

BLUE CAR  
EVAL STREETS

CRV EVALUATION SHEET

(September 1981)

Name KEITH HARARY

Date 9.21.81

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? **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

- EXPERIENCE AND**  
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? *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

*AND EXPERIENCE WITH*  
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.

*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. CREOISET 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 <sup>EXPERIENCE AND</sup> 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 <sup>EXPERIENCE AND</sup> 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

*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 <sup>EXPERIENCE AND</sup> 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 <sup>EXPERIENCE AND</sup> 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' WACOLIER 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 OSI FUNCTIONING COMPARED TO  
THEIRS.  
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

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.

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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? *WE WORKED WELL IN SPITE OF DIFFICULT CONDITIONS.*

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?	<u>Yes</u>	No
(2) Site selection & preparation?	<u>Yes</u>	No
(3) Course lectures?	<u>Yes</u>	No
(4) Practical exercises?	<u>Yes</u>	No
(5) Material support requirements?	<u>Yes</u>	No
(6) Record keeping and analysis?	<u>Yes</u>	No
(7) Report preparation?	<u>Yes</u>	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.

(b) ~~The best points?~~

I AM WILLING TO OFFER MY OWN SKILLS, EXPERIENCE, AND INSIGHT AS A MEMBER OF A 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. <sup>12</sup>

90. Do you wish to continue with the training program? Please check those categories you would be willing to work within? *WE'LL DISCUSS THIS.*

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:

*ARE WE ENGAGED IN R AND D. WORK HERE?*

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

*WE SHOULD INVESTIGATE ALL OF THESE AREAS.*

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?

WHAT?

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 (EXCEPT FOR BREATHING CIGAR SMOKE)

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?

SEE MEMO.

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

A STEP BY STEP APPROACH MAKES SENSE - PARTICULARLY WITH NOVICES.

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

SEE MEMO.

I AM MAINLY INTERESTED IN PROVIDING AN EXCELLENT CLASS A PRODUCT FOR OUR CLIENTS, AND IN FURTHERING OUR UNDERSTANDING OF PSI FUNCTIONING. IF THE ONLY WAY TO WORK ON THIS IS <sup>14</sup> THROUGH THE CURRENT CRV PROGRAM, I WILL BE INTERESTED TO PARTICIPATE.



MEMO

TO H.E. Puthoff, Project Director

DATE 9.15.81

FROM Keith Harary, Consultant

LOCATION Building G

SUBJECT CRV Training Program Evaluation

CC

The techniques that we have been using in the CRV program are based upon some genuine insights into certain aspects of remote viewing and have, for the most part, been fairly useful. I am concerned, however, that we are not progressing as well as we might in this program. The reasons for this include:

- (1) Lack of adequate evaluation procedures: Are apparently improved CRV results a function of extensive practice by already experienced viewers, or are they based upon adherence to the specific methods that we have been employing? Are there objectively measurable differences between CRV results obtained before and after using these methods? While our clients are apparently not interested in a complete scientific analysis of the specific system we have been studying, as compared to other approaches to remote viewing, it would still be wise to conduct this program on as solid a scientific footing as possible. In this way, we may provide our clients with what we consider to be the most valid, reliable, and efficient means of reaching their objective based upon our own learning and experience.
- (2) Use of coordinates for targeting: Two major problems are posed by the use of coordinates to designate remote viewing sites. (a) Coordinates contain analytic information that viewers must cope with in addition to whatever psi information they are responding to. (b) The communication of analytic information about sites through the use of coordinates invalidates some of the psi functioning that occurs during remote viewing sessions. It is not always possible to assess whether certain information reported by viewers was obtained through psi functioning or through a simple analysis of coordinate locations. This uncertainty is detrimental to the development of steadfast psi functioning capabilities and is not necessary since there is no evidence to support the notion that coordinates provide a more effective means of focusing psi attention than do other methods of site delineation.
- (3) Ambiguous nature of methods and procedures: Is this a research and development program or a program to evaluate certain established procedures that are said to improve psi functioning in remote viewing? Does a clearly defined outline of methods and procedures exist anywhere for this program? The approach we have taken to various aspects of psi functioning (such as our approach to aesthetic impact) has been changed, on occasion, without directly informing program participants about the nature of these changes, or the reasons for them. On other occasions, participants have been left to recognize, after the fact, that in a given session they may be asked to report only very general features of a location while in other sessions they may be expected to describe highly specific

details of certain structures. Feedback is contingent upon providing remote viewing descriptions that conform to these expectations. Yet, when participants have not been informed about the level at which they are expected to respond (such as in the use of the radio telescope as a site following weeks of work focused upon general site descriptions) they can not be expected to automatically make their site descriptions conform to the latest feedback requirements. In such instances, participants are more likely to provide descriptions that are at a level similar to the descriptions that have been requested in recent previous remote viewing sessions. (This occurred in the radio telescope example.) Not clearly informing participants about changes in methods, procedures, and expectations leads to unnecessary confusion and frustration that is detrimental to our progress.

(4) Lack of a team approach: The program would be more productive if an emphasis were placed upon developing a team effort, rather than upon attempts to foster an aggressive competitive spirit among program participants. We are all capable of contributing important skills and background to this program, and motivating ourselves to put forth our best efforts, without such attempted interpersonal manipulations. A spirit of aggressive competition would simply impede progress. Suggestions that new participants may be brought into the program to replace existing team members who do not behave docilely represent a poor management strategy. We all have invested a considerable amount of time and effort in this program, just as the program has invested a considerable amount in each of us. Working on this program has, for all of us, not been a privilege, but is a responsibility that we all approach seriously and with integrity. We agreed to participate in this program, to evaluate the procedures that we have been employing, of our own free will. We can sign off of this program of our own free will also. Our efforts should not be focused upon childish attempts to establish interpersonal dominance, but rather upon providing an excellent product for our clients, using current procedures or whatever other approaches will help us to meet this objective. The program currently relies too heavily upon the direction and input of a single individual, while not drawing sufficiently upon the skills, expertise, and experience of other participants who may not always be available for consultation in the future.

(5) Security violations: I have been under the impression that the CRV program is classified and is not to be discussed with anyone who does not have a clear need to know about it. This is contradicted by events that transpired at the 1981 Convention of the Parapsychological Association in Syracuse, New York.

During this conference, I was approached separately, by two individuals, who presented me with essentially the same statements on different occasions: "Ingo Swann tells me he is training you to do remote viewing," and "Martin Ebon tells me that Ingo Swann says he is teaching you to be psychic." Project security has, apparently, been violated -- but not without the usual distortions.

This leads to several critical points: (a) We have been constantly reminded that the CRV program is not to be discussed outside of SRI, or even the laboratory chamber. Is this directive being contradicted by someone who is acting independently to divulge information about the SRI Project? Is the CRV program part of the overall SRI psychoenergetics effort, or is it the property of a single individual? (b) Participants in the CRV program are not being trained. We are evaluating certain techniques and procedures that have been suggested, just as we should be

also examining other approaches as well. (c) Participants in the CRV program had been assured anonymity through the use of assigned numbers, in lieu of their names. I object, in the strongest possible terms, to the attempted use of my name and reputation in this fashion. I would appreciate your resolving this matter within the Project, so that it will not become necessary to pursue a resolution at a higher level.

(6) General Project atmosphere: For reasons that we both know well, the working conditions on the overall Project have been something less than optimal. Project members have had more than a usual share of financial and interpersonal problems. It is difficult for us all to "keep to the helm" when we are not at all certain of where our next meal will be coming from, or what it may consist of. It is also not easy to provide our best efforts in an atmosphere distinguished by factionalism, rumor spreading, and almost non-existent communication among various Project members. Personally, I miss the esprit de corps that was present in other laboratories, even under the most adverse conditions.

If the past two years provide an indication, it is unlikely that working conditions here will ever improve significantly, despite the best efforts of some of us. I am, nevertheless, totally committed to what this Project is intended to accomplish, and will contribute all that I can toward the fulfillment of our objectives.