

Ariel School

UFO / Alien
Close Encounter

REMOTE VIEWING TARGET
6547 - 4444

THE REPORT



TARGET CUE:

6547 - 4444

Describe clearly and accurately what the children of **Ariel School** near **Ruwa, Zimbabwe** witnessed at the school yard during recess on the morning of **16th September 1994**.

Ariel School in Zimbabwe Close Encounter -

<http://www.ufoevidence.org/documents/doc1453.htm>

<http://www.arielphenomenon.com/>

https://youtu.be/_pKC11SDnog

<https://youtu.be/rAy14teaQ3c>

Emily Turner (EYEWITNESS)

<https://youtu.be/jaLvp-BkqAo>

<https://youtu.be/322cRdF9SlQ>



Photo of the Ariel school from the Air

THE EVENT

On 14th September, 1994, a UFO streaked across the sky over Southern Africa. Two days later, something landed in a schoolyard in Ruwa, Zimbabwe, with three or four 'things' beside it. This was witnessed by 62 schoolchildren, who had little or no exposure to TV or popular press accounts of UFOs. The children were interviewed the day after the encounter:

On Friday 16th September, at approximately 10:15am local time, 62 children from Ariel School, a private primary school in Ruwa (about 20 km from Harare) were in their playing field for the mid-morning break. Suddenly, they saw three silver balls in the sky over the school. These disappeared with a flash of light and then reappeared elsewhere. This happened three times and then they started to move down towards the school with one of them landing (or hovering) over a section of rough ground made up of trees, thorn bushes, and some brown-grey cut grass with bamboo shoots sticking up out of the ground. The children are not allowed in this area although it is adjacent to their playing field and is not fenced off, because of snakes, spiders and perhaps other harmful creatures. One can soon disappear from view while walking here, and there is only one very rough track used by tractors in an attempt to clear this area.

There is a line of electricity pylons and according to one boy, the object followed along this line prior to landing. There is also some controversy as to whether the object landed on the ground or hovered above it. On Tuesday, 20th September, I went out to the school with a BBC reporter and their television equipment, as well as my son and Gunter Hofer, a young man who builds his own electrical equipment, viz, a Geiger counter, a metal detector and a magnetometer, to try and see if the object left any traces behind.

The headmaster of the school is Mr. Colin Mackie, who was most co-operative, and although he had never been involved with UFOs or a believer in them, said that he believed the children had seen what they said they saw.

I was able to interview about 10 or 12 older children and this was recorded for BBC television.

One eyewitness, Barry D., said he had seen three objects flying over, with flashing red lights. They disappeared, and reappeared almost immediately, but somewhere else. This happened about three times. Then they came and landed near some gum trees; Barry said the main one (object) was about the size of his thumb nail held at arm's length. The reports were similar although some children were more observant than others. The consensus of opinion was that an object came down in the area where they indicated, about 100 metres from where they were at the edge of the school playing field. Then a small man (approx 1 metre in height) appeared on top of the object. He walked a little way across the rough ground, became aware of the children and disappeared. He, or someone very like him, then reappeared at the back of the object. The object took off very rapidly and disappeared. The little man was dressed in a tight-fitting black suit which was 'shiny' according to one observant girl (11 years of age). He had a long scrawny neck and huge eyes like rugby balls. He had a pale face with long black hair coming below his shoulders.

I had suggested to Mr. Mackie prior to visiting the school and before the children had been interviewed, that he let the children draw what they had seen and he now has about 30-40 drawings, some of which are very explicit and clear, although some are rather vague. The children's' ages vary from 5/6 to 12 years. I have 22 photocopies of the clearer drawings as Mr. Mackie kindly allowed me to page through the pictures and choose those I wanted. Most of the descriptions are similar but some of the craft are very obviously 'flying saucers', and I wonder how many of these children have had access to the media. Others are crude but more or less in this saucer shape.

The children vary in cultures: there are black, white, coloured and Asian children. One little girl said to me, 'I swear by every hair on my head and the whole Bible that I am telling the truth.' I could see the pleasure on her face when I told her that I believed her. The smaller children from 5-7 years were very frightened at the time and ran shouting 'Help me, help me.' When the older children asked why they were saying this, the reply was, 'He is coming to eat us.' I should think this applied more to the black African children who have legends of _tokoloshies_ eating children.

Their teachers were in a meeting and did not come out. When I queried the headmaster about this he said the children always shouted and yelled during their playtime and no-one thought there was anything unusual going on. The only other adult available at the time was one of the mothers who was running the tuckshop. When the children came to call her, she did not believe them and would not come out: she was not prepared to leave the tuckshop with all the food and money. Gunter and the men thoroughly examined the ground around where the children had seen the object, but could get no reaction on the Geiger counter or any other equipment. If the object was hovering perhaps nothing would show.

I walked, on my own, along the electricity pylons for quite away, caught up in thorn bushes, trampling blithely over snake holes and discarding all caution. I found no place where some object could have landed and pressed down the foliage. In fact, I should think the bamboo stumps would have been a deterrent. The day was hot, around 33 C (91F)...

Dr John Mack was visiting Zimbabwe at the time of the event, and he spent two days at Ariel School with the children. He also spoke to the Headmaster, Colin Mackie, the teachers and some of the parents. John and his fellow

researcher, Dominique Callimanopulos, were able to get through to the parents and teachers and convince them that even if they did not believe the children, it was counter-productive to accuse them of lying. Listen and think about what they were saying, he advised. His particular interest in child psychiatry was also of great use during the questioning and many former hidden memories came to light, something John is sure to make public when he has had a chance to reassess his interviewing. - UFO AFRINEWS 1994 - Cynthia Hind

"I got the feeling he was interested in all of us. ... He looked sad and without love...In space there is no love and down here there is."

John Mack and I were at the Ariel School, a small elementary school outside Harare, the capital of Zimbabwe, listening to Elsa (not her real name) describe her encounter last September 16 [1994] with an "alien" being. In all, sixty children, ages six through twelve, reported seeing one large and several smaller spaceships land - hover, really - over the scrubby bushland adjoining their playground.

The twelve children we interviewed over the course of two days all described the same event with a steady consistency of detail. In addition to the spaceships, the children had seen two "strange beings," one sitting on one of the spaceships and the other running back and forth in the grass, "bouncing as if he were on the moon, but not quite so much."

The beings were described as black with long heads, "eyes as big as rugby balls," with thin arms and legs. The event took place during the children's morning recess while teachers were in a staff meeting. Many of the younger children were very scared and cried. "At first I thought it was a gardener," one fourth-grader told us. "Then I realized it was an alien."

The event lasted about fifteen minutes, the children said, before the spaceships faded from view. But even in their state of fear, many of the children reported also being curious and fascinated by the strange beings they saw, whose eyes in particular commanded an intense attention. Elsa told us that she thought the beings wanted to tell us something about our future, about how "the world is going to end, maybe because we don't look after our planet or the air." She said she felt horrible inside when she got home that day. "Like all the trees will go down and there will be no air. People will be dying. Those thoughts came from the man - the man's eyes."

Isabelle, a composed and articulate ten-year-old, echoed Elsa's feelings. "He was just staring. He was scary. We were trying not to look at him 'cause he was scary. My eyes and feelings went with him." What came through her "conscience" as she looked at the being was, "We are doing harm to the Earth."

The Ariel School sighting is one of the most significant in recent UFO history. It is the first time such a large group of people have reported witnessing the simultaneous appearance of spaceships and alien beings. After receiving a call in September from a BBC reporter telling us that a flight of strange objects and ships had glided across Zimbabwean skies for two nights prior to September 16 culminating in the dramatic sighting at the Ariel School, we decided to investigate firsthand.

- Dominique Callimanopulos



Ariel School Playground – Eye witnesses revisit the scene

THE VIEWERS AND THE PROTOCOLS

ELIZABETH RUSE

2 sessions

ELISA LAGANA

2 sessions and complete audio files

RONAN TODD

1 session

DAZ SMITH

1 session

ANNIE X (PSEUDONYM)

1 session (Short)

RV PROTOCOL

All viewers worked alone and solo blind. No information about the target was shared with the viewers until after all the data was collected, analyzed and available feedback provided.

RETASKING

Where needed, some retasking was required and limited to only information the viewers had provided. In these instances, viewers were encouraged to

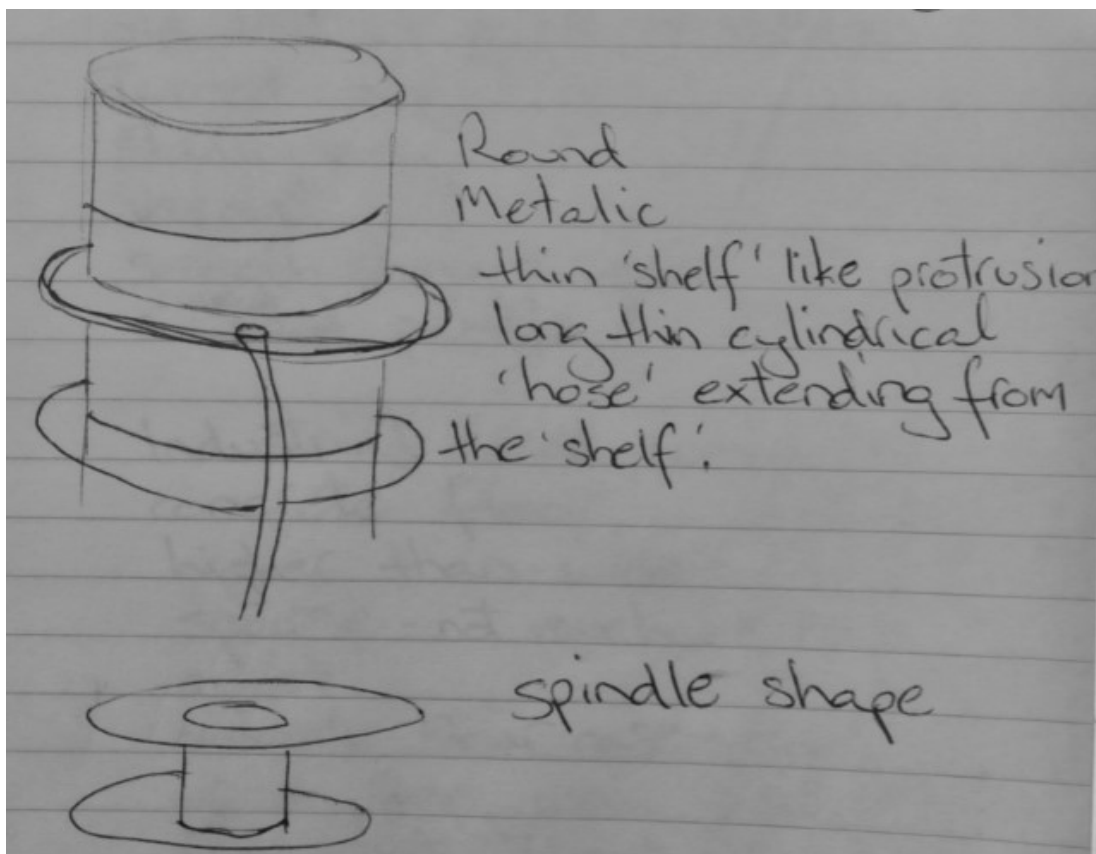
elaborate further on certain aspects of their data (minimum) which formed the basis of their 2nd sessions (Elizabeth and Elisa)

The Data

From the start, all the viewers seem to have picked up something out of place with what one would expect from a simple run of the mill, typical school yard out in the open.

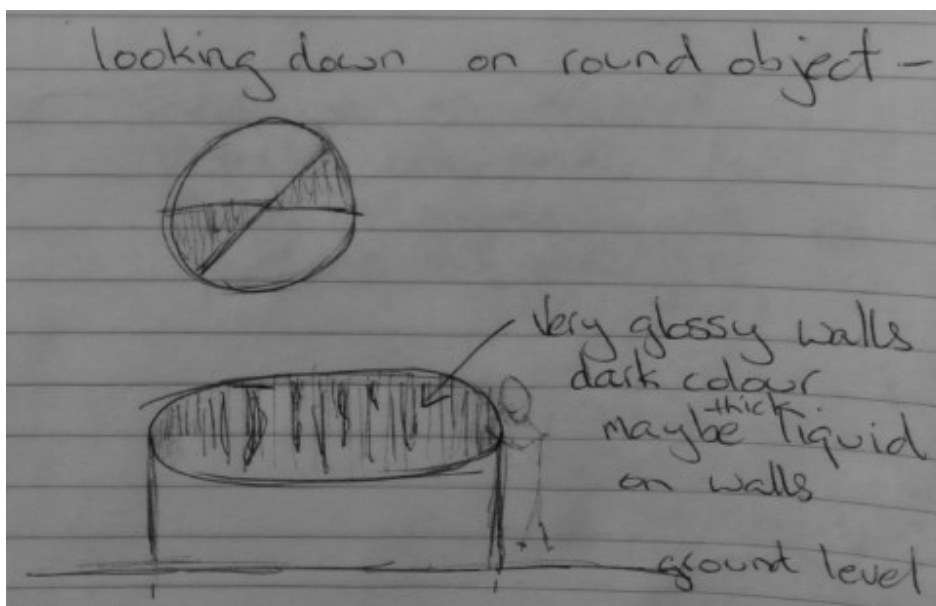
REMOTE VIEWER - ELIZABETH RUSE

Viewer describes a **Round, metallic object, with a long thin cylindrical hose and a spindle shape structure**



Liz goes on to describe a Black or Gray Vehicle in good condition. The Vehicle is stationary, smooth shinny surface and curved panels. She also describes a building or room, sparse with two men in side. (It's not clear if viewer is describing a physical room or the Vehicle)

Viewer then goes on to describe metallic round object from above, very glossy walls, dark colour and sketches a lifeform standing next to this object.



Viewer states this was an incident with questions still left unanswered as to what occurred. Viewer deducts a "senate enquiry"

Viewer was then asked to do another sessions and summarize her data into a report. **NO QUESTIONS WHERE ASKED** other than to probe her data for as much information as possible till she was satisfied she had enough data to

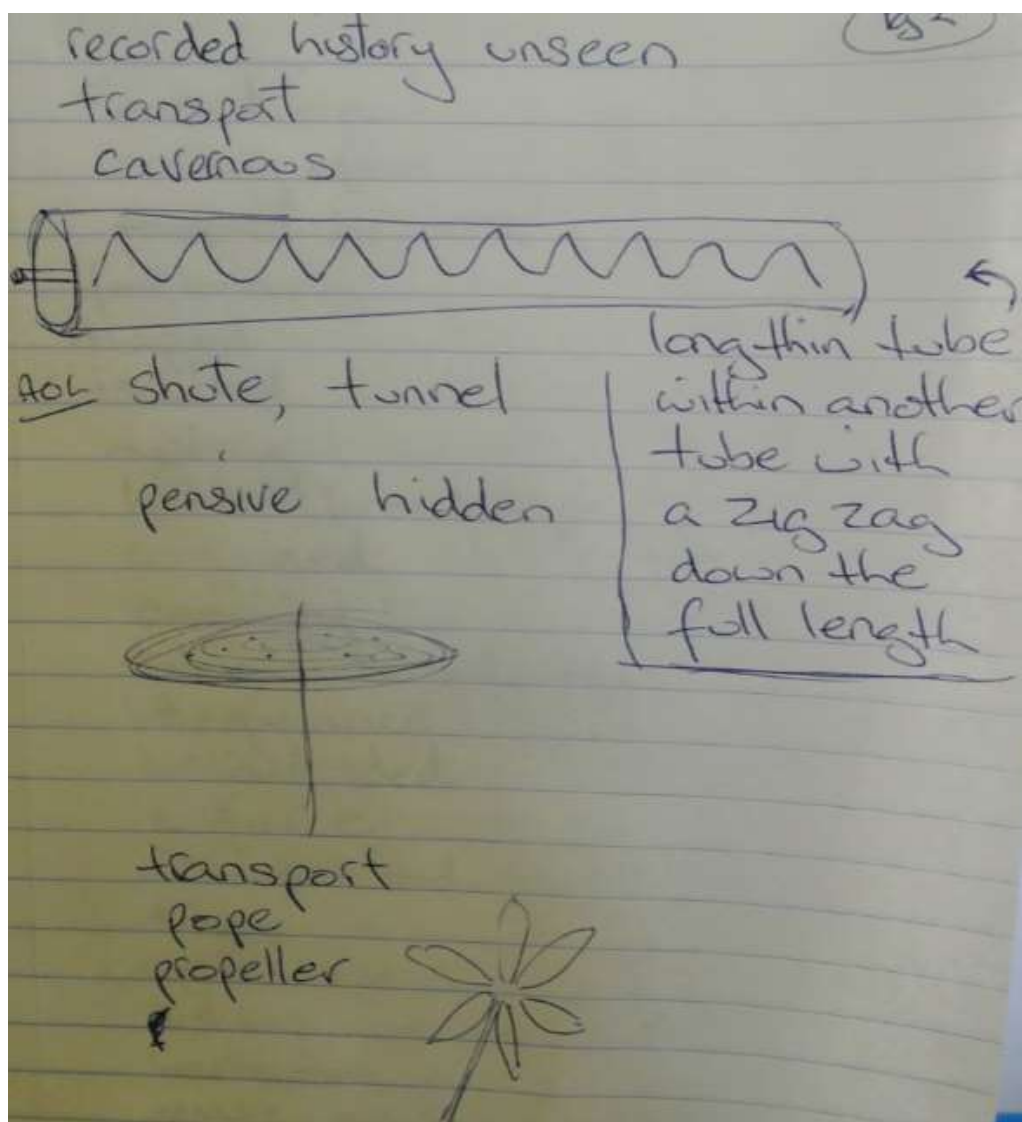
submit.

There is a secret

The size is enormous, crater like
passengers alighting, coming + going
persons affronted by unfamiliar surroundings
papers needed
escorts given
tourism ongoing
Safety first, but unwarranted
benevolent
Isolated

Her second session was interesting. Viewer mentioned **SECRECY** with regards to the target. **Passengers alighting**, coming and going, **unfamiliar surroundings**, papers needed, (foreign traveler?) escorts given, tourism, safety first, benevolent and isolated.

Once again she describes and expands on '**Transport**' (very specific)



Viewer's session concludes with a stream of data and high level concepts which include: **SENSATIONAL**, RECOVERY EFFORT, PERSONNEL, FOREBODING, TRAPPED, ISOLATED, MYSTERY, HIDDEN KNOWLEDGE, CO-JOINED (?) ENQUIRY, **TABLOID SENSATION**, INTERFERANCE, **BROADSIDED**, A **FARCE**, MISUNDERSTOOD, **TABOO**, RIGHTEOUSNESS, MISTAKES WERE MADE, BARBARISM (visitors message as perceived by the children with regards to environmental issues?) PENSIVE – AWAITING OUTCOME and finally **TRUE KNOWLEDGE**.

REMOTE VIEWER – RONAN TODD

Method CRV

No formal summary report was presented along with his raw data so it was a bit difficult trying to piece together the numerous data bits that were presented however it was very clear the user was picking up on high level data concepts which one would not attribute to a mere school ground activity. Viewer even deducts an AOL of “**Escape to witch Mountain**” a reference to a classic Hollywood movie about UFOs and aliens. Other interesting data bits include **Hybridization, electronics, high pitched carrier frequency waves or signals**, waving, pinging back and forth, **Tuning and frequency**,

*NOTE: witnesses described a very distinct high pitched whistle type sound prior to seeing the craft in the school yard – Tasker notes**

A bright power source, benevolent, smooth “**glossy**” **structure**, **engineered structure**. The viewer towards the end expands on what he describes as an ‘**elder**’, teacher/ Healer who appears to be in a rage (?) If we recall one of the children claimed the ‘beings’ expressed sadness with regards to how humans were treating the planet -

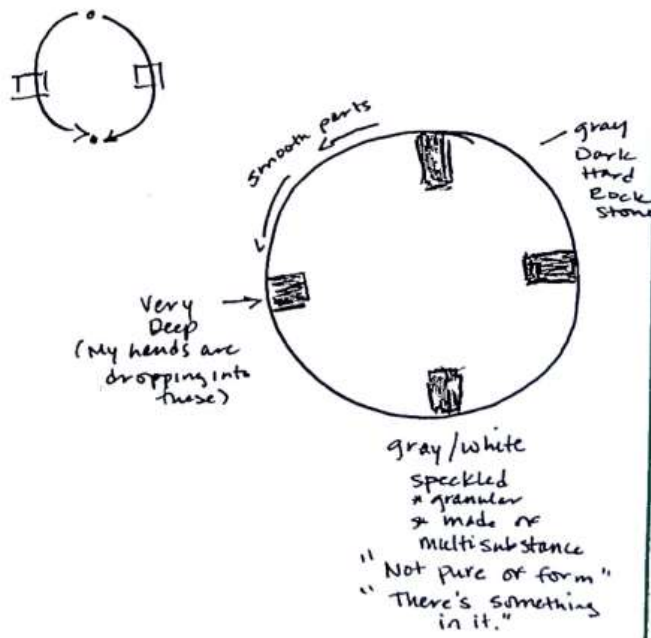
*"I got the feeling he was interested in all of us. ... He looked sad and without love...In space there is no love and down here there is" – Eye witness statement.**

Todd as with Liz, describes a high degree of advanced technology one would not expect during a playground recess which in itself is very interesting.

REMOTE VIEWER - ELISA LAGANA

This was by far the most interesting of all the sessions submitted and as with Todd and Elisa, we get inundated with data that does not conform to normal activities or descriptions of a school playground during recess.

As with Liz, Elisa describes a **circular object** which she is drawn to straight away.



The viewer describes an object that is SPARKING, OLD, BLACK AND SHIMMERING WITH SMOOTH PARTS, STRUCTURE FEELS VERY OLD AND HEAVY, and MOVEMENT

The colour **black** features prominently in her initial data

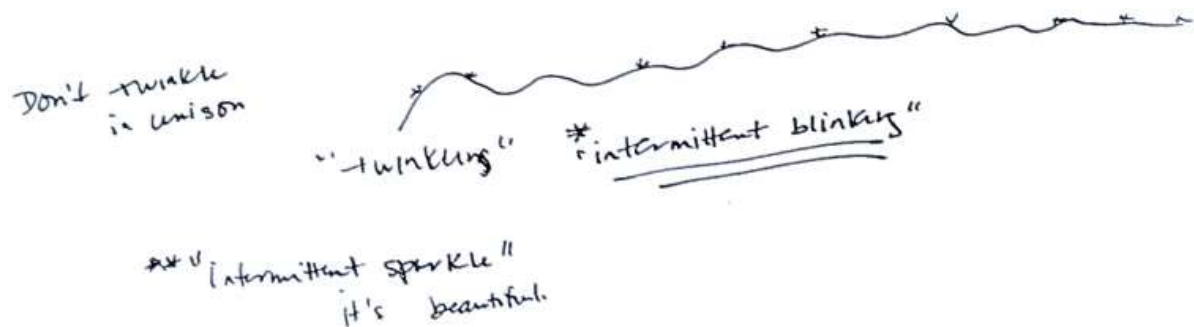
"THE BLACK REMINDS ME OF NIGHT" BLACK SATIN MATERIAL, VERY FLUID, METALIC BLACK, ALMOST LIKE AN ELECTRICAL OR VIBRATIONAL FEEL TO IT, SOMETHING SHIMMERING OFF IT

***In a subsequent retasking Elisa elaborates further on the Colour Black**

"IT'S A VERY DARK, LIKE NIGHT – I ALMOST CANNOT SEE IT, VERY HARD, VERY SMOOTH, KIND OF SCARY, REALLY SCARY, FEEL LIKE I DON'T WANT TO TOUCH IT.

***Note:** Eye witnesses reported they were very scared when they saw the beings and looked into their eyes, some also described beings dressed in black walking on top and around the nearby craft - Taskers Notes**

The viewer goes on to describe **"TWINKLING LIGHTS"**



"INTERMITENT TWINKLING", "INTERMITENT SPARKLE", "IT'S BEAUTIFUL", "DON'T TWINKLE IN UNISON"

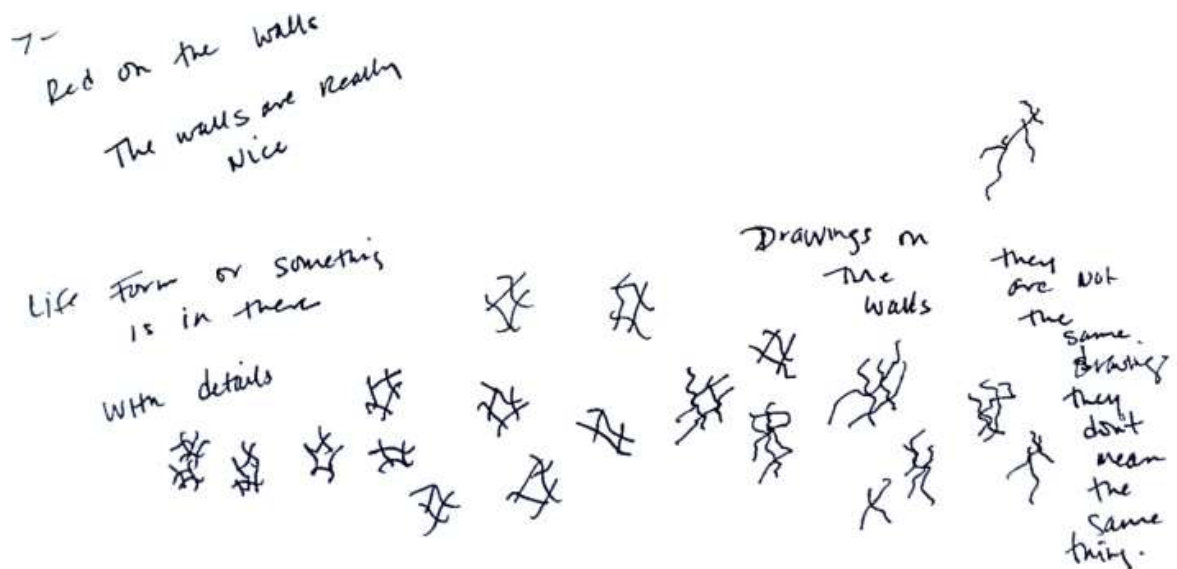
Elisa's perceptions of the target soon shift to a structure within a **"CONATAINED SPACE"**

The viewer begins to describe strange symbols within this space and a **LIFEFORM** which she describes as **MALE**.

The symbols are indentations along what the viewer describes as **RED WALLS**.

***NOTE:** purely speculation on my part but the eye witnesses reported that one of the craft was flashing **RED lights** – Tasker notes**

The symbols are a LANGUAGE according to the viewer



RETASKING – VIEWER WAS ASKED TO PROBE HER TWINKLING LIGHTS AND THE STRANGE LANGUAGE.

"I SEE GREY AND BLACK – ALMOST SMOKEY BLACK

METALIC METAL STRUCTURE

I RISE UP, UP, UP IN THE AIR

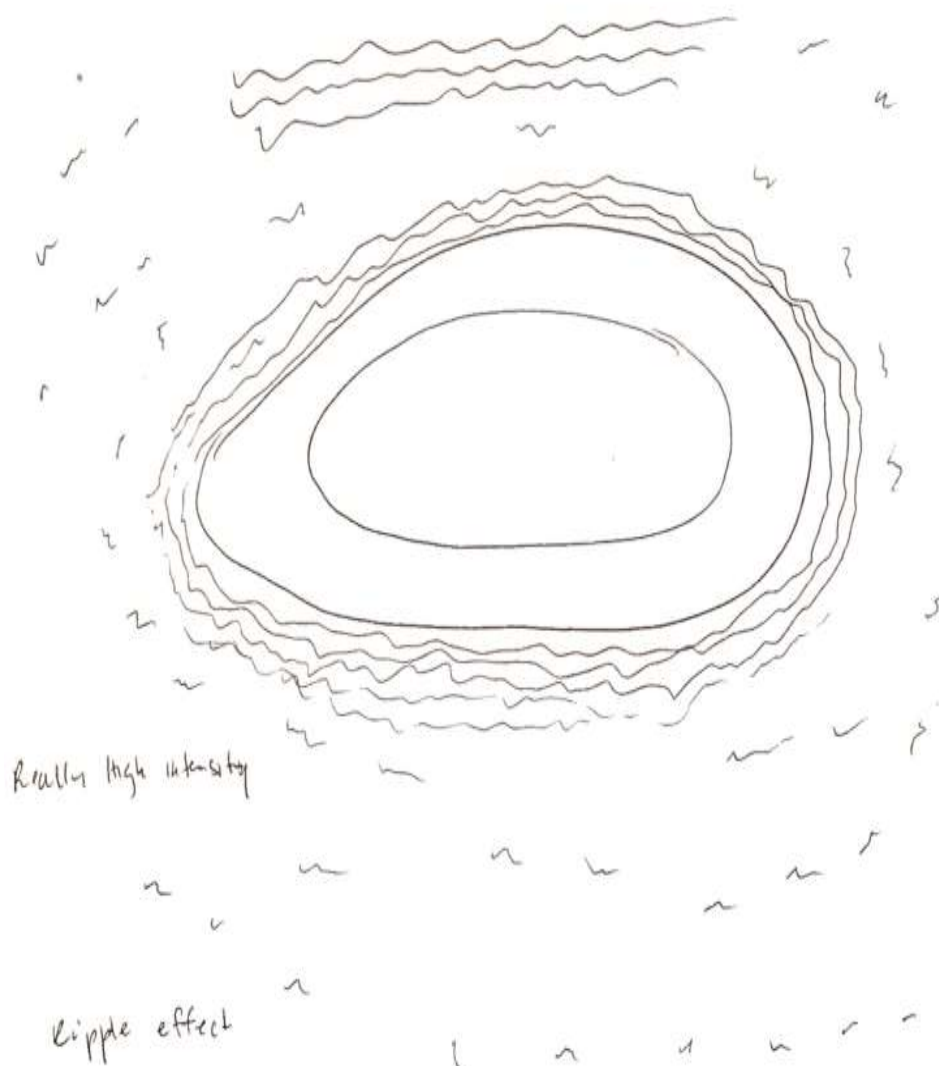
HIGH FREQUENCY, HIGH VIBRATION

** NOTE - RONAN TODD'S DATA DESCRIBES SOMETHING SIMILAR.*

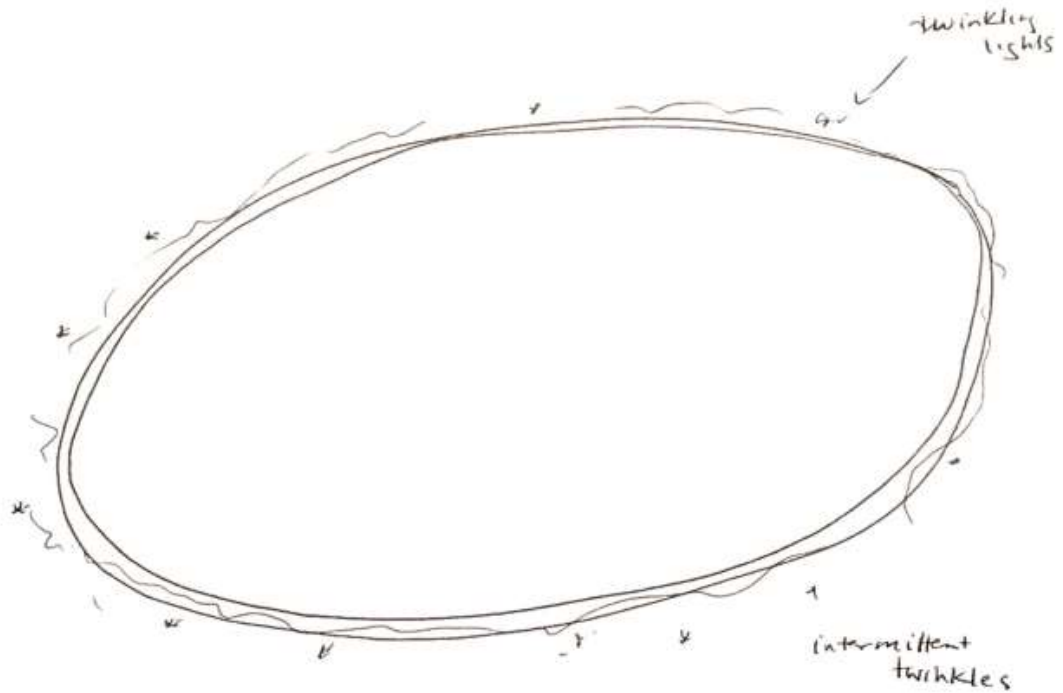
FIBBRILLATION, ERATIC ELECTRICAL SENSATIONS

**LAYERS, CIRCULAR, WRAP AROUND, RIPPLE EFFECT, REALLY HIGH INTENSITY,*

NOTE: This LAYERED effect was also picked up by another viewer as we shall see later on in the report – Taskers note*



Retasking long twinkling lights



Viewer describes and sketches intermittent twinkling lights along the side of the circular object as described by some of the eye witnesses – see sketch below by one of the original witnesses –



Actual eye-witness sketch

Long twinkling lights

High Frequency

High Vibration

High Energy

Atrial Fibrillation pattern

Layers

wraps around

circular

circles overlap

its a wave

Ripple effect

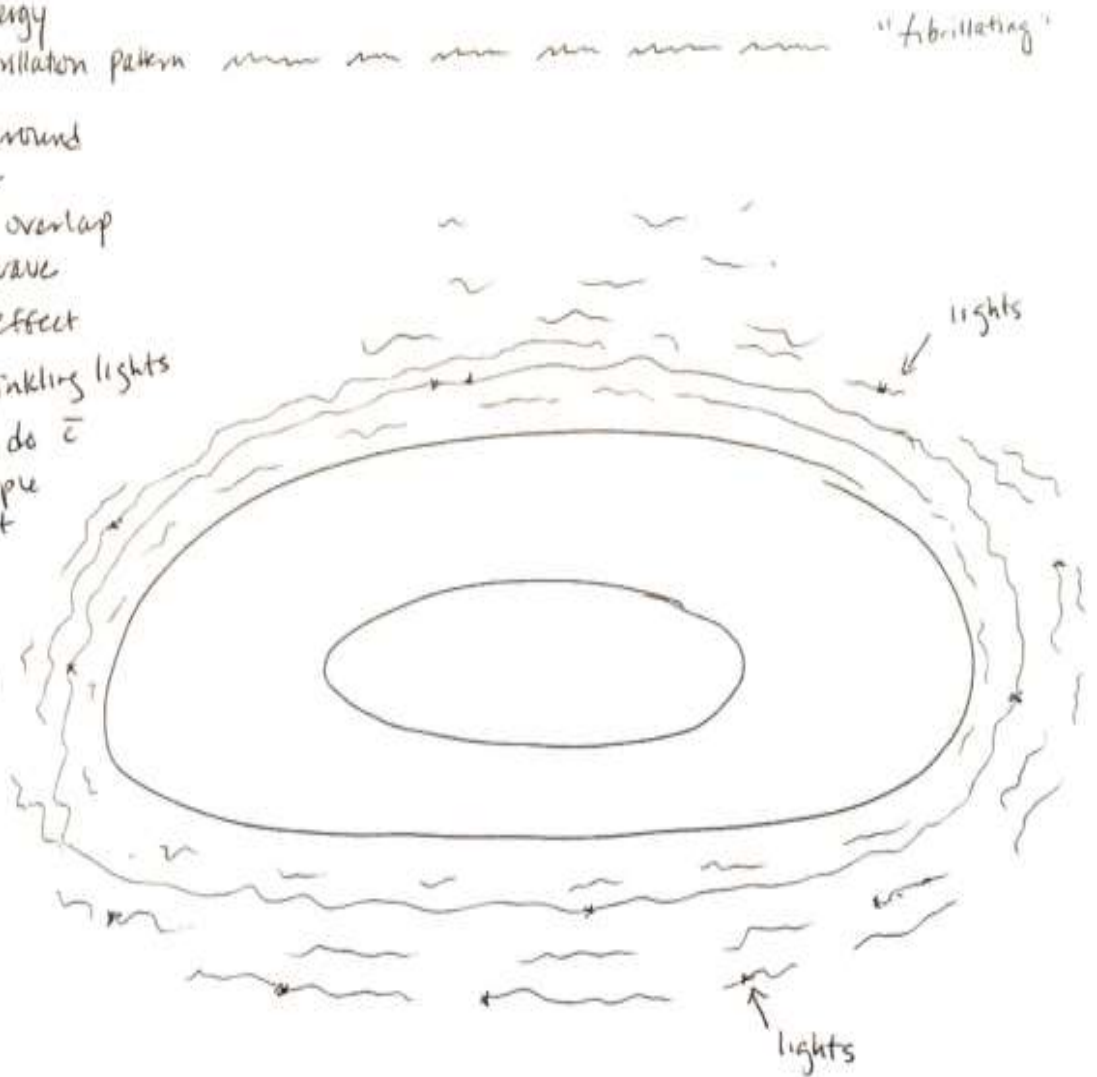
Long twinkling lights

have to do \bar{c}

the Ripple effect

Lights are
intermittent
sparkling
twinkles

Black
gray Metallic
structure



DECODING THE LANGUAGE

Elisa provided additional data with regards to the unknown language she described with help from a **MALE** energy or lifeform associated with the target.

- THE UNIDENTIFIED MALE LINKED WITH THIS LANGUAGE IS FROM THE FUTURE
- THE LANGUAGE IS DIVIDED INTO FOUR COMPONENTS
 1. TACTICAL COMPONENT
 2. VISUAL COMPONENT
 3. **TELEPATHIC COMPONENT**
 4. THERE IS A WAY TO RE-ARRANGE IT

ELISA EXPANDS ON (4) THROUGH THE MALE ENERGY ASSOCIATED WITH THE TARGET –

“REGARDING 4. I FEEL HE IS SPEAKING ABOUT BEING INSIDE A SPACE CRAFT. RE-ARRANGING SYMBOLS TO PERFORM TASKS, BUT ALSO TO COMMUNICATE. TO UNDERSTAND THE LANGUAGE YOU MUST BEGIN AT THE BASICS. CURRENTLY YOU HAVE NO GUIDE TO DECODE/DECIPHER TRANSMISSIONS. BEGIN AT THE DOT (.)

Finally Elisa describes the unidentified lifeform as not an alien as we know it, but someone from the “future” out in space (?)

REMOTE VIEWER - DAZ SMITH

Daz straight away deducts a “Passenger” associated with the target, a Male enclosed inside a structure. The structure feels semi-transparent and is throwing off light.

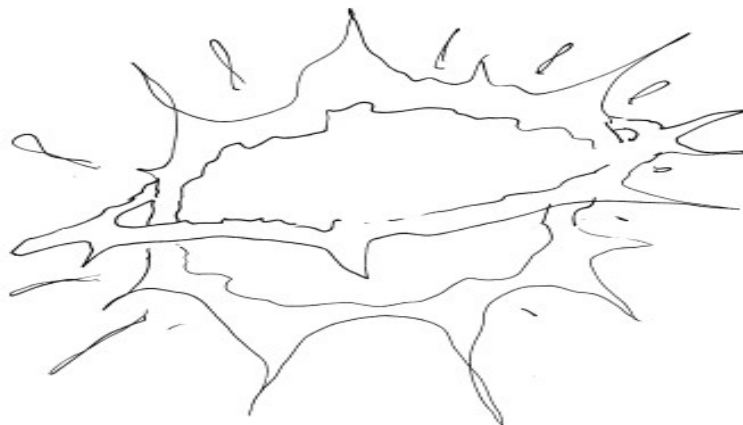
Daz deducts a sense of **energy** and **light** linked with the object which he describes as being in a “**state of constant motion**”

At stage1 page 2, the viewer the viewer writes:

“**TIME DISTORTION/DIMENSIONAL**”

AOL “**TIME MACHINE**”

The viewer goes on: “This feels much **engineered** – It feels ‘**scientific**’ when I look upon the target energy it looks like this:



LIKE A FORMING SUN - WITH
A RING OF FIRE AND FIELD TENDRIL
OF ENERGY.
WAVES, GEMS, ETC
A GLOWING BALL OF ENERGY.

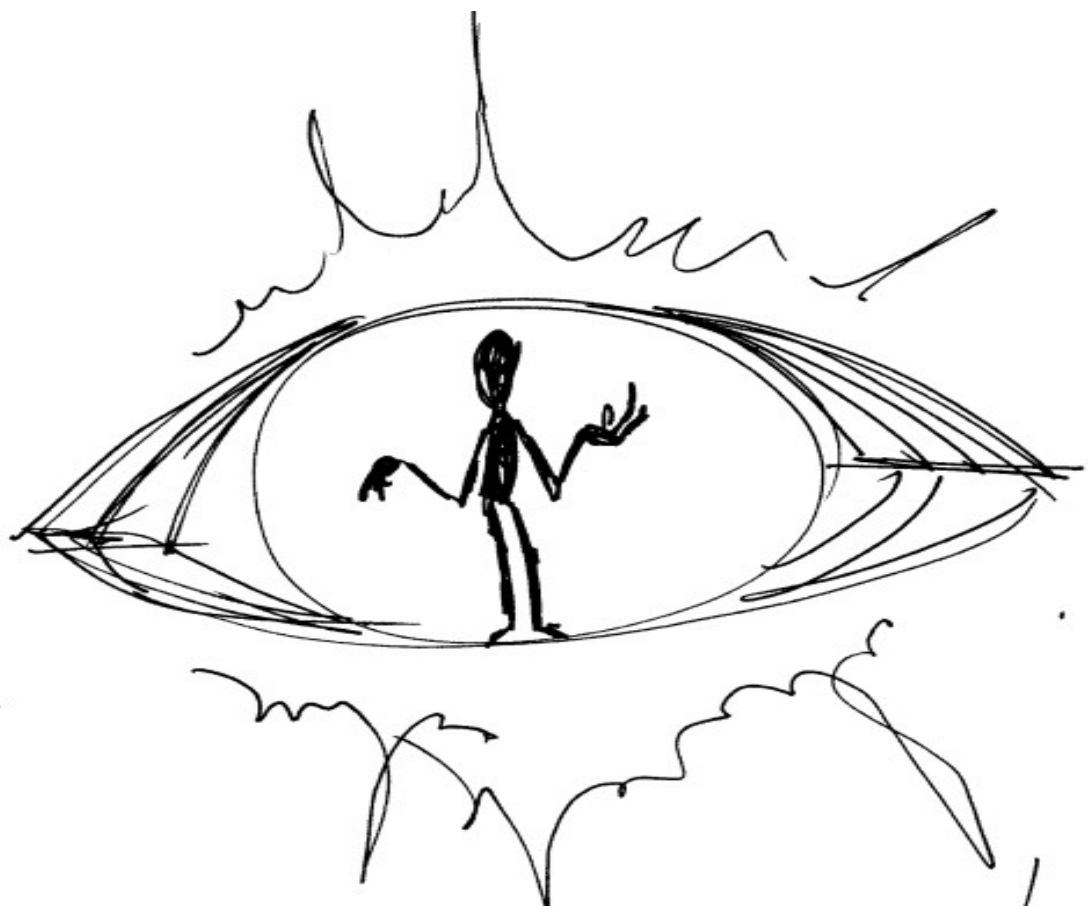
Like a rotating sun-nova, a ring of fire and fiery tendril of energy, whites, yellows, **RED**, a glowing ball of energy. A solidity that melts away into something else.

“FOLDS, LAYERS OF SPACE/TIME

AOL – TARDIS”

NOTE: As with Elisa, Daz also describes a strange “LAYERED” effect or feature to the target. “Fanned layers”

Daz sketches the following image:



Daz continues –

“I FEEL THAT I AM WATCHING SOMETHING I CANNOT FULLY COMPREHEND. THIS FEELS LIKE IT COULD BE A STRUCTURE THAT CONTAINS LIFE BUT THEN IT SEEMS TO FOLD AND CHANGE SHAPE INTO SOMETHING ELSE, ITS WHOLE SHAPE/MASS/DENSITY/FORM CHANGES.

“THIS FEELS LIKE AN OBJECT BUILT TO FOLD SPACE + TIME” LIKE IT GENERATES IT’S ON WORMHOLE OR SPACE OR TIME OR SOMETHING”

Daz describes a lifeform present observing this object from a distance



WATCHING
OBSERVING
AT A DISTANCE

“THIS FEELS LIKE AN **OBSERVED EVENT** – PAST EVENT OF IMPORTANCE”

“THE ENERGY TRANSFORMS THE STRUCTURE AND EVERYTHING LOCAL – IT CAN FOLD TIME/SPACE AND DIMENSIONS”

“THEY DON’T MOVE TIME – TIME/SPACE/DIMENSIONS MOVE *THEM*”

“I HAVE NEVER SEEN ANYTHING LIKE THIS BEFORE IT FEELS WAY MORE ADVANCED THAN ANYTHING I HAVE PREVIOUSLY RV’D”

ANNIE X

Annie (not her real name) also describes lifeforms linked with a structure.

Like Elizabeth, she describes activity linked to a structure and pipes connected to an unknown mechanical structure.

The viewer also deducts visual colours **RED**, dark bluish brown/green white and yellow.

Energetic properties noted at the target include **MOVEMENT, TRAVELING, DISCHARGE AND INJECTION OF ENERGY**

The lifeforms are **male** and she describes one of them as looking **unhealthy**.

The lifeforms are completely focused on their task and objective which Annie deducts as being linked to the **ENVIROMENT**.

Annie described the lifeforms **“DETEREMINED, DESPERATE TO RETURN SAFELY, AMERICAN, HIGHLY EDUCATED, NAÏVE,**

“A MOVING STRUCTURE HAS LONG STRANDED THIN SECTIONS DOWNWARDS CONNECTED TO LIVE ORGANICS BELOW (?) A LOW CYCLINDER DISCHARGES AND INJECTS ENERGY AS IT’S HAULED ALONG FROM ABOVE GUIDED BY A PERSON BELOW”

“THE PERSON IS A BUSY TECHNICIAN OUT OF HIS DEPTH. MUCH JEOPARDY HERE FOR HIM, SO HE FEELS PANIC, RUSHING, DO TASK OR DIE ATTITUDE. TUBES FROM A VEHICLE FROM A PERILOUS EXPERIMENT.”

“ONE ACTIVE LARGER PERSON MANIPULATES THE MACHINE AT THE LOW END OF THE TUBES NEAR TWO OTHERS. THE THREE PERSONS ARE FAMILY/TEAM FULL OF LOVE AND CONCERN.”

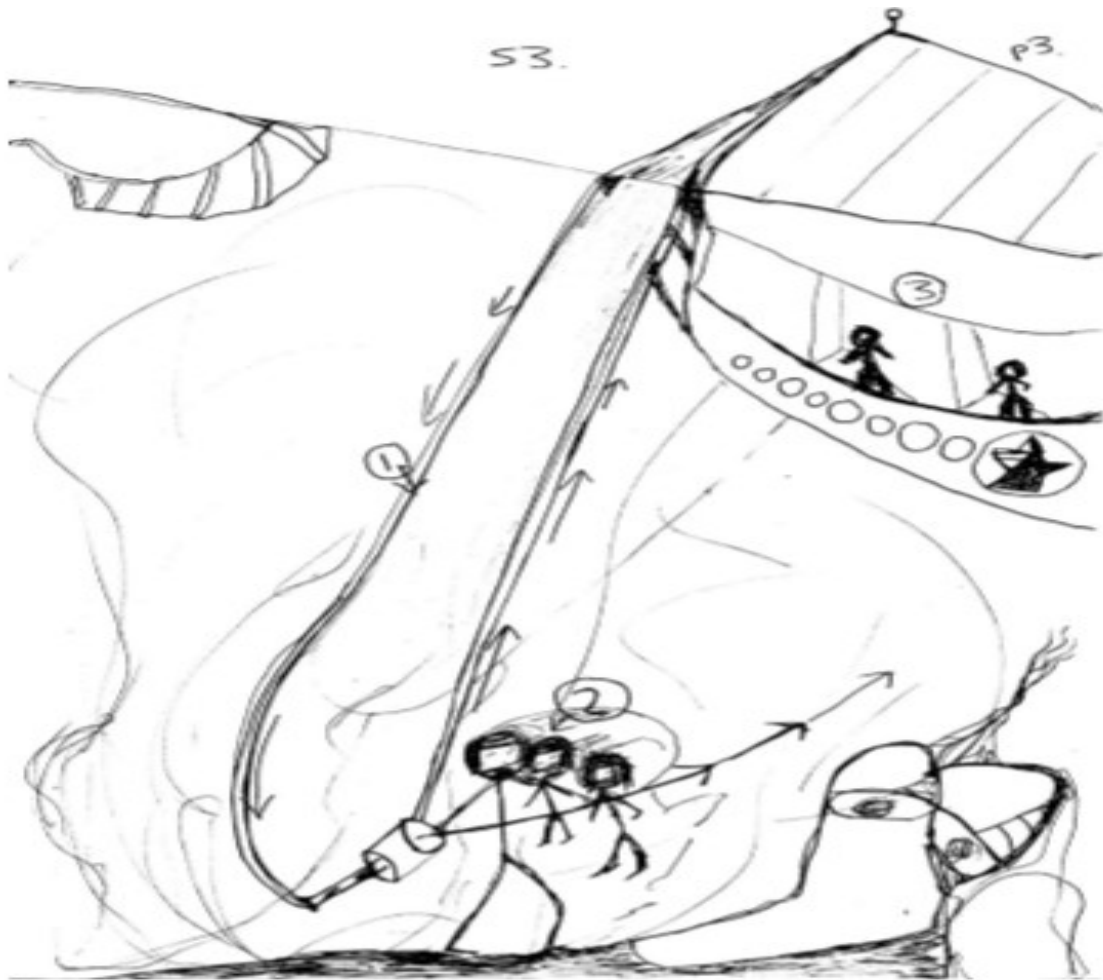
“THE VEHICLE ABOVE IS CLEAN, SHINNY, ULTRA MODERN, INCORPORATING (?) MACHINE OR FIXING OR OVERTURNING A PROBLEM”

Annie goes on further:

“THE PURPOSE OF THE TASK IS TO STABILISE THE ENVIRONMENT IN PREPARATION FOR AN UPCOMING EVENT/DATE. THE SIMPLIFIED NEW APPROACH COULD BE INVENTED TOO LATE OR JUST IN TIME”

“THE EVENT MUST HAPPEN WITHIN 2 MONTHS OR CAN NEVER HAPPEN AS IS HOPED BY THOSE PREPARING.”

“THE MOST SIGNIFICANT PERSON IS A MALE, SLIGHTLY, PALE, FAIR, AND UNHEALTHY. HE IS PUMPED WITH ADRENALIN, HAULING- ATTACHED TO A MACHINE COMPLETELY DETERMINED TO RETURN TO SAFETY WITHIN VEHICLE ABOVE”



Annie X sketch of activity at target site

NOTE: Annie's sketch is quite remarkable given some of the descriptions given by the eyewitnesses to the Ariel School event. Also note the **circular port holes** around the vehicle and the dark figures sketched in **Black**

I find it interesting two out of the five viewers describe activity linked to cables or pipes with relation to vehicle or unknown transport at the target location. – Taskers Notes

CONCLUSION

As always with regards to targets that do not have adequate feedback we have to err on the side of caution with regards to what the viewers are describing in a school playground. As incredible as this all sounds, some of the data must remain speculative. Even Liz highlighted the word FARCE and MISUNDERSTOOD (although this may be a byproduct of how those present at the target see US rather than our own interpretation of the events in question). Either way, it's clear we do not have all the facts for us to make any firm conclusions.

Having said that, I do find it highly unusual for all five viewers to describe technologies present at the known target site that should **NOT** be present under normal circumstances. All five viewers describe something unusual and **technical** while one viewer describes and mentions “**space craft**” with a being from space and *the future*.

At least two of the viewers who provided the longest sessions mentioned the concept of **TIME TRAVEL** and **TIME MACHINES** while one viewer focuses heavily on the **ENVIROMENT** as the primary objective at the target site linked with unknown lifeforms engaged in perilous activities

I find it interesting the beings described by the witnesses were dressed in **black**, also the twinkling lights Elisa describes alongside the craft and Liz's "broadside" view of an object she describes as some form of **transport**.

All the viewers described transport in their data.

In closing, one can only marvel at the many similarities within the viewer's data and the implications of what the data is trying to tell us despite our best efforts to remain neural and only try and describe what should have been a typical playground recess event but clearly leaves more questions than answers.

After reviewing all the sessions, I'm inclined to believe something extraordinary did indeed happen that day and the data corroborates what the children recalled to some degree. Whether it was aliens or time travelers from our future we cannot say but one thing is for certain, something totally unexpected and highly bizarre appears to have been described by all the viewers in this project.

I hope the eye witnesses will one day get closure as to what they actually encountered and who knows, maybe we are the aliens we've been looking for all along.

Time will tell.

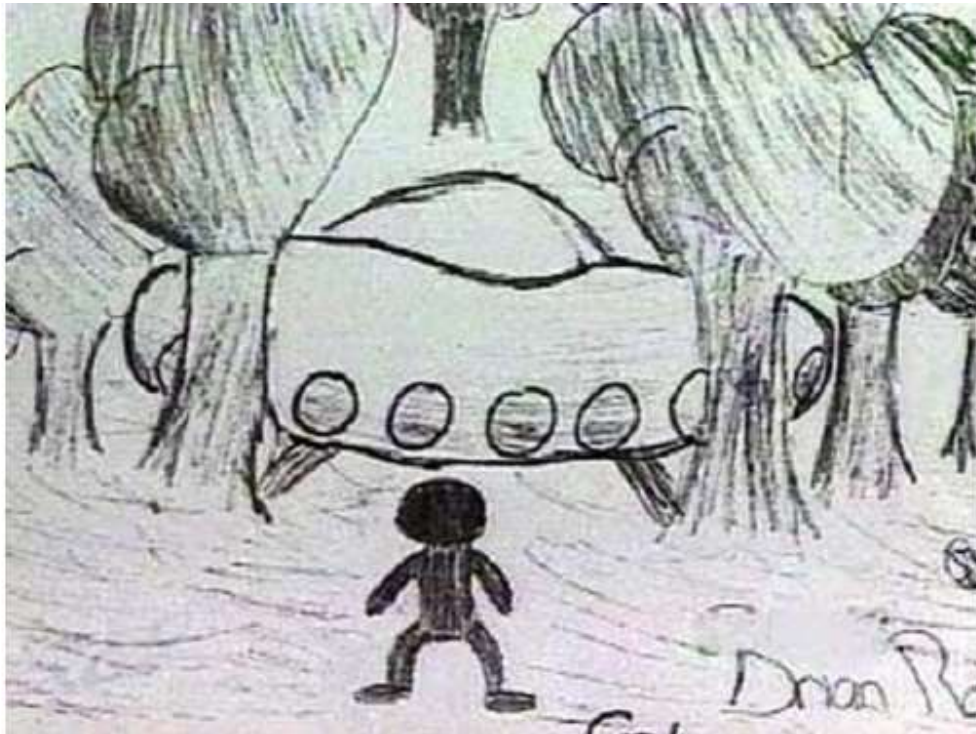
Tunde Atunrase

18/04/2017

I would like to thank Liz, Todd, Daz, Annie X and Elisa for submitting sessions and shedding some light on one of the biggest UFO cases of our time.

Original drawings by the Ariel School witnesses





Project 6547-4444

Describe clearly and accurately what the children of Ariel School near Ruwa, Zimbabwe witnessed at the school yard during recess on the morning of 16th September 1994.

The Remote viewer sessions in full.

ELIZABETH RUSE

2 sessions

ELISA LAGANA

2 sessions and complete audio files

RONAN TODD

1 session

DAZ SMITH

1 session

ANNIE X (PSEUDONYM)

1 session (Short)

Elizabeth

Real x Files

(li)

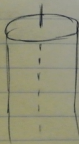
6547-4444

Liz

5-April 2017

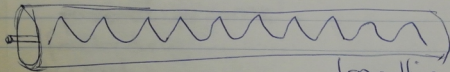
There is a secret

The size is enormous, crater like
passengers alighting, coming + going
persons affronted by unfamiliar surroundings
papers needed
escorts given
tourism ongoing
Safley first, but unwarranted
benevolent
Isolated



recorded history unseen
transport
cavernous

ls2



AOL shute, tunnel
pensive hidden

long thin tube
within another
tube with
a zig zag
down the
full length



transport
propeller



Sensational
recovery effort
~~personel~~ personnel

foreboding

trapped

isolated

mystery

hidden knowledge

co-joined

enquiry

tabloid sensationalism

interference

boardsided

a farce

misunderstood

taboo

righteousness

mistakes were made

barbarism

pensive - awaiting outcome - true
knowledge

fabricated

lied to cover up past mistakes

A journey - untold history

gold - presumed antique

editorial incorrect

sensationalist at best

presumed outcome incorrect

tabloid

lonesome

incomplete

troubled

unfolding

frequent journeys

surveillance

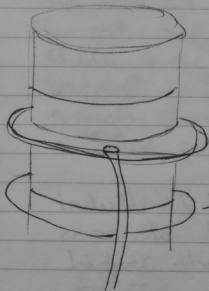
suspicion

unrealistic

frosted

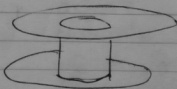
REAL X FILES (TASER) (LUNGE)
6547-4444
WZ

(1)



Round
Metallic

thin 'shelf' like protrusion
long thin cylindrical
'hose' extending from
the 'shelf'.



spindle shape

Vehicle (2)
black or dark grey
old but in good condition
Turned off
stationary
vacant
smooth shiny surface
^{curved}
~~rounded~~ panels

Industrial sized room
concrete floor
higher than wide
sparse - not much in it
quiet
concrete stair case - winds up +
up a long way. I don't see
any other floors above. Top
is at ground level.

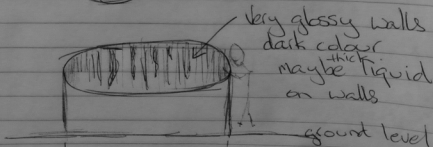
Only a couple of men in room.
Calm quiet atmosphere

(3)
Round metallic object with
long thin tubular 'hose' shaped
extending out + down



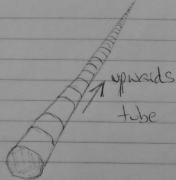
side view

looking down on round object -



under ground

AOL SHAFT
AOL VAT



There was an incident
Reports were made
A senate enquiry enquiry
questions still remain

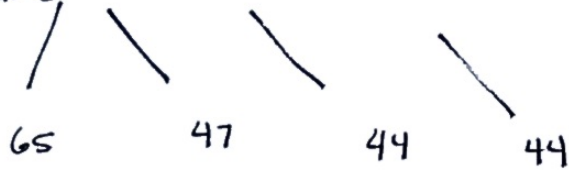
Elisa

TRN
6547-4444

0 || 0 || 1.

E. Lagana
April 8, 2017
10:01 am PST
VB

Separate the #'s



0 || 0 || 1.

0 || 0 || 1.



4 separate ideas



4 separate concepts



segmental



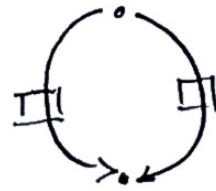
From the top to bottom

Feels very old

Heavy

Doesn't feel like
something I want
to pick up or
really want to
touch very much.

- start then it stops
start then it stops



- Repetitive Pattern
- The Movements are not elegant

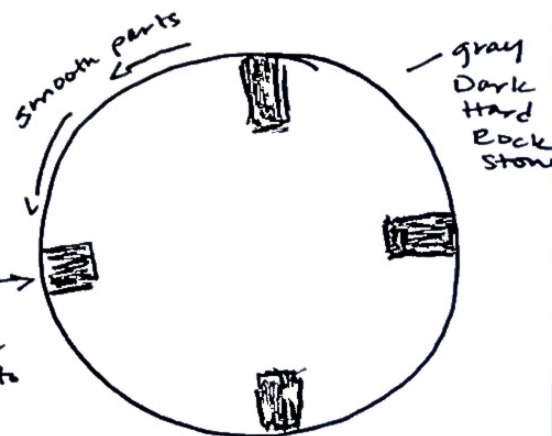


Structural

feels very old

Heavy

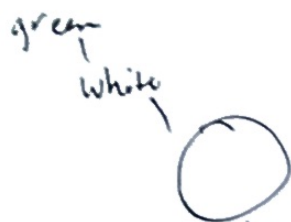
Very Deep
(My hands are
dropping into
these)



gray/white

speckled
* granular
* made of
multisubstance

"Not pure or form"
"There's something
in it."



I move up over and over to the
right I see black

sparkles

Shining

Shimmering

Glimmering

blinking

Black

shimmering



Movement

Night

Reminds me of Night

Almost like a moved or satin Black satin

Material

Very fluid

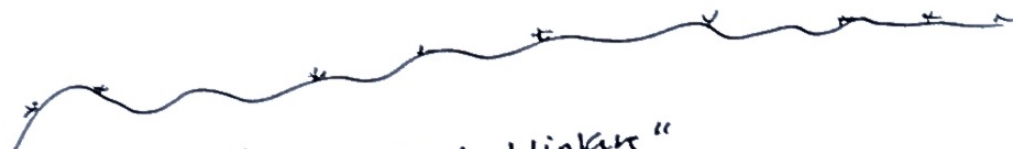
Metals Black

almost like an electricity feel to it

Vibration to it

Has something kind of shimmering off of it.

Don't twinkle
in unison



"twinkling"

* intermittent blinking

* "intermittent sparkle"
it's beautiful.

TEN
0547-4444

E. Legane
p.3

green
white



jump

start here @ the end and try to move
up I see yellow & white as I
can reach up I see the gray
see mountain red see dirt

yellow
green
red

dirt → granular
↓

I want to rub my fingers together



mountain

Horizon



Shades
of yellow

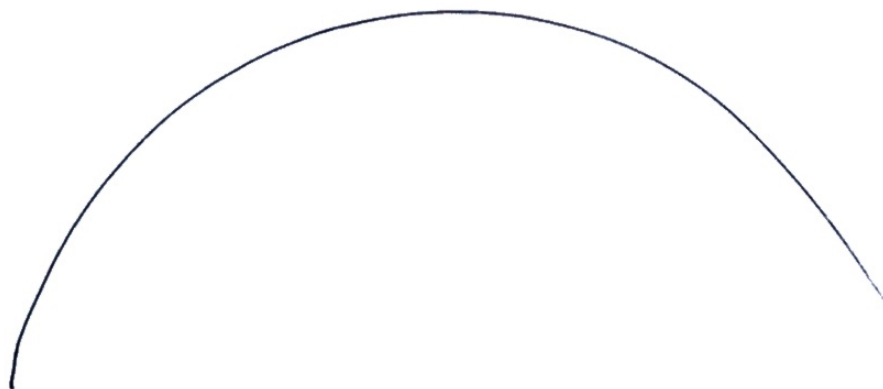
Shades of yellow in sky : then white above it

yellow in multiple places
: white in multiple places

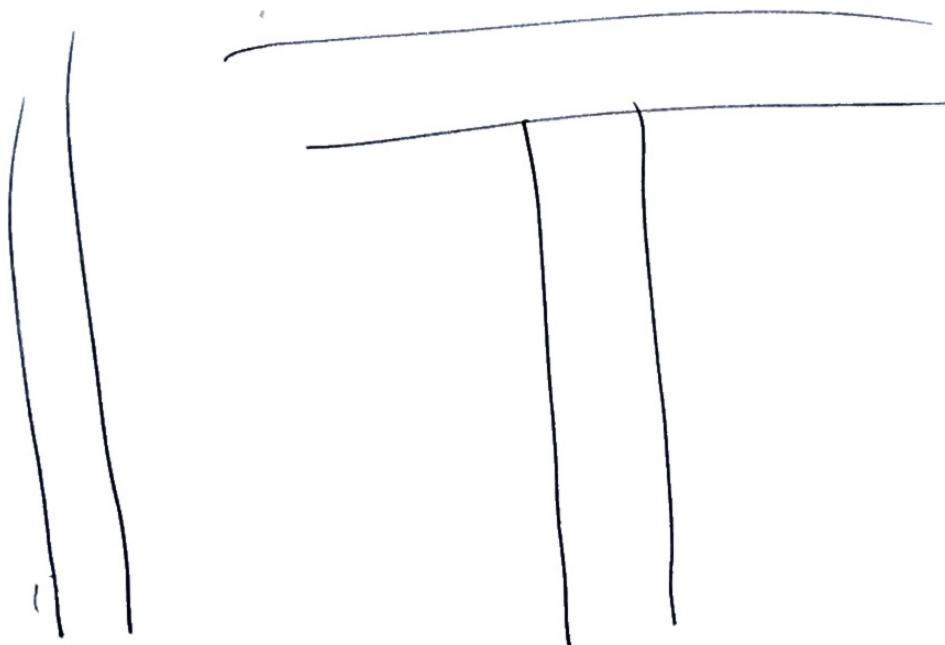
TEN
6547-4444

E. Lague
P. 4

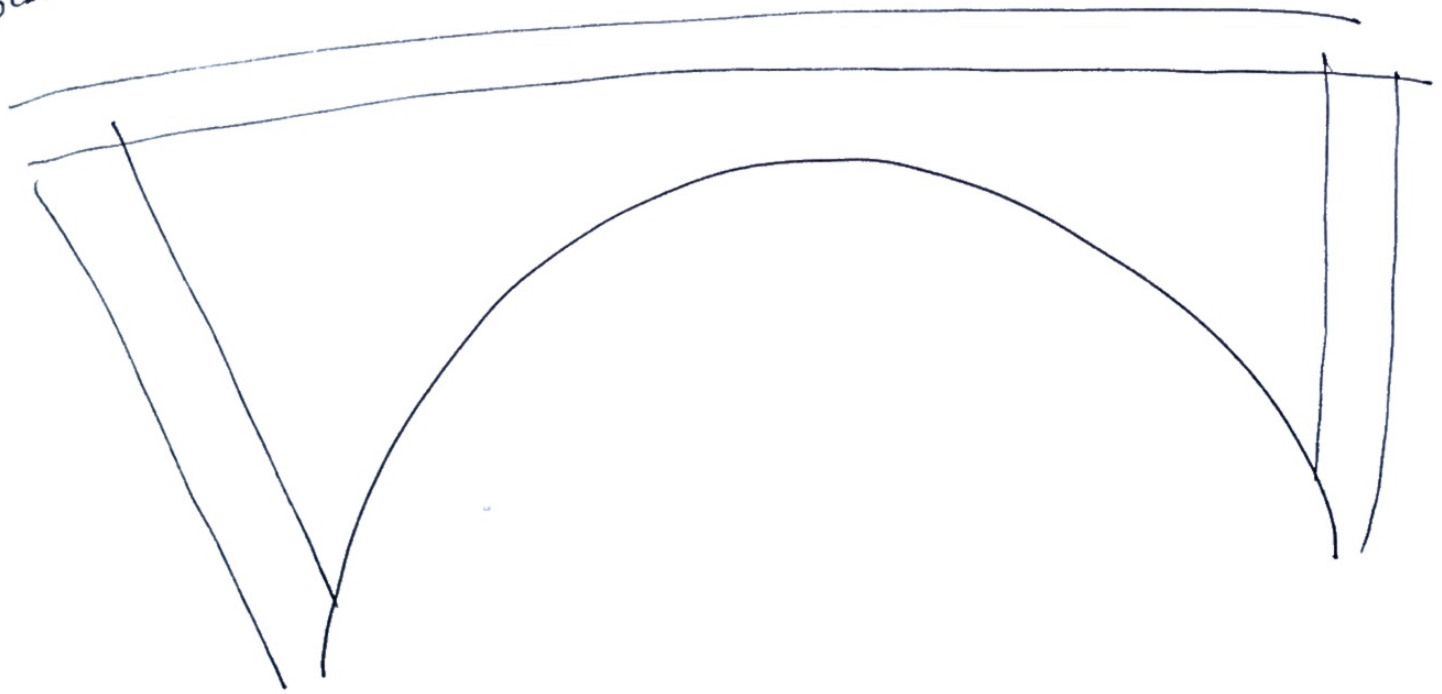
green
white
brown-red
shades of yellow
Red
gray
Space
area



Feel like there is something coming up from the bottom up
feels
structural



location

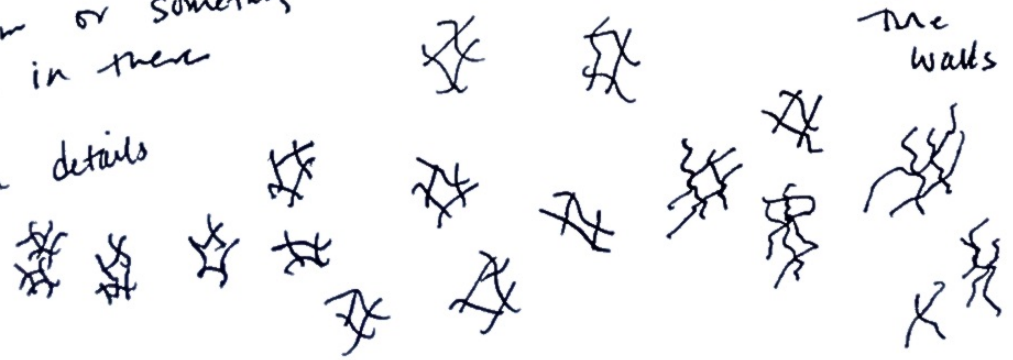


exhibition space
"it's a space"

7-
Red on the walls
The walls are really
Nice

Life Form or something
is in there

with details



Drawings on
the walls



they are not
the same.
Drawings
they don't
mean the
same
thing.

TRN

6547-4444

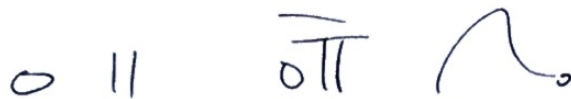
p. 6

take a step forward it then meet the guy
again

yellow

Refocus

Green cylindrical



green-white, glimmer, glitter, sparkles, glittering, shimmer, reflection

body of water → Night time → glistening, something dark →
→ reflective → twinkling "intermittent twinkling" off of something dark.

8

Lifeform here

in cased

hands crossed been in same position for a long time
wrapped or mummified. feels like it definitely
has something wrapped around its body.

Legs are wrapped in this very fine Material
almost feels like mushie. Very old. material
Very fine

There is something on it. A chemical on it.

It's ~~been~~ been wet. Somebody put something on
this wrapping ~~on~~ the legs

inside of a contained space
Its very cramped.

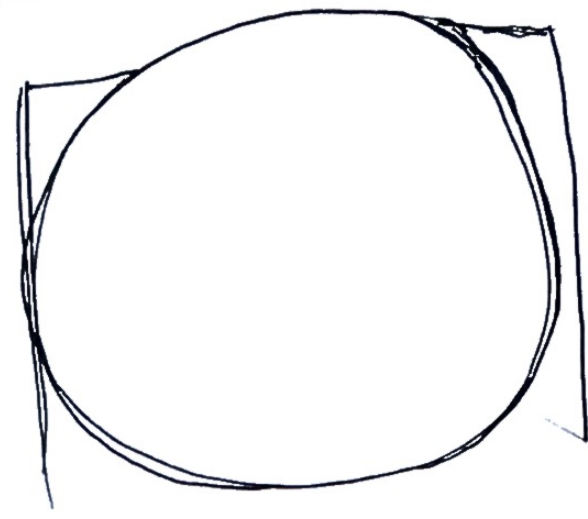
TRW
6547-4444

4444

44 44

Yellow
↓
wrapping
Body position
laying down

feeling of wanting to break
free.
& can't move its arms

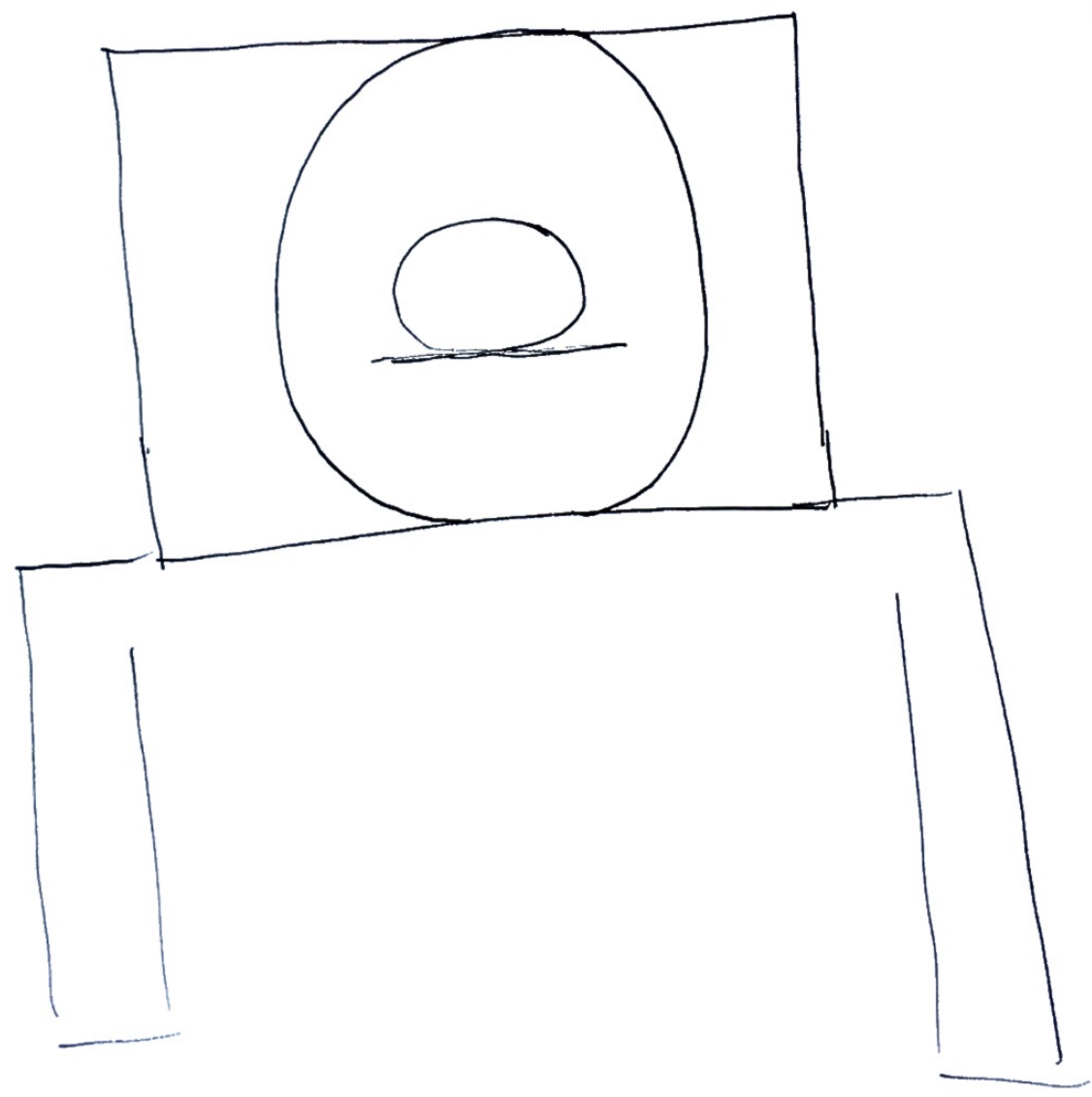


tubular
contained
chamber
Solid
Rock/stone
Feels old
Not from
this time

gray
structure

○
↓
head

* strange
symbols
inside



8

4. 2

life form
is a male

inside of a structural
cylindrical contained space

contained space

perception

is not even is construction

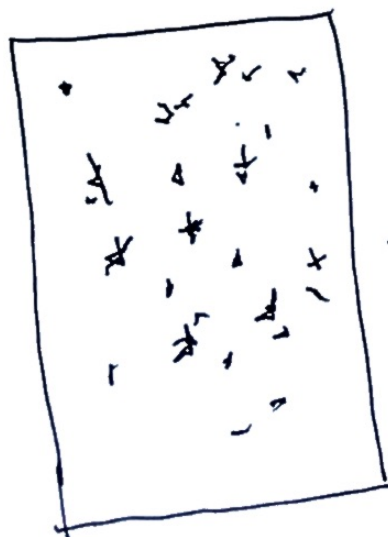
It might be lopsided

part of it overlaps

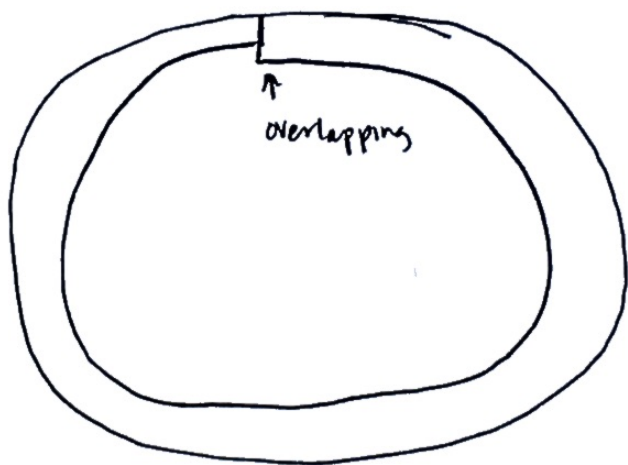
part of it it closer to his face

symbol
in front of his
face

it's a language



← lining of the inside



hard
old
stone

look like indentations
and markings

"this is a language"

"whoever is looking this doesn't
understand what that means"

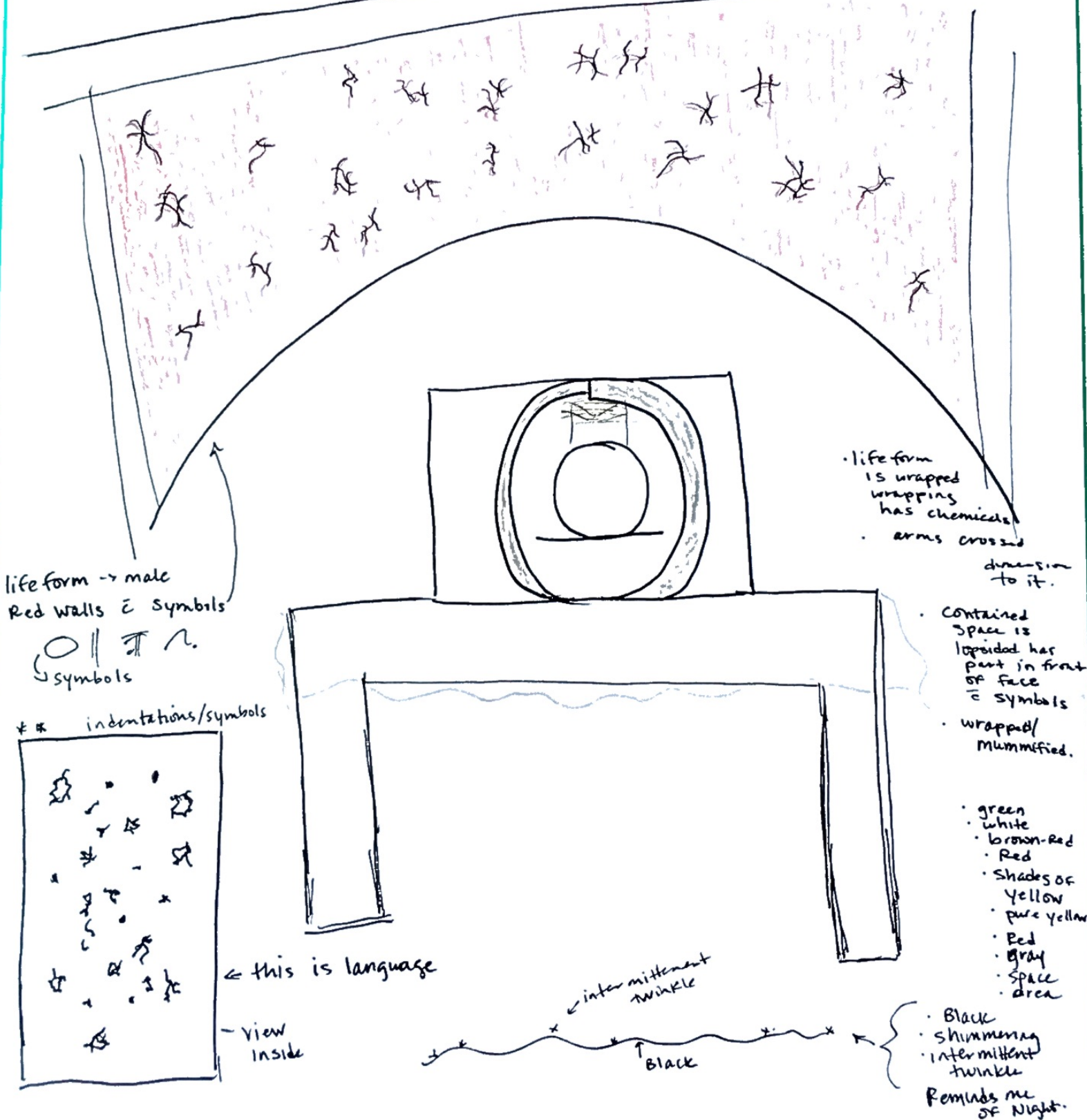
TEN
6547-4444

Summary

E. Laguna
April 8, 2017
p. 9

4 separate ideas -> 4 separate concepts
very old
Heavily structural
Contained space
"it's a space"

associated - mountain : Horizon feels more symbolic



TEN

6547-4444

Retasking

"Long twinkling lights and the strange language"

E. Lagana
April 8, 2017



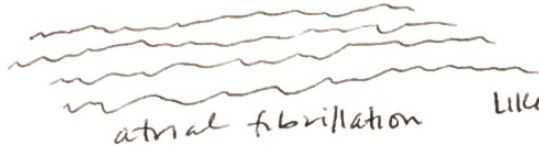
I see gray and black
almost smolcy black \pm go up \uparrow
up and down

metallic
metal structure

I start @ the end I rise up, up up in the air



High frequency



High vibration

fibri-llation \rightarrow "fibrillation"

atrial fibrillation

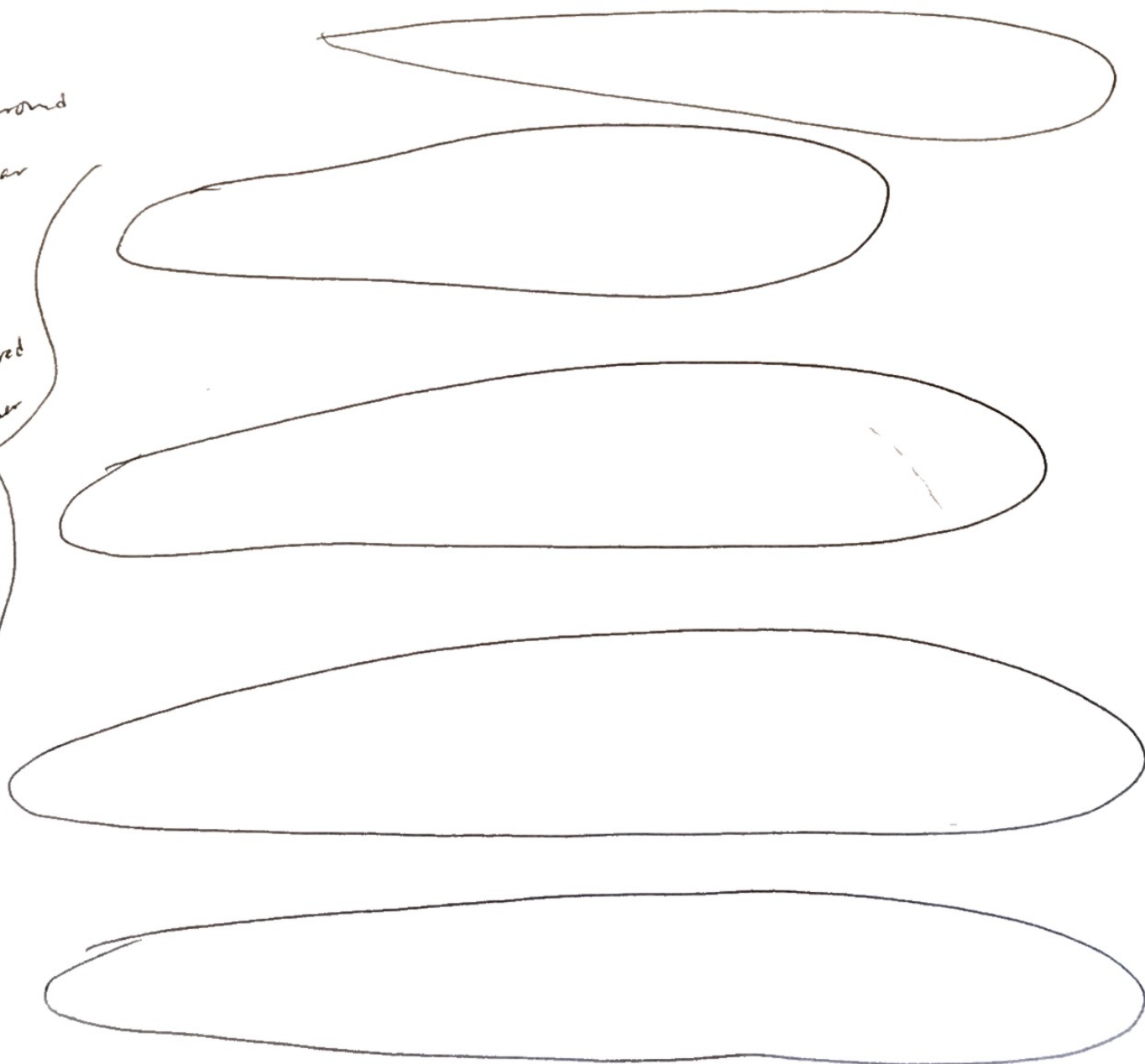
erratic
electri-
fication
like on
EKG

layers

wrap around

circular

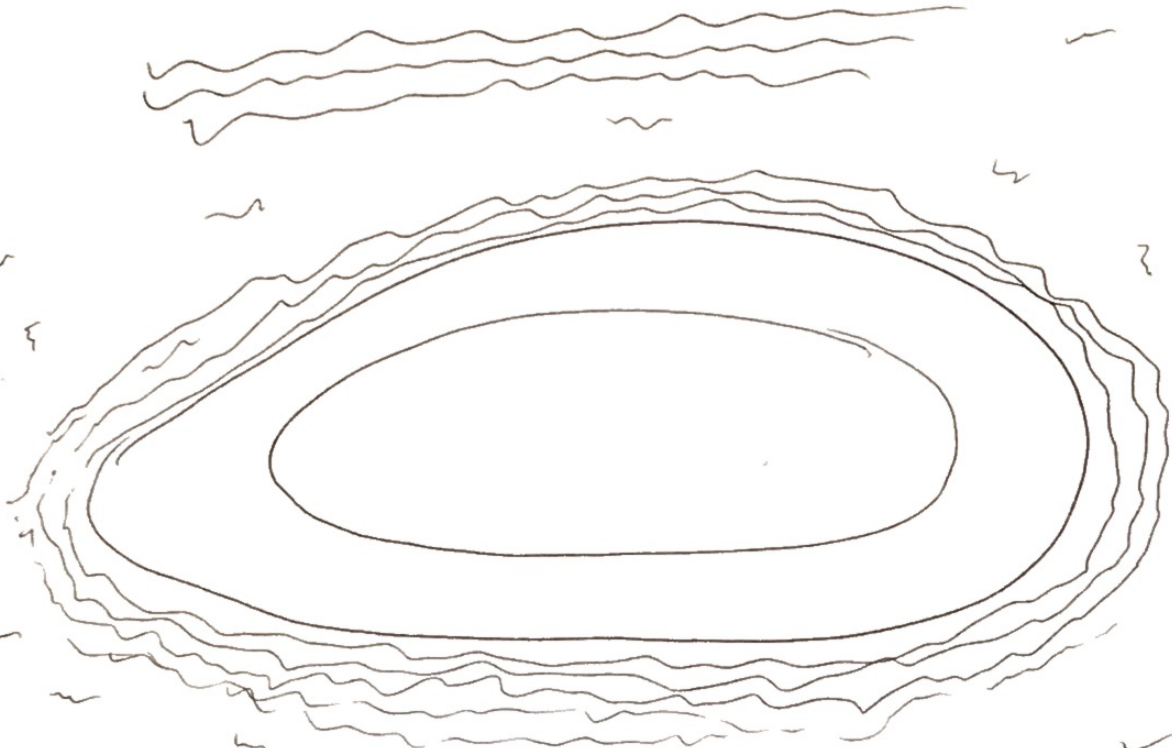
these
are layered
one on
top of
each other



flashing long twinkling lights

E. Lagana
p. 2

circles overlap

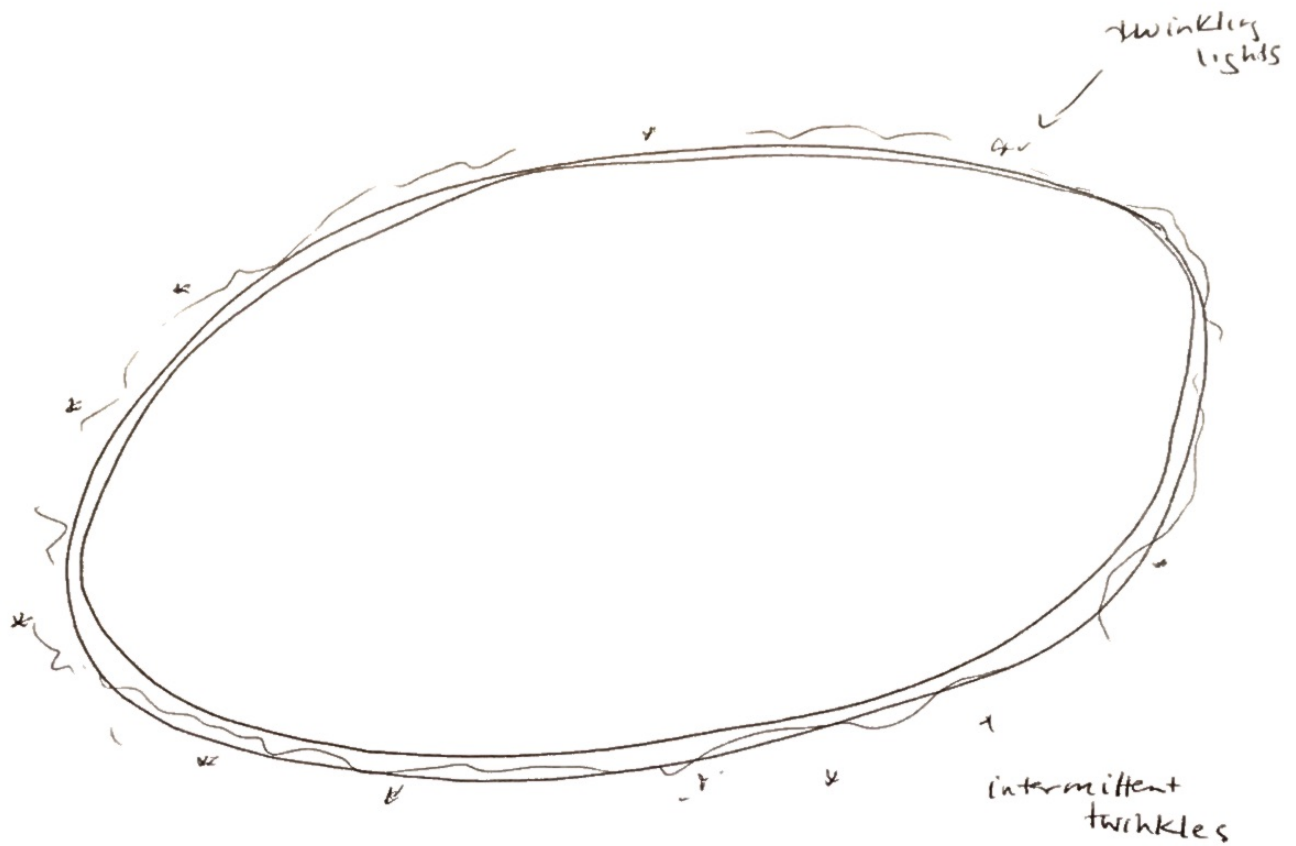


Really high intensity

ripple effect

Retasking long twinkling lights

E. Lagana
p.3



there is connect to water or Body of Water

Refocusing on the strange language

E. Lagana
p 4

"It's a space" * it's a dialect
 ↓ It's - ah - space "dialect"
"It's space" space

There a few things he would like to tell me about the language Number 1.
You have to start \bar{c} the dot

He says it looks like an indentation. My head feels like its expanding
"You guys don't understand." "You don't have the ability to understand."

There's multiple parts to understanding the language.

* You can't just read this. You don't have a way to decipher or decode it.

1. You have to touch it → Kinesthetic component

2. You have to look → visual component

3.  → telepathic component.

4. There is a way to change it → He can re-arrange it.
↓

*

I feel He is speaking about inside this "space"
there are symbols and he can change them, by touching
them. They slide and change under his hands. This makes
this what appears to be a space craft. do different things.
or how he communicates to others.

Refocus on language -

contact \bar{c}

male energy

Refocus - Retasking Language
Contact & Male Energy

E. Lagane-
p 5

I'm told it's not it's a space

"its space"

"he's in space"

"he's in space!" - he says

The language - you guys don't understand it - what do you want to know?

consists of 4 parts -> it involves all your senses

(tactile)

1. Kinesthetic part -> you have to touch it.

2 parts of it have to do with the # of symbols

apparently parts have 1 leg and 2 leg, 3 legs....

*He says using mathematics doesn't have anything to do with it.

Basically you touch it and then

Apparently you think you have some kind of decoder or something
He says you don't not this.

He keeps re-inforcing you don't understand.

He wants me to draw attention to the circular dot in the indentation.

He says this is the starting point and you shouldn't start at any other place.

what he says is it's like you guys are trying to do like a level 4 or level 5 French or German Class and you don't even understand the basics. So if you don't even understand the basics how do you think you can even try to *comprehend this.

It would be too much for this world and dangerous.

some of the information in the knowledge can be used in a bad way.

Important to start at fundamental level the dot.
or center.

- He's not opposed to teaching the language but there is no way he would or "they" would disclose everything.

You can try all you want but you'll never figure it out.

- * * - you have to have a perception, that is inherent in * a being the we do not possess.

So there is - something that they feel / touch

- Re-arrange things

He can moving these symbols around \bar{e} what appears to be his hands.

the shapes Δ (change)

He says there's a lot of understanding



telepathic understanding



conceptual

which is beyond what we understand.

He says "they say more with less"

They communicate \rightarrow \bar{e} people

- others that are here.
- others among us.

Refocus on Symbols

if I could get anything on meaning
start @ the dot

the dot is the dot Anywhere you find the writings you
must always start @ the dot

the dot is the beginning of the transmission he says.

he keeps repeating you have no guide
Do not use other systems. to compare this to.



* I wrote
it on
other
paper

- He said for me to do language would be very hard right now
- Language is other worldly
- Feels ~~like~~ alien → He doesn't like term
He says its not Alien He's "future"
And everybody better stop calling
it Alien because its future!

It's space → He's in space

He's in Space!

EOS

Long twinkling lights

High Frequency

High Vibration

High Energy

Atrial Fibrillation pattern

Layers

wraps around

circular

circles overlap

its a wave

Ripple effect

Long twinkling lights

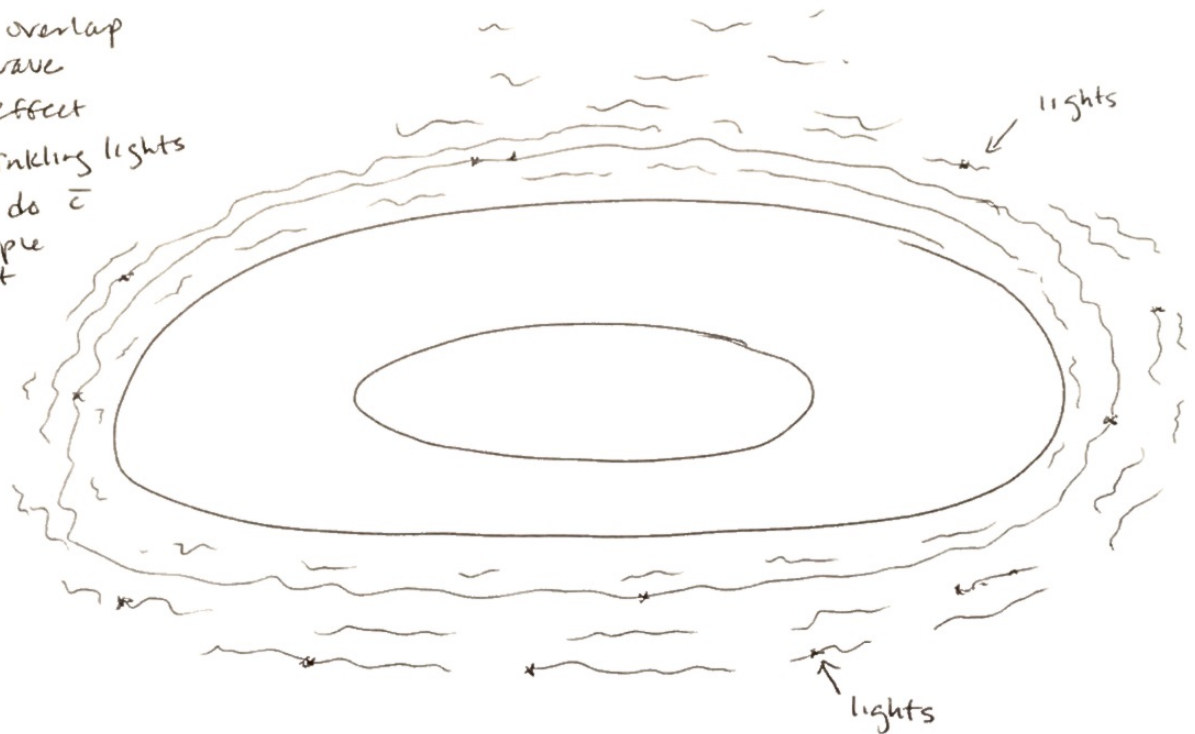
have to do \bar{c}

the Ripple effect

"fibrillating"

Lights are
"intermittent
sparkling"
twinkles

Black
gray Metastatic
structure



Refocusing on language

"it's a space"
↓
"its space" } dialect
"space"

Kinesthetic

Contact \bar{c} Male energy

States in future.

provides details on concepts for
understanding language → refer to original
Notes for expanded details

1. tactile component
2. visual
3. telepathic component
- * 4. there is a way to re-arrange it.

* Regarding 4. I feel like he is speaking about being inside a space craft.
Re-arranging symbols to perform tasks, but also to communicate.

To understand the language you must begin at the basics
currently you have no guide to decode/decipher.
Transmission begins at the dot.

this looks like a dot or indentation.



Retasking on the Black
TEN 6547-4444

E. Lugano
April 7, 2017
11:41 AM PST

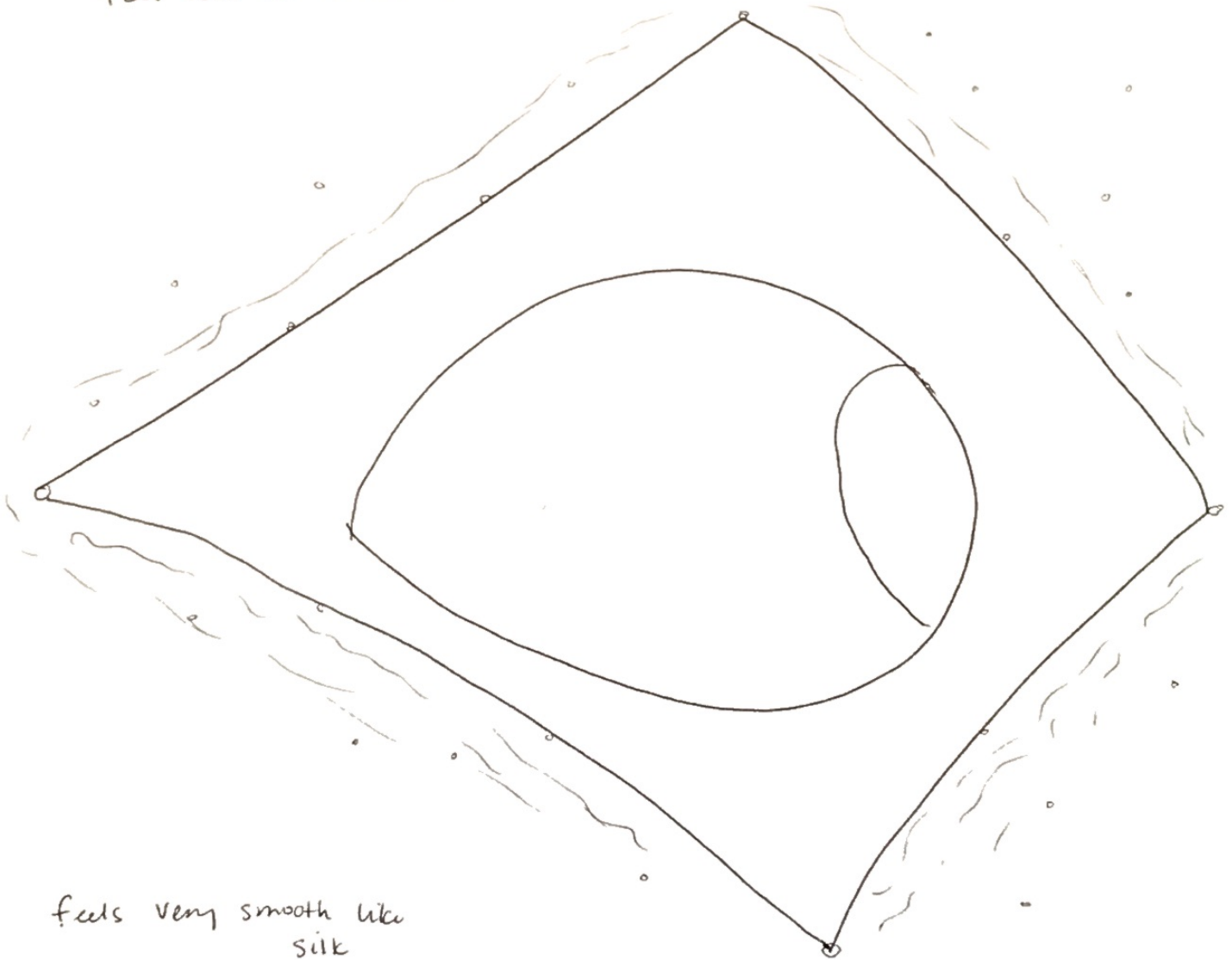
It's very dark like Night I almost can't see it.

Very Hard

very smooth

kind of scary → kind really scary

feel like I don't want to touch it.



feels very smooth like
silk

made out of something I can't describe.

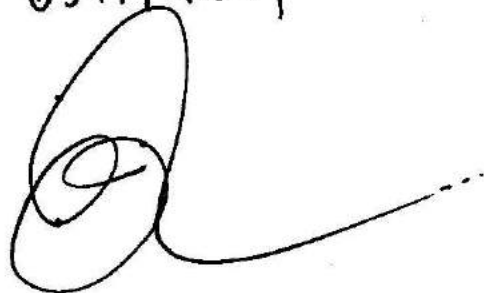
EDS

Ronan

PI- taxes, walker,
AV- birdscape mountains

Ronan
4/11/17
17:32 cdt
Austin TX

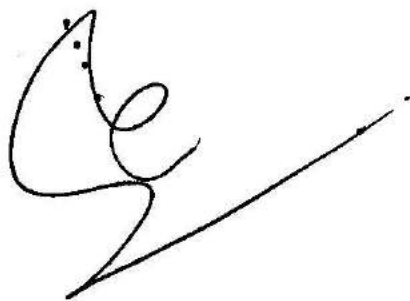
6547/4444



A: curving over sloping down
curving up over looping down
curving up over across
not-hard semi-hard light

B: energetic movement

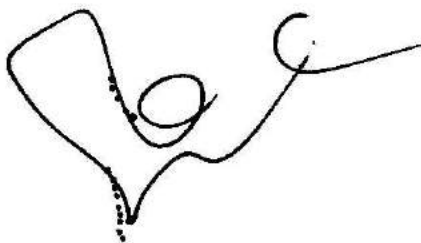
6547/4444



A: curving down looping up
angling up down curving across
down sloping up words
semi-hard - hard

B: B, structure / energy

6547/4444



A: curving over looping over
sloping up angling down curving down
angling up, across down sloping up
diagonally up, looping over, across
-hard semi-hard

B: B, B₂ motion, structure

Q.A.

2

	glassy magnetic dense, torando	weightlessness surfing dripping	small particles /s drain /s biological
	identations covered over mixed	concern old	sediment debris waste land
	marker weigh station	air flow high	/s speak easy /s gathering zone

1745

52

†. Filmey slimy
sandy decayed old flimsy delicate

C- din phosphorent, milky-white molted, opaque

Smells- bitter salty beachy

tastes- salty sharp, umami

temps- cool-ambient

Sounds- cool rustling rattling hissing windy
distant rhythmic, muffled distant clattering

dimensions - irregular, undening pitted

thick latitude heavy dense gravitational

latitude heavy dense gravitational

A1-BK caustic

caustic

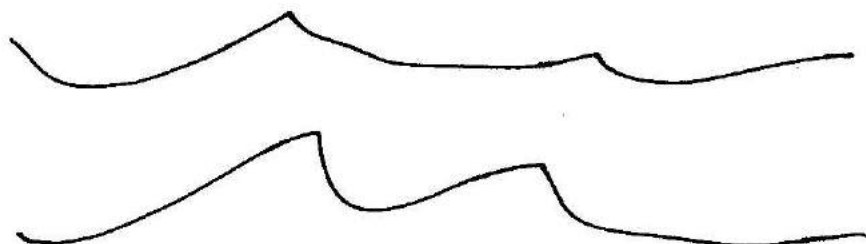
Aa-BK submerged

ls pearls

Aa-BK marachi
Band

Aa-BK old iron pipe

[A]



[B]

[C]



[D]



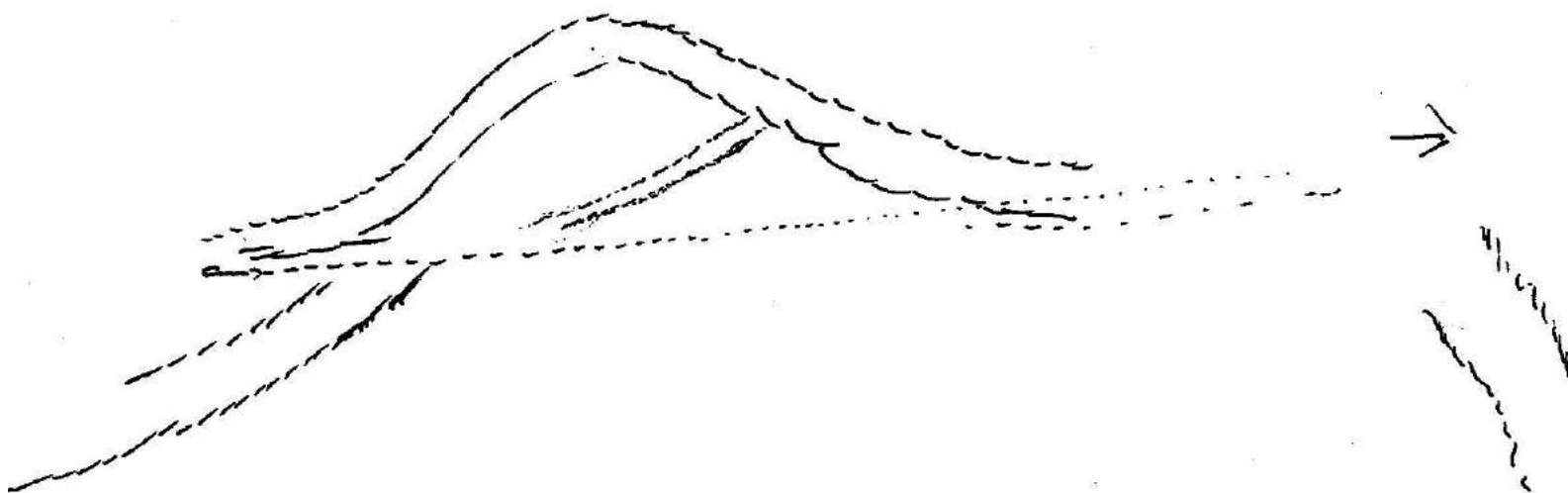
[X]

S3 (X)

5

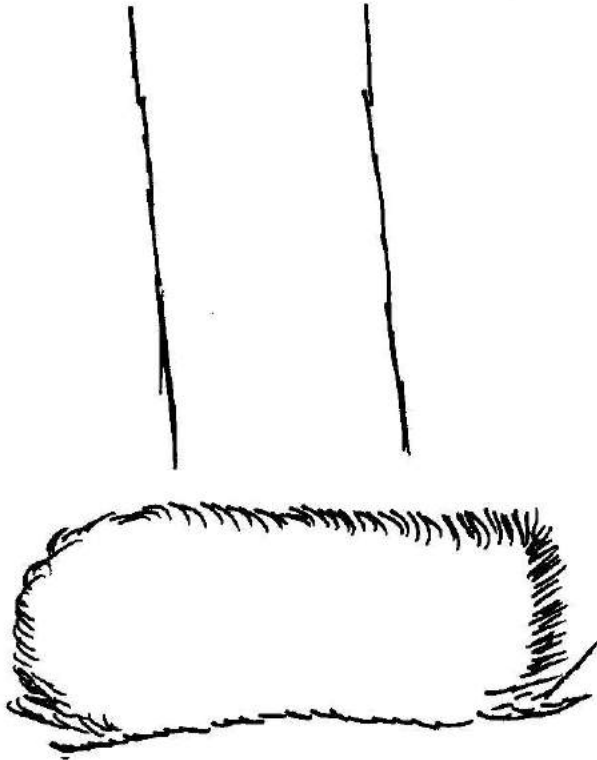
AOL/s dunes

AOL / S dunes



AOL/s Sea Lab

S3 [A]

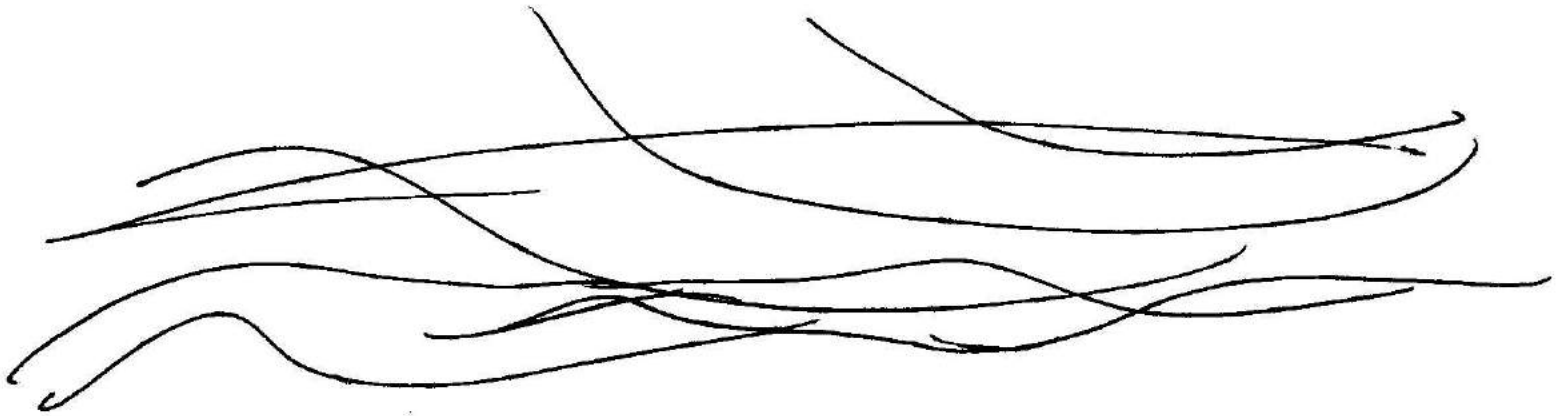


- Reflective

/s like jiffy Pop
Pop corn

S3 [B]

7



1/5 flags

S2

D

A1

S4 CRJ

E1

T

1

acc

Aa/s

Rubbery

Slick

Smooth Rounded

electrified

S4-S. look out post

S4-S. watch tower

gaseous
grainsACCBK
BonyoalA1-BK
explorative

ACCBK Hybridization

gummy
stickyarched
flat rounded
elevatedposition-sequenced
cycling

time-stamped

filtration

S4-S. cause of effect

large

enclosure

clear plastic
/s poly carbonate

lenses

crafting

/s The Abyss

S4-S mission critical

S4 Cr]

S2 D AI EI T I AUC AUC/S

S4.5 "Riding the storm out"

/s Escape to
watch mountain

hobbled
multiplicity

engineered structure

congested

S4.5 idea of escape plan E1. seniority

S4.5. natural out side, manmade inside -

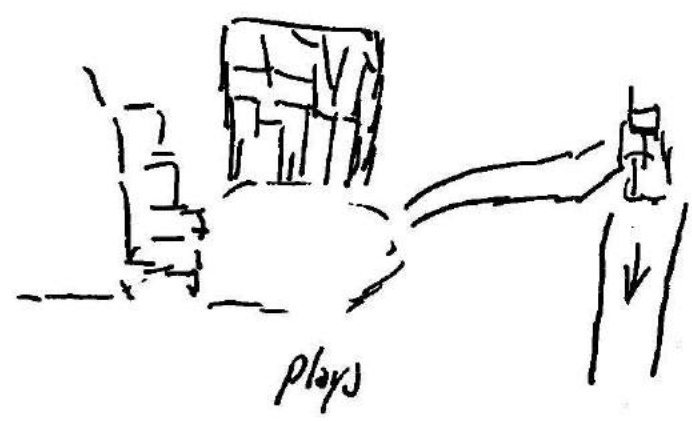
ambient
cool
darkness

AI-BK guard

/s metro Rail
transit sequence

AUC BK Royal
Expenses

[more inside target & sketch]



S4-5. large expansive indoor
complex like Site R.

5 mins
over

~~6/1/2027~~

16

zonal
coding
codifying

assembly

Sun component

not

/s like a
mule's pace

quiet

6 Hice

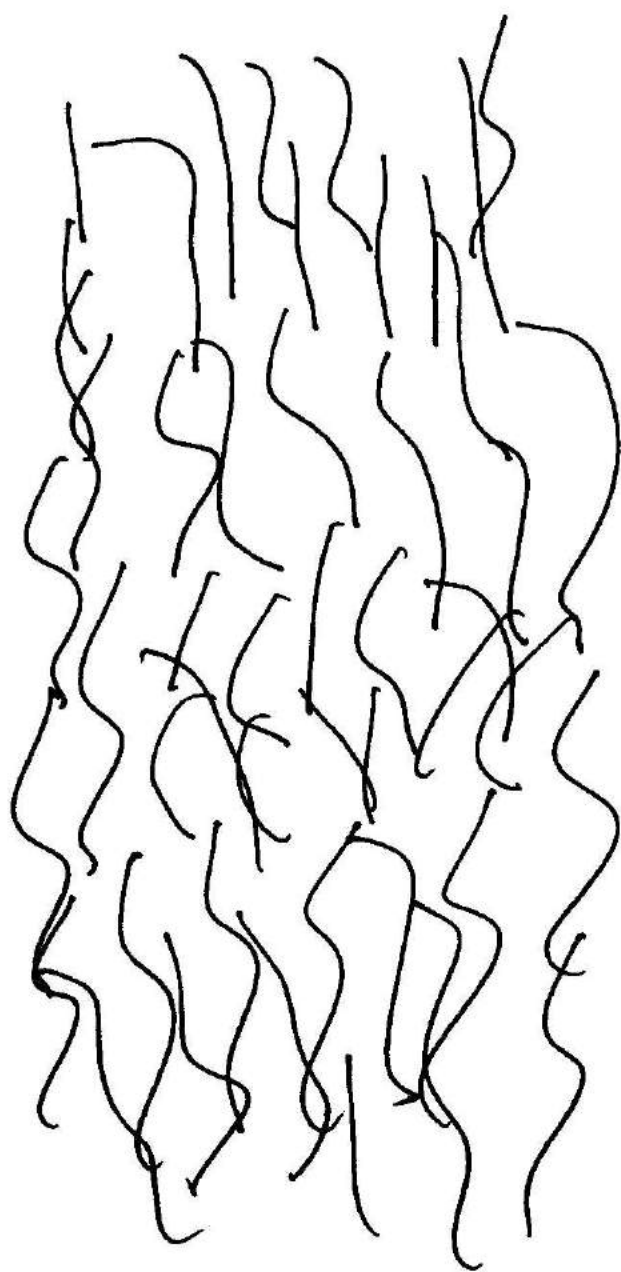
Reflective skin
cycling / recycling

54-5. dual purpose, = filtration of air, illuminated

mechanical
leases
charged particles

S₆ [A]

[move below A and look up into it]
[describe & sketch]



Reflective

s/ white Hot

/s like skin
wrinkled

S4 [B]

S2 D AI EI T I Aa Aa/s

Spinning
vortex

powerful energy
prismatic
prismatic

S4-S. set up

churning

energetic system
energetic system

Is mother
nature
machine

Spinning gyrating
force winds

frequency bursts

S4-S. small internal bursts raise pattern

system
intelligence

modulating

S4-S. control system

marbleizing -
marbleizing

Aa BK

MICO HAARP.

micro HAARP

storage
collectivism

intense

Break: 1829

Resume 23 44

S4 [B]

12

S2 D A1 E1 T I AOC AOC/S

Waving

S4-S-pinging back & forth



waveform

heightened electronic signal

electronics

sequential

is like tuning forks

S4-S in a series circuit

A1-BK present totality

AOC-BK circumscribe

circumscriptive

[focus on target purpose & describe]

communication

S4-S. sentient array

high-pitched carrier frequency waves

[what is creating surrounding energy?]

S4-S. Resonance + tuning + frequency

[move to and describe power source]

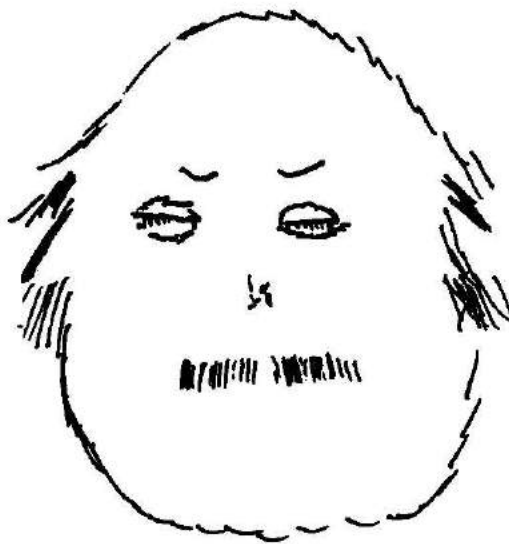
very Bright

S4-S simply Solar, but different

lights

multi-wave spectrum

53 [C]



static cablyst

older -

Meso-American

Asotic

Aa-BK MR. Miyaji

S2 D AI EI S4 [C] 1 1 AOC ACUS

steadfast
learned Elder

[acquire target mind]

[conscious condition?]

teacher
Benefactor

EI-shares ideas freely

EI-pious

[conscious thoughts?]

S4-S. "do for many, many teach others"

EI-calm, stoic, inner peace

[subconscious thoughts?]

S4-S. harbored below surface is rage [describe origin of rage]

EI-neglect, early abandoned

[subconscious condition?]

EI-wishes to be adept at all wisdom

[primary vocation?]

[uppermost thought?] obtain highest value in this life

[most distinguishing characteristic?]-calmness, smile

end

0003 - Ronan
04/12/17

Is Shaman/Healer/Teacher

Daz

page: 1.

Stage: 1

16. DAZ.

PROJECT: 6547-4444

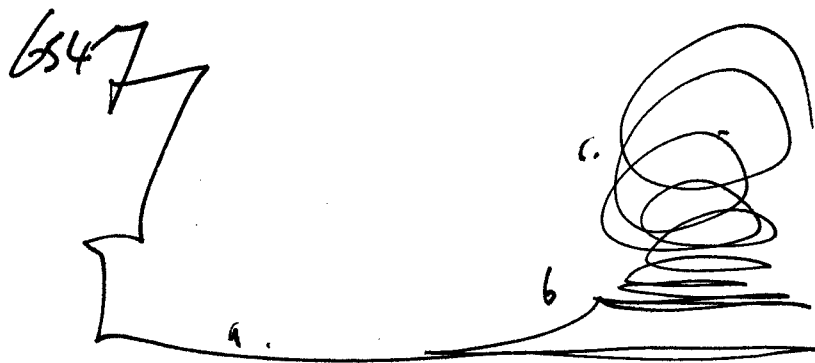
RE: 40 min meditation to music. ☺

16. 4. 17.

3.30pm.

CEV.

Bunokao



a. Life.

b. Energy

c. Motion.

a.) Life.

more

busy

occupied

Asa
Spino
upar.

b.) Energy:

Compass.

Farmers

Swamp

Dimensions.

Light.

AdL
Honeycans
Voice.

c.) Energy.

Wibbly.

Orange.

Heavy.

Dense

Perched

Active.

AdL
Exotic.



A). ILIKE

WAVE.

Busy.

ENCLOSED

INSIDE.

be
pressure.

b).

Solid

WAVE

STRUCTURE

SHAPE/FORM.

S4 Semi-Transparent, SHIFTING
SURFACES - FEELS LIKE ITS SOLID ONE MOMENT
THEN OPAQUE - THEN SOLID AGAIN.
THROWS OFF LIGHT

page 4.

Stage: 1.

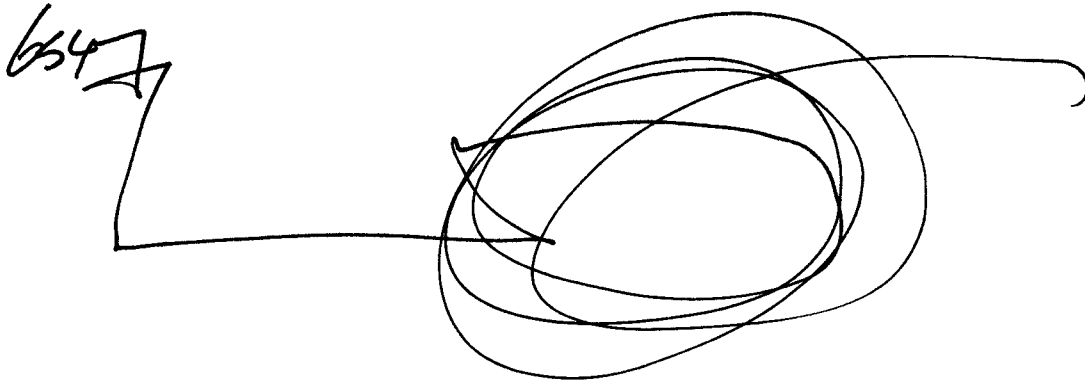
D.

S1/2: WHAT I FEEL I EXPERIENCE HERE IS A
STRUCTURE THAT FEELS CHAOTIC IN ITS FORM.
A SENSE OF ENERGY / LIGHT, THAT SEEMS TO
BE ALIVE AND MOVING. AS IF THE STRUCTURE IS LIKE
GENERATES ENERGY + LIGHT - BUT THIS IS A
SERIES OF STATES THAT ARE CONSTANTLY IN MOTION.

EXOTIC - FUSION.

TIME DISTORTION / DIMENSIONAL C
TO THIS.

AC
TIME
WAITING.



Energy

EXPANSIVE

LARGE

MOVING

VIBRANT

MULTI DIMENSIONAL

(BIGGER THAN I CAN SEE - LARGER EFFECTS
THAN I CAN SEE)

THESE ARE 'EFFECTS' FROM THE ENERGY.

LIKE BYPRODUCTS.

- LIGHT.
- CHANGES IN MASS.
- CHANGES IN WEIGHTS.
- OTHERS

THIS FEELS VERY ENGINEER IN FEEL 'SCIENTIFIC' -

WHEN I LOOK UPON THESE ENERGY.

IT LOOKS LIKE THIS:



LIKE A ROTATING SUN - WITH
A RING OF FIRE AND FIREY TENDRIL
OF ENERGY.

WAVES, HUNDREDS, 1200.

A GLOWING BALL OF ENERGY.

A: A Hum, WHOOSH. RUSHING NOISE LIKE STATIC

T1: A SOLIDITY THAT MELTS AWAY INTO SOMETHING GASE?

T2: WARM.

V- looks - grey - white/yellow

Lum: BELOW.

Can: HIGH.

PB: CHEMICALLY

O: OZONE.

E¹: WILD, UNSTABLE.

Sub: Folds, layers of space/time.

AC
TARDIS

D:

A - 

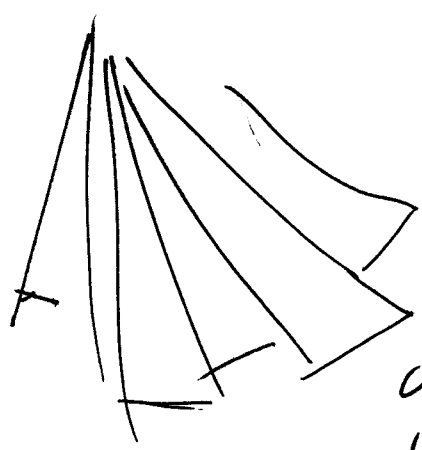
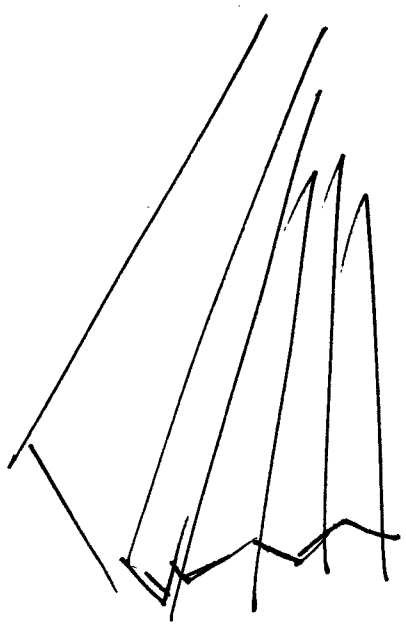
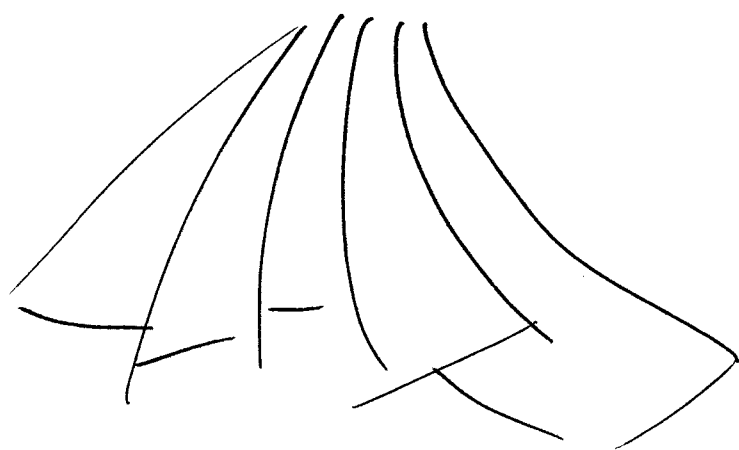
V - MM.

D - 

MDSV: LAYERED, SECTIONAL SPACE.

AC: MANIPULATION - of ENERGY, TIME, SPACE.

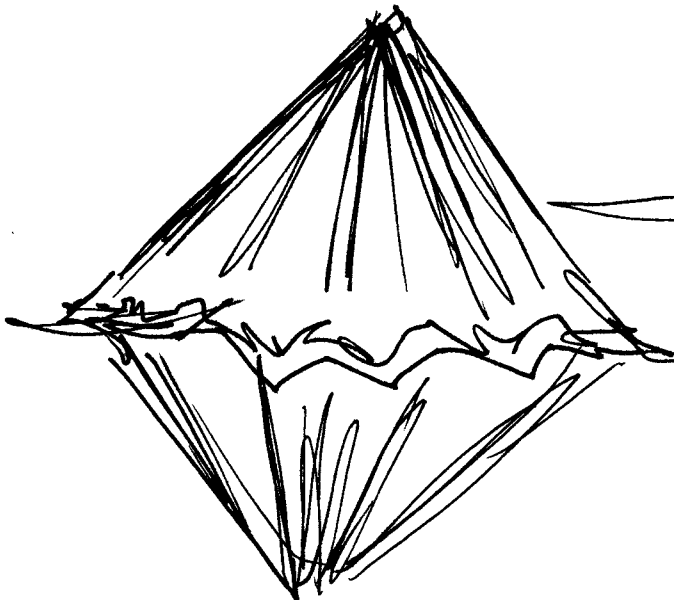
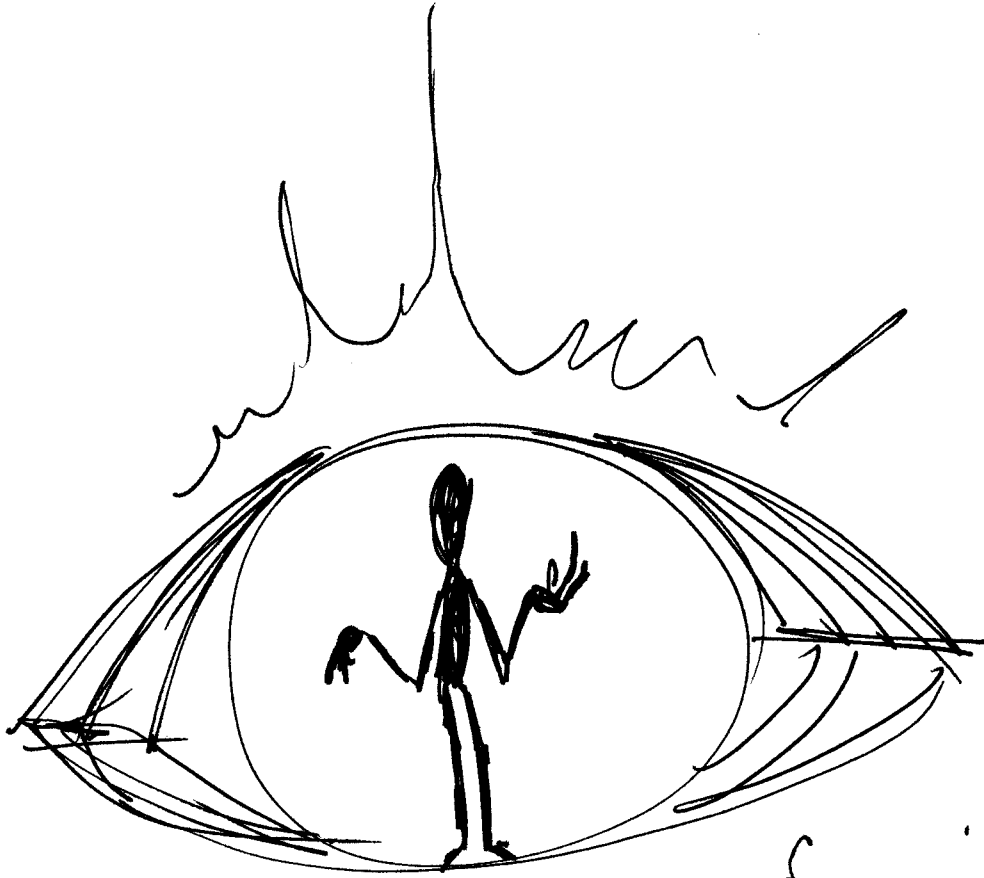
bs47.



FANNED
LAYERS?

gray
limestone.
Kanto
layers
marble

page 7A.



page 76.

I FEEL THAT I AM WATCHING SOMETHING I
CAN'T FULLY COMPREHEND.

THIS FEELS LIKE IT COULD BE A STRUCTURE THAT
CONSTAINS LIFE. BUT THEN IT SEEMS TO FOLD
AND CHANGE SHAPE INTO SOMETHING ELSE
ITS WHOLE SHAPE / MASS / DENSITY / FORM CHANGES.

IT BECOMES SEMI-TRANSLUCENT AND INSTEAD OF
LOOKING PHYSICAL - STARTS TO LOOK MORE LIKE
ENERGY + LIGHT.

IN THE VICINITY OF THIS EVENT EVERYTHING CHANGES
- THERE ARE 'LOCAL' CHANGES. THIS LEAVES A SCAR.

THE AIR CHANGES - BECOMES HIGHLY TURBULENT (LIKE A
THUNDERSTORM). CREATING CHANGES - TIME CHANGES.
TIME SLOWS CONSIDERABLY. - AT TIMES IT APPEARS
STATIC OR PAUSED.

THIS FEELS LIKE AN OBJECT BUILT TO
FOLD SPACE + TIME.

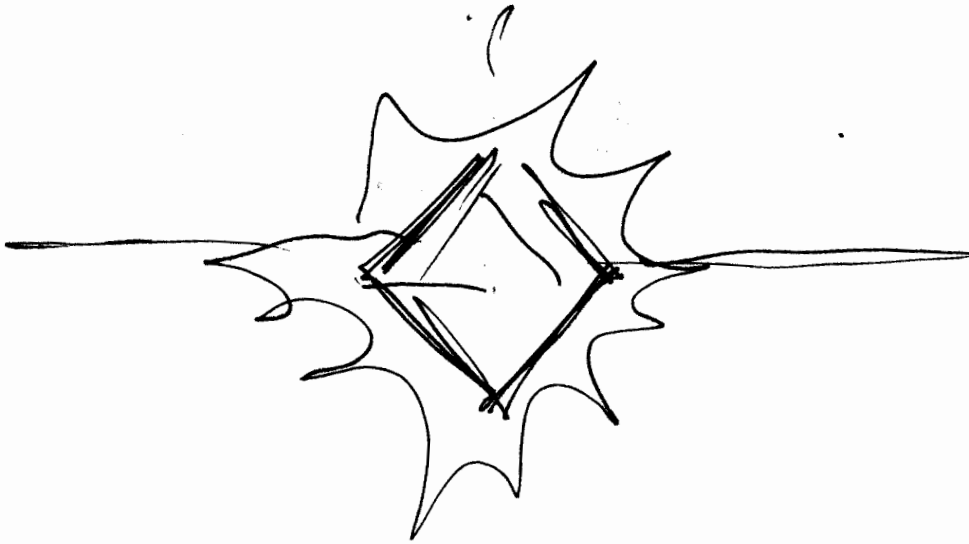
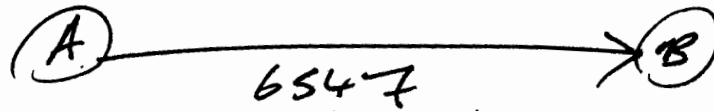
LIKE IT GENERATES ITS OWN WORMHOLE OR BUCKLING
OR SPACE OR TIME OR SOMETHING.

Page: 8.

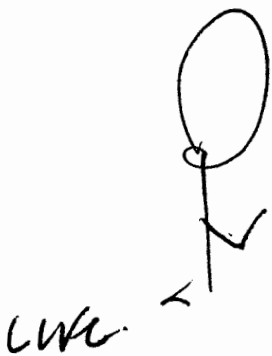
Stage: 3.

D.

Step Back - walk away - sketch describe a future scene -



Dark
night.
Stars.



Watching
observed
at a distance

Page: 9.

THIS FEELS LIKE AN OBSERVED EVENT.
PAST EVENT.
OF IMPORTANCE.

THIS FEELS LIKE A STRUCTURE - THAT IS MUCH MORE THAN
A STRUCTURE. - MOVING - CAN MOVE.

A MASSIVE SOURCE OF ENERGY.
RADIATES OUTWARDS

THIS ENERGY TRANSFORMS THE STRUCTURE AND
EVERYTHING LOCAL -

CAN FOLD TIME / SPACE AND DIMENSIONS.

ALL WITHIN A LIGHTSHOW OF A KALIDOSCOPE OF
IRIDESCENT COLOR + SHIFTING FORMS.

I HAVE NEVER SEEN ANYTHING LIKE THIS BEFORE
IT FEELS WAY MORE ADVANCED THAN ANYTHING I
HAVE PREVIOUSLY RVD.

A SHAPE / FORM / MASS / SPACE SHIFTING COMBINATION OF
ENERGY, LIFE, STRUCTURE.

ALMOST AS IF ALL THESE BECAME A SYMBIOSIS
OF EACH AND INTERMINGLED TOGETHER. ENTWINING.

THEY DON'T MOVE - TIME / SPACE / DIMENSIONS - MOVE AROUND THEM!

4.55 PM DAZ END (11)

Annie

6547-4444

17 April 2017

6547-

444444

A: diagonals up, down lower,
curve up + along fading.

1. soft 2 artificial 3. moving

B: gas? V.A. plume, injection.

6547

444444

A: diagonal up, steep down,
rounded right angle along, dot end.

1. semi-soft 2. natural 3. still B: no B.

space
almost void

6547

444444

A: along down along into
downward round loop, forward
rising fading B: ~~live organic~~

1 semi-soft

2 artificial (contrast).

3. moving.

B: live organic

Audio: grating splicing, metallic resonating, distorted voices - intermittent popping (VA: instructions via headset).

Tactile: wet, oozing, slick, sleek, floating mixture condensing, coagulation. (VA: oil in sea.)

Visual: colours - red, dark bluish brown/green, white, yellow. contrast - bright subject + objects in dark space.

Gustatory: slight salt, dust

Olfactory: combustion, chemical

Temps: cold

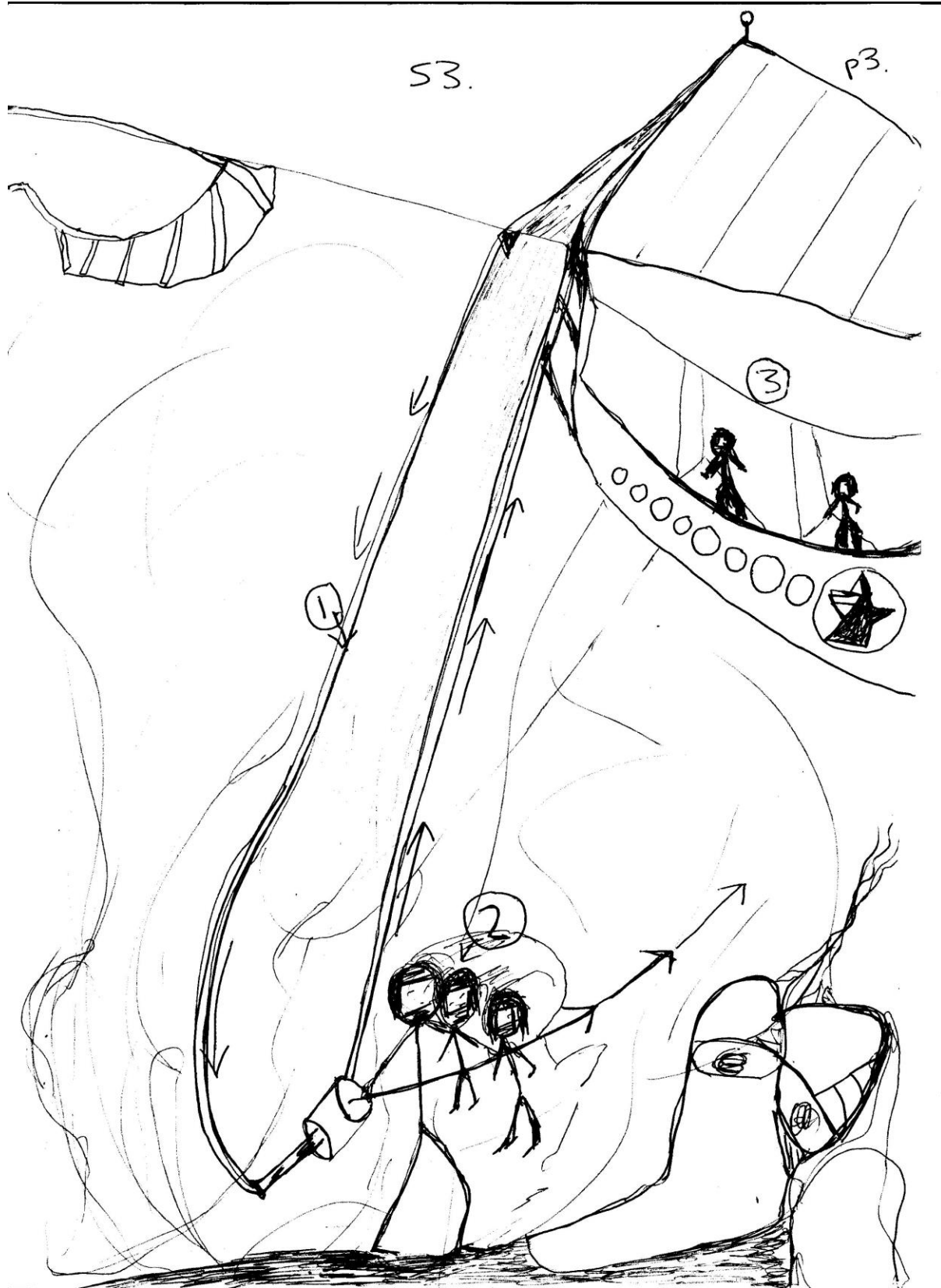
Dimensions: long, thin, stranded

Physical Properties: light, dense, strong, pliable, mobile.

Energetic Properties: movement, traveling discharge/injection of energy (nuclear),

busy technician 'out of his depth', electric, artificial light, light from sparks/flames.

VF: jeopardy



PS PEP E MO C VA

cool
gushing
wet
oily
dirty
chemical

active
swirling

panic
rushing
pumping
blood
"do or die!"

tubes
vehicle
liquid
gas, perilous
unorganic experimental
disguised

[5]

- ① swinging trailing, bendy, dragging.
- ② close family/team, love + concern, one leading larger individual active - manipulating parts of machine to start arduous task, sweeps.
- ③ clean, shiny, smooth, bright, ultra modern, rising, 'incorporating' machine, fixing or overting a problem, transferring energy from above to below and back.

PS PEP E MO C VA PS

[M.O.]

liquid - blue, green, brown, sediments, toxic.
gas - acrid, acidic, stinging, burning.

live organics - no choice other than proceed,
ultra focussed on performing task required,
very aware of risk of dying, wanting to please
others who instigated the situation then left.

[~~central~~ event] [purpose]

stabilize, change environment, remove
instability before an upcoming date,
simplified approach invented too late / or
just in time? Must happen within 2 months
or can never happen as hoped.

[~~central~~] [~~live organic~~]

male, slight, fair, pale, unhealthy,
pumped with adrenaline, hauling, nascent,
completely determined, desperate to be
returned to safety, american, highly
educated, naive, vegetarian, uncertain
of own resilience, nascent - adjusting to new
environment.

E.O.S.

Summary

Gas plumbing and injecting in an ongoing grating/splicing process with audible metallic resonating high tones distorting voices of those present. Some receive instructions via headsets. Environment is wet with oozing slick of sleek floating mixtures of condensing, coagulating substances like oil in sea. Some red in dark bluish green brown background to white and yellow subjects and objects which are brighter from artificial lighting from above (visible beams moving/tracking action). The slightly salty dusty atmosphere smells of combustion/chemicals and is cold.

A ^{moving} structure has long stranded thin section downwards connected to live organics below. A low cylinder discharges and injects energy (nuclear) as it's hauled along from above guided by a person below. He's a busy technician 'out of his depth'. Much jeopardy here for him, so he feels panic, rushing, pumping blood to "do (task) or die!". Tubes from a vehicle from a perilous experiment, swinging and trailing. One active larger person manipulates the machine at the ^{low} end of the tubes near 2 others. The 3 persons are family/team full of love and concern. The vehicle above is clean, shiny ultra modern moving incorporating machine fixing or overting a problem.

liquid present is toxic, gas too acid, stinging, burning. People have no choice other than proceed ultra focused on task, aware of risk of dying and wanting to please others (above) who instigated this situation then left.

The purpose of the task is to stabilise the environment in preparation for an upcoming event/date. The simplified new approach could be invented too late/or just in time. The event must happen within 2 months or can never happen as is hoped by those preparing.

The most significant person is male, slight, pale, fair, unhealthy, nascent (new awareness during new experience). He is pumped with adrenalin, hauling - attached to a machine, completely determined to return to safety, within vehicle above. He seems highly educated, naive, vegetarian, uncertain of his own resilience.