Suggestions on Talent Cultivation Reform of Tourism Management Major in Universities

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Abstract: The cultivation of tourism management talents in China is facing the situation of extensive planting but low outcome. There are some problems such as the disconnection between talent cultivation and market demand, and low degree of internationalization. As Generation Z is entering the workplace and new tourism technology is applied, the former talent cultivation mode does not adapt to the requirements of the new era. Through the investigation of the enterprises cooperating with Shandong Technology and Business University, we identify interns’ lack of abilities, and put forward relevant suggestions for talent cultivation reform, including the dynamic university-enterprise precise cooperation closed-loop model, bilingual teaching reform, clear career development planning, double tutorial system, and adding new technology related courses.

Keywords: Tourism management major; University-enterprise precise cooperation; Talent cultivation reform; Double tutorial system

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1. Introduction

China is a country with the largest scale of tourism management major in the world (Bao et al., 2019). However, after more than 40 years of development, China

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is still facing the situation of “planting widely but reaping little” in the cultivation of tourism management talents. There are some problems, such as the disconnection between talent cultivation and market demand, and the low degree of internationalization. How to break through the barriers of exam oriented education, effectively improve the quality of education, and promote the internationalization construction, has become an important issue that tourism universities must reflect on at this stage (Zhang and Yao, 2020).

With the rapid development of emerging industries and transformative technologies, tourism phenomenon becomes more complex and diverse. The industry puts forward higher requirements for talents in tourism discipline, such as requiring students to have international vision, critical thinking, new media communication skills, sound knowledge system and practical ability (Qiu and Chen, 2020).

With Generation Z entering the workplace, the existing talent cultivation programs for tourism management major in universities can not meet the needs of the tourism market in the new era. Therefore, it is necessary to promote the reform and innovation of tourism undergraduate education in China (Qiu and Chen, 2020).

This paper takes the tourism management major of Shandong Technology and Business University as an example. Through the investigation of interns’ corresponding enterprises, we identify the shortcomings of the teaching process and put forward reform suggestions. In view of the disconnection between talent cultivation and market demand, this paper suggests precise cooperation between universities and enterprises, bilingual teaching reform for the low degree of internationalization of talents, and puts forward corresponding suggestions related to the characteristics of Generation Z and the emergence of new tourism technology.

2. Literature Review

(1) University-enterprise cooperation

Tourism management major in universities is a pivotal channel to cultivate tourism talents. Carrying out university-enterprise cooperation can provide enterprises with high-quality comprehensive talents, and at the same time provide guarantee for students’ employment. The goal of university-enterprise cooperation is to cultivate students’ comprehensive quality. In the teaching process, we should focus on cultivating students’ application and practical ability. At the same time, we should use the resources sharing between schools and enterprises to achieve a win-win situation. Universities choose to jointly run schools with enterprises, to a
certain extent, conform to the needs of the development of the times, provide enterprises with comprehensive talents with strong practical ability, and realize the combination of theory and practice in the teaching process, which is in line with the new ideas for the development of current education (Gong, 2019). However, at present, many university-enterprise cooperation become a mere formality. On one hand, students’ internship in cooperative enterprises is arranged by the university, and is only part of the university syllabus. The students’ learning ability is out of line with the needs of enterprises, and the performance of interns is not in line with the actual requirements of enterprises. Both sides are not satisfied with the effect of university-enterprise cooperation. On the other hand, the internal management of enterprises does not meet the expectations of students, and the students’ retain intention is low. The reasons are as follows. Firstly, the existing university-enterprise cooperation is mainly based on the school arrangement, and students’ internship is only part of the syllabus. Secondly, the university and enterprise have not formulated precise cooperation scheme and lack process communication and feedback mechanism.

(2) Generation Z

A pivotal emerging workforce is the Generation Z (year of birth between 1995 and 2009) where majority are going to graduate and enter the workplace (Goh & Lee, 2018). In the next four years, Generation Z will take up over 20% of total jobs (Deloitte, 2017). This is significant workforce cohort to be reckoned with, as they will be the future hospitality leaders. Studies have found workplace traits of Generation Z to display confidence, embrace team dynamics, seek future career assurance, desire workplace fun, fulfillment, and prefer independence to being micro managed (Ozkan & Solmaz, 2015). This demographic cohort has an appetite for career progression and is ready to put in the hard yards but may lack particular essential hospitality crafts needed at work (Deloitte, 2017; Park & Gursoy, 2012). Generation Z also wants companies to acclimate to social media, provide opportunities to work in more than one country rather than salary bands, and provide ongoing feedback over formal annual appraisals (Self et al., 2019; Goh & Lee, 2018). Since Generation Z will play a dominant role in the coming years in tourism industry, how to adjust talent cultivation system according to Generation Z’s characteristic is a reality to the universities.
(3) New tourism technology

With the improvement of living standards, more and more people have the intention to travel. The tourism market is huge. However, the quality of development is not high. The excessive dependence on ticket economy has led to the underestimation of the commercial value and imagination space of the whole industry. With the development of science and technology, the phenomenon of relying on ticket economy has been greatly changed. Practitioners have seen some value trends of tourism industry in the future: tickets are subtracted on a large scale, meanwhile services are added; new technology and artificial intelligence technology are widely used in scenic spots.

After Alpha dog defeated Shishi Li, it triggered a new wave of artificial intelligence (AI) application, and tourism was also within the scope. The first AI+ tourism is taken from a single scene, which aimed to promote the intellectualization of tourism industry. Even now, many tourism related products are continuing this pattern. The application of AI in tourism scene can be divided into six forms: (1) Voice translation and navigation. At present, Yidou, Youdao, IFLYTEK and other products have appeared. The function is mainly voice translation, or to realize the function of voice guide; (2) AR/VR digital navigation. AR/VR technology is mainly used to do additional information services and guided services to enrich the form of tourism content; (3) Robotic customer service. To help users deal with hotel reservation, air ticket booking, refund and change of tickets, etc. to improve customer service efficiency; (4) Face recognition ticketing. Identity authentication can quickly be realized based on face recognition technology. Airport, high-speed rail and some scenic spots have applied related products; (5) Intelligent travel planning. Based on the information, destination, time and other data of passengers, the algorithm processing is used to help users recommend reasonable travel routes, which are commonly used in Mafengwo and Ctrip platforms; (6) Concierge robot. Some hotels and scenic spots have begun to introduce concierge robots to provide related information query, appointment and other services to improve service efficiency and tourist experience.
3. Methodology

The tourism management major of Shandong Technology and Business University was approved as undergraduate in 2006 and enrolled in the same year, and was approved as a master’s major in 2013 and enrolled in 2014. It has trained 9 batches undergraduate graduates. 289 students in study, and the annual enrollment scale is about 70. In order to make the graduates adapt to the work quickly, the customized talent cultivation mode is adopted to promote university-enterprise collaborative education. Ten batches of “Blue Ocean talent project” have been launched, with more than 70 graduates achieving high-end employment in Blue Ocean group. Nearly 20% of the graduates have returned to the internship corporates for employment.

This paper makes a questionnaire survey on Shandong Blue Ocean Co., Ltd. (Linyi Branch). The research object is the interns and their direct supervisors. Paired data were collected. The questionnaire was distributed in September 2018 and March 2019 respectively. 9 direct supervisors and 45 interns were involved in the survey. The questionnaire was filled in anonymously, tagged by researchers for pairing. The direct supervisor filled in the “intern competency” questionnaire. Interns fill in “hotel staff management” Questionnaire. SPSS20.0 was used to analyze the data. Based on the empirical research of Zhao (2017), the competency characteristics of interns include four dimensions, which are behavior characteristics, external competence, emotion and professional cognition. Corresponding modification was made according to the characteristics of Generation Z, and the items were changed into the perspective of direct supervisor. The α coefficient of the scale is 0.71, which indicates that the scale has good internal consistency and is suitable for further study. The questionnaire was measured with 5-point Likert scale (1=strongly agree, 5=strongly disagree). The competency of interns is shown in Table 1.
Table 1 Competency of interns

| z                  | Item                                         | Mean |
|-------------------|----------------------------------------------|------|
| Professional cognition | Confident and optimistic                      | 3.3  |
|                    | Willing to take responsibility                | 3.01 |
|                    | Keep calm meeting with difficulties           | 3.11 |
| Emotion factor     | Always energetic in customer service          | 2.9  |
|                    | Elegant make-up and proper manners            | 2.8  |
| Behavior characteristic | Always patient                              | 2.42 |
|                    | Communicate with customers friendly           | 2.48 |
|                    | Be calm with customer complaints and work happily | 2.1  |
|                    | Strong adaptability                           | 2.44 |
|                    | Strong team work ability                      | 2.99 |
|                    | Prefer interesting workplace                  | 3.12 |
|                    | Provide service according to different customers flexibly | 2.97 |
|                    | Willing to provide advice to superior         | 3.43 |
|                    | Master at least two target languages          | 2.7  |
|                    | Have a gratitude mind                         | 3.0  |
|                    | Able to accept and execute commands quickly   | 2.85 |
| External competence | Solid professional knowledge                  | 3.09 |
|                    | Active and timely service for customers       | 2.88 |
|                    | Know how to listen                            | 2.76 |

As can be seen from Table 1, the score of interns’ adaptability of is relatively low (M=2.44), the score of patience with visitors is low (M=2.42), the score of mastering at least two languages is relatively low (M=2.7), and the score of calmly facing customer complaints is the lowest (M=2.1). It indicates that the performance of interns is still far from the requirements of enterprises. The tourism management major in university should pay more attention to the following aspects: students’ adaptability, customer service and emotional display skills, bilingual application ability.

To test the staff management situation, the scale introduced by Fan et al. (2008) was used. The staff management of the enterprise mainly includes recruitment, training, salary, incentive and so on. The items were deleted according to the context, and the items related to working environment, career development, work design and the attention of the superior were increased. There were 14 items in the questionnaire. The α coefficient of the scale was 0.79, indicating that the reliability of the scale was high. The survey results are shown in Table 2.
Table 2. Intern management

| Variable                        | Item                                | Mean |
|---------------------------------|-------------------------------------|------|
| Training                        | Opportunities for learning and training | 3.07 |
|                                 | Career planning                     | 2.87 |
|                                 | Fresh employee training             | 3.36 |
| Career development              | Job promotion arrangement           | 2.77 |
| Working environment             | Work safety and security            | 2.95 |
| Compensation and incentive      | The extent of individual effort reflected by salary | 2.97 |
|                                 | Holiday benefits                    | 3.04 |
|                                 | Year end benefits                   | 2.81 |
|                                 | Material reward                     | 3    |
|                                 | Spiritual inspiration               | 2.81 |
|                                 | Job matching degree                 | 3.03 |
| Working hours                   | Working hours                       | 2.80 |
| Attention from the superior     | Attention to interns’ work          | 2.87 |
|                                 | Pay attention to interns’ opinions  | 2.89 |

We can see from Table 2, interns’ lower satisfaction items are working environment (M=2.95), working time (M=2.8), career development planning (M=2.87), salary (M=2.97), spiritual motivation (M=2.81) and attention paid by superiors to opinions (M=2.89).

Enterprise needs to improve the working environment and safety which interns pay more attention to. According to the incentive theory, these are health care factors, which will affect the employee’s intention to stay. In addition, the hotel has a lot of room for improvement in career planning, year-end welfare, spiritual incentive, work distribution and so on. The most important thing is that the score of “attach importance to interns’ ideas and opinions” is only 2.89. This indicates that the interns’ ideas can not be effectively transmitted, which will lead to the interns’ loss of confidence in their career prospects and affect enterprises’ current performance and the future talent reserve.
4. Suggestions on the Reform of Tourism Management Talent Cultivation

(1) Closed loop model of university-enterprise precise cooperation

According to the survey, supervisors suggest that the interns are lack of adaptability and ability to deal with customer complaints. The interns hold that there are problems in the enterprise staff management. Enterprise training, job support and working environment affect their work performance, and there is no appropriate feedback pathway. This has a lot to do with the talent cultivation mode of the university. In order to solve these problems, this paper attempts to put forward a precise cooperation model between university and enterprise.

Precise cooperation between universities and enterprises refers to a dynamic cooperation system. It requires in-depth communication between both sides on cooperation matters, establishing a feedback and improvement mechanism for the problem solving in the process, forming a set of smooth process system, and achieving a real win-win situation between universities and enterprises. The requirements of this system are as follows. First, the enterprise formulates detailed job description, send personnel to the university, and deeply communicate with the school’s tourism management professional director. Secondly, the university formulates teaching plan according to the requirements of the enterprise and implements the order training. Third, Students’ practice is divided into four times, namely, on campus experiment course, cognition practice, professional practice and graduation practice. It includes both campus practice course and enterprise practice, which can ensure the combination of theory and practice. Fourth, enterprises should regularly report the students’ practice to the school, and inform the school of the existing problems. Communication should be held between the two sides, so as to facilitate teaching improvement. At the same time, interns should also regularly reflect the problems encountered in the process of practice. After the problems are collected, the school and the enterprise communicate, which is conducive to the improvement of enterprise management. The interns working in the front line dare to express and point out the shortcomings of the enterprise, which is conducive to the enterprise to check erroneous ideas at the outset, improve management and retain customers. On this basis, the university and enterprise should constantly revise the cooperation scheme to make it more suitable for the enterprise requirements and school teaching. The dynamic closed-loop model of university-enterprise precise cooperation is shown in Figure 1.
The differences between the closed loop model and the previous university-enterprise cooperation mode are as follows. First, it is enterprise centered. The enterprise brings the job description and demand to the university. The university will formulate teaching objectives and student internship arrangements according to the needs. This is more targeted when training students according to the goal. Students can quickly understand the requirements of enterprises in order to reserve necessary knowledge for practice. Second, the closed loop model pays attention to the feedback of interns. Although the interns’ opinions pursue perfection, they are helpful for enterprises to identify problems. What interns care about is also the concern of existing employees. To sort out and optimize the management system is conducive to the retention of existing staff and interns. Stable staff can improve customer satisfaction and enterprise performance. Third, the closed loop model pays attention to the communication between university and enterprise. In any cooperation, the role of communication is pivotal. Both sides of the cooperation need to find out the problems, improve the cooperation process through accurate and effective communication, and achieve the win-win result.

(2) Strengthening bilingual teaching and creating opportunities for bilingual application

The survey results show that the interns’ bilingual ability is relatively poor. This may be related to the fact that they do not pay attention to practical use in the process of second language teaching. We need to reform the existing mode of second language teaching, add servicescape and simulate teaching. At the same time, invite enterprise staff to teach or provide training for teachers. This can improve students’ practical ability of foreign language application, cultivate high-level bi-
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lingual talents, and meet the work demands of international enterprises.

(3) **Add new technology related courses**

The emergence of virtual tourism has brought power to tourism undergraduate education and teaching. Specifically speaking, (1) the emergence of new technology has brought about the transformation of tourism undergraduate education and teaching methods, from the traditional education and teaching methods to multimedia and interactive education and teaching methods; (2) the emergence of internet technology has brought about the transformation of tourism undergraduate education and teaching philosophy, from the traditional indoctrination education and teaching concept to the multi-source and inquiry education and teaching concept; (3) the emergence of data technology has brought about the transformation of tourism undergraduate education and teaching thinking, from the past mechanical tedious problem analysis thinking to more rapid and accurate problem analysis thinking; (4) the emergence of virtual reality technology has brought about the transformation of virtual classroom in tourism undergraduate education and teaching, from the past descriptive scene display to the quasi reality display with strong sense of experience and scene; (5) the emergence of 5G technology has brought about the transformation of tourism undergraduate education knowledge acquisition path, from passive acceptance in the past to active learning anytime and anywhere.

We should promote the application of new technologies such as the internet and big data, apply artificial intelligence technology to the teaching of tourism major, and set up courses such as “the application of Python in tourism research” and “the application of data mining in tourism industry”. Virtual simulation technology is applied to tourism teaching. Through VR/AR (virtual reality/augmented reality) technology to build practical teaching platform, such as enterprise simulation training, tour guide simulation training, tourism planning simulation training and exhibition simulation training, etc. to strengthen students’ practical operation ability. We can learn from the Business School of Hubei University’s tourism management major to set up “big data economic innovation talent training experimental class” and “intelligent management innovation talent training experimental class” at the undergraduate level. Through compulsory computer, artificial intelligence, mathematics and other “hard knowledge”, the training effect will be conducive to the combination of tourism management and 2.0 education mode exploration.
(4) Implement double tutorial system

Under the precise cooperation model between university and enterprise, we should set up two tutors inside and outside university. The practical theory course is completed in school and guided by the school tutor; the experimental course tutor is taken by the staff appointed by the enterprise. This can not only save the cost of enterprise induction training, but also cultivate students’ practical ability and rapid adaptability. The internship corporates of students in tourism majors include cultural and tourism groups, tourist attractions, tourist resorts, tourism planning and consulting, online tourism enterprises, tourism complexes, emerging business forms and other tourism enterprises. In the process of internship in tourism enterprises, students can increase their understanding of the enterprise and the industry, improve the ability to analyze and solve problems with tourism management theory, and the ability to work independently. Enterprise managers as industry mentors provide students with more analysis of industry practice and development trend, which helps students integrate theory with practice. Students’ contact with industry from different channels is helpful to promote the cultivation of applied talents.

Undergraduate life is an important stage for students to mature, and also a key period for students to form their world outlook, outlook on life and values (people.cn, 2020). Therefore, off campus tutors should seize this critical period to help students make clear career planning.

The Generation Z employee expects healthy trajectory in her/his career pathway and expects to move up the career ladder quickly. More importantly, there is a pre-established perception that hospitality as a profession is more of a temporary occupation as compared to a well-defined career pathway (Tung, Tang, & King, 2018). Younger hospitality employees are more impatient about climbing the career ladder, and more likely to leave the company if they are not promoted within 6 months (Smith, Clement, & Pitts, 2018). This sees the importance of career counselling by outside tutors to engage with Generation Z about their future career pathway through reliable management traineeships such as the established Graduate Management Traineeship program and professional advancement programs (E. Goh and F. Okumus, 2020).

The practice design of tourism management major includes four stages: campus experiment, cognition practice, professional practice and graduation practice. The time is the second, third, fourth, fifth and eighth semester respectively, as shown in Table 3. The school experiment is divided into independent experiment class and in class experiment. The independent experiment course includes physical training and business practice operation, which is taught by both in school and off campus tutors. The in class experiment includes accounting and management statistics. Cognition
practice is realized by organizing students to visit and inspect, and the time is relatively short. The main purpose is to make students familiar with the working environment of enterprises, understand the basic requirements, and have an intuitive impression of enterprise work. Thus, targeted learning in sophomore class is conducive to improving learning efficiency. It is mainly organized by on campus tutors and guided by off campus tutors after going to the enterprise. Professional practice is mainly post practice. Through this internship, students can experience the real working environment and find out the lack of learning, so as to supplement the missing and learn relevant knowledge and skills in the next semester. Through the process of study-practice-study-practice-restudy, the students can adapt to graduation practice quickly to the maximum extent. This part of the internship mainly relies on the guidance of outside school tutors. Graduation practice was mainly conducted by students according to personal career development planning and resources. During this period, school tutors need to help students analyze personal strengths and career planning.

Table 3 Tourism management practice module

| Classification      | Content                                           | Semester | Tutor               |
|---------------------|---------------------------------------------------|----------|---------------------|
| Experiment course   | Physical training                                 | 2        | On and off campus   |
|                     | Practical operation of enterprises                 | 4        | On and off campus   |
| In class experiment | Accounting                                        | 4        | On campus           |
|                     | Management statistics                              | 4        | On campus           |
| Cognition practice  | Organize students to visit various hotels and catering enterprises | 3        | On and off campus   |
| Professional practice| Organize students to the front-line positions for internship | 5        | Off campus          |
| Graduation practice | Students independently contact the internship unit according to the personal career development planning | 8        | On campus           |
5. Conclusion

Tourism management is a major with strong application and practice, so the discipline theory and practice need to be combined. Based on the investigation of the existing university-enterprise cooperation effect, this paper finds the problems in the operation process. According to the popularization of new technology and the characteristics of Generation Z, this paper puts forward the reform suggestions of tourism management professional training. Based on the research results, a closed-loop model of university-enterprise precise cooperation is proposed, and the dynamic cycle design of university-enterprise talent cultivation is proposed. In view of the internationalization requirements of tourism enterprises, this paper puts forward some suggestions on creating bilingual learning environment and strengthening students’ practical ability of bilingual application. In view of the popularization of new technology, related new technology application course is proposed. It is suggested that double tutor system should be implemented to strengthen students’ practical ability.

6. Limitations and Future Research

Limitations exist in the research inevitably. First of all, the data was collected from one enterprise, and the number of samples is small. This may affect the survey results. In the future, we can investigate multiple enterprises and increase the sample size to increase the generalizability of the conclusion. Secondly, cross section data is used in this study. Future research may track for a long time, and choose data from different periods for longitudinal analysis. Finally, this paper only investigates the interns. The new graduates can reflect the effect of university-enterprise cooperation too. In the future, we can pay more attention to the graduates to enrich the research results.

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