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The California Geographical Society is the oldest and only statewide organization which seeks to enhance the understanding of geography and to promote interaction among academic and applied geographers, as well as members of the general public who have an interest in geography.

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Geography

in

CALIFORNIA'S
COMMUNITY COLLEGES

1996

Carol Jean Cox
Shasta College

1996 Special Edition of the California Geographer
Volume XXXVI
Dedication:

To our colleague and friend,
Joe Beaton.

You are an inspiration to instructors and students alike and encouragement to all who know you.
CREDITS/ACKNOWLEDGMENTS

The original concept for a study of the California community colleges geography programs must be given to my colleague, Carolyn Wharff, who first mentioned a study of this nature years ago. The idea of mapping the colleges and their programs was further inspired by a presentation regarding California universities given at a CGS meeting in 1995 by Joe Beaton of the geography department at Cal Poly Pomona. Otherwise, this survey and its ideas and information is completely independent of any other data, studies or intended studies to date. It does not rely on any previous data, or use any other California surveys as models. It comprises a series of pertinent questions about California's geography programs, compiled for the purpose of distributing this information to colleges, universities, high schools and other interested parties to use for the expansion, enhancement, updating and possible standardization of geographical education in community colleges throughout California. Work began on this research project in September 1995 and was completed in July 1996.

Any research project of this scope could not be achieved by one individual. Credit must be given to the students who phoned repeatedly, mailed endlessly, graphed diligently and mapped revision after revision. Every response received was scrutinized, put in tabular form and checked. Credit goes to Dee Jennings and Tammy Hodges (patient even when our printer was a famished envelope eater) for assistance with the mailings and directory. Pat Simmerley is acknowledged for her phone diplomacy and the Excel charts and graphs, working weekends until midnight — what devotion! Mary Ann Weston worked on so many aspects of this research and is responsible for the production of the wonderful black & white and earlier, color maps. It was a privilege to work with this exceptional team of individuals and students.

Gratitude is extended to Shasta College who has given continued support to special projects, student activities and research such as this. Thanks to the California Geographical Society for their encouragement and publication of this research.

I accept full responsibility for this research. Duplication of this study is encouraged. Publication of any data, charts, maps or graphs must be obtained in writing from Carol Jean Cox, c/o Shasta College Geography Department. Credit for any information used must also be cited to the author. The author retains the copyright to this work.

A special thank you is offered to all of you who supported this research with your responses and kind words of encouragement.

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Geography In California's Community Colleges

INTRODUCTION

California's Community College System consists of 106 colleges in 71 districts. This network of higher education represents the largest of its kind in the world. As global politics and environmental issues become more prominent in our daily affairs, the discipline of geography becomes increasingly pertinent to our society.

As the lone full-time instructor of geography north of the 40th parallel in California, in one of the northern-most community colleges in the state, I have often wondered what myriad of geography courses, programs and instructors exists within the 106 institutions dubiously dubbed "California's Community Colleges." From my remote vantage point it is easy to view this large system of institutes of higher education, as a conglomeration of schools, distinct from each other, yet melded together with the intent of educating California's diverse population. As the communities are varied and ever-changing, are our programs and courses consistent with the needs of this population? Is there is a lack of continuity from institution to institution, and if so, does this absence of uniformity hinder the student wishing to transfer to another institution? Of greatest importance, are we imparting, at the very least, a minimum of valuable, diversified and usable information crucial in understanding today's changing world? Are the present geography programs adequate for our ever changing and highly technological world?

The heart of this study and the means for characterizing the status of the geography programs in California's Community Colleges (CCC) are the responses to questions in a survey conducted of all 106 institutions. The first query sought the administrative placement of geography in the college, social science, physical science or another division. This aspect can affect course content, particularly so if the instructor is not a geographer.

The second question had to do with the use of CAN (California Articulation Number). This articulation system facilitates the transfer of standard courses throughout the state. Non-use of CAN may mean the non-acceptance of a course for transfer.

The next eight questions of the survey were about enrollments and course offerings in physical geography, physical with lab, cultural, world regional, California, geographical information systems, and others. Offerings and enrollment range from rich to spare. The rich might serve as a model toward which the spare might strive.

The last three questions asked for faculty information. How many taught geography full time, who taught full time including other than geography courses, and who taught geography part time. The strength and/or weakness of a geography department might be gauged by these responses.
All thirteen characteristics of geography in CCC are presented in two forms in this complete 50 page survey: cartographically and in tables. Both indicate that geography instruction in CCC's varies enormously. For instructors, school administrators and enterprising individuals seeking employment in community college instruction, the study reveals opportunities and crucial information for the development of future programs. For professional geographers who seek the betterment of their discipline, this study provides data, places where improvement is needed and, conversely, where geographic education appears to be secure.

RESEARCH APPLICATION

Research for interest's sake alone is valueless. New information must be utilized. My intent in presenting the information in this survey is to encourage the following applications.

• The fostering of geographic programs in the community colleges to include standard cultural and physical, world regional and California geography.

• The hiring of new full-time geography faculty to develop and nurture programs into the 21st Century.

• The development of new GIS courses and other innovative programs.

• The addition of more sections of geography classes to meet the demands of an expanding population, new technologies and the utilization of greater application for global understanding.

• The standardization of basic programs and courses throughout the state to ensure a basic platform of knowledge and to facilitate the transfer of students to other institutions.
SURVEY FINDINGS & ANALYSIS

The survey went out to the 106 California community colleges - all but one responded. The answers to each question of the survey are discussed, mapped and graphed, with general trends examined. Additional information is discernable with closer scrutiny of specific maps. The data from this survey provides a comparison of programs to target areas in need of improvement and perhaps lead to a state-wide policy.

IS GEOGRAPHY A SOCIAL SCIENCE OR PHYSICAL SCIENCE?

The first question deals with the classification or association of the discipline of geography at each campus. Each school was asked if their geography program was placed under the physical or social science division. Of the 106 schools, 50 stated geography was in the Social Sciences Division, 35 responded it was in the Physical Sciences Division, 12 reported it was in both. For example: Pasadena City College places geography in the Business Division, at Los Angeles Harbor College geography is in the Biological Science Area. Fresno City and Barstow have geography in a combined Math/Science Division, while Lassen College includes geography within a Math, Science and Humanities Division. LA Pierce College responded that geography is in an Earth Sciences/Physics division as opposed to a Physical Sciences division.

For those who failed to respond or insisted that geography was not placed in either social or physical sciences and that there was no department, we created a third category of "no response/no department." Of the colleges responding they had no department Columbia College offers a physical and occasionally a cultural class with a complete GIS program, East Los Angeles College reports it has over 200 students per year enrolled in Physical Geography and over 50 students in Cultural Geography; and Los Medanos reports no department and no students.

As mentioned above, 12 colleges answered that geography was a part of both the Physical and Social Sciences categories. Some suggested that Physical Geography was placed in the Physical Geography Division while the other courses such as Cultural, World Regional and California were placed in the Social Science Division. It is noteworthy that while the majority of schools align geography with the Social Sciences Divisions, the majority of students in geography in California's Community Colleges are concentrated in Physical Geography. There does not appear to be any obvious relationship between the division alignment and enrollment in the various courses. Enrollment appears to be influenced by the placement of various courses in the General Education categories and their fulfillment of transfer and degree requirements. One responder noted that, at his college, geography was changed from Social Sciences to Physical Sciences in order to be able to tap into the greater budgets of the Physical Sciences.
These results pose further questions. What is the role of budgets in determining course offerings? Why are most students enrolled in physical geography as opposed to cultural, world regional or California courses? Is geography being seen by most college students as only a physical science?
GEOGRAPHY IN THE CALIFORNIA COMMUNITY COLLEGES
1996

Division Association
- social sciences
- physical sciences
- both
- other
- no response/no department

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YES WE CAN! (USE OF CALIFORNIA ARTICULATION NUMBERS)

California Articulation Numbers were designed for use with standardized courses throughout the community college system. These agreed-upon numbers approved by the state facilitate the transferability of courses from college to college or college to university.

The survey asked whether CAN numbers were even being used by the colleges. To date, only two of the standard four courses taught by community colleges have negotiated CAN numbers: Physical Geography (2) and Cultural Geography (4). If the numbers are not used even Physical and Cultural Geography may have to be negotiated for transferability.

World Regional, which has a large number of students, and in many geography departments greater enrollments than Cultural Geography, does not even have an articulation number. This means that each college must negotiate a separate transferability agreement with every university.

If a college even used one of the two CAN numbers it was classified as responding "yes, we use CAN numbers". Sixty nine colleges responded "yes," while 36 answered "no." Hence, almost one third of all community colleges are not utilizing this articulation system. As a body of geographers, we should implement the use of this articulation system statewide and petition for CAN numbers for World Regional Geography and California Geography courses.

---

**Use of CAN Numbers**

- Yes 64%
- No 34%
- No Response/No Department 2%

Percentages are based on 106 colleges
Use of CAN Numbers

- yes
- no
- no response/no department

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PHYSICAL GEOGRAPHY ENROLLMENTS

By far, Physical Geography is the mainstay of geography programs throughout California. Only three colleges responded that they did not have any classes in Physical Geography. Eleven schools showed their enrollment at 1-50 students per year, while 13 colleges reported over 50 students per annum. Twenty-four institutions reported 100 or more Physical Geography students and over half of the colleges (54) have greater than 200 students per year. Yet many of these same institutions with hundreds of geography students, do not employ even one full-time geography instructor (Appendix - tabular data).

It has been suggested that the popularity of Physical Geography is due in part to the fact that it is a science course (fulfilling transfer requirements) that is perceived as a more interesting, and perhaps less challenging science than Physics or Chemistry. Hence, student enrollment may be a facet of requirement and perception.

![Physical Geography Enrollment Chart]

![Physical Geography Enrollment Pie Chart]

Percentage based on 106 colleges
GEOGRAPHY IN THE CALIFORNIA COMMUNITY COLLEGES
1996

Physical Geography Enrollment Per Year

- 0 students
- 1-50 students
- over 50 students
- over 100 students
- over 200 students
- no response/no department

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PHYSICAL GEOGRAPHY LABS

In the far north part of the state, none of the colleges offers labs to accompany the Physical Geography courses. I was curious if there was a standard for the state. There is not. Furthermore, there is no obvious correlation between division alignment and the offering of labs as one might expect. It would be expected that labs would be more common for those divisions associated with the Physical Sciences due to laboratory facilities and greater funding than the Social Sciences. This is not the case. The tabular data included as a part of this study provides a quick survey of this interesting and inconsistent phenomenon. Forty two colleges do offer Physical Geography with a lab, while 51 do not offer labs. Four colleges either did not respond to the question or have no department with or without labs established.

Perhaps most interesting was the option of providing Physical Geography with or without a lab as needed by the student. Nine schools do offer both with and without a lab option. With the lab option as a part of the course students can transfer the course as a science requirement to universities. Without the lab, the course alone satisfies the need for the science requirement of the college for an A.A. degree, but transfers as a non lab science to the universities.

One interesting aspect revealed by this survey is the clustering of similar lab offerings as shown by the accompanying map, Physical Geography Offerings. For example, in Sacramento, American River, Cosumnes River and Sacramento City all offer labs, while in the south bay of the San Francisco area, College of San Mateo, Canada, Foothill and West Valley, San Jose City and Mission all do not offer labs. Other clusters with only one option offered can be seen in Northern California and in Orange County. As community colleges, perhaps we should compare programs within a region and seek to offer some programs with labs and some without. This idea of complimenting regional course offerings might also be applied to Cultural, World Regional and California Geography courses. Taken a step further, perhaps courses not often taught might be alternated with other colleges. These practices might ensure larger enrollments in many courses and provide more effective service to the communities.

PHYSICAL GEOGRAPHY LAB OFFERINGS

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Lab</td>
<td>40%</td>
</tr>
<tr>
<td>No Response</td>
<td>4%</td>
</tr>
<tr>
<td>Both</td>
<td>8%</td>
</tr>
<tr>
<td>Without Lab</td>
<td>48%</td>
</tr>
</tbody>
</table>

Percentages based on 106 colleges
GEOGRAPHY IN THE CALIFORNIA COMMUNITY COLLEGES 1996

Physical Geography Offerings

- without a lab
- with a lab
- both
- no response/no department

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CULTURAL GEOGRAPHY ENROLLMENTS

Interestingly, Cultural Geography which is seen as one of the two basic geography courses in California, is not taught on an annual basis by 23 institutions or almost 1/4 of the community colleges. Another one-fourth (27) of California's community colleges teach only one class, and 22 schools have between 50 and 100 Cultural Geography students per year. In contrast, 26 colleges have over 100 students enrolled and 8 colleges show over 200 per annum. The schools with larger geography enrollments include Butte, Chaffey, De Anza, Irvine Valley, Long Beach, Los Angeles Pierce, Mira Costa and Santa Monica. Understandably most of the larger enrollments are in the metropolitan areas with greater populations from which to pull students. Butte College, however, reports over 200 cultural students in a rural area. This college's success in cultural and other geography courses, can be attributed to excellent program coordination, and the institution's role as a feeder school for CSU Chico's strong geography program. The relationship between colleges and their surrounding universities should be explored. Cooperative efforts between universities and colleges must be encouraged.

Another factor contributing to the larger student enrollments in Cultural Geography include at least one full-time geographer to coordinate the program. Programs without a full time instructor generally have smaller enrollments in Cultural Geography. The exceptions to this general trend include De Anza and Irvine as shown in the tabular data of this survey.

<table>
<thead>
<tr>
<th>Enrollment per year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Students</td>
<td>22%</td>
</tr>
<tr>
<td>1-50 Students</td>
<td>24%</td>
</tr>
<tr>
<td>Over 50 Students</td>
<td>22%</td>
</tr>
<tr>
<td>Over 100 Students</td>
<td>25%</td>
</tr>
<tr>
<td>Over 200 Students</td>
<td>8%</td>
</tr>
</tbody>
</table>

Percentages based on 106 colleges
Perhaps the most interesting aspect of World Regional Geography is its large enrollment numbers in 20% of California's community colleges. Regarded as the third most important geography course behind Physical and Cultural geographies, World Regional actually has greater numbers of colleges indicating a 200+ student enrollment per year. (Fresno City boasts 1100 students in World Regional Geography alone!) Ten schools report 200+ World Regional students as compared with Cultural Geography which has enrollments greater than 200 in eight different colleges. Eight schools teaching World Regional, report 100+ students per year. Eight more colleges show 50+ students enrolled, while 13 institutions have 1-50 students per annum. These large numbers in some schools are frustrated by the fact that 67 community colleges are not teaching the course at all.

One full time instructor of geography commented that World Regional and California Geographies were not accepted by the neighboring university as lower division courses, because the university wanted to instruct these courses as upper division. Hence, these college courses were "dying". Universities and colleges need not compete, especially in a field as diverse as geography. World Regional is seen by many academicians as an introductory course that combines both physical and cultural geographies, hence if the student is exposed to just one geography course this might be the best choice. Some universities such as CSU Northridge do encourage articulation of community college taught World Regional Geography.

Since community colleges are often feeder schools for the universities, it stands to reason that the more courses a student can take in geography as lower division and transfer these to the university, the more likelihood the student will either major or minor in geography when entering the university. Compatibility of programs and ease of transferability would enhance not only World Regional, but certainly California Geography, Economic Geography, Meteorology and field classes as well. Colleges and universities must create complimentary not competitive programs.
CALIFORNIA GEOGRAPHY ENROLLMENTS

Sixty-eight colleges do not offer a regional course of this most dynamic state. California Geography is available in only one of every three community colleges. Twenty-seven schools offer one course per year. Eight schools show over 50 students per annum enrolled in California geography. Only three of the 106 colleges have over 100 students and no institution has over 200 enrolled per year.

These statistics are startling! Perhaps they reveal a lack of qualified instructors or the absence of the coordination of a diversified geography program at many colleges. Our classes at Shasta College are always full because of the tremendous student interest in the subject coupled with its placement in the ethnic category for the General Education requirements.

Perhaps these low enrollment figures statewide are reflective of the fact that California Geography does not have a CAN number (articulation agreement with universities) and transfer students are often confronted with acceptance of this course as general education but not as a course that will transfer into geography programs at many universities.

As professional geographers we must recognize the significance and potential of this course. California Geography often provides college students with their only introduction to the field of geography and an application of our discipline to a region of study both familiar and of interest to these students.

![Pie chart showing enrollment per year in California Geography.](image)
URBAN GEOGRAPHY ENROLLMENTS

Urban Geography is apparently not a course commonly taught at the community college level. There is a class at Shasta College and at Butte College. Both these urban classes explore San Francisco. With the growth of populations and the corresponding growth of urban areas in California, the impression would be that the instruction of urban geography would be commonplace, however, the results of this survey proved to the contrary.

Urban Geography is taught at only seven of the 106 colleges. Of these institutions, six have 1-50 students per year. Only one, Napa, has greater than 50 students. The colleges currently offering Urban Geography are: Butte, Grossmont, Los Angeles Southwest, Merritt, Napa Valley, San Diego Mesa, and Shasta. Only one college in the Bay Area (Merritt) offers a course and similarly just one school in the Los Angeles Metropolitan Area (Los Angeles Southwest) instructs a class. Two colleges in the San Diego Area (San Diego Mesa and Grossmont) offer it. Three colleges offering urban geography are located in rural areas: Butte, Napa and Shasta. Although students in the metropolitan areas have one or two colleges which do offer an urban geography course, a student wishing to take the class in the Central Valley (from Sacramento south), or on California's central coast or in the Riverside-San Bernardino conglomeration, has no opportunity to take this course under the current offerings.

There are a number of questions relating to urban geography in the community colleges that might be posed. Some examples might include:

- Is urban geography within the realm of the community colleges, or should it be relegated to the universities?
- How many universities offer regular courses?
- What are the demands for urban courses?
- Is this an expanding field in terms of job opportunities and needed training?
- If geography departments are not training urban planners then what departments are?
- Should urban planners in smaller communities have access to community courses?
GIS IN CALIFORNIA’S COMMUNITY COLLEGES

Geographic Information Systems as a new technology is currently at the planning stage in most community colleges. However, as with any technology and the training in this new skill, the enterprising institutions offering courses first may find they have a distinct advantage.

Currently, GIS instruction is offered most frequently by private businesses. Many community colleges queried see GIS as the technology of the future that will, at least at the introductory stages, be taught by colleges. According to the responses during the 1995-1996 school year, 101 of the 106 geography departments responding stated that they offered no training in GIS. Four colleges: Cabrillo, Fullerton, Los Angeles Southwest, and San Jose City had GIS courses. Only Columbia College offered a complete program in GIS.

On the basis of survey comments, the current situation will be changing rapidly. Many instructors noted on their survey form the intent of creating a GIS course or program in the future. Shasta College just hired a GIS instructor. Cabrillo plans to offer a complete program this coming school year 1996-97. San Bernardino Valley College reportedly has approved a new GIS program. Las Positas College reports that a new science center to be completed in 1997 will include GIS and weather software.

Of concern, however, is that many of these GIS courses and programs will be instructed without a geographic foundation of effective cartographic design and spatial analysis. In many instances, geographers are not currently involved in the GIS instruction process. For example, even though Columbia has a complete GIS program they do not have a geographer. It is crucial that geographers take the lead if possible in these GIS offerings. At the very least we should be involved in the instruction of map design. If we are not assertive, we may lose this very valuable opportunity to take the lead in this new field of GIS which bears our discipline name. GIS may just be the field which can lead to the expansion or revitalization of many geography departments and their enrollments.
GEOGRAPHY IN THE CALIFORNIA COMMUNITY COLLEGES

1996

Departments Offering GIS
- none
- GIS course
- GIS program
- conflicting response
- no response/no department

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SAN FRANCISCO BAY AREA

1 College of Marin o
2 City College of San Francisco o
3 Skyline o
4 College of San Mateo o
5 Canada o
6 Foothill o
7 DeAnza o
8 West Valley o
9 Contra Costa o
10 Diablo Valley o
11 Vista o
12 Laney o
13 College of Alameda o
14 Merritt o
15 Chabot o
16 Ohlone o
17 Mission o
18 San Jose City o
19 Evergreen Valley o

SAN FRANCISCO BAY AREA

1 Oxnard o
2 Ventura o
3 Santa Monica o
4 West Los Angeles o
5 El Camino o
6 Los Angeles Harbor o
7 Long Beach City o
8 Golden West o
9 Coastline Community o
10 Orange Coast o
11 Moorpark o
12 Los Angeles Pierce o
13 Los Angeles Mission o
14 Los Angeles Valley o
15 Los Angeles City o
16 Los Angeles Trade-Technical o
17 Los Angeles Southwest o
18 Compton Community o
19 Cerritos o
20 Cypress o
21 Rancho Santiago o
22 Irvine Valley o
23 Saddleback o
24 Glendale Community o
25 Pasadena City o
26 East Los Angeles o
27 Rio Hondo o
28 Citrus o
29 Mt. San Antonio o
30 Fullerton o

LOUISIANA AREA

1 College of the Siskiyous
2 College of the Redwoods
3 Santa Rosa o
4 Napa o
5 American River o
6 Cosumnes River o
7 Solano Community o
8 Los Medanos o
9 San Joaquin Delta o
10 Columbia o
11 Yuba o
12 Lake Tahoe o
13 American River Community
14 Sacramento City o
15 American River o
16 American River o
17 American River o
18 American River o
19 American River o
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22 American River o
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OREGON AREA

1 College of the Redwoods
2 Skyline o
3 City College of San Francisco o
4 College of San Mateo o
5 Canada o
6 Foothill o
7 DeAnza o
8 West Valley o
9 Contra Costa o
10 Diablo Valley o
11 Vista o
12 Laney o
13 College of Alameda o
14 Merritt o
15 Chabot o
16 Ohlone o
17 Mission o
18 San Jose City o
19 Evergreen Valley o

1 Oxnard o
2 Ventura o
3 Santa Monica o
4 West Los Angeles o
5 El Camino o
6 Los Angeles Harbor o
7 Long Beach City o
8 Golden West o
9 Coastline Community o
10 Orange Coast o
11 Moorpark o
12 Los Angeles Pierce o
13 Los Angeles Mission o
14 Los Angeles Valley o
15 Los Angeles City o
16 Los Angeles Trade-Technical o
17 Los Angeles Southwest o
18 Compton Community o
19 Cerritos o
20 Cypress o
21 Rancho Santiago o
22 Irvine Valley o
23 Saddleback o
24 Glendale Community o
25 Pasadena City o
26 East Los Angeles o
27 Rio Hondo o
28 Citrus o
29 Mt. San Antonio o
30 Fullerton o
Mapping Software

Few of California's Community Colleges reported that their college had mapping software. Those that did mention software listed basic data programs such as PC Globe, Mac World, as well as public domain Micro DEM and Atlas Pro. Santa Barbara City College uses GIS software in the classroom for demonstration purposes only. Columbia uses Arc View, Arc CAD and Arc Info. Most colleges did not report software. One college commented "no software, heck no computers in our area."

Other Geography Courses Offered at the Community Colleges

Of the standard courses not specifically queried in this survey, a number of colleges reported also teaching economic geography, some sort of meteorology/climatology course and field classes. More specifically, a course in weather & climate is taught by 12 community college geography departments including, American River, Cabrillo, Fresno City, Las Positas, Mira Costa, Moorpark, Oxnard, Riverside, San Bernardino Valley, San Diego Mesa, Santa Barbara City and Ventura. Economic Geography is offered by 10 schools including Butte, Cabot, City College of San Francisco, Fresno City, Glendale Community, Imperial Valley, Long Beach City, Pasadena City, Porterville, and Santa Barbara City.

Other courses taught by community college geography departments include Environmental Geology, Historical Geography, World Cultures, Human Impact Landscape Analysis, Geomorphology, Natural Resources and Conservation, and Map Reading. Specialized regional courses offered by colleges include the geographies of the Eastern Mojave, Mexico, Baja, earthquake country and the American West. A complete listing of all additional courses offered by the colleges can be found in the survey tabular data of this study.
FULL-TIME INSTRUCTORS TEACHING GEOGRAPHY ONLY

Perhaps the lack of consistency in geographic programs throughout California may be attributed to the fact that little more than half of all colleges have a full-time instructor teaching only geography. The actual number of full-time geography instructors in California's 106 community colleges is 59. Thirty-eight colleges employ one full-time instructor of geography. The six schools that employ two instructors are: American River, El Camino, Pasadena, Riverside, San Bernardino Valley, and San Diego Mesa. Three institutions employ three full-time geography teachers. They are: Grossmont, Los Angeles Pierce and Los Angeles Valley. No college in California employed more than three full-time geographers for the 1995-96 school year. Not surprisingly, the schools with the greater number of full-time instructors of only geography are found in the metropolitan areas serving greater enrollments. However, it is interesting that no college north of Los Angeles with the exception of American River in Sacramento employs more than one full-time geographer.

FULL TIME GEOGRAPHY INSTRUCTORS PER COLLEGE

0 Instructors 55%
2 Instructors 6%
3 Instructors 3%
1 Instructor 36%

Percentages are based on 106 colleges
GEOGRAPHY IN THE CALIFORNIA COMMUNITY COLLEGES 1996

Full Time Instructors
Geography Only

- 0 instructors
- 1 instructor
- 2 instructors
- 3 instructors
- 4 or more instructors
- no response/no department

Research sponsored by the California Geographical Society and Shasta College
916-225-4875
Many instructors of geography also teach another subject for their college. Interestingly, there are fewer "combination" instructors than full-time geographers. Only 50 people in California can claim to be employed full time teaching geography and another discipline. Thirty-six colleges employ one instructor, while seven schools employ two full-time instructors teaching geography at least some of the time. Of these in the later category, some colleges such as Cerro Coso, Lassen and Napa Valley employ two "combination" teachers but no full-time geographer.

Given the intended brevity of the number of questions asked by this survey, we did not ask, but certainly it would be of interest to know, exactly what other subjects these instructors teach in addition to geography. For example, Steve McWilliams of College of the Desert instructs anthropology and archaeology as well as geography. James Duvall of Contra Costa College, also teaches anthropology and geography and performs administrative duties. I instruct several US History courses in addition to my geography courses. Other combinations I have noted have been geology and geography, meteorology and geography and GIS and geography. A student wishing to teach in the community colleges might be advised to pursue degrees in several disciplines.
GEOGRAPHY IN THE CALIFORNIA COMMUNITY COLLEGES

1996

Full Time Instructors

Geography & Other Discipline

- 0 instructors
- 1 instructor
- 2 instructors
- 3 instructors
- 4 or more instructors
- no response/no department

Research sponsored by the California Geographical Society and Shasta College
916-225-4875
The results are in! Only 27 colleges do not employ part-time or adjunct geography faculty. This low number includes the schools that have no geography program. Two colleges did not respond to this question. Thirty two institutions have one adjunct faculty, 23 schools employ two part timers, while eight colleges have three instructors who teach geography part time. Interestingly, 14 schools utilize four or more adjunct geographers! In response to our question for a listing of adjunct faculty names and phone numbers for those who have taught more than three years for a college, one survey responder wrote "too many adjunct to list ".

Is there a correlation between the number of full time geographers and part time geographers at an institution? Usually yes. Of the schools with four or more adjunct faculty, Coastline, Contra Costa, Cuyamaca, Irvine Valley, San Diego City and Sierra College do not have a full-time geographer. Los Angeles Harbor and Rancho Santiago report three part time faculty teaching geography without a full-time instructor of geography. Twenty four colleges reported that 81-100% of their geography courses are taught by adjunct faculty. More interesting, perhaps, was that 48 schools reported less than 20% of the geography courses were taught by part-time instructors. However, this number includes those schools who do not offer geography, hence if there are no classes offered then no classes are taught by adjunct faculty. Certainly these numbers indicate great potential and need for increasing the number of full-time geography faculty in California's Community Colleges. It is hoped that administrations and aspiring geographers will take this information and utilize it to create desperately needed full time positions.

PERCENTAGE OF GEOGRAPHY COURSES (Taught by Adjunct Faculty)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100%</td>
<td>23</td>
</tr>
<tr>
<td>61-80%</td>
<td>6</td>
</tr>
<tr>
<td>41-60%</td>
<td>13</td>
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<tr>
<td>21-40%</td>
<td>13</td>
</tr>
<tr>
<td>0-20%</td>
<td>45</td>
</tr>
</tbody>
</table>

Percentages are based on 106 colleges
Numbers of colleges are shown below the percentages

ADJUNCT FACULTY

<table>
<thead>
<tr>
<th>Number of Instructors Per College</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
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</table>
CONCLUSION AND PLAN OF ACTION

A number of conclusions can be drawn from this study. Perhaps more than in any other discipline in California's college system, geography needs to be standardized. This field of study needs educators, administrators and state legislators alike working to ensure that Californians have access to basic geographic education at all colleges.

The development of geographic programs should not be relegated to part time faculty alone. Instructing, grading, developing a curriculum, articulating courses, scheduling, purchasing equipment and keeping current with new technologies and global understanding, requires, indeed demands, full time attention.

The following plan of action for each college is suggested.

- Each college should designate an administrator or full-time faculty member to coordinate geography at its institution. (In some colleges, a new full-time faculty member will be required).

- Each college should implement and promote a minimum of cultural and physical geography courses per annum.

- Each college should communicate with its regional colleges and universities to encourage facilitation of the transfer of geography courses, to avoid duplication or possible competition and promote a diversity of geography courses within a given area.

- Finally, each college should implement the CAN numbers for cultural and physical geography.

Further research needs to be conducted by educational organizations and the state Department of Education.

Further queries might include:

- What are the enrollment demands for these various geography courses?

- Should CAN numbers be articulated for World Regional and California geography?

- How many universities offer regular courses in geography?
What geography should be within the realm of community colleges?

What geography should be within the realm of the universities?

How are colleges and universities coordinating their programs and encouraging student transfer?

What are the related job opportunities, new technologies and needed training in the field of geography?

Strong programs at the college level should encourage greater transfer to the university geography programs. However, the role of community college programs is far greater than simply that of a transfer program. California's community colleges, the largest system of higher educational institutions, serve large and small communities diverse in population and educational needs. With California's increased cultural diversity, international economics, environmental challenges and the new technological field of GIS that will revolutionize the way we present, manipulate and spatially organize information into the next century, geographic instruction is needed now more than ever.

Community college geography programs are constantly changing, and as this is written there have been some new full time hirings in Southern California. However, the information presented in this research is as accurate as possible for the 1995-6 school year and should be useful as a platform for further studies, to indicate where we are as a discipline and to inspire us to future improvement.

Sources Cited:


Appendix

Methodology
Survey Form
Creation of Maps & Graphics
Tabular Data
CCC Geographers Directory
METHODOLOGY

All 106 colleges were contacted directly and queried by the Shasta College Geography Department. Every effort was made to ensure accuracy. A hard copy of all responses given from each college (except Compton) is on file at the Shasta College Geography Department and copies may be made available to interested parties. Catalogues of these community colleges were not used in determining the actual offerings. Instead, the instructors or administrators queried were asked to mention only the courses that were actually being taught for the 1995-96 school year. Often there was a tremendous discrepancy between what was actually being taught and the selection of courses mentioned in the college catalogue.

Schwendeman's Directory of College Geography in the United States was used as an example of a survey of Colleges. While the above mentioned is an excellent and extensive survey, this research presents a more in-depth analysis of California's Community College's geography programs and includes thematic maps.

Survey Creation

At the onset existing directories from the California Geographical Society and the California Department of Education were compiled. A simple survey using scantrons was created. This survey is shown on the following pages. The objective, by using simple questions with a limited number of responses, was to standardize answers, and categorize the responses to create comparisons and a set of values which could be mapped. Write-in answers were limited to the space on the back of the scantron to ensure brevity. The original intent was to run the scantrons through a machine and to analyze the responses quickly and from a number of vantage points. This, however, was not done as we found many forms had erasures, which if computed would lead to faulty information. A number of forms were completed incorrectly or several responses were given to a single question.

The survey seeks to present a valid, but brief, query of basic questions. Controversial, and perhaps confrontational, questions such as age and gender of faculty were not asked. These and many other possible questions are of interest and might be asked in future studies.

Survey Response

Sixty percent of all colleges responded within the first four weeks after the survey was mailed. Hopefully, this exceptional number of responses can be attributed to great interest in the topic and, a general inclination of geographers to work together in an effort to further their discipline. We did, however, spend the following five months obtaining responses from the remaining 40 percent. Many of those responding to the second or third mailing indicated that, for whatever, reason, they had not received the first mailing. This might be expected since our study was working without a complete set of specific names.
of instructors. Additionally many of those responding were the sole representative at their college in the discipline of geography teaching as part-time faculty receiving mail only periodically. Some institutions had no geography representative.

In spite of repeated mailings and numerous callings to ensure representations of all colleges, many institutions without full-time faculty struggled to answer questions or to find someone with the knowledge to answer the survey questions. It presents the question as to whether the non-persistent student might be able to derive correct answers regarding transferable courses in geography if there is no one coordinating a program. We spoke with instructors, counselors and administrators, in an effort to attain accurate information.

Accumulation and verification of data continued for four or five months, until May of 1996. When inconsistencies in information were noted, the college was contacted directly. Otherwise, we have dutifully reported the answers given to us by each school representative. Every attempt has been made to interpret writing styles and to spell names correctly in the directory. (It is advisable to request typed responses.)

In the directory of community college geographers compiled for this study, addresses and phone numbers were provided by the responding geography instructors and administrators. When this information was not available, address and phone listings shown in the California Department of Education’s Publication entitled *The California Public School Directory 1995* were used. The California Chancellor’s Office was contacted for verification of the number of community colleges and districts.

**The Survey**

The following two pages are an exact replication of the original survey sent out to the community colleges in September of 1995.
THE STATUS OF GEOGRAPHY IN CALIFORNIA'S COMMUNITY COLLEGES

WE ARE DOING RESEARCH ON THE STATUS OF GEOGRAPHY IN CALIFORNIA'S COMMUNITY COLLEGES, WITH THE EXPECTATION THAT THIS INFORMATION WILL BE USED TO HIRE NEW FACULTY, SECURE FUNDING FOR GEOGRAPHY PROGRAMS AND DETERMINE THE DIRECTION OF GEOGRAPHY OFFERINGS IN THE COMMUNITY COLLEGES INTO THE NEXT CENTURY.

PLEASE RESPOND BY ANSWERING A FEW QUESTIONS ON THE SCANTRON PROVIDED. AS THE SOLE REPRESENTATIVE OF YOUR COLLEGE, YOUR PARTICIPATION IS CRUCIAL.

THIS INFORMATION WILL BE COMPILLED, MAPPED AND PRESENTED BY THE SHASTA COLLEGE GEOGRAPHY DEPARTMENT AT THE NEXT STATE-WIDE CONFERENCE FOR THE CALIFORNIA GEOGRAPHICAL SOCIETY ON MAY 4, 1996 AT COLUMBIA COLLEGE. COPIES OF THIS INFORMATION MAY BE PICKED UP AT THE CONFERENCE. ADDITIONALLY, A DIRECTORY OF COMMUNITY COLLEGE GEOGRAPHY INSTRUCTORS WILL BE AVAILABLE.

PLEASE FILL OUT THE SCANTRON AND ADD ANY PERTINENT ADDITIONAL INFORMATION ON THE BACK SIDE OF YOUR SCANTRON SHEET. PLEASE RETURN THE QUESTIONNAIRE IN THE PROVIDED ENVELOPE BY FRIDAY THE 13TH OF OCTOBER.  THANK YOU

1. Which division is your geography department associated with?
   a. social sciences   b. physical sciences

2. Are you using the CAN numbers for Physical and Cultural Geography?   a. yes   b. no

3. On average how many students are enrolled in Physical Geography at your college during a school year?
   a. 0 students   b. 1-50 students   c. over 50 students
   d. over 100 students   e. over 200 students

4. Does your college offer Physical Geography with or without a lab?
   a. with a lab   b. without a lab

5. On average how many students are enrolled in Cultural Geography at your college during a school year?
   a. 0 students   b. 1-50 students   c. over 50 students
   d. over 100 students   e. over 200 students

6. How many students are enrolled in World Regional Geography at your college during a school year?
   a. 0 students   b. 1-50 students   c. over 50 students
   d. over 100 students   e. over 200 students
7. On the average how many students are enrolled in California Geography at your college during a school year?
   a. 0 students   b. 1-50 students   c. over 50 students
d. over 100 students   e. over 200 students

8. How many students are enrolled in Urban Geography (or Planning) at your college during a school year?
   a. 0 students   b. 1-50 students   c. over 50 students
d. over 100 students   e. over 200 students

9. Do you have an introductory GIS course? or a vocational program?
   a. course   b. program   c. none

AT THIS POINT IN THE SURVEY, PLEASE WRITE THE NAME OF YOUR COLLEGE ON THE BACK OF THE SCANTRON AND LIST ANY GEOGRAPHY COURSES YOUR COLLEGE OFFERS THAT ARE NOT MENTIONED ABOVE.

ADDITIONALLY, PLEASE LIST ANY MAPPING SOFTWARE THAT YOUR PROGRAM USES FOR INSTRUCTION.

10. How many full time instructors does your college employ that teach only geography courses?
    a. 0    b. 1    c. 2    d. 3    e. 4 or more

11. How many full time instructors does your college employ that teach geography and another subject?
    a. 0    b. 1    c. 2    d. 3    e. 4 or more

ON THE BACK OF THIS SCANTRON, PLEASE LIST YOUR FULL TIME FACULTY (WHO TEACH GEOGRAPHY) WITH THEIR DIRECT PHONE OR EXTENSION.

12. How many adjunct faculty are teaching geography for your institution?
    a. 0    b. 1    c. 2    d. 3    e. 4 or more

13. What percentage of the geography courses are taught by adjunct faculty?
    a. 0-20%    b. 21-40%    c. 41-60%    d. 61-80%    e. 81-100%

PLEASE LIST THE NAMES OF ADJUNCT FACULTY WHO HAVE TAUGHT GEOGRAPHY AT YOUR CAMPUS FOR THREE OR MORE YEARS. IF POSSIBLE WE WOULD APPRECIATE HAVING A PHONE NUMBER FOR EACH INSTRUCTOR. PERHAPS A DAY PHONE WOULD PROVIDE THE BEST ACCESSIBILITY.

Your assistance in completing this survey is greatly appreciated. Please encourage your full time and part time faculty to join the California Geographical Society, their state professional organization. If anyone is interested in the joining this organization or have questions/comments regarding this survey please call (916) 225-4875 or 222-2414. I hope to see you at the Geographical Society meeting in May! Thank you.
CREATION OF MAPS & GRAPHICS

The Mapping Process

Once the complete data was received, it was compiled and put into tabular form. An Excel spreadsheet was created using the school names, college locations, question numbers and the letter responses (a, b, c, d, e,) from the survey. The Excel data was then imported into the mapping program of Atlas Pro. Letter responses were changed into numerical equivalencies to allow importation. Map locations were determined utilizing a five digit zip code for each school. Using the "thematic category" option, each question's attributes were mapped in Atlas Pro. Later these maps were exported into Canvas as Picts.

The insert maps along with titles and the San Francisco and Los Angeles college name lists were created in Canvas. All finish work for the map and legend including darkening the map outline, changing the font style and the font size, placing the location names an equal distance from the symbols, and improving the legend layout were completed in Canvas.

Cartographic Challenges

The greatest problem was in designing an 8 1/2 x 11 reproducible black & white map showing information from 106 colleges. Obviously devising an acceptable organization for the quagmire in the Bay Area and San Francisco proved challenging.

Originally these maps were designed in color for use in presentations and in the classroom. In redesigning these maps for publication, black & white symbols had to be designed in order to retain integrity and easy recognition when clustered. Furthermore, as many of the maps indicate quantity, the darkness and shape of each symbol was chosen to indicate the greatest values as black squares and white circles as the least value. The numbers used in the insert maps were located as close to the actual location as possible, however, some locations were moved slightly to afford readability.

Finally, California has 106 colleges in 71 districts and often the distinction between a separate college and a college with numerous outreach campuses was hard to determine. When in doubt, the Chancellors Office or district offices were consulted.

Graphics

Graphs including pie charts and bar graphs were created using Excel. Data from the spreadsheets was converted using "search/replace" in order to change numerical values to understandable responses. Black & white colors and patterns of these graphs were designed to correspond to those utilized on the maps. Most of the time consuming work involved alteration of titles, fonts and legends. These images were sized and inserted into this research, providing a very visible indication of quantity and comparison of percentages.
Appendix

Survey Tabular Data
1995-1996
<table>
<thead>
<tr>
<th>College Name</th>
<th>City</th>
<th>Division Association</th>
<th>Use of Can Numbers #1</th>
<th>Enrollment/Year #2</th>
<th>Physical Geography</th>
<th>Physical Geography</th>
</tr>
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<tr>
<td>Allan Hancock</td>
<td>Santa Maria</td>
<td>Social Sciences</td>
<td>Yes</td>
<td>Over 200 Students</td>
<td>Without a Lab</td>
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<tr>
<td>American River</td>
<td>Sac/ Carmichael</td>
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<td>Yes</td>
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<td>With a Lab</td>
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<tr>
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<td>Lancaster</td>
<td>Both</td>
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<td>With a Lab</td>
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<td>Bakersfield</td>
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<td>Barstow</td>
<td>Barstow</td>
<td>Math/Science</td>
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<td>1-50 Students</td>
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<td>Oroville</td>
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<td>Cabrillo</td>
<td>Aptos</td>
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<td>With a Lab</td>
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<td>Redwood City</td>
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<td>Cerritos</td>
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<td>Hayward</td>
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<td>Chaffey College</td>
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<td>Citrus College</td>
<td>Glendora</td>
<td>Both</td>
<td>Yes</td>
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<td>City College of San Francisco</td>
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<td>College of Alameda</td>
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<td>No</td>
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<tr>
<td>College of Marin</td>
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<td>Yes</td>
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<td>College of the Canyons</td>
<td>Santa Clarita</td>
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<td>No</td>
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<td>College of the Desert</td>
<td>Palm Desert</td>
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<td>Yes</td>
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<td>Eureka</td>
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<td>Yes</td>
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<tr>
<td>College of the Siskiyous</td>
<td>Weed</td>
<td>Social Sciences</td>
<td>Yes</td>
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<tr>
<td>Columbia</td>
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<td>Over 100 Students</td>
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<td>Cosumnes River</td>
<td>Sac/Elk Grove</td>
<td>Physical Sciences</td>
<td>Yes</td>
<td>Over 100 Students</td>
<td>With a Lab</td>
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<td>Crafton Hills</td>
<td>Yucaipa</td>
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<td>Yes</td>
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<td>Both</td>
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<td>Cuesta</td>
<td>San Luis Obispo</td>
<td>Social Sciences</td>
<td>Yes</td>
<td>0 Students</td>
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<td>DeAnza</td>
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<td>Diablo Valley</td>
<td>Pleasant Hill</td>
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<td>Physical Sciences</td>
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<td>San Jose</td>
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<td>Yes</td>
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<td>Quincy</td>
<td>Both</td>
<td>No</td>
<td>1-50 Students</td>
<td>Without a Lab</td>
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<td>Los Altos Hills</td>
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<td>Over 100 Students</td>
<td>Without a Lab</td>
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<td>Fresno City</td>
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<td>Math/Science</td>
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<td>Over 200 Students</td>
<td>With a Lab</td>
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<tr>
<td>Gavilan</td>
<td>Gilroy</td>
<td>Both</td>
<td>Yes</td>
<td>Over 50 Students</td>
<td>With a Lab</td>
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<td>College Name</td>
<td>City</td>
<td>Division Association</td>
<td>Use of Can Numbers</td>
<td>Physical Geography Enrollment/Year</td>
<td>Physical Geography Offerings</td>
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<td>---------------------</td>
<td>----------------------</td>
<td>--------------------</td>
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<td>Glendale Community</td>
<td>Glendale</td>
<td>Social Sciences</td>
<td>Yes</td>
<td>Over 200 Students</td>
<td>Without a Lab</td>
<td></td>
</tr>
<tr>
<td>Golden West</td>
<td>Huntington Beach</td>
<td>Social Sciences</td>
<td>No</td>
<td>Over 200 Students</td>
<td>Without a Lab</td>
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<tr>
<td>Grossmont</td>
<td>El Cajon</td>
<td>Physical Sciences</td>
<td>Yes</td>
<td>Over 200 Students</td>
<td>With a Lab</td>
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Appendix

CALIFORNIA COMMUNITY COLLEGE
GEOGRAPHERS DIRECTORY
1995-1996
Allan Hancock College
800 College Drive
Santa Maria, CA 93454-6368
*RICHARD MACKINNON (805) 922-6966
x 3434 or 937-5103
rmackinn@slonet.org

American River College
4700 College Oak Drive
Sacramento, CA 95814-4286
*ROBERT CHRISTOPHERSON (916) 484-8650
*PHILIP RENNER 484-8584

Antelope Valley College
3041 W. Avenue K
Lancaster, CA 93535-5426
*RICK BALOGH (805) 943-3241 X286

Bakersfield College (Kern)
1801 Panorama Dr.
Bakersfield, CA 93305-1299
*JOHN LYMAN (805) 375-4438

Barstow College
2700 Barstow Rd.
Barstow, CA 92311-6699
*Dr. John Menzie (619) 252-2400
X266

Butte College
3536 Butte Campus Dr.
Oroville, CA 95965-8399
*SCOTT HOLAND (916) 895-2492

Bakersfield College (Kern)
1801 Panorama Dr.
Bakersfield, CA 93305-1299
*JOHN LYMAN (805) 375-4438

City College of San Francisco
50 Phelan Avenue E 200
San Francisco, CA 94112-1898
*JIM WILLIAMS

Chaffey College
5885 Haven Avenue
Rancho Cucamonga, CA 91737-3002
*DAVID BIXLER (909) 941-2308
PETER KONOUNITZEN (714) 643-3870

Citrus College
1000 W. Foothill Blvd.
Glendora, CA 91741-1899
(818) 914-8794
*JIM WILLIAMS

College of the Redwoods
7351 Tompkins Hill Rd.
Eureka, CA 95501-1699
CHRIS HAYNES (707) 826-3915
csh2@axe.humboldt.edu

College of San Mateo
1700 W. Hillsdale Blvd.
San Mateo, CA 94402
*ALAN WEINTEAUH (415) 574-6161

College of the Sequoias
915 S. Mooney Blvd.
Visalia, CA 93277-2234
*DAVE HOWELL (209) 730-3882
ROBERT HALL 278-2319

College of the Siskiyous
800 College Ave.
Weed, CA 96094-2899
(916) 938-4461
LINDA FREEMAN

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7351 Tompkins Hill Rd.
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ROBERT HALL 278-2319

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800 College Ave.
Weed, CA 96094-2899
(916) 938-4461
LINDA FREEMAN

Columbia College
(Yosemite)
P. O. Box 1849
Columbia, CA 95310-1849
(209) 533-5100

Compton Community College
1111 E. Artesia Blvd.
Compton, CA 90221-5393
(310) 637-2660

Contra Costa College
2600 Mission Bell Dr.
San Pablo, CA 94806-3195
*DR. JAMES DUVALL (510) 235-7800
X284

Cosumnes River College
(LOS RIOS)
8401 Center Pkwy.
Sacramento, CA 95823-5799
*STEPHEN CUNHA (916) 688-7210
ROBERT DOWNEY

Cerro Coso Community College (Kern)
3000 College Heights Blvd.
Ridgecrest, CA 93555-9571
*DICK DODGE (619) 375-5001
*DICK LEO 375-5001

American River College
4700 College Oak Drive
Sacramento, CA 95814-4286
*ROBERT CHRISTOPHERSON
(916) 484-8650
*PHILIP RENNER 484-8584

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*RICK BALOGH (805) 943-3241 X286

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1801 Panorama Dr.
Bakersfield, CA 93305-1299
*JOHN LYMAN (805) 375-4438

Barstow College
2700 Barstow Rd.
Barstow, CA 92311-6699
*Dr. John Menzie (619) 252-2400
X266

Butte College
3536 Butte Campus Dr.
Oroville, CA 95965-8399
*SCOTT HOLAND (916) 895-2492

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1801 Panorama Dr.
Bakersfield, CA 93305-1299
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*JIM WILLIAMS

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Rancho Cucamonga, CA 91737-3002
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PETER KONOUNITZEN (714) 643-3870

Citrus College
1000 W. Foothill Blvd.
Glendora, CA 91741-1899
(818) 914-8794
*JIM WILLIAMS

College of the Redwoods
7351 Tompkins Hill Rd.
Eureka, CA 95501-1699
CHRIS HAYNES (707) 826-3915
csh2@axe.humboldt.edu

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*ALAN WEINTEAUH (415) 574-6161

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Visalia, CA 93277-2234
*DAVE HOWELL (209) 730-3882
ROBERT HALL 278-2319

College of the Siskiyous
800 College Ave.
Weed, CA 96094-2899
(916) 938-4461
LINDA FREEMAN

Columbia College
(Yosemite)
P. O. Box 1849
Columbia, CA 95310-1849
(209) 533-5100

Compton Community College
1111 E. Artesia Blvd.
Compton, CA 90221-5393
(310) 637-2660

Contra Costa College
2600 Mission Bell Dr.
San Pablo, CA 94806-3195
*DR. JAMES DUVALL (510) 235-7800
X284

Cosumnes River College
(LOS RIOS)
8401 Center Pkwy.
Sacramento, CA 95823-5799
*STEPHEN CUNHA (916) 688-7210
ROBERT DOWNEY

Cerritos College
11110 Alondra Blvd.
Norwalk, CA 90650-6296
*BOB KREGER (310) 860-2451 X2668

College of Marin
Kentfield Campus
Kentfield, CA 94904
(415) 457-8811
DONALD J. FOSS
JIM LOCKE MEOORDOY

College of Marin
Kentfield Campus
Kentfield, CA 94904
(415) 457-8811
DONALD J. FOSS
JIM LOCKE MEOORDOY
Crafton Hills College  
(San Bernardino)  
11711 Sand Canyon Rd.  
Yucaipa, CA 92399-1799  
* RON BOATMAN (909) 794-2161

Cuesta College  
(San Luis Obispo Co.)  
P. O. Box 8106  
San Luis Obispo, CA 93403-8106  
(805) 546-3100  
DR. THORUP

Cuyamaca College  
(Grossmont-Cuyamaca)  
2950 Jamacha Rd.  
El Cajon, CA 92019-4304  
LARRY FORSTER (619) 442-3463

Cypress College  
(North Orange County)  
9200 Valley View St.  
Cypress, CA 90630-5897  
*BILL PARK, NICK POLZI  
(714) 826-8220 X185

De Anza College  
(Foothill-DeAnza)  
21250 Stevens Creek Blvd  
Cupertino, CA 95014-5797  
*DONALD E. GRAHAM (408) 864-8562  
JAMES FERG 864-8801

Diablo Valley College  
(Contra Costa)  
321 Golf Club Rd.  
Pleasant Hill, CA 94523  
*FREDERICK T. "TED" WIEDEN  
(510) 685-1551

East Los Angeles College  
(Los Angeles)  
1301 Avenida Cesar Chavez  
Monterey Park, CA 91754-6099  
(213) 265-8650  
*DR. DOMENICK MIRETTI 8837

El Camino Community College  
16007 Crenshaw Blvd.  
Torrance, CA 90506-0002  
*MATTHEW EBIKER (310) 532-3670

Evergreen Valley College  
(San Jose-Evergreen)  
3095 Yerba Buena Rd.  
San Jose, CA 95135-1599  
(408) 274-6700

Feather River College  
570 Golden Eagle Ave.  
P. O. Box 11110  
Quincy, CA 95971-6023  
JOHN HOLLAND (916) 283-0202

Foothill College  
(Foothill-DeAnza)  
12345 El Monte Rd.  
Los Altos Hills, CA 94022-4599  
(415) 949-7777  
*Cecilia Huddleston

Fresno City College  
(State Center)  
1101 E. University Ave.  
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(209) 442-4600  
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Columbia College in the Mother Lode of the Sierra Nevada foothills provided the setting for the Fiftieth Anniversary Annual Meeting of the Society. Opening day activities included a field trip to the Calaveras Big Trees State Park, the traditional barbecue on the college campus, and an illustrated, "Alpine Environments of the Sierra Nevada and White Mountains," by Professor Joe Medeiros of Sierra College.

A full day of presentations and workshops followed on Saturday, May 4. Highlights included a presentation by Carol Jean Cox of Shasta College, an expanded version of which appears in this issue of THE CALIFORNIA GEOGRAPHER, student paper and poster sessions, and several well-attended teacher workshops. The day concluded with the annual Awards Banquet in an area overlooking the lake which forms the focus of the Columbia College grounds. Along with numerous awards to teachers at all levels, three graduate scholarships and other student awards totaling about $1900, the fourteen former CCGE/CGS Presidents in attendance were recognized as "President Emeritus."

The Meeting concluded on Sunday with a morning field trip along the "49er Trail" and to Jamestown.

PRESENTATIONS

Anderson, Cheryl, Ann Hearty, Mike Hearty, Judy Howard, Patricia Roman, and Elizabeth Thorne, San Jose State University, El Camino Real—A Question of Order.

Benson, Cheryl, Ophir School, Newcastle, CA, Geography: The Glue That Holds It All Together. (teacher workshop)

Blank, Paul, The Big Map Project, A Hands-on, Shoes-off Exercise in Geographic Education. (special display)

Bokemeier, California State University, Chico, From Marshland to Wasteland In the San Joaquin Delta: Development of the Caterpillar Tractor.


Connolly, Cheryl and Rosaleen Zisch, Hoover Middle School, San Jose, CA, Plan It for the Planet. (teacher workshop)
Cox, Carol Jean, Shasta College, *Who’s Who and What’s Being Taught in College Geography (A Survey of the California Community College System).*

Deal, Tom, California State University, Hayward, *Whitewater Classroom: Rivers as Field Trips.*

Deal, Tom, California State University, Hayward, *Whitewater Recreation Management Methods.* (poster)

DeWilde, Steve, California State University, Long Beach, *Vietnamese Residential Patterns in Orange County’s Little Saigon.*

Douglass, Carol, Garrison School, Modesto, CA, *Early Mapping Activities for Primary Students.* (teacher workshop)

Ellefson, Richard, California State University, San Jose, *A tale of Two San Joses: California’s and Costa Rica’s.*


Fuller, Karyl, San Diego State University, *Nineteenth Century Landscape Art's Influence on the Creation of the National Parks.*

Gaines, Thomas E., University of Southern California, *Eco-Travel as a Mechanism for Ecological Conservation.*

Gavin, Eunice and Willie Pattillo, *Striking It Rich! Natural Resources of the West.* (teacher workshop)


Gomes, Phelicia, Cal Poly, San Luis Obispo, *El Nino and the Central Coast of California.*

Gugliotti, Toni, Forest Hill Elementary School, Forest Hill, CA, *Be an Explorer.* (teacher workshop)

Hardwick, Susan, California University, Chico, *Russian Roulette in the 1990s: Russian Crime in California.*

Holstrom, Marcia, San Jose State University, Classroom Fun with Population Demographics—NOT an Oxymoron! (teacher workshop)

Holtgrieve, Donald, California University, Chico, Watershed Planning and Salmon Habitat Restoration.

Jones, Robert, Humboldt State University, Basques in the American West. (poster)

Jones, Roni, Ridgeview School, Granate Bay, CA and Michelle Baker, Alta Dutch Flat, Alta, CA, Quilting a Map. (teacher workshop)

Kieman, Solano College, Fifteen Million. (teacher workshop)

Lantis, David W., California State University, Chico, Looking Back: Comments on the First Half Century of the California Geographical Society.

Lauger, Barbara, California State University, Fresno, Bikeways and Cleaner Air: Reorientation of Transport Priorities.

Loo, Tom, California State University, Northridge, The Closure of George Air Force Base and Its Impact Upon the City of Adelanto.

Lukinbeal, Christopher, San Diego State University, The Doomed City: Flint, Michigan, the Five Stages of Dying, and "Roger and Me."

MacLeod, Ian, California State University, Chico, Relic Railroad Landscapes of Chico, California. (poster)

McElroy, Steven A., San Diego State University, 1994 Residential Housing Quality and General Land Use Map of Tijuana, Mexico. (poster)

Mines, Cassandra D., Cal Poly, Pomona, Where are the Services in Urban Cities?

Mines, Cassandra, California Polytechnic University, Pomona, Where are the Services in Urban Los Angeles? (poster)

Moorpark College Student Group, An Introduction to California's Complex Landscape for Students in Introductory Physical Geography. (poster)

Olenberger, Emma R., Humboldt State University, The Changing Urban Landscape of Arcata, California.

Omolayo, Aribilola, California State University, Fresno, Rainfall Variation In the San Joaquin Valley.
Poindexter, Renee and Lauren Tank, Pierian Spring Software, Portland, OR, The Pierian Camps, Interactive Geography, Continent Explorer II, Digital Chisel. (teacher workshop)

Radke, Berkeley Geo-Research Group, Geodesy: A Work in Progress. (teacher workshop)

Rovai, Eugenie, California University, Chico, The Geography of Industrial Production.

Thompson, Charles E., California State University, Chico, A Bioregional Population of Santa Cruz County.

Wangler, Michael J., University of California, Riverside, Fire and Succession in Pinyon-Juniper Woodlands of the San Bernardino Mountains, California.


Williams, Terry and Jerry Williams, Paradise Elementary School and California State University, Chico, Family Geography. (teacher workshop)

Wilson, Frederick A., California State University, Fresno, Hydraulic Mining in California Outside the Sacramento and San Joaquin River Drainage.

Wojinski, Natalie, St. Joseph School, Crescent City, CA, This Is Geography! (teacher workshop)

Yaaari, Alon, University of Southern California, Determining the Geographic Center of California: a GIS Methodology. (poster)
1996 AWARD WINNERS

OUTSTANDING EDUCATOR: Janice Hamner, San Bernardino County Schools

DISTINGUISHED SERVICE: Bruce Bechtol, CSU Chico

FRIEND OF GEOGRAPHY: Beth Cantrell, Thomas Brothers Maps Educational Foundation

DISTINGUISHED TEACHING: Cheryl Connolly, 5th grade, San Jose
Rosaleen Zisch, 8th grade, San Jose
Tom Nelson, GATE Coordinator, Monterey County Schools
Larry Olsen, Geography Education Mentor, San Marcos Unified School District
Stephanie Buttell-Maxin, 5th grade, National City
Liz Meyer, middle school teacher, Monrovia

CERTIFICATES OF APPRECIATION:

Don Floyd
Steve Cunha
Joe Beaton
Bob Wallen
Joan Clemons
Emmett Hayes

Carolyn Whorff
Mary Cunha
Richard Eigenheer
Christina Kennedy
Jeff Cenoz
Susan Nash

STUDENT AWARDS

Lantis Graduate Scholarships: ($500 each)

Christopher Lukinbeal, Ph.D. program San Diego State/University of California, Santa Barbara

Phelicia Gomes, Cal Poly, San Luis Obispo, accepted into Masters programs at UCLA and UC Berkeley

Barbara Lauger, CSU, Fresno graduate program
[no undergraduate scholarships were awarded in 1996]

**Student Paper Awards:**

**Undergraduate:** Phelicia Gomes, *Cal Poly, San Luis Obispo*, $125
Emma R. Olenberger, *CSU, Humboldt*, $100

**Graduate:** Charles E. Thompsen, *CSU, Chico*, $125
Frederick A. Wilson, *CSU, Fresno*, $100
Cheryl Anderson, Ann Hearty, Mike Hearty, Judy Howard, Patricia Romano, and Elizabeth Thorne, *San Jose State University*, $100
Barbara Lauger, *CSU, Fresno*, $50

**Poster Awards:**

Steven A. McElroy, *San Diego State University*, $100
Ian MacLeod, *CSU, Chico*, $75

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**PRESIDENTS EMERITUS**

On the Fiftieth Anniversary of its founding, the Society has chosen to honor its past presidents with the title President Emeritus. This honor was bestowed upon the fourteen former presidents in attendance at the Columbia meeting, plus Chet Cole, who was unable to attend.

- Chester Cole, *CSU, Fresno* 1951-52
- David Lantis, USC/CSU Chico 1952-53
- George Naase, *CSU, Fresno* 1969-70
- Richard Ellefsen, *San Jose State University* 1971-72
- James Switzer, *Southwestern College* 1973-74
- David Hendricksen, *Fresno City College* 1978-79
- Donald Holtgrieve, *CSU Hayward/Chico* 1979-80
- John Carthew, *Pierce College* 1980-81
- Joseph Leeper, Humboldt State University 1982-83
- James Blick, College of the Sequoias 1983-85
- Susan Hardwick, *CSU Chico* 1985-87
- Clement Padick, *CSU Los Angeles* 1987-88
- Richard Hough, San Francisco State University 1988-91
- David Helgren, *San Jose State University* 1991-93
- Bruce Bechtol, *CSU Chico* 1993-95
WHAT IS THE CALIFORNIA GEOGRAPHICAL SOCIETY?
The California Geographical Society (CGS), is the oldest and only statewide organization (founded in 1946) which seeks to enhance the understanding of geography and to promote interaction among academic and applied geographers as well as members of the general public who have an interest in geography.

WHO BELONGS TO THE CALIFORNIA GEOGRAPHIC SOCIETY? Traditionally, most CGS members are educators. However, people from any walk of life with an interest in geography and/or the goals of the Society are welcome to join. The current membership reflects a variety of backgrounds including:

- elementary and secondary educators
- community college geographers and students
- college and university geographers and students
- applied geographers from business, government, and industry

WHY JOIN THE CALIFORNIA GEOGRAPHICAL SOCIETY?
Currently, the CGS is the only organization which attempts to link and promote unity among people with geographic interests in all parts of a complex and very diverse state.

CGS members receive our publications:

- The CGS BULLETIN published three times a year carries updates on Society activities and other interesting information about geography and geographic education.
- The CALIFORNIA GEOGRAPHER the official, refereed journal of the Society. Published annually.

CGS MEMBERS participate in and support these activities:

- The Annual Meeting in May which brings together geographers from all over the state for socializing, networking, professional papers and workshops, student presentations, and field trips.
- Student scholarships and awards: CGS annually awards scholarships to college and university geography students to further their education and makes cash awards to students in paper and poster competitions at the Annual Meeting.
- Field trips, usually in conjunction with the Annual Meeting.
- Awards to Outstanding Educators of geography from kindergarten through university.
- A Friend of Geography award made to individuals who support geographic education and geography as a discipline.

PLEASE FILL OUT AND RETURN THE MEMBERSHIP APPLICATION ON THE REVERSE SIDE TO BECOME A MEMBER OF CGS.
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DIRECTORY AUTHORIZATION: CGS is planning the distribution of a membership directory sometime in 1996. Please indicate whether you would like your name and address included (please check):

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Editor's Note

Significant changes were made to The California Geographer by the Executive Board at its meeting in Fresno on October 5, 1966. First, the editorial policy (see inside back cover) was broadened to include a wider array of topics with no particular emphasis on California. Although the previous policy did not restrict topics to the state, a bias in that direction was perceived by potential authors, for few manuscripts not focused on California were received.

Scholarly studies will remain the principal reason for publishing the journal, but unrefereed items of geographic interest and note will also appear. This special issue for 1996, Volume XXXVI, containing a survey of geography in California's community colleges, is an example of the latter, although it was sent to referees who thought it worthy of publication.

The second change is that beginning with the 1995 issue, Volume XXXV, the format will be 8.5 x 11 inch pages, printed on both sides with two columns of text. This enlarged format should be more suitable for graphics. This change, however, will mean that this volume will be slightly delayed.

The quality of The California Geographer and the timeliness of its publication depend on the willingness of geographers to submit manuscripts and items of interest to the profession. These may be sent to the Editor,

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NEW EDITORIAL POLICY

THE CALIFORNIA GEOGRAPHER is the annual publication of the California Geographic Society. The CGS Governing Board recently elected to expand the format of its annual publication, and to adopt an editorial policy that better serves our diverse membership. (Effective 1997)

THE SOCIETY WELCOMES MANUSCRIPTS IN THE FOLLOWING CATEGORIES:

1. Geographic Scholarship - refereed articles that reflect the diverse interests of our membership. Submissions may include all regions, sub-fields and geographic techniques. There is no strict maximum length for manuscripts, but few articles which run longer than twenty printed pages are published.

2. Geographic Chronicles - shorter items of general geographic interest, including thesis abstracts and preliminary research findings, notices of professional meetings, grant and study opportunities, travel advisories, and the like (subject to editorial review).

3. Geographic Education - articles, teaching techniques, innovative classroom activities, and other items that stimulate geographic education at all levels.

FORMAT: 8.5 x 11" page size, standard two column format, double side printing on heavy bond paper

SUBMISSIONS: Submit three copies of manuscripts, type-written and double-spaced. Manuscripts also submitted on disk are preferred, either as an ASCII file, or in most commonly used word processing programs. Manuscripts should conform to the general guidelines published each year in THE ANNALS OF THE ASSOCIATION OF AMERICAN GEOGRAPHERS. All photographs, diagrams and maps must be numbered as figures and be camera-ready. Submissions without supporting graphical materials will delay the reviewing process. Editing and peer review will emphasize clarity and succinctness.

All statements and opinions which appear in THE CALIFORNIA GEOGRAPHER are the full responsibility of the authors and do not necessarily reflect the views of the California Geographical Society.

EDITOR: Please address manuscripts and inquires to: Dr. Bill Takizawa, Editor, THE CALIFORNIA GEOGRAPHER, Department of Geography, San Jose State University, San Jose, CA 95192-0116. Telephone: 408-924-5476 / Fax: 408-924-5477

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