

CHICAGO MANUAL OF STYLE FIGURE PLACEMENT EXAMPLES FOR THESIS

CHICAGO MANUAL OF STYLE FIGURE PLACEMENT EXAMPLES FOR THESIS, UNDERSTANDING THE NUANCES OF INCORPORATING VISUAL ELEMENTS IS PARAMOUNT FOR ACADEMIC SUCCESS. THIS COMPREHENSIVE GUIDE DELVES INTO THE INTRICACIES OF FIGURE PLACEMENT ACCORDING TO THE CHICAGO MANUAL OF STYLE, SPECIFICALLY TAILORED FOR THESIS AND DISSERTATION WRITERS. WE WILL EXPLORE THE FUNDAMENTAL PRINCIPLES GOVERNING WHERE FIGURES SHOULD APPEAR WITHIN YOUR DOCUMENT, HOW TO EFFECTIVELY REFERENCE THEM IN THE TEXT, AND BEST PRACTICES FOR ENSURING CLARITY AND PROFESSIONALISM. FROM UNDERSTANDING PROXIMITY RULES TO DETAILED EXPLANATIONS OF INLINE VS. STANDALONE PLACEMENTS, THIS ARTICLE PROVIDES THE ESSENTIAL KNOWLEDGE TO ELEVATE YOUR ACADEMIC WORK. PREPARE TO MASTER THE ART OF VISUAL INTEGRATION, ENHANCING BOTH THE READABILITY AND IMPACT OF YOUR RESEARCH.

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UNDERSTANDING CHICAGO MANUAL OF STYLE FIGURE PLACEMENT PRINCIPLES

THE CHICAGO MANUAL OF STYLE (CMOS) PROVIDES A ROBUST FRAMEWORK FOR PRESENTING VISUAL ELEMENTS, INCLUDING FIGURES, WITHIN ACADEMIC DOCUMENTS. THE OVERARCHING PRINCIPLE GUIDING FIGURE PLACEMENT IS CLARITY AND LOGICAL FLOW FOR THE READER. FIGURES SHOULD ALWAYS BE POSITIONED IN A WAY THAT AIDS COMPREHENSION OF THE ACCOMPANYING TEXT, RATHER THAN DISRUPTING IT. THIS MEANS FIGURES SHOULD APPEAR AS CLOSE AS POSSIBLE TO THEIR FIRST MENTION IN THE NARRATIVE, FACILITATING AN IMMEDIATE VISUAL CONNECTION FOR THE READER TO THE INFORMATION BEING DISCUSSED. ADHERENCE TO THESE PRINCIPLES ENSURES THAT YOUR FIGURES ARE NOT MERELY DECORATIVE BUT INTEGRAL COMPONENTS OF YOUR ARGUMENT AND DATA PRESENTATION.

FURTHERMORE, CMOS EMPHASIZES CONSISTENCY. ONCE A SPECIFIC PLACEMENT STYLE IS ADOPTED FOR FIGURES, IT SHOULD BE MAINTAINED THROUGHOUT THE ENTIRE THESIS. THIS UNIFORMITY CONTRIBUTES TO A PROFESSIONAL AND POLISHED PRESENTATION, REFLECTING THE METICULOUS ATTENTION TO DETAIL EXPECTED IN SCHOLARLY WORK. THE MANUAL OFFERS FLEXIBILITY WITHIN ITS GUIDELINES, ALLOWING FOR CHOICES BASED ON THE NATURE OF THE FIGURE AND THE TEXT IT SUPPORTS, BUT ALWAYS WITH THE READER'S EXPERIENCE AS THE PRIMARY CONSIDERATION. CAREFUL PLANNING DURING THE WRITING PROCESS WILL PREVENT LAST-MINUTE SCRAMBLING AND ENSURE YOUR FIGURES ARE OPTIMALLY INTEGRATED.

LOCATING FIGURES IN RELATION TO TEXT

THE FUNDAMENTAL RULE FOR FIGURE PLACEMENT IN CHICAGO STYLE IS PROXIMITY. FIGURES SHOULD IDEALLY APPEAR ON THE

SAME PAGE AS, OR ON THE IMMEDIATELY FOLLOWING PAGE AFTER, THEIR FIRST TEXTUAL REFERENCE. THIS IMMEDIATE JUXTAPOSITION ALLOWS THE READER TO EASILY CONSULT THE VISUAL REPRESENTATION WHILE ENGAGING WITH THE DESCRIPTIVE OR ANALYTICAL TEXT THAT REFERS TO IT. PLACING A FIGURE TOO FAR FROM ITS MENTION FORCES THE READER TO FLIP BACK AND FORTH, BREAKING THE FLOW OF THOUGHT AND POTENTIALLY LEADING TO CONFUSION OR DISENGAGEMENT WITH YOUR RESEARCH.

IF A FIGURE CANNOT PHYSICALLY FIT ON THE SAME PAGE WITHOUT CAUSING SIGNIFICANT LAYOUT ISSUES OR MAKING THE TEXT APPEAR CROWDED, IT SHOULD BE PLACED ON THE VERY NEXT PAGE. THIS ENSURES THAT THE VISUAL ELEMENT IS STILL READILY ACCESSIBLE. IN INSTANCES WHERE A FIGURE IS EXCEPTIONALLY LARGE OR COMPLEX AND ITS FIRST MENTION OCCURS LATE IN A PARAGRAPH OR SECTION, IT MIGHT BE PLACED AT THE BEGINNING OF THE FOLLOWING CHAPTER OR SECTION, PROVIDED A CLEAR TEXTUAL REFERENCE EXPLICITLY DIRECTS THE READER TO ITS LOCATION. HOWEVER, THIS IS A LESS IDEAL SCENARIO AND SHOULD BE CONSIDERED ONLY WHEN ABSOLUTELY NECESSARY.

INLINE VERSUS STANDALONE FIGURE PLACEMENT

CHICAGO STYLE RECOGNIZES TWO PRIMARY MODES OF FIGURE PLACEMENT: INLINE AND STANDALONE. THE CHOICE BETWEEN THESE DEPENDS ON THE NATURE OF THE FIGURE AND ITS INTENDED FUNCTION WITHIN THE TEXT. UNDERSTANDING WHEN TO EMPLOY EACH IS CRUCIAL FOR EFFECTIVE VISUAL COMMUNICATION.

INLINE FIGURE PLACEMENT

INLINE PLACEMENT INVOLVES EMBEDDING A FIGURE DIRECTLY WITHIN THE TEXT, TYPICALLY FOLLOWING THE PARAGRAPH OR SENTENCE THAT INTRODUCES IT. THIS APPROACH IS BEST SUITED FOR SMALLER, SIMPLER FIGURES THAT CAN BE ACCOMMODATED WITHOUT DISRUPTING THE FLOW OF TEXT. CHARTS, SIMPLE GRAPHS, OR SMALL DIAGRAMS ARE OFTEN GOOD CANDIDATES FOR INLINE PLACEMENT. WHEN A FIGURE IS PLACED INLINE, IT SHOULD BE TREATED AS A DISTINCT ELEMENT, OFTEN WITH A BRIEF CAPTION DIRECTLY BENEATH IT. THE TEXT SHOULD NATURALLY LEAD INTO THE FIGURE AND THEN CONTINUE IMMEDIATELY AFTERWARD, MAINTAINING A SEAMLESS NARRATIVE.

THE ADVANTAGE OF INLINE PLACEMENT IS THAT IT KEEPS THE VISUAL INFORMATION IMMEDIATELY AT HAND, REINFORCING THE TEXT WITHOUT REQUIRING THE READER TO SCAN ELSEWHERE. HOWEVER, IT'S IMPERATIVE TO ENSURE THAT THE FIGURE DOES NOT BREAK UP PARAGRAPHS AWKWARDLY OR MAKE THE PAGE APPEAR VISUALLY UNBALANCED. IF THE FIGURE IS TOO LARGE OR REQUIRES SIGNIFICANT SPACE FOR ITS CAPTION, INLINE PLACEMENT MIGHT NOT BE THE MOST PRACTICAL OR AESTHETICALLY PLEASING OPTION.

STANDALONE FIGURE PLACEMENT

STANDALONE PLACEMENT, ALSO REFERRED TO AS A DISPLAY FIGURE, MEANS THE FIGURE IS PRESENTED ON ITS OWN PAGE OR PROMINENTLY POSITIONED ON A PAGE, OFTEN CENTERED, WITH ITS CAPTION EITHER ABOVE OR BELOW. THIS METHOD IS TYPICALLY USED FOR LARGER, MORE COMPLEX, OR HIGHLY IMPORTANT FIGURES THAT WARRANT A DEDICATED SPACE. FULL-PAGE DIAGRAMS, INTRICATE MAPS, DETAILED PHOTOGRAPHS, OR EXTENSIVE TABLES THAT ARE CONSIDERED FIGURES ARE PRIME EXAMPLES OF CONTENT THAT BENEFITS FROM STANDALONE PLACEMENT. THIS ALLOWS THE FIGURE TO BE VIEWED WITHOUT THE DISTRACTION OF SURROUNDING TEXT.

WHEN A FIGURE IS PLACED STANDALONE, THE TEXT THAT REFERS TO IT MUST CLEARLY INDICATE ITS LOCATION. FOR INSTANCE, A SENTENCE MIGHT READ, "AS ILLUSTRATED IN FIGURE 3.1 (SEE PAGE 45)..." OR THE CAPTION ITSELF MIGHT DIRECT THE READER, WITH THE FIGURE APPEARING ON A SUBSEQUENT PAGE. THIS METHOD ENSURES THAT THE FIGURE COMMANDS ATTENTION AND IS EASILY INTERPRETABLE WITHOUT BEING CONSTRAINED BY TEXTUAL LAYOUT. IT'S PARTICULARLY USEFUL FOR FIGURES THAT REQUIRE DETAILED EXAMINATION.

REFERENCING FIGURES IN THE TEXT

EFFECTIVE REFERENCING IS A CORNERSTONE OF PROPER FIGURE PLACEMENT AND INTEGRATION WITHIN A THESIS. EVERY FIGURE MUST BE EXPLICITLY MENTIONED AND DISCUSSED IN THE MAIN BODY OF YOUR TEXT. SIMPLY PLACING A FIGURE WITHOUT REFERRING TO IT IN THE NARRATIVE RENDERS IT SUPERFLUOUS AND DETRACTS FROM YOUR ARGUMENT. THE REFERENCE SHOULD GUIDE THE READER TO UNDERSTAND THE SIGNIFICANCE OF THE FIGURE AND HOW IT SUPPORTS YOUR CLAIMS OR ILLUSTRATES YOUR FINDINGS.

WHEN REFERRING TO A FIGURE, USE THE WORD "FIGURE" FOLLOWED BY ITS ASSIGNED NUMBER. FOR EXAMPLE, "AS SHOWN IN FIGURE 1," OR "THIS TREND IS CLEARLY DEPICTED IN FIGURE 2.3." IF THE FIGURE IS PLACED STANDALONE ON A DIFFERENT PAGE, THE TEXT MIGHT INCLUDE A PARENTHETICAL NOTE DIRECTING THE READER, SUCH AS "(SEE FIGURE 4.2 ON PAGE 78)." HOWEVER, THE PRIMARY GOAL IS TO MAKE THE REFERENCE SO THAT THE FIGURE IS IMMEDIATELY ACCESSIBLE, IDEALLY ON THE SAME OR FOLLOWING PAGE, MINIMIZING THE NEED FOR EXPLICIT PAGE NUMBER REFERENCES IN MANY CASES.

NUMBERING AND CAPTIONS

CONSISTENT AND CLEAR NUMBERING AND CAPTIONING ARE ESSENTIAL FOR ALL FIGURES, REGARDLESS OF THEIR PLACEMENT. FIGURES ARE TYPICALLY NUMBERED SEQUENTIALLY THROUGHOUT THE DOCUMENT. THE CHICAGO MANUAL OF STYLE RECOMMENDS A NUMBERING SYSTEM THAT CAN BE CHAPTER-BASED OR CONTINUOUS. A COMMON CHAPTER-BASED SYSTEM NUMBERS FIGURES CONSECUTIVELY WITHIN EACH CHAPTER, PRECEDED BY THE CHAPTER NUMBER (E.G., FIGURE 1.1, FIGURE 1.2, FIGURE 2.1). ALTERNATIVELY, FIGURES CAN BE NUMBERED SEQUENTIALLY FROM THE BEGINNING OF THE THESIS TO THE END (FIGURE 1, FIGURE 2, FIGURE 3).

EACH FIGURE MUST HAVE A CLEAR AND DESCRIPTIVE CAPTION. THE CAPTION SHOULD PROVIDE ENOUGH INFORMATION FOR THE READER TO UNDERSTAND THE FIGURE'S CONTENT WITHOUT NEEDING TO REFER BACK TO THE TEXT. CAPTIONS IN CHICAGO STYLE TYPICALLY INCLUDE THE FIGURE NUMBER (E.G., "FIGURE 1.1.") FOLLOWED BY A CONCISE TITLE AND ANY NECESSARY EXPLANATORY TEXT. IF THE FIGURE ORIGINATES FROM ANOTHER SOURCE, PROPER ATTRIBUTION AND CITATION WITHIN THE CAPTION OR ACCOMPANYING NOTES ARE MANDATORY. THE CAPTION SHOULD BE PLACED APPROPRIATELY – USUALLY DIRECTLY BELOW THE FIGURE FOR INLINE FIGURES AND OFTEN ABOVE FOR STANDALONE FIGURES, ALTHOUGH THIS CAN VARY BASED ON PUBLISHER OR INSTITUTIONAL GUIDELINES.

FORMATTING CONSIDERATIONS FOR THESIS FIGURES

BEYOND PLACEMENT, THE FORMATTING OF FIGURES IS CRITICAL FOR MAINTAINING A PROFESSIONAL AND ACADEMIC STANDARD. THIS INCLUDES THE RESOLUTION AND CLARITY OF THE VISUAL ELEMENT ITSELF, AS WELL AS ITS PRESENTATION ON THE PAGE. FIGURES SHOULD BE HIGH-RESOLUTION TO ENSURE THEY ARE LEGIBLE, ESPECIALLY WHEN PRINTED. BLURRY OR PIXELATED IMAGES DETRACT SIGNIFICANTLY FROM THE PERCEIVED QUALITY OF THE WORK.

THE SIZE OF THE FIGURE SHOULD BE APPROPRIATE FOR THE PAGE LAYOUT. IT SHOULD NOT OVERWHELM THE TEXT OR LEAVE EXCESSIVE WHITE SPACE. CONSISTENCY IN FONT STYLES AND SIZES USED WITHIN FIGURES (E.G., FOR LABELS ON GRAPHS) IS ALSO IMPORTANT. ALL FIGURES SHOULD ADHERE TO THE MARGIN REQUIREMENTS OF THE THESIS, ENSURING THEY DO NOT EXTEND BEYOND THE DESIGNATED PRINTING AREA. CONSIDER THE OVERALL VISUAL HIERARCHY OF THE PAGE; FIGURES SHOULD BE PROMINENT ENOUGH TO BE NOTICED BUT NOT SO DOMINANT THAT THEY OVERSHADOW THE WRITTEN CONTENT.

COMMON PLACEMENT PITFALLS AND HOW TO AVOID THEM

SEVERAL COMMON ERRORS CAN ARISE WITH FIGURE PLACEMENT IN ACADEMIC WRITING. ONE OF THE MOST FREQUENT IS PLACING A FIGURE TOO FAR FROM ITS TEXTUAL REFERENCE. THIS DISRUPTS THE READER'S EXPERIENCE AND MAKES IT DIFFICULT TO CONNECT

THE VISUAL INFORMATION WITH THE NARRATIVE. TO AVOID THIS, ALWAYS AIM FOR IMMEDIATE PROXIMITY, IDEALLY ON THE SAME PAGE, AND ONLY MOVE TO THE NEXT PAGE AS A LAST RESORT.

ANOTHER PITFALL IS EMBEDDING FIGURES THAT ARE TOO LARGE OR COMPLEX TO FIT NEATLY WITHIN THE TEXT FLOW, LEADING TO AWKWARD PAGE BREAKS OR OVERLY COMPRESSED TEXT. IN SUCH CASES, OPTING FOR A STANDALONE PLACEMENT OR BREAKING DOWN A COMPLEX FIGURE INTO SMALLER, MORE MANAGEABLE COMPONENTS IS ADVISABLE. OVERCROWDING THE PAGE WITH TOO MANY FIGURES OR TEXT SURROUNDING THEM CAN ALSO BE PROBLEMATIC. ENSURE ADEQUATE WHITE SPACE AROUND FIGURES TO GIVE THEM ROOM TO BREATHE AND PREVENT THE PAGE FROM APPEARING CLUTTERED.

FINALLY, FAILING TO REFERENCE A FIGURE IN THE TEXT IS A CRITICAL OVERSIGHT. EVERY FIGURE INCLUDED IN A THESIS MUST BE MENTIONED AND DISCUSSED. THIS ENSURES THAT THE FIGURE SERVES A PURPOSE WITHIN THE ACADEMIC ARGUMENT. ALWAYS PROOFREAD YOUR THESIS TO CONFIRM THAT ALL FIGURES ARE REFERENCED AND THAT THE REFERENCES ARE ACCURATE AND CLEAR.

REVIEWING AND FINALIZING FIGURE PLACEMENT

BEFORE SUBMITTING YOUR THESIS, A THOROUGH REVIEW OF ALL FIGURE PLACEMENTS IS ESSENTIAL. THIS FINAL CHECK ENSURES CONSISTENCY, CLARITY, AND ADHERENCE TO CHICAGO STYLE GUIDELINES. READ THROUGH YOUR DOCUMENT AS IF YOU WERE A NEW READER ENCOUNTERING YOUR RESEARCH FOR THE FIRST TIME. DOES THE PLACEMENT OF EACH FIGURE MAKE SENSE? CAN YOU EASILY LOCATE EACH FIGURE AFTER IT'S MENTIONED IN THE TEXT?

PAY CLOSE ATTENTION TO THE FLOW OF INFORMATION. ARE THERE ANY AWKWARD PAGE BREAKS CAUSED BY FIGURES? ARE THE CAPTIONS CLEAR AND INFORMATIVE? IS THE NUMBERING SYSTEM CONSISTENT THROUGHOUT? THIS METICULOUS REVIEW PROCESS, OFTEN BEST DONE AFTER COMPLETING A FULL DRAFT, WILL CATCH ANY SUBTLE ERRORS AND ENSURE THAT YOUR THESIS PRESENTS A POLISHED, PROFESSIONAL, AND VISUALLY INTEGRATED SCHOLARLY WORK THAT EFFECTIVELY COMMUNICATES YOUR RESEARCH.

Q: WHAT IS THE PRIMARY GOAL OF FIGURE PLACEMENT ACCORDING TO THE CHICAGO MANUAL OF STYLE?

A: THE PRIMARY GOAL OF FIGURE PLACEMENT ACCORDING TO THE CHICAGO MANUAL OF STYLE IS TO ENHANCE READER COMPREHENSION AND FACILITATE A LOGICAL FLOW OF INFORMATION. FIGURES SHOULD BE POSITIONED AS CLOSE AS POSSIBLE TO THEIR FIRST TEXTUAL REFERENCE TO ALLOW READERS TO EASILY CONSULT THE VISUAL AID WHILE ENGAGING WITH THE ACCOMPANYING TEXT, THEREBY REINFORCING THE PRESENTED DATA OR CONCEPTS WITHOUT DISRUPTION.

Q: CAN FIGURES BE PLACED ON A PAGE SEPARATE FROM THEIR FIRST MENTION IN THE TEXT?

A: YES, FIGURES CAN BE PLACED ON A PAGE SEPARATE FROM THEIR FIRST MENTION IN THE TEXT, BUT ONLY WHEN ABSOLUTELY NECESSARY DUE TO SPACE CONSTRAINTS OR LAYOUT ISSUES. IN SUCH CASES, THE FIGURE SHOULD APPEAR ON THE IMMEDIATELY FOLLOWING PAGE TO MAINTAIN ACCESSIBILITY. IT IS ALSO PERMISSIBLE, THOUGH LESS IDEAL, TO PLACE A FIGURE AT THE BEGINNING OF A SUBSEQUENT CHAPTER OR SECTION IF ITS INITIAL MENTION OCCURS LATE IN A PARAGRAPH OR SECTION AND A CLEAR TEXTUAL DIRECTION IS PROVIDED.

Q: WHAT IS THE DIFFERENCE BETWEEN INLINE AND STANDALONE FIGURE PLACEMENT?

A: INLINE FIGURE PLACEMENT INVOLVES EMBEDDING A FIGURE DIRECTLY WITHIN THE TEXT, USUALLY FOLLOWING THE PARAGRAPH OR SENTENCE THAT INTRODUCES IT, FOR SMALLER OR SIMPLER VISUALS. STANDALONE FIGURE PLACEMENT, CONVERSELY, PRESENTS THE FIGURE ON ITS OWN PAGE OR PROMINENTLY ON A PAGE, OFTEN FOR LARGER, MORE COMPLEX, OR HIGHLY IMPORTANT VISUALS THAT REQUIRE DEDICATED VIEWING SPACE.

Q: HOW SHOULD FIGURES BE REFERENCED IN THE TEXT WHEN USING CHICAGO STYLE?

A: FIGURES IN THE TEXT SHOULD BE REFERENCED BY THEIR DESIGNATION, TYPICALLY "FIGURE" FOLLOWED BY THEIR NUMBER (E.G., FIGURE 1.2). THE TEXT SHOULD DISCUSS THE FIGURE'S CONTENT AND SIGNIFICANCE, GUIDING THE READER TO ITS VISUAL REPRESENTATION. FOR FIGURES PLACED ON SEPARATE PAGES, A PARENTHETICAL NOTE MIGHT DIRECT THE READER TO THE SPECIFIC PAGE, THOUGH IMMEDIATE PLACEMENT IS PREFERRED TO MINIMIZE THE NEED FOR SUCH REFERENCES.

Q: WHAT ARE THE ESSENTIAL COMPONENTS OF A FIGURE CAPTION IN CHICAGO STYLE?

A: A FIGURE CAPTION IN CHICAGO STYLE TYPICALLY INCLUDES THE FIGURE NUMBER (E.G., "FIGURE 1.1."), FOLLOWED BY A CONCISE TITLE AND ANY NECESSARY EXPLANATORY TEXT. THE CAPTION SHOULD BE INFORMATIVE ENOUGH FOR THE READER TO UNDERSTAND THE FIGURE'S CONTENT. IF THE FIGURE IS NOT ORIGINAL, PROPER ATTRIBUTION AND CITATION MUST ALSO BE INCLUDED.

Q: SHOULD FIGURES BE NUMBERED SEQUENTIALLY THROUGHOUT THE ENTIRE THESIS OR CHAPTER BY CHAPTER?

A: THE CHICAGO MANUAL OF STYLE ALLOWS FOR FLEXIBILITY IN FIGURE NUMBERING. A COMMON PRACTICE IS CHAPTER-BASED NUMBERING, WHERE FIGURES ARE NUMBERED CONSECUTIVELY WITHIN EACH CHAPTER (E.G., FIGURE 1.1, FIGURE 1.2).

ALTERNATIVELY, FIGURES CAN BE NUMBERED SEQUENTIALLY FROM THE BEGINNING OF THE THESIS TO THE END (FIGURE 1, FIGURE 2). THE CHOSEN SYSTEM MUST BE APPLIED CONSISTENTLY THROUGHOUT THE DOCUMENT.

Q: WHAT RESOLUTION IS RECOMMENDED FOR FIGURES TO ENSURE CLARITY IN A THESIS?

A: FIGURES INTENDED FOR ACADEMIC THESES SHOULD BE OF HIGH RESOLUTION TO ENSURE LEGIBILITY, ESPECIALLY WHEN PRINTED. BLURRY OR PIXELATED IMAGES DETRACT FROM THE OVERALL PROFESSIONALISM AND CAN HINDER COMPREHENSION. WHILE SPECIFIC DPI (DOTS PER INCH) REQUIREMENTS MAY VARY BY INSTITUTION, AIMING FOR CLEAR, SHARP VISUALS IS PARAMOUNT.

Q: WHAT IS THE SIGNIFICANCE OF WHITE SPACE AROUND FIGURES?

A: ADEQUATE WHITE SPACE AROUND FIGURES IS IMPORTANT FOR VISUAL CLARITY AND AESTHETIC BALANCE. IT PREVENTS THE PAGE FROM APPEARING CLUTTERED OR OVERCROWDED, ALLOWING THE FIGURE TO BE VIEWED WITHOUT DISTRACTION AND ENSURING THAT THE TEXT REMAINS LEGIBLE AND EASY TO READ. WHITE SPACE HELPS FIGURES STAND OUT AND EMPHASIZES THEIR IMPORTANCE.

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