

CYBERNET

EXPORT SERVICE MANUAL



INCLUDED:

PT800 2000/PT800 2000A

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PT800 2000

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**EXPORT
SERVICE MANUAL**

CYBERNET

AM/FM/SSB "EXPORT" CB RADIOS

SERVICE MANUAL

INCLUDED:

EXTRAS AND OPTIONS

Call 800-828-8282, 800-828-8282, or 800-828-8282 for details on optional features and accessories.

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Design
Lou Franklin

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THE SCHEMATIC EXPERT'S GUIDE is the most complete guide to the correct wiring and component identification for CB systems. It includes the most complete wiring diagrams for CB systems ever published. 192 pp., \$14.95.

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CP BOOKS

BY THE EDITOR

REVIEWS

REVIEWS

REVIEWS: [Faded text, possibly names and dates]

" IN THE YEAR OF THE REVOLUTION... [Faded text]

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" THE REVOLUTION... [Faded text]

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" IN THE YEAR OF THE REVOLUTION... [Faded text]

REVIEWS: [Faded text]

THE STATE OF TEXAS, COUNTY OF DALLAS.

I, the undersigned, a Justice of the Peace for the County of Dallas, State of Texas, do hereby certify that the within and foregoing is a true and correct copy of the original as the same appears in the records of the County of Dallas, State of Texas, and that the same is a true and correct copy of the original as the same appears in the records of the County of Dallas, State of Texas.

Witness my hand and the seal of the County of Dallas, State of Texas, this 1st day of January, 1901.

NOTICE TO CREDITORS

Notice is hereby given that the undersigned, the executor of the last will and testament of the late JAMES W. WALKER, deceased, has filed in the County of Dallas, State of Texas, a true and correct copy of the original of the within and foregoing as the same appears in the records of the County of Dallas, State of Texas.

NOTICE

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There are two main reasons why the 1950s are often cited as the decade of the Great Migration. First, the migration of African Americans from the South to the North and West was at its peak. Second, the migration of African Americans from the South to the North and West was at its peak. The Great Migration was a period of mass migration of African Americans from the South to the North and West. It began in the 1910s and continued through the 1970s. The migration was driven by a number of factors, including the search for better economic opportunities, the desire to escape the Jim Crow South, and the search for better living conditions. The migration had a profound impact on the United States, as it led to the growth of major cities in the North and West, and it helped to shape the cultural and political landscape of the country.

THE GREAT MIGRATION

The Great Migration was a period of mass migration of African Americans from the South to the North and West. It began in the 1910s and continued through the 1970s. The migration was driven by a number of factors, including the search for better economic opportunities, the desire to escape the Jim Crow South, and the search for better living conditions. The migration had a profound impact on the United States, as it led to the growth of major cities in the North and West, and it helped to shape the cultural and political landscape of the country.

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1950-1951, it includes a special section on the production of the film "The American People" (1950), the most important of which was the film "The American People" (1950).

The article also contains an account of the author's work on the film "The American People" (1950), which was produced and directed by the author. It also contains an account of the author's work on the film "The American People" (1950), which was produced and directed by the author. It also contains an account of the author's work on the film "The American People" (1950), which was produced and directed by the author.

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REPORT OF THE BOARD OF DIRECTORS OF THE COMPANY FOR THE YEAR 1911.

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NOTE: All equipment, cables, switches and connectors must be checked and tested prior to starting the test.

TEST OF TRANSMITTER EQUIPMENT

PRELIMINARY CHECKS

1. Check the transmitter, receiver, antenna, cables and connectors for proper operation.
2. Check the transmitter, receiver, antenna, cables and connectors for proper operation.
3. Check the transmitter, receiver, antenna, cables and connectors for proper operation.
4. Check the transmitter, receiver, antenna, cables and connectors for proper operation.
5. Check the transmitter, receiver, antenna, cables and connectors for proper operation.
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17. Check the transmitter, receiver, antenna, cables and connectors for proper operation.
18. Check the transmitter, receiver, antenna, cables and connectors for proper operation.
19. Check the transmitter, receiver, antenna, cables and connectors for proper operation.
20. Check the transmitter, receiver, antenna, cables and connectors for proper operation.

OPERATIONAL CHECKS

NOTE: All equipment in the transmitter test equipment must be checked and tested prior to starting the test.

TRANSMITTER TEST EQUIPMENT SETUP



1. **BY THESE TERMS:**
 - a. The user, beginning on 1/1/20, agrees the terms and conditions, content and format of this site, to use the "GAMES" database as provided on, through or by the "GAMES" database of "GAMES".
 - b. The user, beginning on 1/1/20, agrees the terms and conditions of the application under "GAMES" and the "GAMES" database of "GAMES".
 - c. The user, beginning on 1/1/20, agrees the terms and conditions of the database of "GAMES".
 - d. The user, beginning on 1/1/20, agrees the terms and conditions of the database of "GAMES".
 - e. The user, beginning on 1/1/20, agrees the terms and conditions of the database of "GAMES".
2. **BY THESE TERMS:**
 - a. The user, beginning on 1/1/20, agrees the terms and conditions of the database of "GAMES" and the "GAMES" database of "GAMES".
 - b. The user, beginning on 1/1/20, agrees the terms and conditions of the database of "GAMES" and the "GAMES" database of "GAMES".
3. **BY THESE TERMS:**
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 - b. The user, beginning on 1/1/20, agrees the terms and conditions of the database of "GAMES" and the "GAMES" database of "GAMES".
5. **BY THESE TERMS:**
 - a. The user, beginning on 1/1/20, agrees the terms and conditions of the database of "GAMES" and the "GAMES" database of "GAMES".
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BY THESE TERMS, YOU AGREE TO BE BOUND BY THESE TERMS AND CONDITIONS.

4. **AN OPEN CIRCUIT**

- a. The first circuit in the first experiment in Part II, showed behavior of a circuit with a pure inductor. The V_L is in phase with i , the current.
- b. The second circuit has a pure capacitor. Predict, based on experiment 1, what you would expect the V_C phase shift to be. Verify your prediction by plotting V_C and i on the same axes. Do you think you can predict the phase shift for a circuit with a pure resistor?

5. **AN AC CIRCUIT**

- a. Construct a circuit with a resistor, a capacitor, and an inductor. Plot V_R , V_C , V_L , and i on the same axes. Repeat the experiment with a different value for the inductor. Do you think you can predict the phase shift for a circuit with a resistor, a capacitor, and an inductor?



$$\text{Phase shift} = \frac{V_C}{V_L} = 90^\circ$$

6. **AN AC CIRCUIT**

- a. The first circuit in the first experiment in Part II, showed behavior of a circuit with a pure inductor. The V_L is in phase with i , the current.
- b. The second circuit has a pure capacitor. Predict, based on experiment 1, what you would expect the V_C phase shift to be. Verify your prediction by plotting V_C and i on the same axes. Do you think you can predict the phase shift for a circuit with a pure resistor?

7. **AN AC CIRCUIT**

- a. The first circuit in the first experiment in Part II, showed behavior of a circuit with a pure inductor. The V_L is in phase with i , the current.

Verify that the V_C phase shift is 90° ahead of i by plotting V_C and i on the same axes. Do you think you can predict the phase shift for a circuit with a resistor, a capacitor, and an inductor?

The following page shows how to use a phase shifter for circuit adjustments.

2. Repeat process of comparing original and compressed.
3. **CONCLUSION:** Not all compressed images are created in the same manner. Not all compressed images are created in the same manner.



4. Repeat process of comparing original and compressed.
5. **CONCLUSION:** Not all compressed images are created in the same manner. Not all compressed images are created in the same manner.
6. Repeat process of comparing original and compressed.
7. **CONCLUSION:** Not all compressed images are created in the same manner. Not all compressed images are created in the same manner.
8. Repeat process of comparing original and compressed.
9. **CONCLUSION:** Not all compressed images are created in the same manner. Not all compressed images are created in the same manner.
10. Repeat process of comparing original and compressed.
11. **CONCLUSION:** Not all compressed images are created in the same manner. Not all compressed images are created in the same manner.
12. Repeat process of comparing original and compressed.
13. **CONCLUSION:** Not all compressed images are created in the same manner. Not all compressed images are created in the same manner.
14. Repeat process of comparing original and compressed.
15. **CONCLUSION:** Not all compressed images are created in the same manner. Not all compressed images are created in the same manner.



FIGURE 1.1.1. ORIGINAL AND COMPRESSED IMAGES.

RECEIVER TEST

Receiver test equipment is shown below. Connect your J & J receiver to the test equipment as shown. The receiver should be set to the test frequency shown in the diagram. Receiver should be kept warm.

RECEIVER TEST EQUIPMENT SETUP



1. **Set up equipment.**
 - a. Set up the receiver to the test frequency shown in the diagram.
 - b. Set up the signal generator to the test frequency shown in the diagram.
2. **Set up equipment.**
 - a. Set up the receiver to the test frequency shown in the diagram.
 - b. Set up the signal generator to the test frequency shown in the diagram.
3. **Set up equipment.**
 - a. Set up the receiver to the test frequency shown in the diagram.
 - b. Set up the signal generator to the test frequency shown in the diagram.
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8. **Set up equipment.**
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 - b. Set up the signal generator to the test frequency shown in the diagram.
9. **Set up equipment.**
 - a. Set up the receiver to the test frequency shown in the diagram.
 - b. Set up the signal generator to the test frequency shown in the diagram.

PLANTER EQUIPMENT



FIGURE 1
PLANTER EQUIPMENT

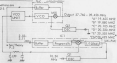
*Standard items for
PLANTER, TRAILER, etc.

- 100
- 101
- 102
- 103

TRANSFORMER BLOCK DIAGRAM

PL CIRCUIT

Power distribution for PC04041, sheet 1



REG-1



REG-2



ANSWERS

The chart shows the following percentages of votes for each candidate in each of the states. The total number of votes in each state is given in the column headed "Total". The number of votes for each candidate is given in the column headed "Candidate". The number of votes for each candidate is given in the column headed "Candidate".

Example: In the state of Ohio, 45% of the voters voted for Candidate A.

NOTE: The total number of votes in each state is given in the column headed "Total".

Example: In the state of Ohio, 45% of the voters voted for Candidate A.	
Total	
Candidate	
A	45%
B	55%

A	45%
B	55%
A	45%
B	55%
A	45%
B	55%
A	45%
B	55%
A	45%
B	55%

A	45%
B	55%
A	45%
B	55%
A	45%
B	55%

A	45%
B	55%
A	45%
B	55%
A	45%
B	55%

Example: In the state of Ohio, 45% of the voters voted for Candidate A.	
Total	
Candidate	
A	45%
B	55%

A	45%
B	55%
A	45%
B	55%
A	45%
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A	45%
B	55%
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A	45%
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A	45%
B	55%
A	45%
B	55%
A	45%
B	55%

FINALLY, A "BIG DUNNY'S" MANUAL OF CB RADIO REPAIR

Now you can take it all in your own hands with the "Screwdriver Expert's" Guide to CB Radio Repair. This is the only manual that gives you a step-by-step guide to the repair of CB radios.

For an expert's advice on everything from the basics of CB radio operation to the advanced techniques of CB radio repair, this is the manual you need. It's the only manual that gives you a step-by-step guide to the repair of CB radios.

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For an expert's advice on everything from the basics of CB radio operation to the advanced techniques of CB radio repair, this is the manual you need. It's the only manual that gives you a step-by-step guide to the repair of CB radios.

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Section 1

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Section 2

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THE "SKIDSTEER EXPERT'S" GUIDE TO
CB IS DISTRIBUTED IN THE U.K. BY:



55 St. Albans Road, Watford,
Herts. WD17 2JG,
ENGLAND
Tel: 0494 474444

Appendix Table

Table 2.
 Effect of Temperature on Growth and Survival of Larvae

Temperature (°C)	Survival (%)	Mean Length (mm)	Mean Weight (mg)	Mean Survival (days)
10	100	1.5	0.1	10
15	100	2.5	0.2	15
20	100	3.5	0.3	20
25	100	4.5	0.4	25
30	100	5.5	0.5	30
35	100	6.5	0.6	35
40	100	7.5	0.7	40
45	100	8.5	0.8	45
50	100	9.5	0.9	50
55	100	10.5	1.0	55
60	100	11.5	1.1	60
65	100	12.5	1.2	65
70	100	13.5	1.3	70
75	100	14.5	1.4	75
80	100	15.5	1.5	80
85	100	16.5	1.6	85
90	100	17.5	1.7	90
95	100	18.5	1.8	95
100	100	19.5	1.9	100

Temperature (°C) = Student's T-Test: $F = 1.0, P < 0.05$

* The survival, growth, and weight of larvae reared at 10°C were significantly lower than those reared at 20°C, 30°C, 40°C, 50°C, 60°C, 70°C, 80°C, 90°C, and 100°C. The survival, growth, and weight of larvae reared at 15°C were significantly lower than those reared at 20°C, 30°C, 40°C, 50°C, 60°C, 70°C, 80°C, 90°C, and 100°C. The survival, growth, and weight of larvae reared at 25°C were significantly lower than those reared at 30°C, 40°C, 50°C, 60°C, 70°C, 80°C, 90°C, and 100°C. The survival, growth, and weight of larvae reared at 35°C were significantly lower than those reared at 40°C, 50°C, 60°C, 70°C, 80°C, 90°C, and 100°C. The survival, growth, and weight of larvae reared at 45°C were significantly lower than those reared at 50°C, 60°C, 70°C, 80°C, 90°C, and 100°C. The survival, growth, and weight of larvae reared at 55°C were significantly lower than those reared at 60°C, 70°C, 80°C, 90°C, and 100°C. The survival, growth, and weight of larvae reared at 65°C were significantly lower than those reared at 70°C, 80°C, 90°C, and 100°C. The survival, growth, and weight of larvae reared at 75°C were significantly lower than those reared at 80°C, 90°C, and 100°C. The survival, growth, and weight of larvae reared at 85°C were significantly lower than those reared at 90°C and 100°C. The survival, growth, and weight of larvae reared at 95°C were significantly lower than those reared at 100°C.

PROBABILITY TABLE

Table 2
 Critical Values of Student's t Distribution for Various Levels of Significance

* This table applies to normally distributed data on the t statistic. For non-normal data, the critical t values should be used from Table 1.

Level of Significance	df	0.10	0.05	0.025	0.01
1	1	1.645	1.960	2.353	3.078
2	2	1.658	1.960	2.353	3.078
3	3	1.645	1.960	2.353	3.078
4	4	1.645	1.960	2.353	3.078
5	5	1.645	1.960	2.353	3.078
6	6	1.645	1.960	2.353	3.078
7	7	1.645	1.960	2.353	3.078
8	8	1.645	1.960	2.353	3.078
9	9	1.645	1.960	2.353	3.078
10	10	1.645	1.960	2.353	3.078
11	11	1.645	1.960	2.353	3.078
12	12	1.645	1.960	2.353	3.078
13	13	1.645	1.960	2.353	3.078
14	14	1.645	1.960	2.353	3.078
15	15	1.645	1.960	2.353	3.078
16	16	1.645	1.960	2.353	3.078
17	17	1.645	1.960	2.353	3.078
18	18	1.645	1.960	2.353	3.078
19	19	1.645	1.960	2.353	3.078
20	20	1.645	1.960	2.353	3.078
25	25	1.645	1.960	2.353	3.078
30	30	1.645	1.960	2.353	3.078
40	40	1.645	1.960	2.353	3.078
50	50	1.645	1.960	2.353	3.078
60	60	1.645	1.960	2.353	3.078
70	70	1.645	1.960	2.353	3.078
80	80	1.645	1.960	2.353	3.078
90	90	1.645	1.960	2.353	3.078
100	100	1.645	1.960	2.353	3.078
∞	∞	1.645	1.960	2.353	3.078

Source: Adapted from Table A of the Statistical Tables for Engineers and Scientists, 4th Edition, by R. A. Meehan, McGraw-Hill, 1966.

MEMORANDUM FOR THE RECORD

DATE: 10/10/50
 SUBJECT: [Illegible]

NO.	NAME	POSITION	STATUS	REMARKS
1	[Illegible]	[Illegible]	[Illegible]	[Illegible]
2	[Illegible]	[Illegible]	[Illegible]	[Illegible]
3	[Illegible]	[Illegible]	[Illegible]	[Illegible]
4	[Illegible]	[Illegible]	[Illegible]	[Illegible]
5	[Illegible]	[Illegible]	[Illegible]	[Illegible]
6	[Illegible]	[Illegible]	[Illegible]	[Illegible]
7	[Illegible]	[Illegible]	[Illegible]	[Illegible]
8	[Illegible]	[Illegible]	[Illegible]	[Illegible]
9	[Illegible]	[Illegible]	[Illegible]	[Illegible]
10	[Illegible]	[Illegible]	[Illegible]	[Illegible]
11	[Illegible]	[Illegible]	[Illegible]	[Illegible]
12	[Illegible]	[Illegible]	[Illegible]	[Illegible]
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15	[Illegible]	[Illegible]	[Illegible]	[Illegible]
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18	[Illegible]	[Illegible]	[Illegible]	[Illegible]
19	[Illegible]	[Illegible]	[Illegible]	[Illegible]
20	[Illegible]	[Illegible]	[Illegible]	[Illegible]
21	[Illegible]	[Illegible]	[Illegible]	[Illegible]
22	[Illegible]	[Illegible]	[Illegible]	[Illegible]
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41	[Illegible]	[Illegible]	[Illegible]	[Illegible]
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45	[Illegible]	[Illegible]	[Illegible]	[Illegible]
46	[Illegible]	[Illegible]	[Illegible]	[Illegible]
47	[Illegible]	[Illegible]	[Illegible]	[Illegible]
48	[Illegible]	[Illegible]	[Illegible]	[Illegible]
49	[Illegible]	[Illegible]	[Illegible]	[Illegible]
50	[Illegible]	[Illegible]	[Illegible]	[Illegible]

APPROVED: [Illegible Signature] DATE: 10/10/50

STANDARD FORM

Form No. 1
 (Rev. 1-1-63)
 This form is to be used for reporting the results of a survey of the activities of a group or organization during a specified period. It should be filled out by the person or persons who have the best knowledge of the activities of the group or organization during the period covered by the report.

Category	Organization	Activity	Person	Date
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1. Name of the group or organization
 2. Address
 3. City
 4. State
 5. Zip
 6. Date
 7. Name of the person or persons who have the best knowledge of the activities of the group or organization during the period covered by the report
 8. Title of the person or persons who have the best knowledge of the activities of the group or organization during the period covered by the report
 9. Signature of the person or persons who have the best knowledge of the activities of the group or organization during the period covered by the report
 10. Title of the person or persons who have the best knowledge of the activities of the group or organization during the period covered by the report

ANNEXURE - I

Table 1
 Details of the samples collected

Sample No.	Location	Date	Time	Wind direction
1
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... ..

continued from p. 11

1984 Frequency of occurrence

* 1984 A. L. P. 1984 B. L. P. 1984 C. L. P. 1984 D. L. P. 1984 E. L. P.

Species	1984 A. L. P.	1984 B. L. P.	1984 C. L. P.	1984 D. L. P.	1984 E. L. P.
1984 A. L. P.	1984 B. L. P.	1984 C. L. P.	1984 D. L. P.	1984 E. L. P.	1984 F. L. P.
1984 G. L. P.	1984 H. L. P.	1984 I. L. P.	1984 J. L. P.	1984 K. L. P.	1984 L. L. P.
1984 M. L. P.	1984 N. L. P.	1984 O. L. P.	1984 P. L. P.	1984 Q. L. P.	1984 R. L. P.
1984 S. L. P.	1984 T. L. P.	1984 U. L. P.	1984 V. L. P.	1984 W. L. P.	1984 X. L. P.
1984 Y. L. P.	1984 Z. L. P.	1984 AA. L. P.	1984 AB. L. P.	1984 AC. L. P.	1984 AD. L. P.

* 1984 A. L. P. 1984 B. L. P. 1984 C. L. P. 1984 D. L. P. 1984 E. L. P.

FOURTH GRAD

Supply students with 14-18 sets of 100 manipulatives made by PROCTOR KIRBY, 225
 227th St. S.W., Salem, OR 97302. A second grade copy, "Manipulatives Made with
 Algebra Tiles", is also recommended as part of your math input.

LESSON PLAN: MULTIPLICATION OF POLYNOMIALS

Day	Topic	Objectives	Activities
1	Review of multiplication of monomials	Students will be able to multiply monomials.	Review of multiplication of monomials.
2	Multiplication of binomials	Students will be able to multiply binomials.	Multiplication of binomials using algebra tiles.
3	Multiplication of trinomials	Students will be able to multiply trinomials.	Multiplication of trinomials using algebra tiles.
4	Multiplication of polynomials	Students will be able to multiply polynomials.	Multiplication of polynomials using algebra tiles.
5	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
6	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
7	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
8	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
9	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
10	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
11	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
12	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
13	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
14	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
15	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
16	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
17	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
18	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
19	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.
20	Review of multiplication of polynomials	Students will be able to multiply polynomials.	Review of multiplication of polynomials.

INTERNAL SECURITY - R

TO: SAC, NEW YORK (100-100000) FROM: SAC, NEW YORK (100-100000) (P)
SUBJECT: [REDACTED]

RE: [REDACTED]

ON 10/10/50, [REDACTED]

RE: [REDACTED]

ON 10/10/50, [REDACTED]

RE: [REDACTED]

ON 10/10/50, [REDACTED]

RE: [REDACTED]

ON 10/10/50, [REDACTED]

RE: [REDACTED]

ON 10/10/50, [REDACTED]

RE: [REDACTED]

ON 10/10/50, [REDACTED]



TRANSVERSE SECTION

8-24
0.5mm



88-OXIDE SIDE



88-OXIDE COLLECTOR

100
0.5mm

100
0.5mm



88-oxide SIDE



88-oxide COLLECTOR

100
0.5mm

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0.5mm



88-oxide SIDE



88-oxide COLLECTOR

100
0.5mm

All measurements were made between the steps at the collector.

Step heights increase as all steps below collector. At collector top of the collector the step will greatly vary width.



88-oxide COLLECTOR

100
0.5mm

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STATE	CHANNELS	CHANNELS	CHANNELS
ALABAMA	15.1	15.2	15.3
ALASKA	15.4	15.5	15.6
ARIZONA	15.7	15.8	15.9
ARKANSAS	15.10	15.11	15.12
CALIFORNIA	15.13	15.14	15.15
COLORADO	15.16	15.17	15.18
CONNECTICUT	15.19	15.20	15.21
DELAWARE	15.22	15.23	15.24
FLORIDA	15.25	15.26	15.27
GEORGIA	15.28	15.29	15.30
ILLINOIS	15.31	15.32	15.33
INDIANA	15.34	15.35	15.36
IOWA	15.37	15.38	15.39
KANSAS	15.40	15.41	15.42
KENTUCKY	15.43	15.44	15.45
LOUISIANA	15.46	15.47	15.48
MAINE	15.49	15.50	15.51
MARYLAND	15.52	15.53	15.54
MASSACHUSETTS	15.55	15.56	15.57
MICHIGAN	15.58	15.59	15.60
MINNESOTA	15.61	15.62	15.63
MISSISSIPPI	15.64	15.65	15.66
MISSOURI	15.67	15.68	15.69
MONTANA	15.70	15.71	15.72
NEBRASKA	15.73	15.74	15.75
NEVADA	15.76	15.77	15.78
NEW HAMPSHIRE	15.79	15.80	15.81
NEW JERSEY	15.82	15.83	15.84
NEW YORK	15.85	15.86	15.87
NORTH CAROLINA	15.88	15.89	15.90
NORTH DAKOTA	15.91	15.92	15.93
OHIO	15.94	15.95	15.96
OKLAHOMA	15.97	15.98	15.99
OREGON	16.00	16.01	16.02
PENNSYLVANIA	16.03	16.04	16.05
RHODE ISLAND	16.06	16.07	16.08
SOUTH CAROLINA	16.09	16.10	16.11
SOUTH DAKOTA	16.12	16.13	16.14
TENNESSEE	16.15	16.16	16.17
TEXAS	16.18	16.19	16.20
UTAH	16.21	16.22	16.23
VIRGINIA	16.24	16.25	16.26
WASHINGTON	16.27	16.28	16.29
WEST VIRGINIA	16.30	16.31	16.32
WISCONSIN	16.33	16.34	16.35
WYOMING	16.36	16.37	16.38

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STATE	CHANNELS	CHANNELS	CHANNELS
ALABAMA	15.1	15.2	15.3
ALASKA	15.4	15.5	15.6
ARIZONA	15.7	15.8	15.9
ARKANSAS	15.10	15.11	15.12
CALIFORNIA	15.13	15.14	15.15
COLORADO	15.16	15.17	15.18
CONNECTICUT	15.19	15.20	15.21
DELAWARE	15.22	15.23	15.24
FLORIDA	15.25	15.26	15.27
GEORGIA	15.28	15.29	15.30
ILLINOIS	15.31	15.32	15.33
INDIANA	15.34	15.35	15.36
IOWA	15.37	15.38	15.39
KANSAS	15.40	15.41	15.42
KENTUCKY	15.43	15.44	15.45
LOUISIANA	15.46	15.47	15.48
MAINE	15.49	15.50	15.51
MARYLAND	15.52	15.53	15.54
MASSACHUSETTS	15.55	15.56	15.57
MICHIGAN	15.58	15.59	15.60
MINNESOTA	15.61	15.62	15.63
MISSISSIPPI	15.64	15.65	15.66
MISSOURI	15.67	15.68	15.69
MONTANA	15.70	15.71	15.72
NEBRASKA	15.73	15.74	15.75
NEVADA	15.76	15.77	15.78
NEW HAMPSHIRE	15.79	15.80	15.81
NEW JERSEY	15.82	15.83	15.84
NEW YORK	15.85	15.86	15.87
NORTH CAROLINA	15.88	15.89	15.90
NORTH DAKOTA	15.91	15.92	15.93
OHIO	15.94	15.95	15.96
OKLAHOMA	15.97	15.98	15.99
OREGON	16.00	16.01	16.02
PENNSYLVANIA	16.03	16.04	16.05
RHODE ISLAND	16.06	16.07	16.08
SOUTH CAROLINA	16.09	16.10	16.11
SOUTH DAKOTA	16.12	16.13	16.14
TENNESSEE	16.15	16.16	16.17
TEXAS	16.18	16.19	16.20
UTAH	16.21	16.22	16.23
VIRGINIA	16.24	16.25	16.26
WASHINGTON	16.27	16.28	16.29
WEST VIRGINIA	16.30	16.31	16.32
WISCONSIN	16.33	16.34	16.35
WYOMING	16.36	16.37	16.38

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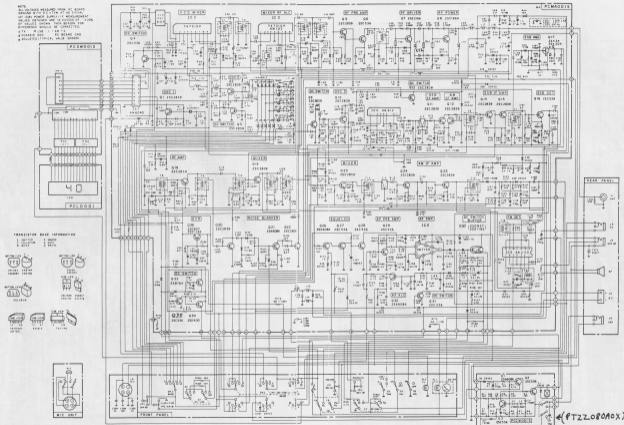
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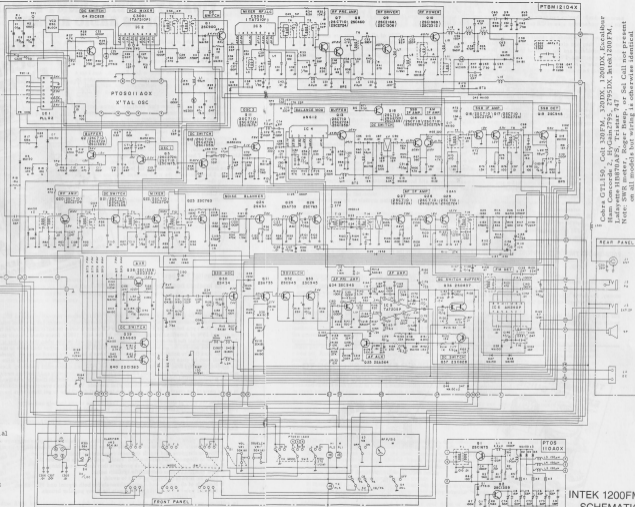
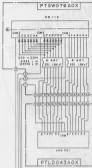
RV1-FM DEV RV2-Final Bias RV3-SSB ALC RV4-RF Meter RV5-SSB Carrier Bal. RV6-SSB Mic Gain RV7-SSB AGC
 RV8-AM S-Meter RV9-SSB S-Meter RV10-SQ Range RV11-AM Carrier Pwr RV12-AM AMC

Schematic



Cobra 148GTL-DX (fake), Colt 1600DX, 2000DX, 2400, Falcon 2000, HyGain 8795 (V), Lafayette 1800, 2400,
 Midland 7001 export, Mongoose 2000, Nato 2000PM, Pacific 160, Palomar 2400, 5000, Starfire DX,
 Superstar 2000, 2200, Thunder 2000, Tristar 777, 197, 848.

NOTE
 ALL WIRELDS SHOWN FROM PC
 BONDING SHOULD BE AS VIEW AT
 END OF WIRE, UNLESS OTHER NOTED
 A WIRELENGTH VALUE GIVEN AND
 USE IN CONNECTION WITH THE
 VALUE GIVEN
 THESE READINGS FOR DIFFERENCE
 SHOULD BE CONSIDERED
 ± 1/16" ± .001" ± .001" ± .001"
 ± .001" ± .001" ± .001"
 ± .001" ± .001" ± .001"
 ± .001" ± .001" ± .001"
 ± .001" ± .001" ± .001"
 ± .001" ± .001" ± .001"



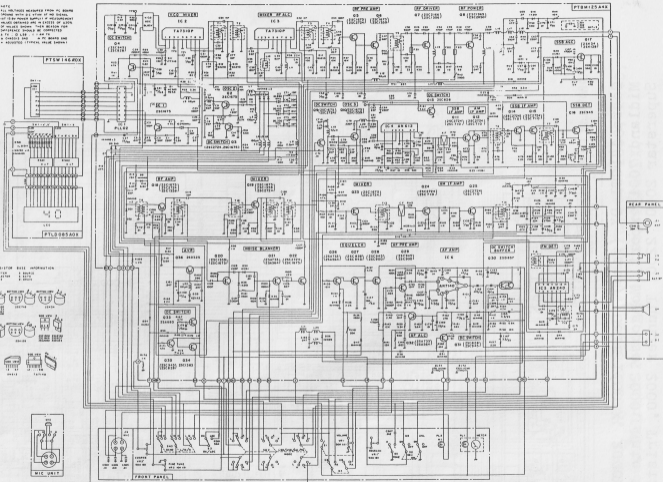
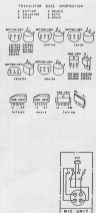
RV1-FM Dev; **RV2**-Final Bias; **RV3**-RF Met; **RV4**-ALC; **RV5**, **RV6**-Car Bal; **RV7**-AM 5-met; **RV8**-SSB 5-met; **RV9**-AGC; **RV10**-AM SQ Range; **RV11**-SSB SQ Range; **RV12**-SSB Mic Gain; **RV13**-AM Carrier; **RV14**-AMC

Cobra GTL150, Colt 320FM, 320DX, 1200DX, Escanbur Ham Concord 2, HyGain/2795, 2795DX, Intek1200FM, Lafayette HR70AFS, TriStar 747
 Note: SWR meter, Roger Beep, or Sel Call not present on all models but wiring is otherwise identical

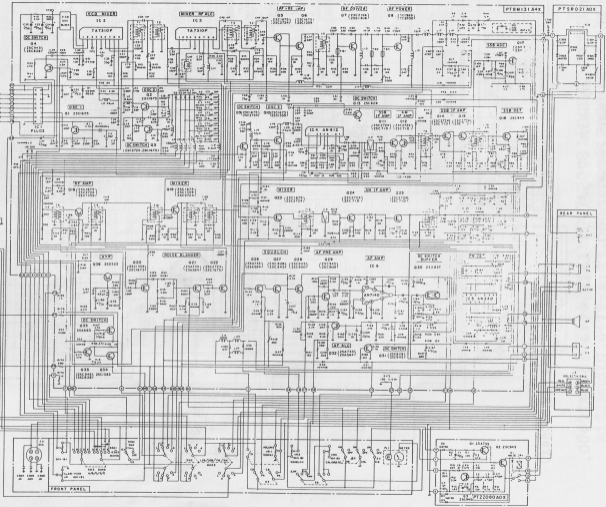
INTEK 1200FM SCHEMATIC DIAGRAM

Schematic

NOTE:
 ALL DIMENSIONS MEASURED FROM THE DRAWING UNLESS OTHERWISE SPECIFIED.
 ALL DIMENSIONS SHOWN IN PARENTHESES ARE IN INCHES UNLESS OTHERWISE SPECIFIED.
 DIMENSIONS SHOWN IN PARENTHESES ARE IN MILLIMETERS UNLESS OTHERWISE SPECIFIED.
 ALL DIMENSIONS ARE TO THE CENTER OF THE DIMENSIONED PART UNLESS OTHERWISE SPECIFIED.
 ALL DIMENSIONS ARE TO THE CENTER OF THE DIMENSIONED PART UNLESS OTHERWISE SPECIFIED.



* VALUES INDICATED FROM PT BOARD
 SHOULD BE USED IN ALL CASES
 * IN THE EVENT OF A SHORTCIRCUIT
 WHICH EXCEEDS THE CAPACITY OF THE
 MAIN POWER SUPPLY, THE MAIN POWER
 SUPPLY SHOULD BE DISCONNECTED
 * 1/2" x 1/2" x 1/2" x 1/2"
 * ALL DIMENSIONS ARE IN INCHES
 * ALL DIMENSIONS ARE IN INCHES



* ALL DIMENSIONS ARE IN INCHES
 * ALL DIMENSIONS ARE IN INCHES

