DOC-SISRC-MFD-RD-P11.

DATE: 15th September 1968.

EDITION: First.

STARPORT EARTH ONE CALLING.

SWALLOW COMMAND HEADQUARTERS.

P11 WILL BE DOCKING IN 3 MINUTES.

LOCATION: Swallow Command – HQ – somewhere in the heart of Berkshire.

DIVISION: Manned Flight Research & Development.

PROJECT: Star Ship Ezekiel MK V. Model Demo One.

AUTHOR: John Roy Robert Searl.

STATUS: Designer & Director of construction and testing.

The key workers been selected for the construction development.

Here are few of many that worked with me to make it happen.

it's a time that should had never ended – but it did – greed played a part – others played the part of stealing goods to slow down the work; funds dried up mostly because the media articles were twisted so one read it like if I was some kind of nut case.

The experts knock me down by saying that you cannot put a magnetic wave on metal, if 12 rollers could hung on that plate they would jump off if you tried to move them.

I knew they would not jump off.

However, you would not believe me, but you did believe them.

How strange what education does to one – it changes reality to fantasy at the speed of light – it is amazing how education can slow down progress and how it can destroy this planet instead of creating a far better world for all humankind.

Human beings ***WHERE*** are they – I have only found a few of them to date – or have the aliens taken them to the Moon?

It is time to prove that we are humans not by word but by our actions; if the pharaohs were able to get their workforce to create pyramids, surely the world can hold hands and create a beautiful home for all to enjoy that will outlive time itself.

From Sulham Lane to Mortimer time slot only flight was the key studies being undertaken there – but private I was creating a rail setup which was to show that a rail system could function unmanned in complete safety; this I was undertaking at Mortimer.

At Sulham Lane, I devoted my effort to study how to stabilise objects by different ideas, which I have released over the years in a form of newsletters.

Actual flight work that took place was more in testing command systems for the craft; it was a very quiet place with hardly any road traffic to present any problems.

However, just to design model demo one was just as bad as that for ***Star Ship Ezekiel MK V*** project.

A lot of knowledge and knowhow and skills were required and that is a fact.

I have explained the law of the squares as being the foundation stone of the system, to this requirement I must seek another system but what are my choices?

1) ***DESCRIPTIVE GEOMETRY;***

2) ***ANALYTIC GEOMETRY***

Then this will cost money to undertake such Research and development thus another system is required to be use but this time not in an engineering sense but more related to economics sense.

They are two forces in opposite function, engineering to push forward progress, economics to slow down or halt progress.

Economics belongs to the domain of mathematics of finance – hello what this – you are shocked – you thought all this equipment etc seen on television, in the media was all free to me.

Are you telling me that Martians brought all this equipment etc and gave it free to planet Earth – really – it might be free in your domain of fantasy but in my world of reality, it is bloody expensive I have the invoices to back it up?

In addition, that great expert on the web just back from China:

State that you can buy all the magnets to make the ***S.E.G***. for ***$1,000.00***.

By all means pop over to China and buy all these magnets they be glad of the money, but I hope you are on good term with these Martians so you can call on them to make them work – let me know if they make them work, I for one would like to see it.

3) ***MATHEMATICS OF FINANCE.***

The law of the squares states: Those out of the three options I only need to use two of them, which two did I use.

If you answer was descriptive geometry, then I am sorry to inform you that you are wrong.

In fact, I took analytic geometry in my search for the best solution bearing in mind that I had no formal education which experts are so keen to remind you, they never fail upon that issue,

Which looks to my mind that their education has created a very small product termed a brain whose capacity can only contain five words “he had no formal education” .

Therefore, we now know why they cannot make an SEG, because they had formal education.

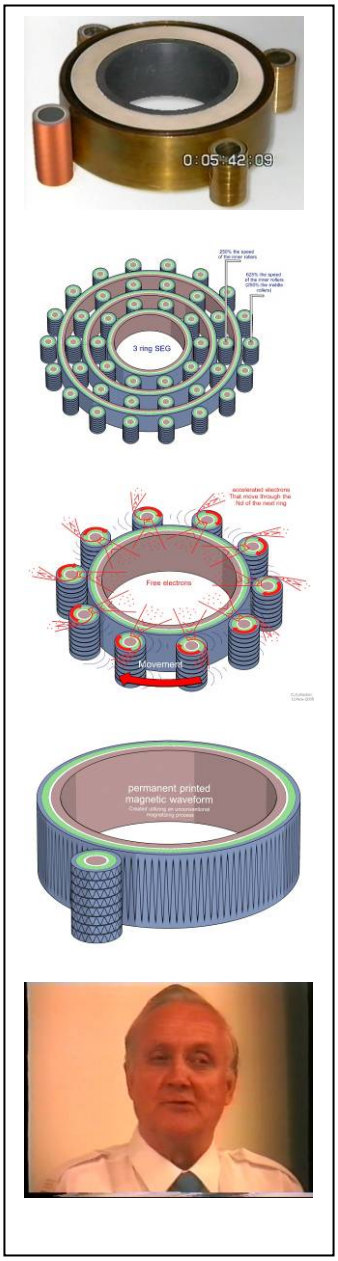
Amazing, how simple solution are to problems.

To all of you who wrote to me to ask me to explain mathematics to you, to this request I have on a number cases done just that but this subject is massive issue and will take up room, in a later issue I will explain in more details what you are reading.

The ***Searl technology*** constructed from circles; this applies to both the ***Searl Effect Generator (S.E.G)*** and the ***Inverse-Gravity-Vehicle (I.G.V).***

THE CIRCLE:

THE CIRCLE:



Is represented by an equation of the second degree in two variables.

The converse is true only for certain forms of equations of the second degree.

FACT: a circle is completely determined if its center and radius are known.

THE EQUATION OF THE CIRCLE:

With its center at (h,k) and radius r is:

$$(x - h)^2 + (y - k)^2 = r^2.$$

If the center is at the origin, the equation becomes:

$$X^2 + y^2 = r^2.$$

Hello Students everywhere, I trust that you are checking out my thinking.

Because this is how I did it, not by all this formal education crap.

Every equation of the circle can be reduced to the form:

$$X^2 + y^2 + Dx + Ey + F = 0.$$

If I write this equation in the form:

$$X^2 + Dx + y^2 + Ey + F = 0$$

In addition, complete squares, I have:

$$x^2 + Dx + \frac{D^2}{4} + y^2 + Ey + \frac{E^2}{4} = \frac{D^2}{4} + \frac{E^2}{4} - F$$

Well Ladies and Gentleman are you still with me remember this is 1968 requirement, but of course, I had been using it since 1956 with the earlier study work seen in the media.

Well beloved Flowerbower how is your headache today – very bad – that is great news for me to hear.

Or

$$(x + \frac{D}{2})^2 + (y + \frac{E}{2})^2 = \frac{D^2 + E^2 - 4F}{4}.$$

The centre is at the point:

$$(-\frac{D}{2}, -\frac{E}{2})$$

In addition, the radius:

$$r = \frac{1}{2}\sqrt{D^2 + E^2 - 4F}.$$

If $D^2 + E^2 - 4F > 0$, The circle is real.

If $D^2 + E^2 - 4F < 0$, the circle is imaginary.

If $D^2 + E^2 - 4F = 0$, the radius is zero and the equation will represent the point:

$$(-\frac{D}{2}, -\frac{E}{2}).$$

Agree, that was simple, being that no value being worked, I accept that Demo One had to have values, so to give you a picture of these functions in action, I will present some examples what these formulas create.

SOLVED PROBLEMS:

1) ***Write the equation of the circle with its centre at point (-2, 3) and radius 4.***

$$(x + 2)^2 + (y - 3)^2 = 16 \quad \text{or} \quad x^2 + y^2 + 4x - 6y = 3.$$

2) ***For the circle whose equation is:***

$$x^2 + y^2 - 3x + 5y - 14 = 0,$$

Find the coordinates of the centre and the radius by (a) completing the square, (b) the formula.

a. $x^2 - 3x + \frac{9}{4} + y^2 + 5y + \frac{25}{4} = 14 + \frac{9}{4} + \frac{25}{4}$ or $(x - \frac{3}{2})^2 + (y + \frac{5}{2})^2 = \frac{90}{4}$.

Hence, the centre is at point:

$$(\frac{3}{2}, -\frac{5}{2})$$

In addition, the radius:

$$r = \frac{3\sqrt{10}}{2}.$$

b. $h = -\frac{D}{2} = \frac{3}{2}$, $k = -\frac{E}{2} = -\frac{5}{2}$, and $r = \frac{1}{2}\sqrt{D^2 + E^2 - 4F} = \frac{1}{2}\sqrt{9 + 25 + 56} = \frac{3\sqrt{10}}{2}$.

3) Determine the value of k so that $x^2 + y^2 - 8x + 10y + k = 0$ is the equation of a circle whose radius is 7.

Since $r = \frac{1}{2}\sqrt{D^2 + E^2 - 4F}$,

Then $7 = \frac{1}{2}\sqrt{64 + 100 - 4k}$.

Squaring and solving, k = -8.

4) Derive the equation 0f the circle whose centre is (5, -2) and which passes through point (-1, 5).

The radius of the circle is:

$$r = \sqrt{(5+1)^2 + (-2-5)^2} = \sqrt{36 + 49} = \sqrt{85}.$$

Then:

$(x - 5)^2 + (y + 2)^2 = 85$, or $x^2 + y^2 - 10x + 4y = 56$.

5) Find the equation of the circle, which has for a diameter the segment joining the points (5, -1) and (-3, 7).

The coordinates of the centre are:

$$h = \frac{5-3}{2} = 1, \quad k = \frac{-1+7}{2} = 3.$$

The radius is:

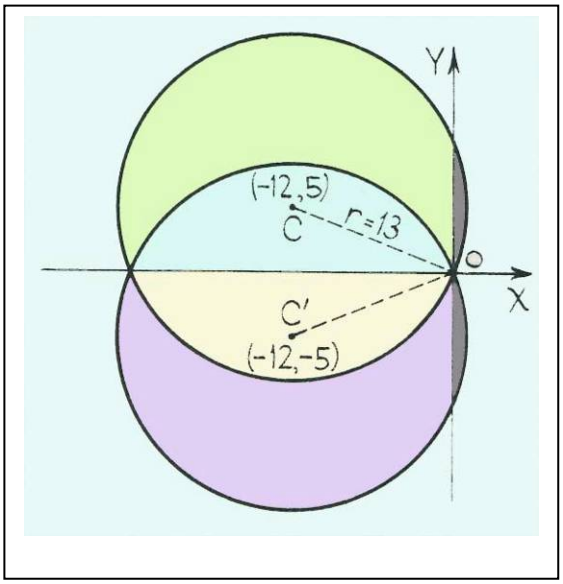
$$r = \sqrt{(5-1)^2 + (-1-3)^2} = \sqrt{16 + 16} = 4\sqrt{2}.$$

Then:

$(x - 1)^2 + (y - 3)^2 = 32$, or $x^2 + y^2 - 2x - 6y = 22$.

6) Find the equation of the circle, which passes through (0, 0),

r = 13, and the abscissa of its centre is -12.



Since the circle passes through the origin,

$h^2 + k^2 = r^2$, or $144 + k^2 = 169$

Solving, $k^2 = 169 - 144 = 25$, $k = \pm 5$.

Then, $(x + 12)^2 + (y - 5)^2 = 169$

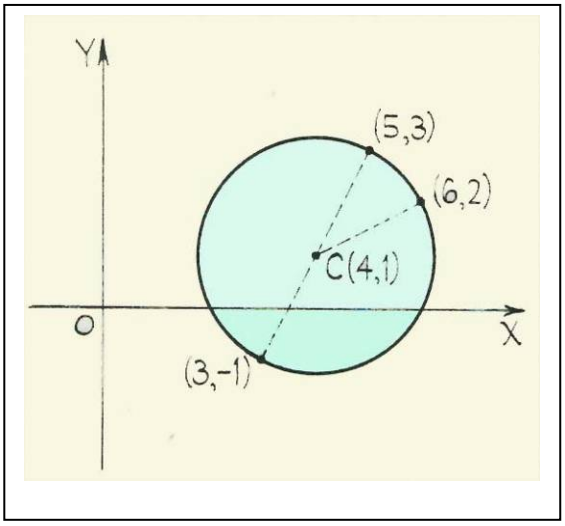
In addition $(x + 12)^2 + (y + 5)^2 = 169$.

Expanding, $x^2 + y^2 + 24x - 10y = 0$

And $x^2 + y^2 + 24x + 19y = 0$.

7) Determine the equation of the circle passing

Through the three points (5, 3), (6, 2), and (3, -1).



Since each of the standard form:

$$(x - h)^2 + (y - k)^2 = r^2$$

Or $x^2 + y^2 + Dx + Ey + F = 0$

Contains three undermined constants, three

Conditions are necessary to determine these

Coefficients.

As the circle must pass through these points,

The coefficients may be determined by

Substituting the coordinates of the points for x and y and solving the three linear equations for D, E, and F.

Thus:

$$25 + 9 + 5D + 3E + F = 0,$$

$$36 + 4 + 6D + 2E + F = 0,$$

$$9 + 1 + 3D - E + F = 0.$$

Solving these three equations, D = -8, E = -2, and F = 12.

Substituting for D, E, and F, the equation of the circle is:

$$X^2 + y^2 - 8x - 2y + 12 = 0.$$

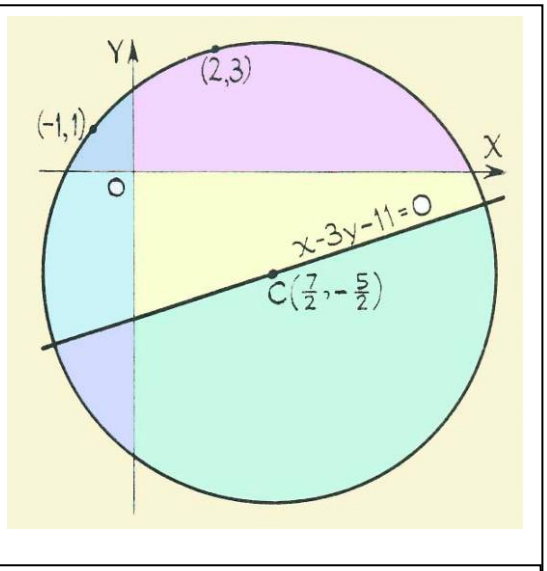
I shall only present 10 samples in this part of the book, as many readers may find maths a bit tiring to cope with, but no technical book can be created without the use of mathematics being involved..

8) ***Find the equation of the circle which passes through the points (2, 3) and (-1, 1) and ha its centre on the line x – 3y – 11 = 0.***

Let (h, k) be the coordinates of the centre of the circle.

Since (h, k) must be equidistant from (2, 3) and (1, 1),

$$\sqrt{(h-2)^2 + (k-3)^2} = \sqrt{(h+1)^2 + (k-1)^2}.$$



Squaring and simplifying,

$6h + 4k = 11.$

Since the centre must lie on the line $x – 3y – 11 = 0$

Then:

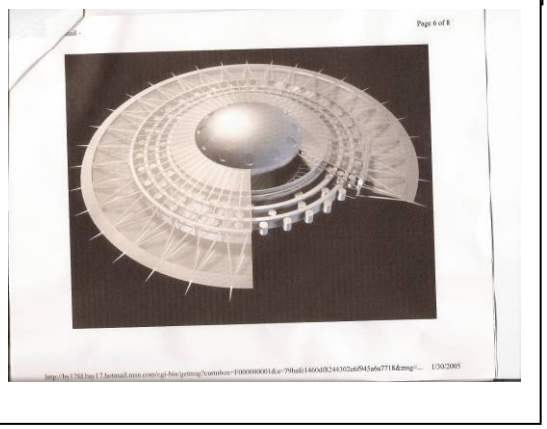
$h – 3k = 11.$

Solving these equations for h and k,

$$h = \frac{7}{2}, \quad k = -\frac{5}{2}.$$

$$r = \sqrt{(\frac{7}{2} + 1)^2 + (-\frac{5}{2} - 1)^2} = \frac{1}{2}\sqrt{130}.$$

$$(x - \frac{7}{2})^2 + (y + \frac{5}{2})^2 = \frac{130}{4}$$



The required equation is:

$$(x - \frac{7}{2})^2 + (y + \frac{5}{2})^2 = \frac{130}{4}$$

Or

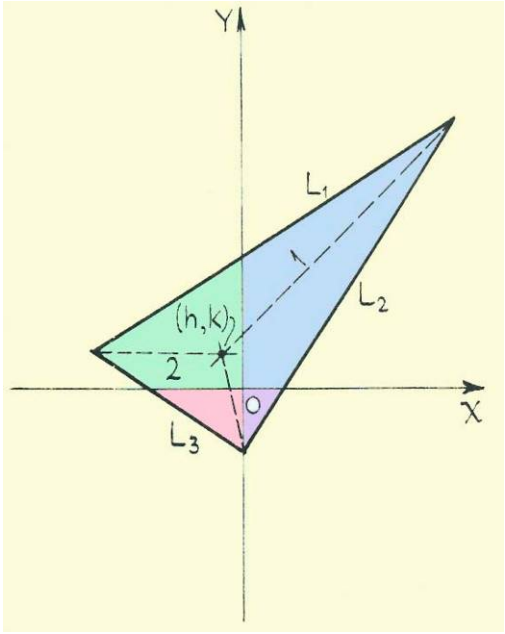
$X^2 + y^2 - 7x + 5y – 14 = 0.$

9) ***Find the equation of the circle inscribed in the triangle Determined by the lines:***

L_1: ***$2x – 3y + 21 = 0.$***

L_2: ***$3x – 2y – 6 = 0.$***

L_3: ***$2x + 3y + 9 = 0.$***



Since the centre of the circle lies at the point of Intersection of the bisectors of the interior angles of The triangle, it is necessary to find the equation of These bisectors.

Let (h, k) be the coordinates of the centre.

To determine the bisector (1):

$$\frac{2h - 3k + 21}{-\sqrt{13}} = \frac{3h - 2k - 6}{\sqrt{13}}, \quad \text{or} \quad h - k + 3 = 0.$$

To obtain bisector (2):

$$\frac{2h + 3k + 9}{-\sqrt{13}} = \frac{2h - 3k + 21}{-\sqrt{13}}, \quad \text{or} \quad 6k - 12 = 0.$$

Then:

k = 2, h = -1, and $r = \frac{2(-1) + 3(2) + 9}{\sqrt{13}} = \frac{13}{\sqrt{13}} = \sqrt{13}.$

Substituting in $(x - h)^2 + (y - k)^2 = r^2$, $(x + 1)^2 = (y - 2)^2 = 13$

Or $x^2 + y^2 + 2x - 4y = 8$.

10) Derive the equation of the circle circumscribing the triangle Determined by the lines,

x + y = 8

2x + y = 14

3x + y = 22.

Solving these equations in pairs, the vertices of the triangle are (6, 2) (7, 1) and (8, -2).

Substituting the coordinates of these three points in the general Equation $x^2 + y^2 + Dx + Ey + F = 0$, the following equations are Obtained:

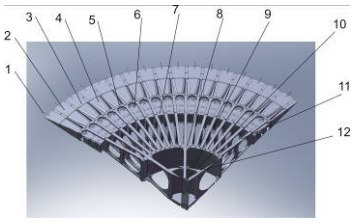
$6D + 2E + F = -40$,

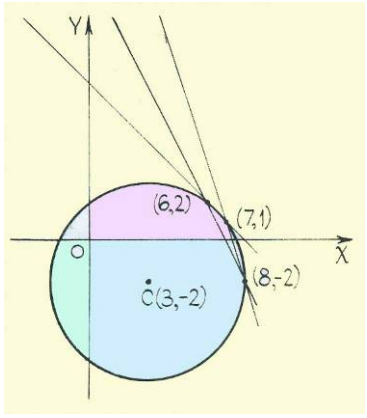
$7D + E + F = -50$,

$8D - 2E + F = -68$.

Solving, D = -6, E = 4, and F = -12.

Substituting these values, $x^2 + y^2 - 6x + 4y - 12 = 0$.





Here ended this issue but document continues on the issue before me on Demo one.

All this research and development work eats a lot of money up, as do any other major projects do.

As stated before this book designed for use either as a supplement to all current standard textbooks or as a textbook for formal course in the mathematics of finance.

Its main purpose is to serve all the staff of ***Searl International Space Research Consortium*** across the whole spectrum that relates to our research and development programs as to how it was achieved from nothing to something and the cost, which has been involved.

As finance controls the rate of progress and without doubt is a domain of its own which affects all other domains regardless. This book should also prove useful as a reference book and as a self-study text.

By now, I guess most of you have spotted that each chapter extends the one before it giving you more insight and knowledge upon myself; you are left to make up your own mind if what you read is true or false.

Within each chapter, I try to begin with, clear statements of pertinent definitions and principles, together with illustrative and other descriptive material.

Wherever possible I shall include graded sets of solved and supplementary problems.

The solved problems serve to illustrate and amplify the principles, bring into sharp focus those fine points without which our students continually feels himself / herself on unsafe ground, and provide the repetition of basic principles so vital to effective learning.

I try to make every effort to set forth this material simply and concisely.

Many derivations of basic results are included among the solved problems.

I always intend to present a large number of supplementary problems with answers serve as a complete review of my life and work and of the material of each chapter, and a comprehensive set of review problems can appear at any time.

I have to warn those who have no mathematic experience that within this document there will be some algebra needed for an understanding of the later parts of this document to be.

Because ***Searl International Space Research Consortium*** is a business and cash and trade discounts and a number of simpler procedures for depreciating as asset will be inserted here as applications.

Since many members of my staff, which shortly in due time will multiply in numbers as we expand with progress the need now for them to obtain an insight of what is involved across the whole spectrum of operations is vital.

I appreciate: that not every member might have a computing machine, available, abridged multiplication will be use throughout the book.

I hope that in this section the ground rules establishing the number of digits used from the various interest tables are laid down.

Because of their increasing importance, partial payments and instalment buying; shall be treated in detail.

Attention is also called to the treatment of the usually troublesome general annuity, which is here based on the simple case together with the concept of equivalent rates.

Considerably more material to be added here never been covered in my books.

This been done to make this book more flexible for the reader, to provide a more useful book of reference upon my life and work and to stimulate further interest in the topics being developed by ***Searl International Space Research Consortium.***

Prof. Searl is indebted to all those wonderful people who have over time given help to him in one way or another that has allowed him to reach this stage of research and development of the impossible so that it can become possible for the benefits of all humankind regardless.

OPERATIONS WITH NUMBERS:

THE NUMBERS: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16.17,18,19, and 20 which is all that children need to understand to be able to carry our vast sums of figures, because that was all I needed to know, and that is what I teach children to handle and it works fine.

Naturally, these numbers are call natural numbers since they arise naturally in the process of counting.

To add two of these numbers, say ***5*** and ***7,*** I begin with ***5*** (or with ***7***) and count to the right seven (or ***5***) numbers to get ***12***.

Since there is no greater natural number, the sum of two natural numbers is always a natural number, that is, addition is always possible.

NOTE: nature can only work in whole number, never in fractions, thus I call them natural numbers.

To subtract ***5*** from ***7***, I begin with ***7*** and count to the left five numbers to ***2***.

Now, you are wondering why I am using baby talk here – sorry you are wrong – I am talking about dream one the hopscotch game – now you got it from the horse's mouth.

The operation of subtraction, however, cannot be carried out at all times.

For example, ***7*** cannot be subtracted from ***5*** since there are only four numbers to the left of ***5***.

If subtraction is to be possible always, it is necessary to create new numbers to be place to the left of the natural numbers.

The first of these, ***0***, is called zero and the remainder ***-1, -2, -3, - 4, -5, -6, -7, -8…*** are called negative integers.

The new numbers together with the natural numbers (now called positive integers and written as ***+1, +2, +3, +4, +5, +6, +7, +8,…..*** form a set.

(a) …..., -8, -7, -6, -5, -4, -3, -2, -1, 0, +1, +2, +3, +4, +5, +6, + 7, +8,…….

Having neither beginning nor an end – rather like our universe.

I have no idea how you Earthling experts do your numbers, but this is how we aliens do ours and I was no exception to the rules.

To my mind if not yours, the operations of addition and subtraction – ***that is counting to the right or left*** – are possible without exceptions; that is the way I started in self taught condition.

As a matter of convenience, the + sign is usually suppressed.

To add two integers as *+7* and *-5*, I begin with *+7* and count to the left – ***indicated by the sign -5*** – five numbers to *+2* or I can begin with *-5* and count to the right – ***indicate by the sign of*** *+7* – sevens numbers to *+2*.

Here I see the Law of the Squares operating 100% correct there are two prime states and they are opposite.

Therefore, going to school for me was a wasted effort, I learnt nought, just got a rounded bottom instead from the spankings; which no doubt was beneficial for the blood supply to be improved.

How would you add *-7* and *-5*?

For me: between that age of 5 to 11 years there was no way that I could have done that, first I would not have known what the hell they are talking about.

How on earth: could a boy possible know what to do, if he has no idea what you are talking about in the first place.

Here I am, watching you watching me watching you and have no idea what you are talking about as I have not yet wet or mess my pants.

Why can't adults be like me: just look, study all things around them, and ask why these things exist at all? What do they do – what are they made of – I never knew what that hand strap was made of that my mother employed upon my checks of my bottom, all I know is that it stings and get hot for awhile, but I don't know why it does that to me, they never explain why it does this to me. They just say it is for my good what good is that, I cannot see my bum to see what good it done to it.

Adults are strange creatures, wonder if they came from space.

John Roy Robert Searl the boy who wanted to know things; but was afraid to ask for fear of getting a beaten for asking; the rules of Earthlings was that children should be seen and not heard.

I pray that I shall never become an earthling – just being a human being is all I ask to be.

By 11 years; I understood to subtract *+7* from *-5*, I had to begin with *-5* and count to the left – ***opposite to the direction indicated by the sign of*** *+7* – seven numbers to ***– 12***.

To subtract *-5* from *+7*, I begin with *+7* and count to the right – ***opposite to the direction indicated by the sign of -5*** – five numbers to ***+12***.

How would you subtract *+7* from *+5*?

How would you subtract *-5* from *-7*. Also *-7* from *-5*?

I hope now you are getting to know this boy, as one who wanted to learn, but was actually blocked.

First, because the foster mother believed that it was the teachers place to teach not hers.

Maybe the teachers though I was pass learning.

Whatever the issue was neither made any attempt to find out what was wrong, why I was not learning; to them I was alive so I should be able to learn.

That is where the problem is, the lack of ability to communicate with the child on a system that any child can respond to in the effort to identify any problems.

My case I had no hearing as such, secondly I did not understand their slang, which differs to that of Berkshire.

INSERT – what a laugh here in Scotland I be buggered if I can understand what they are saying if they are real Scottish, no way can I see how I shall be able to understand them.

Of course, there are a few natural visual signs, which everyone can understand no matter what lasagne to explain some natural functions, which require your assistance. I understand them without any problems.

If one is to reckon easily with positive and negative numbers, it is necessary to avoid the process of counting.

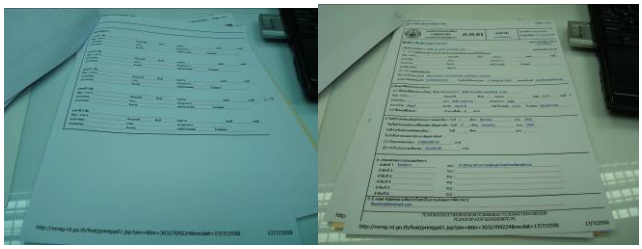
How will this boy cope with such an idea, ought knowing.

This is how he saw it, that to do this, I noted that each of the numbers *+7* and *-7* is seven steps from ***0***.

I shall indicate this fact by saying that the numerical value of each of the numbers *+7* and *-7* is 7.

More precisely, the numerical value:

Of 0 is 0, agree.



Of a ≠0 is:

1) ***A if a is positive***
2) ***–a if it is negative.***
3) ***Here, a ≠ 0 is read 'a is different from 0'***

Then, after memorising certain addition and multiplication tables, I use the following rules – even if you do not.

RULE 1:

To add two numbers having like signs, add the numerical values and prefix their common sign.

For example:

+7 + (+5) = +12

-6 + (-9) = -15

Thus, there are 2 states

RULE 2:

To add two numbers having unlike signs, subtract the smaller numerical value from the larger, and prefix the sign of the number having the larger numerical value.

For example:

+13 + (-5) = + (13 - 5) = +8

+4 + (-18) = - (18 – 4) = -14

RULE 3:

To subtract a number, change its sign, and add.

For example:

14 – (-6) = 14 + 6 = 20

-8 – (-9) = -8 + 9 = 1

-8 – (7) = -8 + (-7) = -15

Since ***3(2) = 2+2+2 = 6 = 3+3 = 2(3)***

I shall assume that:

(+3)(+2) = +6.

(+3)(-2) = -6.

(-3)(+2) = -6.

There remains to be considered the product of two negative numbers, say ***(-3)(-2).***

Since ***-3 = -(+3)***

I have ***(-3)(-2) = -(-6) = +6***.

Thus, I may state

RULE 4:

To multiply two numbers or to divide one number by another – ***division by 0 is never permitted*** –, multiply or divide the numerical values and prefix a + sign if the two numbers have like signs and a – sign if the two numbers have unlike signs.

While the above rules have been illustrated for positive and negative integers, they will be assumed to hold for both the common fractions and the irrational numbers, which I shall introduce later.

This document is making good progress in showing you what was involved back there so long ago; it is now available for all to study how I coped.

Therefore, if you think that you are useless in mathematics – you are not alone – I am just as stupid on the subject as you are, I hate them as much as you do.

Agree that finance is one major problem in all research and development projects regardless.

However, another problem is how you will mass-produce such products which if you get your sums wrong you are not long on the marketplace.

Another problem is that every country may have different legal requirements to consider which can add cost to the project.

Again, the terms which are used in this book needs to be explain as simple as possible so those not technical can understand what is being stated by me, it's alright being highly technical for the experts, the problems is that experts are few in relation to the masses.

FACT:

It was after 1983 that I had my first real computer, before that date all things related had to be done by me by long hand method then photocopy if more than one copy was needed.

Even today, many bits of this book been produced: first on paper then scan in to this book.

THE HISTORY OF COMPUTER DESIGN:

INTRODUCTION:

It is all about describing the development of the ideas behind computers, in much the same way as describing the ideas behind the ***Searl Effect Generator (S.E.G).***

Which shows how many of the very early ideas about computers and programming are only now becoming a reality, because of recent progress in technology?

To my understanding: Kuck details the various machines that heralded the start of each new breed of computers and gives to my understanding details about the storage method and size, data format and execution times for each machine.

Sorry, I have never read or seen that book a shame really; I have only been informing in communication about such book.

In this extract, I can only give a relatively non-technical view, but hope this should provide you with some interesting background reading that will become a reality in the mass production side of the ***Searl Effect Generator (S.E.G).***

The references given in this book will be included later to allow you to study further what I understand upon the historical aspects mentioned in this book, if you so wish, as all those involved are also helpers in my world of the SET without they ever knowing that FACT!

GLOSSARY:

Upon the matter of the ***S.E.G***. and ***I.G.V*** so far in this book I have not create one, eventually I shall get around to that task.

However, for now let me present the computer issue: as computers will become a main tool in the ***Searl Technology***, both for operational and research data handling are just the starting problems. Like all new technology, there are hic cups to overcome at the beginning before operations are all go.

RELAY Relays are electromechanical devices that were used to implement binary counting in the early computers. They consist of mechanical switches operated by electromagnets.

Which I used hundreds of them and still do, not directly as a computer function but as an operational function wherever the need of a two state condition applies that is ***0*** or ***1***.

The ***Levity discs*** used banks of ***144 GPO type relays***; today I use modern relays, which is a technology in its own rights.

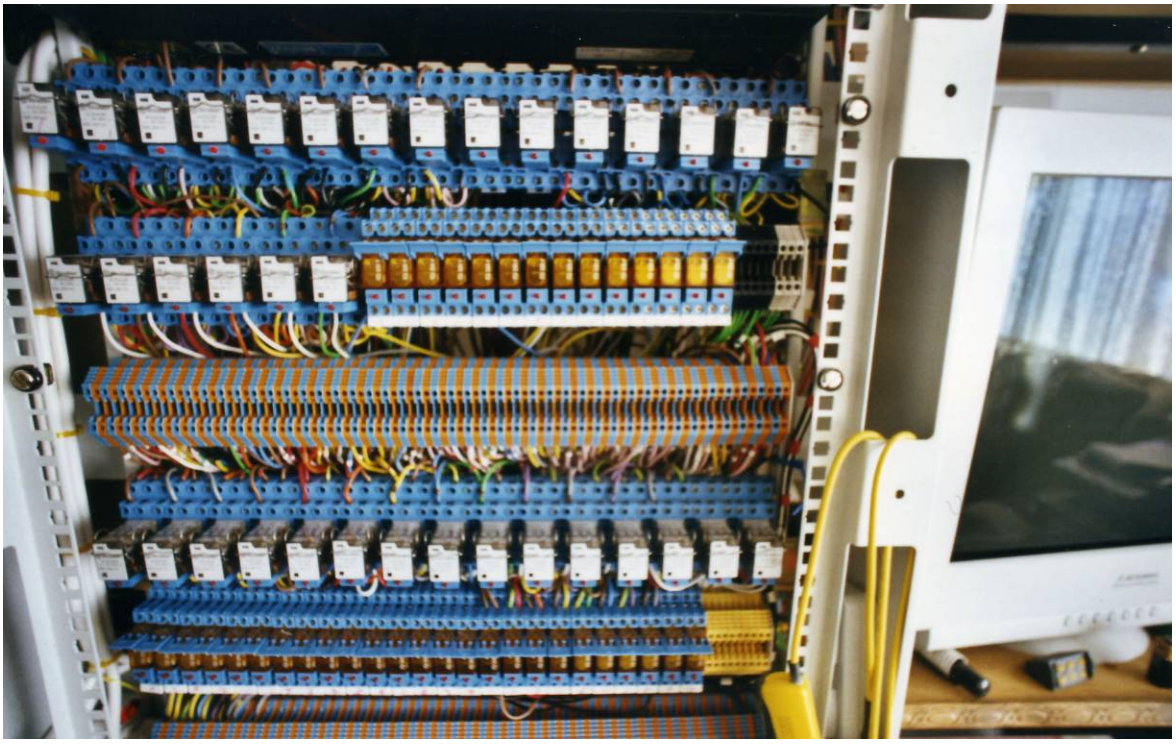
To my knowledge 1975 was the period, there are now three relay generations in existence.

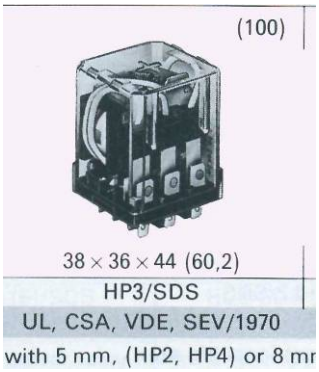
This has major significance within the ***Searl International Space Research Consortium*** operations depending on the application, which is to be solved.

It was difficult to select the appropriate relay from the many first generation relay types for a given application.

Now that there are, three relay generations available there are even more possibilities for Searl Technologies Ltd to employ them.

Thus, it is important to clearly establish the differences, and that is why in my printed books I deal a lot upon this issue, some of those documents will eventually join this book.





Relays are indeed a wonderful invention: and what is important that the inventors were not aware that they were inventing parts for the I.G.V. You see the S.E.G. and I.G.V. was invented my hundreds of inventors over centuries of time, all they needed was me to bring it into the world of reality – now they have me at last.

VACUM TUBE These devices, also known as valves, were used to implement the same functions as relays.

Just now my records of that time products that I used are not handy, which of course is a shame.

They have no moving parts and operate totally electronically.

Their disadvantage was that they were bulky devices that consumed large amounts of power and gave off much heat.

I shall deal with them in a later part of this book when I can uncover my records.

EXCESS THREE BINARY NUMBERS:

A binary code in which a number n is represented by the binary equivalent of ***n + 3***.

BIQUINARY DECIMAL NUMBER:

A system of coding in which each decimal digit, n, is represented by two numerals ***a*** and ***b***, where ***n = 5a + b*** and ***a = 0 or 1*** – ***a binary numeral*** – and ***b = 0, 1, 2, 3 or 4*** – ***a numeral in base 5***.

LINEAR SYSTEM: A linear system is one, which uses linear quantities or variables, as opposed to systems such as a digital computer, which uses variables, which are discrete, or have a finite number of values.

Even here, the law of the squares hols true.

DELAY LINE MEMORY:

These are memories, which use a method of delaying a string of binary digits, so that they can be stored by continuously passing around a delay loop.

Some of the delays used sound waves as the delaying medium.

PENTODE: A particular type of vacuum tube, as stated above; my records of the ones that I used are buried here somewhere but God will not tell me where, guess we shall have to wait for the day they become known again.

DIODE: Another type of vacuum tube, which I employed in my development work.

TRIODE: Yet another type of vacuum tube, which I used, you see I am a valve man of yesterday, ancient in my ways – but human – with you in mind.

COINCIDENT CURRENT MAGNETIC CORE MEMORY:

This is a random access memory consisting of a matrix of small rings of magnetic material.

Storage of a binary ***1*** was achieved by magnetising the ring in one direction, and a binary ***0*** by magnetising the ring in the opposite direction.

The Law of the Squares again at work here.

Each ring has three wires threaded through it:

1) ***An x-matrix wire***
2) ***A y-matrix wire***
3) ***A sensing wire***

Individual rings are accessed by sending current down one pair of ***x*** and ***y-matrix*** wires.

The ring selected is the one where these two wires cross in the matrix – ***hence the term 'coincident current'*** magnetic core memory.

These core memories were very common in early mainframe computers: which I was quite aware of, the company used one.

Mils OD: Stands for 'thousands of an inch outside diameter', and refers to the diameter of each magnetic core memory.

That term OD will be appearing many times in this work over the future parts.

BINARY- CODED DECIMAL:

A common method of representing a denary – ***decimal*** – number is to code each digit of the number separately as a binary word of ***4*** digits, in the range ***0000*** to ***1001 (0_{10} to 9_{10}).***

The term: is often shortened to ***BCD***.

TRANSISTOR:

Transistors perform essentially the same function as vacuum tubes, but are smaller, consume less power, and may be fabricated on a piece of semiconducting material such as ***germanium Ge 32*** or ***silicon Si 14***.

PIPELINING:

Instructions and data are read from the main store whilst the processor is performing an operation.

This means that the processor can operate at full speed since it does not have to wait while the next data or instruction is being fetched from the main store.

PROGRAM LOOKAHEAD:

While an instruction is being executed, subsequent instructions are examined and registers and data paths set up ready for execution of the later instructions.

The effect of this is to reduce the overall execution time of a program.

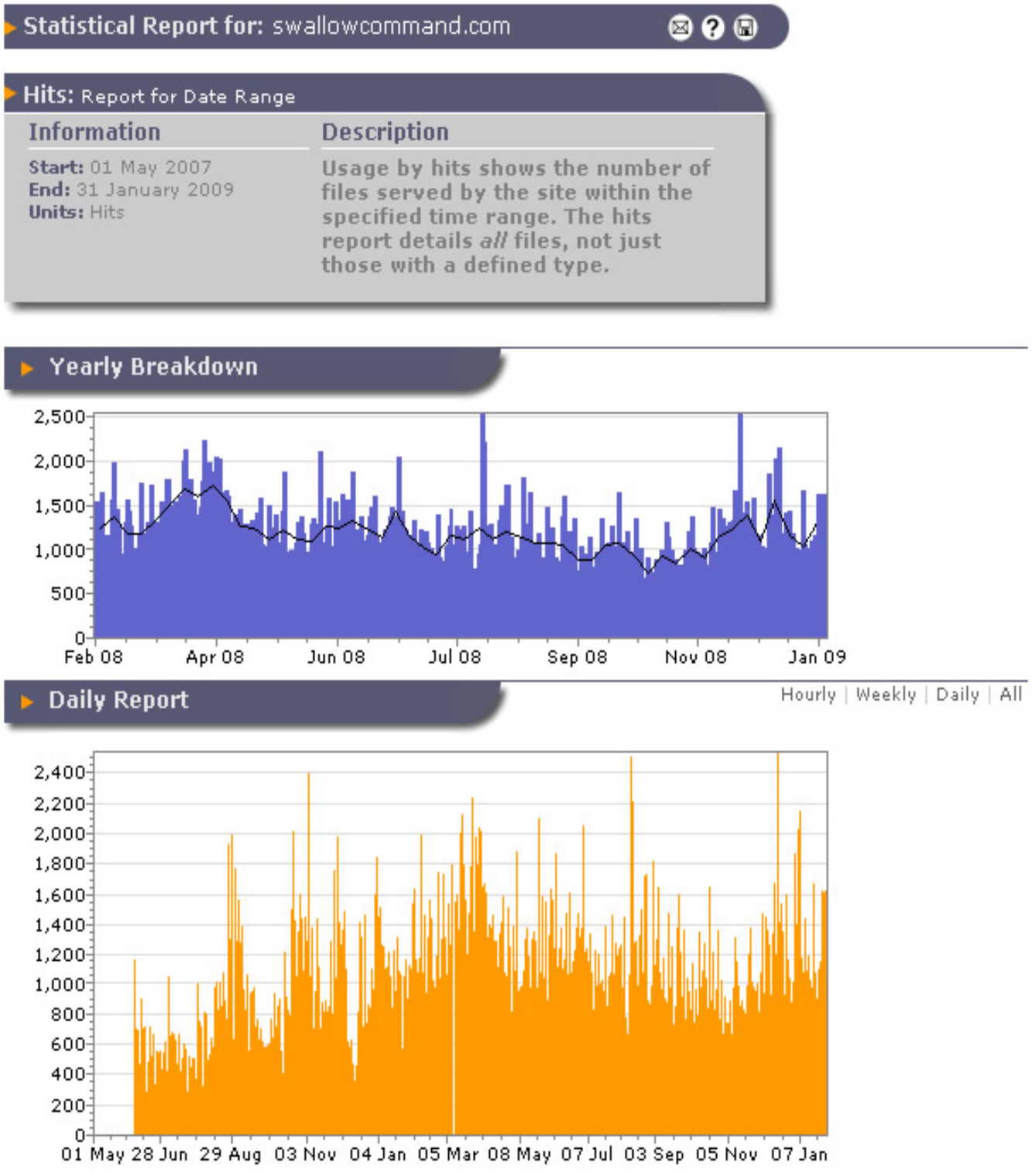
STACK MACHINE:

A processor, which contains at least one stack and its associated pointer – ***some of the more modern computers use stacks to hold data and instructions as well as subroutine return addresses.***

Pipelining instructions or data may use one or more stacks.

I will take a break now on this issue to look at another issue that is important to the whole and that issue is:

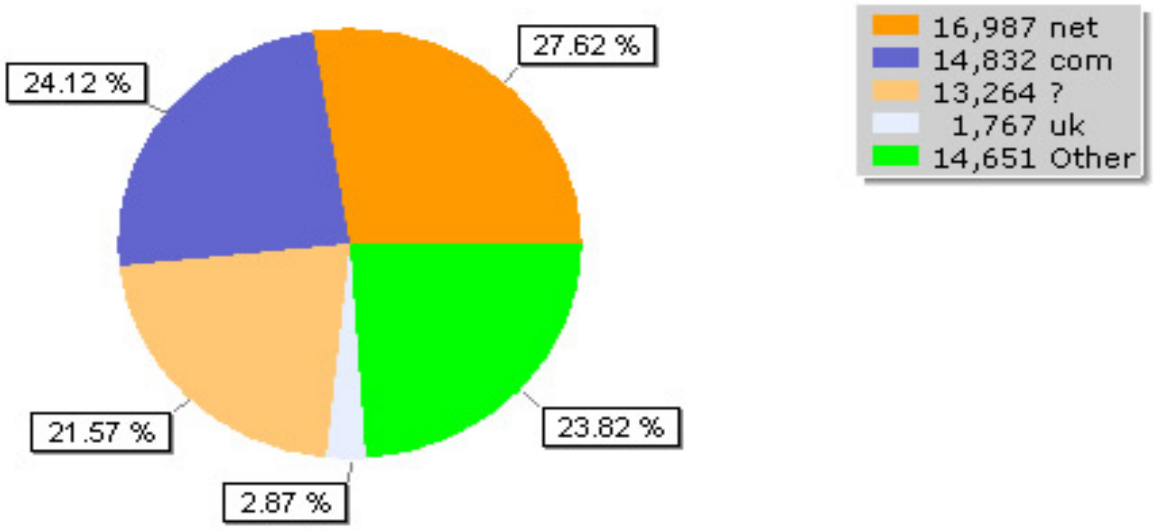
How www.swallowcommand.co is HIT RATE STANDS AT THIS DATE?



I must admit that I am truly surprised at this result, and I sincerely thank you all for giving time to read all information that I have made available to you.

Yes, the Hollywood DVD is out there, and another one being planned to produce in Thailand at our head quarters, which should be a big surprise for many viewers.

Had a request today from Spain if I would do a seminar there, my reply was if they cover cost, yes I would.



Breakdown

TLD	Description	Sessions	Average per Day	% of all sessions
net	Network	16987	26	27.6%
com	Commercial	14832	23	24.1%
?	[un-resolved numerical addresses]	13264	21	21.6%
uk	United Kingdom	1767	3	2.9%
nl	Netherlands	1403	2	2.3%
de	Germany	1193	2	1.9%
au	Australia	1166	2	1.9%
ru	Russia	1132	2	1.8%
pl	Poland	671	1	1.1%
fr	France	598	1	1.0%
cz	Czech Republic	536	1	0.9%
ca	Canada	501	1	0.8%
it	Italy	440	1	0.7%
br	Brazil	405	1	0.7%
th	Thailand	396	1	0.6%
nz	New Zealand	337	1	0.5%
gov	USA Government	334	1	0.5%
hu	Hungary	331	1	0.5%
fi	Finland	318	0	0.5%
edu	USA Educational	317	0	0.5%
dk	Denmark	308	0	0.5%
be	Belgium	304	0	0.5%
sg	Singapore	246	0	0.4%
no	Norway	224	0	0.4%
tw	Taiwan	205	0	0.3%

DOC-SISRC-NM-C-1

DATE: 16th February 2009

EIDITION: First.

SWALLOW COMMAND – QUEBEC.

LOACATION : Headquarters – Quebec – Canada.

SECTION : Communications.

HEAD OF OPS : Francois Blanchet.

I, Prof. John Roy Robert Searl, hereby my authority have this day 16th February 2009, accepted Francois Blanchet to head the French speaking community effort to set up a research and development unit, to help raise funds for such a unit to be established.

Francois will handle all mail corresponded that is in French on my behalf.

Francois will translate my website data into French.

To assist French speaking community that opportunity to be able to enjoy and understanding all the information that now is available to the public.

I feel certain that we all wish them every success in their effort to help the people of the French speaking community around the world.

Together the world will join as one to create a world that is not just beautiful but caring for the future generations yet to come.

It is the duty of all to help to clean up the mess man has created, and take proud in what we do to help in that work.

Without your help they is no future for our children, no hope for anyone, or for the animals who are just entitle to a better life to that which we created for them.

This week I have been bless to watch 3 different video clips where 2 different animals exists together as one

One showing a dog knocked down on a motorway, another dog risked its life amongst the heavy flow of traffic to try to rescue it and struggled and won an amazing act of bravery to save a friend.

Shame that we who call ourselves human cannot show the same love as these animals I watch today have shown me.

I have been doing quite a bit of cleaning up odd ends in this report, that way you can see where I come from.

MORTIMER – READING – BERKSHIRE – ENGLAND.

LOCATION : Headquarters – Mortimer – Berkshire – England.

DIVISION : Manned Flight.

SEMINAR : Modern Relay Technology.

AUTHOR : John Roy Robert Searl.

PROJECT : Star Ship Ezekiel MK V.

STATUS : Head of R&D Human Studies.

Star Ship Ezekiel MK. V. is a Slender Disc shaped vehicle, which is the opposite technology of present day development.

It is a member of the horizontal domain: where the rocket belongs to the vertical domain.

That means we have to think different as this concept present different problems, which both the USA and Canada are quite aware of; from their own research and development.

It been proposed by various members that a joystick system for flight control should be use.

As I have flown private aircraft that uses the joystick for control which is acceptable because the duty cycle is within its capability.

The problem with the ***Inverse-Gravity-Vehicle (I-G-V)*** the ***Slender Disc*** is that in reality it is a flying wing.

Thus, the joystick capabilities appears to my mind as not being the ideal choice – WHY?

Because there are a number of factors involved, that differs to conventional flight.

The two key issues are:

1) ***Angle of attack***

2) ***Velocity.***

Lets for argument sake say that ***Star Ship Ezekiel MK V*** is travelling towards ***Mars*** at ***10,000 miles an hour***.

This is the problem: I see:

Data appearing on the screens:

How long does it take the brain to capture that information and act upon it; that is a vital issue here?

For every second that passes before human reaction occurs 2.77 miles has flown by you.

To this, the time to perform the operation function has to be added to this loss.

As I see it the joystick is out of the plans, instead a matrix of switches will be use as in the past research program.

This matrix will be discussed in a later issue once I can locate the company who supplied them to me in the past can send me catalogue covering those switches so I can add their details in this book.

Then at this kind of velocity of 166.66 per minute, the IGV would have to fly by sensor control over the flight track, thus any problems ahead would allow the craft to navigate around the problem in the event there was a problem.

The crew would only deal with the approach and landing stage.

The another question came to mind – what about something did happen to the crew, the need to get the craft back to investigate the cause of the problem is vital.

Thus, I put forward the details that ***Star Ship Ezekiel MK V*** must have none ***< 3 operational system*** for flight control:

1. ***Sensor – primary flight control – craft flies itself along the planned flight track.***
2. ***Manual – secondary flight control, crew can take over should there be a need too.***
3. ***Ground – third flight control. take over in the event of emergency or need to investigate some object either side of the flight path.***

These switches Contain 4 bulbs each whose light are kept separate by internal divisions, and a four colour lenses system was used as indication of the state of the craft flight direction, if it was flying on course or it was changing course.

That is another document.

Another major issue is that conventional flying and military have established rules by which they exist side by side without problems.

We cannot therefore go blundering in to their system without care and attention that is just one issue why I took up flying to understand their system so we all can function together without fear of an accident.

Just because conventional flying does have accidents, I do not wish ***Swallow Command*** to be the cause of any accident in the future.

Therefore, I shall present what I know and how I see our operation could fit into their world.

Concorde had to be fitted in to the conventional system and it worked.

All the functions of the Inverse-Gravity-Vehicle (IGV) are all separable powered through relays switching.

Thus, this document is to present what I understood so long ago which time appears to have forgotten.

RELAY-EVOLUTION:

Historical development and future prospects:

Based on the 1824 ideas of, J. Henry. Samuel Morse made his "Morse Code" machine work in 1837.

The relay was born; therefore, he also played a part in the design of the I.G.V.

However, at that stage-coach time anyone who made reference to a "relay" or a "relay station" was thinking more in the terms of a change of horses, or the place where coaching horses were kept which I can understand this problem.

I predicted that by 1986, there would be approximately 25 billion relays in use within the electrical devices and equipment, performing regulatory, supervisory and control functions.

Impossible you say, let me look at it this way I am using hundreds of them in this development myself, in 20 years time, how many more shall I be using?

Therefore, in 20 years time I will have purchased a few hundred of them for this work.

In the primary circuit (coil), applied signals (from millisecond long to continuous duration), can be amplified by up to approximately $10^5 = 100{,}000$ or reduced by up to $10^{10} = 10{,}000{,}000{,}000$ times in the secondary circuit (***contacts***).

These signals can be delayed by milliseconds which I must admit was perfect for my model rail layout, or up to many hours and can be branched over several contact sets, I know that is true because I have used them in my research and development studies, especial on my model rail system.

Thus, relays fulfil – ***amongst many others*** – the following functions:

1) ***Multiplicity of switching functions,***
2) ***Separation of electronic control and power loads – galvanic separation.***
3) ***Signal amplification as well as increasing the number of switching paths.***
4) ***Separation of DC and AC circuits – i.e. switching an AC current path via a DC control signal or vice versa: which my rail display had to do.***
5) ***Delay of, shaping of, or changing an applied signal: as required in my train display.***
6) ***Combining information.***

Today, these functions can be solved using methods of greatly differing efficiency, However the larger the jump made in innovated technology the more difficult it becomes to persuade the market of its real worth and the benefits the new development can offer over products using the existing technology.

Same problem with the ***Searl effect Generator (S.E.G).***

Thus in the 1970, there were articles written about the new technology which challenged the new developments as being highly dubious.

Such impediments, which have had to be overcome by many innovations: strange how sometimes it can have beneficial effect as in my case when the News Of The world could not get what they wanted.

On the front page they slandered me in hope to force me to do what they wanted; never did they expected that I would send that copy to the Government with my complaint.

You see the Government knew what I was doing, and they knew I was no conman.

The reaction from that event was surprising that they gave me permission to any data I needed free of charge that was intended only for companies actually working on Government space projects

I thank the News of the World for doing something that I could not do living in council house get vital information from the Governments 14 Laboratories.

Had to construct a shed 15 ft long by 10 feet wide and dug it out to be able to file millions of scientific reports that was needed for this work.

Sadly, while I was away the family burnt the lot to stop this work – how sick can this creature, term a human being can be and still live?

In this case, of the relay it was argued by the detractors that – ***incorrectly*** – there would be a corresponding increase in manufacturing costs and reduction in quality associated with relay miniaturization, which led to the conclusion that not all opinions on traditional relays are valid for modern relay technology.

However, on the contrary, due to the major developments made in relay technology, it has been shown clearly that today there exists three distinct relay generations.

First generation:

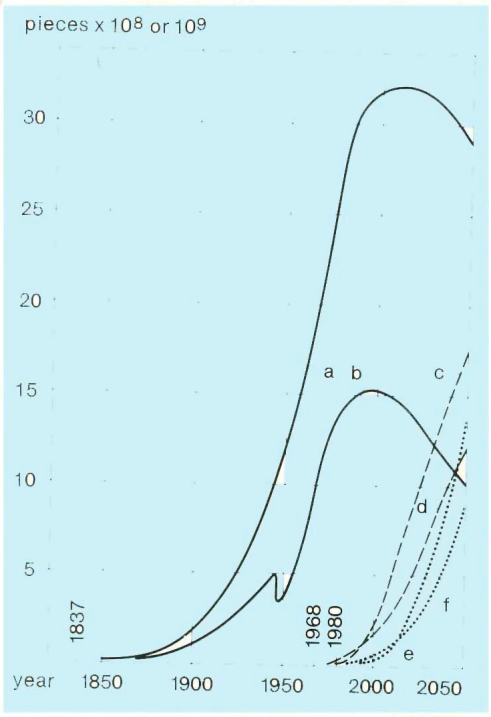
Relays of conventional construction and which due to their high operating power consumption cannot be miniaturised in an effective way.

Second generation:

Miniaturised monostable, bistable – ***latching*** – or tristable electro mechanical relays of very high efficiency, which consume little or no power, yet offer high contact force.

Third generation:

A combination of a modern second generation relay with an integrated solid state switching circuit whereby a further increase – ***approximately 500 times*** – in efficiency is achieved and new application possibilities made possible IC relay.



a -Relays of the 1st generation since 1837, worldwide x 10^9 pieces.

b -Relays of the 1st generation since 1837, West Germany, Austria and Switzerland x 10^8 pieces.

c -Relays of the 2nd generation since 1968, worldwide x 10^9 pieces.

d -Relays of the 2nd generation since 1968, West Germany, Austria and Switzerland x 10^8 pieces

e -Relays of the 3rd generation since 1980, worldwide x 10^9 pieces.

f -Relays of the 3rd generation since 1980, West Germany, Austria and Switzerland x 10^8 pieces.

Figure 17.1. Estimated numbers of relays from first, second and third generations.

Examination of sales figures – ***confirmed by demand, manufacturing capacity, economic value and technical accomplishment*** – best illustrates the growth and significance of these three relay generations.

If the appropriate data of the past is known, then it is possible to predict future developments as shown in Figure 17.1.

The faster growth of second and third generation relays in Germany speaking central Europe as compared with the rest of the world may be explained by the fact that the first edition on the subject of relays was only available in the German and Japanese languages.

Figure 17.1 takes into account the influence new books will have which are now published in several languages.

The future developments of the Inverse-Gravity-Vehicle will certainly use many relays as in the past, but smaller and cooler; not at 12 or 50 volts as in the past but at 250 volts AC.

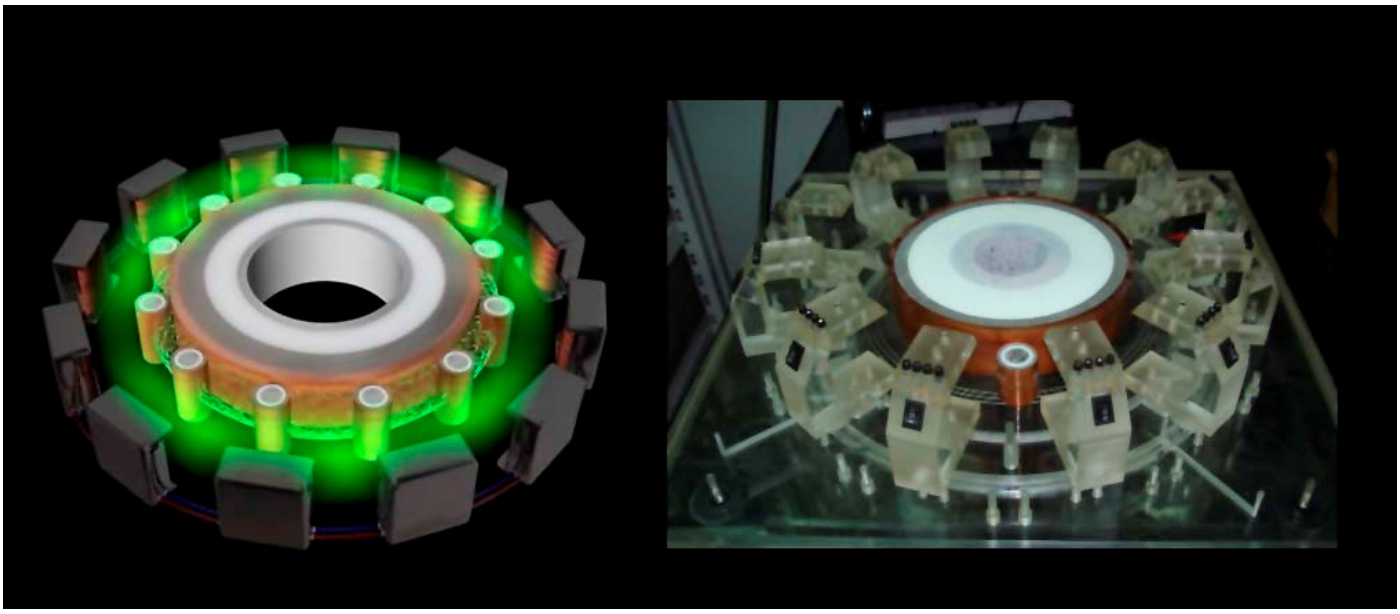
All the ground base Departments will be using many relays in the set up of each section, for operations thanks to inventors like J. Henry, Samuel Morse and all those who followed, without their efforts the Inverse-Gravity-Vehicle and support equipment would not be practical.

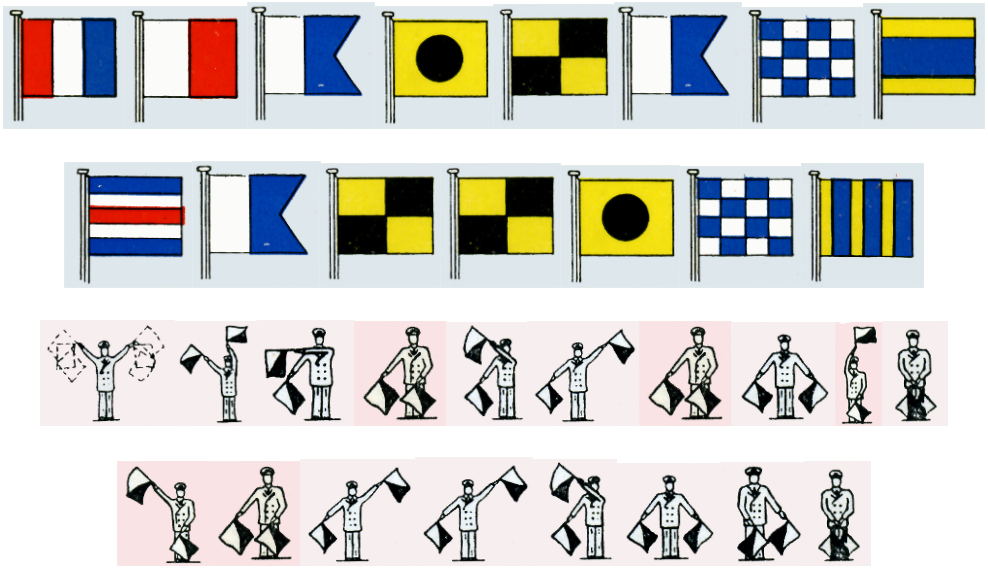
Those of modern times who have or are still helping me to create the tomorrows to be.

This document released to the public by authority of:

Prof. John Roy Robert Searl. Searl Technologies Ltd.

Head of R&D Manned Flight Division.





TANGO HOTEL ALPHA INDIA LIMA ALPHA NOVEMBER DELTA

TANGO HOTEL ALPHA INDIA LIMA ALPHA NOVEMBER DELTA

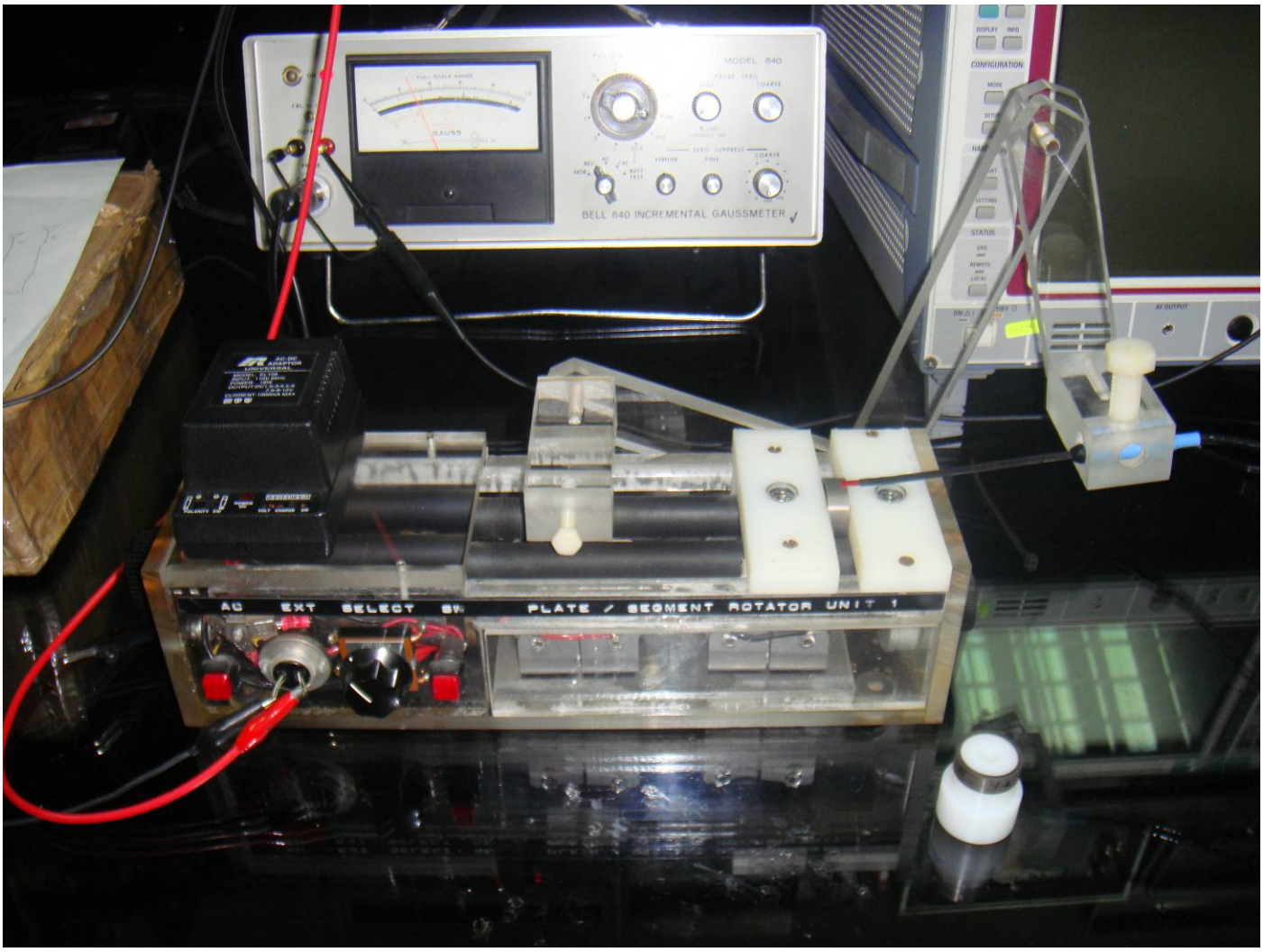
TANGO HOTEL ALPHA INDIA LIMA ALPHA NOVEMBER DELTA

CHARLIE ALPHA LIMA LIMA INDIA GOLF.

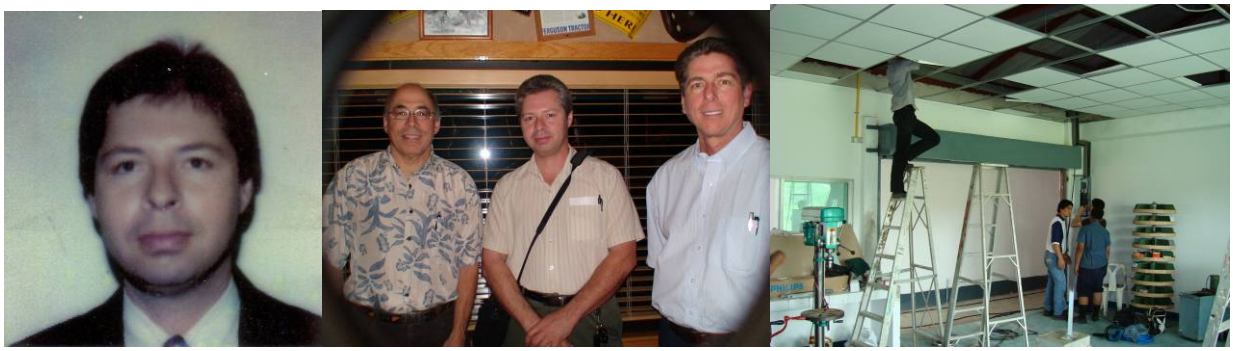
Thailand, the land of history and beauty may soon not be all that it is known for; it does a lot of trade with the world, which includes the United Kingdom as well.

However, behind the scenes Thailand is slowly working towards creating a new technology for Thailand future wellbeing.

That new technology is none other than the ***Searl Effect Generator (S.E.G)*** but redeveloped for mass production requirements to meet the needs of Thailand energy system.



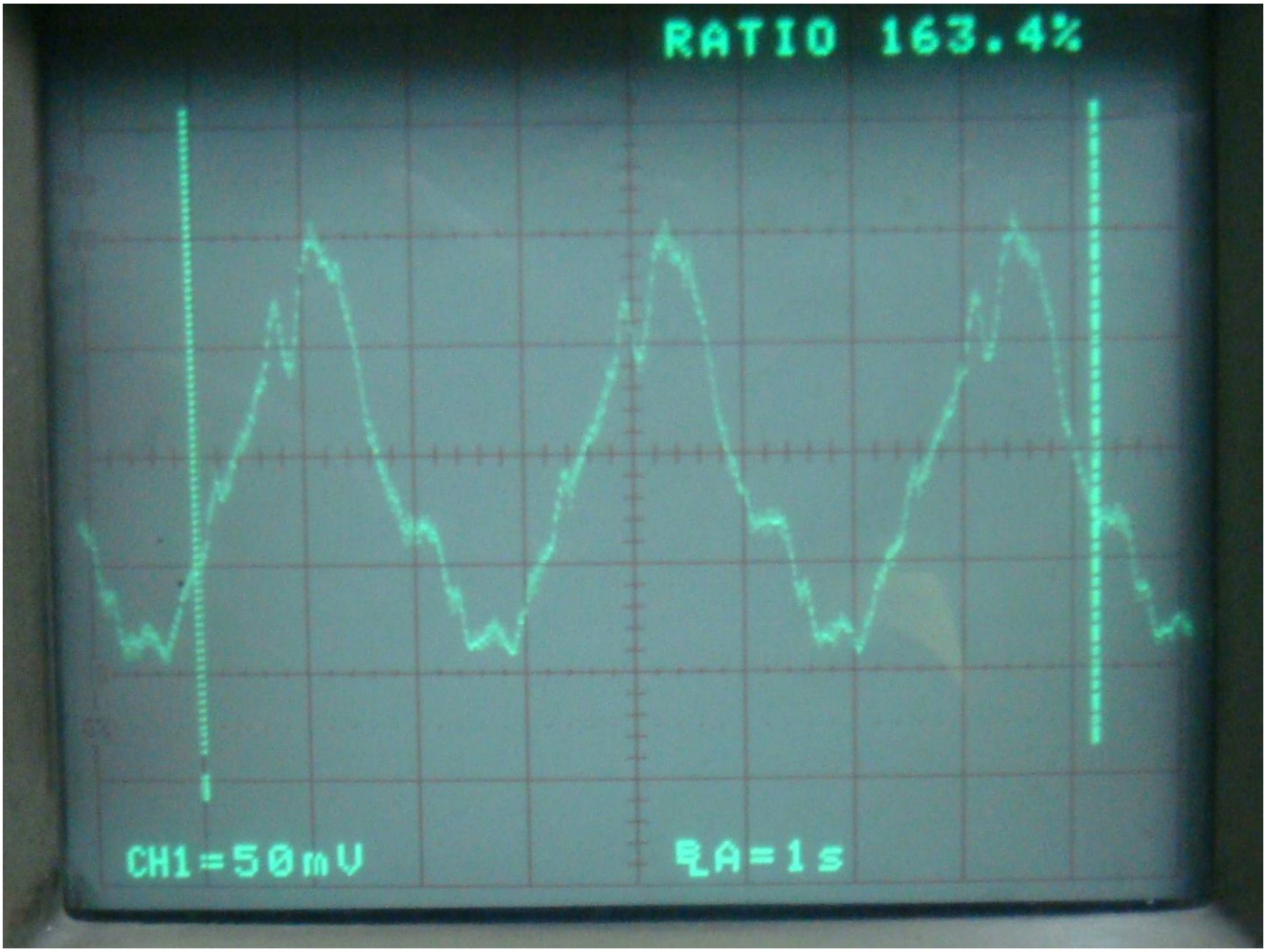
At the headquarters of New Space Technology (NST) part of the Searl National Space Research Consortium (SISRC) here at the Headquarters in Thailand they are testing the results of the first attempt to magnetise a segment magnetic layer with the wave from the new developed magnetiser.



Fernando Morris is head of the magnetic development side of the Searl Technology (ST).

All magnetic development comes under Searl Magnetics Ltd, in which Morris is in charge of its functions.

I like to make it clear that today there is no magnetisers on the market that can undertake this work.



Headquarters, Thailand, NST Ltd. This is a certified record of the results of that magnetic layer under test, on the last page, which have just been magnetized with the first attempt of the new magnetizer being developed for production operation.

Agree that it is only a segment layer of a roller set, and not the plate, which requires much more power I expect it will take 5MW to magnetize the plates.

From the scope data, it is clear that it needs more turning that is that the coil has to be re-calculated and rewound.

Then another new test piece use to certify if we are progressing in the right direction and not moving away from the target.

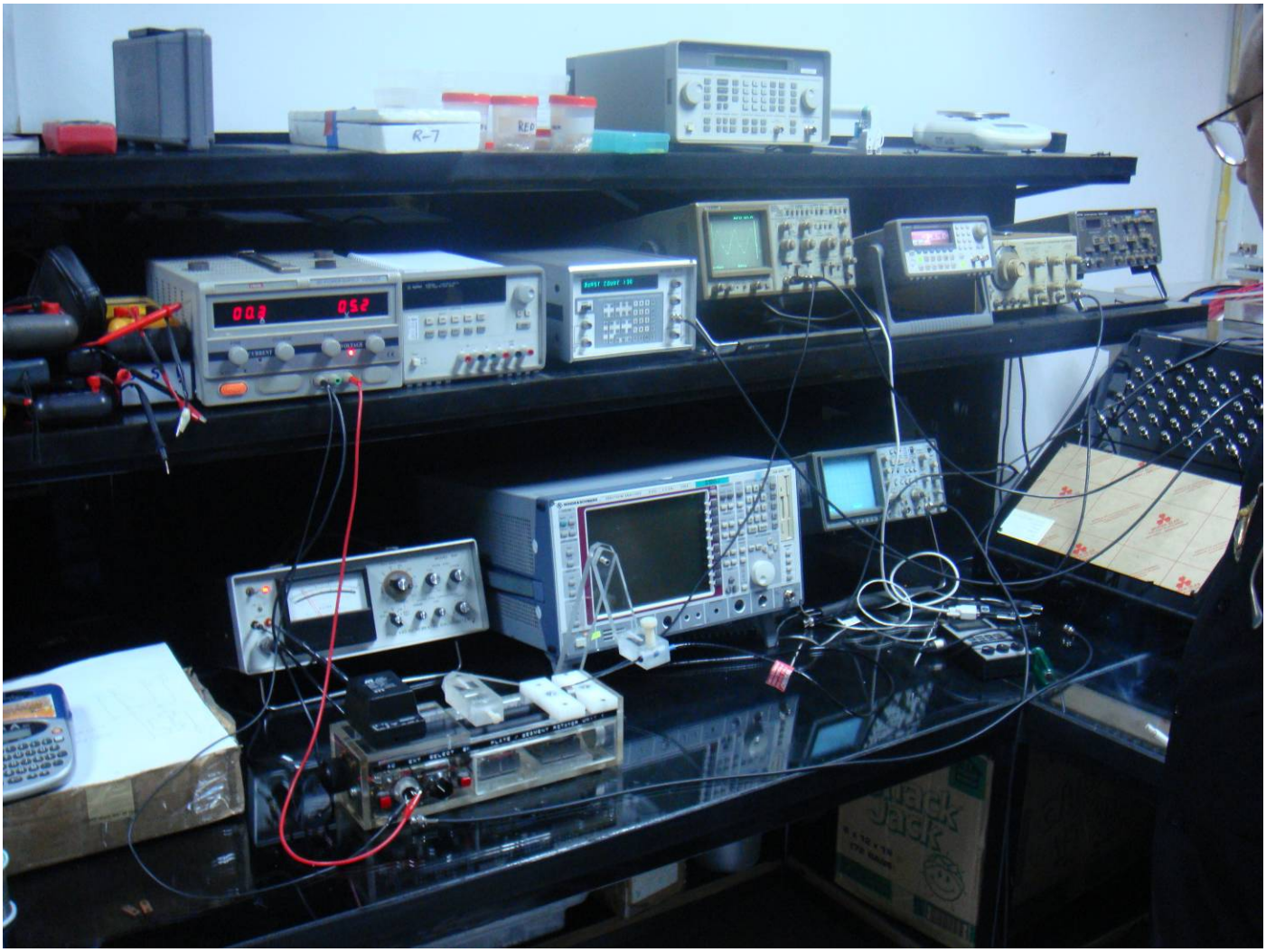
Agree, I am aware that we have arrived at the stage where one moves slow to save losses which otherwise can be expected.

This coil is around 300 lbs I believe which should manage the roller layers magnetizing.

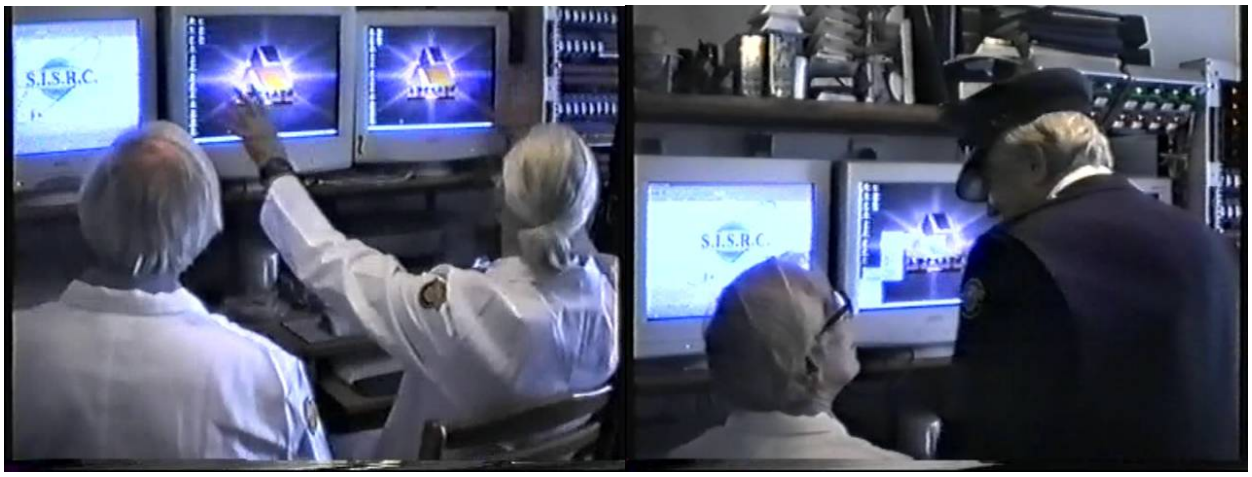
It getting the number of turns right, and cross section of the wire for the clean waveform we need.

However, as apples are apples so will the magnetizer be a magnetizer of the waveforms that we require for this work?

This means delay while we achieve the correct set up of the coil winding also slow down by meetings.



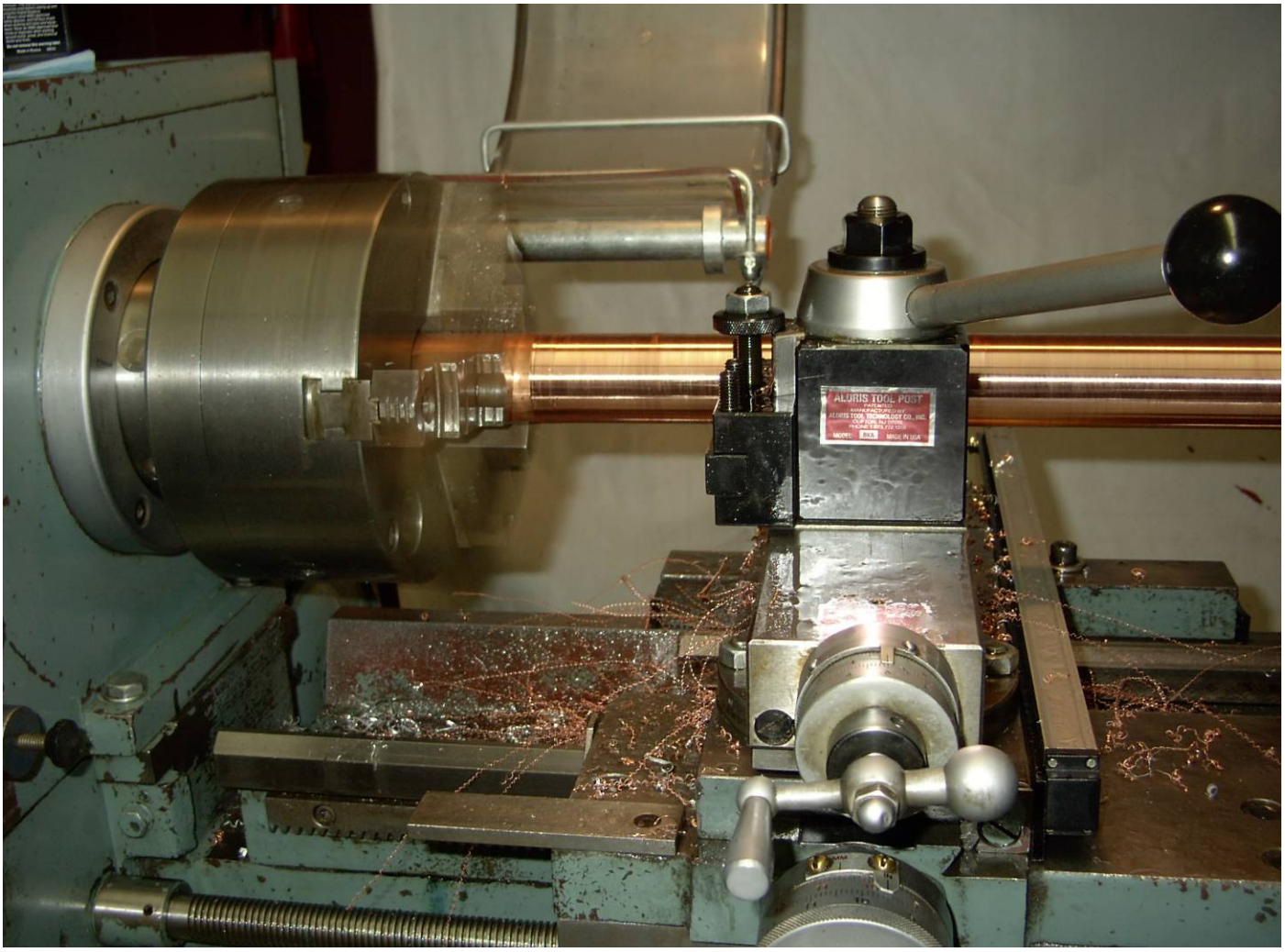
Headquarters, NST LTD, Thailand: testing division, we are the tomorrow people creating the future for Thailand – so the children will know that their future is secure – and that includes the planet and all its families of animals, which have to exist on it.



These are part of a team who should have achieved the same results as Thailand has achieved.

It is far too late now to cry over spilt milk, it is a sad mark in the history of the research and development of the ***S.E.G***, that should had never happen.

However, the recovery is progressing though not yet at the stage of 1968, needs just a bit more time.



You know that Morris is head of research on the Magnetic side, but for the records, he started at home in dear old California, yes USA to try his hand in making the ***S.E.G***. so he purchased this machine, stripped it and clean and rewired it for his learning curve.

He had to learn how to work out the squares, agree it was the space frame mode but he did it proving that even in modern times miracles can happen.

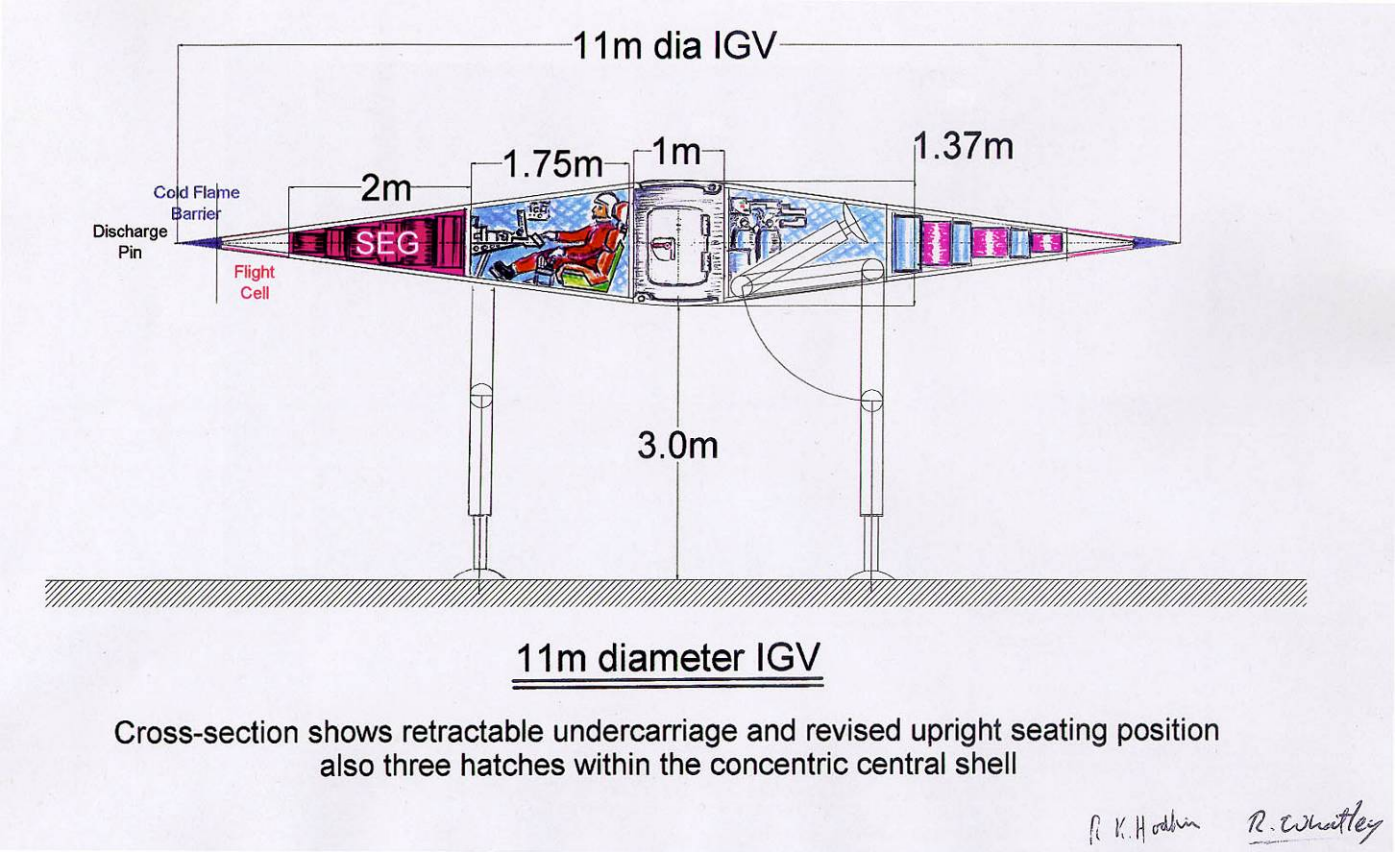
Then he had to learn how to set up and operate the equipment, followed by the fact he had to buy material for the job, which incur time on internet to find them, then the money to buy them, but it came to past that he completed all these things and started the task of machining the materials to size.

Which he boldly posted to me for approval, he might not had been a machinists, but he sure can fool me on that issue, the total whole of the various pieces of layers were machine to a standard well excess to anything I witnessed at the bearing company where I was employed.

This is true; I have those bits here to show as proof.

The magnetic waveform was good, more so as he had no idea what was required, in FACT the last one was almost absolute perfect just one small dip towards top of wave, which might been caused by some poison material just at that spot.

Then came the offer to do the research and development in Thailand, which I approved as there was no funds here or in the USA for him to work with.



This was being planned with the UK team before the robbery took place which put paid to that program.

There is a chance that the ***Inverse-Gravity-Vehicle*** may go ahead in Thailand, after all most of my team are pilots some civilian; others top brass from the air force, what more could I ask for as a team?

At lease Thailand higher officials are supporting our work, here in the UK at this stage no Government officials are helping not even showing any interests at all.

Since President Kennedy, none have venture any help, the nearest to interest was President Carter with one letter signed by him.

I am surprised that film units in Hollywood never rushed in to make movies that used this technology in it so the viewing public grows to acknowledge the technology as real.

The photos from Thailand supplied by:


Our fighter pilot: who is a member of my team and a good one at that?


Prof. John Roy Robert Searl: Head of R&D Tomorrow energy & transport systems.

Who authorized this document to be release to the public.

When a measure of discipline is introduced into the associative process, thinking tends to become logical.

Since ancient, times, logic has come to be identified with the rules according to which we make judgements as to the truth or falsity of propositions.

These latter are the verbal forms in which ideas are confronted in pairs, whereas in ordinary associative processes there is no effectual confrontation.

Logical thinking therefore represents an important step forward from automatic association.

A special effort, requiring either an unusual stimulus or a long training is needed before a man or woman is able effectually to entertain two complete independent ideas at once and to see their mutual bearing.

The result goes beyond the content of the ideas as they are immediately presented and can be called POLAR THINKING.

Two ideas, in so far as they are independent and mutually exclusive, form a dipole with its own field of force.

Through the ability to experience this force field, the trained logical thinker can make synthetic judgements within the limits of the ideas he / she are able to formulate.

The difference between synthetic judgments and automatic association consists in the presence of polar experience.

For example:

The words '***being***' and '***nothing***' stand for two independent concepts that, when entertained as one single act of consciousness, appear at once both compatible and incompatible.

The mental process whereby the two give rise to a third idea that harmonises them without destroying their separate significance is called '***DIALECTIC***'.

Hegel, for example, sees in '***becoming***' a concept that reconciles '***being***' and '***nothing***'.

Any pair of independent ideas can be treated as a polar dyad.

Thus, '***kingship***' and '***liberty***' can be reconciled through the idea of '***responsibility***', which can apply to both and yet is different from either.

1946: Searl stated; the well-regulated and systematic development of the biosphere during the past fifteen hundred million years could have proceeded only under the influence of exactly appropriate conditions.

These in turn require that the affirmative force of the Earth should express itself in all the spheres, and not only at the surface.

Moreover, the measurable charges in the distribution of energy must represent only the external manifestation of the eternal pattern that organises the whole complex process of actualisation in time.

At the stage I take a break upon this issue; and looked at another issue of the time in this newsletter, this then gives us a good picture of life of Searl; what actually was happening in the world around that time.

A new purposed built engineering facility has recently been open by ATE systems International to extend its product development and research work.

The new facility, adjacent to ATE's manufacturing unit at Chichester, underlines the company's commitment to improve its already successful product range, which includes the Beaver bench top functional testers and the low priced Orac in circuit analyser.

My interest in this company is that I am using some of their equipment at that time, and equipment in the future is one of my main concerns.

The company is reported to be actively developing new test equipment products which will make use of knowledge based software techniques and state-of-the-art electronic components.

This also excites me into keeping up date with them for my development work requirements; in the future.

The company currently spends 20% of its turnover on development work.

The ***Searl International Space Research Consortium*** must also consider 20% to 25% of its turnover to go to expanding the research and development side.

This compares with an average expenditure of 13% for the ATE industry as a whole.

Searl has made this quote to point out his intentions – that being 25% of all profits made within this project must be feed back to improve our research and development across the total whole of the market products that we could be involved with.

It would look more realistic if another 25% should be devoted to building new research complexes to open new research fields, where the top men of the world can come together to work, thereby bringing faster success in each field undertaken.

This is part of Searl's plans in an effort to slow down the destruction affects of mans greed, unless we fold back such values as investment – other bodies will come along and take over that section of business.

Searl does not mean to lose out to any other sector that he could hold.

Because that is the only way, the public at large will benefit as a whole.

This newsletter no 45 was a very large issue whose pages spent more time upon the space side ending in some physics experiments, unfortunate it was all in black and white as I had no way to produce the drawings in colour.

Now things are different as colour has become available to fools like me to use, but still there is a problem, which is, can I get them to take up colour?

At a latter day in this book, we shall see if I found a way around it – for you experts there is no problem, which I accept as FACT.

For me it is a learning curve: so far most of this ancient material I done in black and white in the past I have in this book been able in many instance give colour to the drawings.

Not only had that enlarged them for the benefits of those who have poor eyesight like me now so you are not alone on that issue which I trust this book will prove helpful to you al.

UPDATE ON PAST FACTS:

QTH OF TV STATIONS, WHICH THE MINIDV WAS SENT TO.

05.08.2003	**Airmail DV 1 to ABC Television, 1330 Avenue of the Americans. NY. NY 10019. USA.**	**1.79**
06.08.2003	**Airmail DV 2 to ABC Television. 1330 Avenue of the Americans. NY. NY 10019. USA.**	**1.79**
14.08.2003	**Airmail DV1 + 2 to Elliniki Radiophonia Teleorassi S.A. Odos Mourouzi 16, GR-106 74 Athens. Greece.**	**92**
14.08.2003	**Airmail DV1/2 to Mr Dimitris Barbadimos. Agnostou Stratiotoy 10, Sykies 566 26, Thessaloniki. Greece Publishing company**	**1.02**
14.08.2003	**Zimbabwe Broadcasting Corporation. PO Box HG 444. Highlands, Harare. Zimbabwe dv 1 2**	**1.37**
15.08.2003	**Norsk Rikskringkasting. Oslo 3. Norway. DV 1 & 2**	**1.02**
15.08.2003	**Danmarks Radio. TV-Byen. DK-2860. Søborg. Denmark. DV 1&2.**	**1.02**
15.08.2003	**OY Yleisradio AB. Prgr. 1. Box 10. SF-00241. Helsinki. Finland DV 1&2**	**1.02**
18.08.2003	**Television of Thailand, Public Rel. Dept. Ratchadamoen Road. Bangkok 10200. Thailand.**	**1.79**
18.08.2003	**Sveriges Television AB. S-105 10. Stockholm. Sweden.**	**92**
18.08.2003	**Australian Broadcasting Corporation (ABC). BOX 9994. GPO Sydney 2001. Australia.**	**1.79**
18.08.2003	**Israel Broadcasting Authority (IBA). P.O.B0x 7139. Jerusalem 91071. Israel.**	**1.02**

This represent only a few of the TV and Radio stations to which I sent eith no 1 or both miniDV tapes upon this work and they were not interested in the planet state; or solutions to solve such problems.

I must admit that today in the year of our Lord 2009 this situations still remains the same no interest unless its their interest not yours.

Igronce on the reality around them appears to blind them, they have no idea if they are sitting on top or near a time bomb of nature.

Education appears to have made them ironcaste in the belief they are safe, there is nothing to worry about, where in reality we all should be worrying as to the best way we can protect ourselves from flooding, from backfeed raw sewage in our homes and streets.

Have nature failed to warn you of these events which will increase during the future years until we correct the problems we have generatored.

Oscillating electric field will produce oscillating magnetic field, which, in turn, will produce oscillating electric field, which, in turn, will produce an oscillating magnetic field repeatedly. These fields thus become self-sustaining and self-generating; they then disengage from the source of oscillating electric field, and move off at high speed into space, oscillating madly!

The above members have the same views as me, so I am not alone on this issue.

As I have already stated here: that the Newsletter No.45 ended mainly with a report of my knowledge on Magnetics and all my drawings were in black and white.

That report covered my knowledge base of December 1946 and 2000 photocopy copies were release around the world.

I have now made up my mind to have a go to rewrite it and add colour to the drawings, let us see what a cock up takes place.

MAGNETIC EFFECTS OF AN ELECTRIC CURRENT:

MAGNETIC FIELD DUE TO A CURRENT FLOWING ALONG A STRAIGHT WIRE:

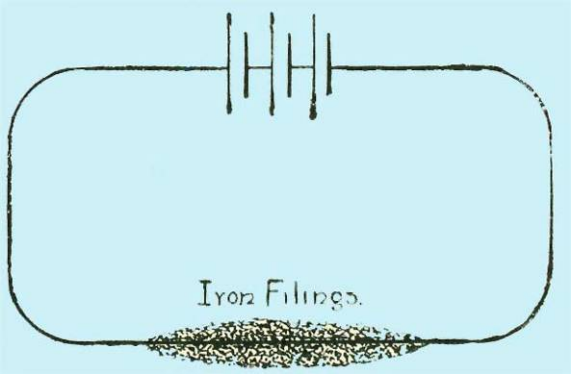


FIGURE 17.1

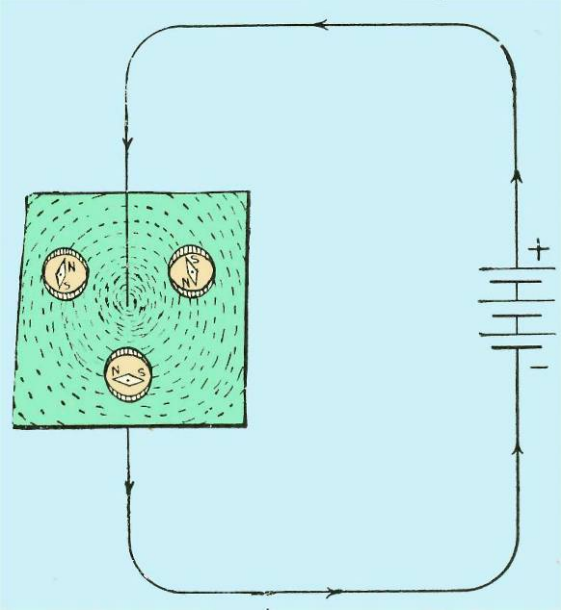


FIGURE 17.2

I have seen that an electric current possesses magnetic properties and is capable of magnetising a piece of iron Fe 26.

A few simple experiments, which I carried out, convinced me that there are lines of force surrounding a conductor conveying an electric current, which lines are identical with those processes by a magnet.

In the first place, I connect the terminals of a powerful battery with a fairly long copper Cu 29, and then I dip the wire into iron Fe 26 filings.

What I found was that the filings would cluster around the wire, as shown on Figure 17.1.

On breaking the circuit and thus stopping the current, the filings will immediately drop away from the wire.

To my mind, if not yours this effect cannot be due to the wire becoming magnetised, because copper Cu 29 is a non-magnetic material.

The same results I found can be obtained if a wire of any other material were used.

Hence, it is the space surrounding a conductor that becomes magnetic, but only so long as the current is flowing.

As further illustration, a wire can be fixed in a vertical position and passed through the centre of a piece of cardboard.

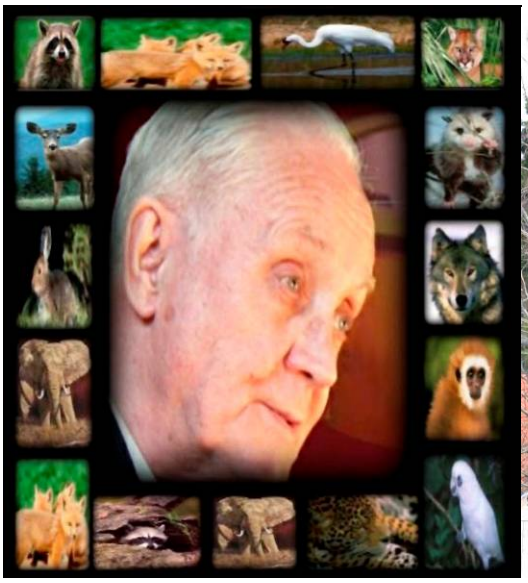
Connect the wire to a battery or any other source of electrical energy, and then sprinkle ***iron Fe 26*** filings upon the cardboard,

If the cardboard be gentle tapped, as I did do, they perform a strange affect by actually arrange themselves in concentric circles around the wire, as shown in Figure 17, 2.

NOTE here is a boy with no formal education so your experts claim; is trying to understand about electricity as he is training to become an electrical engineer.

When he did this experiment and witness the result there was a bang in his head that shock him for what he saw created an interesting issue and a big question – I guess you never in a million years question life upon such a simple experiment.

I bet you still have no idea what I am talking about and the reason is simple you are brainwashed by education and religion no doubt which block you from seeing things they don't want you to see because they do not have any answers to such questions.



Yes, everything shown here and in fact everything created by nature has one common factor that electrical experiment created in my mind as a question – but I doubt if you can see it.

Try stripping naked, stand before a full length mirror look hard at yourself front side back, what do you actually see which is common in all things created by nature, forget functions its structure that is in question.

Guess you are blinded by education why you cannot see the problem – well good thing I can see the problem.

That is another subject: that will be under discussion in relation to Homo sapiens in space missions.

This proves to my mind that the magnetic field of an electric current flowing along a straight conductor is made up of circular lines of force.

In order to confirm this, a few compass needles may be placed upon the cardboard, when they will be seen to set themselves, as also shown in Figure 17.2.

Thus, I can account for the behaviour of the ***iron Fe 26*** filings in my first experiment, as they would set themselves along the lines of force.

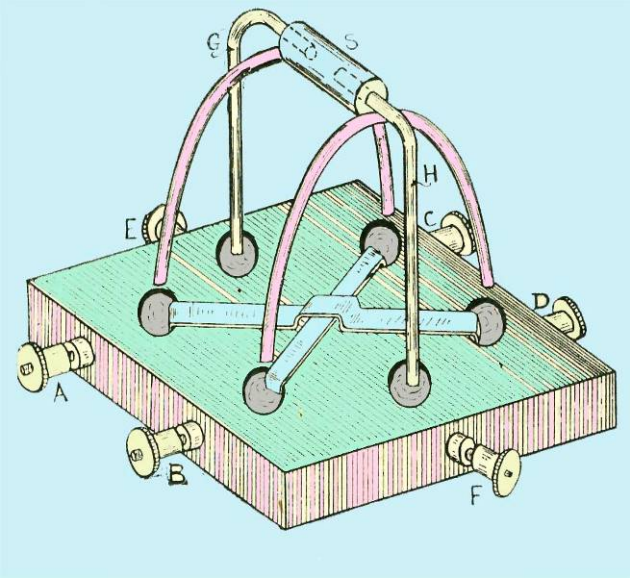
The filings would also have a tendency to move into the strongest part of the field, which would cause them to cling to the conductor, as if it attracted them, whereas the ***magnetic influence*** is in ***the space surrounding the wire*** and not the conductor itself.

By now, you ought to be getting the message that this boy of 14 years means to achieve success in the electric domain and he is without question happy about his job and commendation, vital two issues that helps a boy to learn, who has no formal education.

However, this boy has no idea what the future holds for him, and he accepts every day as it comes, no different to you I guess.

He is keeping away from girls even though some tease him during the lunch hour, but he ignores them, he does not have any idea what he is missing out on.

THE COMMUTATOR OR CURRENT REVERSER:



In a large number of experiments, I found it helps if you can when necessary to reverse the direction of the current in a wire, without changing the connections of the wire to the battery.

In order to do this, a simple appliance, called a *Commutator,* is used.

It usually takes the form of a square block of wood with a hollow in each corner in which *mercury Hg 80* is placed.

Figure 17.3.

These ***mercury Hg 80*** cups are connected diagonally by means of thick pieces of ***copper Cu 29*** wire, and two terminals ***A, B, C, D*** are connected to the two cups at each end of the block, as shown in Figure 17.3.

The swinging arm (***S***) consists of two pieces of bent wire ***G*** and ***H***, which are separated by means of an insulating handle (***S***) and connected to the terminals ***E*** and ***F*** on each of the remaining sides of the block.

This arm carries two other pieces of thick wire bent in the form of an arc, so that, by swinging the arm, they can be made to dip into either pair of ***mercury Hg 80*** cups.

When the commutator is to be used, the poles of the battery are connected to the terminals ***E*** and ***F***.

The other parts of the circuit are then joined up to the ***mercury Hg 80*** cups ***A. B. C. D.***

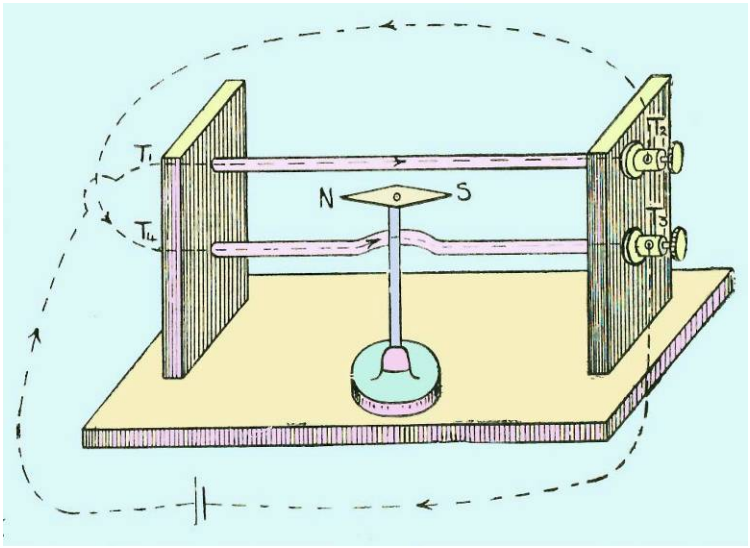
If the arm is in a vertical position, as shown in the sketch, the circuit is disconnected and no current will flow.

By swinging the arm from one pair of ***mercury Hg 80*** cups to the other pair, the direction of flow of the current is reversed in the circuit.

OERSTED'S EXPERIMENTS:

About the year 1819, unfortunate I was far too busy trying to find a father and mother to be; that I missed the coming event of a scientist named Oersted 1777 – 1851 Danish physicist:

Discovered that when a magnetic needle is placed near a wire conveying an electric current, the needle is deflected according to the direction of the current and the position of the needle.



To carry out his experiments he devised the simple apparatus, shown in Figure 17.4, which is known as Oersted's stand.

With this apparatus, he was able to observe the effect of a current upon the magnetic needle with respect to the direction the current was flowing.

FIGURE 17.4

These observations can be demonstrated by the following experiments.

Before commencing any experiments, the Oersted stand should be placed with the needle in the magnetic meridian, and the wires parallel therewith.

(a) Connect a battery to the stand so that the current will flow through the top wire in the direction from T_1 to T_2, that is, from north to south.

The north pole of the needle will then move towards east.

(b) On reversing the current by means of a commutator, switch so that it flows from T_2 to T_1, that is from south to north, the North Pole moves towards the west.

(c) Send the current through the bottom wire in the same direction, that is, from T_3 to T_4.

The needle will then be deflected towards the east.

(d) Reverse the direction of the current and make it flow from T_4 to T_3, and the deflection of the needle will then also reversed.

(e) By means of a long wire connect the terminals T_2 and T_4, keeping the wire far away from the needle, so that its magnetic effect upon the needle will be as small as possible.

(f) Now join up the battery to thermals T_1 and T_3 so that the current will flow from T_1 to T_2, through the long wire to T_4, and then along the bottom wire to T_3 back to the battery.

The dotted lines in Figure 17.4 show the connections for this experiment.

Thus, it will be seen that the current is flowing through both the top and bottom wires in the same direction.

If the needle is exactly halfway between the two wires, no deflection will be observed.

On reversing the current so that it enters the stand at terminal T_3 and leaves it at T_1, there will again be no deflection.

(g) Connect T_2 and T_3 by a wire and then join the positive pole of the battery to T_1 and the negative pole to T_4.

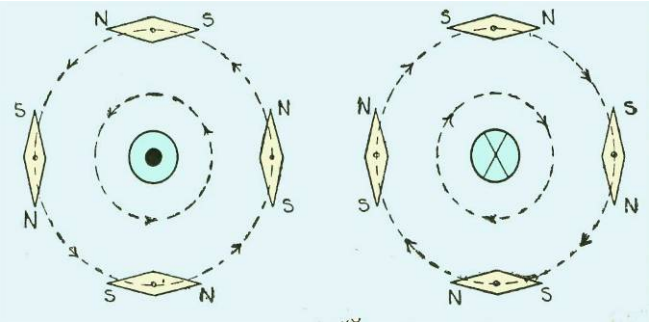
The current will then make a complete turnaround the needle, and will thus be flowing in opposite directions along the two straight parallel portions of the wire.

Consequently, the twisting movement on the needle will be much greater than in any of the previous cases.

(h) ***If the direction of the current be reversed, the deflection of the needle will be the same as in experiment (g), but in the opposite direction.***

These experiments show the relationship between the direction of the current in the conductor and the position of the needle, and form the basis of numerous rules upon which the principles and design of many machines and instruments depend.

DIRECTION OF MAGNETIC FIELD DUE TO A CURRENT IN A STRAIGHT WIRE:



When a magnetic needle is placed near a straight conductor conveying an electric current, the needle tends to set itself along the lines of force.

The needle cannot actually follow the lines of force, as they are circular, but it takes up the nearest possible position, as shown in Fig.17.5.

Figure 17.5

The needle is then said to set itself at a tangent to the circular lines of force.

In diagrams showing conductors in section, it is usual to denote the current flowing away from us thus (***X***), and with a dot when the current is flowing toward us, as shown in Figure 17.5.

The lines of force are in the direction in which the north poles of the needles point.

It will be seen by the arrows that the lines in the right-hand side diagram of Figure 17.5 are in the same direction as that in which the hands of a clock move, or, as it is technically called, in a ***clockwise direction***.

The lines of force at the left hand side are in the opposite or ***counter-clockwise direction***.

Hence, the direction of the lines of force is reversed when the direction of the current is reverse.

MAXWELL'S CORKSCREW RULE:

James Clerk Maxwell 1831 – 1879 Scottish physicist showed that the direction of the current and its magnetic field are related to one another in the same way as the forward and backward motion and directions of an ordinary corkscrew.

When I drive a corkscrew into a cork, I rotate it in a clockwise direction.

Similarly, when the current is flowing down through the wire – ***see right hand Figure 17.5*** -, the lines of force will have a right-hand or clockwise direction.

In withdrawing the screw from the cork, it is rotated in a counter-clockwise direction.

Therefore, when the current is flowing up through the wire – ***see left hand figure 17.5*** – the lines of force

Will have a left hand or counter-clock-wise direction.

This rule can therefore be expressed as follows:

Imagine a corkscrew being screwed along a wire in the direction in which the current is flowing.

The direction in which the screw rotates indicates the direction of the lines of force.

By the aid of this rule, I have a clear explanation of Oersted's experiments, and it also suggests that a compass needle will be deflected in one direction when placed above a wire conveying a current, and in the opposite direction when placed below the wire.

AMPéRE'S SWIMMING RULE: is another very useful rule to remember, but it requires a little more imaginative effort than the corkscrew rule.

Imagine a person to be ***swimming with the current*** and his / her ***face towards the needle***.

The North Pole will be deflected towards his / her ***left hand***.

In all these experiments, an electric current can be produced by using a few chromic acid cells.

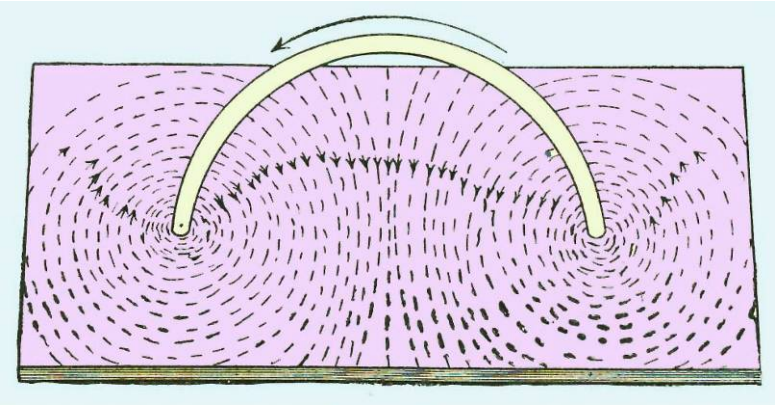
It should be remembered that the magnetic field surrounding a conductor is dependent for its maintenance upon the ***flow of electricity***, because a body charged with static electricity has no magnetic field and therefore has no effect upon a neighbouring magnet.

Therefore, it would be correct to state that in the Searl Effect Generator (S.E.G) until the roller sets are placed upon the plates there is no electricity, only static electric is available in both plates and roller sets.

Therefore, there is no magnetic field available.

Once the rollers sets are in place, then there is electricity available thus, a magnetic field becomes active.

MAGNETIC FIELD DUE TO A CURRENT IN A CIRCULAR WIRE:



If a wire be bent to form a loop or circle, and a current passed through the wire, lines of force will circulate in the immediate neighbourhood around it, as though the wire were straight.

FIGURE 17.6

On following these lines, it will be seen that, within the circle, they all have the same direction.

The magnetic field due to such a circle of wire can be shown by a piece of cardboard placed across a diameter of the circle, as in Figure 17.6.

By sprinkling, ***iron Fe 26*** filings upon the cardboard and switching on the current, a map of the magnetic field will be obtained as shown.

What do you think of that FLOWERBOW – I guess you have no idea being such a big expert of bullshit!

It will be seen that all the lines pass through the inside of the circle in one direction, and if the current were reversed, they would pass in the opposite direction.

The iron Fe 26 filings show that the lines of force at each side of the loop are in the form of concentric circles, and the arrows show their directions.

This was the findings also of the ***Inverse-Gravity-Vehicle (I.G.V)*** that the magnetic field leaves the periphery in concentric circles, similar in nature like ripples on the surface of water when a stone is dropped in.

As the lines approach the centre of the circle, they tend to flatten on the inside and travel through the circle in straight lines.

Thus over a small area in the centre of the circle the lines of force are parallel and at equal distances from one another.

I can therefore say that the magnetic field at the centre of the coil is uniform.

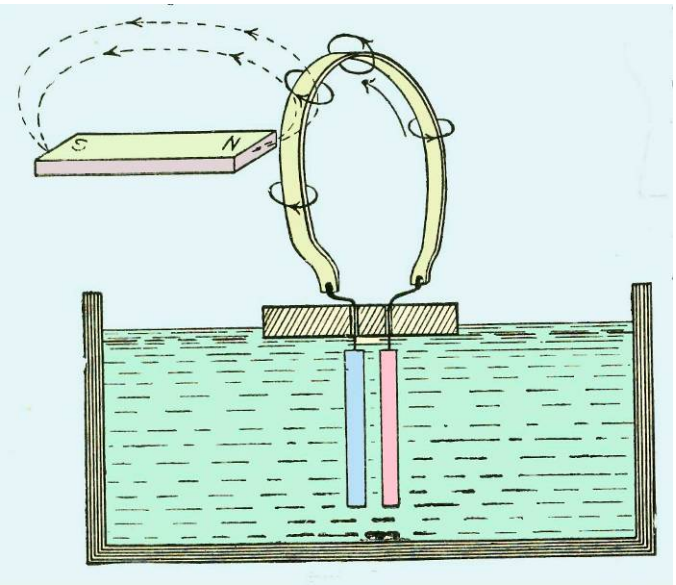
It will also be noticed that, as the lines of force pass through the circle they enter it at one face and leave it at the other.

The two faces of the circle will have opposite polarity, which again prove that the law of the squares hold true even here, the face from which the lines of force leave the circle being of North polarity, and the other face of South polarity.

Since I know that, the lines of force leave a magnet at its North Pole and entre it at its South Pole.

I can consider the coil of a single turn of wire as resembling a magnetised disc of steel of the same diameter as that of the circle of wire, and magnetised in such a way that the opposite faces of the disc have opposite polarity.

I can also look at the magnetic layer of the roller sets in the same light, including those of the plates of the ***Searl Effect generator (S.E.G).***



A disc of steel magnetised in such a manner is usually called a MAGNETIC SHELL, and a magnetic shell which possesses a field of force identical with that of a current passing through the wire circuit is termed the EQUIVENT MAGNETIC SHELL OF THE CIRCUIT.

It should be remembered that when considering the magnetic field of a single turn of wire, the lines of force do not lie only in the plane, but they encircle the wire all round the coil and pass through the interior at all parts.

Figure 17.7

This is identical to the plates, roller sets of the Searl Effect Generator (S.E.G), in some ways the plates, and roller sets appear similar in nature as a single wire loop.

De La Rivé's Floating battery: is used to demonstrate that a circle of wire through which an electric current is passing resembles a magnet in all other respects.

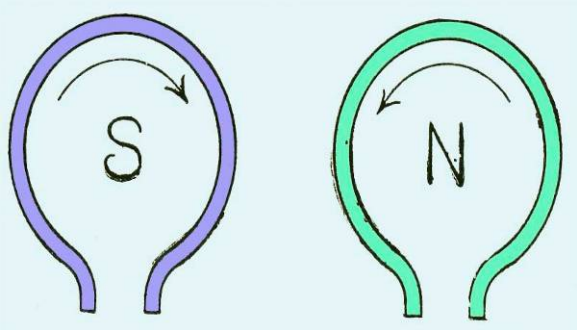
It consists of a large dish containing ***dilute sulphuric acid***, into which is placed a plate of ***zinc Zn 30*** and one of ***copper Cu 29***, similar to those used in the simple voltaic cell.

Two short pieces of wire are attached to these plates and passed through the holes in a flat cork.

The free ends of a loop of thick copper Cu 29 wire or strip are fixed to the ends of the wires, which project above the cork, as shown in Figure 17.7.

The loop is so arranged that it is vertical when the cork is floating, and as the loop is connected to the battery – ***thus completing the circuit*** – it will set itself in a position at right angles to the magnetic meridian.

The two faces of the loop therefore exhibit magnetic polarity.



By tracing the direction of the current and applying the corkscrew rule, I can find the polarity of each face.

Thus, if I look straight at the plane of the loop, as in Figure 17.8, and the current flows round the loop in a clockwise direction, then the face I see has south polarity.

Figure 17.8

If the direction is counter-clockwise, then the fact I see has north polarity.

This can be verified by bringing a bar magnet near the loop and observing how it is attracted or repelled, according to the pole presented.

Suppose the south pole of the magnet be brought towards the centre of the north side of the loop, the wire will be immediately attracted by the magnet, along which it will move until it reaches the middle, or the equator, where it will remain at rest.

This is clearly witness in the mock up that have been demonstrated on the websites.

Similar results will be observed when the north pole of the magnet is brought towards the centre of the south pole of the loop.

On presenting the north pole of the magnet to the North Pole, side of the loop the latter is immediately repelled.

The loop will, however, only move away for a short distance, when it will turn round until its south side is facing the north pole of the magnet, and then it will be attracted as in the previous case.

This is basic the Searl Effect action in the Searl Effect generator, the difference being that many magnetic fields are in action at the same time.

If the south pole of the magnet were moved towards the south side of the loop, I again have repulsion and then attraction.

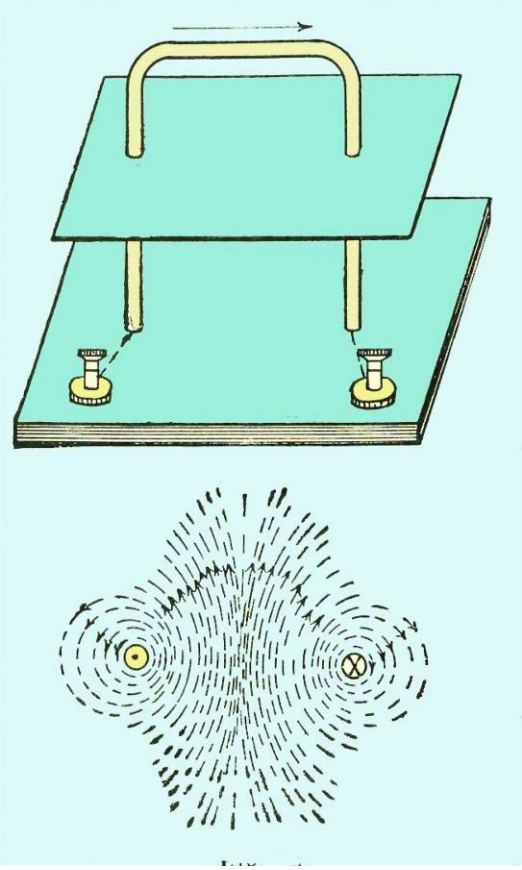
Referring again to Figure 17.7, I see that the magnetic field due to the current is in the same direction as that of the magnet, and therefore the two fields attract each other until they reach a position where their forces are in equilibrium, that is, when the loop reaches the equator of the magnet.

If two such batteries and loops are placed in the same vessel, they will set themselves in such a position that the loops are parallel, with their circulating currents flowing in the same direction.

Two Parallel Straight Conductors conveying Electrical Currents:

When two conductors conveying electric currents are placed parallel to each other, they attract or repel one another according to the direction of the current in each.

It is obvious to my mind, from the experiments described, that attraction or repulsion is due to the force set up in the intervening space by the magnetic fields of each wire.



To thoroughly understand this I must consider the magnetic field due to the currents in both wires.

This may be done by using the simple appliance shown in Figure 17.9, which consists of a thick copper Cu 29 wire arranged in a rectangular and vertical position and fixed to a baseboard with two terminals.

When a battery is connected to the terminals, the current will flow up one side of the rectangle and down the other.

Hence, I have two parallel conductors conveying currents in opposites.

The magnetic fields due to the current in each conductor can be investigated by sprinkling iron Fe 26 filings upon the small horizontal table.

Figure 17.9

The lower diagram in the figure shows the manner in which the filings will arrange themselves and also the direction of the currents.

It will be seen that the lines of force have opposite directions around each wire, but they have the same direction between the wires.

Now lines of force, which have similar directions, repel one another.

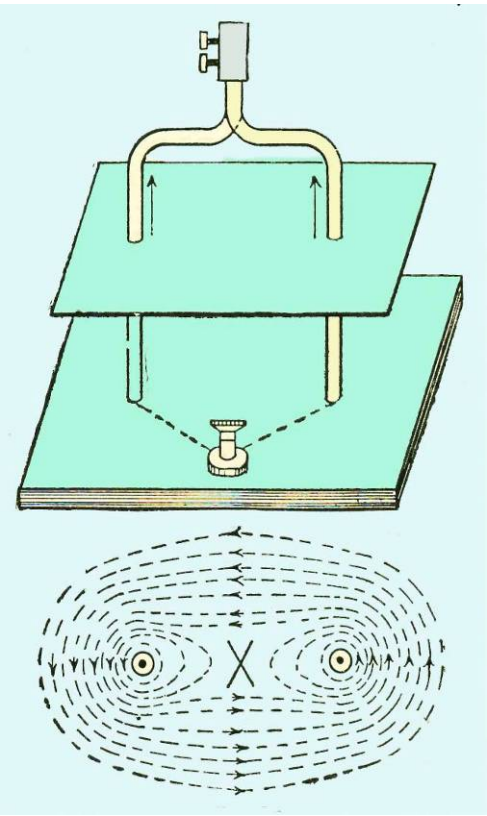
Therefore the two conductors, if free to move, would go further apart, which the mock up demonstrates.

This tendency of the conductors to move away from each other can be seen by the distortion of the lines of force.

The concentric circles around each wire are flattened on the sides, which are between the two wires, whilst they appear to bulge out on the opposite sides of the wire.

This simple experiment taught me those ***parallel conductors, which convey electric currents in opposite directions, repel one another***.

Magnetic fields due to currents flowing in similar directions can be mapped out by using the apparatus shown in Figure 17.10.



By connecting the two terminals to a battery, the current will split and flow in the same direction through each conductor.

On sprinkling iron, Fe 26 filings on the horizontal table the magnetic field due to the currents in both wires will be mapped out, as shown in the lower part of Figure 17.10.

The lines are formed in concentric circles around the immediate neighbourhood of each wire, but farther away from the wires, they become more egg shaped, with the narrow end pointing towards the centre of the space between the two wires.

Since the lines of force pass round each conductor in the same direction, that is, in a counter-clockwise direction, they will neutralise each other at a point (X) between the wires.

On the outer sides of the wires, the lines of force merge into one another and form complete chains encircling the two wires.

Figure 17.10

A careful examination of the directions of the lines shows that the conductors will have a tendency to come together.

If two conductors were suspended so that they were parallel and free to move, and a current passed through them in the same direction, the two conductors would move towards each other.

These experiments have proved to me that parallel conductors, which are conveying electric currents in the same direction, attract one another.

STOP – THINK-ACT: the ***Searl effect generator*** uses roller sets, which are feed onto a plate structure. Therefore, ***what are they representing*** – you have never stopped to think – ***you know it cannot be done*** – ***why can it not be done*** – why do experts talk with fork tongue – here you have been reading what experts have done and agree as I likewise do with them – yet they talk out of their arse – ***WHY?***

First, the roller sets are in parallel, therefore they will act as wires do in parallel if they convey current.

Therefore, each roller set will generate magnetic fields whose effects are similar to those of wire conductors.

It is the Law of the Squares in all conductors regardless if they are wire or roller sets the same law applies.

Because the torque on each roller set is causing the magnetic field to pulse from plus to negative continuously.

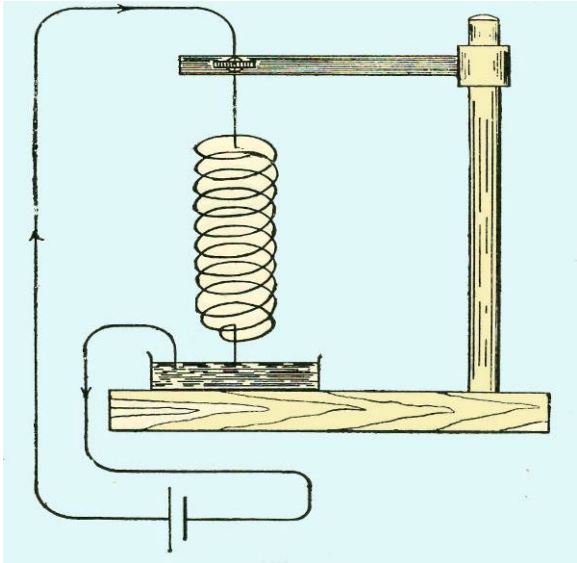
Each roller set in operation is creating the same effect that in turn is reacting against what should be a standard continuous magnetic wave on the plate that is now being force to break up into sets of magnetic waves due to the interference pattern generated by the rollers sets being mass in motion.

Each roller set magnetic wave are creating concentric circles due to the function of motion, while the generated magnetic wave of the plates are also being created in concentric circles, which the rollers set actually ride through them.

The reactions within the materials cause them to attract and then to repel, thus they suck in electrons then repel them.

In other words it is a pump, or more precise a ramjet maybe a better term.

Ampére verified these observations concerning the behaviour of parallel conductors conveying electric currents in the following manner:



A piece of wire was bent into the form of a rectangle and suspended so that it was free to turn about a vertical axis.

A current was then passed through the wire; on bringing another conductor conveying an electric current near and parallel to one of the sides of the rectangle, attraction or repulsion took place, according to the directions of the currents.

These effects were observed by the bent wire turning its vertical axis.

Figure 17.11

The forces acting between conductors carrying currents in similar directions can be shown to produce mechanical motion by the following experiment:-

Suspend a ***copper Fe 19*** spiral spring so that its upper end is fixed, as in Figure ***17.11***, and its lower end just dips into a vessel containing ***mercury Hg 80***.

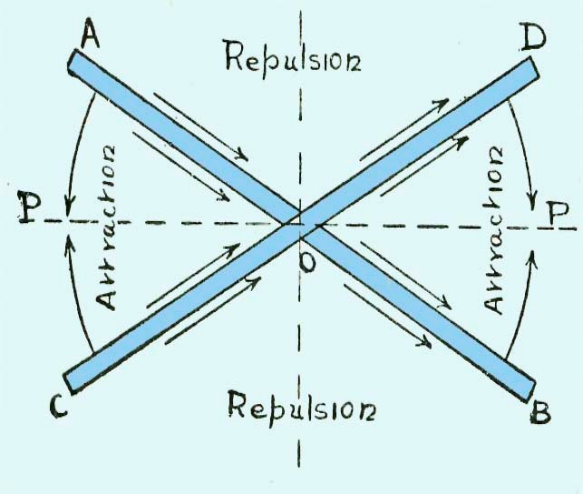
An electric current is then passed through the spiral by connecting the upper end to one pole of a battery and the other pole to the ***mercury Hg 80*** by means of a ***copper Cu 29*** wire.

The current will then flow in the same direction in each turn of the spiral, and there will be mutual attractions between each of the turns, resulting in contraction of the spiral, so that the lower end will be raised out of the mercury Hg 80, thus breaking the circuit.

The spiral will then expand to its original length, and making contact with the mercury Hg 80, complete the circuit and again contact.

In this way the spiral will vibrate, automatically open, and close circuit.

Two Inclined Conductors conveying Electric Currents:



If two freely suspended current carrying conductors are inclined at an angle to each other, the forces acting between them tend to bring the conductors into a parallel position.

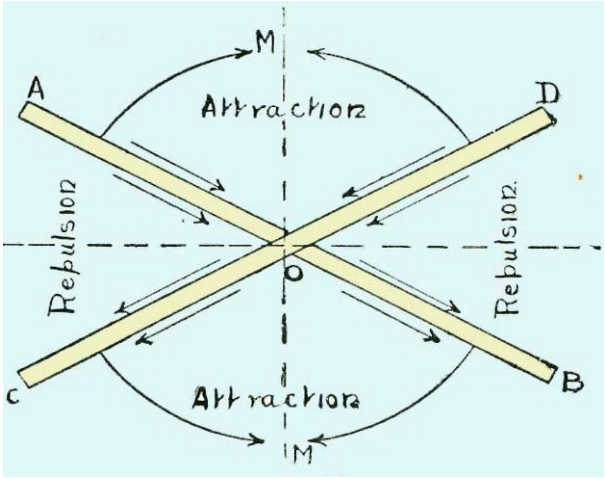
This is explained by diagrams.

Thus, in Figure 17.12, if AB and CD are two conductors conveying currents, as indicated by the arrows, the conductors will be urged to move so they become parallel.

Figure 17.12

The currents along AO and DO are flowing in different directions and there is repulsion.

The currents along AO and CO flow in the same direction, and therefore the magnetic fields will attract one another.



Hence the ends A and C will tend to move towards each other, with the result that the two conductors would take up the intermediate position PP.

Similarly in Figure 17.13, I have attraction between the currents the currents in AO and DO, and repulsion between AO and CO.

The two conductors will therefore tend to take up the intermediate and parallel position MM.

Figure 17.13

MECHANICAL MOTION PRODUCED BY A MAGNETIC POLE AND ELECTRIC CURRENT:

It has been shown that the direction of a magnetic field is the direction in which the north pole of a compass needle points, or the direction in which a single north pole would be repelled.

Therefore, if a single north pole, free to move, were placed in the magnetic field due to the current in a conductor, such a pole would rotate round the conductor, the direction of rotation depend upon the direction in which the current flowed along the conductor:

A single south pole would rotate in the opposite direction to a single north pole.

Since it is impossible to obtain a magnet with a single pole, I use an apparatus similar to that shown in figure 17.14, in which only one pole of the magnet is affected by the magnetic field due to the current; a bent

Magnet is supported on a pivot so that it is free to rotate about a vertical axis.

A conductor is connected to a battery by means of the central mercury Hg 80 cup MC and the circular channel CC containing mercury Hg 80.

This conductor is held parallel to the upper half of the magnet by means of an insulated support, and when an electric current is passed through the conductor in a downward direction the magnet and central mercury cup will revolve in the direction indicated by arrows.

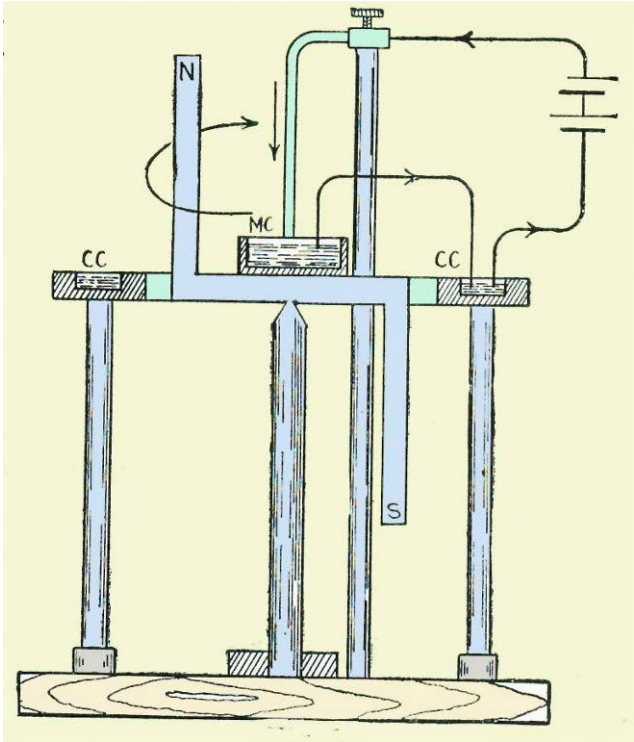


Figure 17.14

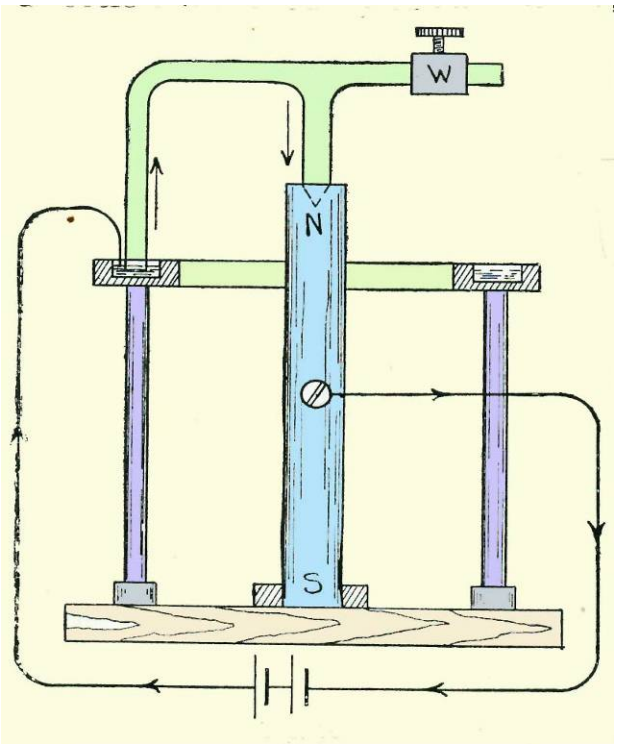


Figure 17.15

If a strong current and a powerful magnet be employed, a speed of one hundred revolutions per minute may be obtained.

By reversing the position of the bar magnet or reversing the direction of the current, the magnet will rotate in the opposite direction.

If, instead of having the conductor fixed, the magnet be fixed, the conductor will move around the magnet.

This can be demonstrated by using the apparatus as shown in Figure 17.15; but, instead of employing a pivoted bent bar magnet, an ordinary bar magnet is fixed in the stand.

In order that the conductor may turn freely about the pivot on the top of the magnet, a small balance weight (W) is attached to the end of the conductor.

When the current is switched on, the conductor will rotate round the magnet in a counter-clockwise direction, as seen from above, and remain vertical and parallel to the magnet.

These experiments show mw how mechanical motion can be produced by an electric current.

The present day electric motor is the outcome of these simple experiments first performs by a scientist named Michael Faraday 1791 – 1867 English physicist.

Electrical energy may therefore be transmitted over a considerable distance and then converted into mechanical energy by some rotating arrangement, such as an electric motor.

I could go on and on about magnetism, but it can wait until the next chapter.

My work covers a massive subject of knowledge covering technology, sciences and human behaviour.

It is not just construction design, but finding the right materials and where to obtain them is a nightmare.

But in full honesty it's not the materials that is the worst part of this work; but that species called Homo sapiens behaviour pattern presents the greatest problems for me; mainly due to brainwashing, to get a real problem discussion session going is harder than winning the national lottery.

Through this book, you will get to know what it has taken so far to achieve our knowledge and know how, and it is all in the domain of reality requirements.

I am aware that some readers do not like some of the things, which I have written in this book.

Unfortunate, due to this research work I have no option but to live in the world of reality and accept what nature has given to the world, but nature has given me the means to reason why and to act upon the options that presents itself.

I understand that the problem is religious brainwashing, for them there is no job in space:

I need real people who are not brainwashed who do live in the world of reality and except the fact if commercial business is ever going to be in space exploration then we the people have to make it happen it will not happen on its own.

I am trying to generate such a group that will work together as one, can think upon issue which long term exploration of space will generate and ideal solutions to be in place to meet such event, should it ever happen.

My motto is that it is no sense fitting a lock on the stable door after the prize horse has bolted.

I do not expect this technology to be achieve by some magic wand, or instant, it will be slow work due mainly to funding but slowly the summit is being reached then it will all be downhill going, well it should be, in reality will it be a question that may still be six months away before we know.

It is expected that Hollywood will travel with me to Thailand Headquarters to make a technical DVD from our laboratory this year again a question have to wait and see if it becomes reality or not.

This document been released to the public by the authority of:

 Prof. John Roy Robert Searl Head of R&D.

Tomorrow's energy and transportation systems, history in the making from an acorn to a great international company that one day will grow.