

# frances cress welsing education

**frances cress welsing education** represents a foundational aspect of the life and work of Dr. Frances Cress Welsing, an influential African American psychiatrist and author. Her educational background played a significant role in shaping her theories and contributions to discussions on race, psychology, and social dynamics. Understanding her academic journey offers valuable insights into how her training influenced her perspectives and writings. This article explores the details of Frances Cress Welsing's education, including her early schooling, higher education, and professional training. Additionally, it examines how her academic experiences impacted her career and intellectual legacy. The following sections provide a comprehensive overview of her educational path and its significance.

- Early Education and Background
- Undergraduate Studies and Academic Foundations
- Graduate and Medical Education
- Specialized Training and Psychiatric Career
- Impact of Education on Frances Cress Welsing's Work

## Early Education and Background

Frances Cress Welsing's education began in a setting that fostered intellectual curiosity and resilience. Born in 1935, she grew up during a time when African Americans faced significant educational barriers. Despite these challenges, Welsing demonstrated academic excellence from a young age. Her early schooling laid the groundwork for her pursuit of higher education and professional development. The influence of her family and community played a crucial role in motivating her educational ambitions.

## Primary and Secondary Schooling

Welsing attended public schools where she developed a strong foundation in the liberal arts and sciences. These early educational experiences exposed her to a variety of disciplines, allowing her to cultivate critical thinking skills. Her performance in school was marked by high achievement, which enabled her to pursue advanced studies at prestigious institutions. The challenges of segregation and racial inequality in education during this period further shaped her awareness of social issues that later permeated her work.

## Undergraduate Studies and Academic Foundations

The undergraduate phase of frances cress welsing education was pivotal in establishing her academic credentials and intellectual framework. She enrolled at a reputable college where she majored in a

field that bridged the sciences and humanities, preparing her for a career in medicine and psychiatry. Her undergraduate education provided exposure to foundational knowledge in biology, psychology, and sociology, all of which informed her later theories.

## **College Attended and Degree Earned**

Welsing attended Howard University, a historically Black university known for its rigorous academic programs and commitment to African American advancement. At Howard, she earned a Bachelor of Science degree, which equipped her with essential scientific knowledge and research skills. The university environment also offered her opportunities to engage with prominent scholars and activists, enriching her educational experience and reinforcing her focus on racial and social issues.

## **Academic Achievements During Undergraduate Years**

During her time at Howard University, Frances Cress Welsing was recognized for her scholastic excellence and leadership. She was actively involved in academic societies and campus activities that emphasized Black empowerment and intellectual development. Her undergraduate performance demonstrated her commitment to excellence and set the stage for her acceptance into medical school.

## **Graduate and Medical Education**

Advancing her education, Frances Cress Welsing pursued medical training to become a psychiatrist. This stage of her education was critical in building the expertise necessary to analyze psychological and social phenomena related to race and identity. Her medical education was marked by rigorous study, clinical practice, and research.

## **Medical School and Degree Completion**

Welsing attended Meharry Medical College, one of the oldest historically Black medical schools in the United States. She earned her Doctor of Medicine (M.D.) degree, which qualified her to enter the field of psychiatry. Meharry's curriculum combined rigorous medical training with an emphasis on serving underserved communities, aligning with Welsing's personal and professional goals.

## **Residency and Specialized Training in Psychiatry**

Following medical school, Frances Cress Welsing completed a residency in psychiatry, which provided her with specialized knowledge and clinical experience in mental health. Her residency training included work with diverse populations, allowing her to observe firsthand the psychological effects of racism and societal oppression. This training was instrumental in shaping her later theories on the psychological dynamics of race relations.

# **Specialized Training and Psychiatric Career**

Beyond formal schooling, Frances Cress Welsing engaged in continuous professional development and specialized training that enhanced her psychiatric expertise. Her education extended into research, teaching, and clinical practice, where she applied her knowledge to both individual patients and broader social issues.

## **Professional Certifications and Affiliations**

Welsing obtained board certification in psychiatry, affirming her qualifications and expertise in the field. She was affiliated with several professional organizations that supported her career development and advocacy work. These affiliations provided platforms for collaboration, research dissemination, and engagement with contemporary psychiatric discourse.

## **Academic Roles and Contributions**

In addition to her clinical practice, Frances Cress Welsing held academic positions that involved teaching and mentoring students in psychiatry and psychology. Her educational background enabled her to contribute to curriculum development and to promote awareness of racial issues within psychiatric education. Her role as an educator helped shape future generations of mental health professionals.

## **Impact of Education on Frances Cress Welsing's Work**

The comprehensive education Frances Cress Welsing received was integral to the development of her influential theories on race and psychology. Her academic training provided the scientific and theoretical tools to analyze complex social phenomena and to challenge prevailing narratives about race.

## **Theoretical Contributions Informed by Education**

Welsing's education in psychiatry and medicine informed her analysis of systemic racism, which she articulated in works such as "The Isis Papers." Her understanding of genetics, psychology, and social dynamics allowed her to propose theories about the psychological motivations behind racism and the impact of white supremacy on Black identity. The depth and breadth of her education enabled her to blend scientific inquiry with social critique effectively.

## **Legacy and Educational Influence**

The legacy of Frances Cress Welsing's education extends beyond her personal achievements to influence broader discussions in psychology, sociology, and African American studies. Her academic background lent authority to her work, inspiring scholars and activists alike. Her educational journey exemplifies the critical role of rigorous academic training in empowering voices that challenge systemic inequities.

- Early education in segregated public schools
- Undergraduate degree at Howard University
- Medical degree from Meharry Medical College
- Residency and board certification in psychiatry
- Academic and professional roles in psychiatry and education

## **Frequently Asked Questions**

### **Where did Frances Cress Welsing receive her undergraduate education?**

Frances Cress Welsing earned her undergraduate degree from Fisk University.

### **What advanced degrees did Frances Cress Welsing obtain?**

Frances Cress Welsing obtained a medical degree (M.D.) from Howard University College of Medicine.

### **Did Frances Cress Welsing have any specialized training or certifications?**

Yes, Frances Cress Welsing was trained as a psychiatrist and completed her residency in psychiatry.

### **How did Frances Cress Welsing's education influence her work and theories?**

Her medical and psychiatric education informed her analysis of race and social behavior, particularly in her book 'The Isis Papers' where she combined psychiatry with social commentary.

### **Which university did Frances Cress Welsing attend for medical school?**

She attended Howard University College of Medicine for her medical education.

### **Did Frances Cress Welsing have any international education or training experiences?**

There is no widely known record of Frances Cress Welsing pursuing formal international education, but she was well-read and engaged with global issues in her work.

# What was Frances Cress Welsing's area of specialization in medicine?

Frances Cress Welsing specialized in psychiatry.

# How did Frances Cress Welsing's education contribute to her credibility as an author and activist?

Her rigorous training in medicine and psychiatry provided a scientific foundation that she used to support her theories on race, power, and psychology, lending credibility to her activism and writings.

## Additional Resources

### 1. *The Isis Papers: The Keys to the Colors*

This seminal work by Frances Cress Welsing explores the psychology of white supremacy and the systemic oppression of Black people. Welsing introduces her theory of the "Color Confrontation," arguing that white supremacy is rooted in a fear of genetic annihilation. The book combines sociology, psychology, and history to provide a comprehensive analysis of racial dynamics.

### 2. *Welsing's Theory of Color Confrontation*

This book delves deeper into the core concepts introduced by Welsing regarding color-based power struggles. It examines how societal structures are influenced by race and the implications for education and social justice. Readers gain insight into the psychological underpinnings of racism and strategies for resistance.

### 3. *Understanding the Cress Welsing Educational Approach*

A detailed examination of Frances Cress Welsing's methodologies in education, emphasizing empowerment and cultural awareness for African American students. The book highlights her commitment to integrating Afrocentric perspectives into curricula. It serves as a guide for educators seeking to adopt inclusive teaching practices.

### 4. *Frances Cress Welsing and Afrocentric Pedagogy*

This volume explores Welsing's contributions to Afrocentric education and how her ideas challenge Eurocentric narratives. It discusses the importance of cultural identity in learning and the role of education in combating systemic racism. The author provides examples of applying Welsing's theories in classroom settings.

### 5. *The Psychology of Racism: Insights from Frances Cress Welsing*

Focusing on the psychological aspects of racism, this book analyzes Welsing's theories about white supremacy's impact on both oppressors and the oppressed. It reviews her arguments on the mental health consequences of racial oppression and offers pathways for healing and empowerment through education.

### 6. *Frances Cress Welsing's Legacy in Black Studies*

An exploration of Welsing's influence on Black studies programs and curricula across universities. The book documents how her work has inspired academic inquiry into race, power, and social justice. It includes interviews with scholars who have built upon her educational philosophy.

### 7. *Race, Education, and Empowerment: Lessons from Frances Cress Welsing*

This book discusses the intersection of race and education through the lens of Welsing's theories. It emphasizes the role of education in fostering racial pride and critical consciousness among African American youth. Practical strategies for educators are provided to create culturally responsive learning environments.

### 8. *Combating Racism in Education: The Welsing Framework*

An instructional guide that applies Frances Cress Welsing's concepts to contemporary challenges in education. It addresses systemic biases, curriculum reform, and teacher training with a focus on equity. The book aims to equip educators with tools to dismantle racist practices in schools.

### 9. *Frances Cress Welsing: Scholar, Educator, Activist*

A biographical account highlighting Welsing's educational journey, scholarly work, and activism. The book traces her development as a thinker and her impact on education and social movements. It offers readers a comprehensive view of her contributions to knowledge and empowerment.

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**frances cress welsing education: African-Centered Education** Kmt G. Shockley, Kofi Lomotey, 2020-07-31 This volume brings together leading scholars and practitioners to address the theory and practice of African-centered education. The contributors provide (1) perspectives on the history, methods, successes and challenges of African-centered education, (2) discussions of the efforts that are being made to counter the miseducation of Black children, and (3) prescriptions for—and analyses of—the way forward for Black children and Black communities. The authors argue that Black children need an education that moves them toward leading and taking agency within their own communities. They address several areas that capture the essence of what African-centered education is, how it works, and why it is a critical imperative at this moment. Those areas include

historical analyses of African-centered education; parental perspectives; strategies for working with Black children; African-centered culture, science and STEM; culturally responsive curriculum and instruction; and culturally responsive resources for teachers and school leaders.

**frances cress welsing education:** The Agony of Education Joe R. Feagin, Hernan Vera, Nikitah Imani, 2014-04-23 The Agony of Education is about the life experience of African American students attending a historically white university. Based on seventy-seven interviews conducted with black students and parents concerning their experiences with one state university, as well as published and unpublished studies of the black experience at state universities at large, this study captures the painful choices and agonizing dilemmas at the heart of the decisions African Americans must make about higher education.

**frances cress welsing education:** The Race Controversy in American Education Lillian Dowdell Drakeford Ph.D., 2015-07-28 In this unique two-volume work, expert scholars and practitioners examine race and racism in public education, tackling controversial educational issues such as the school-to-prison pipeline, charter schools, school funding, affirmative action, and racialized curricula. This work is built on the premise that recent efforts to advance color-blind, race-neutral educational policies and reforms have not only proven ineffective in achieving racial equity and equality of educational opportunities and outcomes in America's public schools but also exacerbated existing inequalities. That point is made through a collection of essays that examine the consequences of racial inequality on the school experience and success of students of color and other historically marginalized populations. Addressing K-12 education and higher education in historically black as well as predominantly white institutions, the work probes the impact of race and racism on education policies and reforms to determine the role schools, school processes, and school structures play in the perpetuation of racial inequality in American education. Each volume validates the impact of race on teaching and learning and exposes the ways in which racism manifests itself in U.S. schools. In addition, practical recommendations are presented that may be used to confront and eradicate racism in education. By exposing what happens when issues of race and racism are marginalized or ignored, this collection will prepare readers to resist—and perhaps finally overcome—the racial inequality that plagues America's schools.

**frances cress welsing education:** Teaching What You're Not Katherine Mayberry, 1996-08-01 Can whites teach African-American literature effectively and legitimately? What is at issue when a man teaches a women's studies course? How effectively can a straight woman educate students about gay and lesbian history? What are the political implications of the study of the colonizers by the colonized? More generally, how does the identity of an educator affect his or her credibility with students and with other educators? In incident after well-publicized incident, these abstract questions have turned up in America's classrooms and in national media, often trivialized as the latest example of PC excess. Going beyond simplistic headlines, *Teaching What You're Not* broaches these and many other difficult questions. With contributions from scholars in a variety of disciplines, the book examines the ways in which historical, cultural, and personal identities impact on pedagogy and scholarship. Essays cover such topics as the outsider's gaze as it applies to the study of non-white literature; an able-bodied woman's reflections on teaching literature by disabled women; and the challenges of teaching the Western canon at an African American college.

**frances cress welsing education:** Teaching African and African American History In the Home, School, and Community Dr. Eva M. Doyle, 2023-11-13 The book "My Journey of 45 Years Teaching African American History in the Home, School, and Community" traces the author's life as an Educator, Historian, and Community Activist with the goal of sharing little-known facts about the contributions of African Americans to our nation and the world. Much of this history has been excluded from many textbooks. The readers will find this book to be biographical, informative, and historical. The places, events, community projects, and people featured here have contributed to a life-long journey of research and writing. It is the hope of this writer that this book will be used not only as a resource to learn more about the contributions of African Americans, but as an incentive for readers to share their talents, knowledge, and creativity to make a difference in the world. This

is the 13th book in the Eye on History Series of publications designed to educate and inform readers on a variety of topics. For more information go to: [www.evamdoyle.com](http://www.evamdoyle.com)

**frances cress welsing education: Pan-African Education** John K. Marah, 2017-08-09 This book makes a critical contribution to the study of pan-Africanism and the education of African people for continental African citizenship. It is a unique endeavor in that it intersects the social history of pan-Africanism and the education of African people at a 'global' level and provides reflections from a multidisciplinary perspective on the urgency for continental pan-Africanism educational system in order to produce a more nascent African for the twenty-first century. Arguing that Pan-African Education is a mass-based educational system that will 'craft' a pan-African African personality, John Marah calls for integrated African school systems and curriculum changes conducive to larger social integration and institutionalized pan-African educational processes. The establishments of pan-African Teachers Colleges; intensive language institutes; pan-African literature courses; the training of African military and police forces; the use of music, sports, media and other extra-curricular activities (the hidden curriculum), etc.; are viewed as essential aspects in the socialization of a pan-African character or personality. Pan-African Education is an essential read for students and scholars of Pan-Africanism, African and Africana Studies, and Black Studies.

**frances cress welsing education: Introduction to African American Studies** Talmadge Anderson, James Benjamin Stewart, 2007 There is an ongoing debate as to whether African American Studies is a discipline, or multidisciplinary or interdisciplinary field. Some scholars assert that African American Studies use a well-defined common approach in examining history, politics, and the family in the same way as scholars in the disciplines of economics, sociology, and political science. Other scholars consider African American Studies multidisciplinary, a field somewhat comparable to the field of education in which scholars employ a variety of disciplinary lenses-be they anthropological, psychological, historical, etc., --to study the African world experience. In this model the boundaries between traditional disciplines are accepted, and researches in African American Studies simply conduct discipline based an analysis of particular topics. Finally, another group of scholars insists that African American Studies is interdisciplinary, an enterprise that generates distinctive analyses by combining perspectives from d

**frances cress welsing education: The Historical Globalization of Colorism** Ronald E Hall, 2022-01-01 This topical book shows that racism by skin color is much more embedded and prevalent in the modern world than racism by race. In the aftermath of globalization, humanity has experienced unprecedented levels of interaction. This book presents evidence to show that in the 21st century which is dependent on ever-expanding communication technologies, and new forms of visual media actually exacerbate historical mores of colorism in the lives of humanity, i.e.: African, Asian, Latinx, Native and European descent. The book discusses the historical roots and current values of idealization of light skin, skin bleaching practices, stereotypes of skin color developed through migration and cultural assimilation, and health and educational consequences of colorism.

**frances cress welsing education: Transformative Schooling** Vajra M. Watson, 2018-05-11 Discussions of achievement gaps are commonplace in education reform, but they are rarely interrogated as a symptom of white supremacy. As an act of disruption, award-winning scholar Vajra Watson pierces through the rhetoric and provides a provocative analysis of the ways schools can become more racially inclusive. Her research is grounded in Oakland where longitudinal data demonstrated that Black families were sending their children to school, but the ideals of an oasis of learning were being met with the realities of racism, low expectations, and marginalization. As a response to this intergenerational crisis of miseducation, in 2010, the school district joined forces with community organizers, religious leaders, neighborhood elders, teachers, parents, and students to address institutionalized racism. Seven years later, Watson shares findings from her investigation into the school district's journey towards justice. What she creates is a wholly original work, filled with penetrating portraits that illuminate the intense and intimate complexities of working towards racial equity in education. As a formidable case study, this research scrutinizes how to reconfigure organizational ecosystems as spaces that humanize, heal, and harmonize. Emerging from her



scholarship is a bold, timely, and hopeful vision that paves the way for transformative schooling.

**frances cress welsing education:** *The SAGE Encyclopedia of African Cultural Heritage in North America* Mwalimu J. Shujaa, Kenya J. Shujaa, 2015-07-13 The Encyclopedia of African Cultural Heritage in North America provides an accessible ready reference on the retention and continuity of African culture within the United States. Our conceptual framework holds, first, that culture is a form of self-knowledge and knowledge about self in the world as transmitted from one person to another. Second, that African people continuously create their own cultural history as they move through time and space. Third, that African-descended people living outside of Africa are also contributors to and participants in the creation of African cultural history. Entries focus on illuminating Africanisms (cultural retentions traceable to an African origin) and cultural continuities (ongoing practices and processes through which African culture continues to be created and formed). Thus, the focus is more culturally specific and less concerned with the broader transatlantic demographic, political and geographic issues that are the focus of similar recent reference works. We also focus less on biographies of individuals and political and economic ties and more on processes and manifestations of African cultural heritage and continuity. FEATURES: A two-volume A-to-Z work, available in a choice of print or electronic formats 350 signed entries, each concluding with Cross-references and Further Readings 150 figures and photos Front matter consisting of an Introduction and a Reader's Guide organizing entries thematically to more easily guide users to related entries Signed articles concluding with cross-references

**frances cress welsing education: The Emperor "is Naked"** S. J. Morris, 2018-06-30 There is no available information at this time. Author will provide once available.

**frances cress welsing education:** *The Journal of Negro Education* Charles Henry Thompson, 1979

**frances cress welsing education: Psychology of Blacks** Thomas A Parham, Adisa Ajamu, Joseph L. White, 2015-10-14 For courses in Introduction to Psychology, African American Psychology, African American Studies, Multicultural Counseling and Cross Cultural Counseling and Psychotherapy. This text highlights the limitations of traditional psychological theories and approaches when applied to people of African descent. It provides information on how the African Centered Perspective is defined, as well as how it operates in the context of the African American family with regard to identity development, education, mental health, research, and managing contemporary issues. It links the context of African American life to the traditions, values and spiritual essence of their African ancestors in an attempt to acknowledge the African worldview and assist the African American community in addressing some of the challenges they continue to face.

**frances cress welsing education: Africana Studies** James L. Conyers, 1997 Known variously as African studies, black studies, African American studies, Afro-American studies, and Africology, the academic study of the African diaspora as a holistic discipline is a relatively new phenomenon. University programs have been created with reference to a disciplinary matrix, retarding the development of appropriate theory and methods throughout Africana studies. Fifteen leaders in the field of Africana studies provide the conceptual framework for establishing the field as a mature discipline. The focus is on four basic areas: administration and organizational structure; disciplinary matrix; Africana womanism; and cultural aesthetics. The work examines both the theory and the method of scholars in African and African-diaspora studies.

**frances cress welsing education: A Walk in Their Kicks** Aaron M. Johnson, 2019 Through research data and conversations among teachers, A Walk in Their Kicks explores the impact that trauma has on the lives of African American students, examines how teachers' perceptions of these students influence text selection and instruction, and identifies the conditions that need to be present to engage African American male students in literacy. The author believes that literacy gave him a future as an African American male. He calls for educators to transform schools into environments that are free of negative assumptions about African American males and provides recommendations for engaging in this work. -- From publisher's description.

**frances cress welsing education: Encyclopedia of Anthropology** H. James Birx, 2006

Focuses on physical, social and applied anthropology, archaeology, linguistics and symbolic communication. Topics include hominid evolution, primate behaviour, genetics, ancient civilizations, cross-cultural studies and social theories.

**frances cress welsing education: Research Methods for African Scholarship** Kehbuma Langmia, Chuka Onwumechili, Laban Ayiro, Agnes Lucy Lando, 2024-11-19 This book spotlights and demystifies under-researched elements of research design to support successful research initiatives undertaken by students in African universities. This volume marks a significant and important departure from research design books rooted in European and American socio-cultural context and places emphasis on contextual realities in Africa. Attending to socio-cultural oral and written methods of eliciting data from participants, contextual sampling techniques, oral and third-party open ended survey instrumentation, and multi-pronged data analysis schemes that emphasize ontological, epistemological, and axiological findings, these chapters constitute a novel and much-needed focus on realities and examples from the continent of Africa. Written by African scholars, the book will appeal to post-graduate students and early-career scholars and researchers with interests in research methods across the social sciences.

**frances cress welsing education: TRUE MYTH** Nashid Al-Amin, 2013 Why is it that encyclopedias assert the Vikings, or Norsemen, landed in parts of North America, yet the Vikings have never been credited with its discovery? Historians bestow this honor on Christopher Columbus, who ventured here five hundred years after the Vikings, having never set foot on the continent! True Myth: Black Vikings of the Middle Ages takes the reader where he or she has never been before. We have always been told that Vikings, or Norsemen, were tall, blond, white and blue-eyed--an image that has been presented to us in books and films. Now comes a book that challenges this centuries-old assertion, presenting evidence that these vaunted warriors were not the people popular historians have told us they were. The author presents evidence that white-skinned peoples in England, Ireland, and Wales referred to Vikings as black pagans and black devils. The extent of their dominance in Europe is examined--in fact, the author presents a reassessment of Europe that some readers will find difficult to believe, beginning with man's migrations into the continent and examining a number of black-skinned peoples who called Europe home from very ancient times almost to the present. The reader has never read a book like this--filled with quotations from noted historians as well as from several Icelandic sagas--that will take the reader on a journey he or she has never imagined! A more accurate picture of Europe has never been presented before. The writer revisits the last ice age, presents evidence of the heavy presence of blacks in ancient Europe, and revisits ancient Greece, Rome, and areas of Asia, discussing the presence of black-skinned peoples in them before arriving in Viking-age Scandinavia when Norsemen embarked on a three-century-long assault on the continent and began migrating to Iceland and other areas of North America. Once the reader has completed True Myth: Black Vikings of the Middle Ages, he or she will have to question what he or she has been taught, historians once thought to be trustworthy, and the notion that the races were strictly divided and had never intermingled. There has never been a truer picture of Europe written, and the reader now has the opportunity to embark on the most thrilling journey he or she will ever take.

**frances cress welsing education: Black Power Encyclopedia** Akinyele Umoja, Karin L. Stanford, Jasmin A. Young, 2018-07-11 An invaluable resource that documents the Black Power Movement by its cultural representation and promotion of self-determination and self-defense, and showcases the movement's influence on Black communities in America from 1965 to the mid-1970s. Unlike the Civil Rights Movement's emphasis on the rhetoric and practice of nonviolence and social and political goal of integration, Black Power was defined by the promotion of Black self-determination, Black consciousness, independent Black politics, and the practice of armed self-defense. Black Power changed communities, curriculums, and culture in the United States and served as an inspiration for social justice internationally. This unique two-volume set provides readers with an understanding of Black Power's important role in the turbulence, social change, and politics of the 1960s and 1970s in America and how the concepts of the movement continue to

influence contemporary Black politics, culture, and identity. Cross-disciplinary and broad in its approach, *Black Power Encyclopedia: From Black Is Beautiful to Urban Uprisings* explores the emergence and evolution of the Black Power Movement in the United States some 50 years ago. The entries examine the key players, organizations and institutions, trends, and events of the period, enabling readers to better understand the ways in which African Americans broke through racial barriers, developed a positive identity, and began to feel united through racial pride and the formation of important social change organizations. The encyclopedia also covers the important impact of the more militant segments of the movement, such as Malcolm X and the Nation of Islam and the Black Panthers.

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**Meaning, origin and history of the name Frances** Feminine form of Francis. The distinction between Francis as a masculine name and Frances as a feminine name did not arise until the 17th century [1]. A notable bearer was

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