

Rob - CRV Evalua -  
tion Sheets

CRV EVALUATION SHEET

(September 1981)

Name ROB COURT

Date 2 SEP 82

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?

Yes Usually Sometimes No

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

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 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?
- 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 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.
-

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

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

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.

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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

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100% 75% 50% 25% No

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50. Did 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 psychological 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.

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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

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Yes Probably Improbably No

61. Are analytical overlays easy to produce?  
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62. Is the appearance of analytical overlays predictable, given the stimulus the coordinate represents?  
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63. With reference to types of analytical overlays, were sufficient lectures and orientation delivered to enable you to identify them?  
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64. At the beginning of practical exercises, did you find the different types of analytical overlay easy to recognize and deal with?  
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65. Did 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
68. If your answer to question 67 is "yes," please cite references.
- 

On-Line Checks

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

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

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

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.

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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

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

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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?          | <input checked="" type="radio"/> Yes | No                                  |
| (2) Site selection & preparation?  | Yes                                  | <input checked="" type="radio"/> No |
| (3) Course lectures?               | <input checked="" type="radio"/> Yes | No                                  |
| (4) Practical exercises?           | <input checked="" type="radio"/> Yes | No                                  |
| (5) Material support requirements? | Yes                                  | <input checked="" type="radio"/> No |
| (6) Record keeping and analysis?   | Yes                                  | <input checked="" type="radio"/> No |
| (7) Report preparation?            | Yes                                  | <input checked="" type="radio"/> 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?

(b) The best points? *Patent*

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

(a) The worst points? *Cannot remember to say A's and B's*

(b) The best points? *willing to learn and cooperate*

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

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 want to do and learn more.*

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

90. Do you wish to continue with the training program? Please check those categories you would be willing to work within?

- Full time 9-4:30
- Part time 1/2 day \_\_\_\_\_
- Only for training exercises
- Record filing \_\_\_\_\_
- Site preparation \_\_\_\_\_
- Site evaluation \_\_\_\_\_
- Site analysis \_\_\_\_\_
- Housekeeping \_\_\_\_\_
- Map selection \_\_\_\_\_
- Map filing \_\_\_\_\_
- As a course instructor for new trainees \_\_\_\_\_
- As a site monitor \_\_\_\_\_
- As a training monitor \_\_\_\_\_
- As a tech training researcher \_\_\_\_\_
- Secretarial duties \_\_\_\_\_
- Report preparation \_\_\_\_\_
- Labor for materials support \_\_\_\_\_

91. Would you rather just "do your psychic thing" and leave the present project commitment to investigate the CRV training procedure to someone else?

Yes

No

92. Do you think that basic R&D work should continue relevant to:

- (a) Tech training  Yes No
- (b) Stage four  Yes No
- (c) Stage five  Yes No
- (d) AOLs  Yes No

93. Would you rather work in general experimental ESP studies, rather than engage in the specific and controlled methodologies implied by the CRV training course?

Yes Usually Sometimes No

94. Do you feel that your natural gifts at psi are being interfered with in any way by participation in the CRV training program?

Yes No

95. Do you feel that any part of the CRV methodology is harmful to you in any way?

Yes No

96. If you answered "yes" to question 94 or 95 please specify.

97. What specific aspects of the CRV methodology do you think should be changed?

98. What specific aspects of the CRV methodology do you think should not be changed?

? Don't know enough about it.  
' Don't change any of the Stage 1 stuff

99. If you have comments that are not handled by the foregoing categories, please state them below.



CRV EVALUATION SHEET

(September 1981)

Name Robert Cowart

Date 21 July 81

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?

Yes    Usually    Sometimes    No

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

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    *Concepts only*  
*you must experience the PE*

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

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Yes    Usually    Sometimes    No

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- 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
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- Yes     Usually    Sometimes    No
20. Did tutoring 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.
-

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?
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 Yes No
38. If your answer to question 37 is "yes," please cite references.
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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?  
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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?  
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- 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.

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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

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Yes  Usually  Sometimes  Never

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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 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

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

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#### On-Line Checks

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

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

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

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.

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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

(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?          | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| (2) Site selection & preparation?  | Yes                                  | <input checked="" type="radio"/> No |
| (3) Course lectures?               | Yes                                  | <input checked="" type="radio"/> No |
| (4) Practical exercises?           | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| (5) Material support requirements? | Yes                                  | <input checked="" type="radio"/> No |
| (6) Record keeping and analysis?   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| (7) Report preparation?            | Yes                                  | <input checked="" type="radio"/> 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?

(b) The best points? *patience*

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

(a) The worst points? *Analyzing and second guessing myself.*

(b) The best points? *Can understand the concepts and apply them*

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

*Too early to say.*

#### 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.

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

90. Do you wish to continue with the training program? Please check those categories you would be willing to work within?

- Full time 9-4:30 \_\_\_\_\_
- Part time 1/2 day \_\_\_\_\_
- Only for training exercises \_\_\_\_\_
- Record filing \_\_\_\_\_
- Site preparation \_\_\_\_\_
- Site evaluation \_\_\_\_\_
- Site analysis \_\_\_\_\_
- Housekeeping \_\_\_\_\_
- Map selection \_\_\_\_\_
- Map filing \_\_\_\_\_
- As a course instructor for new trainees \_\_\_\_\_
- As a site monitor \_\_\_\_\_
- As a training monitor \_\_\_\_\_
- As a tech training researcher \_\_\_\_\_
- Secretarial duties \_\_\_\_\_
- Report preparation \_\_\_\_\_
- Labor for materials support \_\_\_\_\_

91. Would you rather just "do your psychic thing" and leave the present project committment to investigate the CRV training procedure to someone else?

Yes      No

92. Do you think that basic R&D work should continue relevant to:

- (a) Tech training            Yes    No
- (b) Stage four                Yes    No
- (c) Stage five                Yes    No
- (d) AOLs                        Yes    No

93. Would you rather work in general experimental ESP studies, rather than engage in the specific and controlled methodologies implied by the CRV training course?

Yes      Usually      Sometimes      No

94. Do you feel that your natural gifts at psi are being interfered with in any way by participation in the CRV training program?

Yes      No

95. Do you feel that any part of the CRV methodology is harmful to you in any way?

Yes      No

96. If you answered "yes" to question 94 or 95 please specify.

97. What specific aspects of the CRV methodology do you think should be changed?

98. What specific aspects of the CRV methodology do you think should not be changed?

99. If you have comments that are not handled by the foregoing categories, please state them below.