



Rock Salt Regular

2020-09-16 - 07:15.19
07:15.20

Print this page

SPACE
uni0020

EXCLAMATION MARK
uni0021

QUOTATION MARK
uni0022

NUMBER SIGN
uni0023

DOLLAR SIGN
uni0024

PERCENT SIGN
uni0025

AMPERSAND
uni0026

APOSTROPHE
uni0027

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LEFT PARENTHESIS
uni0028

RIGHT PARENTHESIS
uni0029

ASTERISK
uni002A

PLUS SIGN
uni002B

COMMA
uni002C

HYPHEN-MINUS
uni002D

FULL STOP
uni002E

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SOLIDUS uni002F	/	/
DIGIT ZERO uni0030	0	0
DIGIT ONE uni0031	1	1
DIGIT TWO uni0032	2	2
DIGIT THREE uni0033	3	3
DIGIT FOUR uni0034	4	4
DIGIT FIVE uni0035	5	5
DIGIT SIX uni0036	6	6
DIGIT SEVEN uni0037	7	7
DIGIT EIGHT uni0038	8	8
DIGIT NINE uni0039	9	9
COLON uni003A	:	:
SEMICOLON uni003B	;	;
LESS-THAN SIGN uni003C	<	<
EQUALS SIGN uni003D	=	=
GREATER-THAN SIGN uni003E	>	>
QUESTION MARK uni003F	?	?
COMMERCIAL AT uni0040	@	@
LATIN CAPITAL LETTER A uni0041	A	A
LATIN CAPITAL LETTER B uni0042	B	B
LATIN CAPITAL LETTER C uni0043	C	C
LATIN CAPITAL LETTER D uni0044	D	D
LATIN CAPITAL LETTER E uni0045	E	E
LATIN CAPITAL LETTER F uni0046	F	F
LATIN CAPITAL LETTER G uni0047	G	G
LATIN CAPITAL LETTER H uni0048	H	H

LATIN CAPITAL LETTER I
uni0049

I	I
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LATIN CAPITAL LETTER J
uni004A

J	J
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LATIN CAPITAL LETTER K
uni004B

K	K
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LATIN CAPITAL LETTER L
uni004C

L	L
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LATIN CAPITAL LETTER M
uni004D

M	M
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LATIN CAPITAL LETTER N
uni004E

N	N
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LATIN CAPITAL LETTER O
uni004F

O	O
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LATIN CAPITAL LETTER P
uni0050

P	P
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LATIN CAPITAL LETTER Q
uni0051

Q	Q
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LATIN CAPITAL LETTER R
uni0052

R	R
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LATIN CAPITAL LETTER S
uni0053

S	S
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LATIN CAPITAL LETTER T
uni0054

T	T
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LATIN CAPITAL LETTER U
uni0055

U	U
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LATIN CAPITAL LETTER V
uni0056

V	V
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LATIN CAPITAL LETTER W
uni0057

W	W
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LATIN CAPITAL LETTER X
uni0058

X	X
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LATIN CAPITAL LETTER Y
uni0059

Y	Y
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LATIN CAPITAL LETTER Z
uni005A

Z	Z
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LEFT SQUARE BRACKET
uni005B

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REVERSE SOLIDUS
uni005C

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RIGHT SQUARE BRACKET
uni005D

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CIRCUMFLEX ACCENT
uni005E

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LOW LINE
uni005F

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GRAVE ACCENT
uni0060

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LATIN SMALL LETTER A
uni0061

a	A
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LATIN SMALL LETTER B
uni0062

b	B
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c	C
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LATIN SMALL LETTER C
uni0063

LATIN SMALL LETTER D uni0064	d	ᵀ
LATIN SMALL LETTER E uni0065	e	Ǝ
LATIN SMALL LETTER F uni0066	f	F
LATIN SMALL LETTER G uni0067	g	G
LATIN SMALL LETTER H uni0068	h	H
LATIN SMALL LETTER I uni0069	i	ı
LATIN SMALL LETTER J uni006A	j	J
LATIN SMALL LETTER K uni006B	k	K
LATIN SMALL LETTER L uni006C	l	ℓ
LATIN SMALL LETTER M uni006D	m	M
LATIN SMALL LETTER N uni006E	n	N
LATIN SMALL LETTER O uni006F	o	Ō
LATIN SMALL LETTER P uni0070	p	P
LATIN SMALL LETTER Q uni0071	q	Q
LATIN SMALL LETTER R uni0072	r	R
LATIN SMALL LETTER S uni0073	s	S
LATIN SMALL LETTER T uni0074	t	T
LATIN SMALL LETTER U uni0075	u	U
LATIN SMALL LETTER V uni0076	v	V
LATIN SMALL LETTER W uni0077	w	W
LATIN SMALL LETTER X uni0078	x	X
LATIN SMALL LETTER Y uni0079	y	Y
LATIN SMALL LETTER Z uni007A	z	Z
LEFT CURLY BRACKET uni007B	{	{
VERTICAL LINE uni007C		
RIGHT CURLY BRACKET uni007D	}	}
	~	~

TILDE
uni007E

NO-BREAK SPACE uni00A0		
INVERTED EXCLAMATION MARK uni00A1	¡	¡
CENT SIGN uni00A2	¢	¢
POUND SIGN uni00A3	£	£
CURRENCY SIGN uni00A4	¤	¤
YEN SIGN uni00A5	¥	¥
BROKEN BAR uni00A6		
SECTION SIGN uni00A7	§	§
DIAERESIS uni00A8	¨	¨
COPYRIGHT SIGN uni00A9	©	©
FEMININE ORDINAL INDICATOR uni00AA	ª	ª
LEFT-POINTING DOUBLE ANGLE QUOTATION MARK uni00AB	«	«
NOT SIGN uni00AC	¬	¬
SOFT HYPHEN uni00AD		
REGISTERED SIGN uni00AE	®	®
MACRON uni00AF	¯	¯
DEGREE SIGN uni00B0	°	°
PLUS-MINUS SIGN uni00B1	±	±
SUPERSCRIFT TWO uni00B2	²	²
SUPERSCRIFT THREE uni00B3	³	³
ACUTE ACCENT uni00B4	´	´
MICRO SIGN uni00B5	µ	µ
PILCROW SIGN uni00B6	¶	¶
MIDDLE DOT uni00B7	·	·
CEDILLA uni00B8	¸	¸
SUPERSCRIFT ONE uni00B9	¹	¹

MASCULINE ORDINAL INDICATOR uni00BA	º	º
RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK uni00BB	»	»
VULGAR FRACTION ONE QUARTER uni00BC	¼	¼
VULGAR FRACTION ONE HALF uni00BD	½	½
VULGAR FRACTION THREE QUARTERS uni00BE	¾	¾
INVERTED QUESTION MARK uni00BF	¿	¿
LATIN CAPITAL LETTER A WITH GRAVE uni00C0	À	À
LATIN CAPITAL LETTER A WITH ACUTE uni00C1	Á	Á
LATIN CAPITAL LETTER A WITH CIRCUMFLEX uni00C2	Â	Â
LATIN CAPITAL LETTER A WITH TILDE uni00C3	Ã	Ã
LATIN CAPITAL LETTER A WITH DIAERESIS uni00C4	Ä	Ä
LATIN CAPITAL LETTER A WITH RING ABOVE uni00C5	Å	Å
LATIN CAPITAL LETTER AE uni00C6	Æ	Æ
LATIN CAPITAL LETTER C WITH CEDILLA uni00C7	Ç	Ç
LATIN CAPITAL LETTER E WITH GRAVE uni00C8	È	È
LATIN CAPITAL LETTER E WITH ACUTE uni00C9	É	É
LATIN CAPITAL LETTER E WITH CIRCUMFLEX uni00CA	Ê	Ê
LATIN CAPITAL LETTER E WITH DIAERESIS uni00CB	Ë	Ë
LATIN CAPITAL LETTER I WITH GRAVE uni00CC	Ì	Ì
LATIN CAPITAL LETTER I WITH ACUTE uni00CD	Í	Í
LATIN CAPITAL LETTER I WITH CIRCUMFLEX uni00CE	Î	Î
LATIN CAPITAL LETTER I WITH DIAERESIS uni00CF	Ï	Ï
LATIN CAPITAL LETTER ETH uni00D0	Ð	Ð
LATIN CAPITAL LETTER N WITH TILDE uni00D1	Ñ	Ñ
LATIN CAPITAL LETTER O WITH GRAVE uni00D2	Ò	Ò
LATIN CAPITAL LETTER O WITH ACUTE uni00D3	Ó	Ó
LATIN CAPITAL LETTER O WITH CIRCUMFLEX uni00D4	Ô	Ô
LATIN CAPITAL LETTER O WITH TILDE		

	uni00D5	Õ	Õ
LATIN CAPITAL LETTER O WITH DIAERESIS	uni00D6	Ö	Ö
MULTIPLICATION SIGN	uni00D7	×	×
LATIN CAPITAL LETTER O WITH STROKE	uni00D8	Ø	Ø
LATIN CAPITAL LETTER U WITH GRAVE	uni00D9	Ù	Ù
LATIN CAPITAL LETTER U WITH ACUTE	uni00DA	Ú	Ú
LATIN CAPITAL LETTER U WITH CIRCUMFLEX	uni00DB	Û	Û
LATIN CAPITAL LETTER U WITH DIAERESIS	uni00DC	Ü	Ü
LATIN CAPITAL LETTER Y WITH ACUTE	uni00DD	Ý	Ý
LATIN CAPITAL LETTER THORN	uni00DE	Þ	Þ
LATIN SMALL LETTER SHARP S	uni00DF	ß	ß
LATIN SMALL LETTER A WITH GRAVE	uni00E0	à	À
LATIN SMALL LETTER A WITH ACUTE	uni00E1	á	Á
LATIN SMALL LETTER A WITH CIRCUMFLEX	uni00E2	â	Â
LATIN SMALL LETTER A WITH TILDE	uni00E3	ã	Ã
LATIN SMALL LETTER A WITH DIAERESIS	uni00E4	ä	Ä
LATIN SMALL LETTER A WITH RING ABOVE	uni00E5	å	Å
LATIN SMALL LETTER AE	uni00E6	æ	Æ
LATIN SMALL LETTER C WITH CEDILLA	uni00E7	ç	Ç
LATIN SMALL LETTER E WITH GRAVE	uni00E8	è	È
LATIN SMALL LETTER E WITH ACUTE	uni00E9	é	É
LATIN SMALL LETTER E WITH CIRCUMFLEX	uni00EA	ê	Ê
LATIN SMALL LETTER E WITH DIAERESIS	uni00EB	ë	Ë
LATIN SMALL LETTER I WITH GRAVE	uni00EC	ì	Ì
LATIN SMALL LETTER I WITH ACUTE	uni00ED	í	Í
LATIN SMALL LETTER I WITH CIRCUMFLEX	uni00EE	î	Î
LATIN SMALL LETTER I WITH DIAERESIS	uni00EF	ï	Ï
LATIN SMALL LETTER ETH			

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LATIN SMALL LETTER N WITH TILDE
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LATIN SMALL LETTER O WITH GRAVE
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LATIN SMALL LETTER O WITH ACUTE
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LATIN SMALL LETTER O WITH CIRCUMFLEX
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LATIN SMALL LETTER O WITH TILDE
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LATIN SMALL LETTER O WITH DIAERESIS
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DIVISION SIGN
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LATIN SMALL LETTER O WITH STROKE
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LATIN SMALL LETTER U WITH GRAVE
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LATIN SMALL LETTER U WITH ACUTE
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LATIN SMALL LETTER U WITH CIRCUMFLEX
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LATIN SMALL LETTER U WITH DIAERESIS
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LATIN SMALL LETTER Y WITH ACUTE
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LATIN SMALL LETTER THORN
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LATIN SMALL LETTER Y WITH DIAERESIS
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LATIN SMALL LETTER DOTLESS I
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LATIN CAPITAL LETTER L WITH STROKE
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LATIN SMALL LETTER L WITH STROKE
uni0142

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LATIN CAPITAL LIGATURE OE
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LATIN SMALL LIGATURE OE
uni0153

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LATIN CAPITAL LETTER S WITH CARON
uni0160

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LATIN SMALL LETTER S WITH CARON
uni0161

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LATIN CAPITAL LETTER Y WITH DIAERESIS
uni0178

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LATIN CAPITAL LETTER Z WITH CARON
uni017D

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LATIN SMALL LETTER Z WITH CARON
uni017E

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MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	^ ^
	˘ ˇ
CARON uni02C7	
BREVE uni02D8	˘ ˇ
DOT ABOVE uni02D9	˙ ˙
RING ABOVE uni02DA	˚ ˚
OGONEK uni02DB	˛ ˛
SMALL TILDE uni02DC	˜ ˜
DOUBLE ACUTE ACCENT uni02DD	˝ ˝
EN DASH uni2013	— —
EM DASH uni2014	— —
LEFT SINGLE QUOTATION MARK uni2018	‘ ’
RIGHT SINGLE QUOTATION MARK uni2019	’ ’
SINGLE LOW-9 QUOTATION MARK uni201A	‚ ‚
LEFT DOUBLE QUOTATION MARK uni201C	“ ”
RIGHT DOUBLE QUOTATION MARK uni201D	” ”
DOUBLE LOW-9 QUOTATION MARK uni201E	„ „
BULLET uni2022	• •
HORIZONTAL ELLIPSIS uni2026	… …
PER MILLE SIGN uni2030	‰ ‰
SINGLE LEFT-POINTING ANGLE QUOTATION MARK uni2039	< <
SINGLE RIGHT-POINTING ANGLE QUOTATION MARK uni203A	> >
FRACTION SLASH uni2044	/ /
EURO SIGN uni20AC	€ €
MINUS SIGN uni2212	− −
LATIN SMALL LIGATURE FI uniFB01	fi Fi
LATIN SMALL LIGATURE FL	

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million, from 2.5 million in 1980 to 4 million in 1995 (Department of Health 1996).

There is a growing emphasis on the need to improve the efficiency of the public sector, and to ensure that the public sector is able to deliver the services that are required by the public in a cost-effective manner.

The public sector is a large and complex organisation, and it is difficult to ensure that it is able to deliver the services that are required by the public in a cost-effective manner. There are a number of factors that can contribute to this, including the size of the organisation, the complexity of the services that it provides, and the way in which the organisation is managed.

One of the main reasons for the inefficiency of the public sector is the way in which it is managed. The public sector is often managed in a way that is based on a top-down approach, in which decisions are made by a small number of people at the top of the organisation, and then passed down to the rest of the organisation.

This approach can lead to a number of problems, including a lack of communication between different parts of the organisation, a lack of accountability, and a lack of transparency. It can also lead to a lack of innovation, as people are often discouraged from coming up with new ideas.

Another problem is the way in which the public sector is funded. The public sector is often funded through a combination of taxes and government grants, which can lead to a lack of financial independence. This can make it difficult for the public sector to make decisions about how to spend its money.

There are a number of ways in which the public sector can be improved. One way is to change the way in which it is managed, so that it is more decentralised and more accountable. Another way is to change the way in which it is funded, so that it is more financially independent.

There are a number of other ways in which the public sector can be improved, including by increasing the transparency of its operations, and by encouraging innovation. These changes are all necessary if the public sector is to be able to deliver the services that are required by the public in a cost-effective manner.

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the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

There is a growing awareness of the need to develop a new generation of young people who are able to take responsibility for their own actions and the actions of others. This is a challenge for all societies, but particularly for those in which the majority of the population are young people.

The purpose of this paper is to discuss the role of the school in the development of young people's responsibility.

The paper is organized as follows. First, the concept of responsibility is discussed. Then, the role of the school is discussed. Finally, some conclusions are drawn.

Responsibility

The concept of responsibility is a complex one. It is often used in a variety of ways, and it is difficult to give a precise definition of it.

One way of thinking about responsibility is in terms of the ability to control one's actions. A person who is responsible for his or her actions is one who is able to control those actions.

Another way of thinking about responsibility is in terms of the ability to take responsibility for one's actions. A person who takes responsibility for his or her actions is one who acknowledges that he or she is the cause of those actions.

There are many other ways of thinking about responsibility, but these two are the most common. In this paper, we will focus on the first way of thinking about responsibility.

The first way of thinking about responsibility is in terms of the ability to control one's actions. A person who is responsible for his or her actions is one who is able to control those actions.

There are many factors that can affect a person's ability to control his or her actions. Some of these factors are internal, such as a person's personality and emotions. Other factors are external, such as a person's environment and the people around him or her.

In this paper, we will focus on the external factors that can affect a person's ability to control his or her actions. We will discuss the role of the school in the development of young people's responsibility.

The school is a place where young people spend a significant portion of their lives. It is a place where they learn about the world and about themselves. It is a place where they develop their skills and their abilities.

One of the most important things that the school can do for young people is to help them develop their ability to control their actions. This is a skill that is essential for success in life.

There are many ways in which the school can help young people develop this skill. One way is by providing them with a structured environment in which they can learn to control their actions.

Another way is by providing them with a variety of activities in which they can practice controlling their actions. These activities can range from simple games to more complex projects.

Finally, the school can help young people develop their ability to control their actions by providing them with a strong sense of community. When young people feel that they are part of a community, they are more likely to take responsibility for their actions.

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