

42. Hun teola hobe . . . . when arrived

43. Haiy vo? <sup>can</sup> oy hunkren - Cep; can vo? ~~can~~

44. Cep: lives in Hteblum - plays little guitar, though not prof.

Ekum Oy ka treints - born soon after.

taxel to  
Kobinkon

offers:	mavue = 25
	lupa = 20
	xunka = 15
	antel = 12

45. Mazuk ka mupun - yes no? or yite sbait  
oy ka yol = loxa

46. Vone ka - intun, oy 30, years ago  
Santo Rominto bautital ~~to~~ vo' labundo habit.

Alperes San Jose - oy ka labund

Rehival pimero - hum habit to

[Will you sewe: (mazyuk ka, cebat k. tokine)]

20. tay iak'an hcan t'ahnet  
ta st'ol ta ~~hute~~ hucnet li yakuil sakramento.

21. Ta vo'lanob hhabil hna? xa hsa? ~~hute~~  
ihsa? xx hututur li vob.

22. Ta e'atal = hman mas muk' teitava, st'aweto xa  
I hman xa huf. <sup>anpa</sup> (rootok... 1.50 mas <sup>branta</sup> vo'ou  
oxib roston <sup>st'olul bura</sup>  
oxa ta cavinitz habil =

could buy all: oxib pexu = 3 1/2 for all.

23. ~~Wen~~ Mas ep hualomotic k'atal mas toremot.  
Ta bra mas hutuk xa. Mu xa st'ax scmit.

24: Ta st'au spas baik ta ~~havin~~ <sup>haxelun</sup> havo. (That's why  
now there are no musicians.) (read sun

Li vo'ote mu s'ua? li vule — yu?un  
vob, ha? no'ox hna.

Li ene? mu st'au xiyote takcan un —  
ta bra mahno? se'el el un.

ta xtahin s'ax  
li qatue...

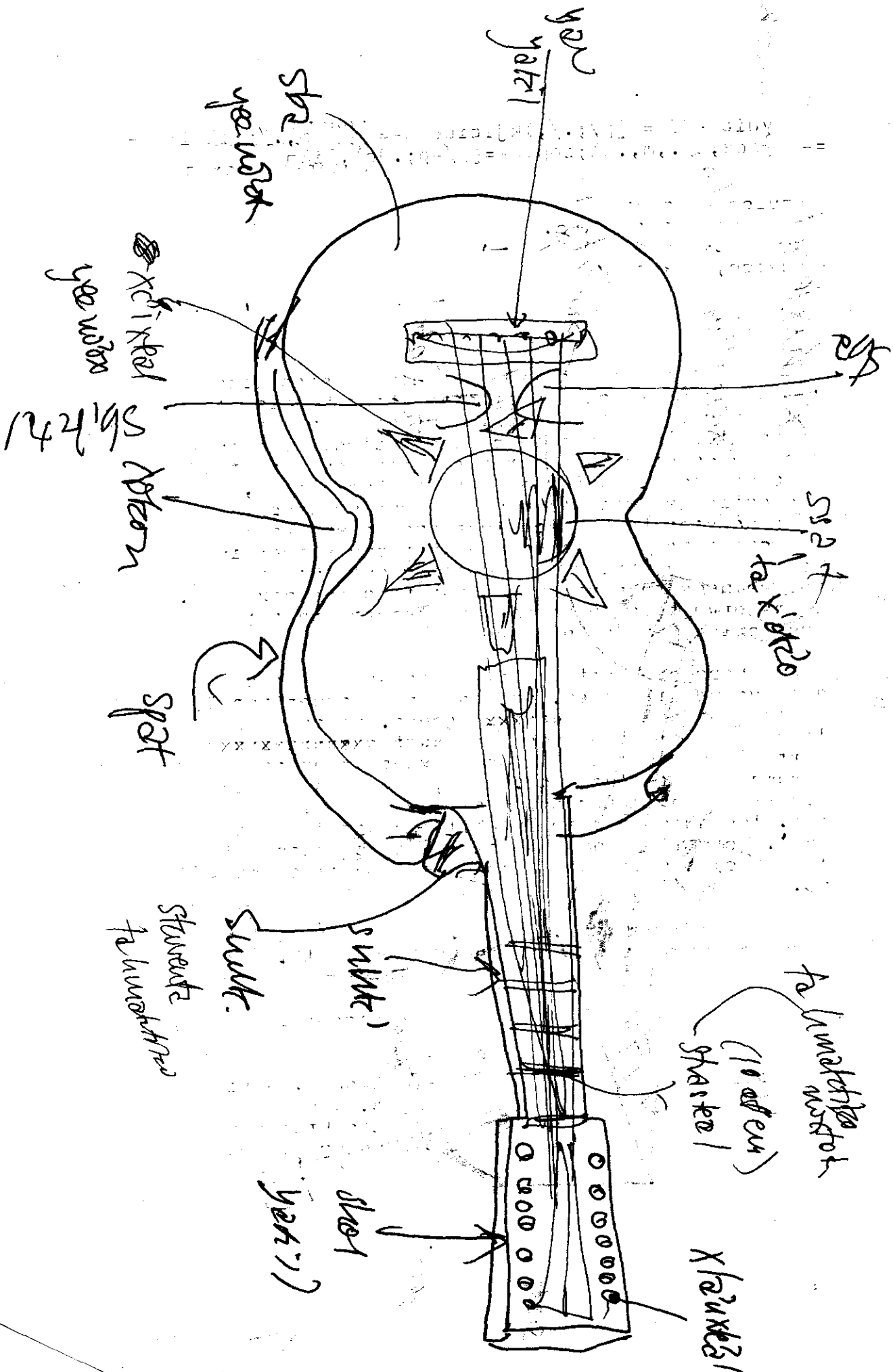
st'au ci'ableh; hpas colat.

25. C'abal ep scobe li hote: Mezon li hote.  
~~Tax~~ Toyol x'uc' yox.

26. Vo'ne xa 'iscan (fatten) Oy to vo'ob hhabil  
k'atal ican.

27. Kusn ispal li ene? e'atal ican li atote.  
Ta xok'

solid manner



The man undoubtedly plays all the time for these reasons.

It's a rare to rebel, have 7 ones

It's clear from the son's words  
comes at it in the first (when he first)

But Zante. (Man's in the way -  
and that's, at least, now)

Pat's Muz  
XIV X way.

(They know all the people who have served in the job)

Man's former letters (80)  
35 errors

Talk about errors who died

great letter of the world

11 more

was for the husband, as of course was very

curiously poor state of affairs, was very

Talk about how old and what he gets ...

Handwritten notes and diagrams at the top of the page, including a large arrow pointing right and various illegible scribbles and text fragments.

2007 - 2008  
At the end of the year, the  
company had a profit of \$100,000.  
The company had a turnover of \$1,000,000.  
The company had a gross profit of \$500,000.

Profit for the year is \$100,000.  
The company had a turnover of \$1,000,000.  
The company had a gross profit of \$500,000.  
The company had a net profit of \$100,000.  
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The company had a net profit of \$100,000.  
The company had a net profit of \$100,000.

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1. The Commission - (1951)

2. The Commission - (1952)

3. The Commission - (1953)

4. The Commission - (1954)

5. The Commission - (1955)

6. The Commission - (1956)

7. The Commission - (1957)

8. The Commission - (1958)

9. The Commission - (1959)

10. The Commission - (1960)

11. The Commission - (1961)

12. The Commission - (1962)

13. The Commission - (1963)

14. The Commission - (1964)

15. The Commission - (1965)

16. The Commission - (1966)

17. The Commission - (1967)

18. The Commission - (1968)

19. The Commission - (1969)

20. The Commission - (1970)

1. The Commission - (1951)

2. The Commission - (1952)

3. The Commission - (1953)

4. The Commission - (1954)

5. The Commission - (1955)

6. The Commission - (1956)

7. The Commission - (1957)

8. The Commission - (1958)

9. The Commission - (1959)

10. The Commission - (1960)

11. The Commission - (1961)

12. The Commission - (1962)

13. The Commission - (1963)

14. The Commission - (1964)

15. The Commission - (1965)

16. The Commission - (1966)

17. The Commission - (1967)

18. The Commission - (1968)

19. The Commission - (1969)

20. The Commission - (1970)

21. The Commission - (1971)

22. The Commission - (1972)

23. The Commission - (1973)

24. The Commission - (1974)

25. The Commission - (1975)

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8. te'atet lalatun ta alperes. San Jose...  
Oy tarumpol — te'atet citote'e...

Te'atin San Pedro Marti...  
te'u orobot xate'opon — hum xa ox? u stau cilote'  
te'el hti'opon amavero.  
te Nachin' ahsa' amavero, buc'a leti' xteok'itoni  
kurxul — ((Martomo Sacramento Parie))  
Xun... (80 years.)

- #:
- Mi liote Xun
  - lione
  - Mi gu' cioc'at xate'opon
  - Kusi canal
  - Cahul'at
  - Ocan tal (tioc ta yut na  
Ihlo'as ito hime'te trayo  
Perau pur)
  - Litoh'opon - h'utut'. te'atin  
k'amum'ave', hc'am'ati  
Ca'inhon li'amae, Ci'ote' ta te'abte, cilote' xa
  - Muh'as' mi xu'
  - Abul'ahan, votulute.
  - Teyute, e (i's'am li'ci' hime'te.)
- (Ihsa' h'ute ti' tarumpole...)

9. te'atet behit'olat — ist rehurol gets <sup>hc'am' tarumpol</sup>  
~~and te~~ s'can'ol gets ama.  
 s'can'ol — muti' tarumpol  
 s'can'ol — telax tarumpol

ba'yi hsa' te'el muti' ci'oc te' te'abtele.  
 te te'oxel xa'oc ta rehurol.

(When motetite go out? h'atet x'ote' - <sup>set</sup> one for full year at (ceyo))

~~18~~ Eña trues, etel habi, stan habi.

= Hababawetite

Mohetite: Chamulas

MorTommy, haitulal.

Marian Tommas Mekeo

Mol Yun Lopez

Marian Martines

Cep Zante

Petul Tommyox

Marian Lagarto



Nov.

Sing  
for  
Res.

feleuh yu'um fela Rosario mas xa kuu, mas xa yacol.  
votzon — he mox, he'opo xa klevuh

mas xa katal kutuk  
transformed

Why so long those: mas sna' sthel strotol li sone,  
son alpene — nu sna'?

te stoy stak — kilitutave — nu sna'  
be disobedient, push

stoy sba  
mol wababaw

Mol  
Marian  
hababaw

te'uhetite: qd covinit habil

ic'ate sba li hox. Mu st'ou scipin li mol.

oy xa ec'sna, sman yosit.  
mel'ahbil

Handwritten text at the top of the page, possibly a title or introductory paragraph.

Second section of handwritten text, appearing as a paragraph or list of points.

Third section of handwritten text, continuing the narrative or list.

Fourth section of handwritten text, showing further development of the content.

Fifth and final section of handwritten text at the bottom of the page.

The first part of the document discusses the importance of maintaining accurate records. It emphasizes that proper record-keeping is essential for ensuring the integrity and reliability of the data collected. This section also outlines the various methods used to collect and analyze the data, highlighting the challenges faced during the process.

In the second part, the focus shifts to the results of the study. The data shows a clear trend in the behavior of the system under investigation, which is consistent with the theoretical predictions. The analysis reveals that the system's performance is significantly affected by the parameters studied, and these effects can be modeled using the proposed framework.

The third part of the document provides a detailed discussion of the experimental setup and the conditions under which the data was collected. It describes the equipment used, the calibration procedures, and the steps taken to minimize measurement errors. This section is crucial for understanding the context of the results and for replicating the study.

Finally, the document concludes with a summary of the findings and their implications. The results demonstrate the effectiveness of the proposed method in capturing the underlying dynamics of the system. The authors suggest that these findings could be applied to other similar systems, providing a valuable tool for researchers in the field.

# Notes on music — or vob — in Z & C

## Flute & Drum Music

- the music {
1. What are the pieces
  2. When are they played → FD calendar
  3. What are the instruments: construction, value, ownership, rank, standards, style & technique
- the musician {
4. Who plays, who knows how to play? Learning and practicing — and why.
  5. Who hires, who directs these musicians — ~~musician~~
- the assignment {
6. Description of given FD ritual for: feeling, function, standards
  7. Old stories ~~where from~~.

## Random Notes on Z music

1. VG combination as requiring special musicians (?)
2. Songs for this grouping (not everyone can play)
3. Instrument buying

## Word Description — Notes on a semantic hypothesis

1. Musical perception, sound description
  - a) Dimensions in description: speed, pitch, strength, equalness (playing & singing)
  - b) Relativity of concepts (at an early ordering stage) despite more or less absolute reality
  - c) Reactions to music: sound quality words <sup>in music</sup> vs. sound words of other kinds (largely concrete.)
2. Ability rankings of musicians; are they related to performances?
3. Ranking of instruments (and why these groups?)