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SAME WORLD WAR, DIFFERENT EXPERIENCES

Florida State Standards

SS.8.A.1: Use research and inquiry skills to analyze American History using primary and secondary sources.

SS.912.A.1 : Use research and inquiry skills to analyze American history using primary and secondary sources.

SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.

SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

SS.912.W.1.3 Interpret and evaluate primary and secondary sources.

SS.912.W.7.1: Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

SS.912.W.7.2 Describe the changing nature of warfare during World War I.

SS.912.W.7.3 Summarize significant effects of World War I.

SS.912.AA.3.3: Examine the importance of sacrifices, contributions and experiences of African Americans during wartime from the Spanish-American War through the Korean War.

SS.912.CG.2.2: Explain the importance of political and civic participation to the success of the United States constitutional republic.

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Overview of the Tour

This tour uses the Saint Augustine National Cemetery (SANC) and a selection of World War Veterans interred therein to explore US involvement in World War I via the wartime experience of US Veterans from three different perspectives.

Tour Geography

Slides 2 and 3 use maps to show the locations of each stop along the way. The Tour begins outside of SANC, across from the Florida National Guard Headquarters (FNGHQ) at 82 Marine St, St. Augustine, FL 32084. After Stop 1, the tour moves into SANC.

Stop One: World War I - The Beginning, US Involvement, and the Conclusion (World War I Pillar across from FNGHQ)

Slides 4 to 8 are historical context of World War I

Additional teaching resources:

- VLP US Involvement: <https://youtu.be/qIFAUx0yM8Y?si=hK9w5ugy2YldVqpw>
 - “Episode 1: The United States Joins the War” Introduction for students to when US joined the war.
- For Complete list of videos on the topic can be found here; UCF VLP FL Soldiers in France: World War I: <https://vlp.cah.ucf.edu/wwi/floridafrancewwi.html>
- Arlington National Cemetery additional Resources;
 - Background on General Pershing: <https://www.youtube.com/watch?v=5n5GjUEWrnQ>
 - Tomb of the Unknown Soldier: https://www.youtube.com/watch?v=vBy44b_ICv0
- Slide 4 & 5:
- Tour Starts at the World War I pillar outside SANC on Marine St. The pillars along this street represent each conflict the Florida National Guard took part in. Each pillar contains soil from the related conflict. In this case, the pillar contains soil from the city of Le Mans, about 125 miles southeast of Paris– the location of the FNGHQ in France during the war.
- World War I officially began in August 1914 due to imperial expansion including the scramble for Africa and colonies around the world, the system of entangling alliances, the strengthening of nationalism, and the growth of militaries in

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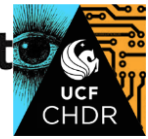
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response to these other factors. The assassination of Archduke Franz Ferdinand in June 1914 became the spark that brought the world into the cataclysm of the Great War. The alliances transformed into two opposing groups:

- The Central Powers: Germany, Austria-Hungary, Bulgaria and the Ottoman Empire.
 - The Allied Powers: Great Britain, France, Russia, Romania, Japan, and with both Italy and the United States joining later.
 - June 18, 1914 - Around 11 AM, Bosnian-Serb nationalist, Gavrilo Princip, fired two shots mortally wounding Archduke Franz Ferdinand, heir to the Austro-Hungarian Imperial throne.
 - A member of the Black Hand, a Serbian nationalist society, Princip a 19-year-old radical nationalist who sought Serbia's independence from the Austro-Hungarian Empire.
- Many Americans, along with President Woodrow Wilson, felt the US needed to remain neutral through the war. Wilson was even reelected in 1916 in large part because he promised to stay out of the war. American opinion began to change slowly based on multiple events:
 - First, the sinking of Lusitania in May 1915 resulted in the deaths of 1,200 passengers, including 128 Americans.
 - Second, German leaders agreed to resume unrestricted submarine warfare, which targeted US merchant vessels, in January 1917.
 - Third, that same month, January 1917, the British intercepted and deciphered Germany's "Zimmermann Telegram" which offered Mexican leaders US territory if they joined the German cause.
 - Mini-Timeline of the US Involvement
 - In January- February 1917:
 - Germany reversed its policy on submarine warfare claiming they would sink all merchant vessels whether armed or unarmed sailing to Allied ports (The American Journey, New York: Glencoe/McGraw-Hill, 2003).
 - The British intercepted a secret telegram sent by German foreign minister, Arthur Zimmerman, to the Mexican government offering territory for their allegiance to the Central Powers (The American Journey, New York: Glencoe/McGraw-Hill, 2003).
 - April 2-6, 1917:
 - President Wilson brought the declaration of war against

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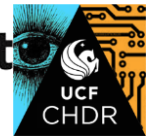
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- Germany to Congress using Germany's submarine policy and the Zimmermann Telegram as the cause for the declaration.
- The US Congress voted in favor of war, with a majority in both the Senate and House.
 - The United States officially entered the war on April 6, 1917.
 - By June 15, 1917:
 - The first American troops land in France
 - **Remember to have students watch, in advance, the UCF VLP Video about the US Joining The War** [\(Link\)](#)
 - Slide 6:
 - The US had to expand its Army from about 124,000 men to a massive fighting force of several millions in less than a year to participate in a meaningful way in the War in Europe. Managing this logistical feat, US troops entered the war on the Western Front in Spring 1918. With a few notable exceptions, US troops fought together, without being integrated into Allied units, following General Pershing's orders. Here are the main US engagements.
 - **The Battle of Cantigny:** The first Major Engagement and Offensive the US Army took part in began on May 28, 1918. The 1st Division led a successful attack and helped inspire confidence among the French in the untested US soldiers.
 - **The Battle of Belleau Wood:** from June 1-26, 1918, became a legendary battle for the Marine Corps. The 4th Marine Brigade, made up of the 5th and 6th Marine Regiments and the 6th Machine-Gun Battalion, pushed back German forces, well entrenched in the Belleau forest, over nearly a month. The Marine nickname, the Devil Dogs, comes from this fight— both a German term for Marines' ferociousness in battle and a reference to the fountain that Marines found and drank from on a farm behind the wood at the battle's end. The US Marine Corps reversed the German advance less than 50 miles from Paris, the closest the Germans ever came to the French capital in their final advance of the war.
 - Show students UCF VLP video; "Episode 3: The Battle of Belleau Wood" <https://youtu.be/JQe6tRzUbn4?si=MD2bxZIRqtuhDd9z>
 - **The Second Battle of the Marne:** July 15-15, 1918, a combined American-French-led counter-offensive against the final German offensive. At Chateau-Thierry, American and French soldiers prevented the Germans from crossing the Marne River using bridges at the town, until they were forced to blow them up to prevent a crossing. The US 3rd Infantry Division earned its nickname "The Rock of the Marne" and its

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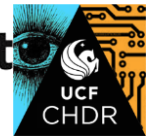
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motto, in French, “Nous resterons là! (We’re staying put!)” during this battle.

- Show students UCF VLP video; “Episode 2: The Battle of Chateau-Thierry” <https://youtu.be/aOLI0DHERMM>
- **The Battle of Soissons:** July 18-22, 1918, was part of the large Aisne-Marne Counter-Offensive. The US 1st and 5th IDs along with French Moroccan units fought to take the city of Soissons, severing the Germans’ main supply route between the Soissons and Chateau-Thierry along the Marne River. When the US took Soissons, it forced the Germans to retreat from the Marne. The battle is considered a turning point in the war. After Soissons, the Germans took defense positions until the end of the war.
- **The Meuse-Argonne Offensive:** on September 26 – November 11, 1918, one of the largest land battles in American military history. A total of 1.2 million American soldiers, airmen, and Marines launched an offensive against the German line as a part of the larger, French-led Allied hundred-day offensive to end the war. Over 26,000 Americans lost their lives with another 95,000 wounded, making it one of the deadliest battles in US Military history. The larger Allied offensive marked the end of the war; an exhausted Germany signed the Armistice on November 11, 1918.
 - Show students UCF VLP video; “Episode 4: The Meuse-Argonne Offensive” https://youtu.be/vp6LMkqJ_bc?si=K-EZkgexD0mfOCwr
- Slide 7:
 - On the 11th hour of the 11th day of the 11th month, 1918, Germany signed the Allied Armistice.
 - An armistice is a formal agreement to end hostilities.
 - This date became a federal holiday, Armistice Day, after the war.
 - In 1926, Congress called for an annual observance and the date became a federal holiday in 1938.
 - In 1954, Armistice Day became Veterans Day to pay tribute to all Americans who served during any war or peacetime.
 - Germany and the Great Powers of Europe negotiated the war’s end with the Treaty of Versailles in 1919.
 - Meant to show German defeat and to prevent German military aggression by placing restrictions on the military.
 - Required Germany to accept war guilt and to pay Allies costs for the war in the form of reparations.
 - Show students the VLP Video on the Armistice

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<https://youtu.be/OTH54TrlahY?si=EFDgiV8BLhZNcWeD>

- Slide 8:
 - Global Pandemic: Influenza and Pneumonia
 - American troops transported influenza across the Atlantic– it did not begin in Spain. It became the Spanish flu, even though it originated in the US, because Spain was a neutral power that reported on it before any country with war-time censorship. We no longer call it the Spanish Flu.
 - Once the US troops, traveling in close quarters across the Atlantic Ocean arrived in Europe, sickness spread among troops of all nationalities from around the globe. It also continued to spread with demobilization after the war, making it a global pandemic affecting millions of civilians around the world, including people returning to the European nations' colonies.
 - Influenza and Pneumonia killed more service members and civilians than enemy weapons. Among the US troops between September- November 1918
 - 20% to 40% of the US Army and Navy personnel fell ill
 - The Army lost almost 9 million workdays due to sickness among enlisted men in 1918
 - The Navy reported just over 5,000 deaths and more than 100,000 hospital admissions out of 600,000 men
 - Mild cases were not reported, and African Americans received segregated, worse medical treatment
 - We think the flu rate among US service members was closer to 40%.
 - Worldwide, we estimate that a third of the world's population suffered from the flu with between 20 and 50 million deaths. Think about it this way, no matter where your family was in 1918-1919, you probably had a family member that died from the flu.

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Stop Two: Same World War, Different Experiences

(Walk into the cemetery and meet at the SANC Flagstaff. All remaining stops will take place in SANC.)

- Slide 9:
- African American leaders, intellectuals, and soldiers saw World War I as an

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opportunity to prove their equality with whites and earn the rights of full citizenship in the US.

- Throughout the war, African Americans, who suffered in some of the worst racial conditions at the height of Jim Crow segregation and discrimination around the nation also faced mistreatment in military service including segregated units with segregated and unequal housing, medical services, etc. Most black soldiers served in support units, including the Quartermaster Corps, as many white leaders did not want to train or arm black men. They faced violence in uniform while training in the US, in Europe, and once they returned.
 - While Pershing did not want to mingle US forces with the French, when French military leaders insisted, he turned over African American troops, who fought bravely sometimes in French uniforms.
 - After the Armistice, as many white troops started the demobilization process, many black soldiers remained to help rebuild and to rebury Americans in the American cemeteries.
 - Show students the UCF VLP African Americans in World War I Video
https://www.youtube.com/watch?v=Q89Ys5WtUUK&list=PLiLVOXu3QZg_5B66KFUJqUIF5_yb8xpNV&index=13
 - African American Women:
 - As men enlisted, all women began moving into the workforce
 - Black women served the nation in office work and in munitions factories. A handful of black women served in the US Navy and nearly 2,000 served as Nurses in the Army Nurse Corps.
- Slide 10:
 - During World War I, women could not vote or serve in combat roles, but they served their country in a number of ways. Women:
 - Moved into manufacturing and agriculture positions left empty due to men joining the war effort. They also led the munitions effort, working in dangerous jobs to build bombs as well as ships and other heavy equipment.
 - Volunteered for the Salvation Army, the Red Cross, and other similar organizations:
 - Organizations like The Medical Women's National Association raised money to send women doctors overseas.
 - Served in the US Army Medical Corps, in the US Navy as Yeomen (F) and nurses, and the US Marine Corps in clerical positions.

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- Learned to drive both horse drawn vehicles and new automotive cars and trucks for transporting supplies and the wounded.
- Slide 11:
 - With the context of World War I established, we will now move through the Saint Augustine National Cemetery and visit the graves of a few of America's World War I Veterans

Stop Three: James William Dell (Section C, Plot 204)

Slide 12:

Early Life:

- James William Dell was born on September 1, 1876, in Kentucky. His father was from Ireland and his mother was also from Kentucky. His father passed away when he was young and his mother, possibly unable to support a child on her own, which was not uncommon for women during this period, relinquished her rights by turning him into the Baptist Orphanage. She may have stayed in touch with him, but she likely had no way to support herself and her son after her husband's death in an era when society viewed 'widows and orphans' as one group— minors who could not support themselves without a male head of household.

Military

- James joined the US Army on September 11, 1897, in Evansville, IN. He re-enlisted in 1901, 1904, 1907, and 1910, he served in the Army for a total of 32 years. Throughout his military career, James served in the Spanish-American War and World War I.
- On November 11, 1921, General John J. Pershing hand-selected James to be one of the eight highly decorated World War I Veterans pallbearers for the Unknown Soldier buried at Arlington National Cemetery. At the time, James W. Dell was a Color Sergeant.
- James retired from the United States Army on March 20, 1923, reaching the rank of Master Sergeant.
 - After his retirement, James became the first Superintendent of the Zachary Taylor National Cemetery and later became the Superintendent of St. Augustine National Cemetery
- James passed away on July 28, 1968, and was buried at St. Augustine National Cemetery
 - On the 100th Anniversary of the Tomb of the Unknown Soldier in November 2021, a Memorial was dedicated in SANC.

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- The close proximity of the memorial and James' plot is a happy coincidence considering his role in the national ceremony in 1921.

Stop Four: Elizabeth Smith (Section B, Plot 703)

Slide 13

Early Life

- Elizabeth Smith was born in Virginia, on July 11, 1871, to Irish Immigrants. In 1891, she married Henry Smith and the two had a daughter, Lizzie, in 1893 and a son, William in 1896.

Military Life

- After Elizabeth's husband passed away in 1915, Elizabeth enlisted as a Yeoman (F) in the US Navy Reserve Forces in 1918, at the age of 47. At this time, women served in clerical positions within the military to free up men to serve overseas. Yeoman refers to someone who worked the land, the F stood for female. By 1919, she left the US Navy not long before Secretary of the Navy Josephus Daniels cut all Yeoman (F) positions from the Navy,

Legacy

- By 1922, she remarried Robert McKnight, divorcing in 1928. She then became a housekeeper in Duval, FL living near her widowed son-in-law and grandchild. She worked as a maid in a hotel up until her death on June 15, 1947, at the age of 68. She was buried in the St. Augustine National Cemetery. Her gravestone erroneously reads "Landsman", a term denoting the lowest rank in the Navy, instead of "Yeoman (F)".
- For more information on Women in Service see the "Courageous Women of War" Saint Augustine National Cemetery Tour ([Notes](#) and [Slides](#)).

Stop Five: Leonard Bolch (Section A, Plot 14E)

Slide 14

Early Life

- Leonard Bolch was born on September 13, 1900, in South Carolina, as one of nine children in his family.

Military Service

- Leonard decided to enlist in the US Army, stationed at Camp Benning, GA. Due to his "industry and ability," Leonard climbed through the ranks.

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- During World War I, he achieved the rank of Sergeant by 1919. He was discharged in August 1920 but re-enlisted in 1922.
- Due to Leonard's absence, he started over as a Private, but he earned Sergeant again and then worked as a recruiter by 1928.
- Leonard is a triple-conflict service Veteran, serving in World War I, World War II, and the Korean War. By the time he was discharged, he had reached the rank of Master Sergeant.
- Leonard Bolch died on August 24, 1988.
- For more information on the Korean War see the “Korean War: The Forgotten War” Saint Augustine National Cemetery Tour ([Notes](#) and [Slides](#)).

Stop Six: Jack Doberson (Section D, Plot 50)

- [Slide 15](#)

Early Life:

- Born in Douglas, GA, Doberson grew up in Mystic, GA. Both his parents were natives of North Carolina, before moving to Georgia. He worked as a farm laborer, probably what we call a sharecropper, a common occupation for rural southern African Americans at the time.

Military Service:

- Doberson registered for the draft on June 5, 1917. He was inducted into the Army on March 31, 1918, at Camp Gordon, GA. He joined the 157th Depot Brigade for basic training and became a part of Company E, 372nd Infantry Regiment of the all-black 93rd Infantry Division on June 3, 1918.
- Nicknamed the “The Blue Helmets,” the 93rd was the segregated US combat unit that served under the French Army and wore its uniform, including the French military helmets. The 93rd saw more combat in France than any other African Americans unit.
- He deployed to France on June 30, 1918, aboard the USS *President Grant* from New York.
- The 372nd Infantry was assigned to the French 157th “Red Hand” Infantry Division where they fought as part of the larger Meuse-Argonne Campaign.
- The French Army awarded the men of the 372nd the “Croix de Guerre” for their bravery and combat effectiveness.
- He left France to return to the US on February 3, 1919, aboard the USS *Leviathan*. (Refer to the 372nd Parade in Columbus Photo)
- He was honorably discharged on March 1, 1919.

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Post-War Life:

- He returned to Georgia after his service and worked at a sawmill in Waycross.
- Eventually, he moved to St. Johns County, FL with his wife, Lena.
- Jack Doberson passed away at age 53 on February 20, 1946. He is buried in St Augustine National Cemetery in Section D, Site 50.

Stop Seven: Crozier Williams (Section D, Plot 77)

- Slide 16

Early Life

- Crozier Williams was born on March 1, 1895, in Waynesboro, GA. He had at least one other sibling, a sister named Lizzie.
- Sometime before the 1910 Census, Crozier was arrested and served time at the Jenkins County Convict Camp in Militia District 1634 in Georgia. During this time he likely did incredibly hard work as part of a chain gang, which was a large group of mostly African American convicts who were lent out to work on community public works while chained together. Southern states used convict labor to build better roads, exploiting and mistreating prisoners. Disproportionate numbers of African Americans, often convicted of petty crimes like vagrancy (being unemployed), experienced the terrible violence of imprisonment and chain gang labor; the horrors of this system have led to scholars calling it “slavery by another name.”
- After his release, Crozier moved to Sebring, FL and remained there until he joined the Military.

Military Service

- He registered for the draft as a part of the Selective Services Act on June 5, 1917, and was drafted on June 20, 1918. After induction he was shipped to Camp Dix, NJ for training.
- Crozier served as a part of E Company, in the 807th Pioneer Infantry.
- The 807th was formed in July of 1918 at Camp Dix as a segregated support unit. The Army Pioneer Infantry units trained in combat and engineering. But most black troops did hard labor associated with military engineering projects and received little to no combat training. While in France they dug trenches, built roads and bridges, and collected much needed wood in French forests.
- During their service overseas, the 807th was placed under the command of the French Army, unlike white US units. The 807th Pioneer Infantry took part in the Meuse-Argonne Offensive, which was the largest and last offensive of the

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American Forces in World War I. The 807th's technical role included working on repairing bridges and railroads on the front. The unit saw heavy combat in France and took massive casualties. Herbert Young, another Veteran of the 807th, recalled, "There was about 350 men in our outfit. . . and I guess about 12 came home including me." He went on to add that despite their role being logistical, "a lot of our men died fighting."

- Crozier served overseas from September 4, 1918, to July 3, 1919. During his service on March 25, 1919, he was promoted to Sergeant. With such high casualties in the unit, they needed men to fill the open noncommissioned officer positions. He finally returned home aboard the USS *Orizaba* (pictured). They returned to Camp Dix to be disbanded on July 11, 1919.

Post Service Life

- After his service, he moved to Waycross, GA, with his wife Neomia while working as a brakeman. A brakeman's job involved climbing atop trains and manually turning a brake control to engage the train's brakes in cases where air brakes failed to work (a very dangerous job reserved mostly for African Americans)
- He died on October 15, 1948, and was interred at St. Augustine National Cemetery on October 19, 1948. He rests in Section D, Plot 77.

Stop Eight: Emily Kennedy (Section D, Plot 168)

- Slides 17 and 18

Early Life

- Emily Kennedy was born June 11, 1879, in New York to Irish Immigrants.
- In 1899, Emily enrolled in a three-year course of training at the Hospital of Good Shepherd. Nursing was one of the first professions for women. During the time period of her training, The Army Nurse Corps (Female) was established (February 2, 1901).
- On January 7, 1905, Emily was appointed to the Army Nurse Corps. Prior to being appointed, she had to pass moral, physical, and mental examinations. Her first assignment with the Corps was at the General Hospital at the Presidio in San Francisco, CA. Then, in 1906, she transferred to the General Hospital for Consumption at Fort Bayard, NM. This was due to her knowledge of dietetics and the assumption this would help those afflicted, and how they should diet.
- In April of 1907, Emily requested to be discharged as her mother became ill.

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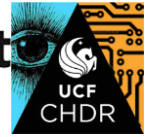
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Emily went home to take care of her dying mother.

- Emily enlisted in the Navy Nurse Corps (Female) in March 1909. She was one of the first 44 nurses in the Navy Nurse Corps as it had been formed the year before. She reported to the US Naval Hospital in Washington DC and served her three-year tour there.
- Although she returned to New York, she felt a strong need to return to duty as in March of 1912, she wrote to the Surgeon General of the US Army requesting to be placed on the volunteer services list.
- When the US entered World War I, she enrolled in the US Navy Reserve fleet. By July 17, Emily was stationed at a Naval Hospital in Newport, RI, and dealt with less than ideal-conditions: overcrowdedness, nurses were understaffed, and extremely ill patients with measles, pneumonia, and other medical issues.
- Emily was reassigned to the Naval Hospital in Philadelphia, PA until her discharge on May 11, 1918.
- After her discharge, Emily continued serving her community as a nurse for the public school system.
- Emily became ill in October of 1924 and was admitted to the National Home for Disabled Volunteer Soldiers for aortic insufficiency and neurasthenia (a medical condition causing fatigue, headache, and irritability, associated chiefly with emotional disturbance). She was discharged and returned home to New York on August 5, 1926.
- Emily passed away on May 30, 1950, and interred on June 2, 1950, in St. Augustine National Cemetery.
- For more information on Women in Service see the “Courageous Women of War” Saint Augustine National Cemetery Tour ([Notes](#) and [Slides](#)).

Stop Nine: Wrap Up Questions (SANC Flagstaff)

Questions to reflect on:

You can begin with a moment of silence to give the students time to think about their experience through the tour. Then have a discussion using the questions below:

- How did these Veterans' experiences differ? How were they the same?
- What did you learn about World War I that you didn't know before?
- Which Veteran's story stuck out to you most?
- Do you view the war differently now?

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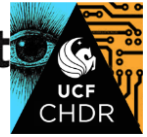
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