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³ SURVEY OF NON-RETURNING STUDENTS ³  
³ WINTER 1994 ³  
³ UNIVERSITY OF OREGON ³  
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SURVEY OF NON-RETURNING STUDENTS, WINTER 1994  
UNIVERSITY OF OREGON

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SURVEY OF NON-RETURNING STUDENTS, WINTER 1994  
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I. BACKGROUND

Roughly 5% of all the college students taking classes at the University of Oregon who were in good academic standing, did not return for classes Winter term of 1994. The Dean of Students was very concerned about the non-returning students. The purpose being to find out why they did not re-enroll and to determine if the University of Oregon could make any changes to help keep students in school.

The Dean of Students contracted with the University of Oregon Survey Research Laboratory, under the direction of Dr. Patricia Gwartney-Gibbs, to survey these non-returning students. One week before the study began, the non-returning students were sent a pre-contact letter explaining that they would receive a phone call from interviewers of the Oregon Survey Research Laboratory and were encouraged to share their comments and feelings. See Appendix A for a copy of the pre-contact letter.

II. METHOD

A. Data

The non-returning students were surveyed through telephone interviews using the computer-aided telephone interviewing program known as CATI. The Registrar's Office also provided nine pieces of information about the non-returning students from the administrative database which were linked to the survey data and archived in the University of Oregon Data Sciences Laboratory for future use. All identifying information was stripped away from the survey data after collection. In cases where the student was not available to interview, the Dean asked the researchers to interview the parents, spouses, partners or others who knew the students well. These people proved to be very important to the study as former students could not be reached in 52% of the cases.

B. Sample

The Registrar's Office also provided a list of 812 phone numbers of students to be contacted. Of these students, 212 could not be surveyed due to various reasons such as wrong or disconnected numbers, language barriers and because students have moved, graduated or are studying abroad. See Appendix B for a copy of the Response Rate Report. Of the remaining eligible sample of students, 78.3% agreed to and participated in the survey. Incredibly, only 1.2% of the sample population refused to participate. The remaining 20% were non-interviews and the result of an inability to reach respondents due to no answer, answering machines, modems, etc.

C. Study Limitations

Upon examining the data, it is important to note that there are limitations. Fully one fourth of the original sample could not be reached. This may skew results as the unreachable, former students may be systematically different from those who were reached having something to do with mobility issues. When this is added with the non-interviews it accounts for a loss of 41% of the original sample.

D. Analysis

This analysis represents initial report of univariate percentage frequency distributions. An SPSS file has been given to the Dean that will allow for a more detailed analysis.

### III. ANALYSIS OF SURVEY DATA

The survey consisted of 20 questions and sub-questions, of which 2 were open-ended.

A. The first question asked of respondents was:

What is the main thing you are doing these days?

Forty percent answered that they were volunteering and working part or full time. Students who had returned to classes comprised 38% of those surveyed.

Seven percent reported that they were doing nothing, hanging out or looking for work. Five percent said they were traveling. Those who reported that they were taking care of family, dealing with physical/mental health issues or "other" all fell under 5%. Refer to graph and table #1.

Almost one fourth of those respondents taking classes were reportedly taking classes at the University of Oregon. Some explained that they had registered late or were studying abroad for University of Oregon credit. Interviewers were also sensitive to the possibility that parents may not know their child is no longer in school. Those who reported they were taking classes elsewhere, moved onto the next question.

A1. Where are you taking classes?

About 43% reported taking classes at a community college including almost half of those at Lane Community College. Almost one fifth are taking classes within the Oregon State System of Higher Education (OSSHE). Sixteen percent are reportedly taking classes in Washington or other states and 12% in California. Six percent are at trade and/or technical schools while the remaining 4% are at other Non-OSSHE in-state colleges and universities. Graph and table #2 below, illustrate these results.

B. All non-returning students were then posed a series of questions about reasons for not re-enrolling. This series of closed ended questions asked how important financial, academic, health, family, class access and advising were in the decision not to re-enroll at the U of O. The response categories include: very important, somewhat important, not very important, and not at all important. Table and graph #3 summarize much of the following information. A visual view of the data points out that the most important of reasons given from students is financial.

B1. How important were financial concerns in your decision not to re-enroll?

Thirty-seven percent responded that financial concerns were very important to them while almost 33% responded that it was not at all important. The middle categories of "somewhat important" and "not very important" were also closely matched at 14% for the former and 15% for the latter.



B2. How important were academic reasons?

For this survey, academic reasons referred to issues like changing majors, not getting the grades expected or unsure about aspects of college life. Forty-four percent of respondents said that this was not a factor in their decision not to re-enroll. Twenty-two percent felt it was not very important and 18% felt it was somewhat important. Seventeen percent felt it was very important in their decision not to re-enroll.

B3. How important were issues related to your physical or mental health in your decision not to re-enroll?

Almost half of the respondents felt this was not an issue at all.

Unfortunately, 19% felt that this was a very important factor in their decision. Fifteen and 17% percent replied somewhat and not very important.

B4. How important were issues related to family, such as balancing work and family, or helping out with family members' problems?  
This appears to be less of a factor than health was. Over 55% reported "not important at all" while the remaining categories were similar to the previous Health question.

B5. How important were any difficulties you may have had getting into classes you may have wanted or needed?

Fifty-five percent reported that it was "not at all an important" with other possible answer categories receiving approximately 15% each.

B6. How important were issues related to academic advising, like being confused about the academic system or not knowing where to go for advice on what courses to take?

Only one tenth of the sample reported that this was very important in their decision. Over 55% reported that it was not an issue at all while the remaining categories held at an even 17%.

C. The following question began a question loop and the first open-ended question in the survey. It asked:  
Were there any other reasons you decided not to re-enroll at the U of O?  
Those respondents who answered "no" skipped over the next two questions 8a and 8b. Of those surveyed, 65% said "yes" and moved through the loop.

C1. What were those reasons?

For this question, the largest reason given for not re-enrolling was due to physical or mental health with 22% of comments. A large majority of comments received in this category were related to respondents feeling burned out, stressed out or homesick, and in need of a break. Parents who participated in the survey for their child may have added their own bias in this question.

Second largest reason was financial at 21%. Some of the most frequent responses in this category were financial concerns and working full time to earn money for tuition. The "other" and "academic" groupings each fell at 15% and 13%. The most frequent of the comments provided in the "other" grouping included wanting to take the term off, and for the academic grouping, it was related to students' confusion over their major or course of study. The remaining groupings ranging from 6-8% include comments about academic concerns, Measure 5 and program funding availability, family issues, and academic advising.

Those who provided "other" reasons then moved to the next question.

C2. How important was that in your decision not to re-enroll?

As expected, a 94% of the respondents said very important. The previous question allowed for open comment and it would be unusual for the respondents to reply "not very important" when asked about their previous statements. Four percent however, said it was only somewhat important. The following was asked of all non-returning students.



D. Was there something the University did not provide that would have made a difference in your decision not to re-enroll?  
Sixty-two percent replied no but a little over one third said yes. Those who responded "yes" moved to the following question.

D1. What was that?

Forty percent responded to this question with concerns of financial assistance. Half of these people felt that more financial aid should be provided or easier to get. Academic changes received the second highest comments at almost 30%. These respondents felt that more classes should be offered at different times or at night, there should be a larger selection of classes and programs and that instructors who are patient, care and more involved with the students.

Eleven percent thought that the University of Oregon could have provided more help for physical or mental health issues as well as academic advising issues. The remaining comments were related to extra-curricular activities and "other" issues. These ranged from wanting a change in the social environment to providing more child care and more housing. The following graph and table #4 illustrate this question. All respondents were asked.

E. Do you plan to re-enroll at the University of Oregon?

While 17% remain undecided and 28% responded no, the majority of respondents are planning to return. Please refer to graph and table #5.

Those students planning on returning to the University of Oregon, were then asked:

E1. When do you plan to come back?

Over half said they were planning on re-enrolling in the spring of 1994. Eight percent will return for summer 1994 while 19% of the respondents plan on waiting until Fall 1994. Those who thought they would return in winter or spring 1995 were a mere 5%. Fifteen percent of the respondents plan on returning but don't know when. See graph and table #6.

Those who aren't planning to return to the University of Oregon were asked:

E2. Do you plan to enroll at another college or university in the next twelve months?

Forty-five percent said yes and 17% replied that they were already taking classes somewhere else. One tenth of respondents were unsure about returning to school while 14% gave a definite no. Refer to graph and table #7. For an idea of which type of colleges and universities these students chose, refer to graph and table #2 previously discussed.

The next question asked of respondents was a touch more personal.

F. Do you feel there is a faculty member at UO who cares about you?  
Forty-three percent responded yes. One quarter were not sure or didn't know.  
One third, felt that there was no faculty member who cares about them. Refer to  
graph and table #8 below.  
To obtain a general idea of "customer satisfaction" from non-returning students,  
respondents were asked the next question.

G. Overall, how satisfied are you with the education you have received at the U of O? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

One third of these students responded very satisfied while 43% said they were somewhat satisfied. Fifteen percent were somewhat dissatisfied and only 2% were very dissatisfied. The remaining were unsure and this is probably be accounted for by parents' or others' participation in the survey instead of the student. Please see graph and table #9.

The last question asked of non-returning students was a general open-ended question.

H. Before I finish the survey, is there anything else you'd like to add? Forty-eight percent of the respondents made additional comments and most of these comments and themes reiterate previously unearthed reasons except for expressing gratitude for being contacted. Almost one third of the respondents fell into the "other" category and included comments such as they appreciated the pre-contact letter and phone call and that they realize the importance of being in school and that's why they are currently enrolled. Seventeen percent commented on academic issues like the university and classes were too large. Program funding and availability issues and Measure 5 issues consisted of 14% of the comments. Financial issues were the next concern holding 13%. These comments were related to more personal issues such as not enough money or financial aid as opposed to not enough state or federal funding issues. One tenth made comments concerning physical or mental health issues while comments made about family, academic advising, and student living conditions each received about 5%.



#### IV. NINE ITEMS FROM THE REGISTRAR'S ADMINISTRATIVE DATABASE

Appended to the survey data are nine items from the Registrar's administrative database . Although this analysis provides no bivariate analysis or cross-tabulations, as noted earlier the database information is available in a SPSS file given to the Dean and can be used to help clarify and articulate the results more. We will however, examine this data in a univariate form.

A. The first data examined was that of the non-returning students' birth years. See graph and table #10.

As you can see, those born in the early seventies are similar in percentage with 1974 having the highest of 18%. With the exception of the last category of 1966 and earlier, the older students are a smaller percentage of non-returning students than younger ones. The youngest of these students in the grouping 1975-76 has a lower frequency and was thus grouped together because at the current time they would only be 18 or 19 years old and may not have begun a post high school education yet.

B. Credit hours accumulated and received at University of Oregon is also important data to examine. Cumulative hours below 45 may be considered as freshman standing and consisted of 22% of survey respondents. One fourth of respondents had hours from 46-90 and could be considered as sophomore standing. Juniors had a low percentage of less than ten for dropping out. Surprisingly, people with credit equal to senior standing were similar in percentage to that of freshmen. Those in the categories of post college education hours hold 17% and 6%. Refer to graph and chart #11.

Hours received at the U of O explain a bit more about the number of hours a student has taken before deciding not to re-enroll. Those with less than 45 hours from the U of O have the highest frequency percentage of 45% followed by those equal to sophomores at 26%. Curiously once again, the senior dropout frequency percentage is higher than the juniors'. Graph and chart #12 enable visualization of the data.

C. Sex and race/ethnicity were also some variable data given by the Dean to study that are important. The sex ratio is pretty evenly matched from females to males. Ethnicity frequencies were so low it is hard to draw any conclusions. Six percent declined to respond. Both Asians and international students each make up 5% of the population and 3% are Hispanic. One percent of student who did not re-enroll are Native Americans and .4% are African Americans. Please refer to graph and table #13.

D. Since many people commented on funding problems, data on whether or not the survey population receives financial aid was examined as well as whether or not the student had residency. Thirty-five percent received financial aid Fall term. It is possible that for many students financial aid was no longer offered to them and could explain some of the drop out or stop out frequencies but this would require further investigation. See graph and table #14.

Sixty-seven percent of these students are reported as having residency in Oregon. See graph and table #15.

E. Perhaps the selected major, or lack of one, affected the drop out or stop out rate. The school receiving the highest frequency percentage is the College of Arts and Administration capturing 46% of the population. This figure could be due to the above average size of the school within the University of Oregon. When broken down into humanities, social sciences and natural sciences these figures become more reasonable although still on the high end. Natural sciences account for 19% of the overall sample with 13% for social sciences and 14% for humanities. When the above data is broken down, the highest percentage falls in the undeclared category. It is possible that those who are confused about which field to go into are more likely to drop out but would require further analysis. The college of Business Administration held just over one tenth of the population while those in other school or with other majors fell below this. Refer to graph and table #16 for more detail and major groupings.

V. COMPARISON OF RESULTS WITH "WISH YOU WERE HERE", A SIMILAR 1991 REPORT

WISH YOU WERE HERE was a re-recruiting project conducted by the Office of Admissions and Division of Student Affairs in December 1991. This study touched upon a few issues of this survey with similar results.

A. This project also asked of non-returning students what they are currently doing? Although some answer categories were different there are still common themes. The report stated that 53% were looking for a job or employed compared to this study's 48%, including looking for work in the "other category. Thirty-six percent in the previous study reported taking classes compared to 37% in this survey. It seems for this question, non-returning students are continuing with the same behaviors as in 1991.

B. Another similar question was "What's the main reason you decided not to come back this fall? In the previous report one third of the respondents were concerned with financial issues while in this study, the figure has dropped to one fifth. Seventeen percent previously, blamed academic reasons. In this survey, academic reasons were at a low 8% while physical or mental health ranked higher at 22%.

C. The last similar question asked respondents was if they plan on returning to the University of Oregon. The previous report states that two thirds of respondents intend to return, nearly one third the following term in winter 1992. This figure has dropped to 56% with slightly over half returning spring 1994.

It is important to examine such data over time as it may indicate different trends that students go through or how they might be affected by their surroundings at a given time. The results of the two surveys are fairly similar in that the students reported many of the same concerns.

## VI. CONCLUSION

This survey contains a lot of important information that the administrators at the University of Oregon can use to improve services to students and help to keep them in school. Further analysis of this data will produce even more striking results and valid conclusions. Dr. Patricia Gwartney-Gibbs and her staff of interviewers at the University of Oregon Survey Research Laboratory worked hard to collect valid, usable information and they hope to continue researching information such as this and being able to serve people like you so we may learn about ourselves.

APPENDIX A  
PRE-CONTACT LETTER



APPENDIX B

Response Rate Report  
 Survey of Non-returning Students  
 (Interviewing February 23-27, 1994)

SUMMARY OF FINAL DISPOSITIONS FOR SAMPLE MEMBERS

Original sample.....	812	
Unusable sample.....	212	
Wrong or disconnected number, international number only, no valid phone number supplied, student moved and cannot be tracked, language barrier, student claims to have graduated, parents say student studying abroad for UO credit		
Eligible sample.....	600	100.0%
Interviews.....	470	78.3%
Noninterviews.....	121	20.2%
No answer, answering machine, never home, fax, modem, too busy to talk		
Refusal.....	7	1.2%
Other.....	2	.3%

SUMMARY OF ALL DIALING ATTEMPTS

Total number of phone calls.....	1826	100.0%
Answering machine.....	591	32.4%
Interview complete.....	470	25.7%
Not home, call back.....	178	9.7%
No answer.....	177	9.7%
Busy signal.....	127	7.0%
No valid number supplied on list.....	59	3.2%
Too busy now, call back.....	56	3.1%
Student not eligible (claims to have graduated, study abroad for UO credit, etc.).....	43	2.4%
Disconnected number.....	42	2.3%
Wrong number.....	41	2.2%
Student moved away; cannot be tracked.....	23	1.3%
Fax, modem.....	8	0.5%
Final refusal.....	5	0.3%
Language barrier.....	3	0.2%
Soft refusal.....	2	0.1%
International number available only, not called..	1	0.1%

## APPENDIX C

### MISCELLANEOUS INSTRUCTIONS TO INTERVIEWERS

#### Phoning

Dial 9-1-503-xxx-xxxx for all numbers. If the number is long distance, a tone will sound, after which you type in 8089400. Then the phone number will ring. Let phones ring 8 times before giving up.

Leave no messages on answering machines.

We have no idea of the reliability of former UO students' local telephone numbers. Two phone numbers will appear on the screen for most respondents - the first is the local number and the second is the "permanent" (usually parent's) phone number.

If you are unable to locate the former UO student at the local number, try the "permanent" (usually parent) phone number. Attempt to interview someone who knows what the student is doing now at the permanent number. If that is not possible, try to get a new phone number for the student and record this in the message section of the Callback record. Leave a note in Patty's shoebox about it, including identifying information (name, record number).

Some former students do not have phones. These numbers show up as all 9's (999-9999). Use the disposition code "no phone number." There are about 75 of these in the sample.

Some "permenent" phone numbers are international. International phone numbers should not be dialed. Use the disposition code "international." There are about 26 of these in the sample.

Ask for a new number whenever possible and record this in the Message section of the Callback record. Leave a note in Patty's shoebox about it, including identifying information (name, record number).

#### Survey

This survey is about the former students' perceptions and the students' perspectives should inform answers to all questions. Realize that when you interview someone besides the former UO student, "don't know" are perfectly acceptable.

Remain wary of parents who may not realize their child has dropped out of UO. The survey is designed to reveal as little as possible about this and to exit these parents as quickly and gently as possible from the survey. If someone tries to press you about the status of a student, say

"I'm sorry but I really don't know \_\_\_\_\_'s status at the University of Oregon. But I can give you the name of who to call to find out. Call Mary Huds-i-kev-its [Hudzikiewicz] in the Dean of Students Office at 346-1148." Questions you may be asked, and your scripted responses to read:

What is the purpose of this survey/study?

"The University of Oregon believes that every student is important. This study's purpose is to try to learn more about students' needs, satisfaction, and experiences at the University. The results of this study are intended to result in improvements for students in the long run."

Who is sponsoring (paying for) this study?

"The Dean of Students Office at the University of Oregon is paying for this study. The Dean has special funds set aside to learn about how to improve student's experiences and satisfaction at U of O."

Who is the Dean of Students?

"Dr. Jane Duh-ji-dee-o [DeGidio] is the Dean of Students."

Who is in charge of this study? May I talk to her/him?

"The professor in charge of this study is Patricia Gwartney-Gibbs, who a Sociology professor and the Director of the Oregon Survey Research Lab. I'm sure she would be happy to talk with you. You may call her at 346-5007. If she is not in her office, leave a message and she will call you back as soon as possible."

"You may also call Mary Huds-i-kev-its [Hudzikiewisz] in the Dean of Students Office at 346-1148 if you have questions about your (daughter's, son's, spouse's) student status."

How did you get my name/phone number?

"The U of O Registrar's Office gave the Dean of Students the names and phone numbers of all students in good standing Fall term who did not re-enroll or graduate Winter term. We are calling these numbers for the Dean of Students to see what these students are doing now. About 700 students are being called all together."

Is this survey confidential?

"Yes, most definitely. After the interview is completed, all identifying information is stripped from your answers and destroyed. All results of the study that we release are in the form of percentages and averages. It is not possible to identify any individual person or response in the results. Confidentiality is very important to the Survey Research Lab. We are very careful to protect individuals' anonymity."

How can I be sure that this is real/legitimate?

"You may talk with my supervisor; she/he is right here."

Or: "You may call the professor in charge of this study - Patricia Gwartney-Gibbs in the Sociology Department. She is the Director of the Oregon Survey Research Lab. The number is 346-5007. If she is not in, leave a message and she will call you back as soon as possible."

Or: "You may call Mary Huds-i-kev-its in the Dean of Students Office at 346-1148."

Where are you calling from?

"The University of Oregon Survey Research Laboratory."

What is the Oregon Survey Research Lab?

"It is a new telephone survey laboratory for researchers on the U of O campus. The lab is used for surveys like this one, to find out how people feel about issues. The lab is under the Vice President for Research at the University of Oregon."



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