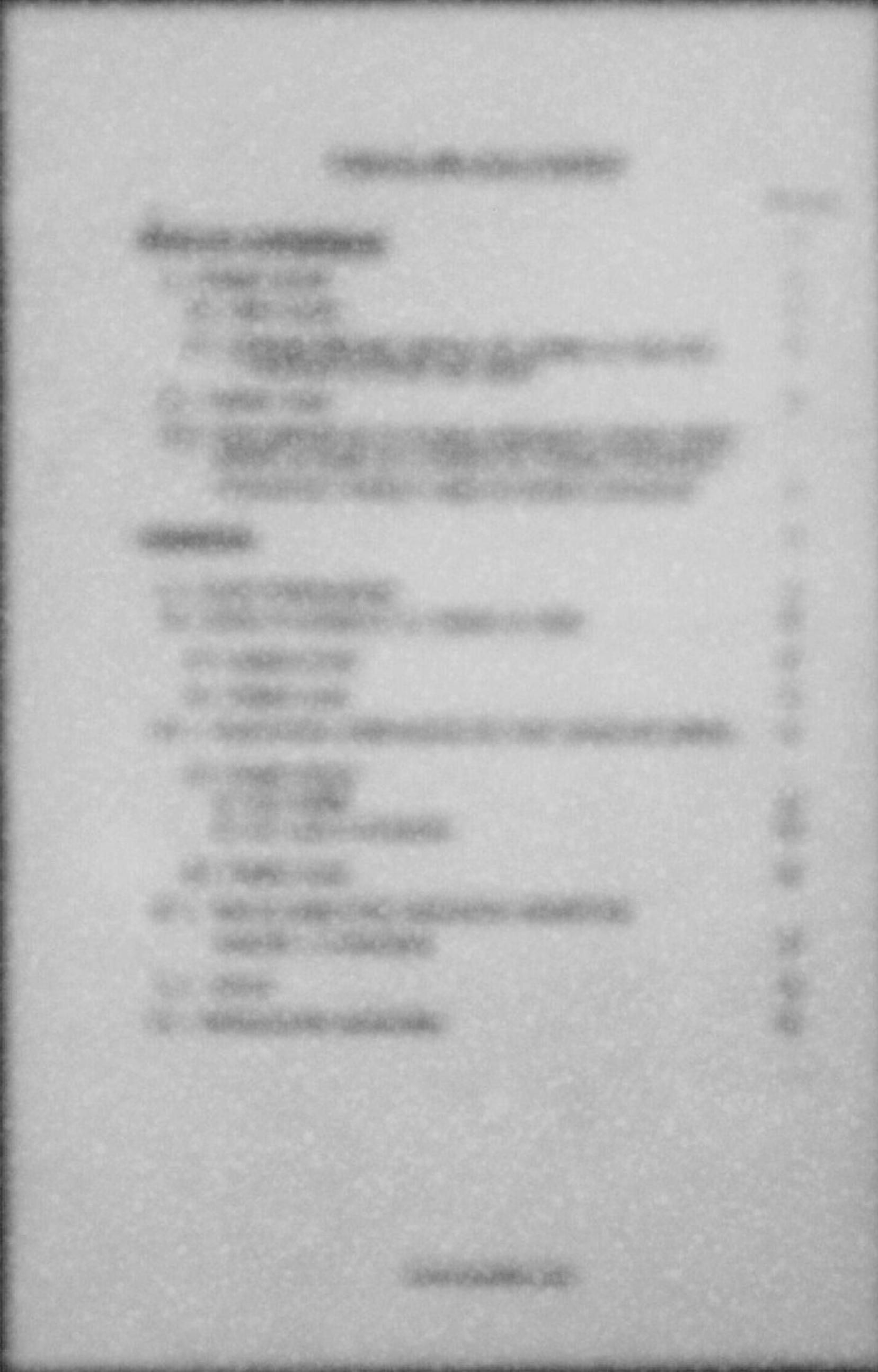


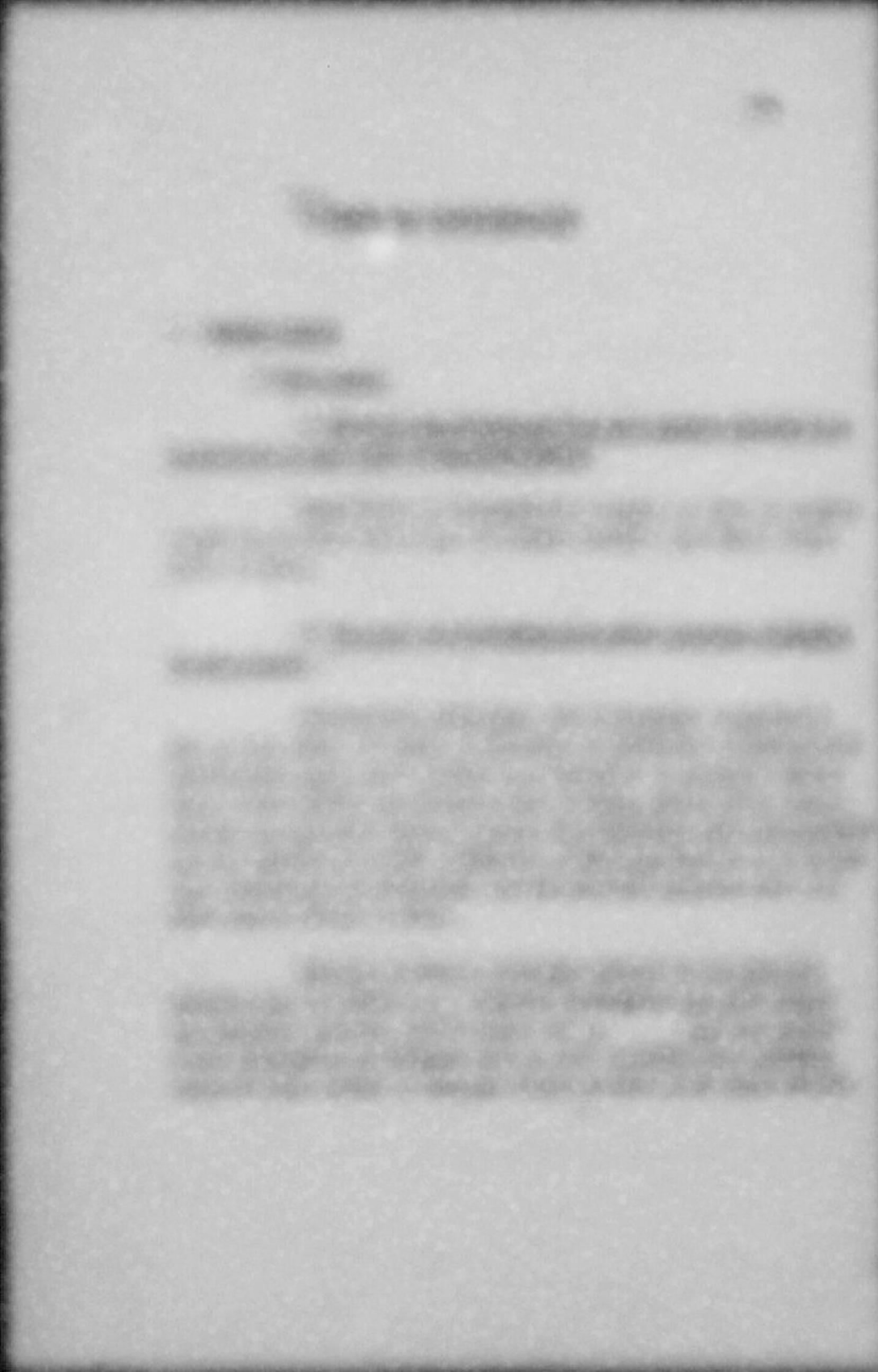
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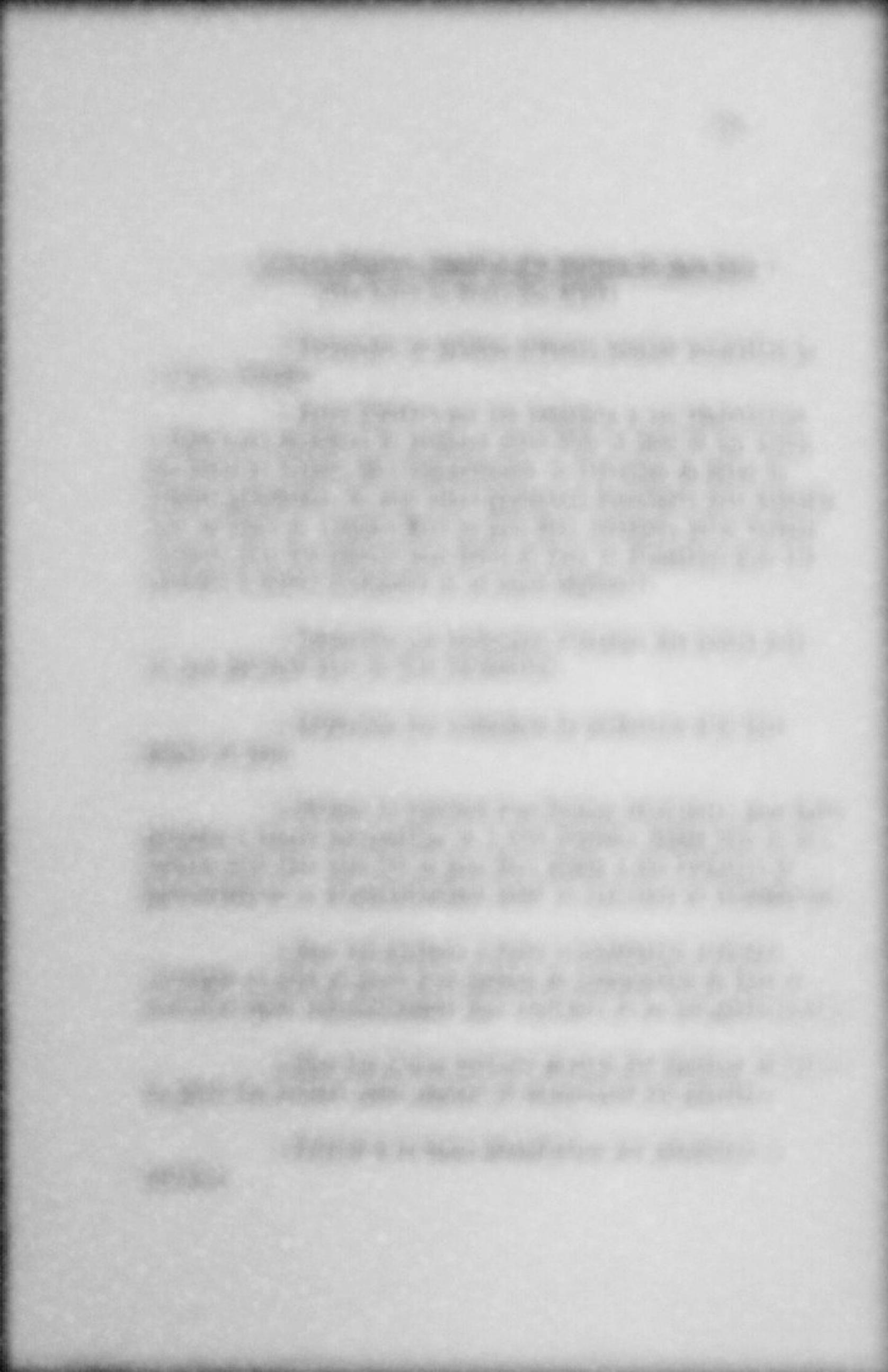
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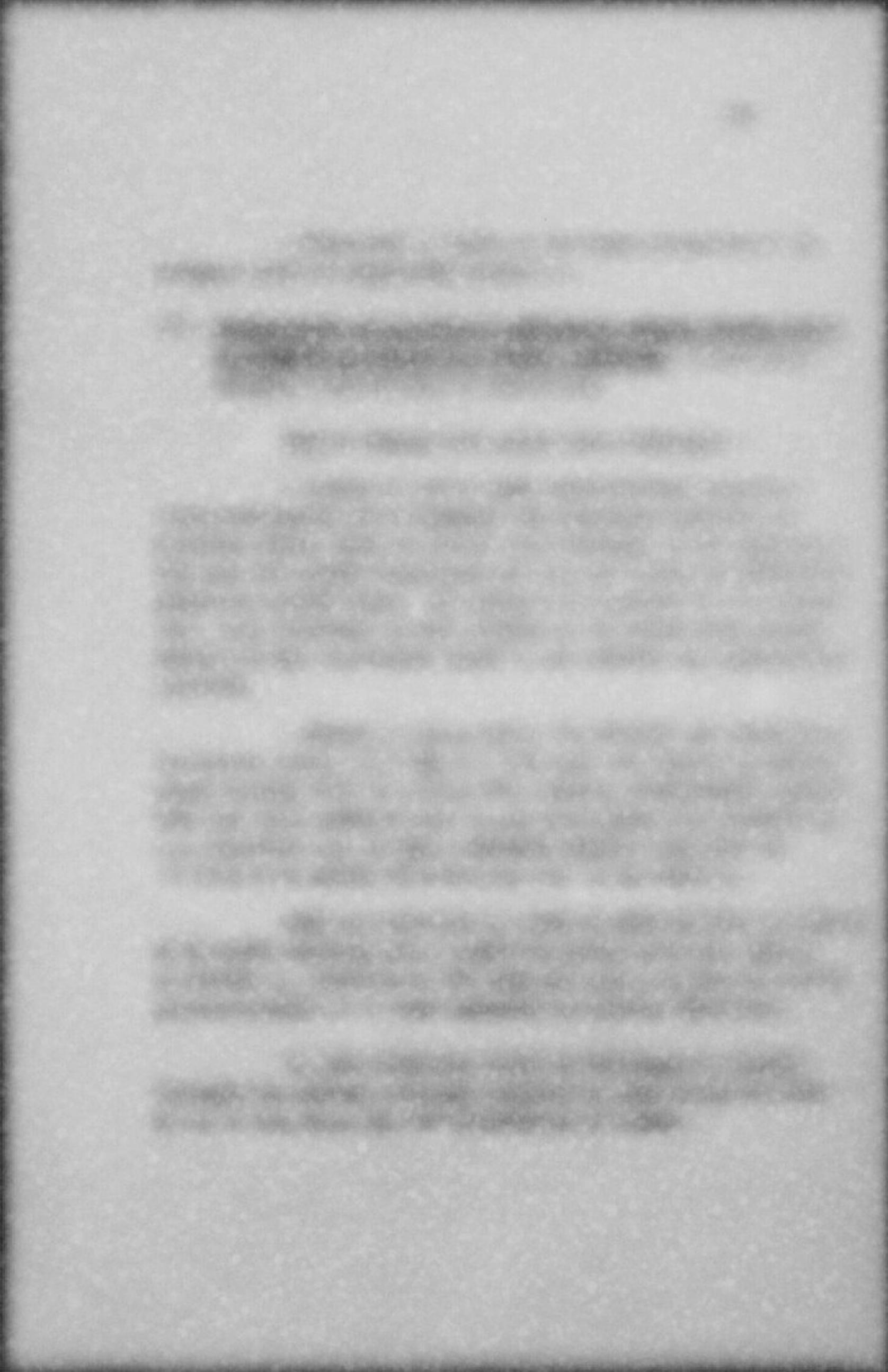
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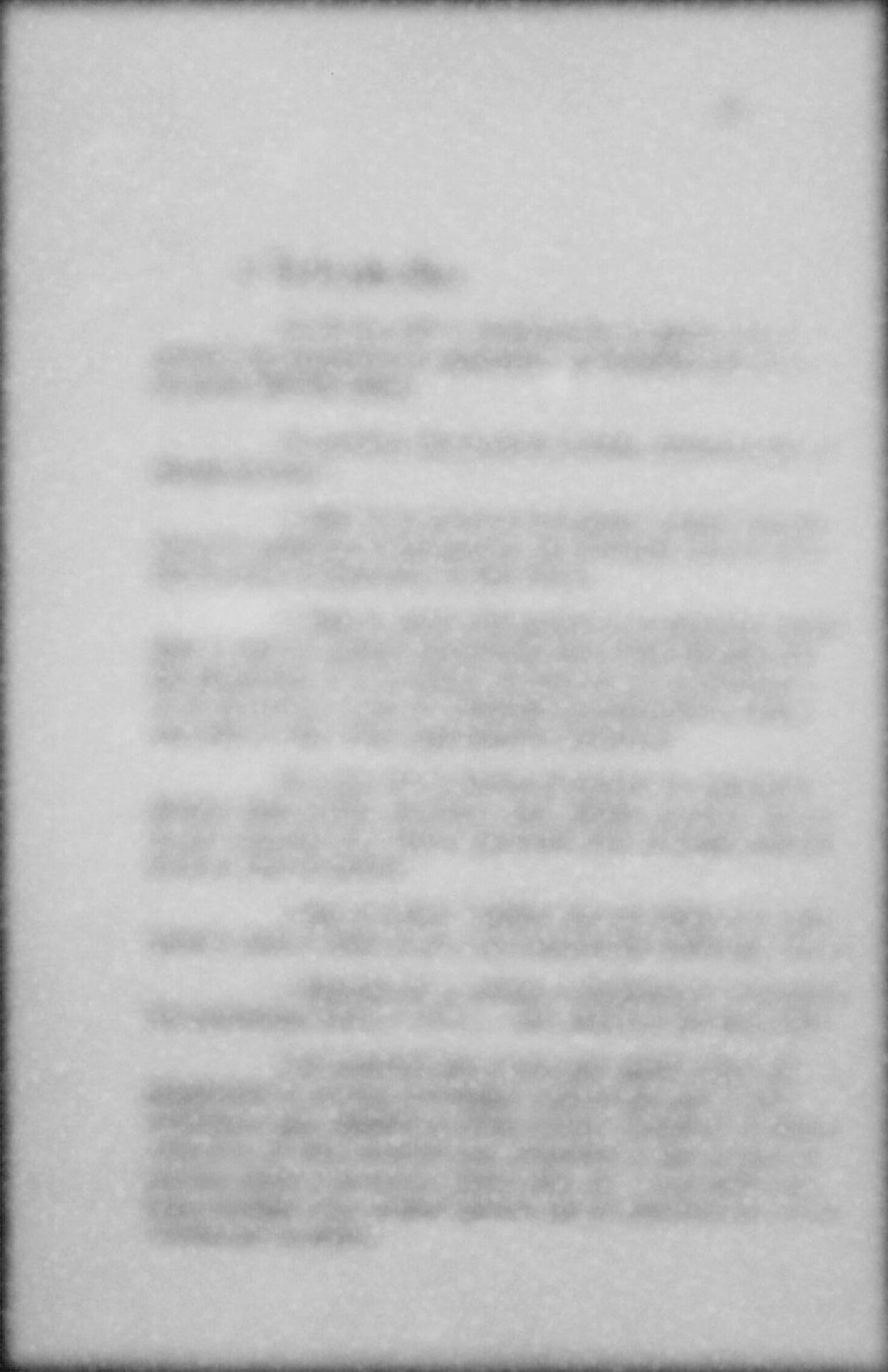


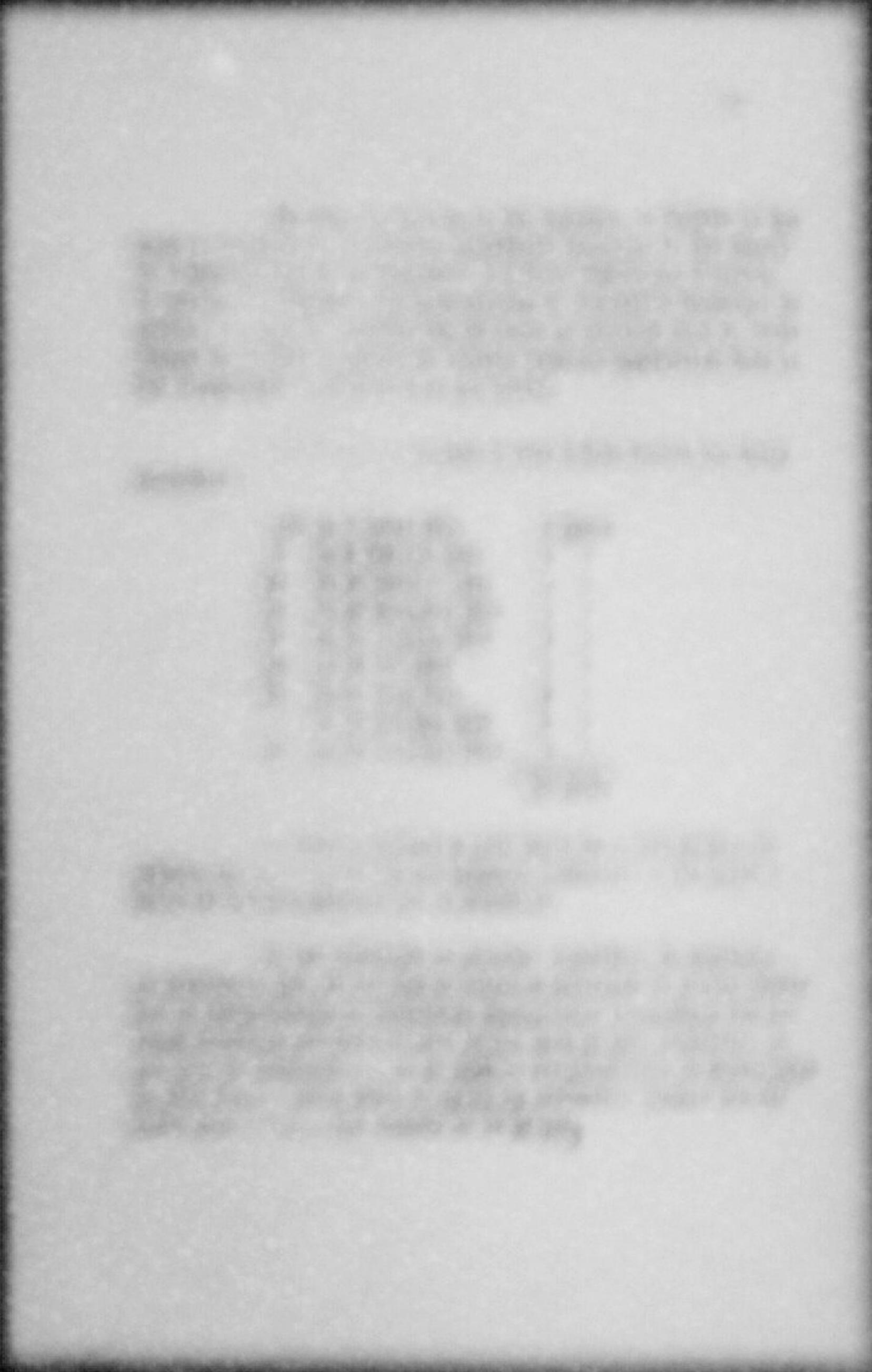












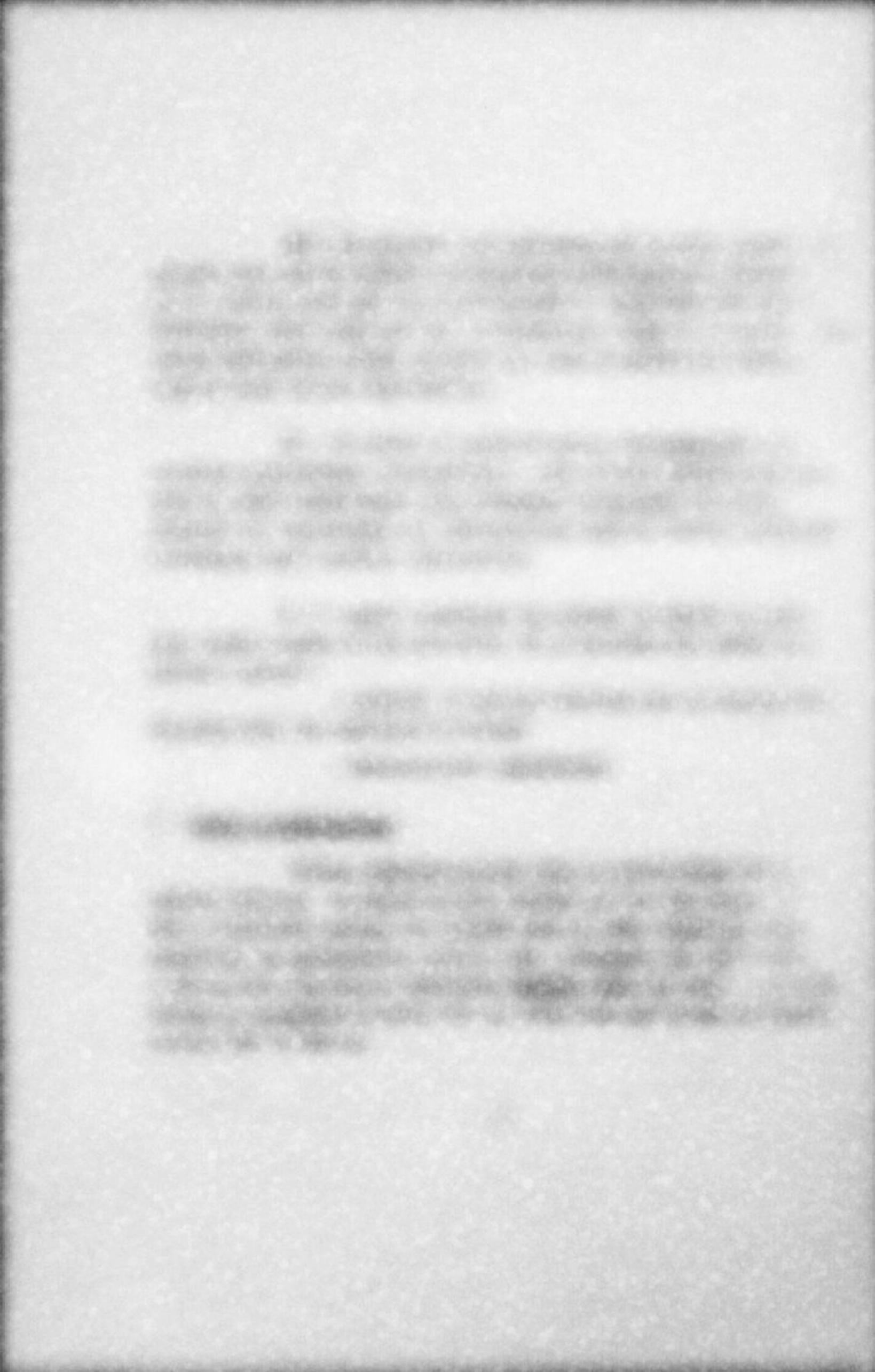
Finally, it must be admitted that the present study is not representative of the entire population of the United States. The sample is limited to those who are able to respond to telephone surveys, and many factors influence such low and variable rates of participation. Thus, there are likely to be significant differences between the sample and the total population. In addition, the sample is limited to those who are willing to participate.

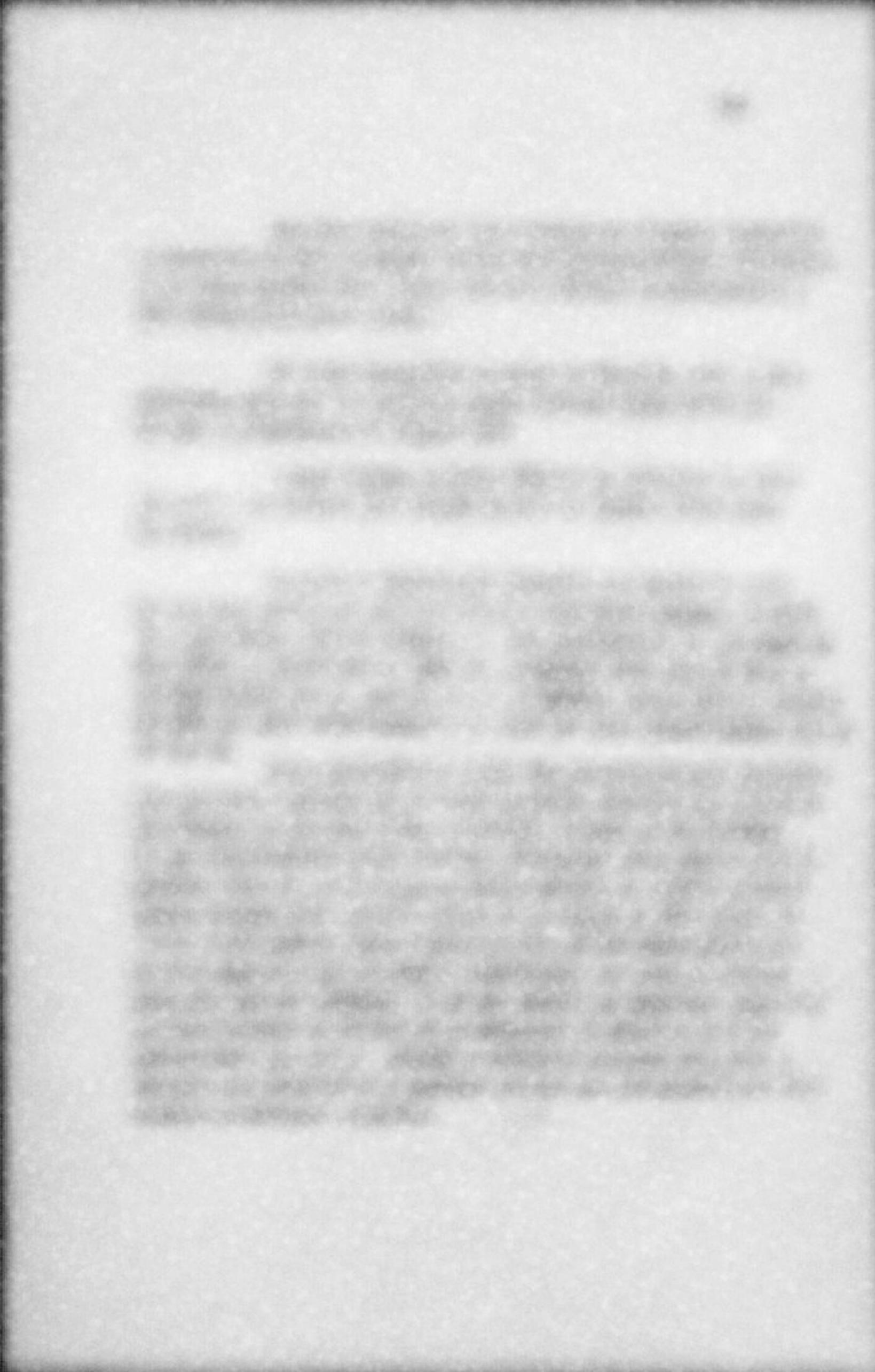
However, the information gathered from this study may be more representative than the national survey data, because households with children under age 18 were interviewed and the responses reflect the attitudes of parents rather than the attitudes of all adults in the household.

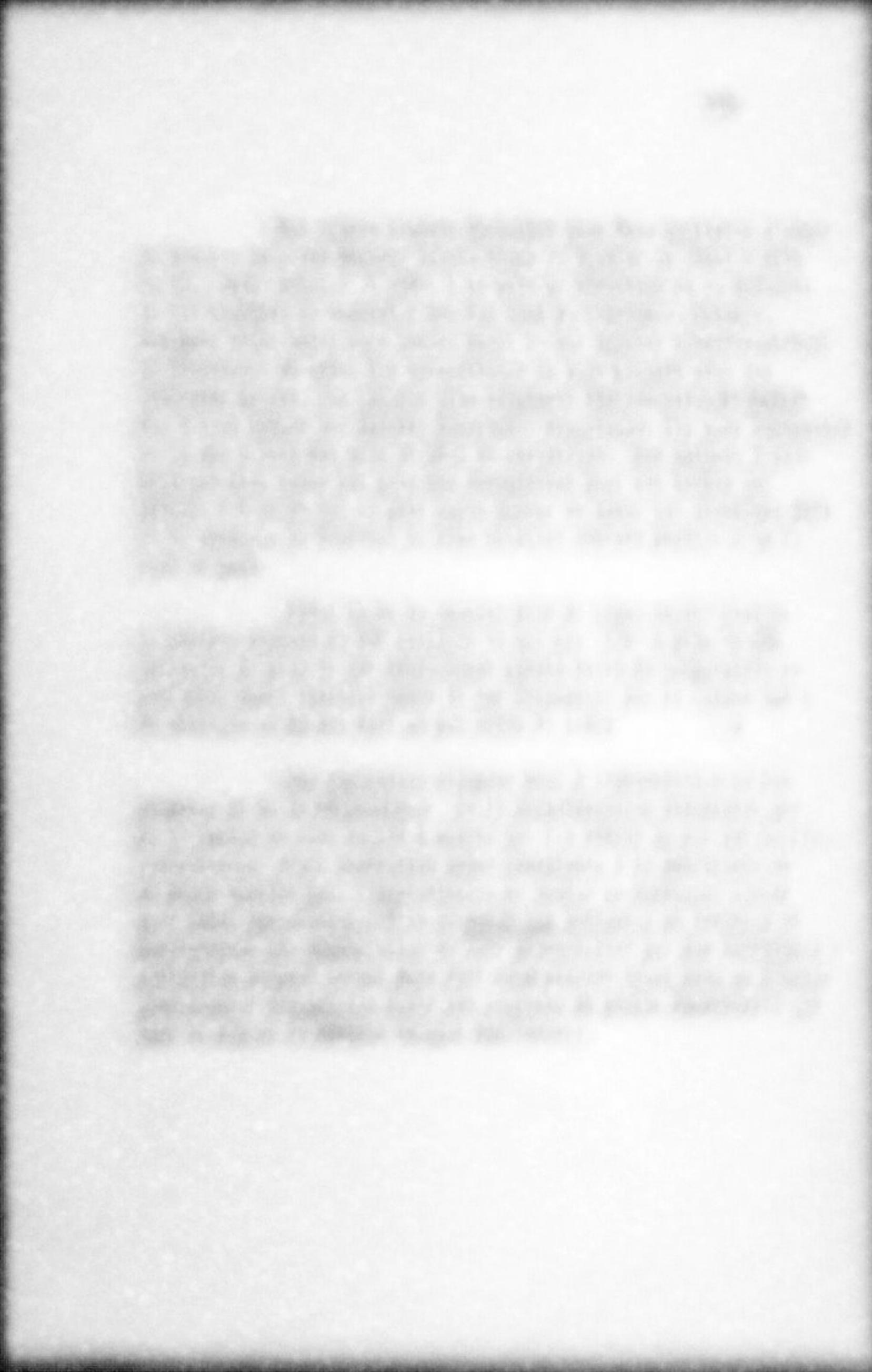
In 1989 the same survey was repeated among a different group of households, which included families with

children under age 18. The results of this second survey indicate that the proportion of households with children under age 18 that had been exposed to television violence increased from 1988 to 1989.

The increase in the proportion of households with children under age 18 that had been exposed to television violence is consistent with the findings of previous studies. These findings suggest that television violence has become more prevalent over time.







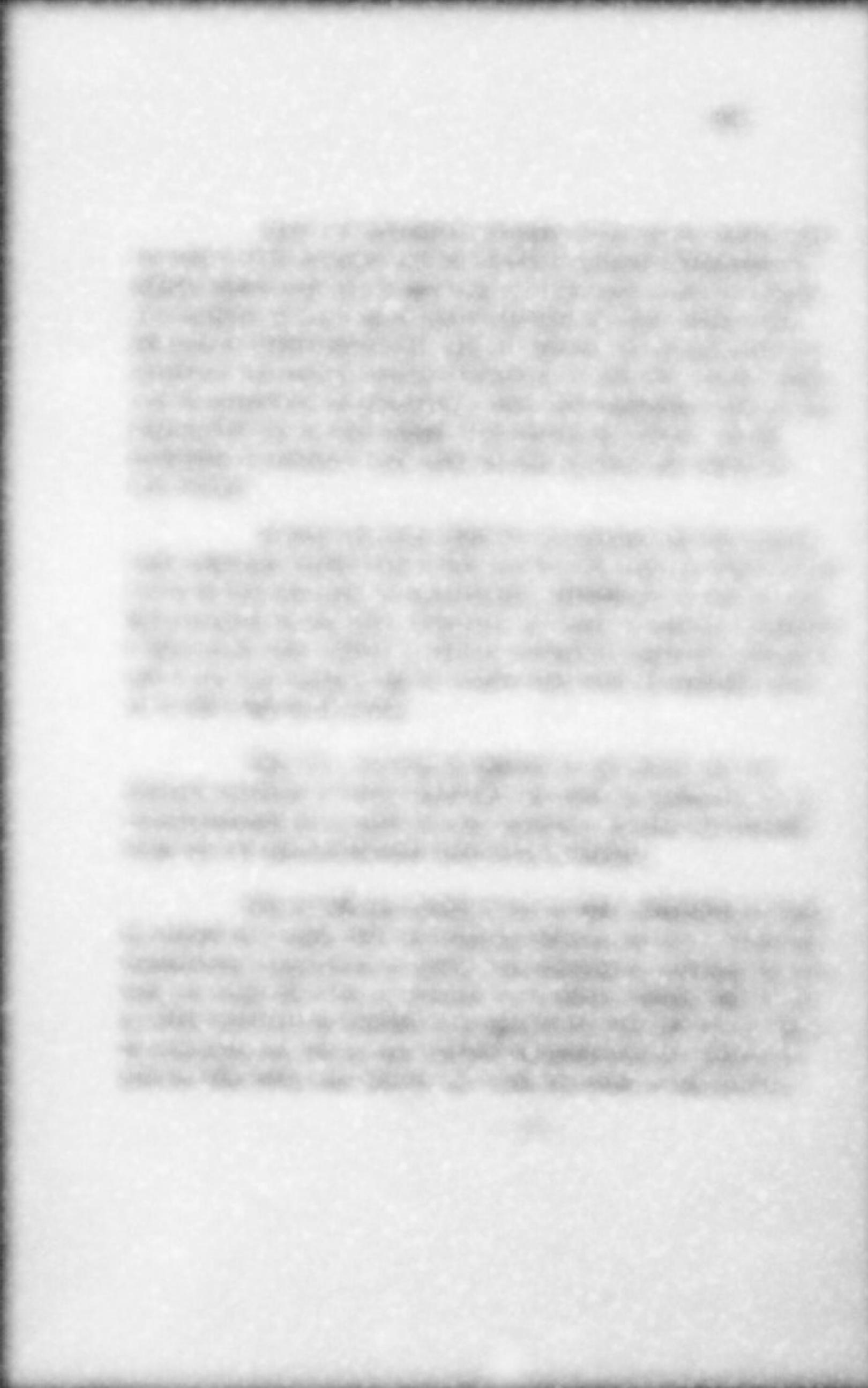
de grootste voorbeelden van de mogelijkheden om een goede en effectieve evaluatie te leveren zijn de resultaten van de studies waarin verschillende vormen van evaluatie in combinatie met andere methoden worden toegepast (Gosselaar, 2002).

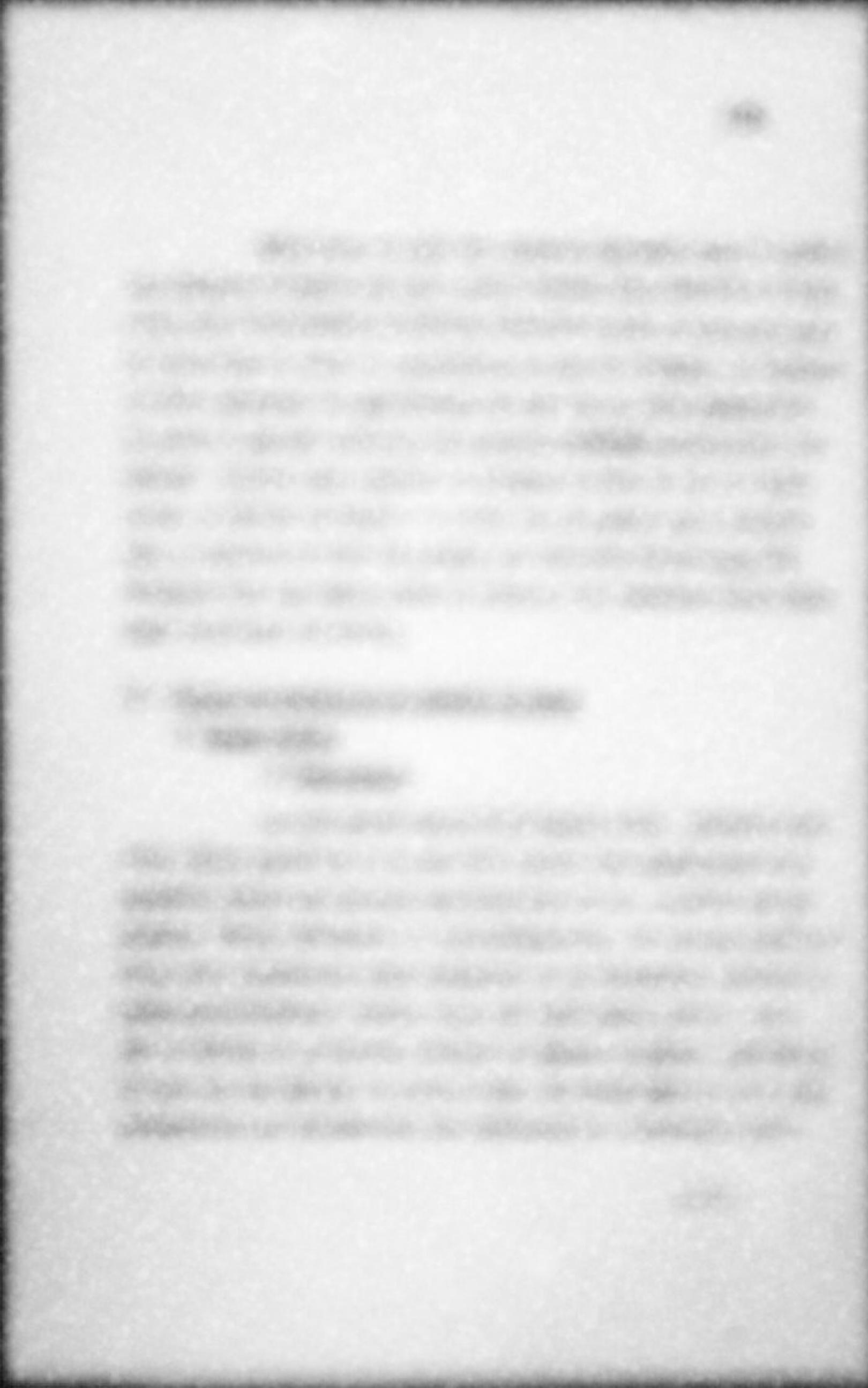
Deze voorbeelden wijzen op de mogelijkheid om verschillende vormen van evaluatie te combineren om zo de juiste informatie te verkrijgen over de leerling. De belangrijkste voorbeelden zijn de resultaten van de studie van de mogelijkheden om verschillende vormen van evaluatie te combineren.

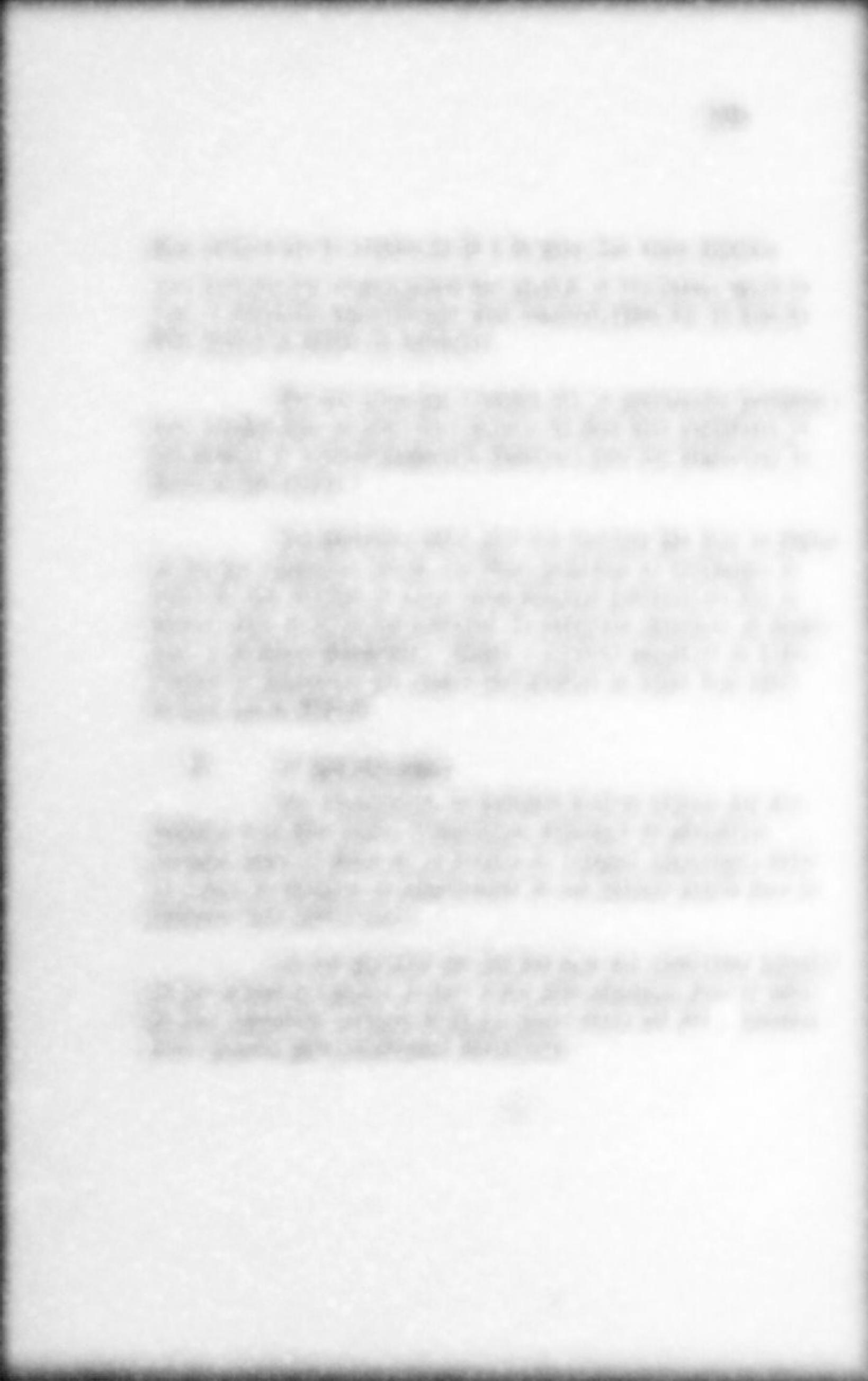
Deze studie omschrijft een voorbeeld van verschillende mogelijkheden om verschillende vormen van evaluatie te combineren. De studie omschrijft verschillende mogelijkheden om verschillende vormen van evaluatie te combineren. De studie omschrijft verschillende mogelijkheden om verschillende vormen van evaluatie te combineren.

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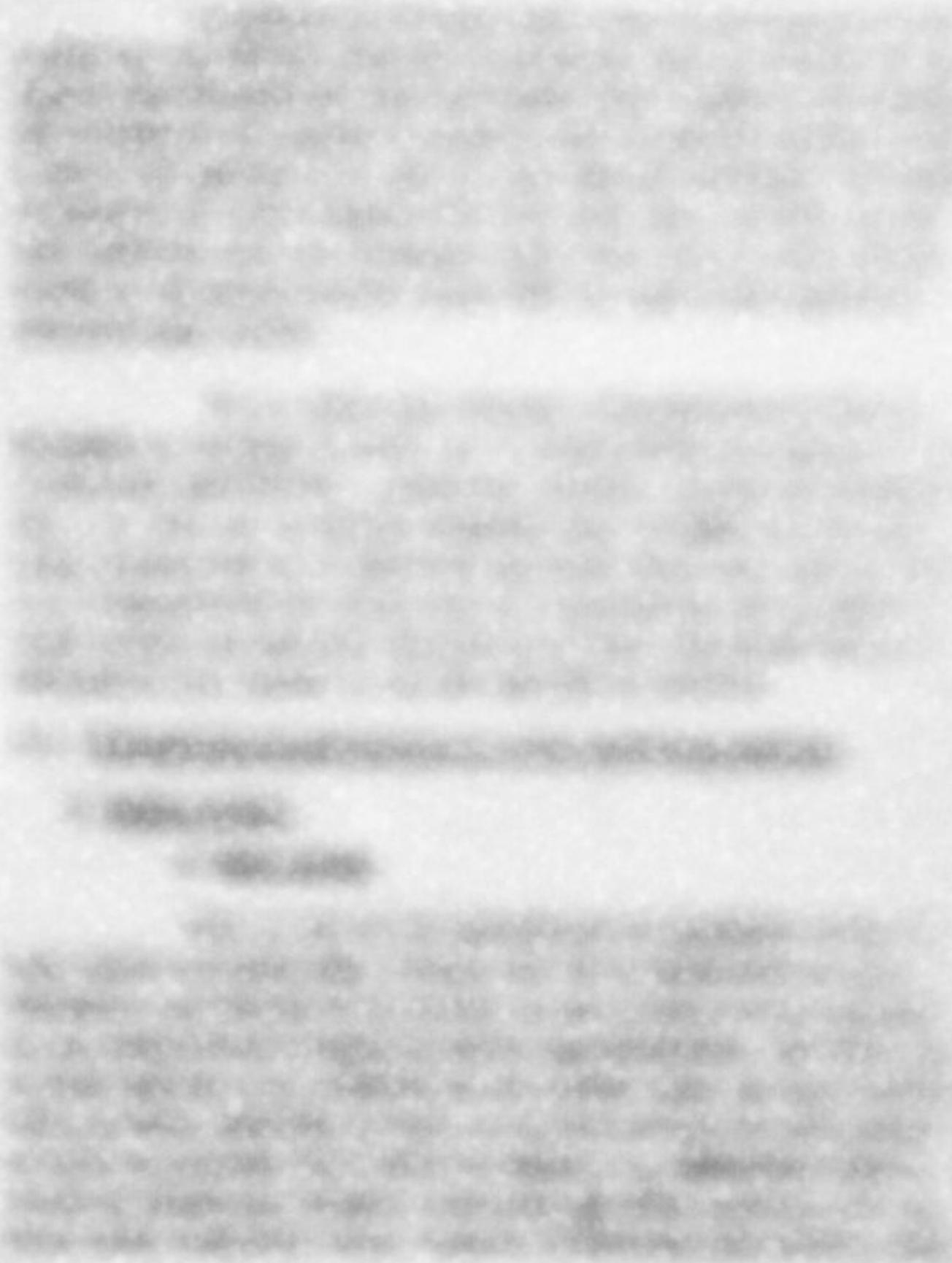


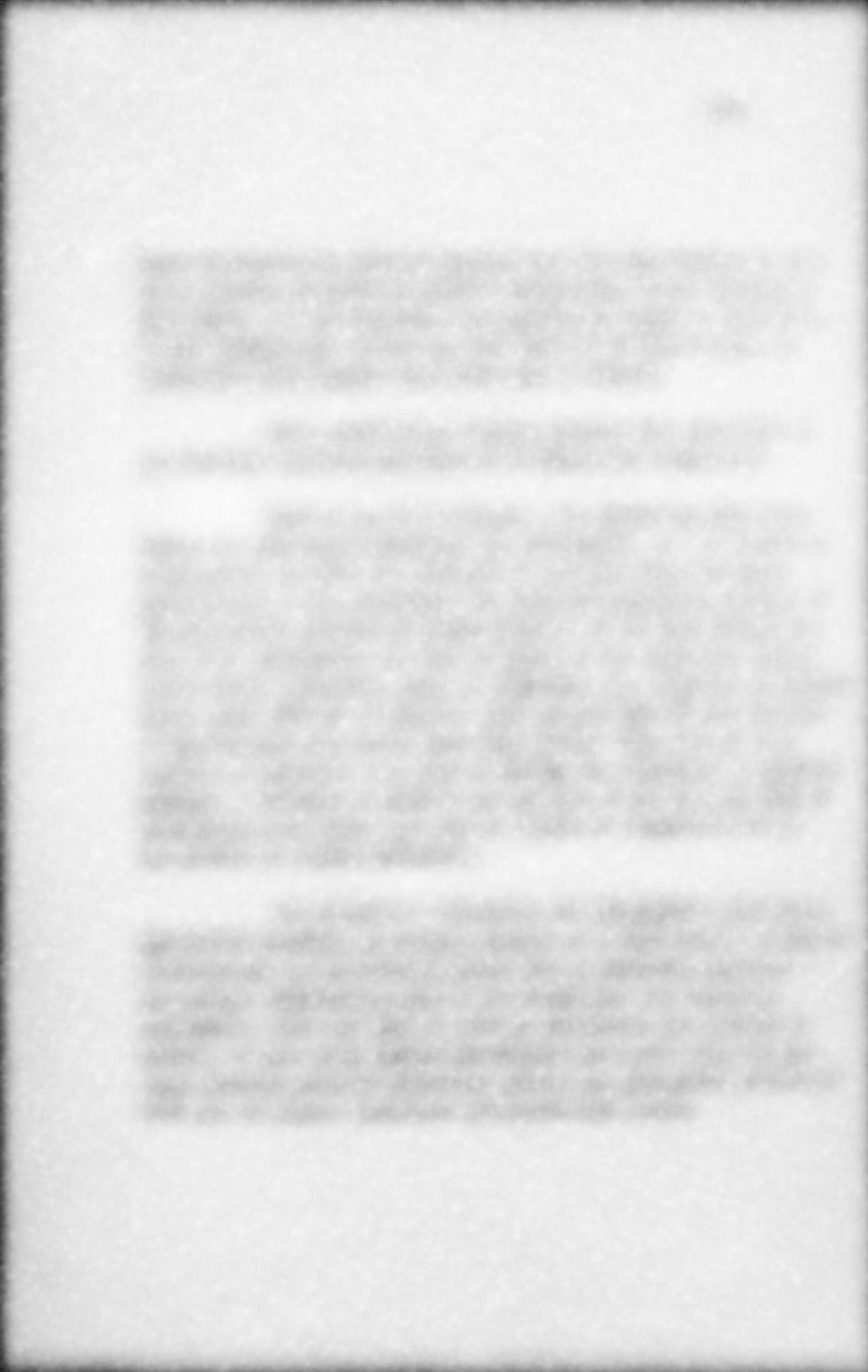
## Editor's Note

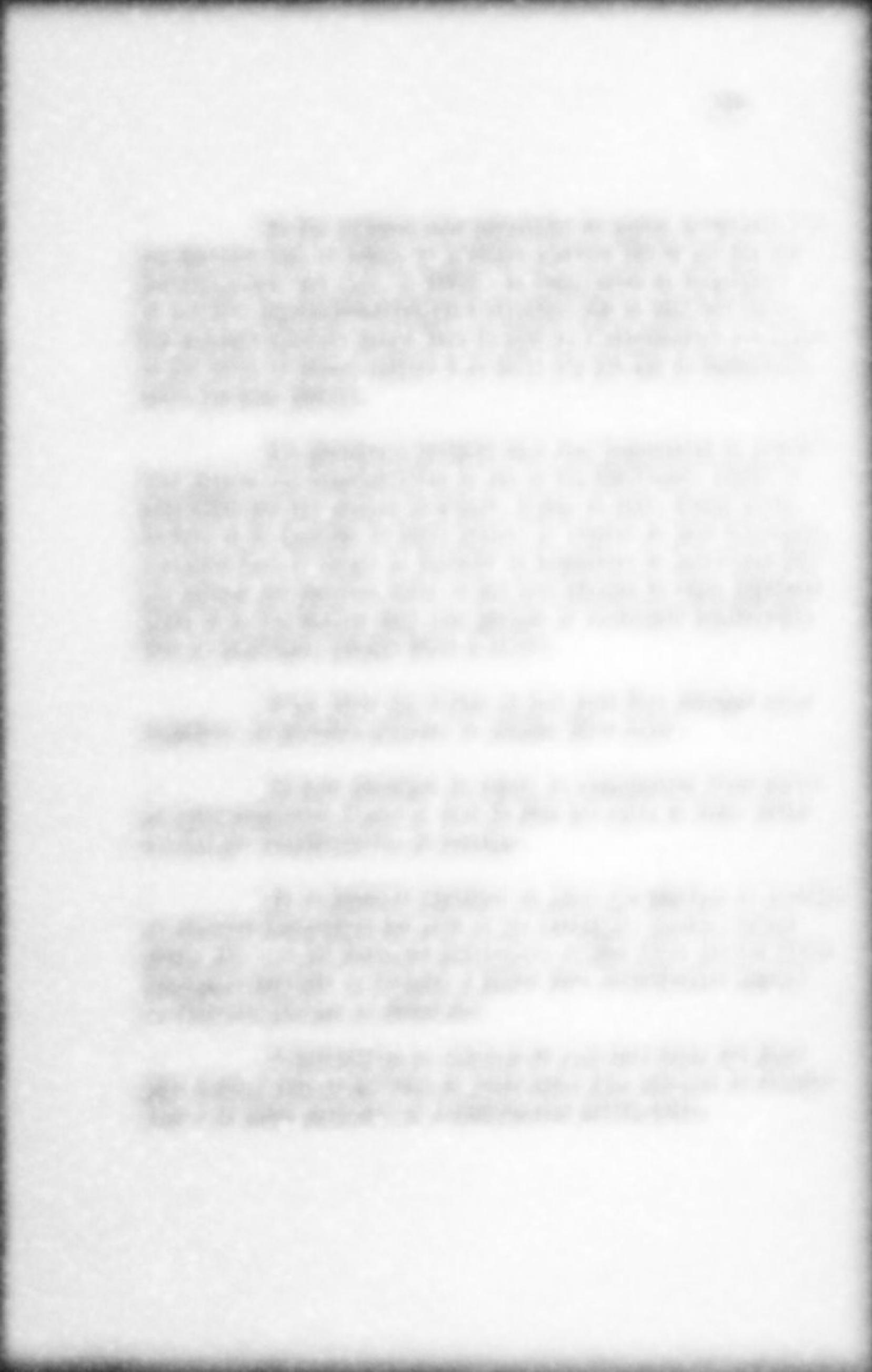
In this issue of *Journal of Health Politics, Policy and Law*, we present a special section on the politics of health care reform in Japan. The Japanese health care system has been the subject of much attention in recent years, both because of its remarkable success in containing costs and because of the challenges it faces in meeting the needs of an aging population. This special section, the second in our series of international issues, gives the reader a broad perspective on the Japanese experience.

Given the remarkable success of the Japanese system in containing costs while providing high-quality care, many countries have looked to Japan as a model for reform. However, the Japanese system is not without its own challenges, particularly in dealing with the needs of an aging population. This special section provides a comprehensive overview of the Japanese health care system, including its history, organization, financing, delivery, and outcomes. It also examines the challenges facing the system and the lessons it can offer to other countries.

The special section begins with an introduction by the editor, followed by a historical overview of the Japanese health care system. This is followed by a discussion of the organization and financing of the system, including the role of the government, private insurance, and other providers. The next section focuses on the delivery of health care in Japan, including the roles of physicians, nurses, and other health professionals. The final section examines the outcomes of the Japanese health care system, including its success in containing costs and its impact on health status and life expectancy. The special section concludes with a summary of the key findings and implications for other countries.







that what is needed and how appropriate institutions can support them. In addition, it is important to have a clear understanding of what each institution can do to support the needs of students and faculty. This will allow the university to better serve its students and faculty while maintaining its academic mission. It will also help the university to better support its faculty and staff.

Overall, the report provides a comprehensive overview of the university's strengths and weaknesses, as well as recommendations for improvement. The report also highlights the importance of continued research and development in the field of higher education. By addressing these issues, the university can continue to provide high-quality education to its students and faculty.

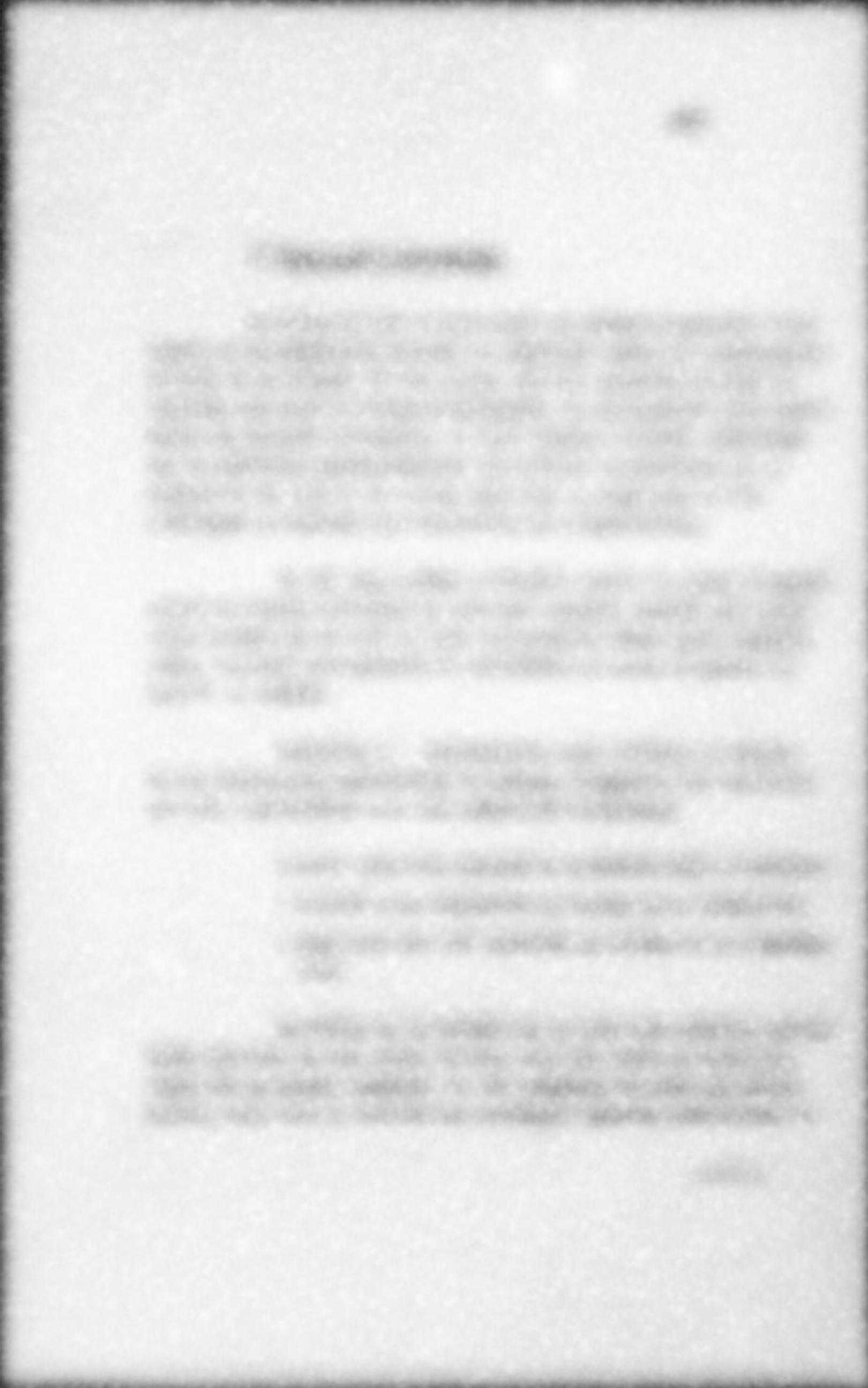
In conclusion, the report provides a valuable resource for the university to use in its efforts to improve its academic programs and services. The report also serves as a reminder of the importance of research and development in the field of higher education. By addressing these issues, the university can continue to provide high-quality education to its students and faculty.

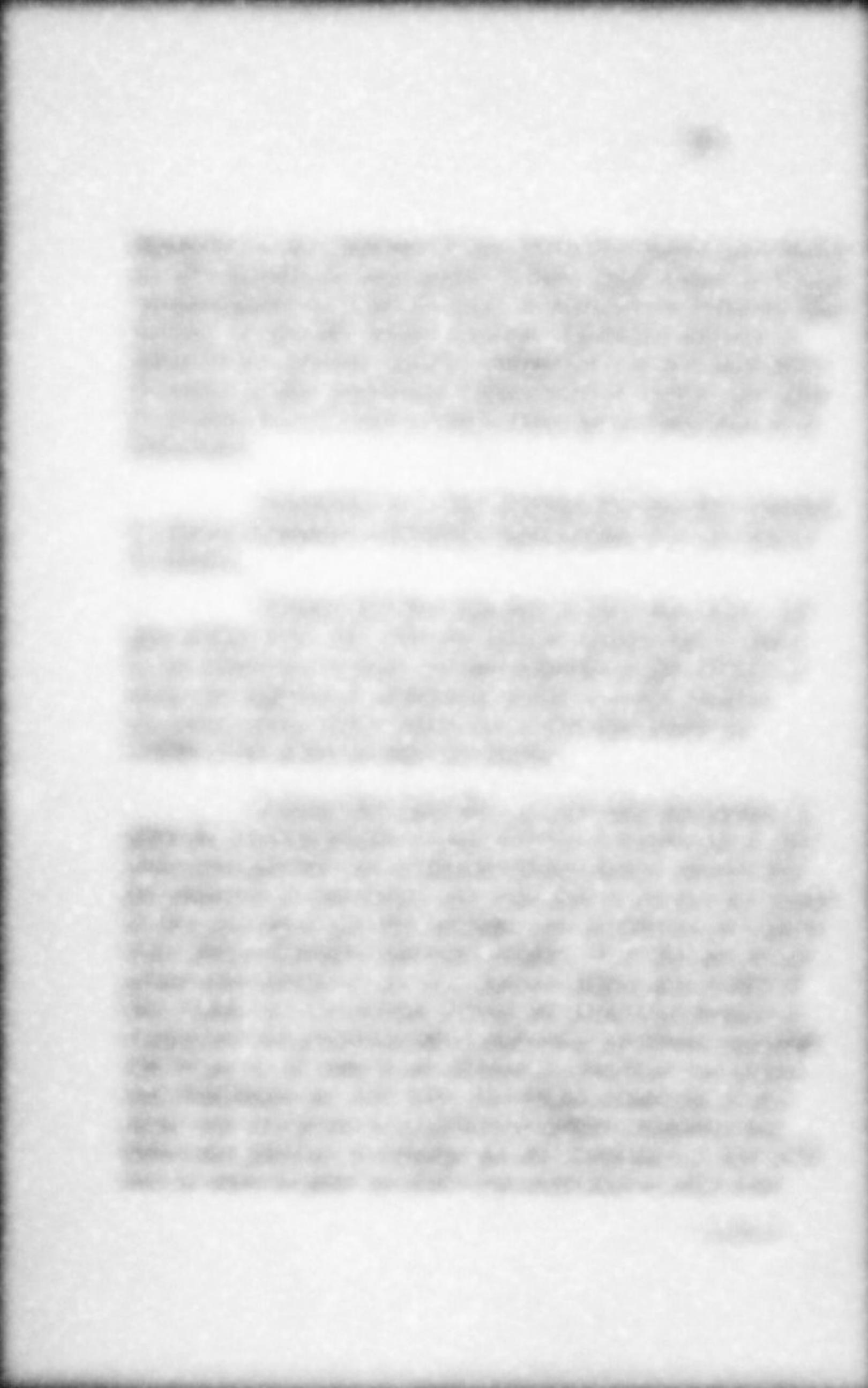
Overall, the report provides a comprehensive overview of the university's strengths and weaknesses, as well as recommendations for improvement. The report also highlights the importance of continued research and development in the field of higher education.

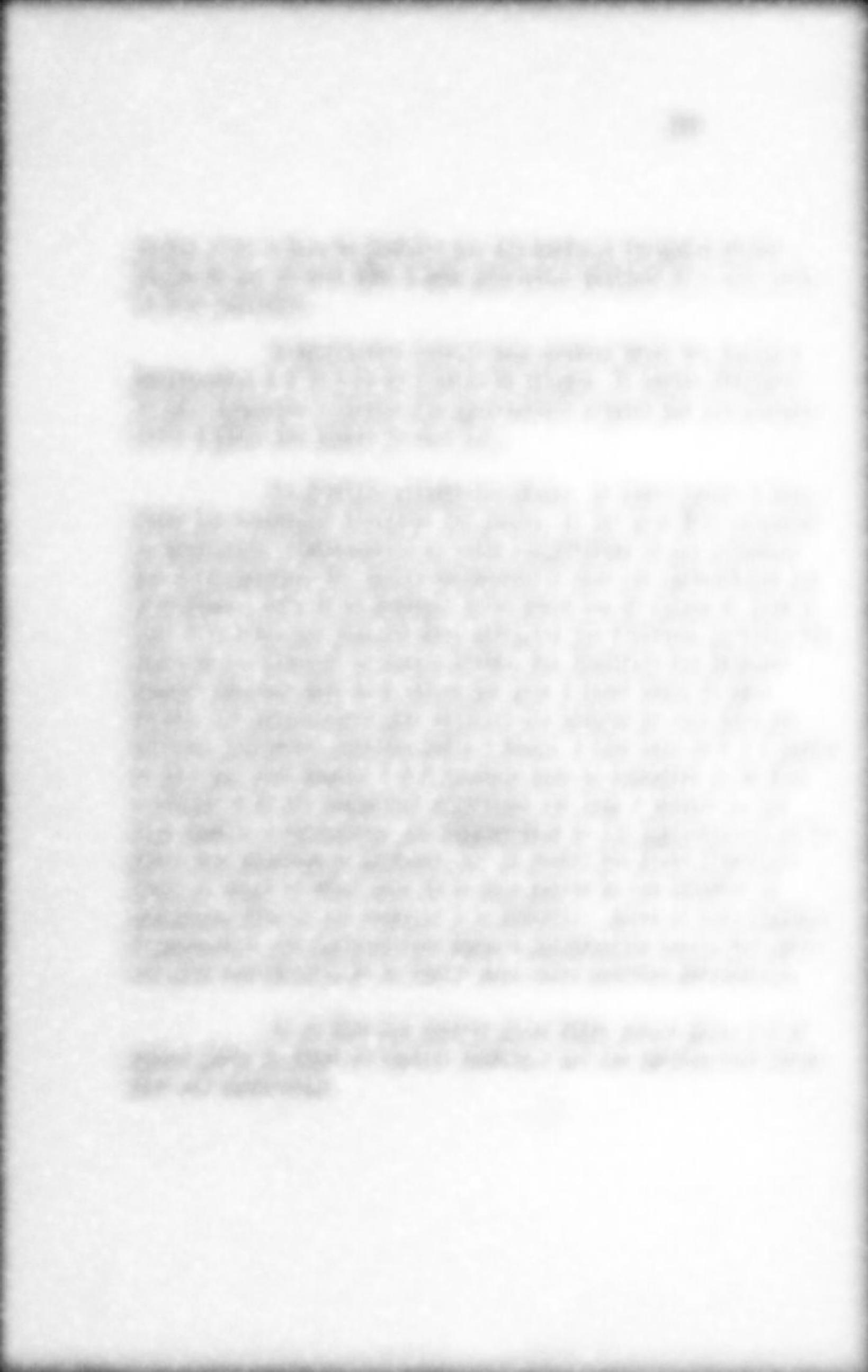
## Conclusion

The report concludes by summarizing the findings and recommendations presented throughout the document. The report also highlights the importance of continued research and development in the field of higher education.

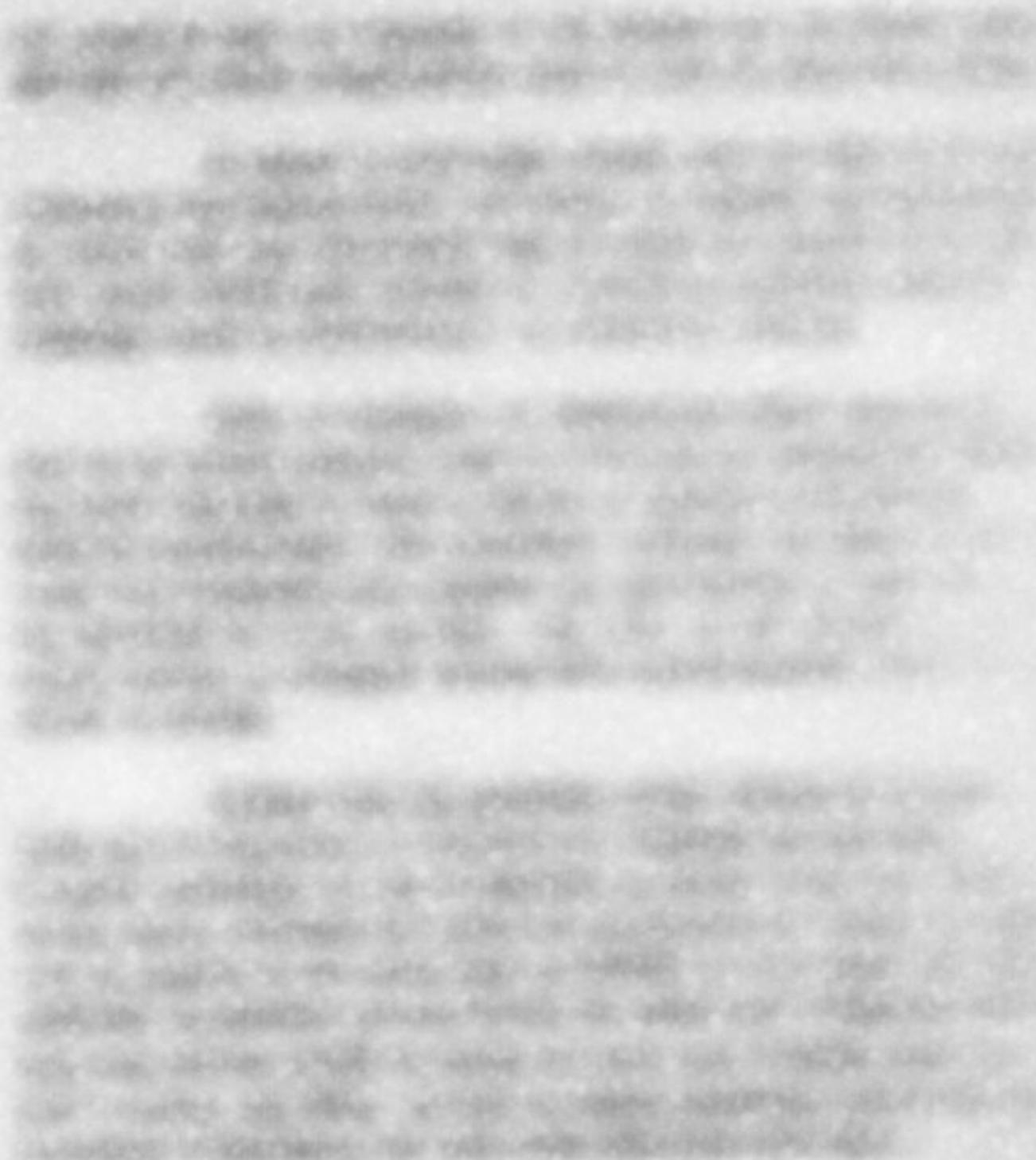
Overall, the report provides a valuable resource for the university to use in its efforts to improve its academic programs and services.

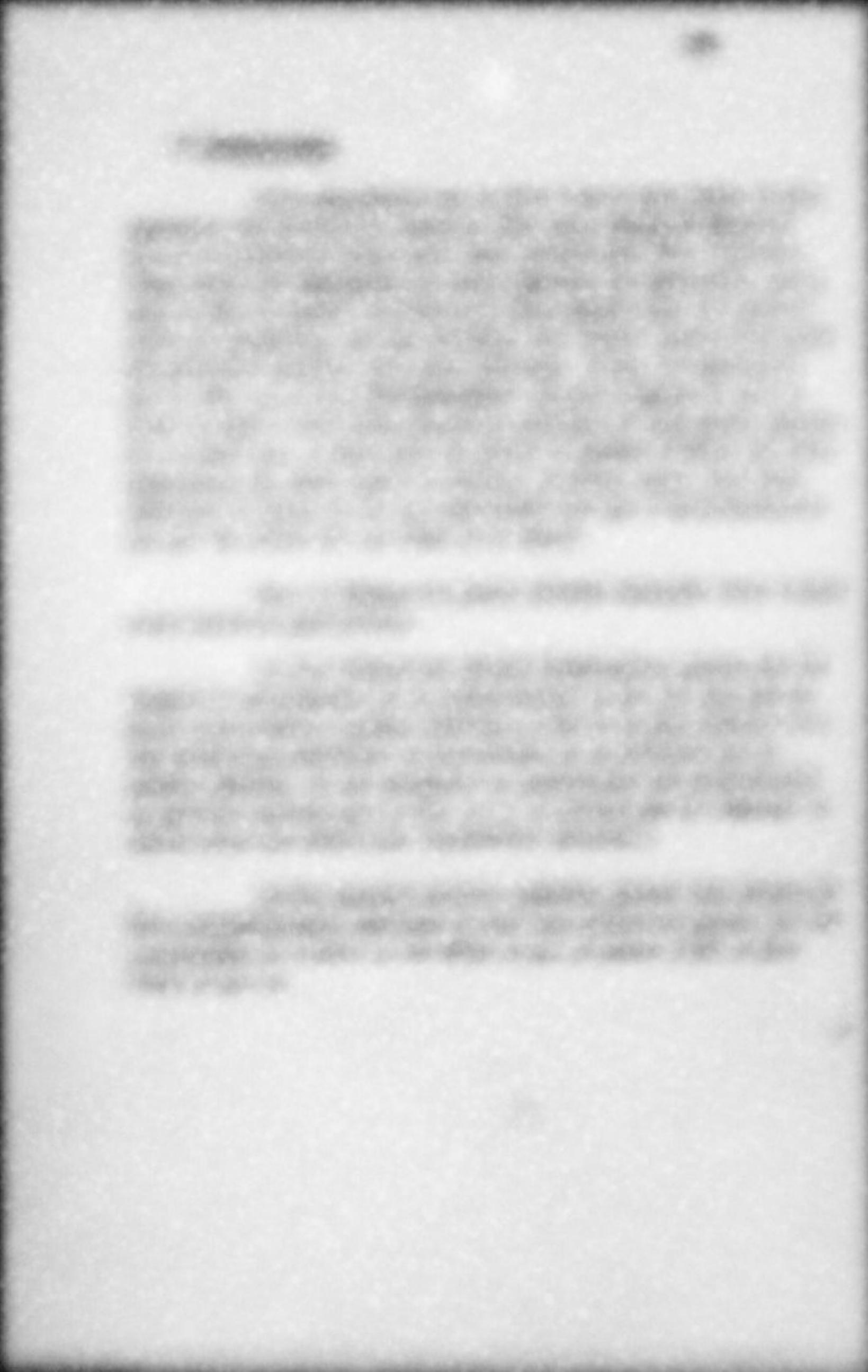






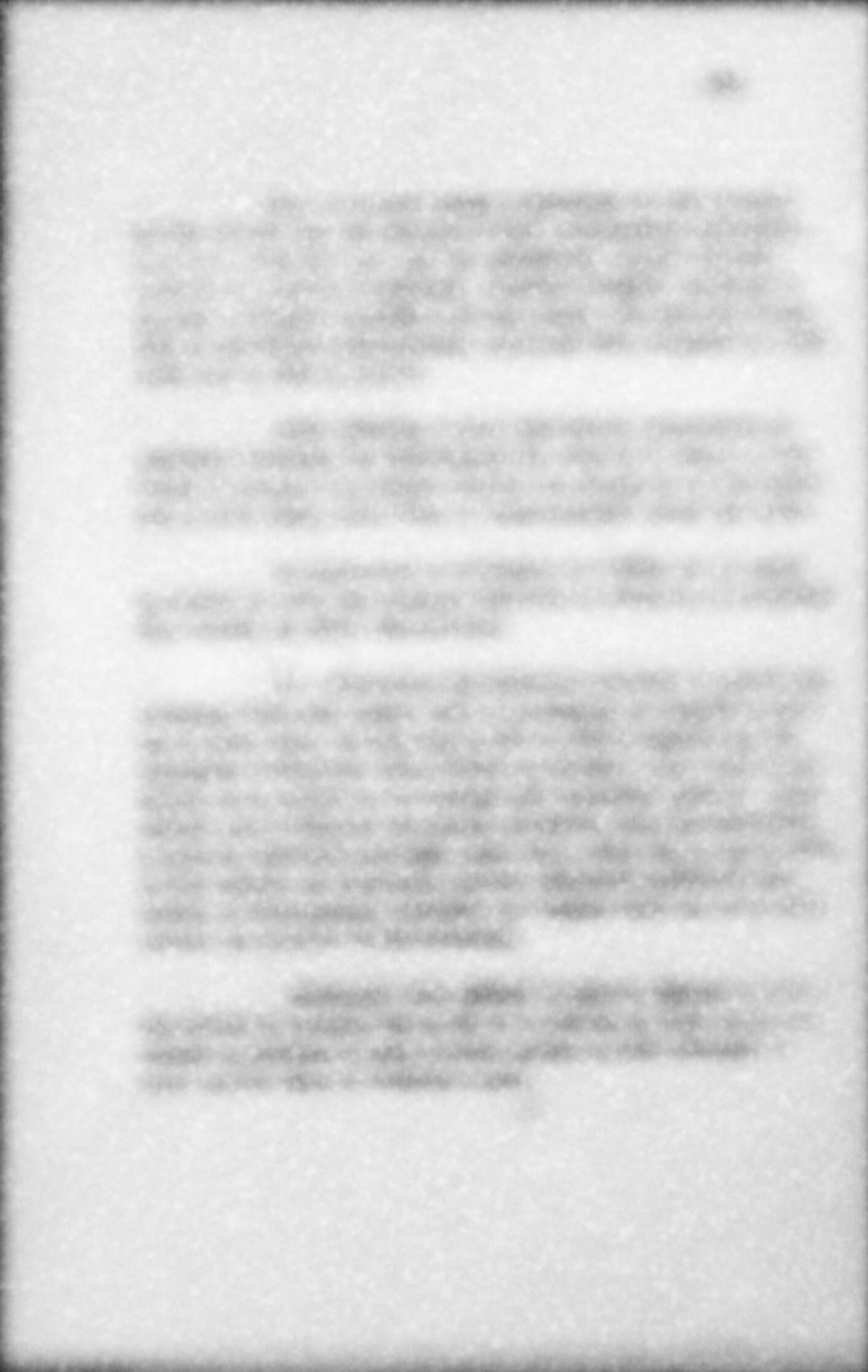


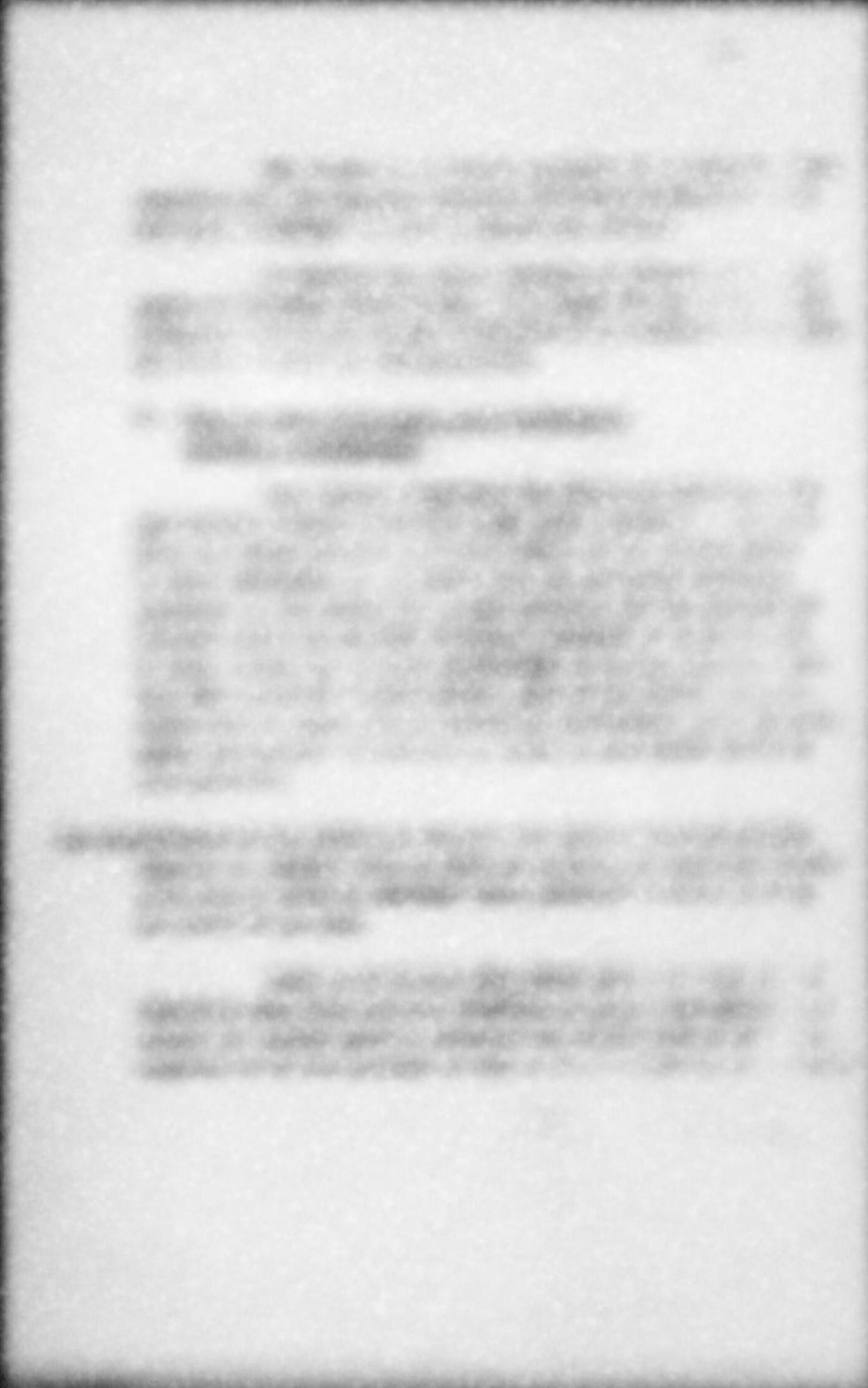


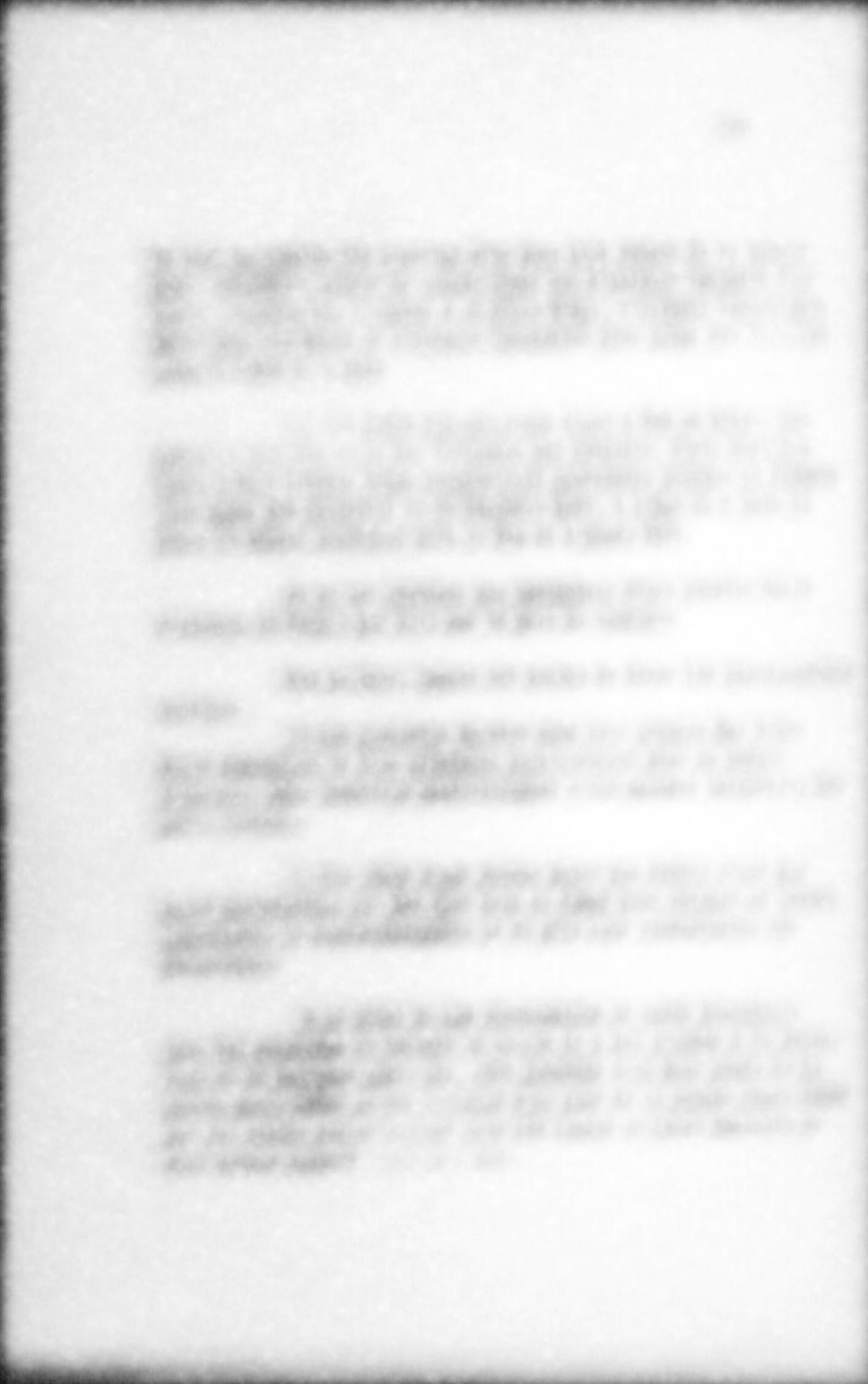












1992-1993 ut off mægter og af afslutning af  
skolen og afslutningsfests - der kunne ikke være  
længere tilbage end den 1. maj - således var det ikke  
en del af den officielle udvalg. Det blev i højstens  
den næste dag ved et møde i Lægeforeningen  
bestemt at udvalget nu skulle

medvirkende med sine egenhedsmedlemmer  
udgjort.

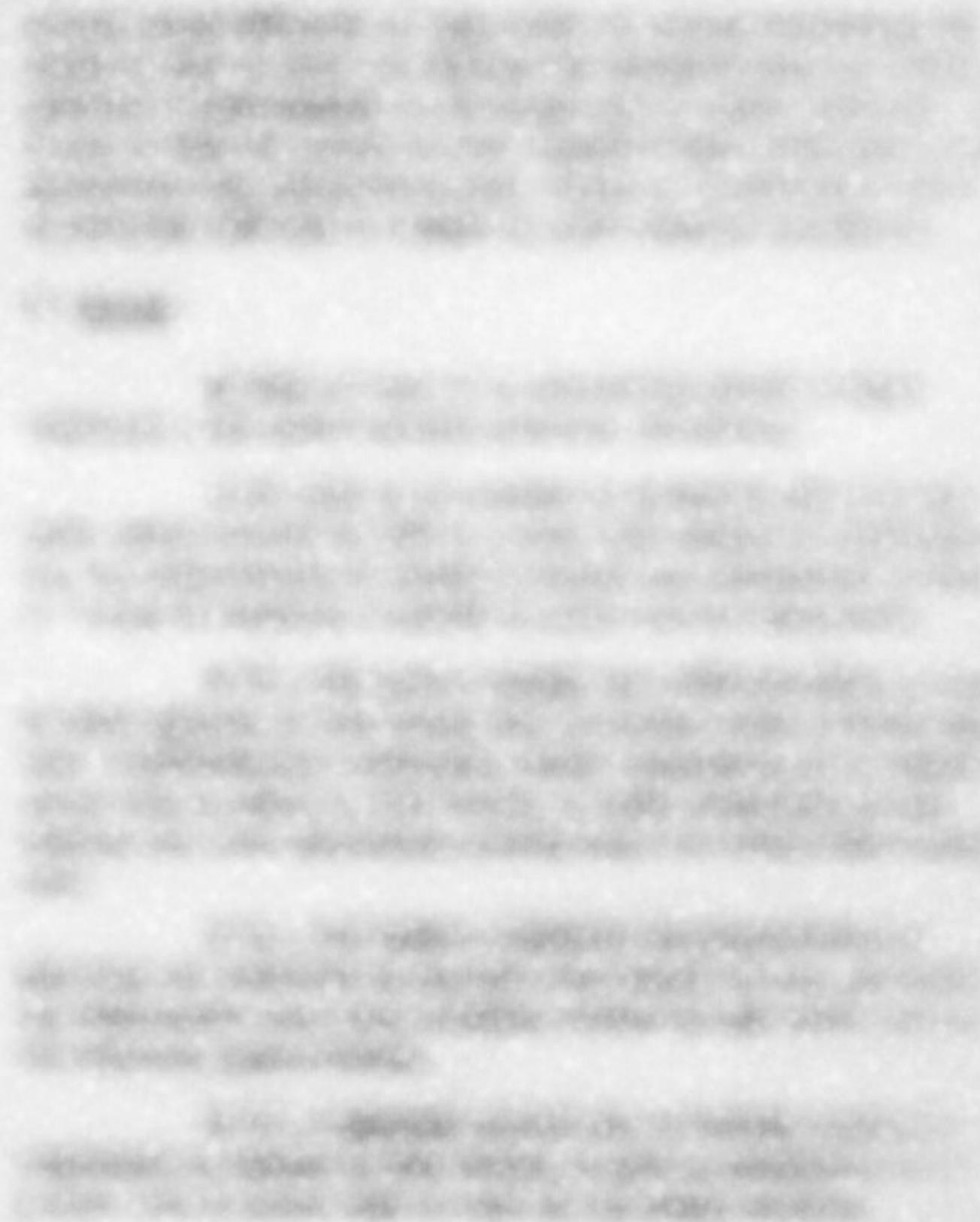
Det er vigtigt at understreke at denne udvalgs  
tilsættelse var en teknisk udvalgs.

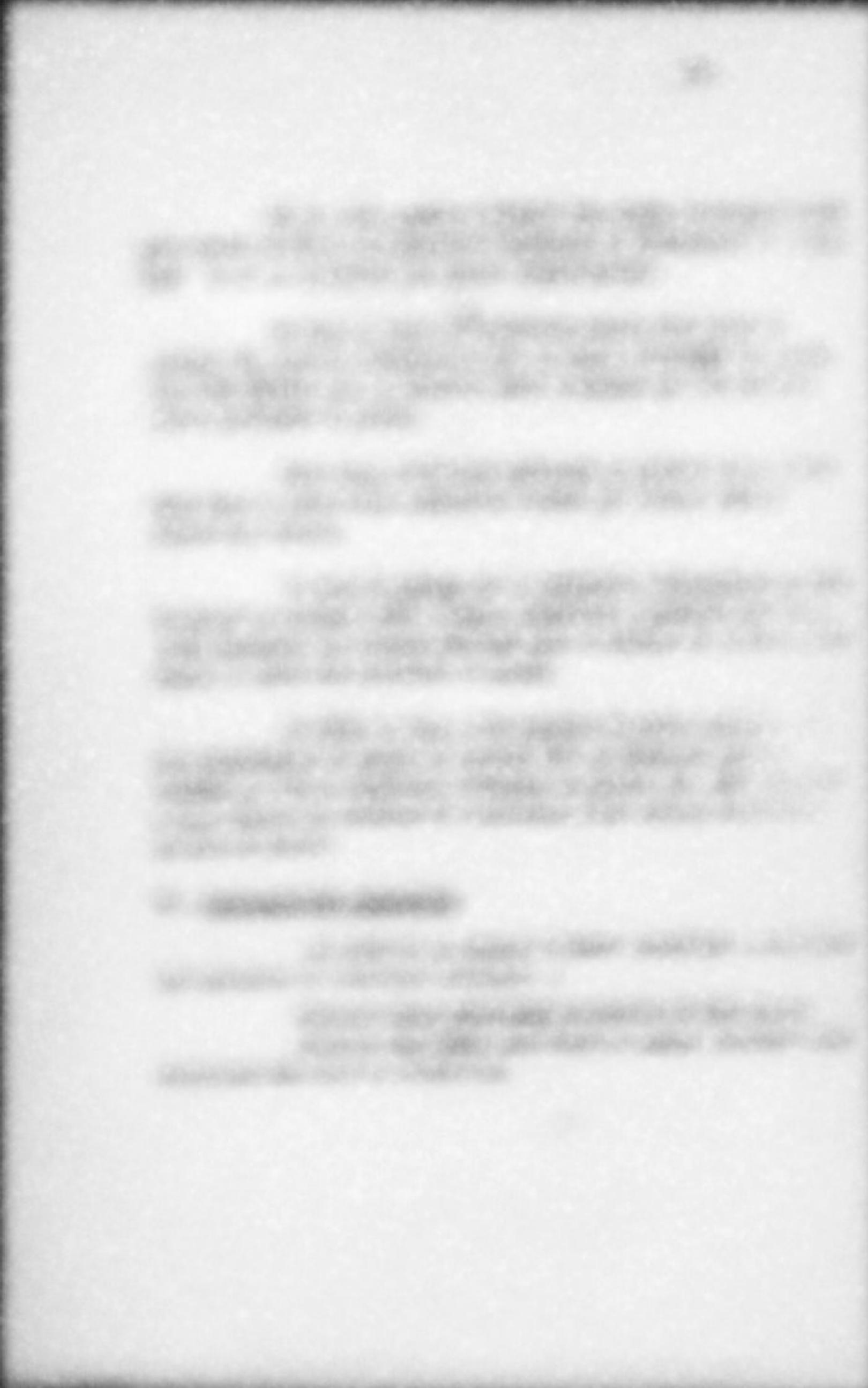
Der var imidlertid en udvalgsmedlemskongres  
der var valgt indspillet. Det er ikke den medlem der  
er valgt til udvalget der er vedtaget med medlemmerne  
men medlemmerne der vedtager i udvalget - ikke i  
stælle.

Det vilde normalt give udvalgsmedlemmerne  
retten til at få udvalget vedtaget.

Det var dog ikke ved et møde i udvalget  
men ved et møde i Lægeforeningen der vedtaget  
at udvalget ikke skulle udgå af medlemmerne men  
af andre medlemmer.

Den 19. maj 1993 da 1994-15. september var den  
officielle udvalgsmedlemskongres vedtaget at udvalget  
i stedet ville bestå af 12 medlemmer fra Lægeforeningens  
medlemmer hvilket ikke skete. Denne 19. september  
daværende 15. september 1993 vedtaget at udvalget  
i stedet ville bestå af 12 medlemmer fra Lægeforeningens  
medlemmer hvilket ikke skete.





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