

# **CLINIC SESSION HANDOUT**

## **2024 MIDWEST BAND AND ORCHESTRA CLINIC**

***TEACH THE BAND THAT  
YOU HAVE TO DEVELOP  
THE PROGRAM YOU  
WANT:***

***A RESOURCE BASED APPROACH TO  
PROGRAM IMPROVEMENT AND  
REVITALIZATION***

**Presented by:** Project Committee – Rho Chapter (Alabama) – Phi Beta Mu

**Primary Presenter:** John Hillsman

**Committee Members:** Regina Raney, Chairperson  
John Hillsman  
Harry McAfee  
Gena Nix  
Heather Palmer

**Session Materials:**

- PowerPoint Slide Presentation
- Handout for Attendees
- Copy of Beauregard High School/Sanford Middle School Improvement Plan
- Link for Basic Band Improvement Plan Template

**Presenter Email Addresses:**

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If you wish to address one of us specifically, please put the applicable name in the subject line.  
We will continue to monitor this email address.

**THE RHO CHAPTER  
OF THE  
PHI BETA MU  
INTERNATIONAL BANDMASTERS FRATERNITY**


**PROJECT COMMITTEE**

**REGINA RANEY, CHAIRPERSON  
JOHN HILLSMAN, PRIMARY PRESENTER  
HARRY MCAFEE  
GENA INGLIS NIX  
HEATHER PALMER**

**SESSION OVERVIEW**

**Clinic Session**

**Teaching the Band You Have to  
Develop the Program You Want**



**John Hillsman  
Clinician**

**Regina Raney  
Clinician**

**Harry McAfee  
Clinician**

**Heather Palmer  
Clinician**

**Gena Nix  
Clinician**



## **MEET THE PRESENTERS**

**THIS PROPOSED SESSION IS AN  
OUTREACH PROJECT OF THE PROJECT  
COMMITTEE OF THE RHO CHAPTER OF  
THE PHI BETA MU INTERNATIONAL  
BAND MASTERS FRATERNITY.**



## **Bio**

# **John M. Hillsman, III**

### **Years of Teaching Experience: 40**

John Hillsman is a graduate of Troy University where he served as drum major of the “Sound of the South Marching Band in 1983 and 1984. He holds BS, MS, and EdS degrees in Music Education. He was drum major and a member of the staff of the McDonald’s All-American Band. He has completed 39 years as a band director teaching at Hawkinsville High School, Westover High School, Washington County High School, Jeff Davis High School, and currently at Beauregard High School. He is an active adjudicator and clinician. He was recently named as the Beauregard High School and Lee County Schools Secondary Teacher of the Year. He holds memberships in NAFME, ABA, NBA, Kappa Kappa Psi, and Phi Beta Mu.

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## **Bio**

# **Regina Yates Raney**

### **Years of Teaching Experience: 34**

Regina Yates Raney completed her 33rd year in public education and her 22nd year as the band director at Austin Middle/Junior High School. Mrs. Raney earned her Bachelors of Music Education, BS in Math Education, and Master of Arts in Education from the University of North Alabama. She earned her EdS from the University of Montevallo. Mrs. Raney earned her National Board Certification in 2005. She regularly conducts honor bands throughout the southeast. She was the ABA District One Chairman. She holds memberships in NAFME, AMEA, NBA, ASBDA, Phi Kappa Phi, Kappa Mu Epsilon, Tau Beta Sigma, and Phi Beta Mu.

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## **Bio**

# **Harry McAfee**

### **Years of Teaching Experience: 52**

Mr. McAfee spent 11 years building an exceptional program at Bottenfield Jr. High. He also had the experience of rebuilding the Shades Valley Band from 29 students to over 230 before moving to the award-winning Hoover High School. Mr. McAfee developed successful programs through effective means of recruiting, retention, planning, and teaching. He continues to teach privately and to mentor young teachers in the Birmingham area. He embraces opportunities to share his experience and expertise with young teachers struggling to develop their programs. Mr. McAfee was recently inducted into the Phi Beta Mu Alabama Bandmasters Hall of Fame.

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## **Bio**

# **Gena Inglis Nix**

### **Years of Teaching Experience: 24**

Gena Inglis Nix is graduate of Jacksonville State University. She was a member of the Leadership Staff in the Marching Southerners as serving as Drum Major from 1997-1999. Gena is currently in her 23rd year as band director. She is in her third as band director at Ohatchee High School. Previous teaching experience includes J.B. Pennington High School, Northwest Whitfield Middle School, and Gaston High School. Gena is an active member of NAFME, AMEA, and Sigma Alpha Iota. In 2022, and the Rho Chapter of Phi Beta Mu. Gena served ABA District 2 as chairman and vice-chairman 2019-2022.

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## **Bio**

# **Heather Palmer**

### **Years of Teaching Experience: 22**

Heather Palmer is in her 22nd year as a music educator in the state of Alabama. She has been the associate director of bands at Vestavia Hills High School in Birmingham Alabama since 2004. She received her Bachelor of Music Education degree from Samford University. Throughout her career, her bands have consistently earned superior ratings at Music Performance Assessment and other band festivals. Mrs. Palmer has been a marching band adjudicator, guest clinician, and guest conductor. She is a member of the National Association of Music Educators, AMEA, ABA, and the Rho Chapter of Phi Beta Mu International Bandmasters Fraternity.

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**The Projects Committee  
of the  
Rho Chapter of Phi Beta Mu**

**Session Title**

**Teach the Band that You Have  
to Develop the Program You Want:  
A Resource Based Approach to  
Improvement or Revitalization**

**Session Notes**

- This session is an outreach project of the Projects Committee of the Rho (Alabama) Chapter of the Phi Beta Mu International Bandmasters Fraternity.
- **NOTE:** Items included in the outline in blue font are included in the handout but are not addressed during the presentation in the slide presentation.

# Overview and Outline

This session is an outreach activity of the Project Committee of the Rho (Alabama) Chapter of the Phi Beta Mu International Bandmasters Fraternity. The five presenters collectively have over 172 years of band directing experience in varying and contrasting teaching situations even within their own careers.

The session activities will serve to illustrate the importance of teaching the band program that one currently has in an attempt to systematically develop the program that he/she/they desires to obtain. The approach will be to initially identify and assess the current resources inherent within a given band program. Once identified the realizations are utilized to analytically inform planning and developing strategies focusing upon achieving desired outcomes through the development of improvement and revitalization plans.

# Session Objectives

## **Overarching Idea:**

Often, young and even experienced band directors become fixated upon impatiently overachieving when attempting to elevate their band programs to levels exceeding the scope of the resources currently inherent within their programs. Many of the premier band programs are blessed with vast resources that in turn afford opportunities to excel in extraordinary manners; however, a significant number of band programs in K-12 schools, 7-12 high schools, and encompass other circumstances that are less than ideal; however, these programs are vital to the music education of our nation's youth. Additionally, many schools are experiencing emerging diversities and adjusting socioeconomic conditions that present challenges; therefore, changing the resource structures of the band programs. Commonly, band programs in many schools are not privy to the vast resources often available to larger and established programs located in economically strong and developing areas.

As a result of overly ambitious goals, directors often create situations of unnecessary frustrations and anxiety for themselves and their organizational stakeholders, further impeding their ability to appropriately develop their band programs while bringing their potentials to fruition. It is these same enduring frustrations that often foster the curtailment of teaching careers prematurely.

Additionally, often developed programs find themselves in a situation where a revitalization plan is needed to emerge from the status quo of stagnation.

A resource-based approach to systematically developing an improvement plan for such band programs is at times crucial to moving the program forward and in a positive direction.

## **Primary Objectives:**

- The primary focus of the session is to help band directors learn to first identify, categorize, and to evaluate the resources that are currently inherent to their band programs. To a great extent, resources define the boundaries and potentials of a band program.
- Second, ideas and suggestions will be presented that will illustrate how to use the information obtained in the initial resource assessment to inform planning and strategies in order to systematically develop and advance the band program and/or to revitalize and bolster a stagnant band program.
- The third piece of the equation is to teach the directors how to create an objective-based improvement plan that is both measurable and to effectively implement the plan.

- The final idea will focus upon a brief discussion with directors as to the processes of implementing this plan while continuously developing their band programs and organizational culture. The goal is to maximize the resources at their disposal while enhancing and fostering additional resources by working smarter not necessarily harder.

## **Secondary Objectives:**

The secondary objectives listed below are ones that are embedded within the content of the four (4) components listed in the Overarching Objectives.

- To discuss the importance of continually assessing and reassessing your band program to ensure that it does not become stagnant.
- Utilizing resources effectively while pacing the implementation of your goals in a manner not to foster unnecessary anxiety for yourself, your students, your parents, and other stakeholders.
- To acknowledge that there are limitations, constraints, and boundaries inherent with in band programs that are often delineated by available resources.

# Session Outline and Overview

- **Introduction of presenters:**
  - John Hillsman, Primary Presenter
  - Regina Raney, Committee Chairperson
  - Harry McAfee
  - Gena Nix
  - Heather Palmer
  
- **Review of presenter's experience levels**
  
- **What is Phi Beta Mu?**
  - A brief overview of Phi Beta Mu
  
- **The background story behind the session**
  - “Son, you better start teaching the band you have rather than the one you want.” – Eugene Wyles (January, 1987)
  - *This remark was one made to (presenter) John Hillsman when Mr. Gene Wyles was listening to a recording of his band in January of 1987, early in his career. John had selected music his students were incapable of playing. Mr. Wyles pointed out to John that he had picked his selections for all of the wrong reasons. He was indeed correct. This remark led to many years of Mr. Hillsman delving into the study of program resources as a basis for program development and improvement/revitalization; thus, “Teach the Band You Have to Develop the Program that You Want: A Resource-Based Approach to Improvement and Revitalization.”*
  
- **The reality of the story**
  - Directors need to teach the band they “currently” have rather than the one they wish to have.
    - *The band one currently has is his/her/they starting point to build the program utilizing a systematic and analytical approach to program improvement and/or revitalizing a static band program.*
  - What was the band that I wanted?
    - At that time, one that far exceeded the scope of the resources that were inherent in the program in its current state.
  - The simple truths of the situation:
    - Mr. Hillsman was comparing his program to his brother in law's program and attempting to do the same when in all reality his program did not possess the same or even similar resources.
    - As a result, there was a lot of unnecessary frustration and failures that ensued for both Mr. Hillsman and his band members, etc.
  
- **A necessary realization for all band directors:**
  - Each band program is unique.
  - What makes a band program unique?
    - *The resources inherent to a given band program*

- **Three Primary Session Objectives:**
  - **Objective 1:** To help band directors learn to identify, categorize, and evaluate the resources inherent to their band program.
  - **Objective 2:** To introduce ideas and strategies for advancing the band program through thoughtful assessment of program resources.
  - **Objective 3:** To illustrate how to create an improvement plan that is measurable and to effectively implement the plan.
  
- **Secondary Session Objectives:**
  - To discuss the importance of continually reassessing your band program to ensure that it remains dynamic.
  - Utilizing resources effectively while pacing the implementation of your goals in a manner not to foster unnecessary anxiety for yourself, your students, your parents, and other stakeholders.
  - To recognize that there are limitations, constraints, and boundaries inherent within band programs that are often delineated by available resources.
  
- **Identifying Program Resources**
  - Resource characteristics
    - All band programs are unique.
    - Resources and the ability to develop them will, to a great extent, define a band program's potential.
  - Stakeholder Resources:
    - Administrative resources
    - Parental/booster resources
    - Community based support-based resources
    - Community based financial resources
  - Physical and Facility Resources:
    - Facilities
      - Band room
      - Storage facilities
      - Performance venues
    - Instruments and equipment (inventories)
    - Music library and method materials, etc.
    - Other program assets
      - Non-musical equipment
      - Transportation resources (equipment vehicles, etc.)
  - Financial Resources:
    - Realistically assess the financial resources at your disposal.
      - Learn and know the socioeconomic conditions of your school and community to specifically include the families of your students.
      - Work within the boundaries of the financial situations and the socioeconomic conditions inherent within the band families, the school, and the community.

- Continually identify means to further develop and expand financial resources.
  - List of Potential Financial Resources:
    - School system support
    - School support
    - Booster/parental organization support
    - Community-based support
    - Grants (local, state, and national to include corporate grants)
    - Fundraising (students and parents)
    - Program (student) fees
- Student-Centered Resources:
  - Behavioral maturity levels (*student maturity, grade levels, etc.*)
  - Student achievement levels (*Know your students' math and reading levels.*)
  - Overall student interest levels
  - Cultural exposure levels
  - Technical skill performance levels (*facility*)
  - Musical intelligence/maturity levels
  - Student time resources (*availability and willingness*)

**Note:** *We often do not consider the above items as being resources. Indeed, they are not physical resources, but they are paramount considerations that are embedded within the characteristics inherent in your band program.*
- Student-Affected Resources:
  - Student social and emotional situations and conditions
    - Know your students' home situations.
    - Be familiar with their emotional well-being.
  - Overall educational levels of parents and guardians:
    - Know the general educational and intelligence/achievement levels of your students' parents and/or guardians. (*Knowing and being aware of these characteristics will inform you as to how to approach and speak with your parents, etc. Always address them on their level in a manner respectfully in which they understand what it is that you are attempting to communicate.*)
- Staffing Resources:
  - Assistant/associate band directors
  - Outside directors that can or that are assigned to assist your program or elements within it:
    - Example: Middle school directors assigned to assist you with marching band, etc.
    - Retired band directors in your vicinity or community that are willing to assist you.
  - Non-director instructional personnel:
    - College students or others within the community with expertise that can assist with private instruction, section rehearsals, etc.
  - Administrative personnel:

- Paraprofessionals
  - Others who are willing to assist with the day-to-day operations of your band program
- Other Professional Resources:
  - Elementary music teachers
  - Local music teachers such as piano and string teachers
  - Church and other community-based musicians
- Time-Centered Resources:
  - Applicable Questions (*Questions define resources.*)
    - How much time is available for school day instruction?
    - How much time is available for outside of school rehearsals?
    - To what extent does your program share students with other programs in your school? Does cooperation exist between the programs?
    - Do students have jobs that curtail availability for band rehearsals?
      - Are employers cooperative with work scheduling?
- Scheduling/Curriculum Resources:
  - Within the teaching schedule that you are afforded, work to develop the most effective curriculum for your program while effectively utilizing personnel at your disposal. Optimize your given schedule.
  - Set specific goals for curriculum pacing.
    - Utilize state, national, or other standards to inform and develop your curriculum.
    - Create grade level and experience expectations.
  - Work with administrators and counselors to develop and implement class scheduling that is conducive to the needs of your band program. Realize that you will often need to exhibit flexibility.
  - Set achievable teaching goals and develop lesson plans that are effective and productive when implemented with the scheduling structure that you are afforded.
  - Scheduling effectively both during and after school is an essential resource.
- Program Recruiting Resources:
  - *Program recruiting starts by maximizing performance opportunities!*
  - Create opportunities for program recruiting whenever possible.
  - Resources for program recruitment:
    - Students
    - Parents
    - Other band directors and students
    - Music store resources
  - Grade levels in which students can be recruited for beginning band programs
  - Materials available for recruiting
 

**Note:** *Effective recruiting and retention is paramount to the success and growth and of your band program. This resource is one you should continually develop and expand.*

- Technology Resources:
  - Available technology platforms
  - Available software and applications
  - Technology training
  - Student access to technology resources
- Promotional Resources:
  - School website
  - Program website
  - Social media platforms (appropriate):
    - Facebook
    - Instagram
    - X (Formally known as Twitter)
    - Remind and other school/school system platforms
  - Local media
    - Newspapers
    - Podcasts
    - Radio
    - Television stations
- Performance Resources:
  - Local performance opportunities
    - School concerts and performances
    - Civic organizations
    - Community events
  - State level performances (conferences, government functions, etc.)
    - Regional/district level performances opportunities (MPA, etc.)
    - National level performance opportunities (parades, national conferences, etc.)
- Professional Resources:
  - Strive to enhance personal and professional skills. *Overcome and work around personal and professional barriers. Rely upon others possessing skill sets that can serve to complement yours.*
  - Regularly attend conferences (professional development opportunities).
  - Continually read articles in journals and other professional publications.
  - Talk with and observe peers (visit other directors, observe their rehearsals, ask them to listen to recordings and evaluate your band).
  - Invite others to rehearse and assess your group(s).
  - **MOST IMPORTANTLY** – FIND A MENTOR.
    - *Even experienced directors can benefit from a mentor or a peer advising them.*
- Summarize resources
  - ***All band programs reach a point where you will maximize your resources and circumstances.***
- Realization of resources
  - ***Circumstances can either foster advancement for a band program or they can serve to be adversarial to a program.***

- **Developing an Improvement Plan for Your Band Program:**
  - Key Ideas
    - Be honest with yourself regarding the current state of your band program.
    - Your approach should be extremely realistic and pragmatic considering the resources available.
      - What band do you currently have? (*Be honest in your assessment.*)
      - What band/band program do you want? You must create the map to guide the journey from the current condition of your program to the desired outcomes.
    - Note: *Resources are both stable and fluid. Formulating a resource-based improvement plan allows you to create a measurable one.*
  - Considerations:
    - **Disclaimer 1:** For an improvement plan to be effective and successful, it is essential to be teach the band that you have in order to develop the band/band program that you want.
    - **Disclaimer 2:** When considering your plan, identify the things that you can control and affect as well as those they you cannot.
      - Categorize them.
      - Focus initially upon establishing short-term goals for the elements that you can directly affect, but also address and possibly establish longer-term goals addressing the things that you cannot. (*You might not directly control a variable, but you might find yourself in a position to influence it.*)
    - **Disclaimer 3:** You will often discover that the biggest hurdles you will face will be placed in front of you by the exact individuals that hired you to do your job.
    - It is a harsh reality. Understand that this situation is not usually intentional.
  - The initial steps for developing an improvement plan:
    - **Formulate a plan**
      - Utilize the resources that have been previously identified.
      - Consider other potential resources that might in turn serve to enhance the quality and scope of your improvement plan.
    - **Step 1:** Realistically evaluate and assess your current band program with regard to the resources currently inherent within the framework and the current conditions of your band program/teaching situation.
    - **Step 2:** Set *realistic* and *obtainable* short and long-term goals for your band program.
      - What makes goals realistic and obtainable?
        - The goals must reside within the boundaries and constraints of your teaching situation and the available and potential resources at your disposal.
          - Examples:
            - *Do not plan trips your students cannot afford. It will be a failure for you and will foster anxiety for your students and parents.*



- Be flexible and adjust when necessary, realizing that circumstances and conditions can change that render some of your goals as being no longer applicable or possibly even realistic.
  - *Examples include:*
    - *School adopts a new scheduling format*
    - *Funding changes significantly*
    - *A change in administration*
    - *A pandemic*
    - *A natural disaster affecting your school and/or community*
    - *Personnel changes within the program*
    - *Your school could become a Title I School in which the mandates of the federal program can potentially affect the status quo of many aspects of your band program.*
  - Eliminate or amend an original goal when it is no longer applicable to your initial plan.
  - Acts of God, the actions of others to include governing bodies, etc. can affect your timeframes. Adjust accordingly.
  - Know that outside and other internal influences can affect your timetable and often will.
- **Be persistent:** Remain persistent throughout the duration of the process.
  - Within the scope of your teaching situation and responsibilities and in consideration of the culture of your school and/or school system, remain persistent in your quest to advance or bring your improvement plan to fruition.
- ***Other Ideas and Considerations (not addressed in presentation)***
  - *Be very direct when appropriate in presenting and supporting your improvement plan.*
  - *Utilize the influence of others when appropriate.*
  - *Regarding sensitive matters, react accordingly.*
  - *Be careful to never overstep your boundaries and venture into the territories of your administrators and superiors. Allow these people to assist you rather than offend them.*
  - ***General Considerations:***
    - *You are the de facto leader of the improvement process.*
    - *Use your plan to foster a paradigm shift within the culture of your organization as needed. Nurture and develop the culture of your band program.*
    - *Strive to create a culture that fosters growth and advancement. There is nothing like success to breed success.*
    - ***Within your plan, attempt to put the right people in the most advantageous positions possible to assist you in realizing the goals embedded in your plan.***

- *Continually nurture your plan to bring it to fruition.*
- *Revisit and revise it often.*
- *Keep the plan aligned to your program and your goals amending it when you recognize the need to do so.*
- *Evaluating Effectiveness:*
  - *Be honest in the evaluations of your plan.*
  - *Include all stakeholders in the improvement plan evaluations when appropriate attempting to develop enduring positive perceptions of the band program.*

- **Example of an Effective Band Program Improvement Plan:**

- In a separate document, you will find a copy of the Beauregard High School and Sanford Middle School Band Program Improvement Plan. These two schools comprise an attendance area in the Lee County (Alabama) Schools. Beauregard in an unincorporated community in Lee County that is for all practical purposes defined by the school attendance area.
- The two schools represent a single middle school that feeds students exclusively into the high school.
- The document was initially formulated as a five-year improvement plan. The plan was extended to encompass eight to nine years due to multiple mitigating circumstances.

- **Question and Answer Session:**

Please enter your question or comment as directed in the presentation using the following email address: [TeachYourBand24@gmail.com](mailto:TeachYourBand24@gmail.com)

### Closing Thoughts:

- **Develop a culture within your band program:**
  - True leaders shape the cultures within their organizations.
  - They strive to put the right people in advantageous positions to accomplish their goals and realize their visions. Utilize your stakeholders' talents, abilities, and even social, business, and governmental connections in manners conducive to fostering the program advancement you desire.
  - As a leader of your band program, nurture a culture for your organization that will promote a positive attitude, program growth, and advancement.
- **Final realities to consider:**
  - Developing and maintaining a band program is a rewarding, yet rigorous process.
    - It will require time, effort, and dedication on your part.
    - It boils down to recruiting/retaining students and teaching them.
  - Be cognizant that there are many variables that are completely beyond your control.

- *Protect your self-esteem and mental health when enduring challenging situations.*
  - *Do not let yourself suffer personal/professional anxiety or allow your self-esteem and self-worth to be damaged in difficult situations.*
  - *Often, there comes a time when it behooves one to move to a new job that is better aligned to the goals and desired outcomes you possess professionally.*
- **In conclusion and review:**
  - Assess the resources at your disposal and use this information to develop an improvement plan for your band program.
  - Teach the band that you “currently” have while systematically developing the program that you want.
  - Set goals and visions that are within the scope of available resources while considering the development of additional resources.
  - Do not be unrealistic and breed anxiety for yourself, your students, and/or your stakeholders.
  - Remain flexible while adjusting goals and timelines when facing situations that impact resources and program conditions.
- **Culminating Objectives/Outcomes:**

*When teaching within the scopes of the available resources, a band program can flourish and reach its full potential!*

*“Teach the band that you have to develop the program you want!”*

The title of the session, “Teach the Band You Have to Develop the Program You Want: A Resource-Based Approach to Improvement and Revitalization,” illuminates the desired outcome for our session.

Please do not hesitate to contact one of us regarding additional questions, etc. Email any or one of us at the session email address: [TeachYourBand24@gmail.com](mailto:TeachYourBand24@gmail.com)

We will continue to monitor this address. If you would like to contact one of us specifically, please put the applicable name in the subject line.

*You continually want to move your program in a positive direction.*

If directors will assess the resources at their disposal and use this information to realistically inform a starting point, they can indeed teach the band that they have while systematically developing the program into the one they desire to have within the scope of the available and developed resources. Within this process, directors must be flexible and adjust goals and timelines when facing situations that impact the resources available to them. *(Dealing with the effects of COVID-19 was and remains a prime example.)* Directors must also recognize that there are caps/ceilings with regard to resources in every community, school, and teaching situation.

**(Appendix Begins on The Next Page)**

## Phi Beta Mu Projects Committee

# Teach the Band that You Have to Develop the Program that You Want: A Resource-Based Approach to Improvement and Revitalization

## Session Appendix

The items addressed below will be included as an appendix and/or a separate document in addition to the session handout.

### 1. Beaugard High School/Sanford Middle School Band Program Improvement Plan

This was an actual Five-Year Improvement Plan that was established for Beaugard High School and Sanford Middle School in the spring of 2016 following John Hillsman's first year as band director at the two schools. Due to numerous circumstances to include a devastating tornado in 2019, the Covid-19 Pandemic, and other school related influences, the duration of the program was extended to encompass eight school years.

### 2. Session Slides

The set of PowerPoint slides to be presented during the presentation are included in an Adobe PDF format.

### 3. A Sample Template for a Program Improvement Plan

A sample of the template that was used for the program improvement plan that was presented in the presentation will be made available to attendees in both MS Word and a Google Doc format. This template can be obtained by clicking on the link below or opening the QR Code below. (*Download and Save As*)

[https://bit.ly/Template\\_Band\\_Improvement\\_Plan\\_24](https://bit.ly/Template_Band_Improvement_Plan_24)

