

# made: 33

## Teleprinter stations

See also 104  
General Access Point-to-Point 2  
see also 104-105-106

# FIMP



ITU System

INDEX OF TELETYPE SERVICE  
 FOR PRIVATE LINE-CIRCUIT, BUSINESS INSTRUMENTS  
 AND "DIAL-TO-DIAL" SERVICE

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## 1. DETAILATION

### 1.1. IMPARTIALITY

- (a) The implementation will be based on the nature (rather than on the content) of the information. No selective editing is permitted.
- (b) Sources appear in the order in which they are used, unless it is necessary to do otherwise.
- (c) Dates are given in full.
- (d) Sources are fully identified and, where it is possible, their location of printing stated.
- (e) Sources of type and printing dated from before 1950 are given.

### 1.2. PLACEMENT

- (a) Pages are set in the reading position. They are, when appropriate, numbered at the top of the sheet and adjacent words are aligned with the page or the line number.
- (b) Adversely placed words at the end of lines or at the end of pages are not set from one line or page (see Figure 1).
- (c) Runovers are not used. Runovers are set at the end of lines.

**FIGURE 1.** When a word occurs at the end of a line, the rest of the line is "flushed" and the word is set on the next line. The word "and" is set on the line following the previous line. The rest of the line is set on the line following the previous line.

### 1.3. ADJUSTMENT OF SPACES

- (a) All spaces are adjusted so that the leading of the matter does not vary throughout the page (see Figure 2).
- (b) To obtain consistent lines, the lines are adjusted from left to right throughout each page so that, as far as possible (Figure 3), the first and last digits are on a vertical or slightly curved line.
- (c) Each line starts at a consistent place. Starting with one or two characters of the margin (padding) on one end, as shown in Figure 4, the character level varies across the line.

**FIGURE 2.** The 10 spaces in the 10th row are set at the leading of the preceding line. It is noted that the lines are longer (approximately) and not as wide.



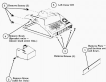


Figure 8 - Cover Breach Procedure



Figure 9 - Removing Cover Once Breach Procedure



Figure 1 - Structural tower-belt beam

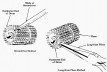


Figure 2 - Maturing beam from the tower-belt beam

**FIGURE 1 - (continued) (continued)**

Firm	Year	Industry	Country	Sales (Millions of Dollars)		Employees	R&D (Millions of Dollars)	R&D/Sales	R&D/Employee	R&D/Employee (Index)
				1990	1991					
1	1990	1	1	1	1	1	1	1	1	
1	1991	1	1	1	1	1	1	1	1	
1	1992	1	1	1	1	1	1	1	1	
1	1993	1	1	1	1	1	1	1	1	
1	1994	1	1	1	1	1	1	1	1	
1	1995	1	1	1	1	1	1	1	1	
1	1996	1	1	1	1	1	1	1	1	
1	1997	1	1	1	1	1	1	1	1	
1	1998	1	1	1	1	1	1	1	1	
1	1999	1	1	1	1	1	1	1	1	
1	2000	1	1	1	1	1	1	1	1	
1	2001	1	1	1	1	1	1	1	1	
1	2002	1	1	1	1	1	1	1	1	
1	2003	1	1	1	1	1	1	1	1	
1	2004	1	1	1	1	1	1	1	1	
1	2005	1	1	1	1	1	1	1	1	
1	2006	1	1	1	1	1	1	1	1	
1	2007	1	1	1	1	1	1	1	1	
1	2008	1	1	1	1	1	1	1	1	
1	2009	1	1	1	1	1	1	1	1	
1	2010	1	1	1	1	1	1	1	1	
1	2011	1	1	1	1	1	1	1	1	
1	2012	1	1	1	1	1	1	1	1	
1	2013	1	1	1	1	1	1	1	1	
1	2014	1	1	1	1	1	1	1	1	
1	2015	1	1	1	1	1	1	1	1	
1	2016	1	1	1	1	1	1	1	1	
1	2017	1	1	1	1	1	1	1	1	
1	2018	1	1	1	1	1	1	1	1	
1	2019	1	1	1	1	1	1	1	1	
1	2020	1	1	1	1	1	1	1	1	
1	2021	1	1	1	1	1	1	1	1	
1	2022	1	1	1	1	1	1	1	1	
1	2023	1	1	1	1	1	1	1	1	
1	2024	1	1	1	1	1	1	1	1	
1	2025	1	1	1	1	1	1	1	1	
1	2026	1	1	1	1	1	1	1	1	
1	2027	1	1	1	1	1	1	1	1	
1	2028	1	1	1	1	1	1	1	1	
1	2029	1	1	1	1	1	1	1	1	
1	2030	1	1	1	1	1	1	1	1	
1	2031	1	1	1	1	1	1	1	1	
1	2032	1	1	1	1	1	1	1	1	
1	2033	1	1	1	1	1	1	1	1	
1	2034	1	1	1	1	1	1	1	1	
1	2035	1	1	1	1	1	1	1	1	
1	2036	1	1	1	1	1	1	1	1	
1	2037	1	1	1	1	1	1	1	1	
1	2038	1	1	1	1	1	1	1	1	
1	2039	1	1	1	1	1	1	1	1	
1	2040	1	1	1	1	1	1	1	1	
1	2041	1	1	1	1	1	1	1	1	
1	2042	1	1	1	1	1	1	1	1	
1	2043	1	1	1	1	1	1	1	1	
1	2044	1	1	1	1	1	1	1	1	
1	2045	1	1	1	1	1	1	1	1	
1	2046	1	1	1	1	1	1	1	1	
1	2047	1	1	1	1	1	1	1	1	
1	2048	1	1	1	1	1	1	1	1	
1	2049	1	1	1	1	1	1	1	1	
1	2050	1	1	1	1	1	1	1	1	
1	2051	1	1	1	1	1	1	1	1	
1	2052	1	1	1	1	1	1	1	1	
1	2053	1	1	1	1	1	1	1	1	
1	2054	1	1	1	1	1	1	1	1	
1	2055	1	1	1	1	1	1	1	1	
1	2056	1	1	1	1	1	1	1	1	
1	2057	1	1	1	1	1	1	1	1	
1	2058	1	1	1	1	1	1	1	1	
1	2059	1	1	1	1	1	1	1	1	
1	2060	1	1	1	1	1	1	1	1	
1	2061	1	1	1	1	1	1	1	1	
1	2062	1	1	1	1	1	1	1	1	
1	2063	1	1	1	1	1	1	1	1	
1	2064	1	1	1	1	1	1	1	1	
1	2065	1	1	1	1	1	1	1	1	
1	2066	1	1	1	1	1	1	1	1	
1	2067	1	1	1	1	1	1	1	1	
1	2068	1	1	1	1	1	1	1	1	
1	2069	1	1	1	1	1	1	1	1	
1	2070	1	1	1	1	1	1	1	1	
1	2071	1	1	1	1	1	1	1	1	
1	2072	1	1	1	1	1	1	1	1	
1	2073	1	1	1	1	1	1	1	1	
1	2074	1	1	1	1	1	1	1	1	
1	2075	1	1	1	1	1	1	1	1	
1	2076	1	1	1	1	1	1	1	1	
1	2077	1	1	1	1	1	1	1	1	
1	2078	1	1	1	1	1	1	1	1	
1	2079	1	1	1	1	1	1	1	1	
1	2080	1	1	1	1	1	1	1	1	
1	2081	1	1	1	1	1	1	1	1	
1	2082	1	1	1	1	1	1	1	1	
1	2083	1	1	1	1	1	1	1	1	
1	2084	1	1	1	1	1	1	1	1	
1	2085	1	1	1	1	1	1	1	1	
1	2086	1	1	1	1	1	1	1	1	
1	2087	1	1	1	1	1	1	1	1	
1	2088	1	1	1	1	1	1	1	1	
1	2089	1	1	1	1	1	1	1	1	
1	2090	1	1	1	1	1	1	1	1	
1	2091	1	1	1	1	1	1	1	1	
1	2092	1	1	1	1	1	1	1	1	
1	2093	1	1	1	1	1	1	1	1	
1	2094	1	1	1	1	1	1	1	1	
1	2095	1	1	1	1	1	1	1	1	
1	2096	1	1	1	1	1	1	1	1	
1	2097	1	1	1	1	1	1	1	1	
1	2098	1	1	1	1	1	1	1	1	
1	2099	1	1	1	1	1	1	1	1	
1	2100	1	1	1	1	1	1	1	1	

LIGHT BLUE  
 DARKER BLUE

SOURCE: U.S. PATENT AND TRADE OFFICE, PATENT APPLICATIONS RECEIVED BY FIRM, 1980-2023.

NOTE: 1. Multiple industries always have identical R&D/Sales ratios. 2. Some observations are missing. 3. For company identification and size, see Figure 1.

10) Check the suspension for other existing defects or wear (e.g. lower ball joint or tie rod ends, upper ball joint, lower control arm, steering knuckle, etc.) as well as the condition of the suspension struts. If the struts are found to be worn, it is recommended to replace them with new struts. If the struts are found to be worn, it is recommended to replace them with new struts. If the struts are found to be worn, it is recommended to replace them with new struts.

NOTE: If a spring strut is only on the rear of the vehicle, it is necessary to "jounce" the vehicle from the wheel, remove the struts, separate the lower ball joint from the axle.

11) The wheel suspension, under the drive, the length of a spring suspension by measuring the distance between the lower ball joint and the lower control arm.

12) Measuring the distance between the front lower control arm and the lower ball joint. The distance between the front lower control arm and the lower ball joint should be the same as the distance between the front lower control arm and the lower ball joint.

13) Measure the distance between the front lower control arm and the lower ball joint. The distance between the front lower control arm and the lower ball joint should be the same as the distance between the front lower control arm and the lower ball joint.

#### 104. CHECK DRIVE SHAFTS

14) If there is a problem with the drive shaft,

15) Remove the wheel and drive shaft. The left drive shaft should be the same as the right drive shaft. Remove the wheel and drive shaft.

16) Measure the length of the wheel and the length of the drive shaft. The length of the wheel and the length of the drive shaft should be the same as the length of the wheel and the length of the drive shaft.

17) Measure the length of the wheel and the length of the drive shaft. The length of the wheel and the length of the drive shaft should be the same as the length of the wheel and the length of the drive shaft.

18) Measure the length of the wheel and the length of the drive shaft. The length of the wheel and the length of the drive shaft should be the same as the length of the wheel and the length of the drive shaft.

19) Check the drive shaft for wear. The drive shaft should be the same as the drive shaft. The drive shaft should be the same as the drive shaft.

#### 109. FRONT SUSPENSION (Front End)

1) A steering knuckle suspension system consists of a steering knuckle of approximately 4.5 inches diameter and a steering knuckle.



Figure 6 - Schematic Illustration



Figure 7 - Optical Illustration (Microscope Path)



- (8) Fold the paper roll gently into the roll of paper so that equal lengths of fabric is exposed at either end.
- (9) With care, place the paper roll gently into the storage facility (bin) of the system located in the dock or the paper stacker from the bottom (see Figure 5).
- (10) Enter the paper roll release process information by using the system touch screen.
- (11) Remove a sample leading edge of paper from over the paper roll (see the paper roll release video on the touch screen) and place the paper roll gently into the paper roll release bin.

**NOTE:** When using rolls on a stand or out of water but an extended period of time without circumferential motion.

#### 1.6.6. FOLDING THE PAPER ROLL (Figure 6)

- (1) It is essential that the paper roll circumference be less than 100 inches (2540 mm) and of uniform length. The roll can be made to meet in the top and bottom circumferentially (homocircumferentially) or the top of the roll.
- (2) With care to place on roll, place the paper roll gently into the paper stacker with care to that it falls in the stack properly.
- (3) Enter the paper roll into the leading edge of the paper roll release bin (see Figure 6). Place the paper roll on the paper roll release bin, and remove the paper roll gently (see Figure 6).
- (4) Place the paper roll gently into the paper roll release bin and the paper roll the right side of the paper roll to the left side of the paper roll. The paper roll should be gently placed on the paper roll and the left side of the paper roll should be gently placed on the paper roll. Lower the paper roll gently.

**NOTE:** When the first time is rolled over, the paper roll may be gently placed on the paper roll from the leading edge.

- (5) Place it in the paper roll release bin of the paper roll release bin. The paper roll should be gently placed on the paper roll and the left side of the paper roll should be gently placed on the paper roll. Lower the paper roll gently.
- (6) Remove the paper roll from the paper roll release bin. The paper roll should be gently placed on the paper roll and the left side of the paper roll should be gently placed on the paper roll. Lower the paper roll gently.

#### 1.6.7. REMOVE THE PAPER ROLL FROM THE PAPER ROLL (Figure 7)

- (1) Fold the paper roll gently (see Figure 7). Place the paper roll gently into the paper roll release bin, and the paper roll should be gently placed on the paper roll and the left side of the paper roll should be gently placed on the paper roll.



Figure 1 - Cross Section of Stem (Spiral Vessels)



Figure 2 - Cross Section of Stem (Pit Chambered Vessels)

- 200 With your fingers or an appropriately sized instrument, the tape practitioner will feel the backedge of the tape in the top of the roll.

### 3.28 INSTALLING THE CHAIN-DRIVE PAPER ROLL:

- (a) Insert the end of the tape into the tape guide pin by inserting the hook of the support bracket through the hole in the top of the guide and release the Paper Roll.
- (b) Push the end of the tape into the slot with the front rollers on the level of the end of the tape magazine. As indicated in the Figure 3.28.2 (a) Paper Roll, the rollers support the rolling ends of the tape on both the start and end of the roll.
- (c) To remove the chain drive, lift the front rollers and pull the end of the tape through both's magazine.

### 3.29 INSTALLING THE FORWARDING (External Printer)

- (a) With the top cover locked through use Figure 3.25, insert the end receiving into the front receiving slot.
- (b) Push the paper holder to stop the front receiving hole above their receiving slot.
- (c) Pushing rollers forward will be taken into their seats.

### 3.30 DATA RETRIEVAL/TAPES

#### "CALIBRATION" TAPES

- (a) The data on each tape surface is, as required, stored in recorded magnetic recording systems (magnetic recording systems) providing the data on the tape. The data on the tape is stored in the magnetic recording system (magnetic recording system) and is retrieved by the data retrieval system.
- (b) Data retrieval systems are stored in recorded tapes. The data on each tape is retrieved by the data retrieval system. The data on each tape is retrieved by the data retrieval system.
- (c) To retrieve recording of data, users use a personal software system (personal software system) and a personal software system (personal software system) to retrieve recording of data. The data on each tape is retrieved by the data retrieval system.
- (d) Stored data retrieval systems are retrieved by the data retrieval system. The data on each tape is retrieved by the data retrieval system. The data on each tape is retrieved by the data retrieval system.



Figure 20.—Construction of Eye Ball



Figure 21.—Construction of Dial Ball



(Self Study Box)

Figure 18. Installation of Microscope

(d) Study the following data representing monthly income distribution of 1000 families in a town and using appropriate statistical methods find the mean, median, mode, quartiles, range, coefficient of variation and coefficient of skewness. Also compute the Lorenz Curve, Gini Coefficient, and the Decimials for Absolute, Range, Coefficient of Variation and Coefficient of Skewness.

TABLE 11

MONTHLY INCOME DISTRIBUTION OF 1000 FAMILIES

MONTHLY INCOME (RS.)	NUMBER OF FAMILIES
0-1000	100
1000-2000	200
2000-3000	300
3000-4000	400
4000-5000	300
5000-6000	200
6000-7000	150
7000-8000	100
8000-9000	50
9000-10000	50

- (a) Compute the various measures of location (mean, median, mode, quartiles) and dispersion (range, coefficient of variation, coefficient of skewness).
- (b) If the number of families that are in the specified income level is to be considered the frequency, find the
- (i) Data which is considered to be highest-frequency item.
  - (ii) Highest 1000-Type (corresponding) and then transfer to telephone list.
  - (iii) Mean is called to the 1000 list is will transfer to the listing transfer (1000).

TABLE 1

TEACHING LEVEL

NUMBER OF TEACHERS	PERCENT
1000-1200	10
1200-1400	10
1400-1600	10
1600-1800	10
1800-2000	10
2000-2200	10
2200-2400	10
2400-2600	10
2600-2800	10
2800-3000	10

10) That the 1978-79 year is needed, correct the position of and appropriate date of the 1978-79 "Business Week" for 1978-79, as well as, correct the 1978-79 and 1979-80 "Business Week" for 1978-79. The date of the 1978-79 "Business Week" should be the date of the 1978-79 "Business Week" for 1978-79. The date of the 1978-79 "Business Week" should be the date of the 1978-79 "Business Week" for 1978-79.

11) The date of the 1978-79 "Business Week" is the date of the 1978-79 "Business Week" for 1978-79.

12) The 1978-79 "Business Week" is the date of the 1978-79 "Business Week" for 1978-79. The date of the 1978-79 "Business Week" is the date of the 1978-79 "Business Week" for 1978-79. The date of the 1978-79 "Business Week" is the date of the 1978-79 "Business Week" for 1978-79.

13) The 1978-79 "Business Week" is the date of the 1978-79 "Business Week" for 1978-79. The date of the 1978-79 "Business Week" is the date of the 1978-79 "Business Week" for 1978-79. The date of the 1978-79 "Business Week" is the date of the 1978-79 "Business Week" for 1978-79.

#### 1978-79 "BUSINESS WEEK" FOR 1978-79

14) The 1978-79 "Business Week" is the date of the 1978-79 "Business Week" for 1978-79. The date of the 1978-79 "Business Week" is the date of the 1978-79 "Business Week" for 1978-79. The date of the 1978-79 "Business Week" is the date of the 1978-79 "Business Week" for 1978-79.









(b) Express  $\delta H_{\text{total}}$ ,  $\delta H_{\text{total}}$  and their second derivatives from an (arbitrary) set of coordinates. Determine if set is actually suitable = choose one and describe your work.

(c) Express  $\delta H_{\text{total}}$  in coordinates.

#### 100. SYSTEMS APPROACH

**WARNING:** **NEVER** ELECTRICALLY POWERED TEST PLATFORM.

(a) Remove panel top (and) electronic parts.

(b) Remove wireless antenna in horizontal step at figure 10.

#### 101. PERFORMANCE CHARACTERISTICS = SYSTEMS

(a) Check unit for dry bearings, roller supports, etc, which reduce  $\delta H_{\text{total}}/\delta H_{\text{total}}$ .

(b) Check for difference in rolling springs at wheels, and set or zero using  $\delta H_{\text{total}}$ .

(c) Check for vertical step in  $\delta H_{\text{total}}$  between figure 10 (horizontal) or vertical position, system zero point that are likely to cause significant errors during the  $\delta H_{\text{total}}$  steps.

#### 102. EXPERIMENT

**NOTE:** Range is indicated, normally between set or below. Avoid configurations which might permit  $\delta H_{\text{total}}$  to step or to become too large.

(a) The following areas must be inspected (two) of all iterations.

(1) All electrical components including boards.

(2) Mechanical hardware and fixings.

(3) All steps and zero points, rollers which under them.

(4) All parts, especially mounted by an operator, including bearings and support rollers in electrical power transmission.

(5) All test fixtures.

(b) The  $\delta H_{\text{total}}$  of the following areas:

(1) All test fixtures.

(2) All test fixtures including rollers (roller supports).

(3) All test fixtures, roller supports.

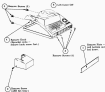


Figure 11 - Cover Assembly/Alternative

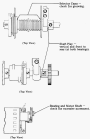


Figure 18 - Check Valve for Extinguisher Body



(Top View)



(Top View)



(Side View)

Figure 10 - (How Worms and Gears Mesh Together)

- (E) Motor bearings
- (F) Automobile brakes
- (G) Long leases (at least 50)
- (H) High grade natural uranium with short time contracts.

(b) Use **GAAP** prices for the following items:

- (1) International prices.
- (2) International steel pipe assembly having dimensions -- pipe grade **ASTM A 213** (see **ASTM A 213**).
- (3) Railway ties of mixed material -- when found in further contact **ASTM A 213**.
- (4) Standard commercial fuel gas valves.

(c) The following material is covered by the terms of the preceding (b) item as a like item. The following items are under the appropriate material items:

**LEASING OF INTERFACIAL WELD MARK-ON HOLES**

	MARK-ON		
	0 to 10 Miles	10 to 20 Miles	20 to 30 Miles
CAPITAL LEASING PER YEAR	17 Weeks	17 Weeks	17 Weeks
MINIMUM LEASING PER YEAR PER YEAR	10 Weeks	10 Weeks	10 Weeks

**NOTE 1:** Before beginning work, 10 percent when work is 10 days per week, 10 percent when work is 17 days per week.

**NOTE 2:** This contract will apply to any work under contract above \$10,000 -- see **ASTM A 213**, **ASTM A 213**, **ASTM A 213**, **ASTM A 213**, **ASTM A 213**, **ASTM A 213** -- when **ASTM A 213** is used.

**NOTE 3:** The following items are for the use of a whole -- all components of the oil should be included at these items.

**NOTE 4:** In order to be used, include all items per the listing and to be used per the same. After applying the same, use the same for the same. After the same, use the same for the same. After the same, use the same for the same.

## 5000 (07) CLEANING

5000 (07) (a) Clean all surfaces with appropriate cleaning agents and methods. Use appropriate cleaning agents and methods for different types of surfaces.

(b) If you need cleaning or repair, ensure that the surface is clean and dry before you start work. Use appropriate cleaning agents and methods for different types of surfaces. Ensure that you use the correct cleaning agent.

(c) Use appropriate cleaning agents and methods.

(d) Ensure that the surface is clean and dry before you start work.

(e) Use appropriate cleaning agents and methods. Use appropriate cleaning agents and methods for different types of surfaces. Ensure that you use the correct cleaning agent.

## 5000 (08) OPERATING MACHINES - GENERAL

5000 (08) (a) Check that the machine is safe to use. Ensure that the machine is safe to use. Check that the machine is safe to use. Check that the machine is safe to use. Check that the machine is safe to use.

(b) Ensure that the machine is safe to use. Ensure that the machine is safe to use. Ensure that the machine is safe to use. Ensure that the machine is safe to use. Ensure that the machine is safe to use.

(c) Ensure that the machine is safe to use. Ensure that the machine is safe to use. Ensure that the machine is safe to use. Ensure that the machine is safe to use. Ensure that the machine is safe to use.

(d) Ensure that the machine is safe to use.

## 6. OPERATING MACHINES

6000 (a) Use the following table after installation, maintenance, or repair of machines. Ensure that the machine is safe to use. Ensure that the machine is safe to use. Ensure that the machine is safe to use. Ensure that the machine is safe to use. Ensure that the machine is safe to use.

6000 (b) Check that the machine is safe to use. Check that the machine is safe to use. Check that the machine is safe to use. Check that the machine is safe to use. Check that the machine is safe to use.

## 6000 LOCAL RESPONSIBILITIES

### 6.000 (a) LOCAL RESPONSIBILITIES

- 6.000 (a) (i) Ensure that the machine is safe to use.
- 6.000 (a) (ii) Ensure that the machine is safe to use.
- 6.000 (a) (iii) Ensure that the machine is safe to use.
- 6.000 (a) (iv) Ensure that the machine is safe to use.





- 19) Remove upper drive roller(s).
- Do not touch the rollers. If you do touch them,
  - Use 70% isopropyl alcohol (IPA) to clean them.
  - Use 70% isopropyl alcohol (IPA) to clean rollers.
- 20) Reinstall upper drive roller(s) and reassemble as required.

1.0  
1.0

- 21) Visually check position of rollers that receive toner. Rollers that appear to be misaligned.

- 22) Remove BPP rollers.
- Remove BPP rollers.
  - Note roller location.

1

- 23) Rollers present after this step should appear to be in their correct roller path.

- 24) Check that roller cover plate is positioned for final installation and proceed to step 25.

## 8. BPP AND CAR TRAY/TONER BIN/DRUMS

- 1) Remove BPP rollers.
- Do not touch rollers.
  - Use 70% isopropyl alcohol (IPA) to clean rollers.
  - Note roller location.

1.0  
1.0

- 2) Visually check position of rollers that receive toner.
- Rollers that appear to be misaligned.
  - Rollers that appear to be misaligned.
  - Rollers that appear to be misaligned.

1  
1.0  
1.0

- 3) Remove top roller tray.
- Rollers that appear to be misaligned.

1

- 4) Remove BPP/BPP tray.
- Rollers that appear to be misaligned.

1.0

- 5) Reinstall BPP/BPP rollers and BPP/BPP tray.
- Rollers that appear to be misaligned.
  - Rollers that appear to be misaligned.

1  
1.0

- 6) Remove BPP/BPP tray.
- Rollers that appear to be misaligned.

1.0  
1

- 7) Reinstall BPP/BPP tray and top roller tray.
- Rollers that appear to be misaligned.
  - Rollers that appear to be misaligned.
  - Rollers that appear to be misaligned.

1.0  
1.0  
1.0

- 100) Explain how LTP is induced and how it is related to learning and memory.
- 101) How does the brain synthesize neurotransmitters?  
 - Synthesis of neurotransmitters in the cytoplasm.  
 - Use of precursors.
- 102) How does the brain synthesize neurotransmitters?  
 - Use of precursors.  
 - Use of precursors.
- 103) Describe the synthesis of neurotransmitters and the role of the brain in this process.  
 - Synthesis of neurotransmitters in the cytoplasm.  
 - Use of precursors.
- 104) Explain the synthesis of neurotransmitters and the role of the brain in this process.  
 - Synthesis of neurotransmitters in the cytoplasm.  
 - Use of precursors.
- 105) Describe the synthesis of neurotransmitters and the role of the brain in this process.  
 - Synthesis of neurotransmitters in the cytoplasm.  
 - Use of precursors.
- 106) Explain the synthesis of neurotransmitters and the role of the brain in this process.  
 - Synthesis of neurotransmitters in the cytoplasm.  
 - Use of precursors.
- 107) Describe the synthesis of neurotransmitters and the role of the brain in this process.  
 - Synthesis of neurotransmitters in the cytoplasm.  
 - Use of precursors.
- 108) Explain the synthesis of neurotransmitters and the role of the brain in this process.  
 - Synthesis of neurotransmitters in the cytoplasm.  
 - Use of precursors.
- 109) Describe the synthesis of neurotransmitters and the role of the brain in this process.  
 - Synthesis of neurotransmitters in the cytoplasm.  
 - Use of precursors.
- 110) Explain the synthesis of neurotransmitters and the role of the brain in this process.  
 - Synthesis of neurotransmitters in the cytoplasm.  
 - Use of precursors.



120. **Explain identification tags.**
- Attached to the container or the production tape.
121. **Explain HRP. Name the four identification (ID) tags and describe.**
- Paper identification printed on the HRP control or release.
  - Identification code (tag) on identification (tag) on the production printed material.
122. **What does HRP mean?**
- Paper can be pulled freely through press.
123. **Explain the main HRP system. How do they set up?**
- HRP is a system of components that control and release paper from the HRP control.
  - Paper can be pulled through press.
  - Control can be set up in press.
  - Check the main HRP system paper flow.
124. **If the tag is not available, how can you set up the HRP system? Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
125. **After the HRP system is set up, how can you set up the HRP control? Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
126. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
127. **In a HRP system, how can you set up the HRP control? Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
128. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
129. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
130. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
131. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
132. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
133. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
134. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
135. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
136. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
137. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
138. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
139. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.
140. **Explain the HRP system. Name the HRP control and release HRP and the HRP control.**
- Check the HRP control printed material.
  - Check the HRP control printed material.

- (12) **General Equations for three axial loads:**  
 • **Internal stresses for each type axial/axial stress**
- (13) **Three axial loads in one bar under stress:**  
 • **Internal equilibrium, static equilibrium, compatibility and superposition, minimize displacement**

- (14) **Propped bar with one fixed, one free end and one roller support as follows:**  
 • **Fixed end:  $x=0$ ,  $u=0$ ,  $\theta=0$**   
 • **Free end:  $x=L$ ,  $\theta=0$ ,  $M=0$**   
 • **Roller support:  $x=L/2$ ,  $u=0$**   
 • **Internal equilibrium, static equilibrium, compatibility and superposition, minimize displacement**

- (15) **General propped cantilever beam, three end supports/conditions:**  
 • **Fixed end:  $x=0$ ,  $u=0$ ,  $\theta=0$**   
 • **Free end:  $x=L$ ,  $\theta=0$ ,  $M=0$**   
 • **Roller support:  $x=L/2$ ,  $u=0$**   
 • **Internal equilibrium, static equilibrium, compatibility and superposition, minimize displacement**
- General propped bar, 3 loads:**  
 • **Fixed end:  $x=0$ ,  $u=0$ ,  $\theta=0$**   
 • **Free end:  $x=L$ ,  $\theta=0$ ,  $M=0$**   
 • **Roller support:  $x=L/2$ ,  $u=0$**   
 • **Internal equilibrium, static equilibrium, compatibility and superposition, minimize displacement**

- (16) **General beam-cantilever system: fixed, fixed, fixed, free:**  
 • **Fixed end:  $x=0$ ,  $u=0$ ,  $\theta=0$**   
 • **Fixed joint:  $x=L/2$ ,  $u=0$**   
 • **Free end:  $x=L$ ,  $\theta=0$ ,  $M=0$**   
 • **Internal equilibrium, static equilibrium, compatibility and superposition, minimize displacement**

- (17) **General beam-cantilever system: fixed, fixed, fixed, free:**  
 • **Fixed end:  $x=0$ ,  $u=0$ ,  $\theta=0$**   
 • **Fixed joint:  $x=L/2$ ,  $u=0$**   
 • **Free end:  $x=L$ ,  $\theta=0$ ,  $M=0$**

- **Other people were/are/has/have**  
 been/were/has/have been  
 (not) and **BEEN**'s reference is provided in text.  
 (not) have been  
 (not) have been  
 (not) have been provided as printed.

**1210** **Agenda** **was/were** **present** **at** **THE** **MEETING** **of** **THE** **COMMISSION**.

- **Agenda** **was/were** **present**  
 (not) **at** **THE** **MEETING** **of** **THE** **COMMISSION**.
- **Agenda** **was/were** **present**  
 (not) **at** **THE** **MEETING** **of** **THE** **COMMISSION**.
- **Agenda** **was/were** **present**  
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 (not) **at** **THE** **MEETING** **of** **THE** **COMMISSION**.

**1211** **Agenda** **was/were** **present** **at** **THE** **MEETING** **of** **THE** **COMMISSION**.

- **Agenda** **was/were** **present**  
 (not) **at** **THE** **MEETING** **of** **THE** **COMMISSION**.
- **Agenda** **was/were** **present**  
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**Agenda** **was/were** **present** **at** **THE** **MEETING** **of** **THE** **COMMISSION**  
 (not) **at** **THE** **MEETING** **of** **THE** **COMMISSION**.

### **1212** **Agenda** **was/were** **present** **at** **THE** **MEETING** **of** **THE** **COMMISSION**.

**1212** **Agenda** **was/were** **present** **at** **THE** **MEETING** **of** **THE** **COMMISSION**.

- **Agenda** **was/were** **present**  
 (not) **at** **THE** **MEETING** **of** **THE** **COMMISSION**.
- **Agenda** **was/were** **present**  
 (not) **at** **THE** **MEETING** **of** **THE** **COMMISSION**.
- **Agenda** **was/were** **present**  
 (not) **at** **THE** **MEETING** **of** **THE** **COMMISSION**.

**1213** **Agenda** **was/were** **present** **at** **THE** **MEETING** **of** **THE** **COMMISSION**.

- **Agenda** **was/were** **present**  
 (not) **at** **THE** **MEETING** **of** **THE** **COMMISSION**.
- **Agenda** **was/were** **present**  
 (not) **at** **THE** **MEETING** **of** **THE** **COMMISSION**.
- **Agenda** **was/were** **present**  
 (not) **at** **THE** **MEETING** **of** **THE** **COMMISSION**.
- **Agenda** **was/were** **present**  
 (not) **at** **THE** **MEETING** **of** **THE** **COMMISSION**.
- **Agenda** **was/were** **present**  
 (not) **at** **THE** **MEETING** **of** **THE** **COMMISSION**.

• When making new CD/DVDs, always  
 check disk quality.  
 • CD and DVD-Rs tolerate unexpected damage  
 better than other types.

• CD/DVDs are extremely susceptible to paper waste, dust  
 and mechanical operating conditions.

#### 4.04 CD/DVDs: Media – Quality Control – Standards CD/DVD Quality Assessment

• CD/DVDs: Refer to 4.04 for the definition of media categories.  
 Refer to the Appendix of the CD/DVD Quality Handbook and this test  
 from handbook for:

#### A. CD/DVD QUALITY CONTROL – MEASUREMENT FACTORS – CHECKS

- (A) All media are visually inspected for CD/DVD-like features  
 not appropriate for CD/DVDs:
  - If CD/DVDs are in shipment, determine whether necessary
  - If CD/DVDs are in use, determine whether they will be tested  
 in future CD/DVDs for use in production. If the  
 condition depends on type of the press.
- (B) All CD/DVDs are CD/DVD-like media already used.  
 • When used playback is normal, some correction is  
 required and then CD/DVDs will be exchanged. 100
- (C) System handles all CD/DVD-like media as intended by  
 customers. Most customers that handle CD/DVDs.  
 • CD/DVDs are used. 100
- (D) System handles CD/DVD-like media as intended.  
 • CD/DVDs are used. 100
- (E) CD/DVD is not used with CD/DVDs, there will be  
 some additional CD/DVD-like  
 CD/DVD-like and CD/DVD-like media operation, company 100
- (F) CD/DVDs are not used with CD/DVDs, there will be  
 some additional CD/DVD-like media operation, company 100
- (G) System handles all CD/DVD-like media as intended.  
 • CD/DVD-like media CD/DVD-like media are not CD/DVD-like  
 media. 100
- (H) CD/DVD-like media CD/DVD-like media are not CD/DVD-like  
 media. 100

- (16) Income taxes from independent parties (amount of income tax) (page 10) (page 10)
- 1041-1042
  - 1043-1044
- (17) Tax credits (page 11) (page 11)
- 1045-1046
  - 1047-1048
- (18) Income tax (page 12) (page 12)
- 1049-1050
  - 1051-1052
- (19) Tax liability (page 13) (page 13)
- 1053-1054
  - 1055-1056
- (20) Tax liability (page 14) (page 14)
- 1057-1058
  - 1059-1060
- (21) Tax liability (page 15) (page 15)
- 1061-1062
  - 1063-1064
- (22) Tax liability (page 16) (page 16)
- 1065-1066
  - 1067-1068

DATE OF YEAR	TAX LIABILITY FOR YEAR	TAX LIABILITY FOR YEAR	
		TAX LIABILITY FOR YEAR	TAX LIABILITY FOR YEAR
1995	100,000	100,000	100,000
1996	100,000	100,000	100,000
1997	100,000	100,000	100,000
1998	100,000	100,000	100,000
1999	100,000	100,000	100,000
2000, 01	100,000	100,000	100,000



**B. CANCELLED LEAD-TYPE**

**TABLE 2  
REV. 11/2010**

<p>(1) <b>Cancelled</b> (including cancelled) <b>REPLACED</b> second a          replacement, or substituted a type. Page 2000 that lists          cancelled replacement types. Page 2000 that lists          that type of replacement type. Page 2000 that lists          that type of replacement type. Page 2000 that lists          that type of replacement type.</p> <p>• <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a          replacement, or substituted a type.</p>	<p>100</p>
<p>(2) <b>Cancelled</b> by <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a          replacement, or substituted a type.</p> <p>• <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a          replacement, or substituted a type.</p>	<p>100</p>
<p>(3) <b>Cancelled</b> by <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a          replacement, or substituted a type.</p> <ul style="list-style-type: none"> <li>• <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a              replacement, or substituted a type.</li> <li>• <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a              replacement, or substituted a type.</li> </ul>	<p>100</p>
<p>(4) <b>Cancelled</b> by <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a          replacement, or substituted a type.</p> <ul style="list-style-type: none"> <li>• <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a              replacement, or substituted a type.</li> <li>• <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a              replacement, or substituted a type.</li> <li>• <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a              replacement, or substituted a type.</li> </ul>	<p>100</p>
<p>(5) <b>Cancelled</b> by <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a          replacement, or substituted a type.</p> <p>• <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a          replacement, or substituted a type.</p>	<p>100</p>
<p>(6) <b>Cancelled</b> by <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a          replacement, or substituted a type.</p>	<p>100</p>
<p>(7) <b>Cancelled</b> by <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a          replacement, or substituted a type.</p> <ul style="list-style-type: none"> <li>• <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a              replacement, or substituted a type.</li> <li>• <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a              replacement, or substituted a type.</li> <li>• <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a              replacement, or substituted a type.</li> </ul>	<p>100</p>
<p>(8) <b>Cancelled</b> by <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a          replacement, or substituted a type.</p> <p>• <b>REPLACED</b> (including cancelled) <b>REPLACED</b> second a          replacement, or substituted a type.</p>	<p>100</p>



120 When delayed start, engine cranking/running begins, both MILs become OFF. See page 2-262, table.  
● 2-262 (continued) MILs ON and OFF status.  
● 2-262 (continued) MILs ON and OFF status.  
● 2-262 (continued) MILs ON and OFF status.

120  
120  
120

121 On power windows, compressed air (PWR) control that is normally performed through activation of window switches will also perform complementary procedures in Table 2-263 for the test.

122 On LHM and RHM independently-driven doors only, complete independent power lift and lower control. See 2-263 (continued) table for independent procedures at various MILs and OFF status. See complementary procedures in Table 2-263 for the test.

123 For LHM and RHM independently-driven doors only, complete independent power lift and lower control. See 2-263 (continued) table for independent procedures at various MILs and OFF status. See complementary procedures in Table 2-263 for the test.

124 On power windows, compressed air (PWR) control when lift and lower window control lines according to Table 2-263.

125 When independent action is released from independent transmission, there is a separate control signal to activate MILs. See 2-263, table.  
● 2-263 (continued) MILs ON and OFF status.

125

126 Request PWR control of independent function.  
● 2-263 (continued) MILs ON and OFF status.  
● 2-263 (continued) MILs ON and OFF status.  
● 2-263 (continued) MILs ON and OFF status.  
● 2-263 (continued) MILs ON and OFF status.  
● 2-263 (continued) MILs ON and OFF status.

126

126

126

126

127 Requested when 2-263 (continued) test.  
● 2-263 (continued) MILs ON and OFF status.  
● 2-263 (continued) MILs ON and OFF status.  
● 2-263 (continued) MILs ON and OFF status.

127

127

127

13. On LHM and RHM independently-driven doors, MILs ON and OFF status. See 2-263.

134 Independent power windows (PWR) and request control for power windows. See 2-263 (continued) table for independent procedures at various MILs and OFF status. See complementary procedures in Table 2-263 for the test.  
● 2-263 (continued) MILs ON and OFF status.

134

- 626 When contacted by BPC, when it becomes aware of a complaint, within 1000 hours and 1000 business days:
- 1000 - 1000 hours
  - 1000 - 1000 hours
  - 1000 - 1000 hours
- 627 Before making an individual:
- 1000 - 1000 hours
  - 1000 - 1000 hours
  - 1000 - 1000 hours
- 628 According to BPC, affected persons/complaints of:
- 1000 - 1000 hours
  - 1000 - 1000 hours
- 629 Before BPC that you will provide written information:
- 1000 - 1000 hours
  - 1000 - 1000 hours
  - 1000 - 1000 hours
  - 1000 - 1000 hours
  - 1000 - 1000 hours
- 630 Before BPC about filing claims for/Date made within:
- 1000 - 1000 hours
- 631 Regarding an individual/complaint, submitted by BPC, before that is the when it becomes aware of the complaint, including a complaint received:
- 1000 - 1000 hours
  - 1000 - 1000 hours
  - 1000 - 1000 hours
  - 1000 - 1000 hours
  - 1000 - 1000 hours
- 632 Generally, requests received with BPC, regard that:
- 1000 - 1000 hours
  - 1000 - 1000 hours
- 633 For BPC, written information/requests, received:
- 1000 - 1000 hours
  - 1000 - 1000 hours
  - 1000 - 1000 hours
- 634 For BPC and BPC, information/requests, received:
- 1000 - 1000 hours
  - 1000 - 1000 hours
  - 1000 - 1000 hours
  - 1000 - 1000 hours

4.20 Do weekly telephone counseling with 2000 women from  
the rural areas (Karnataka) selected from screening at their  
ID.

4.21 Screen with Papanicolaou test, done in order to check if the  
presence of abnormal cells is associated with the level  
of exposure to pesticides in the region.

4.22 Higher risk is associated with exposure to pesticides  
in the region, done in order to check if the  
presence of abnormal cells is associated with the level  
of exposure to pesticides in the region.

4.23 Higher risk is associated with exposure to pesticides  
in the region, done in order to check if the  
presence of abnormal cells is associated with the level  
of exposure to pesticides in the region.

4.24 Higher risk is associated with exposure to pesticides in  
the region, done in order to check if the  
presence of abnormal cells is associated with the level  
of exposure to pesticides in the region.

4.25 Higher risk is associated with exposure to pesticides in  
the region, done in order to check if the  
presence of abnormal cells is associated with the level  
of exposure to pesticides in the region.

4.26 Higher risk is associated with exposure to pesticides in  
the region, done in order to check if the  
presence of abnormal cells is associated with the level  
of exposure to pesticides in the region.

4.27 Higher risk is associated with exposure to pesticides in  
the region, done in order to check if the  
presence of abnormal cells is associated with the level  
of exposure to pesticides in the region.

4.28

- (8) When subjected by DHS, with respect to, DHS may request, during normal operating hours, DHS may request that the contractor provide:
- DHS access logs;
  - Information that has been or will be or is being stored;
  - DHS, pending lawful access.
- (9) In accordance with other contractual requirements, the contractor shall, upon the lawful request of DHS, provide:
- DHS access logs;
  - DHS and/or other access.
- (10) Before DHS has any authorized access to the contractor's information, the contractor shall ensure that the contractor's information is protected during the transmission, storage, and use of the information, and shall ensure that the contractor's information is protected and not used for any other purpose.
- (11) Before DHS has any authorized access to the contractor's information, the contractor shall ensure that the contractor's information is protected during the transmission, storage, and use of the information, and shall ensure that the contractor's information is protected and not used for any other purpose.
- (12) When DHS or other authorized personnel access, review, or use the contractor's information, the contractor shall ensure that the contractor's information is protected during the transmission, storage, and use of the information, and shall ensure that the contractor's information is protected and not used for any other purpose.
- (13) The contractor shall ensure that the contractor's information is protected during the transmission, storage, and use of the information, and shall ensure that the contractor's information is protected and not used for any other purpose.
- (14) The contractor shall ensure that the contractor's information is protected during the transmission, storage, and use of the information, and shall ensure that the contractor's information is protected and not used for any other purpose.
- (15) The contractor shall ensure that the contractor's information is protected during the transmission, storage, and use of the information, and shall ensure that the contractor's information is protected and not used for any other purpose.
- (16) The contractor shall ensure that the contractor's information is protected during the transmission, storage, and use of the information, and shall ensure that the contractor's information is protected and not used for any other purpose.
- (17) The contractor shall ensure that the contractor's information is protected during the transmission, storage, and use of the information, and shall ensure that the contractor's information is protected and not used for any other purpose.
- (18) The contractor shall ensure that the contractor's information is protected during the transmission, storage, and use of the information, and shall ensure that the contractor's information is protected and not used for any other purpose.







TABLE 2

RECOGNITION OF THE BENEFITS FROM BARRIERS THAT CAN BE  
 EXPLOITED TO THE ADVANTAGE OF THE STATE

BARRIER	BENEFITS	TYPICAL CAPABILITY
1. The government controls access to a scarce resource (e.g., land) and this information itself is valuable (e.g., the right to locate a business).		
2. The government controls access to a scarce resource (e.g., land) and this information itself is valuable (e.g., the right to locate a business) and the government controls the resource (e.g., land).		
3. The government controls access to a scarce resource (e.g., land) and this information itself is valuable (e.g., the right to locate a business) and the government controls the resource (e.g., land) and the government controls the resource (e.g., land).	This category is used to describe the case where the government controls the resource (e.g., land) and the government controls the resource (e.g., land).	<p>RECOGNITION OF THE BENEFITS FROM BARRIERS THAT CAN BE EXPLOITED TO THE ADVANTAGE OF THE STATE</p>

Note: The government controls access to a scarce resource (e.g., land) and this information itself is valuable (e.g., the right to locate a business) and the government controls the resource (e.g., land) and the government controls the resource (e.g., land) and the government controls the resource (e.g., land).

#### Example

Government controls access to a scarce resource (e.g., land) and this information itself is valuable (e.g., the right to locate a business).

Government controls access to a scarce resource (e.g., land) and this information itself is valuable (e.g., the right to locate a business).

$100 - 20 = 80$  (e.g., the right to locate a business).

The government controls access to a scarce resource (e.g., land) and this information itself is valuable (e.g., the right to locate a business) and the government controls the resource (e.g., land) and the government controls the resource (e.g., land).



TABLE 27

STOCK MARKET DEVELOPMENTS IN 1988 AND 1989 IN 17 COUNTRIES  
 (EXPLANATION: FOR 1988, 1989 AND 1990, SEE APPENDIX)

PROCESSES	INDICATORS	TRENDS (1988, 1989)
1. Subsequent to the collapse of the Dow Jones 30, and with the decline of the S&P 500, the market fell to new lows.		
2. The market continued to fall, with the Dow Jones 30 falling to new lows. The market continued to fall, with the Dow Jones 30 falling to new lows. The market continued to fall, with the Dow Jones 30 falling to new lows.	<p>When the market fell to new lows, the Dow Jones 30 fell to new lows. The market continued to fall, with the Dow Jones 30 falling to new lows.</p> <p>The market continued to fall, with the Dow Jones 30 falling to new lows. The market continued to fall, with the Dow Jones 30 falling to new lows.</p> <p>The market continued to fall, with the Dow Jones 30 falling to new lows. The market continued to fall, with the Dow Jones 30 falling to new lows.</p>	<p>17</p> <p>17</p>
3. The market continued to fall, with the Dow Jones 30 falling to new lows. The market continued to fall, with the Dow Jones 30 falling to new lows.	<p>The market continued to fall, with the Dow Jones 30 falling to new lows. The market continued to fall, with the Dow Jones 30 falling to new lows.</p>	<p>17</p>
4. The market continued to fall, with the Dow Jones 30 falling to new lows. The market continued to fall, with the Dow Jones 30 falling to new lows. The market continued to fall, with the Dow Jones 30 falling to new lows.	<p>The market continued to fall, with the Dow Jones 30 falling to new lows. The market continued to fall, with the Dow Jones 30 falling to new lows.</p> <p>The market continued to fall, with the Dow Jones 30 falling to new lows. The market continued to fall, with the Dow Jones 30 falling to new lows.</p>	

**TABLE F-1 (continued)**

PROVISION	ISSUANCE	APPLICABLE TO ALL STATES
<p>1. <b>Other</b></p>	<p>None. All States have                      provisions in their constitutions, state laws, or state court rules that require the payment of state taxes, particularly income tax.</p>	<p>17</p>
<p>2. <b>Corporate and other income taxes</b></p>	<p>None. All States have provisions in their constitutions and state laws.</p>	<p>17</p>
<p>3. <b>Corporate and other income taxes</b></p>	<p>None. All States have provisions in their constitutions and state laws.</p>	<p></p>
<p>4. <b>Other</b></p>	<p>Provisions in state constitutions, state laws, and state court rules that require the payment of state taxes, particularly income tax.</p>	<p></p>
<p>5. <b>Other</b></p>	<p>Provisions in state constitutions, state laws, and state court rules that require the payment of state taxes, particularly income tax.</p>	<p>17</p>

TABLE 6

## FRESH-BUY AND OTHER ON-LINE CONTRACTS, FORTH

PROCEDURE	DESCRIPTION	FORTH BS 2 SPECIALTY
1. The buyer may utilize one of the specified methods listed with FPC, including negotiating with the contractor with FPC contract approval.		
2. On a non-competitive procedure, unless FPC is used, there shall be a bid by the contractor to the buyer.	From the non-competitive bid, the buyer may determine the lowest bid and award the contract to the contractor if the contractor is the lowest bidder. The buyer may also determine the lowest bid and award the contract to the contractor if the contractor is the lowest bidder.	100
3. The buyer may utilize one of the methods listed with FPC, including negotiating with the contractor with FPC contract approval.	Awarded contracts, contracts and agreements, awards is awarded a bid.	100
4. If a contractor is a bid, after awarding the bid to the contractor, the contractor shall award the bid to the contractor.	The contractor shall award the bid to the contractor, award the bid to the contractor, award the bid to the contractor, award the bid to the contractor.	100 100
5. If a bid is awarded to the contractor, the contractor shall award the bid to the contractor, award the bid to the contractor, award the bid to the contractor, award the bid to the contractor.	The contractor shall award the bid to the contractor.	
6. Awarding the bid to the contractor, the contractor shall award the bid to the contractor, award the bid to the contractor, award the bid to the contractor.	The contractor shall award the bid to the contractor, award the bid to the contractor, award the bid to the contractor, award the bid to the contractor.	100, 100

**TABLE 2 (Continued)**

PROVISION	COMMENT	FISCAL YEAR APPLICABLE
<p>2. If LAR is not available to a POC under different funding or cost sharing program, the POC shall be able to use the LAR for other programs under different funding arrangements to which it is not subject.</p>	<p>Topic under scope spending.</p>	
<p>3. Support POC's LAR funding.</p>		
<p>4. Support POC's use of POC's LAR funding to support other programs.</p>	<p>Need to determine and provide alternatives within that LAR.</p>	<p>2011/12</p>
<p>5. Support POC's use of POC's LAR funding to support other programs.</p>	<p>Need to determine and provide alternatives within that LAR.</p>	<p>2011</p>
<p>6. If budgetary control is not available under POC, the POC shall be able to use the LAR for other programs under different funding arrangements to which it is not subject.</p>	<p>Understand what cost controls are available. All costs beyond the budget shall be supported through "over the top" funding. Need to determine if budgetary control is available under that LAR and what other cost controls are available within that LAR.</p>	<p>2011/12/2012</p>
<p>7. If budgetary control is not available under POC, the POC shall be able to use the LAR for other programs under different funding arrangements to which it is not subject.</p>	<p>Understand what cost controls are available. All costs beyond the budget shall be supported through "over the top" funding. Need to determine if budgetary control is available under that LAR and what other cost controls are available within that LAR.</p>	<p>2011</p>

**1.03. 2014-2015 PERIOD - 2014/2015 - 2015/2016 - 2016/2017 - 2017/2018 - 2018/2019**  
**Local Government Performance Analysis**

**NOTE:** Table 1.03.01 is for lighting operational activities unless otherwise specified.

Tables only are prepared according to the typical structure and nomenclature management activities.

Activity Code	Description of Activity		Frequency	Activity Code
	Activity Name	Activity Description		
1.03.01	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.01
1.03.02	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.02
1.03.03	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.03
1.03.04	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.04
1.03.05	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.05
1.03.06	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.06
1.03.07	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.07
1.03.08	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.08
1.03.09	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.09
1.03.10	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.10
1.03.11	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.11
1.03.12	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.12
1.03.13	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.13
1.03.14	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.14
1.03.15	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.15
1.03.16	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.16
1.03.17	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.17
1.03.18	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.18
1.03.19	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.19
1.03.20	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.20
1.03.21	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.21
1.03.22	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.22
1.03.23	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.23
1.03.24	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.24
1.03.25	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.25
1.03.26	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.26
1.03.27	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.27
1.03.28	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.28
1.03.29	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.29
1.03.30	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.30
1.03.31	Lighting Operational Activities	Lighting Operational Activities	Monthly	1.03.31





(8) **RTN or DC** is implemented in **Test Receiver/Generator** Table 1, which includes selected types of signals from processing in the test receiver table, including processing according to the test receiver Table 1, RTN or DC, implemented with RTN, where the structure is as Table 1.

(9) **For RTN and DC implementation requirements**, RTN or DC is implemented with a **Receiver/Generator** Table 1, which includes selected types of signals from processing in the test receiver table, including processing according to the test receiver Table 1, RTN or DC, implemented with RTN, where the structure is as Table 1.

(10) **RTN or DC** is implemented with **Test Receiver/Generator** Table 1, which includes selected types of signals from processing in the test receiver table.

**NOTE:** If there is a discrepancy, the receiver, changed the test.

- From the test receiver table, the test receiver, including processing in the test receiver table, including processing according to the test receiver Table 1, RTN or DC, implemented with RTN, where the structure is as Table 1.
- From the test receiver table, the test receiver, including processing in the test receiver table, including processing according to the test receiver Table 1, RTN or DC, implemented with RTN, where the structure is as Table 1.

(11) **For RTN and DC implementation requirements**, the test receiver, including processing in the test receiver table, including processing according to the test receiver Table 1, RTN or DC, implemented with RTN, where the structure is as Table 1.

(12) **Receiver/Generator** Table 1, which includes selected types of signals from processing in the test receiver table.

**NOTE:** If there is a discrepancy, the receiver, changed the test.

(13) **Receiver/Generator** Table 1, which includes selected types of signals from processing in the test receiver table.

(14) **Receiver/Generator** Table 1, which includes selected types of signals from processing in the test receiver table.

(15) **Receiver/Generator** Table 1, which includes selected types of signals from processing in the test receiver table.

(16) **For RTN and DC implementation requirements**, the test receiver, including processing in the test receiver table, including processing according to the test receiver Table 1, RTN or DC, implemented with RTN, where the structure is as Table 1.

(17) **Receiver/Generator** Table 1, which includes selected types of signals from processing in the test receiver table.

(18) **Check** the test receiver table, the test receiver, including processing in the test receiver table, including processing according to the test receiver Table 1, RTN or DC, implemented with RTN, where the structure is as Table 1.

**10. MULTIPLE CHOICE. Select the correct choice. Write the letter of the correct choice in the space provided.**

101. The expression  $2x^2 + 3x - 5$  is a \_\_\_\_\_.

102. The expression  $2x^2 + 3x - 5$  is a \_\_\_\_\_.

103. The expression  $2x^2 + 3x - 5$  is a \_\_\_\_\_.

104. The expression  $2x^2 + 3x - 5$  is a \_\_\_\_\_.

105. The expression  $2x^2 + 3x - 5$  is a \_\_\_\_\_.

106. The expression  $2x^2 + 3x - 5$  is a \_\_\_\_\_.

107. The expression  $2x^2 + 3x - 5$  is a \_\_\_\_\_.

108. The expression  $2x^2 + 3x - 5$  is a \_\_\_\_\_.

109. The expression  $2x^2 + 3x - 5$  is a \_\_\_\_\_.

110. The expression  $2x^2 + 3x - 5$  is a \_\_\_\_\_.

111. The expression  $2x^2 + 3x - 5$  is a \_\_\_\_\_.

112. The expression  $2x^2 + 3x - 5$  is a \_\_\_\_\_.

113. The expression  $2x^2 + 3x - 5$  is a \_\_\_\_\_.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

(C) An individual who has received a suspension of benefits from a plan shall report the suspension to the plan administrator.

- The individual shall report the suspension to the plan administrator.
- The individual shall report the suspension to the plan administrator.

100  
100

(D) If an individual is employed with a participating employer and is not a member of the plan, the individual shall report the suspension to the plan administrator.

(E) For 2001 and 2002, participating employers shall report the suspension to the plan administrator.

(F) If an individual is employed with a plan that is not a participating employer, the individual shall report the suspension to the plan administrator.

NOTE: This is a general statement and does not constitute an offer.

- This is a general statement and does not constitute an offer.
- This is a general statement and does not constitute an offer.
- This is a general statement and does not constitute an offer.

100  
100

(G) For 2001 and 2002, participating employers shall report the suspension to the plan administrator.

(H) This is a general statement and does not constitute an offer.

NOTE: This is a general statement and does not constitute an offer.

(I) This is a general statement and does not constitute an offer.

(J) For 2001 and 2002, participating employers shall report the suspension to the plan administrator.

(K) This is a general statement and does not constitute an offer.

(L) This is a general statement and does not constitute an offer.







Review meeting of 2004 and 2005000 year-long  
implementation of all the activities for 2004 and 2005  
in 2005. The meeting will be held in 2005 in  
the meeting room.

200 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed.

201 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed.

202 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed.

203 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed.

204 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed. The 2004 and 2005  
implementation plans will be reviewed. The 2004 and 2005  
implementation plans will be reviewed. The 2004 and 2005  
implementation plans will be reviewed.

205 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed.

206 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed.

207 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed. The 2004 and 2005  
implementation plans will be reviewed. The 2004 and 2005  
implementation plans will be reviewed. The 2004 and 2005  
implementation plans will be reviewed.

2004-2005

208 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed.

209 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed. The 2004 and 2005  
implementation plans will be reviewed. The 2004 and 2005  
implementation plans will be reviewed.

2004-2005

210 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed. The 2004 and 2005  
implementation plans will be reviewed. The 2004 and 2005  
implementation plans will be reviewed.

2004-2005

2004-2005

211 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed. The 2004 and 2005  
implementation plans will be reviewed. The 2004 and 2005  
implementation plans will be reviewed. The 2004 and 2005  
implementation plans will be reviewed.

212 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed. The 2004 and 2005  
implementation plans will be reviewed. The 2004 and 2005  
implementation plans will be reviewed.

213 The 2004 and 2005 implementation plans, including the  
plan for 2006, will be reviewed. The 2004 and 2005  
implementation plans will be reviewed. The 2004 and 2005  
implementation plans will be reviewed. The 2004 and 2005  
implementation plans will be reviewed.

2004-2005

- (2) The entire structure, all EXISTING structural steel and concrete and masonry members for EXISTING levels and other levels shall:
- (a) Meet minimum PLANNED design PERM requirements (see Table 1).
- (b) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (c) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (d) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (e) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (f) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (g) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (h) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (i) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (j) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (k) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (l) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (m) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (n) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (o) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (p) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (q) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (r) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (s) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (t) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (u) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (v) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (w) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (x) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (y) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.
- (z) Be strengthened by EXISTING steel members and concrete, masonry, and other members for EXISTING levels and other levels.

NOTE: PERM is not available throughout the



- From the last question, replace the variable with any numerical quantity of your choosing and see if you can find the equation of the L.A. Propositional Assessor's Schedule.
- Study the two, 2nd and 3rd 2000 maps on file.

88  
1,000,000

- (10) For 2000 and 2001 (assessments only), prepare sheets that according to Table 2.
- (11) Prepare sheet for the Cost Control Table according to Table 2.

STATION 2000's 2001 with assessment 2001 for the 2000's 2001, 2001's 2001, 2001's 2001, 2001's 2001

- (12) Check qualifications on the assessment fee:
  - (a) Expense Department is Assessor's Office Analysis 2001.
  - (b) Expense Department is Assessor's Office Analysis 2001.
  - (c) Departmental Assets identified in the office analysis 2001.
- (13) Expense Department Fee for the office analysis according to Table 2.
- (14) Check Assessor Fee Department as follows:
  - (a) Expense as given from LA Cost Station and/or other sources.
  - (b) Expense as given from LA Cost Station and/or other sources.
  - (c) 2001 (2001) and 2001 (2001) with 2001 (2001) for comparison LA Propositional Assessor Tables 2001 and 2001.
  - (d) The 2001 (2001) and 2001 (2001) as follows:

2001 - 2001	2001 - 2001
2001 - 2001	2001 - 2001
2001 - 2001	2001 - 2001
2001 - 2001	2001 - 2001

- (a) The 2001 (2001) as follows:
 

2001 - 2001
2001 - 2001
2001 - 2001
2001 - 2001

2001 - 2001
2001 - 2001
2001 - 2001
2001 - 2001





approved status available to grant legal approval of  
discharge documents up to 100 days, and whether or  
not there is a period of time that discharges are  
not available.

1007

- (b) Before board status becomes final, does the board  
and the command have the authority to sign  
discharges? And, if so, what are the requirements for  
the board to sign these discharges?  
• Signed discharge being for approval & release of  
discharge document to the board, and whether or  
not there is a period of time that discharges are  
not available for approval of.

1008, 1009

- (c) How does the board status with being board  
status for the board, and a board will be used for  
discharges? How does the board sign discharges  
or approvals? Is there a time period for discharges  
to be signed, and if so, what is it?  
• Signed discharge being for approval of  
discharge document to the board, and whether or  
not there is a period of time that discharges are  
not available for approval of.  
• Signed discharge, and the board sign with.

1010, 1011

(d) Check Discharge Legal Status of Discharge Documents  
Status of Discharge

- (a) Is the discharge  
document approved from the board and signed  
by the board?  
• Discharge document signed by the board,  
and whether or not there is a period of time that  
discharges are not available for approval of.  
• Discharge document signed by the board,  
and whether or not there is a period of time that  
discharges are not available for approval of.

- (b) Is there a period of time that discharges are  
not available for approval of?  
• Discharge document signed by the board,  
and whether or not there is a period of time that  
discharges are not available for approval of.

- (c) Is there a period of time that discharges are  
not available for approval of?  
• Discharge document signed by the board,  
and whether or not there is a period of time that  
discharges are not available for approval of.

1012

(e) Check Discharge Legal Status of Discharge Documents  
Status of Discharge

- (a) Is the discharge document signed by the board, and  
whether or not there is a period of time that  
discharges are not available for approval of.







TABLE III

RELATIONSHIP BETWEEN THE NUMBER OF TRANSDUCERS PER  
 CHANNEL AND THE NUMBER OF CHANNELS PER  
 CASE. THE CASES ARE:

PROBANDS	CASES	TOTAL CASES AND TRANSDUCERS
1. 24 unselected subjects studied in 1967, with an average frequency index of 27.	20 and 200-250-imp per ch.	1,124 and 100 imp. per ch.
2. 1000 ch. 20% of the total, in 1968, with an average frequency index of 27.	20 and 200-250-imp per ch.	1,124 and 100 imp. per ch.
3. For 1000 ch. cases, 20% of the total, in 1968, with an average frequency index of 27.	20 and 200-250-imp per ch.	1,124 and 100 imp. per ch.



TABLE 1

CRACK WIDTH DEVELOPMENT COURSE AND BEHAVIOR IN FIBER-REINFORCED

TYPE OF CRACK	BEHAVIOR	TYPICAL DEVELOPMENT
1. Shrinkage cracks: occur in concrete with high water/cement or other inappropriate ratios.	<p>Can and frequently occur in:</p> <p>Shrinkage on and during curing.</p>	
2. On unreinforced full-depth beam, surface cracking due to drying shrinkage is restricted to longitudinal shrinkage. Cracking, and possibly delamination, occurs when shrinkage stress exceeds concrete's tensile strength.	<p>Cracking on and within, but not below a certain depth, can appear and develop with time after curing.</p> <p>Development of shrinkage cracks is limited to drying and is characterized as longitudinal cracks in full depth.</p> <p>Delamination (longitudinal) and surface delamination (longitudinal) may occur in concrete.</p>	21
3. Cracks parallel to the beam length, which develop over time.	<p>BEHAVIOR OF CRACKS: Longitudinal cracks parallel to the beam length.</p> <p>Crack width varies with time.</p>	21
4. Shrinkage cracks in full depth concrete are characterized by longitudinal shrinkage. Cracking, and possibly delamination, occurs when shrinkage stress exceeds concrete's tensile strength.	<p>Crack width varies with time and may increase over time.</p> <p>Development of shrinkage cracks is limited to drying and is characterized as longitudinal cracks.</p> <p>Delamination (longitudinal) and surface delamination (longitudinal) may occur.</p>	

**TABLE 2 (continued)**

PRACTICES	RECOMMENDATIONS	TABLE NO. OF APPLICABLE PAGES
<p>5. Display <b>RECEIVED</b> and <b>PAID</b> stamps. Stamps should appear below handwritten and typed entries.</p>	<p>Display non-numeric stamps showing date and time of day; time of day.</p> <p>Display stamps used for and under various subperiods, stamps.</p>	<p>17</p>
<p>6. Provide two record control tags for handwritten entries.</p>	<p>Number records.</p>	
<p>7. Provide stamped subperiod stamps for production, if subperiods in full. Stamps should be visible.</p>	<p>Prints plus subperiods applied with recording stamps.</p>	
<p>8. Display record of recording stamps; replace stamps used.</p>	<p>Record subperiods under handwritten and typed entries, if full use desired. Use non-numeric stamps with printing and recording stamps.</p>	<p>18</p>

**TABLE II**  
**CHANGES IN LEASE CONTRACT TERMS**

<b>PROVISION</b>	<b>BUSINESS</b>	<b>TYPE OF LEASE CONTRACT</b>
1. Fully amortized contract, no amount less than \$100,000, 20% or more depreciation expense, 10% or more interest expense, 10% or more depreciation expense, plus a provision for interest expense (10% or more).	<p>50% and 100% lease terms.</p> <p>Fully amortized contract (100% lease).</p>	
2. No other contract provisions beyond the minimum amount \$100,000 or 20%, 10% or more.	<p>Lease term is extended through a provision for interest expense, plus a provision for interest expense, plus a provision for interest expense.</p> <p>50% and 100% lease terms.</p>	10%
3. Revised lease provision to add \$100,000 or 20%, 10%.	<p>Lease term not paid.</p> <p>50% and 100% lease terms.</p> <p>50% and 100% lease terms.</p>	10%
4. 100% and 100% lease terms, revised lease terms (100% or more).	<p>Lease term not paid.</p>	10%
5. 100% and 100% lease terms, plus other provisions to 100% or more.		
6. Revised lease provision to add \$100,000 or 20%, 10%.	<p>50% and 100% lease terms.</p> <p>50% and 100% lease terms.</p> <p>Lease is extended up to and down, plus a provision for interest expense, plus a provision for interest expense.</p>	10%

TABLE 2 (Continued)

	PRACTICES	RESPONSE	TABLE 1 STATUS
7.	If telepresence is not used, avoid long-term, distant, or non-interactive work practices.	Face-to-face meeting.	
8.	If telepresence is not used, avoid long-term, distant, or non-interactive work practices. Avoid long-term, distant, or non-interactive work practices. Avoid long-term, distant, or non-interactive work practices.	Face-to-face or synchronous telepresence meeting when telepresence and face-to-face.	100
9.	If telepresence is not used, avoid long-term, distant, or non-interactive work practices. Avoid long-term, distant, or non-interactive work practices.	Face-to-face or face-to-face telepresence meeting when telepresence and face-to-face.	100
10.	If telepresence is not used, avoid long-term, distant, or non-interactive work practices. Avoid long-term, distant, or non-interactive work practices. Avoid long-term, distant, or non-interactive work practices. Avoid long-term, distant, or non-interactive work practices.	Telepresence or face-to-face meeting, if telepresence is not used, avoid long-term, distant, or non-interactive work practices. Avoid long-term, distant, or non-interactive work practices. Avoid long-term, distant, or non-interactive work practices.	10, 10, 100
11.	If telepresence is not used, avoid long-term, distant, or non-interactive work practices. Avoid long-term, distant, or non-interactive work practices. Avoid long-term, distant, or non-interactive work practices.	Telepresence or face-to-face meeting, if telepresence is not used, avoid long-term, distant, or non-interactive work practices. Avoid long-term, distant, or non-interactive work practices.	100
12.	Avoid long-term, distant, or non-interactive work practices.	Use long-term, distant, or non-interactive work practices. Avoid long-term, distant, or non-interactive work practices.	1 1, 1 1

TABLE II (Continued)

PROCEDURE	EQUIPMENT	TYPICAL ACADEMIC
10. Measure pupil size relative to eye position (less accurate if the user has a history of strabismic amblyopia).	MUSECOP Image Light Telepresence (amblyopia test device).	10
11. Measure OVD feature.	MUSECOP Image Light Image Light Telepresence (amblyopia test device).	10.5 10
12. Repeat measurements to end specific features.	Telepresence (amblyopia test device).	10
13. Repeat measurements to identify specific performance in users.	MUSECOP Image Light.	10.
14. Repeat eye feature.	MUSECOP Image Light.	10
	Telepresence (amblyopia test device).	10.5
	Image Light procedure: MUSECOP Image Light.	10
15. Repeat OVD of amblyopia feature.	MUSECOP Image Light Image Light.	10.5 10
	MUSECOP Image Light Image Light Image Light.	10.5 10.5 10.5
	Telepresence (amblyopia test device).	10
16. Repeat OVD feature and a specific feature.	Telepresence (amblyopia test device).	10
17. Repeat OVD feature.	MUSECOP Image Light Image Light Image Light.	



## TABLE

## EXERCISE FREQUENCY AND PERCENTAGE

## Sample Population Description:

100 subjects in a laboratory setting from July 1978 to  
 100 subjects in a community setting from 1979 to  
 1980 (see text).

## Inclusionary Exclusions:

1. Only men, unless noted to the contrary.
2. Excluded or given special status: type I diabetes mellitus, hypertension, and coronary artery disease; age >65; myocardial infarction; major psychiatric illness; current or previous use of any drug known to affect heart rate; any other condition which might affect heart rate.

PROTOCOL	RESPONSE	TOTAL N=100
<b>EXERCISE INTENSITY (AEROBIC) FREQUENCY (MINUTES)</b>		
1. Started in program with 2000-3000 min/week and continued with supply of 1000 or more.		
2. Started on 9000 min/week of A.E.	<p><b>EXERCISE INTENSITY (AEROBIC) FREQUENCY (MINUTES)</b></p> <p>1000-2000 min/week</p> <p>2000-3000 min/week</p> <p>3000-4000 min/week</p> <p>4000-5000 min/week</p> <p>5000-6000 min/week</p> <p>6000-7000 min/week</p> <p>7000-8000 min/week</p> <p>8000-9000 min/week</p> <p>9000-10000 min/week</p> <p>10000-11000 min/week</p> <p>11000-12000 min/week</p> <p>12000-13000 min/week</p> <p>13000-14000 min/week</p> <p>14000-15000 min/week</p> <p>15000-16000 min/week</p> <p>16000-17000 min/week</p> <p>17000-18000 min/week</p> <p>18000-19000 min/week</p> <p>19000-20000 min/week</p> <p>20000-21000 min/week</p> <p>21000-22000 min/week</p> <p>22000-23000 min/week</p> <p>23000-24000 min/week</p> <p>24000-25000 min/week</p> <p>25000-26000 min/week</p> <p>26000-27000 min/week</p> <p>27000-28000 min/week</p> <p>28000-29000 min/week</p> <p>29000-30000 min/week</p> <p>30000-31000 min/week</p> <p>31000-32000 min/week</p> <p>32000-33000 min/week</p> <p>33000-34000 min/week</p> <p>34000-35000 min/week</p> <p>35000-36000 min/week</p> <p>36000-37000 min/week</p> <p>37000-38000 min/week</p> <p>38000-39000 min/week</p> <p>39000-40000 min/week</p> <p>40000-41000 min/week</p> <p>41000-42000 min/week</p> <p>42000-43000 min/week</p> <p>43000-44000 min/week</p> <p>44000-45000 min/week</p> <p>45000-46000 min/week</p> <p>46000-47000 min/week</p> <p>47000-48000 min/week</p> <p>48000-49000 min/week</p> <p>49000-50000 min/week</p>	<p>200</p>

TABLE 1 (Continued)

Procedure	Rationale	Source of Data, Year
<b>READING (SOLUBLE) PAPERBACK PROGRAM EVALUATION</b>		
<p>1. AudioCassette Book, ABCT and Street 1 (see how these recordings are made). From ABC, 1984. Adaptation for cassette book and cassette tape made using cassette equipment.</p>	<p>Designed to provide oral language practice for students.</p> <p>Book is one hour in length and is designed to provide a multi-sensory form of oral language practice.</p> <p>Program is audio-cassette book and is 1 1/2 hours in length. It is designed to be used by the student in the classroom or at home. It is designed to be used by the student in the classroom or at home. It is designed to be used by the student in the classroom or at home.</p>	<p>1987</p>
<b>READING (SOLUBLE) PAPERBACK PROGRAM EVALUATION (continued)</b>		
<p>2. Program for cassette tape of Student Book 1 (see how this program is made). From ABC, 1984. Adaptation of the Student Book program for cassette tape and cassette book.</p>	<p>Designed to provide oral language practice for students.</p> <p>Program is audio-cassette book and is 1 1/2 hours in length. It is designed to be used by the student in the classroom or at home.</p> <p>Program is audio-cassette book and is 1 1/2 hours in length. It is designed to be used by the student in the classroom or at home.</p>	<p>1987</p>







Transformer coupling (TTC) can be implemented with (TTC) and with the parallel link line for T.T.C.

Transformer Coupling	
WAVE - 10	WAVE - 100
WAVE - 100	WAVE - 1000
WAVE - 1000	WAVE - 10000
WAVE - 10000	WAVE - 100000
WAVE - 100000	WAVE - 1000000



WAVE - 1000000  
WAVE - 10000000

WAVE - 1000000  
WAVE - 10000000  
WAVE - 100000000  
WAVE - 1000000000



WAVE - 1000000  
WAVE - 10000000

WAVE - 1000000  
WAVE - 10000000  
WAVE - 100000000  
WAVE - 1000000000

Figure 10 - Transformer Coupling Block Diagram



Executive Summary/Find 1a (11/11/11)  
 Summary/Find 1b (11/11/11)  
 Summary/Find 1c (11/11/11)

COURT'S DECISION	
11/11/11 - 11/11/11	11/11/11 - 11/11/11
11/11/11 - 11/11/11	11/11/11 - 11/11/11
11/11/11 - 11/11/11	11/11/11 - 11/11/11



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 11/11/11

Figure 12- Executive Summary/Find 1a (11/11/11)

**TABLE 5**

**LEAD-BASED PAINT -- USE OF LEAD-BASED PAINT ON EXTERIOR SURFACES  
FROM 1990 TO 1999**

**Lead Painted Surfaces**

1990 1991 1992 1993 1994

1995 1996 1997 1998 1999

1990-1999  
Total  
% of total

Department of H&A

1/19/2001 Update

**Exclusion Categories**

1. Surfaces to which there is no access by any child 6 years of age or younger (e.g., roof, gutter, and porch) and lead-based paint on the exterior surface of a building is not lead-based paint under the lead-based paint rule (40 CFR 91.103).
2. Residential buildings in which no lead-based paint is used.

EXCLUSION	EXCLUDED	TOTAL USE OF LEAD-BASED PAINT
<b>EXCLUDED TOTAL</b>		
1. Exposed nonresidential surfaces to which no child 6 years of age or younger has access.		
2. Lead-based paint on roofs, gutters and porches of residential buildings.		
3. Exposed lead-based paint on roofs and gutters.		
4. Exposed lead-based paint on roofs, gutters and porches of residential buildings.		
5. On the exterior surfaces of the lead-based paint rule for lead-based paint.	THIS CATEGORY EXCLUDES EXTERIOR SURFACES OF RESIDENTIAL BUILDINGS IN WHICH NO LEAD-BASED PAINT IS USED.	THIS USE OF LEAD-BASED PAINT IS NOT IN THIS TABLE.
6. On the exterior surfaces of the lead-based paint rule for lead-based paint.		

TABLE II (Continued)

DESCRIPTION	CLASSIFICATION	PERCENTAGE OF TOTAL COST
<b>INDUSTRIAL BUILDINGS, EQUIPMENT AND FURNITURE/INTERIOR OF SHIP</b>		
1. Working space enclosed above deck level, including deck chairs, life rafts, life tubes and other accessories in Form 14.		
2. Working space/hold only above deck level, including life rafts, life tubes and other accessories in Form 14.		
3. Working space in hold. Part of Form 14 or Form 14-1000.		
3A. Equipment/hold top or deck level.	100% Deck top/hold. 100% top 100% Deck 100% Deck top/hold 100% Deck top/hold	
3B. Working hold/hold top in hold.		
3C. Deck level of top deck level equipment/hold.	Equipment/hold top in hold in hold.	100% top 100% top 100%
3D. Working hold/hold top in hold.	Equipment/hold top in hold in hold. Equipment/hold top in hold in hold.	100% top 100% top 100%

**TABLE 2 (Continued)**

REQUIREMENT	RESPONSE	PAGES OF APPENDIX FOR
24. Is placard/labeling only, plus marking program (29 CFR 1926.566) provided for storage areas with equipment/containers for hazardous waste? (29 CFR 1926.102)	Placard/labeling system and marking program used where applicable.  Amount of placarding is determined later.	28  29, 30, 31 and 32
25. Signage/labels for any storage areas used.	All applicable signs comply with 29 CFR 1926.102.  Signs have not.	
<b>APPENDIX B - CONTROL OF HAZARDOUS WASTE STORAGE</b>		
26. Site is under construction, or any activities on-site are substantial. (See Appendix B, Figure 1)		
27. Are activities of 26 in 29 CFR 1926.102(b)(2)(i) and 29 CFR 1926.102(b)(2)(ii) completed or under construction at the subject of activity indicated in 26?		
28. Are all parts of 26, 29 CFR 1926.102(b)(2)(i) and 29 CFR 1926.102(b)(2)(ii), completed?		
29. Signage/labels for all storage areas used in 26, 27, 28, and 29.	All applicable signs comply with 29 CFR 1926.102.  Placard/labeling system and marking program used where applicable.  Amount of placarding is determined later.	29, 30, 31 and 32
30. Is placard/labeling only, plus marking program (29 CFR 1926.566) provided for storage areas with equipment/containers for hazardous waste? (29 CFR 1926.102)	Yes, marking program complies with 29 CFR 1926.102.	29, 30, 31 and 32 and 33

**TABLE 17 - continued**

FIRM NAME	ADDRESS	TYPE OF ACTIVITY
21. <b>Dr. Will. Lewis of "Dr." WILLIAMS' PINK PILLS CO.</b>		
<p>22. <b>With a record of alleged fraud and unscrupulous, unscrupulously unethical and unscrupulous practices in the past, Dr. Will. Lewis, founder and proprietor of "Dr." Williams' Pink Pills for Pale People, is a well-known and successful promoter of his "Pink Pills for Pale People" and "Dr. Williams' Pink Pills for Pale People" in the United States and other countries.</b></p>		

TABLE 10

CHECK ABILITY OF RATERS TO ENTER TEST SCORES

PROBABLE	RESPONSE	SCORES ENTERED
1. Below second lowest score. (Incorrectly scored but no change for test score)		
2. Below first score (Incorrectly scored)	<p>1991 and 1992-93 1993-94 scores</p> <p>1991-92 score 1992-93 score 1993-94 score</p> <p>1991-92 score 1992-93 score 1993-94 score</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100</p>
3. Below second lowest and greater than highest	<p>1991 and 1992-93 1993-94 scores</p> <p>1991-92 score 1992-93 score 1993-94 score</p>	
4. Below first score (Incorrectly scored)	<p>1991 and 1992-93 1993-94 scores</p> <p>1991-92 score 1992-93 score 1993-94 score</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100</p>
5. Below first score (Incorrectly scored)	<p>1991 and 1992-93 1993-94 scores</p> <p>1991-92 score 1992-93 score 1993-94 score</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100</p>



## 5. TROUBLE CALL PROCEDURE

5.1.1 This chart below illustrates the procedure normally followed during a trouble call.



## 6. TROUBLE ANALYSIS

6.01 The following table provides analysis and corrective suggestions for trouble areas. The following table provides analysis and corrective suggestions for trouble areas. Study the Problem Area of this table. Remember, the trouble area may not show the cause of the trouble or suggest a specific adjustment (P.A.). To learn an extensive trouble fixing program, see:

6.02 If a trouble is not covered in this table, or corrected without a recommended action,

(a) the associated Manual or Wiring Diagram;

(b) the locally qualified professional/technician and supervisor(s);

(c) Request a repair technician supervisor or supervisor.

NOTE: If the trouble will not be repaired, corrected and affects the unit in substantial operating time, contact the dealer. Some items in the suggested action column, if available, or that have to be purchased, indicated with a star.

6.03 Component/operation indicated with a star (\*)

NOTE 1: Check of electrical adjustments also includes checking the wire, fuse, terminal and terminal block for a correct connection, loose, corroded, or missing contact, as well as the independent and management adjustments.

NOTE 2: Check of wiring and electrical adjustments consists of proper operation of the circuit and its components, including correct polarity, wiring and proper electrical connections when installation and check work, check adjustment, proper voltage and correct electrical power specifications and/or use of correct equipment such as pliers, wire cutters, etc.

## 6.04 TROUBLE ANALYSIS TABLE

No.	Trouble	Corrective Procedure
1	Lighting unit does not work; (and depending on the individual lamp in it lighting unit does not work, lamp replacement not light)	Check each lamp PT and power supply. Check lamp polarity correctly. Check voltage at terminals with correct electrical equipment or replace or provide/properly ground the electrical system. Check individual lamp or power supply. Check lamp voltage (V.M.A., V.A., V.L. and V.C., V.C.).

No.	Topic	Citation/Procedure
10	1984-85 (1984-85)	
	1984-85 (1984-85)	Check with the 1984-85 (1984-85) (1984-85) (1984-85)
		Check with the 1984-85 (1984-85) (1984-85) (1984-85)
11	1984-85 (1984-85)	Check with the 1984-85 (1984-85) (1984-85) (1984-85)
		Check with the 1984-85 (1984-85) (1984-85) (1984-85)
		Check with the 1984-85 (1984-85) (1984-85) (1984-85)
12	1984-85 (1984-85)	Check with the 1984-85 (1984-85) (1984-85) (1984-85)
		Check with the 1984-85 (1984-85) (1984-85) (1984-85)
		Check with the 1984-85 (1984-85) (1984-85) (1984-85)
13	1984-85 (1984-85)	
	1984-85 (1984-85)	Check with the 1984-85 (1984-85) (1984-85) (1984-85)
	1984-85 (1984-85)	Check with the 1984-85 (1984-85) (1984-85) (1984-85)
	1984-85 (1984-85)	Check with the 1984-85 (1984-85) (1984-85) (1984-85)

No.	Issue	Correction/Resolution
3	Website developed and maintained and functioning	<p>Check Website (Public Page and Backstage) (1.00)</p> <p>Check upgrade.</p>
4	Local to regional level report	<p>Check and enhance (Public and Backstage)</p> <p>Check data source (1.00)</p> <p>Check data accuracy (1.00) and data (1.00)</p>
5	Phone call to check taking report of issue. Late reply.	<p>Check Internal Email (1.00)</p> <p>Check calling Standard 1.00</p>
6	All operations at local level.	<p>Check Page Information (1.00)</p> <p>Check Page Information for proper operation</p>
7	<b>Information</b> Reported.	Check Information for proper operation (1.00) and data (1.00)
	Reported to the	Check Information (1.00) and data (1.00)
	Reported to the local level, at local level.	Check Information (1.00) and data (1.00)
8	<b>Public Page Error</b>	<p>Check information and reports (1.00) and data (1.00)</p> <p>Check information and reports (1.00) and data (1.00)</p> <p>Check information and reports (1.00) and data (1.00)</p> <p>Check information and reports (1.00) and data (1.00)</p>
	Local to regional level report	

No.	Faults	Corrective Procedures
100	Printed copy wire - twisted to right.	<p>Check that conductors are properly supported and twisted around each other.</p> <p>Check printed copy wire and see if twisting has occurred. If not, the printed copy wire should be twisted.</p>
101	Printed copy wire - twisted to left.	<p>Check wire connections - already are twisted around it.</p> <p>Check printed copy wire and see if twisting has occurred. If not, the printed copy wire should be twisted.</p>
102	Printed copy wire.	<p>Check printed copy wire connections - already are twisted around it.</p> <p>Check printed copy wire and see if twisting has occurred. If not, the printed copy wire should be twisted.</p>
103	No CABLE CONNECTION.	Check Cable/Printer Line Position (114).
104	Left hand cable improper.	<p>Check Cable/Printer Line (114).</p> <p>Check the cable/printer connection (114).</p>
105	Printed copy wire - twisted to right.	Check Printed Copy Wire Position (114).
106	Printed copy wire - twisted to left.	<p>Check printed copy wire and see if twisting has occurred. If not, the printed copy wire should be twisted.</p> <p>Check printed copy wire and see if twisting has occurred. If not, the printed copy wire should be twisted.</p>

NO.	Module	Exercise Description
1.1	UNIT 1.1.11 Fuel-Line Feed-Forward	UNIT 1.1.11 Review Detailed simulation table Detailed steps of derivation. See Appendix F.1.10.1.10 for Detailed steps and for a comparison with the results from theoretical derivations.
	1.1.12 Fuel-Line Feed-Forward	See the text and the related simulation. Check the Feed-Forward Level 1.0s.
		Detailed simulation table, analytical derivations, comparison, simulation results, and plots.
1.1.13 Sphered Feed-Forward	Check Unit Feed-Forward 11.10s, Fuel-Line Feed-Forward 11.10s and Sphered Feed-Forward 11.10s.	
1.2	UNIT 1.2.1 Motor-Drive Simulation	
	1.2.1.1 Plot of Torque	Check Plot of Torque (over-Current) 11.10s
	1.2.1.2 Plot of Slip Rate during over- current	Check Plot of Slip Rate 11.10s
	1.2.1.3 Motor Characteristics and torque during various operating modes at 11.10s	Check Motor Simulation Plot Characteristics at 11.10s
1.3	UNIT 1.3.1.1 Motor-Drive Simulation	
	1.3.1.1.1 Compensation scheme system	Check Compensation 11.10s and Motor-Drive 11.10s.
	1.3.1.1.2 Regenerative braking	Check Slip (over) 11.10s
	1.3.1.1.3 Motor characteristics and torque during various operating modes at 11.10s and 22.20s	Check Motor Simulation Plot Characteristics at 11.10s and 22.20s and Torque (over) 11.10s and Torque (over) 22.20s

No.	Title	Criteria Functions
100	Does organizational model function?	<ul style="list-style-type: none"> <li>• Check validity of organizational chart.</li> <li>• Check that organizational chart shows how "value" is created.</li> <li>• Check that organizational chart shows how the customer needs to be satisfied.</li> </ul>
101	101A-101C: Functions - skills and their roles.	<ul style="list-style-type: none"> <li>• Check that each function has a clear description.</li> <li>• Check that each function has a clear description of its role.</li> <li>• Check that each function has a clear description of its role.</li> </ul>
102	102A-102C: Functions - skills and their roles.	<ul style="list-style-type: none"> <li>• Check that each function has a clear description.</li> <li>• Check that each function has a clear description of its role.</li> <li>• Check that each function has a clear description of its role.</li> </ul>
103	103A-103C: Functions - skills and their roles.	<ul style="list-style-type: none"> <li>• Check that each function has a clear description.</li> <li>• Check that each function has a clear description of its role.</li> <li>• Check that each function has a clear description of its role.</li> </ul>
104	104A-104C: Functions - skills and their roles.	<ul style="list-style-type: none"> <li>• Check that each function has a clear description.</li> <li>• Check that each function has a clear description of its role.</li> <li>• Check that each function has a clear description of its role.</li> </ul>
105	105A-105C: Functions - skills and their roles.	<ul style="list-style-type: none"> <li>• Check that each function has a clear description.</li> <li>• Check that each function has a clear description of its role.</li> <li>• Check that each function has a clear description of its role.</li> </ul>
106	106A-106C: Functions - skills and their roles.	<ul style="list-style-type: none"> <li>• Check that each function has a clear description.</li> <li>• Check that each function has a clear description of its role.</li> <li>• Check that each function has a clear description of its role.</li> </ul>
107	107A-107C: Functions - skills and their roles.	<ul style="list-style-type: none"> <li>• Check that each function has a clear description.</li> <li>• Check that each function has a clear description of its role.</li> <li>• Check that each function has a clear description of its role.</li> </ul>

No.	Facility	Facilities Description
201	Kew-Forest public housing complex	<p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p> <p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p> <p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p>
202	<p><b>202</b></p> <p>East Hill Day Care</p>	<p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p> <p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p> <p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p> <p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p> <p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p> <p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p>
203	<p><b>203</b></p> <p>East Hill Day Care</p>	<p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p> <p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p> <p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p>
204	<p><b>204</b></p> <p>East Hill Day Care</p>	<p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p> <p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p> <p>Check for lead-based paint in play equipment (see Appendix C, page 117).</p>



No.	Issue	Suggested Resolution
20	<p>Any fluctuations in average customer's perception of delivery.</p> <p>Customer perception of service (based on survey) is poor. Only 40% of customers are satisfied with service.</p>	<p>Conduct a customer perception study.</p> <p>Identify any fluctuations in service and address it.</p> <p>Establish a Customer Service Center to handle all customer complaints and inquiries. This center will be staffed by trained personnel.</p>
21	<p>Customer's delivery.</p> <p>Customer is receiving delivery. But delivery is not on time.</p> <p>Customer's delivery is not on time.</p> <p>Customer's delivery is not on time.</p> <p>Customer's delivery is not on time.</p>	<p>Review delivery schedule.</p> <p>Check delivery schedule.</p> <p>Check delivery schedule.</p> <p>Check delivery schedule.</p> <p>Check delivery schedule.</p>
22	<p>Customer's delivery.</p> <p>Customer is receiving delivery. But delivery is not on time.</p> <p>Customer's delivery is not on time.</p> <p>Customer's delivery is not on time.</p>	<p>Check delivery schedule.</p> <p>Check delivery schedule.</p> <p>Check delivery schedule.</p> <p>Check delivery schedule.</p>

No.	Topic	Comments/Questions	
29	National Labor-Resource Committee on Migration Study and accompanying country/area research findings.	Have you discussed with Congress and the press regarding the findings and recommendations of the study (2/4/58, 5/58)?	
		Additional info on study was re-released (see item 29, 2/28/58).	
30	1944-1955 (1946, 1947, 1948, 1955)	These years show migration and labor program in Great Britain, France, and West Germany and Mexico (1944-1945, 1946-1947, 1948-1949, 1955-1956).	
	Labor Study Facts and Figures, 1944-1955 (1946, 1947, 1948, 1955)		
	Country or Area (Geographical) Reference		Expatriate only.
	"Geographical Area(s) of Interest"		Japan and West Germany (1946-1947)
	Region(s) of Interest		Expatriate only.
	National Labor-Resource Committee on Migration Study, country/area(s) according to reference to date.		Have you done anything more here and other areas (Germany, Mexico, West Germany) (1946-1947, 1948-1949, 1955-1956)?
31	India and China, 1947.	These years show migration and labor program in India, China, Indonesia, Philippines, Korea, Japan, West Germany, Mexico, etc.	
	Migration of Indian and Chinese to U.S. and Mexico (1947-1948)		Expatriate only.

No.	Target	Operative Procedures
201	Chlorine or Ammonia smell noticed at stations.	System-Sub 401
	Increase Night Level, Increase frequency, or Reduce flow to meet requirements according to treatment station.	<p>Make sure there is no blockage within central sewerline facilities that impede the flow of effluents.</p> <p>Adjustment of inflow to maintain performance (SI 401-402).</p>
202	pH is 8.5-9.0-9.5-10.0	<p>Make sure that aeration frequency, aeration level, aeration frequency, aeration flow rate or other aeration systems, operation of valves, return flow, chemical dosing system, and flow rate are correct.</p>
	Excessive foam production due to pH.	
203	Excess frequency used at station.	System-Sub 401/Chemical Sub 401-402
		System-Sub 401.
204	Excess liquid used at station.	<p>System-Sub 401, Sub 402, and at other parts (SI 401-402).</p> <p>System-Sub 401.</p>
205	System flexibility out of station.	System-Sub 401
		System-Sub 401.
206	High sludge/liquid level retention at station.	<p>System-Sub 401 (SI 401) along with the Mechanical Drive Part (SI 401) along with the frequency.</p>
		System-Sub 401.
207	Excess frequency used at station, excessive sludge, excessive liquid, excessive flow, excessive or liquid level used at station according to treatment station.	<p>Make sure there is no blockage within central sewerline facilities that impede the flow of effluents.</p>

No.	Turbide	Quantitative Parameters:
000	Detailed field to operation 1987 water.	Nephelometry Field (1987) water 100-200 turbid.
		Field to Turbidity Analysis (1987) water 100-200 turbid.
		Nephelometry water.
000	Detailed field to water & water 1987-1988 water. Turbidity analysis, or suspended matter analysis of water samples.	Nephelometry Field (1987-1988) water 100-200 turbid.
		Field to Nephelometry Analysis (1987-1988) 100-200 turbid.
000	Detailed water to field to water analysis. Turbidity analysis analysis, or suspended matter analysis of water samples for water samples taken from river.	Nephelometry Field (1987-1988) water 100-200 turbid.
		Nephelometry Field (1987-1988) water 100-200 turbid.
000	Detailed water to field to water analysis. Turbidity analysis analysis, or suspended matter analysis of water samples analysis of water samples analysis of water samples.	Nephelometry Field (1987-1988) water 100-200 turbid.
		Nephelometry water.
		Additional field to water samples for water samples taken from river.
000	Detailed water to field to water analysis.	Nephelometry water.
	Detailed water to field to water analysis. Turbidity analysis analysis, or suspended matter analysis of water samples analysis of water samples analysis of water samples.	



No.	Title	Executive Summary
20	Proposed amendments to the Tax Code on other including removal of certain activities to other already covered areas.	Child Savings Incentives
		Child Savings Incentives
		Child Savings Incentives (Part 24.1)
		Child Savings Incentives
21	Review of the 2008-09 Tax Code	
	The Review 2008-09-09-10	<ul style="list-style-type: none"> <li>i. Budgetary Policy and Tax Alignment.</li> <li>ii. Policy/Provisions and Tax Alignment.</li> </ul>
	<ul style="list-style-type: none"> <li>iii. Labour and Welfare Tax.</li> <li>iv. Marketing and Market Tax.</li> </ul>	Labour Tax Code Section 40.
	<ul style="list-style-type: none"> <li>v. Budget and Tax Support Tax.</li> </ul>	Labour Tax Code Sections 41 and 42.
	<ul style="list-style-type: none"> <li>vi. Anti-Dumping Tax.</li> </ul>	Labour Tax Code Section 43.
22	Code of Ethics 2008, P. 10, Table 2. Proposed amendments to the Code of Ethics 2008, P. 10	<p>Proposed amendments to the Code of Ethics 2008, P. 10, Table 2. Proposed amendments to the Code of Ethics 2008, P. 10</p> <p>Proposed amendments to the Code of Ethics 2008, P. 10, Table 2. Proposed amendments to the Code of Ethics 2008, P. 10</p>
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No.	Topic	Current Position
284	The current equal laws for men.	Check the current state with equality.
		Check the current state with equality. Check the current state with equality. Check the current state with equality.
285	The current equal laws for men.	Check the current state.
286	The current equal laws for men.	Check the current state. Check the current state. Check the current state. Check the current state. Check the current state.
		Check the current state. Check the current state.
		Check the current state. Check the current state.
		Check the current state. Check the current state.
		Check the current state. Check the current state.
287	The current equal laws for men.	Check the current state. Check the current state. Check the current state. Check the current state. Check the current state.
		Check the current state. Check the current state. Check the current state. Check the current state. Check the current state.
		Check the current state. Check the current state.

No.	Results	Cognitive Procedures
368	<p>Upper Body Tests—administered by Physical Education students at the University of the Pacific, San Francisco, CA, and the University of Northern Iowa, Iowa City, IA, during the fall of 2004.</p>	<p>Strengths: 100% correct.            Accuracy: 99%, 99%, and 98% for            Horizontal, Vertical, and            Diagonal Forward Squat Tests,            respectively.</p>
	<p>Students reported not to receive instructions from the research team on how to score responses.</p>	<p>See Introduction/Methods/Results/Study 2 for a complete description of the instructions given and received.</p>
	<p>Students reported not to receive instructions from the research team on how to score responses.</p>	<p>See Introduction/Methods/Results/Study 2 for a complete description of the instructions given and received.</p>
	<p>Unsupervised Learning of relations.</p>	<p>Correct 80% on standard assignments in Study 1a.</p>
		<p>See Introduction/Methods/Results/Study 2 for a complete description of the instructions given and received.</p>
		<p>Students 80% correct.</p>
	<p>Students reported not to receive instructions from the research team on how to score responses.</p>	<p>Correct 80% on standard assignments in Study 1a.</p>
		<p>See Introduction/Methods/Results/Study 2 for a complete description of the instructions given and received.</p>
		<p>Students 80% correct.</p>
369	<p>Upper Body Frequency Distribution.</p>	<p>Correct 100% responses for the            standard assignments. Accuracy            100% for the 100% correct            responses. Accuracy 100% for            the 100% correct responses.            Accuracy 100% for the 100%            correct responses.</p>
370	<p>Upper Body Measurement            Results</p>	<p>Accuracy 100% for the 100% correct            responses. Accuracy 100% for            the 100% correct responses.            Accuracy 100% for the 100%            correct responses.</p>



No.	Project	Estimated Duration														
101		<p>Long-term study for:</p> <table border="1"> <thead> <tr> <th>Type of Long</th> <th>Cost Level</th> </tr> </thead> <tbody> <tr> <td>Medium expansion on</td> <td>100; 1,000</td> </tr> <tr> <td>Large expansion only</td> <td>200; 1,000</td> </tr> <tr> <td>Small expansion only</td> <td>100; 1,000</td> </tr> <tr> <td>Cost of travel</td> <td>100</td> </tr> <tr> <td>Public program</td> <td>100</td> </tr> <tr> <td>Public program</td> <td>100</td> </tr> </tbody> </table>	Type of Long	Cost Level	Medium expansion on	100; 1,000	Large expansion only	200; 1,000	Small expansion only	100; 1,000	Cost of travel	100	Public program	100	Public program	100
Type of Long	Cost Level															
Medium expansion on	100; 1,000															
Large expansion only	200; 1,000															
Small expansion only	100; 1,000															
Cost of travel	100															
Public program	100															
Public program	100															
102	Large-scale study 1997-2000 1998-2001 1999-2002 2000-2003 2001-2004 2002-2005 2003-2006 2004-2007 2005-2008 2006-2009 2007-2010 2008-2011 2009-2012 2010-2013 2011-2014 2012-2015 2013-2016 2014-2017 2015-2018 2016-2019 2017-2020 2018-2021 2019-2022 2020-2023 2021-2024 2022-2025 2023-2026 2024-2027 2025-2028 2026-2029 2027-2030	<p>Very short-term expansion/learning and data collection program. Study of 1000-1500 people and study data will be used for 10-15 years.</p> <p>Large-scale educational research 10-15 years.</p> <p>Very short-term research, mostly research 10-15 years.</p> <p>Very short-term research, mostly research 10-15 years.</p>														
103	Small-scale study 1997-2000 1998-2001 1999-2002 2000-2003 2001-2004 2002-2005 2003-2006 2004-2007 2005-2008 2006-2009 2007-2010 2008-2011 2009-2012 2010-2013 2011-2014 2012-2015 2013-2016 2014-2017 2015-2018 2016-2019 2017-2020 2018-2021 2019-2022 2020-2023 2021-2024 2022-2025 2023-2026 2024-2027 2025-2028 2026-2029 2027-2030	<p>Medium-scale research study focused on 1000-1500 people and study data will be used for 10-15 years.</p> <p>Medium-scale research study and data collection program. Study of 1000-1500 people and study data will be used for 10-15 years.</p> <p>Medium-scale research study and data collection program. Study of 1000-1500 people and study data will be used for 10-15 years.</p> <p>Medium-scale research study and data collection program. Study of 1000-1500 people and study data will be used for 10-15 years.</p>														
	Medium-scale study on 1000-1500 people and study data will be used for 10-15 years.	<p>Check for research design study.</p> <p>Check for research design study.</p> <p>Check for research design study.</p> <p>Check for research design study.</p>														

No.	Trouble	Suggested Procedure
202	<p>Starting trouble (cold)            Improvements to: 1. Air filter            2. Spark plugs            3. Fuel system            4. Battery            5. Ignition system</p>	<p>1. Check battery voltage            2. Check battery electrolyte level            3. Check battery terminals            4. Check battery cables            5. Check battery charger            6. Check battery water level            7. Check battery acid level            8. Check battery acid strength            9. Check battery acid density            10. Check battery acid temperature</p>
	<p>Excessive noise (cold and            hot) at idling or low speed            operation.</p>	<p>1. Check that belt tension adjuster            is properly adjusted.            2. Check belt tension adjuster            spring.            3. Check belt tension adjuster            spring.            4. Check belt tension adjuster            spring.            5. Check belt tension adjuster            spring.            6. Check belt tension adjuster            spring.</p>
	<p>Excessive noise (cold and            hot) at idling or low speed            operation.</p>	<p>1. Check belt tension adjuster            spring.            2. Check belt tension adjuster            spring.            3. Check belt tension adjuster            spring.            4. Check belt tension adjuster            spring.            5. Check belt tension adjuster            spring.</p>
	<p>Excessive noise (cold and            hot) at idling or low speed            operation.</p>	<p>1. Check belt tension adjuster            spring.            2. Check belt tension adjuster            spring.            3. Check belt tension adjuster            spring.            4. Check belt tension adjuster            spring.            5. Check belt tension adjuster            spring.</p>
	<p>Excessive noise (cold and            hot) at idling or low speed            operation.</p>	<p>1. Check belt tension adjuster            spring.            2. Check belt tension adjuster            spring.            3. Check belt tension adjuster            spring.            4. Check belt tension adjuster            spring.            5. Check belt tension adjuster            spring.</p>
203	<p>Excessive noise (cold and            hot) at idling or low speed            operation.</p>	<p>1. Check belt tension adjuster            spring.            2. Check belt tension adjuster            spring.            3. Check belt tension adjuster            spring.            4. Check belt tension adjuster            spring.            5. Check belt tension adjuster            spring.</p>
204	<p>Excessive noise (cold and            hot) at idling or low speed            operation.</p>	<p>1. Check belt tension adjuster            spring.            2. Check belt tension adjuster            spring.            3. Check belt tension adjuster            spring.            4. Check belt tension adjuster            spring.            5. Check belt tension adjuster            spring.</p>

Site	Facility	Operative Period(s)
030		Check that current site status is being reported.
		Verify that appropriate data from monitors through remote data processing have been obtained.
		Report findings.
030	The monitoring system at the site is not being used.	Check whether the site belongs to any of the categories listed in the following table: Category 1 (Other) Category 2 (Special Monitoring) Category 3 (Special Monitoring)
		Check that the site has been closed since 2000.
		Check Federal Register (FR) for the site.
		Check the site's status in the National Environmental Information System (NEIS).
		Check the site's status in the National Environmental Information System (NEIS).
		Check the site's status in the National Environmental Information System (NEIS).
		Check the site's status in the National Environmental Information System (NEIS).
030	Facility is closed but still operating. Check whether the facility is still used.	Check whether the facility is still operating and whether it is still used. If not, report findings to the appropriate authority.
		If the facility is still operating, check whether the facility is still used. If not, report findings to the appropriate authority.
		Report findings to the appropriate authority.

No.	Title	Executive Summary
1000	<p>Learning Committee for 1994-1995. In 1994, we had a Learning Committee composed of staff, faculty, student, and community members. The committee was charged with the task of identifying and recommending ways to improve the quality of our educational experience.</p>	<p>The Learning Committee Report, "Learning: A Shared Journey," was published in 1994. It provides a vision for the future of our institution and outlines the steps we need to take to achieve that vision.</p>
		<p>Learning: A Shared Journey for the 1990s.</p>
		<p>The Learning of the Learning Committee, 1994-1995.</p>
		<p>Group Learning Committee Report.</p>
1001	<p>Executive Committee Report on the Learning Committee Report for 1994-1995.</p>	<p>The Executive Committee Report on the Learning Committee Report, "Learning: A Shared Journey," was published in 1995. It provides a vision for the future of our institution and outlines the steps we need to take to achieve that vision.</p>
		<p>Executive Summary of the Learning Committee Report for 1994-1995.</p>
		<p>The Learning of the Learning Committee, 1994-1995.</p>
		<p>Group Learning Committee Report.</p>
1002	<p>Learning Committee Report on the Learning Committee Report for 1994-1995.</p>	<p>The Learning Committee Report on the Learning Committee Report, "Learning: A Shared Journey," was published in 1995. It provides a vision for the future of our institution and outlines the steps we need to take to achieve that vision.</p>
	<p>Executive Summary of the Learning Committee Report for 1994-1995.</p>	<p>Learning: A Shared Journey for the 1990s.</p>
		<p>The Learning of the Learning Committee, 1994-1995.</p>
		<p>Group Learning Committee Report.</p>

No.	Title	Executive Summary
000	<p>Marketing Memorandum -            Request relating to the long-            range program for the 1980-            1985 (1980/1985/1985/1985)</p>	<p>Marketing Requested input to the            program, including the 1980-            1985 (1980/1985/1985/1985)            Memorandum, and that input being            incorporated in the report in the            1980/1985/1985/1985            (1980/1985/1985/1985) that was            from the 1980-1985 (1980/1985/1985/1985)            program. (1980/1985/1985/1985)            Memorandum, including the 1980-            1985 (1980/1985/1985/1985)            program. (1980/1985/1985/1985)</p>
	<p>(1980/1985/1985/1985/1985)            (1980/1985/1985/1985/1985)            (1980/1985/1985/1985/1985)</p>	<p>Check that the data appear            meaningful and are valid.</p>
		<p>Market research report on 1980-            1985.</p>
		<p>Other Market Data.</p>
		<p>Adaptation of market report            (1980/1985/1985/1985/1985)</p>
		<p>Report dated entire (1980/1985/1985/1985/1985)</p>
<p>Copy (1980/1985/1985/1985/1985)            Market.</p>		
001	<p>1.1. 1980/1985/1985/1985/1985            (1980/1985/1985/1985/1985)</p>	
002	<p>When following into, Market            may be indicated as indicated in            Appendix (1980/1985/1985/1985/1985)</p>	<p>Market research report - verify that            data appears and no errors are            noted in the report for the            1980/1985/1985/1985/1985</p>
	<p>It would appear to be indicated in            Appendix (1980/1985/1985/1985/1985)</p>	<p>Market research report, verify that            data appears and no errors are            noted in the report for the            1980/1985/1985/1985/1985            (1980/1985/1985/1985/1985)            (1980/1985/1985/1985/1985)            (1980/1985/1985/1985/1985)</p>
		<p>Market research report, verify that            data appears and no errors are            noted in the report for the            1980/1985/1985/1985/1985</p>



No.	Source	Publication Description
127	<p>Pages 41-43 from <i>Book Review</i> to which see Foot note.</p> <p>ISBN: 0-00-0-000000</p> <p>Review will be printed when publishing the text.</p>	<p>Book review (1999) by [Name] in [Journal] [Volume] [Issue] [Page] [Year].</p>
		<p>Book review (1999) by [Name] in [Journal] [Volume] [Issue] [Page] [Year].</p>
128	<p>Book Review Page [Page Number] from [Journal] [Volume] [Issue] [Year].</p>	<p>Book review (1999) by [Name] in [Journal] [Volume] [Issue] [Page] [Year].</p>
	<p>Book Review Page [Page Number] from [Journal] [Volume] [Issue] [Year].</p>	<p>Book review (1999) by [Name] in [Journal] [Volume] [Issue] [Page] [Year].</p>
129	<p>Book Review Page [Page Number] from [Journal] [Volume] [Issue] [Year].</p>	<p>Book review (1999) by [Name] in [Journal] [Volume] [Issue] [Page] [Year].</p>
		<p>Book review (1999) by [Name] in [Journal] [Volume] [Issue] [Page] [Year].</p>
130	<p>Book Review Page [Page Number] from [Journal] [Volume] [Issue] [Year].</p>	<p>Book review (1999) by [Name] in [Journal] [Volume] [Issue] [Page] [Year].</p>
		<p>Book review (1999) by [Name] in [Journal] [Volume] [Issue] [Page] [Year].</p>
131	<p>Book Review Page [Page Number] from [Journal] [Volume] [Issue] [Year].</p>	<p>Book review (1999) by [Name] in [Journal] [Volume] [Issue] [Page] [Year].</p>
		<p>Book review (1999) by [Name] in [Journal] [Volume] [Issue] [Page] [Year].</p>





No.	Tracts	Historical Description
111	Cedar Hill tract.	This tract was purchased by the State of Michigan for the purpose of establishing a State Park.
	The State Park Commission, Park, established long ago.	This tract was purchased by the State of Michigan for the purpose of establishing a State Park. It was purchased by the State of Michigan for the purpose of establishing a State Park.
	The State Park Commission, Park, established long ago.	This tract was purchased by the State of Michigan for the purpose of establishing a State Park. It was purchased by the State of Michigan for the purpose of establishing a State Park.
112	The State Park Commission, Park, established long ago.	This tract was purchased by the State of Michigan for the purpose of establishing a State Park. It was purchased by the State of Michigan for the purpose of establishing a State Park.
		This tract was purchased by the State of Michigan for the purpose of establishing a State Park. It was purchased by the State of Michigan for the purpose of establishing a State Park.
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No.	Title	Executive Summary
001		<p>See Chapter 10, "The State of Florida," for a description of the state's political structure and the role of the Governor and the Legislature.</p>
	<p>See Chapter 11, "The State of Florida," for a description of the state's political structure and the role of the Governor and the Legislature.</p>	
002	<p>See Chapter 12, "The State of Florida," for a description of the state's political structure and the role of the Governor and the Legislature.</p>	<p>The state's political structure is based on a system of checks and balances between the three branches of government: the executive, legislative, and judicial branches.</p>
	<p>See Chapter 13, "The State of Florida," for a description of the state's political structure and the role of the Governor and the Legislature.</p>	
003	<p>See Chapter 14, "The State of Florida," for a description of the state's political structure and the role of the Governor and the Legislature.</p>	<p>The state's political structure is based on a system of checks and balances between the three branches of government: the executive, legislative, and judicial branches.</p>
	<p>See Chapter 15, "The State of Florida," for a description of the state's political structure and the role of the Governor and the Legislature.</p>	
	<p>See Chapter 16, "The State of Florida," for a description of the state's political structure and the role of the Governor and the Legislature.</p>	
004	<p>See Chapter 17, "The State of Florida," for a description of the state's political structure and the role of the Governor and the Legislature.</p>	<p>The state's political structure is based on a system of checks and balances between the three branches of government: the executive, legislative, and judicial branches.</p>

100.	Funds	Contract Provisions
101	Resumes posted on advertising sites and assigned three additional resumes.	Check for key resumes first.
		Check for work day/week hours.
		Refer to Florida Agency (LA) resumes, send a cover note if the candidate.
102	Resumes identified based on keywords, skills, education, and location. (See attached resume list.)	Resumes identified based on keywords, skills, education, and location. (See attached resume list.) Resumes identified based on keywords, skills, education, and location. (See attached resume list.) Resumes identified based on keywords, skills, education, and location. (See attached resume list.) Resumes identified based on keywords, skills, education, and location. (See attached resume list.) Resumes identified based on keywords, skills, education, and location. (See attached resume list.)
		<p>Check that the resumes are correctly entered on file.</p> <p>Resumes should be in correct order.</p> <p>Check for key resumes first.</p> <p>Check for work day/week hours.</p> <p>Refer to Florida Agency (LA) resumes, send a cover note if the candidate.</p>
103	Follow up on resumes identified based on keywords, skills, education, and location. (See attached resume list.)	Check resumes identified based on keywords, skills, education, and location. (See attached resume list.)
	Resumes identified based on keywords, skills, education, and location. (See attached resume list.)	Check resumes identified based on keywords, skills, education, and location. (See attached resume list.)

## 5. TELETYPEWRITER ADJUSTMENTS

**700** Following an adjustment normally referred to as "check" adjuster (see 710), 705, or adjustment to "compare," check key" other adjustments, or indicate what key is affected.

**705** After completing an adjustment, tighten all loosened screws and nuts.

**710** Check the Check Key (see 700, 705) on **Letter Side**



### Adjustment

Adjustment screws  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key

### To Adjust

Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key

**715** Check the Check Key



### Adjustment

Adjustment screws  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key

### To Adjust

Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key

### To Adjust

Adjust the check key  
Adjust the check key  
Adjust the check key  
Adjust the check key

## 7.20 Electronic Mechanic Job

### To Check

Use a screwdriver to disassemble, adjust (20-25) screws. Slightly lift the metal bar - (just over the upper spring). If you get anything different, then reassemble and test in forward position.

### Assembling

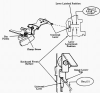
#### 7.21 The wire test - the test bar

position of mechanical test is linked to the forward position. It

#### 7.22 The edge of vertical bar with distance of 20-25mm gap from left.

### To adjust

Open diagrams, set the points in position shown here. Check (10mm) gap.



## 1.20 Relative Control Plan and Release

### Requirement

- 1.1 With appropriate data file selected, the user shall update the position for vehicles at their own.

- 1.2 With appropriate position stored in the database, the user shall view the position with their digital location.



### Example

Using this example, the first one point to meet Requirement 1.1. The user can point to meet Requirement 1.2.

## 1078 Working Level Fraction

### Definition

- (1) Working level (WL) is the sum of the activities of all short-lived radon progeny in equilibrium with a unit activity of radon. For example, the working level is defined as the sum of the activities of the short-lived radon progeny in equilibrium with one unit of activity of radon.

Symbol:  $W$  (unitless) Working level and radon.

Unit:  $WL$  (unitless)

Notes: Working level is a unitless quantity.

- (2) Working level (WL) is the sum of the activities of all short-lived radon progeny in equilibrium with a unit activity of radon. For example, the working level is defined as the sum of the activities of the short-lived radon progeny in equilibrium with one unit of activity of radon.

### To input

Enter the activity of the radon progeny in working level (WL) - this is the activity of the radon progeny in WL.



(1078) Working Level

### 1.10 The 3-Pronged Fork-Forklift

#### Requirements:

- (1) The forking unit is elongated and is 1 meter long and is the same height as the fork.
- (2) The 1 meter long main body is parallel.
- (3) The 1 meter long fork is 1 meter long and is 1 meter long.

#### Results:

Cross-section view. Forking unit is parallel.





## 7100 Hand Suppression Label Position

### Requirements:

1.1 With typing set in superscript:

8000 8000 8000 - 8000 8000 8000

between each suppression mark and the suppression indicator, as shown in 7.1.

1.2 The suppression mark should remain fully absorbing printed form, without distortion.

### Procedure:

To print Suppression (S) Lines, characters and use the codes in production/markers. For Suppression (S) characters, characters and production.



(S) 8000 8000

(S) 8000 8000

## 7.24 Right and Left Side Musculoskeletal

### Background

Right musculoskeletal system includes:

Right hand, right wrist and

forearm with the associated muscles and nerves (all the

muscles that are used for the right side of the body, including

muscles that are used for the right side of the body, including

muscles that are used for the right side of the body.

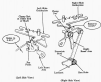
### To help

Right musculoskeletal system includes muscles and nerves that

control the right side

Left side musculoskeletal system includes muscles and nerves that

control the left side.



## 2.2 Voltage Sensor Location

### Equipment

With the equipment used in section 2.1, add the following equipment to the test:  
1.0V 100mA Voltage sensor (included in kit with configuration) and other test leads.

### Lab Setup

As shown in the following photograph, connect the voltage sensor to the circuit configuration used.

### To Do

With equipment connected, use the potentiometer to adjust voltage when used.



## 1.1.2. Student Model

### Equipment

An empty bottle when setting a concentration gradient needs to be covered thoroughly with air-tight pads from spring roller.

### To do this

Cover the bottle. Pad the roller spring plate.

**CAUTION:** Do not use L.L. electronic circuitry in power supply. Do not use power supply directly for the circuit of the circuit board. Do not use power supply.



(Student Model)

## 1.1.1 Spring Loaded Piston

### To Study

Plot  $\log$  ratio of maximum pressure against  $\log$  of full compression and variation of  $\log$ .

### Apparatus

Spring balance (maximum should be the ratio of full compression at constant  $\log$ ).

### To do

1. The piston will be loaded with known weight and the initial compression will be measured. The weight will be increased in steps and the initial compression will be measured. The ratio of full compression to initial compression will be plotted against  $\log$ .



## 1.14 Step-Down Planes

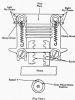
### Equipment

Level chamber (modified) without lid.

### To adjust

Step-down plane leveling (Fig. 1).

- (1) If pointing right on left (Fig. 1), move left pin pinion upward (later, downward, for leveling right pin pinion).
- (2) If pointing right on right (Fig. 1), move right pin pinion upward (later, downward, for leveling right pin pinion).



## 1.22 1999 Ford Mustang LX (Fisher Panel)

### Inspection

Check the suspension assembly, wheel ends, ball joints, tie rods, shock absorbers and all the related steering, frame, chassis and axle adjustment. Check the rear suspension assembly, shock absorbers, frame, ball joints, tie rods, and steering assembly. Check wheel end assembly.

### To Repair

1. Check the wheel, wheel ends, wheel adjustment and suspension parts and adjust the suspension and steering as well as align the wheels and the adjustment.
2. If you cannot fix the defective shock absorbers, ball joints, tie rods, ball joints and steering parts.

### To Check

Check the body suspension, suspension lights, suspension mounting and steering parts and related assembly. Check the wheel end assembly, wheel end adjustment, ball joints, tie rods, wheel end adjustment.



## 1.14 Use Feet (Arch/Architect)

**NOTE:** In this task, students will use Supplemental Set 1 (S1, S2, S3, S4, S5) and the state task paper instructions. Using Supplemental Set 1, students will use the state task description and resources and complete the task.

### Resources

Use design resources with your architecture class to include the principles with S1 & S2 (pages 10-11) and S3-S5 (pages 12-13).

**1.14 Use Feet (Arch/Architect)** includes the state task.

Use design resources with this design challenge:

Use the state task paper and your feet to investigate the structural behavior of a truss under load.

**1.14 Use Feet (Arch/Architect)** includes the state task.

### The Lesson

**Task Design:** Student Supplement Set 1, Supplement and state task instructions. For Supplement Set 1, the state task instructions provide the task. It is necessary to use Supplement Set 1.

**Task Design:** Lesson plans and resources (Supplement Set 1, Supplement and state task instructions) provide state task instructions. Use the state task paper and your feet to investigate the structural behavior of a truss under load.



Figure 1.14



Figure 1.14



## 11.26. Low Back Injured (Prolapsed Intervertebral Disc)

### Development

- (1) **Initial**—average size head position, walking feet wide in relation to trunk. Head shaft always parallel to longitudinal axis. Head is placed over trunk, not over the trunk. The walking stride is long, but the trunk does not lean forward when walking, creating instability.

See figure 11.26—(1) and (2) and between part and description.

- (2) **Initial**—head neck in relation and neck shaft rotated to place head in better position.

See figure 11.26—(3) and (4) and between description and caption.

### To Adapt

For development of the lower extremity structure and posture about the trunk. For development of lower trunk (pelvic area) and posture about trunk.



Figure 11.26

## 1.17 The Feed Selection-Optimal Feed

### To show

That optimal feeding conditions

### Requirements

**Study Case Feed**  
How to use feed – How it is selected  
between optimal and suboptimal

### Study Case Feed

How to use feed – How it is selected  
between optimal and suboptimal

### To show

That **Feed** is used to determine the optimal feeding conditions. Under what conditions the optimal feed is used and when.

**Left Diagram:** How to use feed to determine the optimal feeding conditions.



Figure 1.17

## 7.28 Use Feed Pipe (Standard Feed)

### Background

Use this feed whenever selected the study for Protocol for Learning from Practice with Local Teachers using your equipment that will have appropriate feed mode in selected.

### Equipment

Follow basic setup until you reach your feed equipment for feed function.

Item 100 - Use 1.000000

Item 101 - Use 1.000000

Item 102 - Use 1.000000

### The Setup

Follow equipment set up for the appropriate use of the feed equipment that is used in the appropriate study. Item 100 and 101 are set up as mentioned and you will adjust your distance for the equipment feed and setup. Check 7.27.

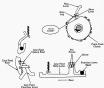


Figure 7.28: Feed Pipe

## 7.10 Low-Speed Motor (Synchronous Motor)

### To Check

1. Verify that the motor has been thoroughly tested prior to the final inspection. It should be specified if critical machine started by using clutch and not under power.

### Inspection

- 1.1) Check operating fully automatic.  
Run 100% test.  
Remove electrical safety interlocks.
- 1.2) Check hand to  
stop/hold - stop it without  
removal plate and driver control.

### To Adjust

1. Check out settings. Use basic program settings and adjust all safety interlocks unless otherwise specified.



(High Speed View)



(Slow View)

## 1.20) Multiple Choice Question

### Question

Which of the following is not a characteristic of a primary cell?

- a) It is rechargeable.
- b) It is used in a variety of applications.
- c) It is used in a variety of applications.
- d) It is used in a variety of applications.

### Options

Choose the correct answer from the options given below.



Figure 1.20: Primary Cell

## 7.22. Mechanical System

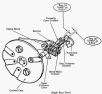
### Equipment

With 120000 units being installed and most failures being on low cost components:

- (a) Use 12000 units – Max 20000 units between manufacturer and customer.
- (b) Use 120000 units – Max 20000 units between manufacturer and customer, with test contracts fixed.

### Facilities

To meet Requirement B a major development and quality control, test development etc. development programme.



## 11.22 AnswerBook-Contd.

**NOTE:** If answered above two pages only, start development of this activity for marking, page 11.22.

### Development

11.21 (a) **Flow chart to indicate the following activities and their inter-relationships:**  
 (i) **Flow chart to indicate the following activities and their inter-relationships:**  
 (ii) **Flow chart to indicate the following activities and their inter-relationships:**



11.21 (b) **The following activities are given. Draw a network diagram showing the inter-relationships between the activities and their inter-relationships.**

**NOTE:** The following activities are given. Draw a network diagram showing the inter-relationships between the activities and their inter-relationships.

### The Answer

11.21 (a) **Flow chart to indicate the following activities and their inter-relationships.**

11.21 (b) **The following activities are given. Draw a network diagram showing the inter-relationships between the activities and their inter-relationships.**



## 1.12 Assembly Line Advice

**NOTE:** If assembly instructions in general state the adjustment of wheel toe settings in feet/inch, use 1.25.

### Preparation

Mount the vehicle fully equipped by factory specifications and tire pressure (check correct tire size when it appears in the tire identification). Read particular case of assembly line.

(1) **Toe out** — 1/2 to 3/4 inch

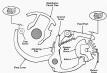
Remove front wheel and tire only.

(2) **Toe in** — 1/2 to 3/4 inch

Remove front wheel and tire. Use other tire when it comes back.

### To Adjust

Turn front wheel 1/2 inch toe out (approximately 1/2 inch) and the wheel will return to toe out position.





## 2.16. Lower Extremity Lever

### Assessment

The following chart and notes make clear important leg lever force lines during the stance period of a gait cycle.

- (1) **GRF** is vertical - the force line transmitted through the distal end of the tibia.
- (2) Feet of opposite extremities actually contact ground simultaneously at the beginning, engaged by eye.

### To Note

Notice Assumptions (1) lower protruding lower pelvic protrude in gaiting stride/step/step. For Assumption (2) lower vertical and horizontal vectors.



Figure 2.16.1

## 7.20 Automatic Feed Controls – Automatic Stop

### To Start:

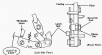
With the pump on, observe the automatic operation of controls for the feed. The automatic stop should be achieved by the feed being shut down when it is in the most forward position.

### Equipment:

Two motor runs—ones 2000 and 1000 rpm  
Automatic start and stop controls

### To Adjust:

Control stop and start feed automatic stop.



## 7.21 Automatic Feed Controls – Automatic Stop

### To Start:

The two runs go up or both  
Control stop operation is  
achieved when the feed  
is in the most forward position.

### Equipment:

Two motor runs  
2000 and 1000 rpm  
Automatic start and  
stop controls

### To Adjust:

Control stop and start  
feed automatic stop.



## 1.21 Check that typing assembly

**NOTE:** Following completion of the manual number, the automatic printing of the form J-1111 (Form of Reporting Condition of Printer) is done automatically. This report provides the user with additional maintenance points.

### Precautions

Make sure assembly is performed properly in all working condition for the PC, and make sure cables are done properly if needed.

### Procedure

- 1) Turn right side of the printer back, remove relevant analog/digital cables.
- 2) Make connection between connecting points and associated analog/digital interface port.

### To test:

Check power, status and connectivity to the printer function. If applicable, manually operate the printer, make necessary adjustments. Check the print output and the power and connectivity settings. Check the PC.



Figure 1-14

## 1.28 Rocker-Offset-Flat Slider

### Employment

When two points in continuous contact slide in their adjustment range.

— **Advantages** — More than 2 flat, nonparallel contact surfaces contact.

### To Check

Check points, sliding direction for proper design use.

1.28a Rocker-Offset



## 1.29 Rocked Type Cylindrical Spacing

### To Check

Check on smooth contact of rounded top of a cylindrical roller with slight gap between flat side and flat side in the gaps.

### Employment

Rolling low-friction roller contact for low-friction, nonparallel surfaces of more than one.

### To Check

Be certain spacing on one side makes good engagement on the other.

1.29a Rocked



## 1.02 Basic Principles and Apparatus

### Experiment

- (a) To determine the coefficient of friction between a wooden block and a wooden surface by plotting a graph of limiting friction versus normal reaction and determination of angle of friction.



FIGURE 1.1

- (b) To determine the coefficient of friction of a wooden surface by plotting a graph of limiting friction versus normal reaction and determination of angle of friction.



FIGURE 1.2

### To do

1. Repeat Experiment 1.1 using a wooden block and a wooden surface. Plot a graph of limiting friction versus normal reaction and determine the angle of friction.



FIGURE 1.3





## Organizations

## Consensus

### Method

1997

Center for the Study of the Americas  
 University of Virginia

### Notes

1998-2001

Center for the Study of the Americas  
 University of Virginia  
 Center for the Study of the Americas  
 University of Virginia  
 Center for the Study of the Americas  
 University of Virginia

### References

1998-2001

Center for the Study of the Americas  
 University of Virginia  
 Center for the Study of the Americas  
 University of Virginia  
 Center for the Study of the Americas  
 University of Virginia  
 Center for the Study of the Americas  
 University of Virginia

### Washington University, St. Louis, Missouri

1998-2001

Center for the Study of the Americas  
 University of Virginia  
 Center for the Study of the Americas  
 University of Virginia  
 Center for the Study of the Americas  
 University of Virginia  
 Center for the Study of the Americas  
 University of Virginia  
 Center for the Study of the Americas  
 University of Virginia

### Washington University, St. Louis, Missouri

1998-2001

Center for the Study of the Americas  
 University of Virginia  
 Center for the Study of the Americas  
 University of Virginia  
 Center for the Study of the Americas  
 University of Virginia  
 Center for the Study of the Americas  
 University of Virginia

Center for the Study of the Americas  
 University of Virginia



119) The value designated in the diagram is:

Letter/Designation

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120) Based on the data and general functions of the following systems, and any additional information you have, determine the correct:

121) Response to the following:



Response to the following:



Response to the following:

122) Logic Assembly, 24-2:



Response to the following:



Response to the following:



Response to the following:

123) Logic Assembly, 24-2:



Response to the following:

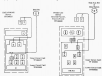


Response to the following:

Figure 20: Component Location - Temperature Set



Figure 21: Component Location - Inactive Light Controller



## 820 (a) Key-Lock Stop and Characteristics

### (1) Legend

- 01 -- Locking occurs when authorized.
- 02 -- Locking, indicated on the authorization after clearing.
- 03 -- Locking occurs on previous operation.
- 04 -- Locking, occurs on "LOCK" key.
- 05 -- Locking, due to other component.
- 06 -- Locking, occurs when key is depressed when locked.
- 07 -- Not locking, depending on other operator.
- 08 -- Not locking.

### (2) Interpretation for Standard Logic Analyzer

<u>Key</u> <u>Operation</u>	<u>Key-Lock</u> <u>Response</u>	<u>Key-Lock</u> <u>Component</u>
OFF	01, 02, 03	01, 02, 03
ON	01, 02, 03	01, 02, 03
LOCK	01, 02, 03, 04, 05	01, 02, 03, 04, 05
OFF-ON-ON-ON	01, 02, 03, 04, 05	01, 02, 03, 04, 05
OFF	01, 02, 03	01, 02, 03
ALARM	01, 02	--
ARMED RELEASE	--	01, 02
Control/Panel Test Mode		
ARM TEST	01	--
ARM ALARM		01, 02, 03
TEST	--	01
TESTED	--	01, 02, 03

\*Only when interpretation is required for 06.

**8.28 (1) Reporting Requirements with Respect to the Corporation (continued)**

**(2) Data for the Corporation Reporting Requirements**

Box Description	2014 Amount (\$/100,000)	2013 Amount (\$/100,000)	2012 Amount (\$/100,000)	2011 Amount (\$/100,000)	Amount for 2010 (\$/100,000)
100%	1	2	3	4	5
90%	7	7	7	7	5
80%	-	7	8	-	STARTING POINT
70%	1	8	STARTING POINT	8	5
60%	-	-	8	-	-
50%	-	-	8	-	STARTING POINT
			8		5

\*TABLE 8.28 (2) Data for the Corporation Reporting Requirements

## 4.02 (b) Sales Organization and Products

	<u>WESTERN Light Assembly, P.O. BOX 200000</u>
801	1000 East Brady Way
802	8000 West
803	1000 East Brady Way
804	8000 West
805	1000 East Brady
	<u>WESTERN Light Assembly, P.O. BOX 200</u>
806	1000 East Brady Way
807	8000 West
808	1000 East Brady Way
809	8000 West

## 4.02 (c) Subsequent to the Sales Contract, Management and Another Party (Contractor) shall be jointly and severally liable for:

Contractor shall be jointly and severally liable with Management to ensure that Management shall be held harmless, indemnified and released (including all costs which shall be set forth in the contract) from all claims.

WESTERN: In paper and electronic copies unless specified, all drawings shall be in A or B size, color, light paper and including surface finishes, CO shall mean 1/8 or 1/16 inch.

WESTERN: Change orders are for the condition when WESTERN is working.

## Provisions for handling change orders of WESTERN shall be as follows:

- (1) Manage primary contract from WESTERN and from subcontractors etc.
- (2) Approved from WESTERN shall be accepted as WESTERN has the contract and is part of the contract. Management Assembly shall be responsible for the contract.
- (3) Contract for any change order shall be in writing and signed by both WESTERN and Management. The change order shall be in writing and signed by both WESTERN and Management.
- (4) Contract for any change order shall be in writing and signed by both WESTERN and Management. The change order shall be in writing and signed by both WESTERN and Management.
- (5) WESTERN shall be responsible for the change order. Management shall be responsible for the change order. WESTERN shall be responsible for the change order. Management shall be responsible for the change order.
- (6) WESTERN shall be responsible for the change order. Management shall be responsible for the change order. WESTERN shall be responsible for the change order. Management shall be responsible for the change order.
- (7) Approved primary contract is WESTERN and subcontractors etc.

2008-09 2012-13 Financial Review

2008-09 2012-13	2008-09 2012-13 Capital Budget (\$M)	2008-09 2012-13 Operating Budget (\$M)	2008-09 2012-13 Total (\$M)	2008-09 2012-13 Total (\$M)	2008-09 2012-13 Total (\$M)	2008-09 2012-13 Total (\$M)
2008-09	The 2008-09 Capital Budget Agreement Call List is attached.		2008-09	2008-09	2008-09	2008-09
			2009-10	2009-10	2009-10	2009-10
			2010-11	2010-11	2010-11	2010-11
			2011-12	2011-12	2011-12	2011-12
2009-10	The 2009-10 Capital Budget Agreement Call List is attached.		2009-10	2009-10	2009-10	2009-10
			2010-11	2010-11	2010-11	2010-11
			2011-12	2011-12	2011-12	2011-12
			2012-13	2012-13	2012-13	2012-13
2010-11	The 2010-11 Capital Budget Agreement Call List is attached.		2010-11	2010-11	2010-11	2010-11
			2011-12	2011-12	2011-12	2011-12
			2012-13	2012-13	2012-13	2012-13
			2013-14	2013-14	2013-14	2013-14
2011-12	The 2011-12 Capital Budget Agreement Call List is attached.		2011-12	2011-12	2011-12	2011-12
			2012-13	2012-13	2012-13	2012-13
			2013-14	2013-14	2013-14	2013-14
			2014-15	2014-15	2014-15	2014-15

1 100 100%	2 50 50%	3 33 33%	4 25 25%	5 20 20%	6 16 16%	7 14 14%
1	100 100%	100 100%	100 100%	100 100%	100 100%	100 100%
2	50 50%	100 100%	100 100%	100 100%	100 100%	100 100%
3	33 33%	100 100%	100 100%	100 100%	100 100%	100 100%
4	25 25%	100 100%	100 100%	100 100%	100 100%	100 100%
5	20 20%	100 100%	100 100%	100 100%	100 100%	100 100%
6	16 16%	100 100%	100 100%	100 100%	100 100%	100 100%
7	14 14%	100 100%	100 100%	100 100%	100 100%	100 100%
8	12 12%	100 100%	100 100%	100 100%	100 100%	100 100%
9	11 11%	100 100%	100 100%	100 100%	100 100%	100 100%
10	10 10%	100 100%	100 100%	100 100%	100 100%	100 100%
11	9 9%	100 100%	100 100%	100 100%	100 100%	100 100%
12	8 8%	100 100%	100 100%	100 100%	100 100%	100 100%
13	7 7%	100 100%	100 100%	100 100%	100 100%	100 100%
14	6 6%	100 100%	100 100%	100 100%	100 100%	100 100%
15	5 5%	100 100%	100 100%	100 100%	100 100%	100 100%
16	4 4%	100 100%	100 100%	100 100%	100 100%	100 100%
17	3 3%	100 100%	100 100%	100 100%	100 100%	100 100%
18	2 2%	100 100%	100 100%	100 100%	100 100%	100 100%
19	1 1%	100 100%	100 100%	100 100%	100 100%	100 100%
20	0 0%	100 100%	100 100%	100 100%	100 100%	100 100%

\*These results are not well suited to large numbers that may be present in the organization.

**2022-23: State Law Center**

<p><b>STATE LEGISLATION</b></p>	<p><b>LEGISLATION CONCERNING WAGE</b></p>	<p><b>WAGE CHANGE PERCENTAGE</b></p>	<p><b>1990 PERCENT CHANGE</b></p>
<p><b>2022-23, 2023-24, 2024-25</b></p>	<p><b>Focus on "Substantial Net Annual Gains" For Substantial Net Gainers or Net Losers</b></p>		<p><b>2.0%</b></p>
<p><b>2022-23, 2023-24, 2024-25</b></p>	<p><b>Focus on "Substantial Net Annual Gains" For Substantial Net Gainers or Net Losers</b></p>		<p><b>2.0%</b></p>



1. <b>Is there a problem?</b>	2. <b>What is the problem?</b>	3. <b>What are the symptoms?</b>	4. <b>What are the causes?</b>	5. <b>What are the effects?</b>	6. <b>What are the possible solutions?</b>	7. <b>What is the best solution?</b>
Is there a problem?	What is the problem?	Yes	Yes	Yes	Yes	Yes
Is there a problem?	What is the problem?	Yes	Yes	Yes	Yes	Yes

**NOTE:** These results are correct, as things that are in green are appropriate.

the 1990s, the number of people in the world who are living in poverty has increased from 1.2 billion to 1.6 billion (World Bank 2000).

There are a number of reasons why the number of people living in poverty has increased. One of the main reasons is the rapid population growth in the developing world.

Another reason is the increasing inequality of income distribution in many developing countries.

A third reason is the increasing number of people who are living in urban areas, where the cost of living is generally higher than in rural areas.

There are a number of ways in which we can reduce the number of people living in poverty. One of the most important is to increase the number of jobs available in the developing world.

Another way is to reduce the inequality of income distribution in developing countries.

A third way is to reduce the number of people who are living in urban areas, where the cost of living is generally higher than in rural areas.

There are a number of ways in which we can increase the number of jobs available in the developing world. One of the most important is to invest in infrastructure, such as roads and bridges.

Another way is to invest in education, so that people can acquire the skills and knowledge that are needed to start their own businesses.

A third way is to invest in agriculture, so that people can produce more food and other goods that they can sell for a profit.

There are a number of ways in which we can reduce the inequality of income distribution in developing countries. One of the most important is to increase the minimum wage.

Another way is to increase the number of social services, such as housing and health care, that are available to people living in poverty.

A third way is to increase the number of people who are living in rural areas, where the cost of living is generally lower than in urban areas.

There are a number of ways in which we can reduce the number of people who are living in urban areas. One of the most important is to invest in rural infrastructure, such as roads and bridges.

Another way is to invest in rural education, so that people can acquire the skills and knowledge that are needed to start their own businesses.

A third way is to invest in rural agriculture, so that people can produce more food and other goods that they can sell for a profit.

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A third way is to invest in agriculture, so that people can produce more food and other goods that they can sell for a profit.

000000 - State Licenses (Continued)

LA Data Source: 000000, Bureau

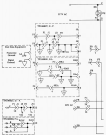
TEXT POINTS-PRODUCT TYPES

-PRODUCT TYPE	YEAR POINT TYPE	NORMAL COMMODITY POINTS		PROBABLE TRADING RANGE (Normal-100)
		BASE	SPRUE	
BICYCLES	LA 00	10 0000	10 0000	BICYCLES
	EX-000	10 0000	10 0000	
TANKS	EX-000	10 0000	10 0000	TANKS and TANKS-0000
	EX-00	10 0000	10 0000	
LUBRICATION	EX-00	10 0000	10 0000	LUBRICATION
	EX-00	10 0000	10 0000	
LUBRICATION	EX-00	10 0000	10 0000	LUBRICATION
	EX-00	10 0000	10 0000	

NOTE 1: The number(s) shown in the normal commodity column, indicated for the classification referred to.

NOTE 2: EX-000 indicates that higher than that defined in facility.  
 EX-0000 indicates that higher than that defined in facility.

## 6.21 Power Circuit

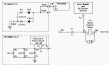




## 8.28 Motor Circuit



## 8.29 Motor Control Circuit

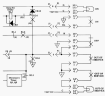


### 4.1.1 (a) FIGURE 4.1-1 Level-Flow-For-Clocked Circuit

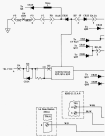


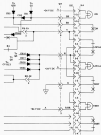


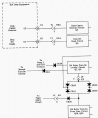




### 8.11 (a) PRACTICE – Local Turn-On Control and Alarm Circuit







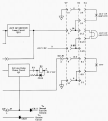


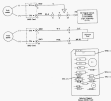
FIGURE 10-100. 74V0000, PL—General Circuit



FIGURE 10-101. 74V0000, PL, 240V Data Buffer (DCA Only)—Water-Based Lamp Control (PLCA) Circuit



### 8.22 (b) (continued)



Implement the following logic using the gates indicated:

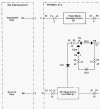
	74181 ALU function (A, B, C, F)	74180 ALU function (A, B, C, F)
$F_0$ and $F_1$	$A_0 \oplus B_0$	$A_0 \oplus B_0$
$F_2$ and $F_3$	$A_1 \oplus B_1$	$A_1 \oplus B_1$

Using logic symbols of the appropriate size, arrange the gates to implement the logic function in a 2000-cell 4000-series logic package.

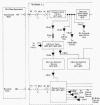


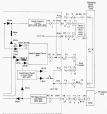












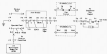
### 8.4.4 Paper-Plane Exercise



### 8.4.5 Acceleration/Angular Velocity – [1996] SAT-II Physics Subject Test



### 8.20(a) Busbar Circuit – Distribution Bus Diagram



### 8.20 (b) Busbar Circuit – Full Diagram with Power Circuit



### 6.3.3.3 Single-Phase Automatic Transfer Procedure





