1 The north was particularly thinly settled and the east densely populated, but even in counties like Warwickshire where there were substantial populations, some woodland areas were sparsely peopled. There was already relatively dense settlement in the prime arable areas of the country like Norfolk, Suffolk and Leicestershire. Modern estimates of England's total population, extrapolated from Domesday patterns, vary between 1 and 3 million.

(Asa Briggs, (1983). A social history of England, p. 58)

2 The electrons can be thought of as occupying a series of well-defined shells. The behaviour of a particular element depends largely on the number of electrons in its outermost shells. Other factors, such as the total number of electron shells, also play a part in determining behaviour but it is the dominance of the outer electron configuration that underlies the periodic law and justifies the grouping of the elements into groups or families.

(The sciences: Michael Beazley Encyclopaedias (1980), p. 118)

3 In 1851 their average size was 4.7, roughly the same as it had been in the seventeenth century, but the 1½ million couples who married during the 1860s, which the historian G. M. Young described as the best decade in English history to have been brought up in, raised the figure to 6.2. Only one out of eight families had one or two children, while one in six had ten or more, so that the counsel 'little children should be seen and not heard' was prudent rather than simply authoritarian advice.

(Asa Briggs, (1983). A social history of England, p. 244)

4 The spoken word (whether conversation or oratory or the coy mixture of the two which is now familiar to us on television) is a very different thing from the written word. What is effective or allowable or desirable in the one may be quite the reverse in the other, and the extempore speaker cannot correct himself by revision as the writer can and should. It is therefore not fair to take a report of a speech or of an oral statement and criticise it as if it were a piece of considered writing.

(Ernest Gowers, (1973) The complete plain words, p. 26)

- 5 Budgets have been drastically cut throughout the country affecting every type of education. Enrolments are dropping rapidly, because the children of the post-World War II "baby boom" have now completed their schooling, and we are feeling the full effect of the falling birth rate. So there are fewer opportunities for new teachers, and the average age of teachers is increasing.
- 6 The greater the amount of common interests, the less need there is for law-and-order specialists. Among band-level cultures law and order stem directly from the relations between people and the natural habitat from which subsistence is derived. All adults usually have open access to this habitat: the rivers, lakes, beaches, oceans; all the plants and animals; the soil and the subsoil. In so far as these are basic to the extraction of life-sustaining energy and materials they are communal "property."

(Marvin Harris, (1975), Culture, people nature, p. 356)

7 In many countries today Americans are cordially disliked; in others merely tolerated. The reasons for this sad state of affairs are many and varied, and some of them are beyond the control of anything this country might do to try to correct them. But harsh as it may seem to the ordinary citizen, filled as he is with good intentions and natural generosity, much of the foreigners' animosity has been generated by the way Americans behave.

(Edward Hall, (1973), The silent language, p. xiii)

8 It deals in particular with Homo sapiens, the biological species to which we human beings belong. It is the study of how our species evolved from more primitive organisms; it is also the study of how our species developed a mode of communication known as language and a mode of social life known as culture. It is the study of how culture evolved and diversified. And finally, it is the study of how culture, people, and nature interact wherever human beings are found.

(Marvin Harris, (1975), Culture, People Nature, p. 1)