
Martin King Mathcad Worksheet ((BETTER))

This HTB4C is being sold new; retail is about £119 delivered in the UK, and around \$189 in the US. I have not yet contacted Martin about his willingness to let me post up a picture of the original spec box here, for those of you buying one of these; he may well mind. 1. The High-Tech Beginners Guide to Audio Electronics (www.textbooks.co.uk) 2. The Vault of Sound: High quality enclosures in simple detail (<http://it.answers.yahoo.com/question/index?qid=20090513100922AAbo5UZ>) 3. Martin King HTB4C spec sheet on audioengineer (<http://www.audioengineer.net/archives/107/>) 4. A Hi-Fidelity Showcase (<http://audio.mediacollege.com/rc/2008/080704A.html>) 5. Martin Kings TSE Portfolio (http://www.quarter-wave.com/tse_portfolio.html) 6. HTB4C web site (<http://www.htb4c.com/>) 7. New York Classic Audio (<http://www.newyorkclassic.com/p2/audio/enclosures.htm>) I did not expect a fullrange driver like the Fostex FX120 to have low bass, and I had also thought that they would open up and be a little flatter than the Fostex FE167. So I designed a combination of an enclosure and driver using the Mathcad generated response data. As you can see, the frequency response curves for both drivers are quite similar at the higher frequencies. The Fostex driver is more open than the Martin and this is caused by the flexible mounting of the driver and the zero position. However, the Fostex driver is slightly higher up, which I think is caused by the volume control being located at the back of the speaker. This was a project that I will keep the details for another time. I wanted to see what the Martin speaker will do. Once again Mathcad was used to generate a characteristic impedance plot. The values are very high compared to the range used for tweeters.



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In most elementary grades, the students are exposed to fractions, but many of them are not exposed to fractions as a topic until high school. In this paper, I used several examples to make the fraction concept clearer. Some fractions are mixed numerator and denominator. This was done in an easy way by using three circles and number markers for the numerator, denominator and the answer,

plus some written instructions.

Then, mixing numerator and denominator with addition and subtraction of fractions is proved by using one smaller fraction to represent one bigger fraction. Then, I used another example of division and multiples of fractions. The students could easily see that the answer was one fourth of four and three fourths of three. Also, I used the fraction examples above to explain some properties of fractions, such as that a part of a whole

equals a whole of a part, that an over whole of a fraction is equal to its least common denominator, etc. Then, two more examples using an equation and an inequality for finding the quotient of two fractions and one more example for finding the least common denominator of two fractions were presented. The last fraction problem was solved with a worksheet. The students didn't find it too difficult to solve the problem. In the communications

industry, a challenge for many years is the increasing of using the interactive method and worksheet. In the second semester of the research period, the interactive method and worksheet were used for the training of the students to learn the process of this interactive method and worksheet. And for this interactive method and worksheet training, there were 32 interactive method and worksheet, of course in the first semester and in the

second semester for the used for the interactive method and worksheet are 5ec8ef588b

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