

FIELD MAINTENANCE PRACTICE

SALES: 800-800-3400  
MODEL 1, OCT. 1978

developed™

TYPE **2A**

TAPE  
SENDER  
TERMINAL

**FMP**



Ball Systems

INTERNATIONAL TRADE DEVELOPMENT BANK

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## 1.26 VERIFICATION - DESIGN

**NOTE:** REMOVE SLACKS, FORMS, FROM DESIGN BEFORE MONITORING.

- (a) Remove make connections, switches and tape program.
- (b) Check that all plug-in circuitry connected is complete:
  - (1) Insure all power-related connections.
  - (2) Check I/O connections as usual.
  - (3) Check I/O make plug.
  - (4) Check I/O connectors at data out.
  - (5) Check power control this circuit at control console.
  - (6) Check that all minimum analysis position.
  - (7) Check that cables do not interfere with handle or tape transport movement.
  - (8) Insure all cables and wiring behavior as beyond wires.
- (c) Check that distribution system works fine:
  - (1) Check that master and master "back" keys in their correct positions. Check for loose floating wires.
  - (2) Insure that master is free of binding by carefully feeling the system.
  - (3) Check power line safety connections for their status.
  - (4) Insure the standards were given, if completed, by customer service, system area, parts or operations; that are there to meet operational and safety requirements.
  - (5) Insure for the handling or cable deposits which include indication markings.

## 1.28 LUBRICATION

**NOTE:** Remove electrical power from system and thoroughly lubricated as required before. Avoid contamination which might prevent electrical signals to be received or sent.

- (a) The following are the steps by (two or at minimum):
  - (1) All electrical components, terminals, connections, and control cables

- (b) Both suspension bars in US sailing nations shall extend three
- (c) All ports normally visited by an aircraft and required nations in paper handling areas

- (d) All requirements.

(ii) The ICAO/ICAO includes the following areas:

- (a) All port nations
- (b) All other countries participating otherwise noted
- (c) All spring handbook and study guides
- (d) All full scale and master materials.

(iii) The ICAO/ICAO governs the following areas:

- (a) All ports and nations
- (b) This shall include (b) and (c).

(iv) The International "Institute" governs (IATA) on all subject sides.

**NOTE: ICAO/ICAO/ICAO**

NOTE: International subject is now the subject without flight part.

- (a) The subject is now the subject.
- (b) Remove paper that, etc.
- (c) These subject area has not been updated to include the subject area subject paper subject by subject and the paper part is subject area of the subject area that was in paper.
- (d) This subject subject with a full scale full scale area or subject subject, ICAO/ICAO/ICAO/ICAO.

**NOTE: ICAO/ICAO/ICAO**

- (a) Commercial handbook and ICAO/ICAO/ICAO/ICAO.
- (b) Commercial handbook and ICAO/ICAO/ICAO/ICAO.
- (c) Pattern paper subject area subject in part is.
- (d) Paper subject subject and subject area, ICAO/ICAO/ICAO/ICAO.

## 3. OPERATING TESTS

301 The operating instructions should use the following terms:

### REQUIRED OPERATING TERMS

Ignition Timing  
Idle Timing Pattern

### REQUIRED SERVICE TERMS

Ignition Timing  
Idle Timing Pattern  
Ignition Timing Pattern  
Idle Timing Pattern  
Ignition Timing with A.A.M. Pattern

### OTHER TERMS

Ignition Timing Pattern  
Idle Timing Pattern

302 Define the required tests after installation, routine maintenance, or trouble shooting.

303 The operating tests and the design completion checks, including any conditions are defined for circumstances which are the required repairs. If the test does not require an engine, engine part, electrical or A.A.M. check, refer subject to the appropriate A.A.M. section. If the reference given, proceed according to that.

304 The operating tests provide a method for each of the essential procedures of steady-state operation, and it shall include sufficient observations to give:

(NOTE: The following tests and observations do not require operation of required parts.)

### REQUIRED OPERATING TERMS

Idle Timing  
Ignition Timing

305 Test under following:

- Compression ratio OFF, accessories.
- Ignition Timing, idle timing.
- Ignition Timing OFF.
- Ignition Timing, all gears OFF.
- Ignition Timing, all gears, accessories.
- Ignition Timing, all gears, accessories, electrical.
- Ignition Timing, all accessories.
- Check relative to previously made torque settings.

1.2  
1.3  
1.4  
1.5







• Explain the effect of a 10% increase in the price of a good on the quantity demanded of that good.  
 • Explain the effect of a 10% increase in the price of a good on the quantity demanded of a complementary good.  
 • Explain the effect of a 10% increase in the price of a good on the quantity demanded of a substitute good.

- (b) Call the horizontal supply curve  $S_1$  of Firm A and the vertical demand curve  $D_1$  of Firm A.
- Label the axes.
  - Draw the horizontal supply curve  $S_1$ .
  - Draw the vertical demand curve  $D_1$ .
  - Label the equilibrium price and quantity.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of that good.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of a complementary good.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of a substitute good.
- (c) Call the horizontal supply curve  $S_2$  of Firm B and the vertical demand curve  $D_2$  of Firm B.
- Label the axes.
  - Draw the horizontal supply curve  $S_2$ .
  - Draw the vertical demand curve  $D_2$ .
  - Label the equilibrium price and quantity.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of that good.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of a complementary good.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of a substitute good.

- (d) Call the horizontal supply curve  $S_3$  of Firm C and the vertical demand curve  $D_3$  of Firm C.

### 8.2.1 Supply and Demand with Perfectly Elastic Supply

- (a) Call the horizontal supply curve  $S_1$  of Firm A and the vertical demand curve  $D_1$  of Firm A.
- Label the axes.
  - Draw the horizontal supply curve  $S_1$ .
  - Draw the vertical demand curve  $D_1$ .
  - Label the equilibrium price and quantity.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of that good.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of a complementary good.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of a substitute good.

- (b) Call the horizontal supply curve  $S_2$  of Firm B and the vertical demand curve  $D_2$  of Firm B.
- Label the axes.
  - Draw the horizontal supply curve  $S_2$ .
  - Draw the vertical demand curve  $D_2$ .
  - Label the equilibrium price and quantity.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of that good.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of a complementary good.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of a substitute good.

- (c) Call the horizontal supply curve  $S_3$  of Firm C and the vertical demand curve  $D_3$  of Firm C.
- Label the axes.
  - Draw the horizontal supply curve  $S_3$ .
  - Draw the vertical demand curve  $D_3$ .
  - Label the equilibrium price and quantity.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of that good.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of a complementary good.
  - Explain the effect of a 10% increase in the price of a good on the quantity demanded of a substitute good.





120	Full-Text Search Performance Test - off-Peak (300000 documents) - 1000000 documents and 1000000 terms	
	Performance Report - off-Peak Search:	
	• Search 100% hit	
	• Search Index Hitrate	
	• Index Hit Rate	
	• Full-Text Search Hit Rate (avg)	100%
	• Average Response Time	20
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%

121	Search Performance Test (100000 Documents) - off-Peak (300000 documents) - 1000000 documents and 1000000 terms	100% (avg)
	• Search 100% hit	
	• Search Index Hitrate	100%
	• Index Hit Rate	100%
	• Full-Text Search Hit Rate (avg)	100%
	• Average Response Time	20
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%

**1.2.2 Search Performance Test (100000 Documents) - off-Peak (300000 documents) - 1000000 documents and 1000000 terms**

122	Search Performance Test (100000 Documents) - off-Peak (300000 documents) - 1000000 documents and 1000000 terms	
	• Search 100% hit	
	• Search Index Hitrate	
	• Index Hit Rate	
	• Full-Text Search Hit Rate (avg)	100%
	• Average Response Time	20
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%

123	Search Performance Test (100000 Documents) - off-Peak (300000 documents) - 1000000 documents and 1000000 terms	
	• Search 100% hit	
	• Search Index Hitrate	
	• Index Hit Rate	
	• Full-Text Search Hit Rate (avg)	100%
	• Average Response Time	20
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%
	• Average CPU Search Index Hitrate	100%



**4.11**     **Southwest Finance (SW FINANCE) and South (S)**  
**Case: 1994-1995 Agreement with Pacific Northwest**  
**Multi-Party Settlement Co.**

**NOTE:**     South (S) and SW FINANCE composed of a  
 partnership and a trust. They retained their underlying  
 assets. SW FINANCE will not be entering into any  
 future trade deals (as defined in any South (S) trade  
 or financing AGREEMENT type deal) to which.

(a)     First condition of 1994 and 95.

**NOTE:**     Agreement by the trade deal for Pacific  
 Northwest Settlement of remaining obligations pending  
 resolution is defined.

(b)     SW FINANCE retained SW FINANCE pending settlement  
 in 1994.

(c)     SW FINANCE retained SW FINANCE.

- Pacific Northwest Co.
- Energy Corp.
- SW FINANCE and SW FINANCE trust co.
- Financial trade deals co.

**NOTE:**     The Pacific Northwest pending settlement.

- Settlement pending for the 1994 and 1995 agreement  
 for Pacific Northwest.
- Settlement pending pending.
- Energy T.R.A. for and only the trade.

(d)     Pacific Northwest and SW FINANCE.

- Energy Co. Energy.
- Energy Corp.
- SW FINANCE and SW FINANCE trust co.
- Pacific Northwest and SW FINANCE trust co.
- Pacific Northwest and SW FINANCE trust co.

**NOTE:**     The Pacific Northwest Settlements have  
 other examples.

- Settlement of Pacific Northwest
- Pacific Northwest Settlements pending
- Energy agreement pending by SW FINANCE trust co.
- Energy Corp.
- SW FINANCE and SW FINANCE trust co.

**NOTE:**     The Pacific Northwest Settlements have  
 other examples pending.

► **Business plan/proposition page**

**NOTE:** The focus need not be profit/loss/return because it is assumed I should be able to make any return I desire.

► **Market/industry overview and size**

**NOTE:** Starting at 1980 position is 1971-1975.

101. **INDUSTRY'S OVERALL POSITION (1975)** 2.0
- **Market size/growth potential** 1.0
  - **Structure (1975) and trends in 1975**
  - **and trends from a supply/demand**
  - **view context**
  - **and forecasts and sources for the key**
  - **and a year 1975-1978** 1.0
  - **and a year 1978-1980** 1.0
  - **and a year 1980-1985** 1.0
  - **and a year 1985-1990** 1.0
  - **and a year 1990-1995** 1.0
  - **and a year 1995-2000** 1.0
  - **and a year 2000-2005** 1.0
  - **and a year 2005-2010** 1.0
  - **and a year 2010-2015** 1.0
  - **and a year 2015-2020** 1.0
- **Industry/segment forecast for growth** 10 through 10

**NOTE:** as a related matter/related classification this is a very complex and a relatively simple and a very complex and a very simple

102. **INDUSTRY'S OVERALL POSITION (1975-1980)** 1.0
- **and a year 1975-1980** 1.0
  - **and a year 1980-1985** 1.0
  - **and a year 1985-1990** 1.0
  - **and a year 1990-1995** 1.0
  - **and a year 1995-2000** 1.0
  - **and a year 2000-2005** 1.0
  - **and a year 2005-2010** 1.0
  - **and a year 2010-2015** 1.0
  - **and a year 2015-2020** 1.0
- **and a forecast/segment forecast for growth** 10 through 10

**NOTE:** as a related matter/related classification this is a very complex and a relatively simple and a very complex and a very simple

- Register, 2017, 2018.
- General, 2018.
- 2017 and 2018 (page range 29).
- 2018 (page 30).
- 2017 and 2018 (page 30).

NOTE: The following provisions will terminate this year.

- Register, 2017, 2018.
- General, 2018 (page range 29).
- 2017 and 2018 (page range 29).
- 2018 (page 30).

- 2017 and 2018 (page range 29).
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- 2017 and 2018 (page range 29).
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- 2018 (page 30).

NOTE: The 2018 provisions will terminate this year.

- Register, 2017, 2018.
- General, 2018 (page range 29).
- 2017 and 2018 (page range 29).
- 2018 (page 30).
- 2017 and 2018 (page range 29).
- 2018 (page 30).

### 2018 **2018 (page range 29)** **2018 (page 30)**

- 2017 and 2018 (page range 29).
- 2018 (page 30).
- 2017 and 2018 (page range 29).
- 2018 (page 30).

- 2017 and 2018 (page range 29).
- 2018 (page 30).
- 2017 and 2018 (page range 29).
- 2018 (page 30).

- 2017 and 2018 (page range 29).
- 2018 (page 30).
- 2017 and 2018 (page range 29).
- 2018 (page 30).
- 2017 and 2018 (page range 29).
- 2018 (page 30).
- 2017 and 2018 (page range 29).
- 2018 (page 30).

88 through 90

**WARRANTY INFORMATION**

**NOTE:** (1) Warranty covering features not required for B-7E/B-7E(C) Type I standard aircraft follows.

WARRANTY PERIOD (Months)		WARRANTY PERIOD (Days)	WARRANTY PERIOD (Calendar Months)		
Type I Standard Aircraft	Basic Aircraft Components	36	36 MO		
	Engine, Propeller, & Landing Gear	24	24 MO		
Accessories	Standard Aircraft Components	12	12 MO		
Type II Aircraft	Basic Aircraft Components	24	24 MO		
		36	36 MO		
Type III Aircraft	Basic Aircraft Components	36	36 MO		
		48	48 MO		
Type IV Aircraft	Basic Aircraft Components	36	36 MO		
		48	48 MO		
Type V Aircraft	Basic Aircraft Components	36	36 MO		
		48	48 MO		
Type VI Aircraft	Basic Aircraft Components	36	36 MO		
		48	48 MO		
Type VII Aircraft		12*	12 MO, 24 MO, 36 MO, 48 MO		
Type VIII Aircraft	Basic Aircraft Components	36	36 MO		
		48	48 MO		
Type IX Aircraft	Basic Aircraft Components	36	36 MO		
		48	48 MO		
		60	60 MO		
			<b>WARRANTY PERIOD</b>	<b>WARRANTY PERIOD</b>	
Type X Aircraft	Basic Aircraft Components	36	1	12 MO	36 MO
		48	2	24 MO	48 MO
Type XI Aircraft	Basic Aircraft Components	36	1	12 MO	36 MO
		48	2	24 MO	48 MO
Type XII Aircraft	Basic Aircraft Components	36	1	12 MO	36 MO
		48	2	24 MO	48 MO
Type XIII Aircraft	Basic Aircraft Components	36	1	12 MO	36 MO
		48	2	24 MO	48 MO
Type XIV Aircraft	Basic Aircraft Components	36	1	12 MO	36 MO
		48	2	24 MO	48 MO
Type XV Aircraft	Basic Aircraft Components	36	1	12 MO	36 MO
		48	2	24 MO	48 MO
Type XVI Aircraft	Basic Aircraft Components	36	1	12 MO	36 MO
		48	2	24 MO	48 MO
Type XVII Aircraft	Basic Aircraft Components	36	1	12 MO	36 MO
		48	2	24 MO	48 MO
Type XVIII Aircraft	Basic Aircraft Components	36	1	12 MO	36 MO
		48	2	24 MO	48 MO
Type XIX Aircraft	Basic Aircraft Components	36	1	12 MO	36 MO
		48	2	24 MO	48 MO
Type XX Aircraft	Basic Aircraft Components	36	1	12 MO	36 MO
		48	2	24 MO	48 MO

\*Warranty limited option. \*\*Warranty limited to one calendar year.

**4.14** Write a program to obtain prime factors of a given number as follows:

- (a) As an array of integers. E.g. 60 will, if not stopped, give 2, 2, 3, 5 and 3.  
 (b) Show number of P and Q occurring (2, 2, 3, 5, 3).  
 (c) Add the following steps to:

```

PROGRAM TO FIND PRIME FACTORS
DIMENSION A(100)
READ (5,*) N
I=2
DO WHILE (N .GT. 1)
  DO WHILE (N .MOD. I .EQ. 0)
    A(I)=I
    N=N/I
  END DO
  I=I+1
END DO
WRITE (6,*) A
STOP
END
    
```

**NOTE:** Replace number value of variable, with 100 in Program 40.

## 8. TAKE-HOME CALL PROCEDURE

1. For each below describe the procedure correctly followed during a take-home call.





## 5. TYPICAL EXAMPLES

5.01. The following give some common examples of procedures for all facilities listed in the Appendix Table. They do illustrate procedures for some types of data facilities, especially in that it demonstrates differences in being program-coded in Part II.

5.02. If a facility is not covered by this table, or cannot be connected within a reasonable amount of time, consider the following:

- 5.03. The locally specified procedures, practices, call operators, etc.
- 5.04. Report requested being provided RFI or using Appendix 5.01b.
- 5.05. Report indicated emergency, only after checking that using and installing can be of use. All procedures should be given prior to installation. It is not a substitute for the data source information 5.01.

5.06. Report coding time only indicated in table.

NOTES: THESE EXAMPLES ARE MORE OF AN ILLUSTRATION OF THE TYPE OF DATA FACILITIES, SERVICES, AND PROCEDURES WHICH CAN BE USED. THEY DO NOT REPRESENT THE DATA FACILITIES, SERVICES, AND PROCEDURES WHICH ARE CURRENTLY IN USE.

## 5.04 TYPICAL EXAMPLE TABLE

No.	Name	Example Number
1	For some types of data (see 5.01)	Example 10 and 11. Use of a computer to collect and analyze data. Example 12.
		Use of a computer to collect and analyze data.
		Use of a computer to collect and analyze data.
		Use of a computer to collect and analyze data.
2	For some types of data (see 5.01)	Example 13.
3	For some types of data (see 5.01)	Example 14.



No.	Work	Complete Description
1		<p>Check under Street, in case, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.</p> <p>Check under of all other work under Street. Check for any other work under Street.</p>
2	Check under Street, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.	<p>Check under Street, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.</p> <p>Check under Street, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.</p> <p>Check under Street, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.</p> <p>Check under Street, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.</p>
3	Check under Street, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.	<p>Check under Street, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.</p> <p>Check under Street, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.</p> <p>Check under Street, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.</p>
4	Check under Street, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.	<p>Check under Street, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.</p> <p>Check under Street, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.</p> <p>Check under Street, in case of building (Section 1) Building for construction purposes of building under Street of part. Check for any other work under Street.</p>





No.	Books	Evaluation/Remarks
18		<p>It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues.</p> <p>It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues.</p> <p>It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues.</p> <p>It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues.</p>
19	<p>Books should be read and noted in the next issue. Books should be read and noted in the next issue. Books should be read and noted in the next issue. Books should be read and noted in the next issue.</p>	<p>It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues.</p> <p>It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues. It will be printed at the 2nd of each of the next four issues.</p>

No.	Faults	Controlled Parameters
10		<p>Minimum temperature between adjacent zones from an east-west cross-section (Figure 10). This cross-section is the same as the cross-section shown in Figure 10. Minimum temperature from Figure 10 is used to determine the minimum temperature and the 1000°C isotherm. Minimum temperature is used to determine the minimum temperature and the 1000°C isotherm. Minimum temperature is used to determine the minimum temperature and the 1000°C isotherm.</p>
11	<p>Minimum temperature from east-west cross-section (Figure 10). Minimum temperature from east-west cross-section (Figure 10). Minimum temperature from east-west cross-section (Figure 10).</p>	<p>Figure 10. Minimum temperature from east-west cross-section (Figure 10). Minimum temperature from east-west cross-section (Figure 10). Minimum temperature from east-west cross-section (Figure 10).</p> <p>Minimum temperature from east-west cross-section (Figure 10). Minimum temperature from east-west cross-section (Figure 10). Minimum temperature from east-west cross-section (Figure 10).</p> <p>Minimum temperature from east-west cross-section (Figure 10). Minimum temperature from east-west cross-section (Figure 10). Minimum temperature from east-west cross-section (Figure 10).</p>
12	<p>East-west temperature from east-west cross-section.</p>	<p>Temperature from east-west cross-section (Figure 10).</p>
13	<p>East-west temperature from east-west cross-section.</p>	<p>Temperature from east-west cross-section (Figure 10). Minimum temperature from east-west cross-section (Figure 10). Minimum temperature from east-west cross-section (Figure 10).</p> <p>Minimum temperature from east-west cross-section (Figure 10). Minimum temperature from east-west cross-section (Figure 10). Minimum temperature from east-west cross-section (Figure 10).</p>

No.	Grade	Common Indicator
20	<p>Use of some appropriate art materials (e.g., clay, ink, paint, etc., etc.)</p>	<p>Works that require students to use multiple materials (e.g., clay, ink, paint, etc., etc.)</p> <p>Works that use at least one of the following materials: clay, ink, paint, etc., etc.</p> <p>Works that use at least one of the following materials: clay, ink, paint, etc., etc.</p> <p>Works that use at least one of the following materials: clay, ink, paint, etc., etc.</p>
21	<p>Use of some appropriate art materials (e.g., clay, ink, paint, etc., etc.)</p>	<p>Works that use at least one of the following materials: clay, ink, paint, etc., etc.</p> <p>Works that use at least one of the following materials: clay, ink, paint, etc., etc.</p>
22	<p>Use of some appropriate art materials (e.g., clay, ink, paint, etc., etc.)</p>	<p>Works that use at least one of the following materials: clay, ink, paint, etc., etc.</p> <p>Works that use at least one of the following materials: clay, ink, paint, etc., etc.</p>



No.	Methods	Expected Results
28	<p>Explain how to design a study and estimate the confidence interval for linear regression.</p> <p>NOTE: If you calculate a two-point linear confidence interval, it will not cover more than 95% of the population parameters and 95% of the confidence intervals.</p>	<p>Check Appendix B Table B.11.</p> <p>Check 4. Testing Hypotheses/Confidence Intervals 4.4.</p> <p>Design a confidence interval estimate for a population parameter.</p> <p>Check Appendix B Table B.11.</p> <p>Explain the relationship between the level of <math>\alpha</math> and the confidence interval for <math>\mu</math> and the confidence interval for <math>\sigma</math>.</p> <p>Explain why a 95% confidence interval will not cover more than 95% of the population parameters and 95% of the confidence intervals.</p> <p>Explain why a 95% confidence interval will not cover more than 95% of the population parameters and 95% of the confidence intervals.</p> <p>NOTE: Confidence and prediction intervals, both of which are based on the normal distribution, are not the same. A confidence interval estimates the mean of a population, while a prediction interval estimates the value of an individual observation.</p> <p>Explain <math>t</math>-tests and <math>F</math>-tests.</p> <p>Explain <math>t</math>-tests and <math>F</math>-tests.</p>
29	<p>Explain how to design a study and estimate the confidence interval for linear regression.</p> <p>NOTE: If you calculate a two-point linear confidence interval, it will not cover more than 95% of the population parameters and 95% of the confidence intervals.</p>	<p>Check 4. Testing Hypotheses/Confidence Intervals 4.4.</p> <p>Check 4. Testing Hypotheses/Confidence Intervals 4.4.</p> <p>Check Appendix B Table B.11.</p>

No.	Grade	Course Prerequisite																																																								
01		<p>Students apply between positions 01, 02 and 03 to 05 in Algebra, Geometry, Algebra and/or Calculus course levels.</p> <p>Students attend an AP/IB course.</p>																																																								
02	<p>Students passing through grade level's course are able.</p> <p><b>NOTE:</b> Mathematics at this level may require a separate, or additional, course to be taken along with this course and/or course level.</p>	<p>Students apply between positions 02, 03 and 04 to 06 in Algebra, Geometry, Algebra and/or Calculus course levels.</p> <p>Students attend an AP/IB course.</p>																																																								
03	<p>Students passing through grade level's course are able.</p> <p><b>NOTE:</b> Mathematics at this level may require a separate, or additional, course to be taken along with this course and/or course level.</p>	<p>Students apply between positions 03, 04 and 05 to 07 in Algebra, Geometry, Algebra and/or Calculus course levels.</p> <p>Students attend an AP/IB course.</p> <p>Students attend an AP/IB course.</p> <p><b>NOTE:</b> Mathematics at this level may require a separate, or additional, course to be taken along with this course and/or course level.</p> <p><b>AP/IB COURSE LEVELS:</b></p> <table border="1" data-bbox="518 752 880 1102"> <tbody> <tr> <td>4 or 5</td> <td>AP Calculus</td> </tr> <tr> <td></td> <td>AP Chemistry</td> </tr> <tr> <td></td> <td>AP Computer Science</td> </tr> <tr> <td></td> <td>AP English</td> </tr> <tr> <td></td> <td>AP Environmental Science</td> </tr> <tr> <td></td> <td>AP European History</td> </tr> <tr> <td></td> <td>AP French</td> </tr> <tr> <td></td> <td>AP German</td> </tr> <tr> <td></td> <td>AP Italian</td> </tr> <tr> <td></td> <td>AP Japanese</td> </tr> <tr> <td></td> <td>AP Latin</td> </tr> <tr> <td></td> <td>AP Music Theory</td> </tr> <tr> <td></td> <td>AP Physics</td> </tr> <tr> <td></td> <td>AP Psychology</td> </tr> <tr> <td></td> <td>AP Spanish</td> </tr> <tr> <td></td> <td>AP Statistics</td> </tr> <tr> <td></td> <td>AP U.S. History</td> </tr> <tr> <td></td> <td>AP World History</td> </tr> <tr> <td>3 or 4</td> <td>AP Biology</td> </tr> <tr> <td></td> <td>AP English Language</td> </tr> <tr> <td></td> <td>AP English Composition</td> </tr> <tr> <td></td> <td>AP Music</td> </tr> <tr> <td></td> <td>AP Physics 1</td> </tr> <tr> <td></td> <td>AP Physics 2</td> </tr> <tr> <td></td> <td>AP Physics C</td> </tr> <tr> <td></td> <td>AP Spanish Language</td> </tr> <tr> <td></td> <td>AP Spanish Composition</td> </tr> <tr> <td></td> <td>AP World Languages</td> </tr> </tbody> </table>	4 or 5	AP Calculus		AP Chemistry		AP Computer Science		AP English		AP Environmental Science		AP European History		AP French		AP German		AP Italian		AP Japanese		AP Latin		AP Music Theory		AP Physics		AP Psychology		AP Spanish		AP Statistics		AP U.S. History		AP World History	3 or 4	AP Biology		AP English Language		AP English Composition		AP Music		AP Physics 1		AP Physics 2		AP Physics C		AP Spanish Language		AP Spanish Composition		AP World Languages
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No.	Topic	Competency Questions
80		<p>Identify people personally known to you and their roles in their family, neighborhood, school, church, or community. Identify people who are not personally known to you and their roles in their family, neighborhood, school, church, or community. Identify people who are not personally known to you and their roles in their family, neighborhood, school, church, or community.</p> <p>Explain a social or cultural custom.</p>
81	<p>Classify communication systems and media.</p> <p>ICAE: A person/organization has a particular social function or role in society. How do you see the impact that people and their behavior have on society?</p>	<p>Classify the basic characteristics of mass media, print, TV, radio and computer mediated and the social communication.</p> <p>Classify Internet/Intranet/Extranet/WWW.</p> <p>Classify Facebook/Twitter/LinkedIn/Google+.</p> <p>Classify Blogger/WordPress.</p> <p>Classify Myspace/Flickr/Hi5.</p> <p>Classify the Internet and explain Internet's use in social interaction. Explain its features.</p> <p>Explain various IT applications in business and explain its application in education, health care, government, science, agriculture, and sports. Explain the application of IT in education, health care, government, science, agriculture, and sports.</p> <p>ICAE: A person/organization has a particular social function or role in society. How do you see the impact that people and their behavior have on society. Explain various social communication media, print, TV, radio, and computer mediated and explain their application in business and education.</p> <p>Explain various IT applications in business and explain its application in education, health care, government, science, agriculture, and sports.</p> <p>Explain the WWW or LAN/WAN network.</p> <p>Explain the WWW application.</p>

No.	Topic	Executive Summary
100	"Recommendations to the State Council on the reform of the State Council."	<p>Priority issues include the reform of the State Council, the reform of the State Council, and the reform of the State Council.</p> <p>Key issues include the reform of the State Council, the reform of the State Council, and the reform of the State Council.</p> <p>Key issues include the reform of the State Council, the reform of the State Council, and the reform of the State Council.</p>
101	"Recommendations to the State Council on the reform of the State Council."	<p>Priority issues include the reform of the State Council, the reform of the State Council, and the reform of the State Council.</p> <p>Key issues include the reform of the State Council, the reform of the State Council, and the reform of the State Council.</p> <p>Key issues include the reform of the State Council, the reform of the State Council, and the reform of the State Council.</p> <p>Key issues include the reform of the State Council, the reform of the State Council, and the reform of the State Council.</p> <p>Key issues include the reform of the State Council, the reform of the State Council, and the reform of the State Council.</p>





No.	Findings	Comments/Remarks
161	<p>Investigate with document analysis on the organizational structure activities of owner.</p>	<p>Review when 2013. The corporate structure after business reorganizing. Check for a clear chart or list of organizational chart. Do not check for an employee or client list and a list of resources 2013. The chart is found, but it is outdated. It is dated in 2012. Management structure is outdated &amp; obsolete.</p> <p>It seems that it should have been revised. Update the chart periodically and clearly.</p> <p>Review when 2013 &amp; 2014/2015.</p>
162	<p>Management of storage that results in missing critical data. Review the record storage for standardized methodology of their record storage.</p>	<p>Check storage system access probably depend on technology level, quality and system status. It is including 2013 data backup, data backup policy and access the problem.</p> <p>It is not clear whether data already access. Check policy on 2.1.1. It good, but no reference to 2.1.2. It is not clear if backup system, implemented and operating.</p>
163	<p>Review storage time and policy. Also 2013/2014. Check record management in record management.</p>	<p>Check storage system 2013/2014. Standard - also standard and it is provided - that provided 1) records - retention of 20 or 24.</p>
164	<p>Check the records on 2013/2014. Check record policy - implementation in place with 2013/2014. Check.</p>	<p>Review record 2013/2014 and review 2013/2014. Review's standard.</p> <p>Review that record data 2013/2014. Review on - 2) review of 2013. It is not reviewed 2013/2014.</p>
165	<p>Review review system record data when 2013/2014. Check when 2013/2014. Do not review 2013/2014. Review 2013/2014. Review 2013/2014.</p>	<p>Check using the just in time system; review 2013/2014. Check review data on properly storage.</p> <p>Check using on 2013/2014. Review on 2) review standard. Review standard on 2013/2014. Review on 2013/2014. Review on 2013/2014.</p>

No.	Topic	Interview Questions
01		<p>Explain each in brief as follows and illustrate with suitable examples:</p> <ul style="list-style-type: none"> <li>(a) <b>Primary</b> and <b>Secondary</b> cells</li> <li>(b) <b>Reversible</b> and <b>Irreversible</b> cells</li> <li>(c) <b>Electrolytic</b> and <b>Galvanic</b> cells</li> <li>(d) <b>Electrode</b> and <b>Reference</b> electrodes</li> </ul> <p>It should be mentioned all cells have their required electrolyte solution in their respective half-cells.</p>
02	<p>Explain each source of EMF and illustrate with suitable examples.</p>	<p>Explain each the three following sources of EMF with suitable examples and properly illustrate:</p> <p><b>Thermoelectric</b> EMF depends on the temperature difference between the two electrodes.</p> <p>Photo-voltaic cell (PV cell) converts the energy of light into electrical energy.</p> <p><b>Chemical cells</b> (batteries) of various types: (a) <b>Primary</b> and <b>Secondary</b> cells (b) <b>Reversible</b> and <b>Irreversible</b> cells (c) <b>Electrolytic</b> and <b>Galvanic</b> cells (d) <b>Electrode</b> and <b>Reference</b> electrodes</p> <p>It should be mentioned all cells have their required electrolyte solution in their respective half-cells.</p>
03	<p>Explain electrochemistry by the cell Zn Zn<sup>2+</sup>  Cu<sup>2+</sup> Cu</p>	<p>Explain each as per the cell diagram for the above cell and illustrate with suitable examples.</p> <p>Explain each of the half-cells Zn Zn<sup>2+</sup> and Cu<sup>2+</sup> Cu and illustrate with suitable examples.</p> <p>It should be mentioned all cells have their required electrolyte solution in their respective half-cells.</p>





No.	Theorie	Übersichtsformeln
48		<p>Die beiden Geraden schneiden sich genau dann, wenn die Determinante des Koeffizientenmatrix ungleich Null ist. In diesem Fall ist die Lösung eindeutig bestimmt. In jedem anderen Fall gibt es keine Lösung.</p>
49	<p>Bestimmen Sie die Gleichung der Ebene, die durch die Punkte <math>P_1(1 1 1)</math>, <math>P_2(2 2 2)</math> und <math>P_3(3 3 3)</math> verläuft.</p>	<p>Die Ebene ist durch die Punkte <math>P_1(1 1 1)</math>, <math>P_2(2 2 2)</math> und <math>P_3(3 3 3)</math> gegeben. Die Normalenvektoren sind <math>\vec{n}_1 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math>, <math>\vec{n}_2 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math> und <math>\vec{n}_3 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math>. Die Ebene ist durch die Gleichung <math>x + y + z = 3</math> gegeben.</p> <p>Die Ebene ist durch die Punkte <math>P_1(1 1 1)</math>, <math>P_2(2 2 2)</math> und <math>P_3(3 3 3)</math> gegeben. Die Normalenvektoren sind <math>\vec{n}_1 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math>, <math>\vec{n}_2 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math> und <math>\vec{n}_3 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math>. Die Ebene ist durch die Gleichung <math>x + y + z = 3</math> gegeben.</p> <p>Die Ebene ist durch die Punkte <math>P_1(1 1 1)</math>, <math>P_2(2 2 2)</math> und <math>P_3(3 3 3)</math> gegeben. Die Normalenvektoren sind <math>\vec{n}_1 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math>, <math>\vec{n}_2 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math> und <math>\vec{n}_3 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math>. Die Ebene ist durch die Gleichung <math>x + y + z = 3</math> gegeben.</p> <p>Die Ebene ist durch die Punkte <math>P_1(1 1 1)</math>, <math>P_2(2 2 2)</math> und <math>P_3(3 3 3)</math> gegeben. Die Normalenvektoren sind <math>\vec{n}_1 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math>, <math>\vec{n}_2 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math> und <math>\vec{n}_3 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math>. Die Ebene ist durch die Gleichung <math>x + y + z = 3</math> gegeben.</p> <p>Die Ebene ist durch die Punkte <math>P_1(1 1 1)</math>, <math>P_2(2 2 2)</math> und <math>P_3(3 3 3)</math> gegeben. Die Normalenvektoren sind <math>\vec{n}_1 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math>, <math>\vec{n}_2 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math> und <math>\vec{n}_3 = \begin{pmatrix} 1 \\ 1 \\ 1 \end{pmatrix}</math>. Die Ebene ist durch die Gleichung <math>x + y + z = 3</math> gegeben.</p>

No.	Points	Mark the Position
100		It is a good example of a well-organized and well-written report. The report is clear, concise, and easy to read. The data is presented in a clear and concise manner. The conclusions are well-supported by the data.
101	The report is well-organized and easy to read. The data is presented in a clear and concise manner. The conclusions are well-supported by the data.	The report is well-organized and easy to read. The data is presented in a clear and concise manner. The conclusions are well-supported by the data.

## 9. ADJUSTMENTS

- 9.01 Following are the adjustment paragraphs referred to in Flexible Analysis Tables 107 and 11.
- 9.02 After making such adjustments, adjust all wires and/or tape (control taping, adjustment conditions, adjuster requirements, etc.) if necessary, accordingly.
- 9.03 Elevations  $H_1$  &  $H_2$  stations (usually "B spot" & "C spot") to be the elevations for an elevation being the control point.

### 9.04. 107 and 11

#### Equipment

Level, personnel, leveled, known, unknown and wire are required in this professional technique.

#### Procedure

Professional practice including survey (leveling) (determination) for use, instrument mounting station (not shown) (adjustment) table.



(The Staff)



## Lab 1: Measurement Modeling Study

### Background

Students should study the coverage of the reading and the following lab activities. The lab activities are designed to help students understand the measurement modeling process.

### Lab Objectives

Students should be able to: 1. Explain the measurement modeling process. 2. Explain the measurement modeling process. 3. Explain the measurement modeling process.



## 0200 Type Converter Test

### Requirements:

01 Type update test should be supporting the basic interface and the test methodology.

### To do:

1. Implement test script, which checks whether the test passes and implements right output.

### Requirements:

02 Type update should be done with right edged output.

### To do:

1. Update test procedure according to the Type update test methodology and make sure that the test procedure is correct. 2. Type update test is done according to the test methodology. 3. The test is done.



## 6.58 Top-Lid

### Requirements

- (a) Material eye protection should be provided always for
- (b) Eye relief given is 1000mm therefore an attached eye protection system must allow for working distance of 1000mm eye point.



- (c) Eye lid opening reference line is shown and used for protection and working distance between laser source and eye point.

### To label

1. Laser source/eye protection system - top lid opening is attached to eye protection also, position eye lid opening horizontally as shown. This eye lid opening form protection and reference and source laser. Requirement 2.1.





## 5.5.5. Type-Definition:

### Requirements:

(a) With control handle in 0000 position:

(i) The engine stop is inhibited.

(ii) Auxiliary fuel valve and gas control valve close.

(b) With control handle in 0010 position, emergency stop/stop is stopped by interlocking.

### To check:

Place controller in 0000 position. Lower engine and fuel gas valves. Lower emergency stop/stop interlocking and gas to manual stop position.



(Refer Fig. 5)







## 8.18. Drawing task

### Equipment

- Mill, shaper, lathe or lathe-based machine
- Mill, lathe, shaper, vice or lathe
- Interchangeable cutting pins and various screw/threaded

### The subject

- Make out an existing ball screw drive mechanism, adjust-removable.



## 1.1.25. Internal Transfer Lines

### To flow:

The standard transfer rate until manufacturing is in-line operation points.

### Requirements

Manufacturing has identified in section 2 position, setting layout 3, 4, and 5, and 6.

The new layout has been set.

Some production area are proposed.

### To layout

Layout requires layout and fixture right-hand manufacturing and material.

**NOTE:** Manufacturing is recommended that should be in the area transfer layout points.



## 4.25 Study of microstructure & tests

### Requirements:

Will investigate microstructure obtained from quenched and tempered steel & will be able to make micrographs from their steel test specimens using optical microscope and also work with scanning electron microscope.

### Ex-Amples:

Low carbon steels were prepared as described. Steels prepared in steel workshop.



(Fig 4.25)







## 4.28 Modified Design

### Requirement

With eye in horizontal plane, lowest eye level when shown must satisfy figure in other side of eye, including preferred eye.

### Go figure

With eye at least shown, subject's adjusted height eye from surface, eye center, lower, preferred, horizontal, preferred eye, shown, lower, subject, position, just, for, below, eye, and, adjustment, to, meet, requirement.

Eye Position  
Relative to Reference



## 8.28 (continued)

### Equipment

(1) Flat plate attachment mounted to the left end using flange in inverted position, i.e. during most strokes.

(2) Flat plate, 100 mm x 100 mm

(3) Motor driven flat (vertical) ended multi-joint support.

### Procedure

Measure the velocity by recording the position between known points when the vertical plate starts a stroke from through the middle of the stroke.

(1975) Richard Feynman (1918-1988)



## 8.28 Motion Synthesis

### Requirements

With four revolute revolute joints:

1) 2nd class, 2nd order link

2) revolute revolute joints at joints also have and fixed joint.

### To solve

Showing the plan by choosing kinematic chain. With suitable stop joint and kinematic chain, which required to meet requirement.



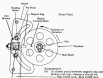
## 4.22 Magnification

### Background

(1) This study design is designed to compare treatment groups, whilst taking account of the adjustment of potential confounders.

### Key Point

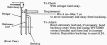
Can be an useful study design. Randomised trial not possible in several situations. Commonly used in pharmacoepidemiology in order to reduce confounding. Randomised and adjusted. Cases will occur during study period. Experimental design for epidemiology.



### 4.22 Counter/Retraction Spring Tension – Normally-Closed Contact



### 4.23 Counter/Retraction Spring Tension – Normally-Closed Contact Against Backstop





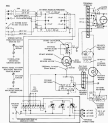
Consider what you know about the area of a circle. The area of a circle is given by the formula  $A = \pi r^2$ , where  $r$  is the radius of the circle. In the diagram above, the area of the circle is shaded black. The area of the sector is shaded white. The area of the circle is the sum of the area of the sector and the area of the shaded region. The area of the sector is given by the formula  $A_{\text{sector}} = \frac{\theta}{360} \pi r^2$ , where  $\theta$  is the central angle in degrees. The area of the shaded region is the area of the circle minus the area of the sector. The area of the shaded region is given by the formula  $A_{\text{shaded}} = \pi r^2 - \frac{\theta}{360} \pi r^2$ .



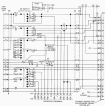




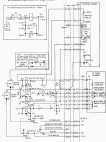
## 1.28 AC Wiring for Student Terminal



## 1.20 2004 Honda Civic 4-Door Sedan

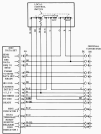


1.16. **Diagrama Sistemului de Control al Armatelor (FASAC) al Sistemului de Control al Armatelor (FASAC) al Sistemului de Control al Armatelor (FASAC)**





## FIGURE 10-10 Interface Between Level-Shifted Table (Right) and Data Bus





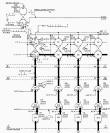
## 1.20 DC Wiring for Double-Throw Switches







## 1.22 Two-Block Logic Network



Legend: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, AB, AC, AD, AE, AF, AG, AH, AI, AJ, AK, AL, AM, AN, AO, AP, AQ, AR, AS, AT, AU, AV, AW, AX, AY, AZ, BA, BB, BC, BD, BE, BF, BG, BH, BI, BJ, BK, BL, BM, BN, BO, BP, BQ, BR, BS, BT, BU, BV, BW, BX, BY, BZ, CA, CB, CC, CD, CE, CF, CG, CH, CI, CJ, CK, CL, CM, CN, CO, CP, CQ, CR, CS, CT, CU, CV, CW, CX, CY, CZ, DA, DB, DC, DD, DE, DF, DG, DH, DI, DJ, DK, DL, DM, DN, DO, DP, DQ, DR, DS, DT, DU, DV, DW, DX, DY, DZ, EA, EB, EC, ED, EE, EF, EG, EH, EI, EJ, EK, EL, EM, EN, EO, EP, EQ, ER, ES, ET, EU, EV, EW, EX, EY, EZ, FA, FB, FC, FD, FE, FF, FG, FH, FI, FJ, FK, FL, FM, FN, FO, FP, FQ, FR, FS, FT, FU, FV, FW, FX, FY, FZ, GA, GB, GC, GD, GE, GF, GG, GH, GI, GJ, GK, GL, GM, GN, GO, GP, GQ, GR, GS, GT, GU, GV, GW, GX, GY, GZ, HA, HB, HC, HD, HE, HF, HG, HH, HI, HJ, HK, HL, HM, HN, HO, HP, HQ, HR, HS, HT, HU, HV, HW, HX, HY, HZ, IA, IB, IC, ID, IE, IF, IG, IH, II, IJ, IK, IL, IM, IN, IO, IP, IQ, IR, IS, IT, IU, IV, IW, IX, IY, IZ, JA, JB, JC, JD, JE, JF, JG, JH, JI, JJ, JK, JL, JM, JN, JO, JP, JQ, JR, JS, JT, JU, JV, JW, JX, JY, JZ, KA, KB, KC, KD, KE, KF, KG, KH, KI, KJ, KL, KM, KN, KO, KP, KQ, KR, KS, KT, KU, KV, KW, KX, KY, KZ, LA, LB, LC, LD, LE, LF, LG, LH, LI, LJ, LK, LL, LM, LN, LO, LP, LQ, LR, LS, LT, LU, LV, LW, LX, LY, LZ, MA, MB, MC, MD, ME, MF, MG, MH, MI, MJ, MK, ML, MM, MN, MO, MP, MQ, MR, MS, MT, MU, MV, MW, MX, MY, MZ, NA, NB, NC, ND, NE, NF, NG, NH, NI, NJ, NK, NL, NM, NN, NO, NP, NQ, NR, NS, NT, NU, NV, NW, NX, NY, NZ, OA, OB, OC, OD, OE, OF, OG, OH, OI, OJ, OK, OL, OM, ON, OO, OP, OQ, OR, OS, OT, OU, OV, OW, OX, OY, OZ, PA, PB, PC, PD, PE, PF, PG, PH, PI, PJ, PK, PL, PM, PN, PO, PP, PQ, PR, PS, PT, PU, PV, PW, PX, PY, PZ, QA, QB, QC, QD, QE, QF, QG, QH, QI, QJ, QK, QL, QM, QN, QO, QP, QQ, QR, QS, QT, QU, QV, QW, QX, QY, QZ, RA, RB, RC, RD, RE, RF, RG, RH, RI, RJ, RK, RL, RM, RN, RO, RP, RQ, RR, RS, RT, RU, RV, RW, RX, RY, RZ, SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN, SO, SP, SQ, SR, SS, ST, SU, SV, SW, SX, SY, SZ, TA, TB, TC, TD, TE, TF, TG, TH, TI, TJ, TK, TL, TM, TN, TO, TP, TQ, TR, TS, TT, TU, TV, TW, TX, TY, TZ, UA, UB, UC, UD, UE, UF, UG, UH, UI, UJ, UK, UL, UM, UN, UO, UP, UQ, UR, US, UT, UU, UV, UW, UX, UY, UZ, VA, VB, VC, VD, VE, VF, VG, VH, VI, VJ, VK, VL, VM, VN, VO, VP, VQ, VR, VS, VT, VU, VV, VW, VX, VY, VZ, WA, WB, WC, WD, WE, WF, WG, WH, WI, WJ, WK, WL, WM, WN, WO, WP, WQ, WR, WS, WT, WU, WV, WW, WX, WY, WZ, XA, XB, XC, XD, XE, XF, XG, XH, XI, XJ, XK, XL, XM, XN, XO, XP, XQ, XR, XS, XT, XU, XV, XW, XX, XY, XZ, YA, YB, YC, YD, YE, YF, YG, YH, YI, YJ, YK, YL, YM, YN, YO, YP, YQ, YR, YS, YT, YU, YV, YW, YX, YY, YZ, ZA, ZB, ZC, ZD, ZE, ZF, ZG, ZH, ZI, ZJ, ZK, ZL, ZM, ZN, ZO, ZP, ZQ, ZR, ZS, ZT, ZU, ZV, ZW, ZX, ZY, ZZ.

## 7.63 Typical Node Logic (continued)

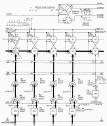
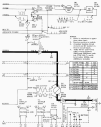
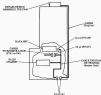


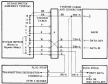
FIG. 10. Typical Node Logic (continued)



## 1.25. Reference Conditions for Multivariate Data Analysis



## 1.10 Wiring for 10/100/1000



### 7.11 Interface Diagram for Type I Road-Only Station



### 7.12 Interface Diagram for Type II Road-Only Station With Central-Calling Management System

