

! "#\$%& ' (\$)&\*!+,\*\*&-! ."! .#-! ' .%(-\$! (/.\$.\$ ' ,/!010)( ' 0!,0!)2(!,%(&!)2&!  
!  
!

0#+(-,.-!9(\$47!(0,-(0!0.' (!.9:(/!)2&)! .9:(/)! '#0)!0#-(\*1!  
9(!/&+&9\*(!.!/. \$" (--,\$4!&\$!(3(\$!4-(&)(-!+\*(),\$)#%(!.!"9(\$45<sup>H</sup>

@,-&-%!0)&-)0!)2,0!+&00&4(!91!(C+\*&,\$,\$4!)2&)! '&\$!,0!.")(\$!/ . \$"#0(%!91!)2(!  
%(0,-(0!2(!" ( (\*05!B2,0!/. \$"#0,. \$7!2(!/ . \$),\$#(07!,0!/#0(%!91!)2(!&/!)2&)!  
man desires "*being*! I 0!0)&)(0!. "9(\$4!&-(!-&)2(-!2&-%!).!/. \$/(+ )#&\*,D(!  
from thin air, humans rely on finding examples as seen in other humans,  
+ ,/E,\$4!.#)!,%,3,%#&\*07!82. !&-(!+(-/(,3(%!&0!2&3,\$4!&/ . ' +&-&),3(\*1!9())(-!  
0)&(!.!"9(\$47!&0!0.J/&\*(%! ' .%(\*05! I 0! ' , ' ,/-1!,0! .")(\$!)2(!0, ' +\*(0!)8&1!  
,\$0,\$/)#&!\*#-4(!.!, ' ,)&(!)2(!' .%(\*0!)2(1!.90(-3(!,\$!.-%(-!).!&/2,(3(!)2(!  
0&' (!2,42(-!0)&)(0!. "9(\$45!B2,0! ' , ' ,/-1!,0! 82&!#), ' &)(\*1!/-(&)(0!)2(!  
%(0,-(!".-! .9:(/!)2&)!2# ' &\$0!" (\*!&0!8(!+-.:(/!)2(10#// (00!.!" ' .%(\*0!  
. \$).!)2(!.9:(/!)2&)!2(1!+.00(005!K, ' ,\*&-\*17!,!&! ' .%(\*!82. !&\$!,%,3,%#&\*

. !&\$!, \$%, 3, %&#\*! . 90 (-3, \$4!&! ' . % (\*5!!!B2- . #42!)2, 0!(C& ' +\*(7!8 (!/&\$!0 (!)2 (!  
8&1!, \$! 82, /2!&#!), ( ' 0!4&,\$!)2 (-!% (0, -&9,\*!)1)2- . #42!)2 (!\* (\$0! . " ' , ' ), /!  
% (0, - (7!9 . )2! " . -)2 (!, \$%, 3, %&#\*0!82 . !4&,\$!)2 (!% (0, - (! . ! . 9)&,\$!)2 ( ' 7!&\$% " . -!  
)2 . 0 (!82 . !&\* - (&!1!+ . 00 (00!)2 ( ' 5

6, )2!)2, 0!, % (&! . " ' , ' ), /!% (0, - (!, \$! ' , \$%7! 8 (! /&\$! - ( (3&#&!)2 (!  
- (&0 . \$0!)2&!) 8 (!&#!% (0, - (! . 9: (/)0!, \$! . #!-%&, \*!1\*, 3 (05! !! / . ' ' . \$! (C& ' +\*!  
that we can discuss is the increasingly puzzling—from a purely utilitarian  
point of view—desire for watches. In many modern societies cell phones  
are ubiquitous, and on the screen of every cell phone is a digital clock that  
/&\$!)2 (!, ' (!&0!&/#-&)( \*!&0!&\$!1 8&)/2! . \$ (! /&\$! 9#15! X (0+, ) (!)2, 07!  
2 . 8 (3 (-7! , )! , 0!0), \*!&! / . ' ' . \$! 0, 42!) . ! 0 ( (!, \$%, 3, %&#\*0! 9#17! . -! . )2 (-8, 0 (!  
02 . 8!% (0, - (! " . -7! 8&)/2 (05! Y\$ (! ' , 42)!&-4# (!)2&!) 8&)/2 (0!&- (!0), \*!#0 ("#7!  
&\$%)2 (- (" . - (!% (0, -&9\* (7! &0! ), ' (J) (\*\*, \$4! , \$0)-# ' (\$0! %#! (!) . !&! 0 (\$0 (! . "  
)2 (-, !, \$! / - (&0!% - (\*, &9,\*!)15! L ! ! 8&)/2! , 0! ' # / 2! \* (00! \* , E (\*! ) . ! - # \$! . #! ) . " ! 9&)) (-1!  
over the course of a day than a phone.) However, this argument falls fat  
82 (\$! . \$ (! / . \$0, % (-0! 2 . 8! \* . \$4! &! ' . % (-\$! +2 . \$ (! /&\$! - # \$! . \$! , )0! 9&)) (-17!  
/ . ' + . # \$ % (%! 91!)2 (! 8, % (0+- (&! &3&, \* &9,\*!)1 . " ! 9&)) (-1! 9&\$E0!)2&!)#-#)2 (-!  
\$, / - (&0! +2 . \$ (00! \* . \$4 (3, )15! Y\$ (! ' , 42)!&\*0 . !&-4# (!)2&!) 8&)/2 (0! +- . 3, % (!  
#), \*, )1, \$!)2 (0 (\$0 (!)2&!)2 (1!&- (!&))&/2 (%!) . ! . \$ (00! 9 . %! 7!&\$%)2 (- (" . - (! 8, \*!  
&\*8&10! 9 (! . \$! . \$ (00! + (-0 . \$! 82 (\$! \$ ( (% (%5! B2, 0!&-4# ' (\$)7! 2 . 8 (3 (-7! " &, \*0!  
to take into account that phones have become quite small and light in  
- (/ (\$!)1 (&-07!&\$%! 2&3 (!&\*0 . ! 9 (/ . ' (!3, )-#&\*!1 (00 (\$), &! ) . ! ' . 0!) + (- +\* (0!  
+- . " (00, . \$&\*!&\$%! 0 . / , &! \* , 3 (05! = . -!)2 (0 (! - (&0 . \$07! , )! , 0!&-2 (-! # \$ \* , E (\*! )2&!)  
)2 (!&3 (-&4 (!+ (-0 . \$! , 0! (3 (-! 8, )2 . #)!)2 (-, !+2 . \$ (7! 82 (2 (-! , )! , 0! 9 (/ &#0 (!)2 (1!  
\$ ( (%!) . ! 9 (!&9\* (!) . ! 0+ (&E! 8, )2! 9#0, \$ (00! / \* , (\$0! &! &! ' . ' (\$)0! \$ . , / (7! . -!  
9 (/ &#0 (!)2 (1! (\$ . ! 1! 0 (\$%, \$4! ) (C)! ' (00&4 (0! ) . ! )2 (-, ! - , (\$0! )2- . #42 . #!  
the day. A final frequent argument made in defense of watches' utility is  
)2&!)2 (1!&- (!" &02 . \$! &/ / (00 . -, (07! 9#)!)2, 0!&-4# ' (\$!) , 07! , \$! , )0 ("! 7! . \$ (!)2&!)  
0#++ . -)0!)2 (!, % (&! . " ' , ' ), /!% (0, - (5

; \$! " &02 . \$7! % , "" (- (\$!)0! \* (0! (C, 0)7! &\$%! (&/2! . "!)2 (0 (10)1\* (0!) (\$%0!) . !  
9 (! / . \$ \$ (/) (%! L . -! &!) \* (&0!) + (- / (, 3 (%! &0! / . \$ \$ (/) (%G!) . ! &! / (-)&,\$! \* , (0)1\* (!  
&\$%! 4- . #+! . " ! + ( . +\* (5! ! ! 0#) , ! &\$%!) , (! / . ' 9, \$ (%! 8, )2! &\$! (\* (4&\$!)% - (00! 8&)/2!  
4, 3 (0! . \$ (!)2 (!&+++ (&-&\$ / (! " ! &! 9#0, \$ (00 ' &\$7! 82, \* (!+ . \*1 (0) (-! 02 . -)0! &\$%!  
&! 02, -) + &, - (%! 8, )2! &! - #44 (%! % , 4, )&\*! 8&)/2! ' , 42!)4, 3 (! . \$ (!)2 (!&+++ (&-&\$ / (!  
as sporty or as an outdoorsman. By adhering to specific styles of fashion,  
. \$ (!, 0! ' &)/2, \$4!)2 (-, !&+++ (&-&\$ / (!) . ! . \$ (! . -! ' . - (14- . #+0! . " !, \$%, 3, %&#\*05! ! 0!  
\$, % , 3, %&#\*0! % - (00!)2 ( ' 0 \* 3 (07!)2 (- (!, 0! \*)) \* (! - (&0 . \$!)2&!) . \$ (! 8 . #\*% ! % (0, - (!  
and subsequently choose to appear similar to a group unless they wished  
) . ! 9 (!&00 . / , &) (%! 8, )2! , 5! B2, 0! % (0, - (%! &00 . / , & , . \$! ' #0!) , 0 ("! 9 (!%# (!) . ! 0 . ' (!  
positive perceived characteristic—or state of being, present in members of  
the group—as no logic exists in the idea of an individual wanting to be

&00 . /,&)(% ! 8,)2! 4- . #+0!)2&!) 2(! 0& ' (! ,,\$%,3,%#&\*! +(- / (,3(0! &0! # \$,E&9\* (!  
.-!\*&/E,\$4!3,-)#(5!B2,0!%(0,-(!) . !&00 . /,&)(! 8,)2!&\$%!9(!0( (\$!&0!&!+&-)! . " !  
&! / (-&,\$!4- . #+!,0!,\$!)0!3(-!!(00(\$/ (!&!%(0,-(!) . ! , ' )&)(!2(!,\$%,3,%#&\*0! . " !  
said group, and therefore fits quite nicely with the idea of mimetic desire.  
;\$!)2,0!8&17!8 (!/&\$!0( (!)2&!) ' , ' ( ),/!%(0,-(!) . "" (-0!&+(- " (/)\*1!0#,&9\*(7!,!"\$ . )!  
0#+(-, . -7!(C+\*&\$&), . \$!" . -! . #-! ' &)(-,&\*!(0,-(05  
N. 8(3(-7! ' , ' ( ),/!%(0,-(!,0!\$ . )!\* , ' )(%!) . ! . 9:(/)0!&\* . \$(7!&0!(3(\$!)2(!  
acquisition of ideas can be conceptualized through this lens. This can be  
0( (\$!)2- . #42!)2(! (C& ' +\*(! . "!"! / . \*\* (4(!0)#%(\$)7! 82 . 0(!+- , ' &-1!+#+ . 0(!  
for attending their college is to fulfill their desire to obtain new knowledge.  
While one might struggle to see how imitation plays a role in acquiring new  
knowledge, as it is rather difficult to consider every student as desiring  
) . ! , ' )&)(!2(-!+- . "(00 . -07!)2(!+ . 00(00 . -0! . "!)2(!E\$. 8\*(%4(7! . \$(! . \$!1!  
\$( (%0!) . !)2,\$E!"#-2(-! . #)!, \$!), ' (5!;!)/&\$!9(!&4-( (%!)2&!)2(!+- , ' &-1!4 . &\*!  
of attending a college and gaining new knowledge is to find employment  
in a profession. The profession that one desires to find employment in,  
2 . 8(3(-7!/&\$\$. )9(!:#0!&\$!2,\$45!;"!)2,0!8&0!)2(!/&0(!)2(-(!8 . #\*%!9(!,))\*(!  
+ . , \$)!, \$! / . \$), \$#, \$4! . \$(00! (%# / &), . \$7!&0! ' &\$!1! . :90! /&\$!9(!" . # \$% ! 8,)2 . #) !&  
/ . \*\* (4(!%,+\* . ' &5!;\$0) (&%7!&!0)#%(\$)00!%(0,-(%!+- . "(00, . \$! ' #0!)!, \$0) (&%!9(!  
.\$(!)2&!)2(1!2&3(!0 . ' (2 . 8! / 2 . 0(\$! . -!)2( ' 0(\*3(05!);!,0!,\$!)2,0!,% (&!2&!)  
)2(!)2(-1! . "!' , ' ( ),/!%(0,-(!/&\$! . \$/(!&4&,\$!9(!&+++ , (%5! = . -!&\$!, \$%,3,%#&\*!  
) . !8&\$!)! . !)&E(!#+!&!+- . "(00, . \$!" . -!)2(!-(0! . "!)2(-! , -! , 3(0!)2(1! ' #0!)0( (!)2&!)  
profession in one (or both) of two ways. The first way an individual might  
/2 . . 0(!)2(-! % (0,-(%!+- . "(00, . \$!,0!) . !+ , /E! . \$(!)2&!) 8 . #\*% ! +- . 3,% (!)2( ' !  
with a financial abundance that they wish to obtain. If obtaining wealth  
8&0!)2(-(!&0 . \$!9(2,\$%! . \$(0!4 . &\*7!)2(\$! , )!/&\$!9(!0&,%!)2&!) . \$(!0( (0!0 . ' (!  
envious state of being in the affluent that they wish to experience as well,  
&\$%!)2(-(" . -(!&/!)! . ! , ' )&)(!2(0(!,\$%,3,%#&\*05!B2,0!,% (&!0! . \$(!)2&!) ' &E(0!&!  
&00 . /,&)(% !15!&\$!!! /M\$!-14(!!( )2&(-!)--39( . \$(2(!D1978974>> )2(2(! ( /MC I D974>>&!

what are the implications of this conclusion? The answer to this question comes in two parts, the first of which pertains primarily to individuals. By & // (+), \$4!) 2 (!) 2 ( . -! ! . " ! ' , ' ( ) , / ! % ( 0 , - ( ! & 0 ! & \$ ! ( C + \* & \$ & ) , . \$ ! " . - ! 9 ( 2 & 3 , . - 7 ! , \$ % , 3 , % # & \* 0 ! 8 . # % 0 ! 9 ( ! & 9 \* ( ! ) . ! 9 ( / . ' ( ! ' . - ( ! / . \$ 0 / , . # 0 \* 1 ! & 8 & - ( ! " ! ) 2 ( , - ! % ( 0 , - ( 0 ! ) . ! 4 & , \$ ! 0 & ) ( 0 ! " ! 9 ( , \$ 4 ! ) 2 - . # 4 2 ! , ' , ) & , . \$ 5 ! B 2 , 0 ! 4 - ( & ) ( - ! & 8 & - ( \$ ( 0 0 ! 8 . # % 0 ! & \* . 8 ! ) 2 ( ! , \$ % , 3 , % # & \* 0 7 ! , " ! ) 2 ( ! ! / 2 . 0 ( ! ) . ! % ! . ! 0 . 7 ! ) . ! 9 ( 4 , \$ ! ) . ! ) & , \* . - ! ) 2 ( , - ! + # - 0 # , 0 ! ) . ! 9 ( ) ) ( - ! \* , 4 \$ ! 8 , 2 ! ) 2 ( , - ! ) - # ( ! 4 . & [ ! ] 2 & ! , 0 7 ! & / 2 , ( 3 , \$ 4 ! ) 2 ( ! % ( 0 , - ( % ! 0 ) & ) ( ! " ! 9 ( , \$ 4 5 ! ; \$ ! % . , \$ 4 ! 0 . 7 ! - & ) 2 ( - ! ) 2 & \$ ! + # - 0 # , \$ 4 ! & \$ 1 ) 2 , \$ 4 ! & \$ % ! ( 3 ( - 1 ) 2 , \$ 4 ! + . 0 0 ( 0 0 ( % ! 9 1 ! & ! ' . % ( \* 7 ! , \$ % , 3 , % # & \* 0 ! ' , 4 2 ! , \$ 0 ) ( & ! % ! / 2 . 0 ( ! ) . ! 0 ( \* ( / ) , 3 ( \* 1 ! + # - 0 # ( ! . \$ \* 1 ! ) 2 . 0 ( ! ) 2 , \$ 4 0 ! ) 2 & ! ) 2 & 3 ( ! & ! , E ( \* , 2 . % ! . " ! / ) # & \* \* 1 ! / . \$ " ( - , \$ 4 ! ) 2 ( ! desired state of being seen in the model. In this way, individuals might find ) 2 ( ' 0 ( \* 3 ( 0 ! 0 + ( \$ % , \$ 4 ! \* ( 0 0 ! ) , ' ( ! & \$ % ! ' . \$ ( 1 ! ) 2 & \$ ! ) 2 ( ! . ) 2 ( - 8 , 0 ( ! 8 . # % 0 7 ! & \$ % ! + ( - 2 & + 0 ) 2 ( ! 1 ! ' & ! ( 3 ( \$ 4 & , \$ ! ' . - ( ! 0 & , 0 " & / ) , . \$ ! - . ' ) 2 ( ! 9 : ( / ) 0 & \$ % ! / . \$ / ( + 0 ! ) 2 ( 1 ! 0 ) , \* ! / 2 . 0 ( ! ) . ! + # - 0 # ( 5 ! 1 % % , ) , . \$ & \* \* 1 7 ! 9 1 ! / . \$ / ( \$ - & ) , \$ 4 ! ( " " . - 0 ! . \$ ! ) 2 ( ! 4 . & \* ! . ! & / 2 , ( 3 , \$ 4 ! & 9 ( ) ) ( - ! 0 ) & ) ( ! " ! 9 ( , \$ 4 7 ! - & ) 2 ( - ! ) 2 & \$ ! & / / # ' # \* & , \$ 4 ! ' & ) ( - , & \* ! and conceptual goods, individuals might find themselves improving their lives more significantly or more efficiently than they otherwise would have. B 2 # 0 7 ! & // ( + ) , \$ 4 ! ' , ' ( ) , / ! % ( 0 , - ( ! / . # % 0 ! 9 - , \$ 4 ! 8 , 2 ! , ) ! & 4 - ( & ) ( - ! / . \$ 0 / , . # 0 \$ ( 0 0 ! of the goals of one's behavior and could therefore lead to tangible benefits " . - ! , \$ % , 3 , % # & \* 0 5

The second part of the answer to this question considers the consequences of accepting mimetic desire as an explanation for behavior , \$ ! & ! 9 - . & % ( - ! 0 ( \$ 0 ( [ ! ] 2 & ! ) , 0 7 ! 2 . 8 ! , ) ! ' , 4 2 ! ) & " " ( / ) 0 . / , ( ) 1 ! & 0 ! & ! 8 2 . \* ( 5 ! Y \$ ! & ! 0 . / , ( ) \* ! 0 / & \* ( 7 ! ) 2 ( ! , ' + , / & ) , . \$ 0 ! . " ! & / E \$ . 8 \* ( % 4 , \$ 4 ! ' , ' ( ) , / ! % ( 0 , - ( ! - ( \* , ( 0 ! + , ' & - , \* ! . \$ ! . \$ ( ! , % ( & ! ) 2 ( ! & 9 , \* ! ) 1 ! ) . ! + - . ' . ) ( ! + . 0 . ) , 3 ( ! ) - & , 0 ! ) 2 - . # 4 2 . # ! ) & ! 0 . / , ( ) 1 5 ! B 2 ( ! & % 3 ( \$ ! ) . " ! ) ( / 2 \$ . \* . 4 , ( 0 ! 0 # / 2 ! & 0 ! - & % , . 7 ! ) ( \* ( 3 0 , \$ 7 ! & \$ % ! ) 2 ( ! , \$ ) ( - \$ ! ) 9 - . # 4 2 ! 8 , 2 ! ) 2 ( ' ! ( C + . \$ ( \$ ) , & \* ! , \$ / - ( & 0 ( 0 ! , \$ ! ) 2 ( ! & ' . # \$ ! . " ! 2 # ' & \$ ! ( C + . 0 # - ( ! & \$ ! , \$ % , 3 , % # & \* ! / & \$ ! 9 ( ! 0 # 9 : ( / ) ( % ! ) . ! ) 2 - . # 4 2 . # ! ) 2 ( , - ! \* , 3 ( 0 5 ! M 1 ! - ( ' . 3 , \$ 4 ! % , 0 ) & \$ / ( ! & 0 ! & 9 & -- , ( - 7 ! ) 2 ( 0 ( ! ) ( / 2 \$ . \* . 4 , ( 0 ! & \* \* . 8 ! , \$ % , 3 , % # & \* 0 ! ) . ! 0 ( ( 7 ! \* , 0 ) ( \$ ! ) . 7 ! & \$ % ! ( 3 ( \$ ! ' ( ( ) / . # \$ ) \* ( 0 0 ! + ( . + \* ( ! ) 2 & ! ) 2 ( ! ! . ) 2 ( - 8 , 0 ( ! ' , 4 2 ! ) \$ ( 3 ( - ! 2 & 3 ( ! E \$ . 8 \$ ! ( C , 0 ) ( % 5 ! M 1 ! , \$ / - ( & 0 , \$ 4 ! ) 2 ( ! \$ # ' 9 ( - ! . " ! + ( . + \* ( ! ) 2 & ! ) & \$ ! , \$ % , 3 , % # & \* ! / & \$ ! + ( - / ( , 3 ( ! & 0 ! + . 0 0 ( 0 0 , \$ 4 ! 2 , 4 2 ( - ! 0 ) & ) ( 0 ! " ! 9 ( , \$ 4 ! ) 2 & \$ ! ) 2 ( ' 0 ( \* \* 5 ! ; \$ ! ) 2 , 0 ! 8 & 1 7 ! ) 2 ( 0 ( ! ) ( / 2 \$ . \* . 4 , ( 0 ! / & \$ ! / & # 0 ( ! , \$ / - ( & 0 ( 0 ! , \$ ! ) 2 ( ! \$ # ' 9 ( - ! . " ! + ( . + \* ( ! , \$ % , 3 , % # & \* 0 ! % ( 0 , - ( ! ) . ! , ' , ) & ( 7 ! & \$ % ! , ) ! 0 2 ( - ( ! ) 2 & ! ) 8 ( ! see the potential for societal benefit.

I 0 ! + - ( 3 . # 0 \* 1 ! % , 0 / # 0 0 ( % 7 ! ) 2 ( ! ) 2 ( . - ! ! . " ! ' , ' ( ) , / ! % ( 0 , - ( ! / & \$ ! ( C + \* & , \$ ! % ( 0 , - ( ! " . - ! ' & ) ( - , & \* ! 4 . % 0 ! & 0 ! 8 ( \* ! & 0 ! / . \$ / ( + ) 0 7 ! & \$ % ! ) 2 ( - ( " . - ( ! / & \$ ! 9 ( ! # 0 ( % ! ) . ! ( C + \* & , \$ ! ) 2 ( ! % ( 0 , - ( ! ) . ! & % . + ! / 2 & - & / ) ( - ! ) - & , 0 ! . - ! 9 ( 2 & 3 , . - 0 ! 9 1 ! , \$ % , 3 , % # & \* 0 5 ! 6 , ) 2 ! 2 , 0 ! , % ( & ! , \$ ! ' , \$ % 7 ! , " ! ) 2 ( 0 ( ! ) ( / 2 \$ . \* . 4 , ( 0 ! 8 ( - ( # 0 ( % ! ) ! 2 , 4 2 \* , 4 2 ! ) & \$ % ! 9 - , \$ 4 ! & ) ( \$ ) , . \$ ! ) . ! + ( . + \* ( ! 8 2 . ! ( ' 9 . % 1 ! / 2 & - & / ) ( - , 0 ) , / 0 ! ) 2 & ! ) 8 ( ! & 0 ! & ! 0 . / , ( ) 1 0 ( ( ! & 0 ! good and beneficial, then they would represent fantastic opportunities to 0 + - ( & ! ) 2 ( 0 ( ! 0 & ' ( ! / 2 & - & / ) ( - , 0 ) , / 0 ! , \$ ! & ! \$ & ) # - & \* ! & \$ % ! 0 ( " J + ( - + ) ( # & ) , \$ 4 ! 8 & 1 5 !

;!8 . #\*%!9 (!#\$\$ (/ (00&-1!) .!) (\*\*!+( . +\*(! .!, ' ,)&)(!)2(!)-&,)0! . ")2 . 0(!)2&!&- (!  
2,42\*,42)(%7!&0!)2 (!3(-1!&/)! . "12,42\*,42),\$4!)2 (0(!,\$%,3,%#&\*0!8 . #\*%!9(0) . 8!  
#+ . \$!)2( ' !&!+(- / (,3(%!0(\$0(! . "!, ' + . -)&\$ / (7!&\$%)2(- " . -(!&!0(\$0(! . "!  
0 . ' (!2,42(-!0)&)(! . "19(,\$4!)2&!)2(!4(\$(-&\*!+#9\*,!/!&\$!"( (\*!&!%(0,-(!) .!  
&/2, (3(5!B2,0!%(0,- (!" . -!)2 (!2,42(-!0)&)(! . "19(,\$4!/!&\$!)2(\$!/&#0(!,\$%,3,%#&\*0!  
) . !%(0,-(7!&\$%)2(-(" . -(!&))(' +)7!) . !, ' ,)&(!)2(!2,42\*,42)(%! ' . %(\*07!&\$%)  
)2(-(" . -(!)2(!+ . 0),3(!)-&,)0!)2&!)2(0(! ' . %(\*0! ( ' 9 . %15! 10! , \$%,3,%#&\*0!  
&))(' +)! . !, ' ,)&(!)2(0(!+ . 0),3(!)-&,)07!)2(1!)2( ' 0(\*3(0! /&\$! 9(/ . ' (!  
' . %(\*0!) . !.)2(-07!"#-)2(-!0+- (&,\$4!)2(!+ . 0),3(!/2&-&/)(-,0),/0!)2- . #42 . #!  
0 . / , (15!B2#07!8 (!/&\$!0 ( (!2 . 8!&/ / (+)&\$ / (! . "!' , ' (,) /!%(0,-(!/&\$!9-, \$4!8,)2!  
,)!- (&\*,D&), . \$0!- (4&-%,\$4! . #-!&9\*,)1!) . !' . %,"1!0 . / , (&\*!9(2&3, . -0!)2&!) ' ,42!)  
. )2(-8,0(!4 . !#\$\$ .), / (%5

B2- . #42!)2,0!%,0/#00, . \$! . "!' , ' (,) /!%(0,-(7! 8(!0((!2&!)2(!)2( . -!  
 . ""(-0!#0!&!\* . 4, /&\*!(C+\*&\$&), . \$!" . -! . #-!8 . -\*%\*1!(0,-(05! 6 (!&\*0 . !- (&\*,D(!)2&!)  
)2(! 8&10!,\$! 82,/2! 8 (!#\$\$(-0)&\$%! . #-!%(0,-(07!&\$%)2(-(" . -(!9(2&3, . -07!  
' &))(-!4- (&)\*17!&0!)2(!\* , ' ,)0! . "!. #-!#\$\$(-0)&\$%, \$4! . "19(2&3, . -10 . !). !!\* , ' ,)!