The Danes Massacre Patriots

<table>
<thead>
<tr>
<th>Albany</th>
<th>Stony Brook</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>35</td>
<td>6</td>
</tr>
<tr>
<td>46</td>
<td>0</td>
</tr>
<tr>
<td>59</td>
<td>6</td>
</tr>
</tbody>
</table>

by Bruce Muehl

Third quarter. That is the only way to describe Saturday's
crushing 69-6 victory by the Albany State Football team over Stony Brook.

The Danes played all out with a 300 yard.

With touchdown number two.

10 be discouraged, two plays later

one quarterback completely what

I found slat receiver Boh liaxtci

wide open and the Danes numbc

though, counted. On lust down

in the game the Danes drive stalled

way to a record 540 yards on the

 intrig loi many long gainers. I he

plosive throughout the game, hu

he paly was called hack because

he ploy was called hack because

Jay.

The Danes then started on ihe

next time Albany had the ball, ihe

one touchdown number five. Aided by smne ke>

Ahonen, Jeff Nekola and Don

lairy Guilhan recovered a tumble

ing over from ihe seven.

it over on a fourth down and

the offensive in good field position reach

of the afternoon.

It was a brick shelly way, awesom

and it stopped many people from attending but it did not stop the Albany

Albany Varsity team.

Stony Brook was too slow and
touched a kick before of his mind.

The more imnadiatly paid off

what little effort they showed on the

opening kickoff and Stony Brook

received on the Albany 38. As

like most of the afternoon, the

Patriots could do little and were

put it over on a fourth down and

and showed how he wishbone offense is

moved at will. Albany's defense

Dane Ground Machine constantly

stymied the Patriot

supposed to work, as the Great

showed how he wishbone offense is

continued to crush Stony Brook, scor­

ning of time and money on it already.

Associate Dean Kendall was reached

for comment last week, but had "nothing
to say" about Goodman's charges or his

prospects in the case. Although he is being

personally sued in a civil suit, it has been

learned that Kendall is being defended by

the State of New York through the At­

torney General's office. He apparently

exists a clause in the education law

stipulating that a defendant is entitled to

legal counsel if being sued for an action

performed while in university employ­

ment. Whether the state would pay the

$100,000 damages should Goodman

win the case is unclear, however.

Goodman feels that it would be in

the University's interest to settle out of

court because "the University cannot afford to

do have its dirty linen aired publicly,

especialiy in light of the bad publicity caused

by local media during the Humpergby con­

troversy last spring. "My impression,"
goodman states "Goodman has publicly raised other

questions concerning the manner in which

his tenure case was handled last year,

though he may have been subject to political and personality t hat

he himself, did not feel he has a good chance of

winning, he would not have spent" a lot

of time and money on it already.

Associate Dean Kendall was reached

for comment last week, but had "nothing
to say" about Goodman's charges or his

prospects in the case. Although he is being

personally sued in a civil suit, it has been

learned that Kendall is being defended by

the State of New York through the At­

torney General's office. He apparently

exists a clause in the education law

stipulating that a defendant is entitled to

legal counsel if being sued for an action

performed while in university employ­

ment. Whether the state would pay the

$100,000 damages should Goodman

win the case is unclear, however.

Goodman feels that it would be in

the University's interest to settle out of

court because "the University cannot afford to

do have its dirty linen aired publicly,

especialiy in light of the bad publicity caused

by local media during the Humpergby con­

troversy last spring. "My impression,"
goodman states "Goodman has publicly raised other

questions concerning the manner in which

his tenure case was handled last year,

though he may have been subject to political and personality t hat

he himself, did not feel he has a good chance of

winning, he would not have spent" a lot

of time and money on it already.

Associate Dean Kendall was reached

for comment last week, but had "nothing
to say" about Goodman's charges or his

prospects in the case. Although he is being

personally sued in a civil suit, it has been

learned that Kendall is being defended by

the State of New York through the At­

torney General's office. He apparently

exists a clause in the education law

stipulating that a defendant is entitled to

legal counsel if being sued for an action

performed while in university employ­

ment. Whether the state would pay the

$100,000 damages should Goodman

win the case is unclear, however.

Goodman feels that it would be in

the University's interest to settle out of

court because "the University cannot afford to

do have its dirty linen aired publicly,

especialiy in light of the bad publicity caused

by local media during the Humpergby con­

troversy last spring. "My impression,"
goodman states "Goodman has publicly raised other

questions concerning the manner in which

his tenure case was handled last year,

though he may have been subject to political and personality t hat

he himself, did not feel he has a good chance of

winning, he would not have spent" a lot

of time and money on it already.

Associate Dean Kendall was reached

for comment last week, but had "nothing
to say" about Goodman's charges or his

prospects in the case. Although he is being

personally sued in a civil suit, it has been

learned that Kendall is being defended by

the State of New York through the At­

torney General's office. He apparently

exists a clause in the education law

stipulating that a defendant is entitled to

legal counsel if being sued for an action

performed while in university employ­

ment. Whether the state would pay the

$100,000 damages should Goodman

win the case is unclear, however.
Albany State Cinema

CHARLIE CHAPLIN

in

THE KID

with Jackie Coogan

and A Rare Chaplin Short

THE IDLE CLASS

with Edna Purviance

Sunday, October 7
2:30, 7:00 & 9:30
LC 18
principles of academic freedom

...tion of teachers generally and serious implications for the evaluation of students, it follows that do not violate the first principle of full freedom of teaching, the principles of full freedom of teaching and the evaluation of his work must be subordinate to the assessment of teaching. This is the evaluation of his work include the opinions of students and faculty that do not violate the first principle of full freedom of teaching and violate the principles of full freedom of teaching is in effect the evaluation of his work include the opinions of students and faculty that do not violate the first principle of full freedom of teaching. Thus, it follows that the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...it is a service provided in the interests of teaching and the evaluation of teaching is in effect the evaluation of his work include the opinions of students and faculty that do not violate the first principle of full freedom of teaching. Thus, it follows that the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.

...the principles of full freedom of teaching assumed that the teaching and the evaluation of teaching are related to particular assumptions. Thus, they become context and particular, and the principles of full freedom of teaching become psychological.
Chinese Studies Club
Officers please come to the SA office, CC 346, and fill out an organization card on or before Wed. 10/10/73.
Your organization recognition may be revoked if this is not done!

International Students Association Presents:
A First Foreign Film Festival
October 3 to October 9
75c with tax
$1.00 without
LC 24
two shows daily
7:00 & 9:30 pm
Award Winning Films
Fri., Oct. 5-
Zero de Condut and YoYo
Co-Defined Director: Jann Vego
Pierre Hax
Award at Cannes Film Festival and box office
Sat., Oct. 6-
Ballad of a Soldier
Director: Gertuk Chukrab
Best Director, Cannes Film Festival (1960)
Mon., Oct. 8
Finch and Ituru
Director: Sum Zehab
Director: Akira Kurosawa
Tues., Oct. 9-
On the Waterfront
Director: Elia Kazan
9 Academy Awards
Tickets at door

HELP WANTED
High school money- labeled college
saves you work. Need sporadic help. Call
346-9206
Telemarketer- good condition. MIL. CALL
457-4831

Furniture- good condition. MIL. CALL
457-4831

WANTED
Baggage to be auctioned immediately. Ask for Mr. H. 482-6719
Dr. Ing. 401, Sacramento, CA 95817

LOST & FOUND
In event of death, money left to
306-8920 for information

VAGABOND TOURS, 242 East 11th Street, New York, N.Y.
10003 (212) 674-5773

FRIDAY, OCTOBER 5, 1973

VAGABOND TOURS, 242 East 11th Street, New York, N.Y.
10003 (212) 674-5773

to everyone-

My dear friend,

I hope you are well and that you are enjoying this special day. My birthday is coming up soon, and I wanted to take a moment to express my gratitude for everything that you have done for me. Your kindness and support have been a source of great comfort to me, and I am truly grateful for your friendship.

Happy birthday to you! May this day be filled with love, joy, and all the things that bring you happiness. I hope that your special day is as wonderful as you are.

Sending you love and warm wishes.

Yours sincerely,

John Morgan

John Morgan
School of Criminal Justice

Dear John,

I hope this message finds you well. I wanted to take a moment to express my gratitude for your kind words and wishes. Your thoughtfulness is truly appreciated, and I am touched by your gesture.

Thank you for your continued support and kindness. I am looking forward to celebrating my birthday with you soon.

Sending you love and warm wishes.

Yours sincerely,

Jane Smith

Jane Smith

International Students Association

FRIDAY, OCTOBER 5, 1973

VAGABOND TOURS, 242 East 11th Street, New York, N.Y.
10003 (212) 674-5773

To everyone-

My dear friend,

I hope you are well and that you are enjoying this special day. My birthday is coming up soon, and I wanted to take a moment to express my gratitude for everything that you have done for me. Your kindness and support have been a source of great comfort to me, and I am truly grateful for your friendship.

Happy birthday to you! May this day be filled with love, joy, and all the things that bring you happiness. I hope that your special day is as wonderful as you are.

Sending you love and warm wishes.

Yours sincerely,

John Morgan

John Morgan
School of Criminal Justice

Dear John,

I hope this message finds you well. I wanted to take a moment to express my gratitude for your kind words and wishes. Your thoughtfulness is truly appreciated, and I am touched by your gesture.

Thank you for your continued support and kindness. I am looking forward to celebrating my birthday with you soon.

Sending you love and warm wishes.

Yours sincerely,

Jane Smith

Jane Smith

International Students Association

FRIDAY, OCTOBER 5, 1973

VAGABOND TOURS, 242 East 11th Street, New York, N.Y.
10003 (212) 674-5773

To everyone-

My dear friend,

I hope you are well and that you are enjoying this special day. My birthday is coming up soon, and I wanted to take a moment to express my gratitude for everything that you have done for me. Your kindness and support have been a source of great comfort to me, and I am truly grateful for your friendship.

Happy birthday to you! May this day be filled with love, joy, and all the things that bring you happiness. I hope that your special day is as wonderful as you are.

Sending you love and warm wishes.

Yours sincerely,

John Morgan

John Morgan
School of Criminal Justice

Dear John,

I hope this message finds you well. I wanted to take a moment to express my gratitude for your kind words and wishes. Your thoughtfulness is truly appreciated, and I am touched by your gesture.

Thank you for your continued support and kindness. I am looking forward to celebrating my birthday with you soon.

Sending you love and warm wishes.

Yours sincerely,

Jane Smith

Jane Smith

International Students Association

FRIDAY, OCTOBER 5, 1973

VAGABOND TOURS, 242 East 11th Street, New York, N.Y.
10003 (212) 674-5773

To everyone-

My dear friend,

I hope you are well and that you are enjoying this special day. My birthday is coming up soon, and I wanted to take a moment to express my gratitude for everything that you have done for me. Your kindness and support have been a source of great comfort to me, and I am truly grateful for your friendship.

Happy birthday to you! May this day be filled with love, joy, and all the things that bring you happiness. I hope that your special day is as wonderful as you are.

Sending you love and warm wishes.

Yours sincerely,

John Morgan

John Morgan
School of Criminal Justice
Ushering In October

by Mitchel Edel

The Relativist in Residence

The Relativist in Residence, by Mitchel Zoler

Corruption On High...

The Relativist in Residence, by Mitchel Zoler

by John Chavasse

Commemorating the 70th anniversary of October 3, the birthday of Robert F. Kennedy, the article chronicles the rise and fall of his political career and his assassination.

The film was selected as the best film of the year by the New York Film Critics Circle and the National Society of Film Critics.
Friday, Oct. 5

- "Asphalt" at Albany State Cinema
- "The Kid" at Brooklyn

Saturday, Oct. 6

- "Rocky" at Albany State Cinema
- "American Graffiti" at Brooklyn

Sunday, Oct. 7

- "Rocky" at Albany State Cinema
- "American Graffiti" at Brooklyn

TOWER EAST

- "The Kid" at Albany State Cinema
- "Rocky" at Brooklyn

Coffeeshop: at the Eighth Street East

On Campus

- "On Campus" by Samuel Bogen
  - "Bonnie and Clyde" at Tower East
  - "Electra Glide in Blue" at Albany State Cinema

- "Dirty Little Billy" at Circle Twin
  - "Dirty Little Billy" at Circle Twin

- "Coffeehouse: at the Eighth Street East

Name, address, phone number, and social security number must appear on your solution.

ASP Crossword Puzzle

Solution to Previous Puzzle

Tricks and Trumps

Triumph Fund

WSUA-640

SUNYA vs. Niagara
Live coverage beginning at 12:30

Mini-Programs
All groups interested in discussing contemporary problems on the air, contact WSUA.

A Cultural Experience
Every Saturday
"The Best in Latin Sounds"

Phone Addicts
Sunday night Oct. 7 10-11
Phone in Questions: 7-4443, 7-5808
WSUA Combats Apathy

It is all supposed to be a path that a lion of life at Albany State. The problem is that the emphasis on the importance of the average student's contribution to the university is so low that it is difficult to find a way to combat apathy.

The mechanism for the improvement of student life on this campus is called MINI-PROGRAMS. This is a plan to bring in a series of presentations that will be given every 2 hours on the campus. These presentations will be given by the students themselves and will be aimed at increasing student participation.

The performances are planned to take place in a variety of locations on the campus, including the student center, the library, and the gym. The performances will be given by a group of students who are interested in increasing student participation.

The first performance is scheduled for 7:15 and 9:45. The second performance is scheduled for 7:30 and 9:45.

The greatest thing since mom and apple pie

The greatest thing since mom and apple pie is called MINI-PROGRAMS. This is a plan to bring in a series of presentations that will be given every 2 hours on the campus. These presentations will be given by the students themselves and will be aimed at increasing student participation.

The performances are planned to take place in a variety of locations on the campus, including the student center, the library, and the gym. The performances will be given by a group of students who are interested in increasing student participation.

The first performance is scheduled for 7:15 and 9:45. The second performance is scheduled for 7:30 and 9:45.

The Wage Hoax

Popeye Von Amscrat wrote a book called "The Wage Hoax" in 1996. In the book, he discussed the idea that the wage system is a scam. He argued that wages are not a fair representation of the value of a worker's labor.

Popeye Von Amscrat believed that wages are a form of exploitation. He argued that workers are exploited by the system, and that the wage system is a form of oppression. He believed that wages are a way for employers to control workers, and that wages are a way to prevent workers from demanding better conditions.

Popeye Von Amscrat was a controversial figure in the 1990s. He was killed in a hit-and-run accident in 1997. His book, "The Wage Hoax," continues to be read by people interested in social justice issues.
I other? If a consumer is aware of when consumers realize that our motorist he passes.

But what about products that do not show their love.' I am trying to work lor construe from. The basic is well anything, they tot) react to pressure from these and many other.

This material is a insult to American Democracy and continues to

The problem is making a part response to the greatest civic citizen and trusted by the.

Keep safe from all those...
By Philip W. Semas

By Philip W. Semas

Education),

The national student movement

but also with unions of students.

Ling not only with unions of

of creating a national student un-

dent leaders fear will leave them

be a top priority and establishing a

prepare to "cope with the realities

m.

The students generally agreed

sandwiches

Mugs 250 - Free

sandwiches

and let the faculty take care of

said the union's suggestion that

ory rules and student services

Teachers representative Israel

ion. He said the A.K.T. has a slogan:

the outgoing N.S.A. vice-

the national student move­

that the national student move­

also with unions of students.

ently, and supported activity in

create an independently financed

unionization had been declared

us from private foundations

The largest item on the menu at

The resolution also declared that

whether N.S.A. is the best

ionization, many questioned

force for the last 30 years.

"Happiness Runs Productions"

"Happiness Runs Productions"

- A wire coat hanger can be

"Happiness Runs Productions"

The alternative to a wire coat hanger is (212) 489-7974.

The alternative to a wire coat hanger is (212) 489-7974.

The alternative to a wire coat hanger is (212) 489-7974.

Presents:

Presents:

Presents:

The alternative to a wire coat hanger is (212) 489-7974.

"Happiness Runs Productions"

The alternative to a wire coat hanger is (212) 489-7974.

"Happiness Runs Productions"

Presents:

Presents:

Presents:

"Happiness Runs Productions"

"Happiness Runs Productions"

"Happiness Runs Productions"

Presents:

Presents:

Presents:

"Happiness Runs Productions"

The alternative to a wire coat hanger is (212) 489-7974.

"Happiness Runs Productions"

"Happiness Runs Productions"

"Happiness Runs Productions"

"Happiness Runs Productions"

The alternative to a wire coat hanger is (212) 489-7974.

The alternative to a wire coat hanger is (212) 489-7974.

The alternative to a wire coat hanger is (212) 489-7974.

"Happiness Runs Productions"

The alternative to a wire coat hanger is (212) 489-7974.

"Happiness Runs Productions"

"Happiness Runs Productions"

"Happiness Runs Productions"

The alternative to a wire coat hanger is (212) 489-7974.

The alternative to a wire coat hanger is (212) 489-7974.

The alternative to a wire coat hanger is (212) 489-7974.

The alternative to a wire coat hanger is (212) 489-7974.

The alternative to a wire coat hanger is (212) 489-7974.
The soccer team is lacking teamwork. With the visitors, but more importantly, which is responsible for this has a shortage of super players. It takes a super player to have cast a shadow over what problems in evidence, and they might still be a bright season. The word pass was last year when the team went 1-6 the situation was.

The Jewish holiest day in the Jewish land this Saturday. (Speaking of teams are both scheduled. Mycon-
Gridders try to rebound from Saturday's defeat when they Lose Batmen. In a winning came Massachusetts defeated the Danes were themselves up lor the game, the University of New Haven. The Bisons were undefeated, heating a "Disaster," chalking it up as "one lor them. Surprisingly, the Danes Plymouth State and shutting out 14-7 last Saturday.

nemisis, fumblitis and could do lit­
comodating hosts as they were

by

unexpectedly

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

by

b