

CRV EVALUATION SHEET

(September 1981)

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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?

- NO OTHER EXPERIENCE
- NO THOUGHT TO ALTERNATIVES

☒ 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% or close to it. 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

but have not done so many as to be able to always identify

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 *haven't worked specifically on developing ss as yet*
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 psychological 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.

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

NOT worked on specifically

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

My recall on this a little hazy

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

Yes

☒ Usually

Sometimes

No

do you mean identifying the AOLS?

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

Not relevant to signal but

relevant to IDENTIFY

AOLS becoming more relevant to signals

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

relevant to signals with more experience

61. Are analytical overlays easy to produce?
 Yes *yes some times too easy* Usually Sometimes Never
62. Is the appearance of analytical overlays predictable, given the stimulus the coordinate represents?
 Yes Usually *Sometimes there* Sometimes *Sometimes no there* 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

*explained
not experienced*

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:

to me it would certainly beef up my confidence
☒ Extremely Important Important Not So Important
Important Only Sometimes Not Important

73. To the best of your knowledge, are you aware of any other psychological 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? *no upsets*

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.

*experienced more flubbed commands with one
and some dispersals in the physical handling
of materials*

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? (*Brief visit*)

(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? *of what?* 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?

① _____

② *a bit awkward*

(b) The best points?

① *direct, pleasant, clear.
enthusiastic*

② *pleasant + enthusiastic*

Will probably need considerable review - if long laps of time between training sessions -

getting up in the AM getting anywhere on time

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

(a) The worst points?

can't work ^{well} when off duty / sleeping schedule

difficulty writing notes clearly can't seem to spell

worth a damn when signals are coming in

Tendency to wise crack - I think this is connected to some analytical or AOC mechanism

(b) The best points?

enthusiasm / low noise / want to learn

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

insufficient - experience & information to comment at this time.

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.

it concerns developing abilities I have long been intensely interested in - For myself and for what I believe is going to be important to others in the future

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 OK with in prearranged time periods

Part time 1/2 day _____

Only for training exercises _____

Record filing ✓

Site preparation ✓

Site evaluation ✓

Site analysis ✓ not sure what this entails

Housekeeping ✓

Map selection ✓

Map filing ✓

As a course instructor for new trainees ✓

As a site monitor ✓ I don't drive?

As a training monitor ✓

As a tech training researcher ✓? not sure what this entails

Secretarial duties ✓ no skills

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?

not enough experience to comment

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

I feel that I have had great success with the present procedural and have experienced. (mostly the procedure for SI)

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

MEMO:

- Impressed that bog downs were predictable and can be coached through and how the many details of the incoming signal phenomena + AOC are plotted and sequences understood I thought the earlier experiment

with lat + long. And RV were terrific I had no idea how
for the methodology had gotten in terms of training
Before training I felt the attempt at RV would be
floundering I understood it could be done but had no
real certainty about doing it myself - my confidence
was certainly exellerrated.

I have not quite confronted all of what I think about.
importance of these discoveries ~~and~~ other than general
feelings that its staggering - I get glimpses of quantum
leaps being made - its no longer a matter of
probing - querring - proving - but - training and
simply functioning.

I found the interior working conditions at SRI to
be quite comfortable and rather enjoy the other goings
on in the vicinity. I would appreciate - however the
next time I travel to the area that the exterior temperature
be ~~some~~ some what below 110°F .