

# WILLAMETTE COLLEGIAN.

WILLAMETTE UNIVERSITY.

VOL. 1.

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NO. 8.

## Editorial Staff.

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ASSOCIATE EDITORS {	.....J. F. AILSHIE, '91.
	.....MINNIE FRICKEY, '91.
BUSINESS MANAGER.....	N. M. NEWPORT, '90.

## Habits.

(FOR THE COLLEGIAN)

A man's character is *in toto* the result of his habits, so then the old saying "a man is a bundle of habits," is not far from the truth.

Habits are easily formed, especially such as are bad; and what to day seems to be a small affair, will soon become fixed, and hold you with the strength of a cable. That same cable you will recollect is formed by spinning and twisting one thread at a time; but, when once completed, the strongest vessel that plows the deep must acknowledge subjection to its power.

Habits of some kind are formed by every student. He has a particular course in which his time, his thoughts, his employment and his feelings will run. Whether these habits are good or bad they will soon become a part of himself. The old man who has occupied a particular corner of the old fireplace in the old house for sixty years, will be rendered wretched by a change. Who has not read of the release of the aged prisoner of the Bastille, who begged to be returned again to his gloomy dungeon, because his habits, there formed, were so strong that his nature threatened to sink under the attempt to break them up? You will probably find no man of forty, who has not habits which he laments, which mar his influence, but which are so interwoven in his very being, that he cannot break through them; at least he has not the courage to try. It is

expected that we will form habits; it is even desirous that we should, but the great care with us should be that the habits formed should be correct, and such as will every day and hour add to our happiness.

Have no hesitancy in undertaking to form habits which are desirable; for they can be formed, and with more ease than you at first suppose.

*Let the same thing or the same duty, return at the same time every day, and it will soon become pleasant.* No matter if it be irksome at first; but however irksome it may be, only let it return periodically, every day, without interruption and it will soon become a positive pleasure. In this way all our habits are formed.

It will not be out of place here to specify a few habits which can and should be formed by every student.

1. *Acquire the habit of untiring industry.* Should you be so unfortunate as to suppose you are a genius, and that "things will come to you," it will be well to undeceive yourself as soon as possible. Make up your mind that industry must be the price of all you obtain, and at once begin to make your payments. "Dilligence in employments of less consequence is the most successful introduction to great enterprises." It is wonderful to see what industry alone will accomplish. We are astonished at the volumes which men of former ages used to write; but the term *industry* is the key to the whole secret.

It was a matter of astonishment in Europe, that Luther, amid all his travels and active labors, could present a very perfect translation of the whole Bible. But a single word explains it all; he had a rigid system of doing something every day; when asked how he did it, he replied: *Nula dies*

*sine versu*; and this soon brought him to the close of the Bible.

It is well known that Demosthenes copied Thucydides' History eight times with his own hand, simply to make himself familiar with the style of that great man.

The Turks have a proverb which says: "A busy man is troubled with but one devil, but the idle man with a thousand." And the Spaniards have improved it by saying: "Men are usually tempted by the devil, but the idle man positively tempts the devil."

#### 2. *Cultivate perseverance.*

By perseverance I mean a steadfastness in pursuing the same study and the same plans from week to week. Some will take up plans which others have adopted without any consideration whatever, and in a few days throw them aside for something else. Such a great man did this or that, and I will do so, is the feeling; but as soon as it becomes irksome it is thrown aside. An aspiring student once read that a great man had written over his door, "*Dum liquimor tempus fugit*." And immediately he had it in staring capitals over his door. Again he read that a very learned man used to admire Blackstone; at once he drops all and purchases Blackstone's Commentaries. These he began to read with great earnestness; but happening to hear that Oliver Ellsworth was in the habit of getting most of his information from conversation, he dropped Blackstone and went from room to room gathering information by conversation. It is hardly necessary to say that a whole college full of such students all condensed into one, would not make a single good student. The man who is perpetually hesitating which of two things he will do first, will do neither. The man who resolves, but suffers his resolutions to be changed by the first counter-suggestion of a friend, who fluctuates from opinion to opinion, from plan to plan will never accomplish anything great or useful.

3. *Be in the habit of learning something from every one with whom you meet.*

The observance or neglect of this rule will make a wonderful difference in your character long before you are forty years old. Sir Walter Scott tells us that he could learn something valuable from every one, even the most stupid fellow that ever rubbed down a horse. This explains how he seems to have an intuitive knowledge about every thing. Who has not heard of the servant whose duty it was to learn to brew by watching a man who was hired to teach the art to him. In the course of the process, something was done which he did not understand. He asked for an explanation, and the brewer abused him with the vilest epithets, for his ignorance and stupidity. Afterwards on being asked how he bore such abuse "I would be called" said he "worse names a thousand times for the sake of the information I got out of him."

4. *Acquire the habit of doing every thing well.*

It is well known that Johnson used to write and send a literary production to the press without ever looking over it by way of revising. This was the effect of habit. But he began by composing slowly, but with great accuracy. We are naturally impatient of restraint, and have so little patience at our command that it is a rare thing to find a young person doing anything well. Euripedes used to compose but three lines, while a contemporary poet composed three hundred; but one wrote for immortality and the other for the day. One's reading had better be but little, his conversations but few and his compositions short and well done.

The great secret of Bonaparte's skill, as a warrior, was in doing every thing thoroughly. If he met an army in two divisions he did not divide his army in the same manner. No, he brought all his strength to bear upon one point till that was annihila

ted. This is a good principle to carry out in regard to everything. S.

The Seniors planted their class tree May 5th with imposing ceremonies.

The tree was sent to them by Hon. Binger Hermann from Washington D. C. The tree belongs to the class, Gymnospermae; order, Taxaceae or Yew; Genus, Salisburia Andiantifolia; common name Ginkgo biloba and is a native of Japan.

The following was the programme:

Song composed by O. F. Tower.

Oration, N. M. Newport.

Planting tree by L. F. Belknap and S. W. Stryker.

Song, "Ode to Our Alma Mater," composed by W. E. Perry.

At the close of the exercise, by vote, the tree was dedicated to Hon. Binger Hermann.

#### FOTY-SIXTH ANNIVERSARY.

#### Of The Willamette University.

The following is the general programme for commencement:

TUESDAY, JUNE 3, 8 P. M.—College Prayer Meeting.

FRIDAY, JUNE 6, 8 P. M.—Reunion of Literary Societies.

SUNDAY, JUNE 8, 10:30 A. M.—Baccalaureate Sermon, Rev. C. C. Stratton D. D., President of Mills' College, Oakland, Cal.

8 P. M.,—University Sermon, Rev. J. W. Bushong, D. D., East Portland.

MONDAY, JUNE 9, 2:50 P. M.—Popular Concert by Conservatory of Music.

8 P. M., Lecture before Literary Societies, C. C. Stratton.

TUESDAY, JUNE 10, 9 A. M.—Annual Meeting of the Board of Trustees.

8 P. M.—Graduating Exercises of University Academy.

WEDNESDAY, JUNE 11, 10 A. M.—Commencement exercises of conservatory of Music.

2 P. M.—Business Meeting of Alumni.

THURSDAY, JUNE 12, COMMENCEMENT DAY, 10 A. M.—Commencement of College of Liberal Arts.

8 P. M.—Concert and reunion of Conservatory Alumæ.

#### "Hasten Slowly."

The greatest mistake of the average boy in our Western Colleges is his haste to get through school; he feels that he is losing opportunities to make money—oh that evil money—he endeavors to do two years work in one, a thing that he will regret many times when he gets out and encounters the blunts of the world, thereby making a "book worm" of himself while in school and when he goes out has his head full of "book learning" and classical names, can tell some of the battles which Caesar fought, can repeat a thought from Demosthenes or tell who Aeneas was but little does he know of the popular thought of to-day nor who our philosophers are. We have thinkers to-day who never have been surpassed for generic thought, which is well worthy of our time and consideration.

But this the boy who is rushing through school thinks little about, he studies what is laid down in the curriculum and carries as many studies as he can manage to drag through the year and when he gets out of school knows little of the studies pursued and less of the thinking world.

We would not condemn the classics nor even would we advocate to lessen the time devoted to those studies, nor would we intentionally disparage any one in completing the course in college in as short a time as he can do it to the best advantage to himself and to the institution which he represents.

We would advocate modern thought along with the ancient, more classic of to-day with the ancient classic. We also feel the lack of modern literature in all our Western schools.

The graduates do not come up to what the world expects of them and it is not wholly their fault. The schools are not growing with the demands of the country; they suffer the students to go through school endeavoring to do more work than they can do justice to, thereby lowering the standard of the school and failing to meet what the people expect of them.

#### Oregon Teachers.

Oregon was never in more need of good teachers than she is to-day.

The day is past when every one can secure a certificate to teach our public schools, and every year the grade is being raised; the people are waking up to their best interests and the day is not far distant when to be a school teacher in Oregon will mean to be highly educated. The plea of being an Oregonian and was educated here in some country school will be sufficient no longer for a recommendation for position as teacher; but he must be a man polished by a well round up education. Our shores are fast being filled by people from the East, and we are proud to say a desirable class, those who love their country and have come among us to grow with this garden spot of the earth and among them are the representatives of the best schools of the East who have come here to work and we may expect to see heavy competition here soon, then the man who is prepared will be the one who will stand and those who are half prepared must go to the wall. In view of these facts it behooves the teachers of Oregon to equip themselves thoroughly before entering the field or else they will be crowded out by the better educated from the East.

We venture to say that wages of teachers in Oregon will be increased at least ten per cent. in the next four years.

Our school buildings will soon be built on a larger plan to correspond with the

greater talents of the teachers and the increased wealth of the country.

There is considerable talk of moving the University; since the West Salem scheme was drowned last winter in the big flood there is a scheme to move it to Fair Mount Park in South Salem which is a very feasible plan there has been donations of several acres of land besides several lots. Fair Mount is a slightly place for a school and is about the distance a school should be from the heart of the city. The Electric Street Car Company have promised to run their line to the door should the removal be made. While we favor the plan it need to be guarded by the people of Salem who have an interest in the institution, all the officials do not live in Salem and all know that Portland wants the University there and she will not hesitate in confirming her claims when there is a chance to make them effectual. money will be given freely to secure the goal, one capitalist alone of Portland has offered to donate fifty thousand dollars if they would move it to that city and others are only waiting for further developments when they will come in with liberal gifts. Salem can ill afford to loose Willamette while many of her citizens do not fully appreciate the advantages they enjoy by having such a school here, yet when there is a prospect of losing such a prize they will wake up to their best interests and make a hard fight. But it must be remembered that it takes money to run such a school, for instance, this year for running expenses have been about twenty-five thousand dollars and this can not be met by tuition so the people of Salem interested must remember that money will carry off the prize however much Salem may have the advantage in location.

Send us your name, don't be backward We want to double our subscription by next year.

**Perseverance.**

Perseverance is that quality which elevates one person above another; it is that which crowns efforts with success. Success is the child of confidence and perseverance. The greatest talent of success is in doing what one can do, and doing that well, though no reward is expected. Who are our successful men of to-day? And who have been our successful men of the past? Have they been those born with fortunes? By no means, on the contrary, they have been those, who when boys were compelled to work either to help themselves or their parents and when a little older had their wits sharpened by devising plans how to make the most of their circumstances; who passed their youth in self denials.

Perseverance has taken many poor boys from humble farm life and placed them in legislative halls, judicial seats, pulpits and the highest places of trust that a nation can confer; and has given to them the rule of governments. When one has climbed from a humble plow boy to be chief of a nation, he is said to be "lucky,"—a word with scarcely a meaning—what one has accomplished by persistent efforts is not mere "luck" or fortune; but is the honest reward of perseverance and determination. It was not luck that led Lincoln from a log hut to the White House, and Garfield from a tow-path to be chief of the nation.

It is sometimes asked; why do so few young men of early promise, whose hopes, purposes and resolves were as radiant as the beams of the morning sun fail to distinguish themselves?

The answer is evident. They are not willing to devote themselves persistently to the toilsome labor and culture which is the cost of great success, and by a lack of perseverance they are led into idleness and their brightest hopes are buried in neglect. What-ever vocation nature may donate to

her favorite sons she leads none but the laborious and studious to any great degree of success. Great men have always been men of action as well as men of thought. Every man has within him the principles of excellence which can only be developed by cultivation, and they are only cultivated to any degree of perfection by constant and persistent exercise; this is within the reach of everyone. Some say they cannot afford to spend the time, are too poor. What of poverty! When it is remembered that most of our great men were the children of extreme poverty. Captain Cooke the great navigator was born in a mud hut, and started in life as a cabin boy; Lord Eldon who sat on the "wool sack" in the British Parliament for nearly a half century was the son of a coal merchant; Franklin our great philosopher, started on life's journey as a half starved printer's "devil;" Columbus was the son of a weaver; Demosthenes was the son of a poor man; Virgil began life in poverty; Homer was the son of a poor farmer; John Jacob Astor once sold apples on the streets of New York for a livelihood; Jay Gould worked in the woods for ten dollars a month; Socrates started in life poor, died in poverty, but his name has lived more than two thousand years.

We need not go so far for examples, we see in our midst those who are willing to battle against adversity with a determination are the ones whose efforts are crowned with success. What a blessing to themselves and to the country could more of the youths be made to see this in its true sense; so that instead of quitting school when merely begun they would see the end of a course in our best colleges.

**Class of '90.**

The Senior Class of Willamette this year numbers ten, two ladies and eight gentlemen.

Miss Susie Harrington, of Mt. Tabor, Oregon, has completed the full Classical course at Willamette having put in seven years. This year she has been both student and tutor.

Miss Elvara Victor, of Lewiston, Idaho, has been at Willamette two years and finishes the Latin Scientific course. Miss Victor secured her earlier education at the Wilber College, Lewiston, Idaho, where she was a student for four years.

L. F. Belknap, of Monroe, Oregon, is the senior member of the class. He has been in Willamette five years and completes the Classical course, and on going out will enter upon the ministerial work.

Allyn H. Cooke, of Salem, is a Willamette boy having put in the full seven years here and completes the Classical. He has made chemistry a special study with the intention of becoming an analytical chemist.

Levi Magee, of Lincoln, Oregon, has been in the University longer than any other member of the class, this being his eighth year. He first took his diploma from the Business course and then entered the Classical which he completes this year as he also does the first year in Law.

N. M. Newport, of Astoria, has put in six years in Willamette and completes the Classical and on going out will probably make the study of medicine his life work.

W. E. C. Perry, of Salem, has completed the Classical course in six years and has been so busy that he has not fully decided on his life vocation, but has an inclination to medicine.

Virgil Perringer completes the Classical in five years and represents Adams, Oregon, and has chosen for his weal or woe the legal profession for which vocation he is well talented.

S. W. Stryker, of Drain, Oregon, will suffix A. B. to his name and will then be a double bachelor. He entered Willamette in '84 and

has scarcely missed a recitation since. On leaving Willamette Mr. Stryker intends entering a Theological school preparatory for his life work in the ministerial field.

Olin F. Tower, of Helena, Montana, is the junior member of the class and will yet be in his teens when he takes the degree A. B. Teaching will be his vocation. A position has been tendered him in the new University of Helena which will be opened next September.

#### What is a Practical Education?

From all over the land to-day we hear persons advocating practical education.

We agree with them most heartily, that every person should have a practical education, but we do not agree with them as to what a practical education is.

Those clamoring for, and the schools and colleges pretending to give such an education, are opposed to the more difficult branches of learning pursued in our colleges. But what is this so called practical education? It is simply this: That Mr. Brown thinks he has discovered in his son an embryo merchant and he is sent to school to be treated as such; Mr. Smith sees in his son an undeveloped doctor, and he is stuffed with facts about medicine from the time he enters school until he goes out into the world to practice what he has learned. While we admit that every young man should choose the profession or calling that he is to pursue in life, yet we deny that he has a right to demand of our colleges that they shall give him special training which will qualify him to buy calico, make bridges, draw up declarations or write prescriptions. While every merchant, mechanic, lawyer or doctor needs this education, first of all he needs an education as a man.

A stick of timber may be made into a table, chair, bureau or a piano, but first of all

it must be a sound stick of timber, solid and well seasoned. Just so the mind before it is trained for any special use, it must be made sound and strong.

We should no more develop some faculties of the mind and leave the others undeveloped than we should exercise some members of the body and not exercise others.

That drill is best for the mind that develops all of its faculties and makes them vigorous, enabling it to concentrate them all on one subject and to consider it from all sides, it matters not whether the man ever uses the drill again or not, after he has acquired such a mind.

There is no greater mistake than to suppose that one should learn nothing that can not be used in the calling that he has chosen. Prof. Malden, in a lecture on the "Introduction of the Natural Sciences into General Education," has so ably exposed this fallacy, that I can not do better than to quote him. In speaking of the opinion of those who think that a boy who is to spend his life buying and selling, or building houses should not "waste his time" in studying Greek and Latin, he says:—

"If the education of the body were the matter in question instead of the education of the mind the absurdity of this conduct would be manifest. Put the case of a boy of a weakly constitution and effeminate habits; and suppose that family connections and interests make it seem desirable that he should enter the army and that he is committed to the care of some one—an old soldier if you like—who professes to prepare him for his military career. At the end of four or five years, when he ought to obtain his commission, his father may think right to inquire into his fitness for his profession. 'Have you studied tactics?' 'No sir.' 'Have you studied gunnery?' 'No sir.' 'Have you learned the broad-sword drill?' 'No.' 'Have you practiced platoon firing?' 'No.'

'Can you even fix a bayonet on a musket?' 'I have never tried sir.' After such an examination we may suppose the father expostulating indignately with the veteran under whom his son was placed who might reply: 'Sir, when you placed your boy in my charge he was weak and sickly; he had little appetite; he could bear no exposure to the weather; he could not walk two miles without fatigue; he was incapable of any severer exercise; he was unwilling and indeed unable to join with the boys of his age in their athletic sports. Now he is in perfect health; he can make a hearty dinner on any wholesome food, or go without if need be; he will get wet through and care nothing about it; he can walk twelve or fifteen miles a day; he can ride; he can swim; he can skate; though he never handled a soldier's musket he is an excellent shot with a fowling-piece; he has a firm foot, a quick eye and a steady hand; he is a very pretty draughtsman; he is eager to enter his profession; and you may take my word for it, sir, he will make a brave and active officer.'

Was ever a system of training more triumphantly vindicated?

By making the boy physically strong and healthy he had rendered him able to enter any profession in which activity and strength were required; a principle which holds good in training the mind as well as the body.

A man may have his head crammed full of facts, data, statistics and opinions on a certain subject but if he lacks mental activity and intellectual force to organize them and make use of them, he is but little better than the case from which the books in which he got his knowledge, were taken.

Judgment is the faculty above all others that it is desirable to cultivate. Without it no man can be successful in any calling or profession; but with it a man will make success out of defeat. But how is judgment

developed? Is it by being informed on one subject only? By no means. It is a fact that can not be denied even by those who are in favor of the so called "practical education," that a man educated on one subject only is not capable to judge, not even on that subject.

We are in favor of practical education, but of practical education in its highest and fullest sense.

We call that practical education which develops all man's faculties.

We call that practical education which strengthens the mind and makes it able to do anything.

We call that practical education that enables the mind to grasp a mass of disconnected and confused thoughts, marshal them under the sway of thought, and reduce them to order and harmony.

We call that practical education that makes a man's opinions assume a definite form and makes him able to express them forcibly and eloquently.

We call that practical education which gives a man the ability to weigh argument accurately, and to separate the good from the bad.

That is a practical education that gives a man power to concentrate all his faculties at once with energy and force on a subject and to keep them on that subject until they have accomplished the task set for them.

That is practical education that gives a man's mind flexibility, tact, discrimination, sagacity, resource, method, critical exactness, address and expression.

"Such a man is full of resources and ready for any event; he is at home in any society; he is a pleasant companion and a comrade you can depend upon; he knows when to speak and when to be silent; he knows when to be serious and when to trifle; he has a repose of mind which lives in itself while it lives in the world and which has

resources for its happiness at home when it can not go abroad."

GEO. H. BRUCE.

### Life.

The bursting bud, the green blade of grass, the singing bird, the chirp of the insect, and the whistling of the boy following the plow, tell us in tones sublime that we are in the midst of life. Take these away and every thing would be as a barren waste; and that which is productive of the enjoyment of man would be gone.

A child is born and until he reaches his maturity he passes through the scenes of his happiest days. How often we desire those days to return, when we had no cares, when we played with our playmates, fishing in the streams, chasing the butterfly, swinging from the barn rafters and a hundred and one things to amuse us for a time. But as maturer years come on, we have to take up the tasks of life; we put away childish things, and we are gradually brought to realize that we must have a purpose in life. May we improve the hours as we come and go, may we not when we come to the other side of the maturer part of our lives, have cause to regret on account of our negligence.

Life is as full of enthusiasm, glitter and happiness as ever it was. The field for improvement is as full of opportunities to the industrious.

What sight is grander than a man trying to elevate himself and to become something in life, filling the vocation that he is capable of, in a meek and manly way.

Go on thou, a steady toiler,  
Thy labor shall have a reward  
To the man that is an idler,  
There is no promise on record.

There is but one more number of the COLLEGIAN to be issued this year. The present staff are willing to give others the honor and experience of the work an other year.

## WILLAMETTE COLLEGIAN.

B. L. STEEVES, Editor. N. M. NEWPORT, Bus. Manager.

The COLLEGIAN is published monthly during the College year in the interest of education in general by the Philodorian and Philodorian Literary Society of the Willamette University

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Students and graduates and all others interested in higher education or our Public Schools are requested to contribute articles, poetry, letters and general information, relating to these subjects.

All articles for publication should be addressed to the Editor.

On Saturday May 3rd, four of Willamette's fair daughters, and as many of her sterling sons, were up, and many miles in the country before old sol had gilded the eastern horizon; and, as his first rays changed quaint of Jefferson's lofty brow of snow, from gold to azure; they were ascending the mountains towards the famous Silver Creek Falls. Cupid had inspired every heart with a hope of a successful and pleasant journey—But ah! too often are the best cherished hopes blighted in their infancy. Thus with this little party, the fates had decreed that they should not realize their anticipated hopes, but would crown their effort with ill success.

Just as the murmur of the distant water, precipitated from the rocky cliffs into the abyss, reached their ears, their smiling countenances were changed to those of gloom; for on going down a steep grade, one team became unmanagable; one young lady becoming frightened, jumped from the hack and fractured her ankle, the other kept her seat until the hack upset when she was kicked by one of the horses, receiving a painful wound; the gentlemen both escaped uninjured. This did not end the predicament; the next to trouble their sombre minds, was how to get out of the mountains with a broken hack and harness well torn to pieces. A consultation was held in which it was decided that the two young ladies who

were hurt, should take places with the two couples who had escaped the dangers; these being in two single buggies. So the return was attempted, and we may add was successful, for they were all back long ere this.

About the middle of the night, the first team entered the city; towards morn the second team appeared bearing two gentlemen only, with the harness and hack tied and lashed with ropes and strings. The third, put in its appearance as the Sabbath bells were calling pious people of the capital city to their places of worship.

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#### The Lectures.

Dr. Houghton, of Portland, gave a series of lectures in the chapel last week. The first lecture was given Monday evening May 5th; the subject being "Captain John Smith, and was relative to the early Colonial History. Tuesday at 11 A. M. occurred the second, the subject of this and the one given on Tuesday evening was "George Bancroft." The Dr. painted in glowing language the brighter side of Bancroft's life and works. The fourth and last lecture took place Wednesday at 11 A. M. The subject of this one was "Jared Sparks." The lectures on the whole were a historical review and a student can ill afford to miss such a chance for historical knowledge. The Dr. is a highly educated man and has had wide experience in travels, having made a tour around the world a few years since.

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It was announced in the last number of the Collegian that Mrs. Quincy A. Grubb was a candidate for County School Superintendent. Mrs. Grubb has resigned the nomination and Miss Jennie Griffith, a sister to Mrs. Grubb, has been nominated in her stead. Miss Griffith is fully competent for the duties of the position.

F. J. Catterlin, Salem's popular artist is turning out some of the best work ever offered to the capital city. A look through his Studio is enough to convince the most skeptical. Special reduction given to University students. Call and see him before having your Photographs taken.

T. J. Cherington has removed to more commodious quarters in the Exchange Block, where he is prepared to do better work than ever notwithstanding that his work has taken the highest premiums at the Oregon State Fair. He now has one of the finest Art Studios in the north-west. Special rates to students in Photographs.

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Don't forget to send a book to the new library of the Phi. and Phi. societies. Probably it will do much more good in their library, than standing on the dusty shelves in your library.

She dropped gently off the car, "held up" a truckman in a way which made him lose a night's sleep thinking of her, tossed a coin to a newsboy who had hidden his papers under his jacket, and was crying because he thought people thought he had lost them, and stepped daintily onto the curb.


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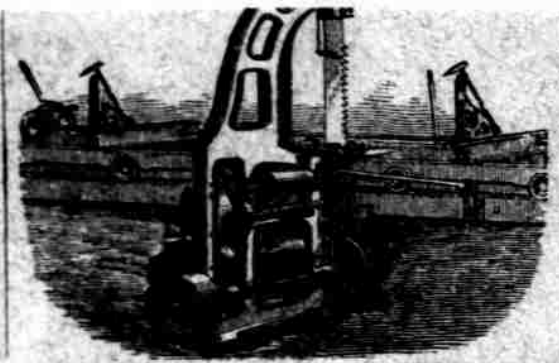
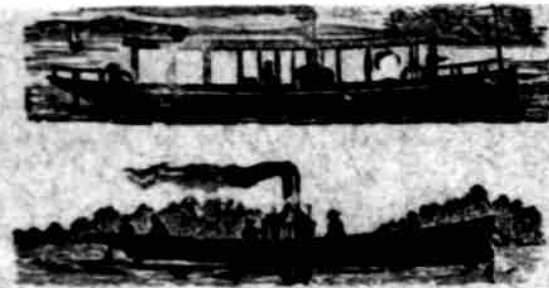
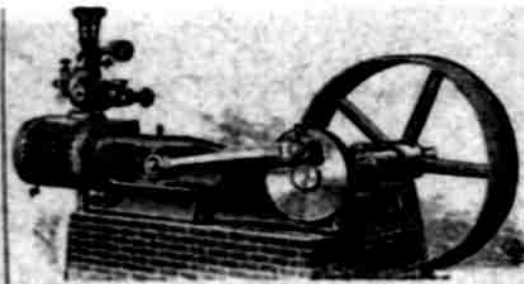
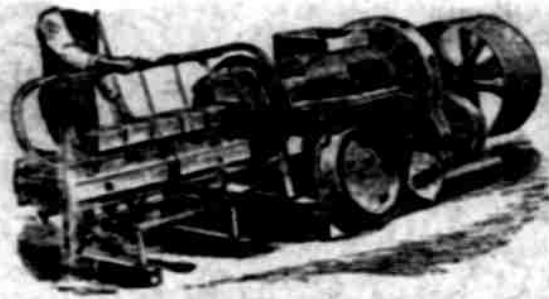
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