yes" above, please specify the general situations that led to the frequent upsets.

81. Reviewing the general actions of yourself as a "student":

(a) Were you usually prompt with regard to class times?

Yes Usually Sometimes No

(b) Did you find it hard to be a "student" within the context of the training program as it was designed?

Yes Usually Sometimes No

(c) Did you ever refuse co-operation?

Yes Usually Sometimes No

(d) Did you participate and share in the following aspects of the training course?

(1) House-keeping duties? Yes No

(2) Site selection & preparation? Yes No

(3) Course lectures? Yes No

(4) Practical exercises? Yes No

(5) Material support requirements? Yes No

(6) Record keeping and analysis? Yes No

(7) Report preparation? Yes No

(e) Did you volunteer your help and assistance in the above?

Frequently Often Sometimes Infrequently Never

82. It is important to know about your relationships to other "students": were these generally

Excellent Good Fair Poor

83. Concerning the training monitor, what would you say are:

(a) The worst points? *LACK OF A TEAM APPROACH.
ATTEMPTS TO TAKE ON TOO MUCH PRESSURE
ALONE.*

(b) The best points? *ABLE TO COMMUNICATE OWN
INSIGHTS, ABOUT PSI FUNCTIONING, VERY WELL
USUALLY.*

84. Concerning yourself as a student, what would you say are:

(a) ~~The worst points?~~

I AM A PEER, NOT A STUDENT.
I AM WILLING TO OFFER MY OWN SKILLS,
EXPERIENCE, AND INSIGHT AS A MEMBER OF A

(b) ~~The best points?~~

TEAM. AFTER ALMOST A DOZEN YEARS
IN THIS FIELD, AND NEARLY TWENTY
PUBLICATIONS, IT IS A LITTLE SILLY TO
REFER TO ME AS A "STUDENT." OF COURSE,
WE ARE ALL LEARNING AND HAVE MUCH TO LEARN.

85. Concerning the overall training program, as it is designed, what changes do you think should be implemented and why?

PLEASE REFER TO MEMO.
WE SHOULD ALL CONTRIBUTE MORE
INPUT AS A TEAM.

Future Participation

86. Do you wish to continue in the experimental CRV training program?

Yes No

87. If you answered "yes" above, please state why.

I WILL DO WHATEVER IS NECESSARY TO ADVANCE
THIS FIELD AND TO PROVIDE OUR CLIENTS WITH
THE BEST POSSIBLE "CLASS A" PRODUCT.

88. If you answered "no" above, please state why.

89. Do you feel that the training program will be successful overall?

Yes Probably Perhaps No

BUT WE NEED TO DEVELOP A SYSTEM FOR
RATING SUCCESS. 12