

Ingo-

Here is Hella's  
questionnaire evaluation.

Best regards.

Hal

P.S. You did good on  
JS # 20



CRV EVALUATION SHEET

(September 1981)

Name Hella Hamuud  
Date 9/26/81

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

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.
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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
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 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?  
 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 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.

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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

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

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

Yes  Usually Sometimes No

58. As a result of 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"?

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 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).

*See evaluation*

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.

*See evaluation*

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?

(b) The best points?

*See evaluation*

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

(a) The worst points?

*underestimate my performance and abilities*

(b) The best points?

*Responsible and eager to learn more*

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

*See evaluation.*

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.

*See evaluation*

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.

*See evaluation*

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

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

*→ diagrams, AOL checks & on line checks.*

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