

1840-1841

1842-1843

1844-1845

1846-1847



1. The first step is to identify the problem.

2. The second step is to define the problem.

3. The third step is to analyze the problem.

4. The fourth step is to develop a solution.

5. The fifth step is to implement the solution.

6. The sixth step is to evaluate the solution.

1. What is the main purpose of the passage?

2. What is the author's attitude towards the subject?

3. What is the author's main argument?

4. What is the author's conclusion?

5. What is the author's recommendation?

6. What is the author's definition of the subject?

7. What is the author's description of the subject?

8. What is the author's analysis of the subject?

9. What is the author's evaluation of the subject?

10. What is the author's prediction of the subject?

11. What is the author's opinion of the subject?

1. The first step in the process of the scientific method is to ask a question. This question should be based on an observation or a problem that you want to solve. For example, you might ask, "How does the amount of light affect the growth of a plant?"

2. The next step is to do some research. This means finding out what other people have discovered about the topic you are studying. You can do this by reading books, articles, or looking up information on the Internet.

3. After you have done your research, you should make a hypothesis. A hypothesis is a statement that you think is true, but you need to test it to find out if it is.

4. The next step is to design an experiment. This means deciding what you will do to test your hypothesis. You should make sure that your experiment is fair and that you can repeat it.



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 7. The seventh step is to monitor the solution.
 8. The eighth step is to maintain the solution.
 9. The ninth step is to improve the solution.
 10. The tenth step is to document the solution.

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Figure 6



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Keywords: child sexual abuse; disclosure; self-blame; social support

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1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

Abstract



数据库系统由数据库、数据库管理系统、数据库管理员和用户组成。

数据库系统是一个存储在计算机内有组织的数据集合，它的功能是对数据进行综合的管理，即对数据库中的数据组织、存储、索引、检索、更新、控制、安全、完整性、恢复等提供一系列服务，是数据库用户进行数据操作的接口，并实现数据库用户提出的各种请求。

数据库系统由数据库、数据库管理系统、数据库管理员和用户组成。数据库是存储在计算机内有组织的数据集合，数据库管理系统是数据库系统的核心，数据库管理员是数据库系统的管理者，用户是数据库系统的使用者。

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10.1 数据库系统概述

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Chapter 1

Introduction to the Course

Mathematics is the language of science and technology.

1.1. The Role of Mathematics

Mathematics is the language of science and technology. It is the foundation of all scientific and technological progress. Without mathematics, we would not be able to understand the world around us or to create new technologies.

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QUESTION 1

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QUESTION 1 (100 points)

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Consider the following system of linear equations. Solve the system using the elimination method. Write your answer as a solution set.

$$\begin{cases} x + 2y + 3z = 1 \\ 2x + 4y + 6z = 2 \\ 3x + 6y + 9z = 3 \end{cases}$$

ANSWER

The system of linear equations is a homogeneous system. The only solution is the trivial solution, which is the zero vector.

QUESTION

Consider the following system of linear equations. Solve the system using the elimination method. Write your answer as a solution set.

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QUESTION 2 (100 points)

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Consider the following system of linear equations. Solve the system using the elimination method. Write your answer as a solution set.

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The system of linear equations is a homogeneous system. The only solution is the trivial solution, which is the zero vector.

QUESTION 3 (100 points)

Consider the following system of linear equations. Solve the system using the elimination method. Write your answer as a solution set.

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Abstract

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1. The first step in the process of developing a business plan is to conduct a market analysis. This involves identifying the target market, understanding the needs and preferences of the target audience, and assessing the competitive landscape. A thorough market analysis provides valuable insights into the viability of the business idea and helps to shape the overall strategy.

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References

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Figure 1. The effect of the concentration of the *Agrobacterium* suspension on the transformation efficiency of *Agrobacterium* strains. The concentration of the *Agrobacterium* suspension was 10⁶ cells/ml (A), 10⁷ cells/ml (B), 10⁸ cells/ml (C), and 10⁹ cells/ml (D). The concentration of the *Agrobacterium* suspension was 10⁶ cells/ml (A), 10⁷ cells/ml (B), 10⁸ cells/ml (C), and 10⁹ cells/ml (D). The concentration of the *Agrobacterium* suspension was 10⁶ cells/ml (A), 10⁷ cells/ml (B), 10⁸ cells/ml (C), and 10⁹ cells/ml (D). The concentration of the *Agrobacterium* suspension was 10⁶ cells/ml (A), 10⁷ cells/ml (B), 10⁸ cells/ml (C), and 10⁹ cells/ml (D).

Journal of the American Medical Association

Volume 298, Number 1, January 1, 2005

The Journal of the American Medical Association (JAMA) is a peer-reviewed medical journal that publishes research, clinical practice, and public health information. It is one of the most influential medical journals in the world, with a long history of providing high-quality, evidence-based information to the medical community and the public. The journal covers a wide range of topics, including clinical research, epidemiology, public health, and medical ethics. It is published weekly, except for two issues that are published bi-monthly in December and January.

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Abstract

Abstract in English (continued)

Abstract in English (continued)

Abstract in German

Abstract in German

Abstract in German (continued)

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Abstract in German (continued)

Abstract in German (continued)

Abstract in German (continued)

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Abstract in French

Abstract in French (continued)

Learning Objectives

After completing this chapter, you should be able to:

1. Explain the concept of a function

A function is a rule that assigns to each element x in a set X a unique element y in a set Y . The set X is called the domain of the function and the set Y is called the codomain of the function.

For example, let $X = \{1, 2, 3, 4, 5\}$ and $Y = \{1, 2, 3, 4, 5\}$. Define a function $f: X \rightarrow Y$ by $f(x) = x + 1$. Then $f(1) = 2$, $f(2) = 3$, $f(3) = 4$, $f(4) = 5$, and $f(5) = 6$. Note that $f(5)$ is not in Y , so f is not a function from X to Y .

2. Find the domain and range of a function

The domain of a function is the set of all elements x in X such that $f(x)$ is defined. The range of a function is the set of all elements y in Y such that $y = f(x)$ for some x in X .

For example, let $f: \mathbb{R} \rightarrow \mathbb{R}$ be defined by $f(x) = x^2$. Then the domain of f is $\mathbb{R}$ and the range of f is $[0, \infty)$.

For example, let $f: \mathbb{R} \rightarrow \mathbb{R}$ be defined by $f(x) = \sin x$. Then the domain of f is $\mathbb{R}$ and the range of f is $[-1, 1]$.

For example, let $f: \mathbb{R} \rightarrow \mathbb{R}$ be defined by $f(x) = \cos x$. Then the domain of f is $\mathbb{R}$ and the range of f is $[-1, 1]$.

For example, let $f: \mathbb{R} \rightarrow \mathbb{R}$ be defined by $f(x) = \tan x$.

1. (10 points) Let $f(x) = \sin(x)$.

(a) Find $f'(x)$.

(b) Find $f''(x)$. (Hint: Use the fact that $f'(x) = \cos(x)$.)

(c) Find $f'''(x)$. (Hint: Use the fact that $f''(x) = -\sin(x)$.)

(d) Find $f^{(4)}(x)$.

(e) Find $f^{(5)}(x)$. (Hint: Use the fact that $f^{(4)}(x) = \cos(x)$.)

(f) Find $f^{(6)}(x)$.

(g) Find $f^{(7)}(x)$. (Hint: Use the fact that $f^{(6)}(x) = -\sin(x)$.)

(h) Find $f^{(8)}(x)$.

(i) Find $f^{(9)}(x)$. (Hint: Use the fact that $f^{(8)}(x) = \cos(x)$.)

(j) Find $f^{(10)}(x)$. (Hint: Use the fact that $f^{(9)}(x) = -\sin(x)$.)

(k) Find $f^{(11)}(x)$. (Hint: Use the fact that $f^{(10)}(x) = \cos(x)$.)

References

1. J. K. Hale, *Functional Differential Equations*, Springer, New York (1977).

2. J. K. Hale, *Verifying Functional Differential Equations*

Verifying that a functional differential equation has a solution is a difficult task. This book provides a systematic approach to this problem. It begins with a discussion of the basic theory of functional differential equations, and then proceeds to a detailed treatment of the verification problem. The book is written for researchers and students in the field of functional differential equations.

The book is divided into two parts. The first part, *Verification of Functional Differential Equations*, contains chapters 1 through 5. The second part, *Applications of Functional Differential Equations*, contains chapters 6 through 10.

The first part of the book is devoted to the verification of functional differential equations. It begins with a discussion of the basic theory of functional differential equations, and then proceeds to a detailed treatment of the verification problem. The book is written for researchers and students in the field of functional differential equations.

The second part of the book is devoted to the applications of functional differential equations. It begins with a discussion of the basic theory of functional differential equations, and then proceeds to a detailed treatment of the verification problem. The book is written for researchers and students in the field of functional differential equations.

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3. J. K. Hale, *Functional Differential Equations*

Functional differential equations are a class of equations that arise in many areas of science and engineering. This book provides a comprehensive treatment of the theory and applications of functional differential equations. It begins with a discussion of the basic theory of functional differential equations, and then proceeds to a detailed treatment of the verification problem. The book is written for researchers and students in the field of functional differential equations.

The book is divided into two parts. The first part, *Verification of Functional Differential Equations*, contains chapters 1 through 5. The second part, *Applications of Functional Differential Equations*, contains chapters 6 through 10.

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References

1. J. J. Burda, *Journal of Economic Theory*, 1974, 10, 1-10.

Appendix A: Proof of Proposition 1 (continued)

Let $\mathbf{y}^*$ be the optimal solution to the problem (P). Then, by the optimality of $\mathbf{y}^*$, we have that $\mathbf{y}^*$ satisfies the first-order conditions (FOC) of the problem (P). In particular, the FOC for the choice of $\mathbf{y}^*$ are given by:

(A.1) $\nabla_{\mathbf{y}} L(\mathbf{y}^*, \lambda) = 0$, where $L(\mathbf{y}, \lambda) = \mathbf{y}^T \mathbf{A} \mathbf{y} - \lambda^T (\mathbf{y} - \mathbf{b})$ is the Lagrangian function.

Since $\mathbf{y}^*$ is the optimal solution, it must satisfy the FOC. In particular, the FOC for the choice of $\mathbf{y}^*$ are given by: $\nabla_{\mathbf{y}} L(\mathbf{y}^*, \lambda) = 0$. This implies that $\mathbf{y}^*$ must satisfy the following system of equations: $\mathbf{A} \mathbf{y}^* = \lambda$. Since $\mathbf{A}$ is a symmetric positive definite matrix, it is invertible. Therefore, we can multiply both sides of the equation by $\mathbf{A}^{-1}$ to obtain: $\mathbf{y}^* = \mathbf{A}^{-1} \lambda$. This implies that $\mathbf{y}^*$ is a linear function of λ . In particular, we can write $\mathbf{y}^*$ as: $\mathbf{y}^* = \mathbf{C} \lambda$, where $\mathbf{C} = \mathbf{A}^{-1}$ is a constant matrix. This completes the proof of Proposition 1.

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Appendix B: Proof of Proposition 2

Let $\mathbf{y}^*$ be the optimal solution to the problem (P). Then, by the optimality of $\mathbf{y}^*$, we have that $\mathbf{y}^*$ satisfies the first-order conditions (FOC) of the problem (P). In particular, the FOC for the choice of $\mathbf{y}^*$ are given by: $\nabla_{\mathbf{y}} L(\mathbf{y}^*, \lambda) = 0$. This implies that $\mathbf{y}^*$ must satisfy the following system of equations: $\mathbf{A} \mathbf{y}^* = \lambda$. Since $\mathbf{A}$ is a symmetric positive definite matrix, it is invertible. Therefore, we can multiply both sides of the equation by $\mathbf{A}^{-1}$ to obtain: $\mathbf{y}^* = \mathbf{A}^{-1} \lambda$. This implies that $\mathbf{y}^*$ is a linear function of λ . In particular, we can write $\mathbf{y}^*$ as: $\mathbf{y}^* = \mathbf{C} \lambda$, where $\mathbf{C} = \mathbf{A}^{-1}$ is a constant matrix. This completes the proof of Proposition 2.

Let $\mathbf{y}^*$ be the optimal solution to the problem (P). Then, by the optimality of $\mathbf{y}^*$, we have that $\mathbf{y}^*$ satisfies the first-order conditions (FOC) of the problem (P). In particular, the FOC for the choice of $\mathbf{y}^*$ are given by: $\nabla_{\mathbf{y}} L(\mathbf{y}^*, \lambda) = 0$. This implies that $\mathbf{y}^*$ must satisfy the following system of equations: $\mathbf{A} \mathbf{y}^* = \lambda$. Since $\mathbf{A}$ is a symmetric positive definite matrix, it is invertible. Therefore, we can multiply both sides of the equation by $\mathbf{A}^{-1}$ to obtain: $\mathbf{y}^* = \mathbf{A}^{-1} \lambda$. This implies that $\mathbf{y}^*$ is a linear function of λ . In particular, we can write $\mathbf{y}^*$ as: $\mathbf{y}^* = \mathbf{C} \lambda$, where $\mathbf{C} = \mathbf{A}^{-1}$ is a constant matrix. This completes the proof of Proposition 2.

Abstract

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11. *Journal of the American Medical Association*, 277, 1996, 1000-1001.

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Figure 1

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Mathematics (MATH) - 100

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Mathematics (MATH) - 100 is a course that covers the fundamentals of algebra, geometry, and trigonometry. It is designed for students who are preparing for careers in science, technology, engineering, and mathematics.

The course is divided into three main sections: algebra, geometry, and trigonometry. Each section covers a range of topics, including:

- Algebra: Linear equations, quadratic equations, and functions.
- Geometry: Area, perimeter, and volume of various shapes.
- Trigonometry: Sine, cosine, and tangent functions.

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Abstract

Abstract

It is important to note that the results of this study are based on a cross-sectional design, which limits the ability to establish causality. Future research should employ longitudinal designs to investigate the temporal relationships between the variables studied. Additionally, the study was conducted in a specific cultural context, and the findings may not be generalizable to other populations. Further research is needed to explore the cultural and contextual factors that may influence the relationships observed in this study.

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It is important to note that the above results are based on the assumption that the data are stationary. If the data are non-stationary, the results may be biased. Therefore, it is important to test for stationarity before using the above results.

1. Introduction 2. Methodology 3. Results 4. Discussion 5. Conclusion

The purpose of this study is to investigate the effects of the proposed method on the performance of the system. The results show that the proposed method significantly improves the performance of the system compared to the baseline method.

Method	Accuracy	Precision	Recall	F1 Score
Baseline	0.85	0.80	0.85	0.83
Proposed	0.92	0.88	0.90	0.89

The results of the experiment show that the proposed method significantly improves the performance of the system compared to the baseline method. The accuracy of the proposed method is 0.92, which is higher than the accuracy of the baseline method (0.85).

Method	Accuracy	Precision	Recall	F1 Score
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(10.4.4)

Exercise 10.4.4 (continued)

Use the following information to answer questions 10.4.4.1-10.4.4.4.

10.4.4.1. The following is a list of the first 10 terms of a sequence.

1, 1, 2, 3, 5, 8, 13, 21, 34, 55, ...
 Find the 11th term of the sequence.

10.4.4.2. The following is a list of the first 10 terms of a sequence.

1, 1, 2, 3, 5, 8, 13, 21, 34, 55, ...
 Find the 11th term of the sequence.

10.4.4.3. The following is a list of the first 10 terms of a sequence.

1, 1, 2, 3, 5, 8, 13, 21, 34, 55, ...

Find the 11th term of the sequence.

Find the 11th term of the sequence.

Find the 11th term of the sequence.

Find the 11th term of the sequence.

Find the 11th term of the sequence.

$$\begin{array}{r} 10.4.4.1 \\ 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, \dots \\ \text{Find the 11th term of the sequence.} \end{array}$$

$$\begin{array}{r} 10.4.4.2 \\ 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, \dots \\ \text{Find the 11th term of the sequence.} \end{array}$$

$$\begin{array}{r} 10.4.4.3 \\ 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, \dots \\ \text{Find the 11th term of the sequence.} \end{array}$$

10.4.4.4. The following is a list of the first 10 terms of a sequence.

1, 1, 2, 3, 5, 8, 13, 21, 34, 55, ...
 Find the 11th term of the sequence.

10.4.4.5. The following is a list of the first 10 terms of a sequence.

1, 1, 2, 3, 5, 8, 13, 21, 34, 55, ...

Find the 11th term of the sequence.

$$\begin{array}{r} 10.4.4.6 \\ 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, \dots \\ \text{Find the 11th term of the sequence.} \end{array}$$

$$\begin{array}{r} 10.4.4.7 \\ 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, \dots \\ \text{Find the 11th term of the sequence.} \end{array}$$

Unit 1: Introduction to the course

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100% (10/10) Correct

QUESTION 1: 100% (10/10) Correct

1. The following table shows the number of employees in each department of a company. The company has a total of 100 employees. The number of employees in each department is given in the table below.

2. The number of employees in each department is given in the table below.

3. The number of employees in each department is given in the table below.

4. The number of employees in each department is given in the table below.

5. The number of employees in each department is given in the table below.

6. The number of employees in each department is given in the table below.

Department	Number of Employees
Marketing	15
Sales	20
Finance	10
Operations	30
Human Resources	15
IT	10

Department	Number of Employees
Marketing	15
Sales	20
Finance	10
Operations	30
Human Resources	15
IT	10

Department	Number of Employees
Marketing	15
Sales	20
Finance	10
Operations	30
Human Resources	15
IT	10

Department	Number of Employees
Marketing	15
Sales	20
Finance	10
Operations	30
Human Resources	15
IT	10

7. The number of employees in each department is given in the table below.

8. The number of employees in each department is given in the table below.

9. The number of employees in each department is given in the table below.

10. The number of employees in each department is given in the table below.

11. The number of employees in each department is given in the table below.

Department	Number of Employees
Marketing	15
Sales	20
Finance	10
Operations	30
Human Resources	15
IT	10

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Abstract: In this paper, we consider the problem of finding a minimum cost path in a directed graph with non-negative edge weights. We propose a new algorithm, called the *Label-Correcting Algorithm*, which is a variant of the *Label-Correcting Algorithm* proposed by Bellman and Ford. The algorithm is based on the idea of maintaining a set of labels for each vertex, which represent the minimum cost path from the source to that vertex. The algorithm is simple and efficient, and it can be implemented in a distributed manner. We prove that the algorithm terminates and returns the minimum cost path. We also provide an experimental evaluation of the algorithm, showing that it is faster than the standard Bellman-Ford algorithm.

The following information is provided for the purpose of providing a general overview of the information contained in the document. It is not intended to be a substitute for the full text of the document.

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Figure 1 shows the results of the regression analysis. The dependent variable is the number of days of absence from work due to illness. The independent variables are age, gender, education, income, and health status. The results show that age, gender, and education have a significant effect on the number of days of absence from work due to illness. Income and health status also have a significant effect, but the effect is smaller. The results suggest that older workers, women, and those with higher education have more days of absence from work due to illness. Higher income and better health status are associated with fewer days of absence from work due to illness.

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QUESTION 1

(Maximum marks: 20)

(Total time for this question: 20 min)

1. A function f is defined on the interval $[0, 1]$ by

$$f(x) = \begin{cases} x^2 \sin\left(\frac{1}{x}\right) & \text{if } x \neq 0 \\ 0 & \text{if } x = 0 \end{cases}$$

Use the definition of the limit to show that $\lim_{x \rightarrow 0} f(x) = 0$.

Solution:

Let $\epsilon > 0$ be given. We need to find $\delta > 0$ such that

if $0 < |x - 0| < \delta$, then $|f(x) - 0| < \epsilon$.
 Now, $|f(x) - 0| = |x^2 \sin\left(\frac{1}{x}\right)| = x^2 \left|\sin\left(\frac{1}{x}\right)\right|$.
 Since $|\sin\left(\frac{1}{x}\right)| \leq 1$, we have $|f(x) - 0| \leq x^2$.
 We want $x^2 < \epsilon$, which is equivalent to $|x| < \sqrt{\epsilon}$.
 So, if $0 < |x| < \sqrt{\epsilon}$, then $|f(x) - 0| < \epsilon$.
 Therefore, we can choose $\delta = \sqrt{\epsilon}$.



2. (10 marks)

Let f be a function defined on the interval $[0, 1]$ by

2020年11月 中国注册会计师全国统一考试 税法(税法二)

考试时间：180分钟

一、单项选择题(每小题1分，共10分)
 1. 下列各项中，不属于消费税征税范围的是()。
 A. 高档化妆品 B. 实木地板 C. 高档手表 D. 高档西服

2. 下列各项中，不属于消费税征税范围的是()。
 A. 高档化妆品 B. 实木地板 C. 高档手表 D. 高档西服

二、多项选择题(每小题2分，共10分)

3. 下列各项中，属于消费税征税范围的有()。

A. 高档化妆品
 B. 实木地板
 C. 高档手表
 D. 高档西服

E. 高档西服
 F. 高档西服

4. 下列各项中，属于消费税征税范围的有()。

A. 高档化妆品
 B. 实木地板
 C. 高档手表
 D. 高档西服

E. 高档西服
 F. 高档西服

三、简答题(每小题10分，共20分)

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OF GREAT BRITAIN AND IRELAND

1911

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THE JOURNAL OF THE ROYAL ANTHROPOLOGICAL INSTITUTE OF GREAT BRITAIN AND IRELAND, VOL. XLI, PART II, 1911. PAGES v-viii.