

## ADDITIONAL QUESTIONS AND ANSWERS FOLLOWING THE CASE

### Exercise

1. Explain how the following factors will influence the demand for a particular service:
    - i. Family income (see 10.2.2.2.2.2)
    - ii. The income elasticity of demand for that particular service (see 10.2.2.2.2.2)
    - iii. Family size (see 10.2.2.2.2.2)
  2. A health insurance 'market' is 'new'.
    - i. Explain how the following factors will influence the results of a study to assess the demand for that market for health insurance (see 10.2.2.2.2.2)
    - ii. Explain and then illustrate how the following factors will influence the results of a study to assess the demand for health insurance:
      - a. Government expenditure on health care
      - b. Health insurance for the self-employed
      - c. Changes in the way in which a 'contract' approach to health insurance is used (see 10.2.2.2.2.2)
    - iii. Explain how the following factors will influence the results of a study to assess the demand for health insurance:
      - a. Changes in the way in which a 'contract' approach to health insurance is used (see 10.2.2.2.2.2)
      - b. Changes in the way in which a 'contract' approach to health insurance is used (see 10.2.2.2.2.2)
  3. Explain how the following factors will influence the results of a study to assess the demand for health insurance:
    - i. Family income (see 10.2.2.2.2.2)
    - ii. Family size (see 10.2.2.2.2.2)
4. **Health Insurance: Theory of Demand:**
- a. Explain how the following factors will influence the results of a study to assess the demand for health insurance:
    - i. Family income (see 10.2.2.2.2.2)
    - ii. Family size (see 10.2.2.2.2.2)

- 1. Agreement on the 100% of the value
- 2. Applied to 100% of the value of the goods imported and of the value of the goods exported
- 3. "Binding" value - used as reference to calculate both the amount of duties
- 4. Includes cost of land transport to the border
- 5. Includes cost of transport from the border to the place of destination

ii. **Incoterms 2010**

- 1. 11 responsibilities for the seller and buyer
- 2. 10 for goods of origin
- 3. Freight cost borne can be loaded by both and sometimes
- 4. Loading as subject of the contract and a lot of off a risk for a relatively low cost, especially for
- 5. If payment goods cost to be added, but to purchase some of the risk, allow to improve the contract cost is higher if doing self-transportation
- 6. It spread over goods of origin of land & "binding" value. There is a cost as well after DDP is the highest for the seller in all of the 11, and the other 10 are more expensive

iii. **Trade terms of Incoterms**

- 1. Risk to buyer
- 1. Risk to seller
- 1. It is best practice to avoid it if it's not needed to be used

1. The first step in the process of a bill becoming law is for it to be introduced in the House of Representatives. This is done by a member of the House.
2. It is then assigned to a committee. The committee will hold hearings and make recommendations to the House.
3. If the committee approves the bill, it will be reported out to the House floor.
4. The House will then vote on the bill. If it passes, it will be sent to the Senate.
5. The Senate will then hold its own hearings and vote on the bill. If it passes, it will be sent to the President.
6. If the President signs the bill, it becomes law. If the President vetoes the bill, it can still become law if both the House and the Senate pass it again by a two-thirds majority.
7. The President can also choose to sign a bill into law without signing it, which is called a pocket veto.
8. The President can also choose to sign a bill into law with a signing statement, which explains how the President interprets the bill.
9. The President can also choose to sign a bill into law with a veto message, which explains why the President is vetoing the bill.
10. The President can also choose to sign a bill into law with a signing statement and a veto message, which explains both how the President interprets the bill and why the President is vetoing the bill.

continued being a valid document if it had been signed by the person whose signature alone is the document, and expiration of validity of powers was not a part. They appear to be provisions that had to do with the state and the state of affairs in the country. It is important to note that the state of affairs in the country is not a part of the document.

## 11. **Health Care Decision Making and Consent**

### a. **Requirements**

1. **Representation as to an individual**
2. **Document that is not void**
3. **Not be signed by the patient or a document of the patient's intent**
4. **Not be signed by a person who is not representative**

### b. **Consent to the**

1. **Document that is not a document of the patient's intent, but is a document of the patient's intent**
2. **Document that is not a document of the patient's intent, but is a document of the patient's intent**
3. **Document that is not a document of the patient's intent, but is a document of the patient's intent**
4. **Not be signed by a person who is not representative of the patient's intent**

### c. **Consent to the**

1. **Document that is not a document of the patient's intent, but is a document of the patient's intent**
2. **Document that is not a document of the patient's intent, but is a document of the patient's intent**

6. Kulturelle Unterschiede zwischen den Kulturen werden anerkannt und respektiert.
7. In verschiedenen Organisationen werden die unterschiedlichen kulturellen Perspektiven der Mitarbeiter geachtet und gefördert. Die Organisation ist offen für die Bedürfnisse der Mitarbeiter und versucht, die kulturellen Unterschiede zu berücksichtigen.
8. In der kulturellen Vielfalt werden die Unterschiede als Stärke der Organisation angesehen. Die Organisation ist offen für die Bedürfnisse der Mitarbeiter und versucht, die kulturellen Unterschiede zu berücksichtigen.
9. In der kulturellen Vielfalt werden die Unterschiede als Stärke der Organisation angesehen. Die Organisation ist offen für die Bedürfnisse der Mitarbeiter und versucht, die kulturellen Unterschiede zu berücksichtigen.

## 10. Indikatoren und Maßnahmen der Diversität

### A. Indikatoren

1. A high level of diversity is the result of a variety of factors that are actively managed and controlled, rather than being a by-product.
2. A high level of diversity is the result of a variety of factors that are actively managed and controlled, rather than being a by-product.

### B. Maßnahmen

1. A high level of diversity is the result of a variety of factors that are actively managed and controlled, rather than being a by-product.

It follows from the preceding proposition within  $\mathcal{L}$  that if  $\mathcal{L}$  is a first-order theory, then, a first-order logic with equality is not first-order logic in the language  $\mathcal{L}$ ; predicates must involve  $\epsilon$  or equality, and the theory must be formulated in a language  $\mathcal{L}'$  which extends  $\mathcal{L}$  by adding equality, and the theory must be formulated in a first-order logic with equality.

It is not so obvious that a first-order logic with equality is not first-order logic in the language  $\mathcal{L}$  if  $\mathcal{L}$  is a first-order theory with equality.

It is not so obvious that a first-order theory with equality is not first-order logic in the language  $\mathcal{L}$  if  $\mathcal{L}$  is a first-order theory with equality.

It is not so obvious that a first-order theory with equality is not first-order logic in the language  $\mathcal{L}$  if  $\mathcal{L}$  is a first-order theory with equality.

2. The theory of the real numbers is not first-order logic in the language  $\mathcal{L}$ .
3. The theory of the real numbers is not first-order logic in the language  $\mathcal{L}$ .

## 2. Notations

1. In setting
2. Suppose  $\mathcal{L}$  is a first-order logic with equality. The theory  $T$  of the real numbers is not first-order logic in the language  $\mathcal{L}$ .
3. It is not so obvious that a first-order theory with equality is not first-order logic in the language  $\mathcal{L}$ .
4. It is not so obvious that a first-order theory with equality is not first-order logic in the language  $\mathcal{L}$ .

what is it in the 1990s? (the 1990s were the 1990s)

#### 4. The 1990s

1. It was a period of economic growth and stability in the 1990s
2. The 1990s were a period of economic growth and stability
3. The 1990s were a period of economic growth and stability
4. The 1990s were a period of economic growth and stability

#### 5. The 1990s (continued)

1. The 1990s were a period of economic growth and stability
2. The 1990s were a period of economic growth and stability
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5. The 1990s were a period of economic growth and stability
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7. The 1990s were a period of economic growth and stability
8. The 1990s were a period of economic growth and stability
9. The 1990s were a period of economic growth and stability
10. The 1990s were a period of economic growth and stability

- b. compare (analyze) how each effort shows the subject's current state of knowledge or specific to failure.
- c. make sure not to make use of relative findings or generalizations that cannot be supported by more than 200 words or so.
- d. it is possible that the TGA is written by several ppl. so it is better to avoid any in-person debate.

## 2. **Appraisal and error analysis**

- 1. How to evaluate the composition and structure of writing
  - o **structure** = organization and flow of ideas and information in the writing
- 2. **Coherence** = given when both content and structure are clear and dependent on each other
- 3. **Coherence** also to give rise to feeling from reader and to be process-oriented, like the PLO's (rather than the outcome-oriented and statistical forms) create. For example, students like to discuss the nature of the work and the process.
- 4. **Coherence** of appraisal is usually to see if there
- 5. **Meaning** can be seen about what is written and with some well-known forms and language.
- 6. **Genre** organization is a good enough
- 7. **There is a need** to see what health care students
  - a. **Text** is written
  - b. **Content** and a personal organization (PPO) will be appropriate, organic, accessible and right study system (application of what is there)
  - c. **Organization** (PPO) will need features of meaning (to see if the features of text are clearly seen) that contain logical structure



3. Explain why the early years of the 20th century showed that scientific research on the heredity of intelligence was a poor representation.
4. Explain the causal fallacy and the errors of causal inference and describe how causal inferences in the social (and) health care sciences
- Confounding variables
  - Selection bias
  - Reverse causation
  - A causal link between causality conditions
  - The direction: what goes before what?
5. Explain the difference between experimental and observational studies and the criteria for each method.
- There is a fully controlled experiment with random assignment of subjects to the two experimental groups
  - Use the random assignment to the control and experimental groups to address causal links in the absence of a causal link between the two groups and the causal link between the two groups
  - There is no causal link between the two groups in the absence of a causal link between the two groups
6. Explain the difference between experimental and observational studies and the criteria for each method.
7. Explain the difference between experimental and observational studies and the criteria for each method.
8. Explain the difference between experimental and observational studies and the criteria for each method.
9. Explain the difference between experimental and observational studies and the criteria for each method.
10. Explain the difference between experimental and observational studies and the criteria for each method.
11. Explain the difference between experimental and observational studies and the criteria for each method.
12. Explain the difference between experimental and observational studies and the criteria for each method.

What is the main purpose of the following text?

4. **Text (approximately 200 words)**

1. The text discusses the impact of artificial intelligence (AI) on the job market. It highlights the potential for job displacement and the need for workers to acquire new skills to remain competitive in the workforce.
2. The text discusses the impact of artificial intelligence (AI) on the job market. It highlights the potential for job displacement and the need for workers to acquire new skills to remain competitive in the workforce.
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7. The text discusses the impact of artificial intelligence (AI) on the job market. It highlights the potential for job displacement and the need for workers to acquire new skills to remain competitive in the workforce.

5. **Text (approximately 200 words)**

6. **Computer Science (CSC) Exam**

1. Which of the following is a correct statement about the complexity of the problem?
2. Which of the following is a correct statement about the complexity of the problem?
3. Which of the following is a correct statement about the complexity of the problem?
4. Which of the following is a correct statement about the complexity of the problem?
5. Which of the following is a correct statement about the complexity of the problem?
6. Which of the following is a correct statement about the complexity of the problem?

#### 4. Options

1. Because the price of a call option (Call C) increases as the price of the stock increases, the call option has a positive payoff.
2. The payoff of the call option is  $\max(0, S - K)$ , where  $S$  is the price of the stock and  $K$  is the strike price. The payoff of the call option is 0 if the stock price is less than the strike price, and it is  $S - K$  if the stock price is greater than the strike price.
3. The call option is a derivative security because its value depends on the price of the underlying stock.
4. A person would use a call option to hedge against the risk of a decrease in the price of the stock. For example, a person who owns a stock and is concerned that the price of the stock will fall could use a call option to hedge against this risk.
5. The payoff of the call option is  $\max(0, S - K)$ , where  $S$  is the price of the stock and  $K$  is the strike price. The payoff of the call option is 0 if the stock price is less than the strike price, and it is  $S - K$  if the stock price is greater than the strike price.
6. The call option is a derivative security because its value depends on the price of the underlying stock.
7. The call option is a derivative security because its value depends on the price of the underlying stock.

#### (V) Investment Decision (see above)

- A. The investment is profitable if the present value of the benefits exceeds the cost of the investment.
- B. The investment is profitable if the present value of the benefits exceeds the cost of the investment.

- 2. The accident led to 600 fatalities, as well as 1000 injured, approximately 1000 lost or damaged vehicles and 10000 tonnes of material of the mine.
- 3. The current situation is a mining plan for the 2000-2005 period.
  - a. The current plan is a 10-year plan, but the plan is a 5-year plan of implementation of the plan.
  - b. The current plan is a 10-year plan, but the plan is a 5-year plan of implementation of the plan.
- 4. Operational issues have been resolved.

- 1. The current plan is a 10-year plan, but the plan is a 5-year plan of implementation of the plan.
  - a. The current plan is a 10-year plan, but the plan is a 5-year plan of implementation of the plan.
  - b. The current plan is a 10-year plan, but the plan is a 5-year plan of implementation of the plan.
- 2. There is a mining plan for the 2000-2005 period.
  - a. The current plan is a 10-year plan, but the plan is a 5-year plan of implementation of the plan.
  - b. The current plan is a 10-year plan, but the plan is a 5-year plan of implementation of the plan.

(c) Financial issues

- 1. The current plan is a 10-year plan, but the plan is a 5-year plan of implementation of the plan.
  - a. The current plan is a 10-year plan, but the plan is a 5-year plan of implementation of the plan.

- 3. Theoretically, a student should know to add 20000 and 50000 to get 70000, but the student is not.
- 4. The student is a child, and children have trouble with a lot of math, so teachers should not get upset and simply correct after long-term rote practice. The fact that the student is a child is a factor in the teacher's decision to add to their what they are often to teach the child's study.
- 5. The student is a child, and children have trouble with a lot of math, so teachers should not get upset and simply correct after long-term rote practice. The fact that the student is a child is a factor in the teacher's decision to add to their what they are often to teach the child's study.
- 6. The student is a child, and children have trouble with a lot of math, so teachers should not get upset and simply correct after long-term rote practice. The fact that the student is a child is a factor in the teacher's decision to add to their what they are often to teach the child's study.

#### 10. The student

- 1. The student is a child, and children have trouble with a lot of math, so teachers should not get upset and simply correct after long-term rote practice. The fact that the student is a child is a factor in the teacher's decision to add to their what they are often to teach the child's study.
- 2. The student is a child, and children have trouble with a lot of math, so teachers should not get upset and simply correct after long-term rote practice. The fact that the student is a child is a factor in the teacher's decision to add to their what they are often to teach the child's study.
- 3. The student is a child, and children have trouble with a lot of math, so teachers should not get upset and simply correct after long-term rote practice. The fact that the student is a child is a factor in the teacher's decision to add to their what they are often to teach the child's study.
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- 5. The student is a child, and children have trouble with a lot of math, so teachers should not get upset and simply correct after long-term rote practice. The fact that the student is a child is a factor in the teacher's decision to add to their what they are often to teach the child's study.
- 6. The student is a child, and children have trouble with a lot of math, so teachers should not get upset and simply correct after long-term rote practice. The fact that the student is a child is a factor in the teacher's decision to add to their what they are often to teach the child's study.

1. The grant is made as if the grantee were a child.
2. The grant is not given as if the grantee were a child.
3. The grant is given as if the grantee were a child, but the grant is not given as if the grantee were a child.
4. The grant is given as if the grantee were a child, but the grant is not given as if the grantee were a child.

### 3. Grant of Life Insurance

1. The grant of life insurance is made as if the grantee were a child, but the grant is not given as if the grantee were a child.
2. The grant of life insurance is made as if the grantee were a child, but the grant is not given as if the grantee were a child.
3. The grant of life insurance is made as if the grantee were a child, but the grant is not given as if the grantee were a child.
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9. The grant of life insurance is made as if the grantee were a child, but the grant is not given as if the grantee were a child.
10. The grant of life insurance is made as if the grantee were a child, but the grant is not given as if the grantee were a child.

## 16) Long-Term Care and the Public Knowledge Gap Program

### a. Introduction

1. The fact that 66% of Long Term Care costs are covered by public programs (Medicaid/Medicare) demonstrates a massive "Public Knowledge Gap".
2. The gap between awareness and actual program usage.
3. The "Public Knowledge Program", which aims to raise awareness of the "Public Knowledge Program" was the subject of Federal Policy and Planning in the March 2004 edition of the report on public program use in long-term care.
4. "Public Knowledge Program" was designed to help individuals and families understand what public programs are available to them and how to access them.
5. The program was designed to help individuals and families with a program for other states (e.g., California, Connecticut, and New York). However, the "Public Knowledge Program" was the program for the development of public program use.
6. The "Public Knowledge Program" was designed to help individuals and families understand what public programs are available to them and how to access them.
7. The "Public Knowledge Program" was designed to help individuals and families understand what public programs are available to them and how to access them.
8. The "Public Knowledge Program" was designed to help individuals and families understand what public programs are available to them and how to access them.

### b. Public Knowledge Program

1. A public knowledge program was designed to help individuals and families understand what public programs are available to them and how to access them.

the company that only results in increasing the size of the Federal deficit.

- b. If the tax rate is 100 percent, all the tax revenue generated would go to the government and a zero deficit would result.
- c. There are no tax revenues to include in the tax base.
- d. The tax revenue will be zero if the amount of average income is zero.

### e. The calculations:

1. At a tax rate of 100 percent, the company would not receive any of the \$100 million it has collected with the tax. The company would have to pay the tax out, but it would not receive any revenue from the tax (see Example 1).
2. The company would pay a \$100 million tax and would collect all the revenue by paying the service providers 100 percent of the revenue, resulting in \$100 million of revenue to the providers.
3. The company would have no cash left over because of the tax.

	Year 10
Revenue	\$100,000,000
Cost of goods sold	10,000,000
Operating expenses	15,000,000
Depreciation	10,000,000
Interest	10,000,000
Charitable contributions	10,000,000
State taxes	10,000,000
Income tax	10,000,000
Dividends	10,000,000
Total	165,000,000

The total revenue would equal the total of the operating expenses plus \$100 million.

4. The amount left over would be the Federal deficit, which is \$100 million, resulting in a zero deficit year.



- 6. To get you ready for the next section, we'll have the business plan and the other subjects for which you will be writing. We'll have a list of the subjects and the subjects for which you will be writing. We'll have a list of the subjects and the subjects for which you will be writing.
- 7. To get you ready for the next section, we'll have the business plan and the other subjects for which you will be writing. We'll have a list of the subjects and the subjects for which you will be writing.
- 8. To get you ready for the next section, we'll have the business plan and the other subjects for which you will be writing. We'll have a list of the subjects and the subjects for which you will be writing.
- 9. To get you ready for the next section, we'll have the business plan and the other subjects for which you will be writing. We'll have a list of the subjects and the subjects for which you will be writing.

**6. Data for your next section:**

- 1. Information about your company's financial performance, such as sales and profit, and the company's financial performance, such as sales and profit, and the company's financial performance, such as sales and profit.
- 2. Information about your company's financial performance, such as sales and profit, and the company's financial performance, such as sales and profit.

**7. Summary:**

- 1. Summary of the company's financial performance, such as sales and profit, and the company's financial performance, such as sales and profit.
- 2. Summary of the company's financial performance, such as sales and profit, and the company's financial performance, such as sales and profit.

**8. Other data for your next section:**

- 1. Information about your company's financial performance, such as sales and profit, and the company's financial performance, such as sales and profit.
- 2. Information about your company's financial performance, such as sales and profit, and the company's financial performance, such as sales and profit.



10. **Information Systems (7. April 2014) by Michael G. J. King, from Journal of Management Studies**

a. **Information systems**

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b. **Information systems**

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100. **Information systems**



- 1. Federal policy: heavy use of subsidies to encourage investment in R&D in energy, energy efficiency, etc.
- 2. Federal support and a partnership for environmental protection
- 3. Environmental reform
  - 4. Introduction of a public utility
    - 1. Federal support to the construction of the grid
    - 2. They do it through a loan
  - 5. The industry's role is to
    - 1. Supply the equipment
    - 2. Supply the engineering services
    - 3. Participate in the financing process
  - 6. The industry is exempt from the 10% investment credit, the 30% of the 10% investment credit of the 1980s which is exempt from the 10% investment credit
  - 7. The industry role of the construction industry

A. Energy efficiency

- 1. The home is a good investment
- 2. Improving energy efficiency
- 3. Total return
- 4. The government is present but the return is uncertain
- 5. The government is present in the case of the energy efficiency in the case of the home and the government is present in the case of the home and the government is present in the case of the home

## 4. CONCLUSION

### a. INTRODUCTION

1. The purpose of this report is to provide a detailed analysis of the current state of the industry and to identify the key challenges and opportunities.

2. The following sections will discuss:

### b. CURRENT STATE

1. The current state of the industry is characterized by:

2. Several key factors are influencing the industry's performance, including:

3. The industry is facing significant challenges, particularly in the areas of:

4. The industry is also experiencing several opportunities, such as:

5. The industry is expected to continue to grow, driven by:

6. The industry is also facing several risks, including:

7. The industry is expected to continue to evolve, with the following trends:

(c) Special services by local health units

(i) General law

1. No fee or charge shall be made in connection with the receipt of notices of the kind mentioned in section 140.
2. No medical advice or treatment or form of health or educational work shall be given without a fee of \$1.00.
3. The general power hereby given to a "Temporary Health Officer" is subject to the fact that he shall not be authorized to act until after he is paid September 30, 1933.
  4. If he has not been received, the temporary power will expire on the 31st day of the month in which received and he shall return:
    - (1) The fee of \$1.00 (with a receipt) to the city.
    - (2) The fee of \$1.00 to the health officer.
  5. No money shall be paid to a general board of health for the receipt of the necessary forms (such as a permit) necessary for the carrying out of the city's responsibilities in connection with the general law.
  6. It is the policy of the city to encourage the general board of health to be organized for the purpose of providing a service to the city which is not provided by the city. The city shall not be liable for the cost of the organization of the board of health, but the organization shall be subject to the fact that it shall be subject to the city's control and shall be subject to the city's control and shall be subject to the city's control and shall be subject to the city's control.

(ii) Extra services

1. The amount of the fee for the receipt of notices of the kind mentioned in section 140 shall be \$1.00.
2. For each copy of the notices of the kind mentioned in section 140, the fee shall be \$1.00.

- 4. **Inventory** = 200000, **Debtors** = 100000, **Equity** = 200000
- 4. **Assets** = 200000, **Liabilities** = 100000, **Equity** = 100000
- 4. **Assets** = 200000, **Liabilities** = 100000, **Equity** = 100000
- 4. **Assets** = 200000, **Liabilities** = 100000, **Equity** = 100000
- 4. **Assets** = 200000, **Liabilities** = 100000, **Equity** = 100000

#### 10. **Shareholder's Rights**

- A. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 1. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 2. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 3. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 4. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
- B. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 1. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 2. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 3. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 4. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
- C. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 1. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 2. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 3. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 4. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
- D. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 1. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 2. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 3. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000
  - 4. **Shareholder's Rights** = 100000, **Debtors** = 100000, **Equity** = 100000



### 3. The case for privatization (cont.)

• The 'natural' test has been criticised because not all natural monopolies are natural. Indeed it would be strange to argue that water supply is a natural monopoly because it is a natural monopoly.

• Economic theory would normally indicate that if it is a natural monopoly:

1. Inevitably, at any given time, the industry should be owned by one or a few firms only.
2. The government should apply a pricing policy which is socially optimal.

• It would normally be thought that it would be a better idea to continue to provide water by private means than the industry now given to public ownership. But is this what the theory suggests?

• Figure 14.1 indicates that private ownership is a socially superior form, and the government should consider the possibility of selling its asset to private ownership rather than use a 'natural' test.

But, as long as competition is a key factor in the industry, private ownership is not a natural monopoly. It is common and often necessary to have private ownership of natural monopolies. It is not always easy to have private ownership of a natural monopoly. At present, we find that it is quite possible to have private ownership of a natural monopoly, and we should be happy to consider the possibility of selling the natural monopoly to private ownership.

1. The private firm is not able to sell all the natural monopoly assets and is therefore likely to be a natural monopoly. The government will have to provide a price.
2. The private firm will provide all services with the private firm. The public remains in the market. The private firm will have to provide a price for the public.
3. The private firm will be able to provide services to the public. The public will be able to provide services to the private firm. The private firm will be able to provide services to the public.



2. Contact your local library or the library listed for assistance if needed. For:

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