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June 30, 1993

Mr. Daniel Bader Helen Bader Foundation, Inc. 777 E. Wisconsin Ave. #3275 Milwaukee, WI 53202

Dear Daniel:

Enclosed please find the six month project activity report for the Milwaukee Lead Community Project (grant number 415).

This report meets the condition for the grant award as specified by the Helen Bader Foundation.

I want to thank you and the trustees of the Foundation for your support of this exciting endeavor. The Milwaukee Jewish Federation and our communal educational institutions believe very strongly that this project will have a long lasting effect on the quality of Jewish education in our community.

Should the Foundation require any further information, please feel free to contact me.

Cordially,

Richard H. Meyer

Executive Vice President

RC/RHM/nm

enclosure

# MILWAUKEE LEAD COMMUNITY PROJECT

Progress Report January 1993 - June 1993 Submitted to the Helen Bader Foundation

Milwaukee Jewish Federation

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#### PROJECT'S ACTIVITY REPORT

#### OVERVIEW AND GRANT PURPOSE

Milwaukee, along with Atlanta and Baltimore, has been selected by the Council for Initiatives in Jewish Education (CIJE) as a Lead Community. The three communities will function as laboratories in which new systems in community-wide collaboration and educational planning will be tested and refined. Milwaukee's participation in this endeavor was facilitated by a grant from the Helen Bader Foundation. This grant allowed the community to hire Dr. Ruth Cohen, as a fulltime project director to assume a major role in the design and implementation of the expanded planning system (for job description, see Appendix 1).

This report outlines Dr. Cohen's contributions to the project during the first six months of her employment (for a summary of the project's accomplishments, see Appendix 2).

#### II. OBJECTIVES AND ACCOMPLISHMENTS

Sections A and B describe ongoing activities of the Project Director. These activities will continue throughout the duration of the project.

A. Establish the project's organizational structure.

The Milwaukee Jewish Federation (MJF) has formed a community-wide Commission on Visions and Initiatives in Jewish Education. The Commission includes lay leaders, educators, rabbis and heads of educational institutions of all ideological streams representing all branches of Judaism (for a listing of members, see Appendix 3).

The structure of the Commission includes:

- 1. A core planning group which is comprised of the two co-chairs of the Commission and the Project Director. It meets once a week and serves as the primary planning group of the Commission.
  - o The Project Director provides educational leadership, planning expertise, and familiarity with the field of general and Jewish education.
  - o She has responsibility for developing (needed) resources, organizational conceptualization, charts, and background information.

o As an active member of the planning team, she participates in the conceptual development of ideas and in the creation of the Commission and its Task Forces.

## 2. The Commission, Steering Committee and Task Forces:

Federation lay leaders chair committees and conduct meetings with considerable planning assistance, coordination and guidance from the professional staff. The Project Director serves as the professional staff member for all committees, task forces and events related to the Lead Community Project.

In this capacity, the Project Director provides:

- o Executive summaries and annotated agendas to provide structure to the meeting and highlight the focus of the topics to be presented.
- o Preparation, education and guidance to lay leaders. For example: The chair person of the Family Education "Think Tank" is an expert in the area of family education, but has limited expertise in developing a plan; the Project Director identifies critical steps in achieving a workable planning process.
- B. Build and maintain good working relationships with a broad spectrum of constituents.

The Project Director, in addition to participating in the creation of the Commission and planning for its activities, develops and maintains good working relationships with a wide array of constituents.

- 1. Relationships with lay leaders:
  - o Makes presentations to boards of local organizations (i.e., MAJE) regarding vision, needs, goals, and future plans. These help to form relationships as the Lead Community Project develops.
  - Conducts meetings and telephone conversations with key lay leaders from the Commission, Steering Committee, Federation, agencies and congregations regarding vision, critical needs, goals and future plans.
- 2. Relationships with professionals:

- Conducts meetings and telephone conversations with key rabbis, teachers, school principals, agency professionals and local Foundation staff.
- o Attends regularly the meetings of the Principals Council.

## 3. Relationships with national resources:

- o Initiates telephone conferences with key professionals representing a large number of organizations (i.e., JESNA, Whizin Center, Federations in Boston, Cleveland, Baltimore and Atlanta; central agencies for Jewish education in Washington D.C., and Baltimore). These contacts are used to gather information and receive feedback on new ideas and tentative plans. Establishing this relationship creates valuable links for the Lead Community Project and develops a pool of future consultants. These potential consultants can add a new dimension to Milwaukee's current and future efforts.
- Attended a conference in Chicago on "Research in Jewish Education". The information gained will help Dr. Cohen assume a major role in the development of evaluation systems to assess the impact of local initiatives. (Apparently, this will not be within the realm of responsibilities of the field researcher.)

# 4. Relationships with CIJE:

o Initiates contacts with national and international CIJE resources and secures a timely CIJE response to Milwaukee's needs and timetable.

For example: Due to the Project Director's plan to complete the Educators Survey before the end of the school year, CIJE agreed to convene a group of consultants, field researchers and the project directors from Milwaukee and Baltimore to develop the survey questionnaire within Milwaukee's time frame.

o Works with CIJE staff, provides feedback on their services and clarifies Milwaukee's needs, so that CIJE staff can be most useful to the community on site visits. For example: As a result of the Project Director's request to receive ongoing and immediate feedback to assist the planning process, CIJE adjusted its approach to evaluation. It added a feedback loop to the Monitoring and Evaluation Project and established a procedure for giving timely feedback to the core planning team.

- o Works with CIJE staff and consultants and helps them establish a clear agenda for their visits.
- o Encourages and utilizes CIJE staff and consultants to motivate diverse elements of the community.
- C. Development of a profile of Jewish educators in Milwaukee.

The Project Director attended a meeting in Baltimore to work with CIJE consultants on the development of an Educators an Educational Survey and questionnaire questionnaire. The Educators administered to all the educators in the day schools, congregational schools, and preschools. Information from this survey will be used to develop a profile of Milwaukee educators. The data will be analyzed by a research firm located at Vanderbilt University. written report based on the findings of the survey will be available in August. The Educators Survey yielded a 90 percent return rate. Milwaukee is the only Lead Community to administer this survey during the 1992/93 academic year. The educational leader questionnaire will be administered in early July. Both survey instruments will be used by the other two Lead Communities.

#### III. GRANT IMPACT

#### A. Problems

 Because of the large number of Commission members, the Core Planning Team is faced with the problem of meaningfully involving all Commission members.

We have created several committees and task forces which involve approximately thirty people. New opportunities for meaningful involvement will develop as we expand the scope of the project and address additional issues.

- 2. The emphasis on planning had to be balanced with the community's expectation of tangible results. In order to respond to this need, we have created the Family Education "Think Tank" which addresses a critical issue identified by the Commission.
- The future introduction of the Best Practices project will assist us in launching new initiatives in the supplementary schools.
  - 3. The current project budget provides support for the Project Director's travel to 2-3 CIJE planning meetings. It became clear at the recent CIJE planning meeting in Cleveland, that the Project Director would be expected to participate in 7-8 CIJE meetings per year.

In addition, the limited project budget does not provide for professional activities that would expand resources (i.e., professional literature, computer, meetings supplies) and opportunities for the development of new ideas gained from networking and participation in professional meetings.

### B. Unexpected Benefits

1. The Lead Community Project has enlisted the participation of a diverse group of people including teachers, administrators, rabbis, and lay leaders representing all sectors of our community.

Because there has not been a forum for bringing these people together, we anticipated some communication problems. However, to our surprise, participants were able to have meaningful discussions and reach consensus on such important topics as identification and prioritization of critical issues.

2. When convening the Family Education Think Tank, we asked the congregational rabbis to select representatives to serve on this think tank. Again, to our surprise, all the congregational rabbis, many of whom did not serve on the Commission, nominated themselves as members of the think tank.

We discovered inadvertently that the topic of family education is an engaging topic and a powerful hook for involving the rabbis in the project.

3. The Lead Community concept is a new idea and there are no comparable models on which to base plans, procedures and structure. Because Milwaukee is the only Lead Community to employ a full-time project director, we are able to guide the development of procedures and operational models.

For example, Milwaukee is the first community to organize its Commission, initiate a community visioning process, and develop and implement the Educators Survey. Milwaukee is serving as a pioneer to steer a course for the project.

#### C. Lessons Learned

The partnership between the national project and the local community is still evolving. It is important for the partners to maintain ongoing lines of communication, to negotiate terms, clarify concepts and integrate agendas. The Project Director plays a lead role in shaping and modifying this relationship by expressing to the CIJE the community's position on a range of issues, negotiating terms and keeping the project focused on the local community.

As a result of these ongoing negotiations, CIJE has agreed to:

- 1. Convene a meeting of CIJE consultants and representatives from Milwaukee and Baltimore to develop the Educators Survey questionnaire to meet Milwaukee's timeline.
- Create a feedback loop within the monitoring and evaluation project to provide the local core planning team with ongoing feedback.
- 3. Provide the communities with a \$30,000 grant to cover the administrative cost involved in setting up the program.

## Appendix 1

#### JOB DESCRIPTION

Title: Director, Milwaukee Lead Community Project

#### Qualifications:

- o At least five years of experience in project/program administration.
- o At least five years of experience in all phases of project development:
  - Conceptualization
  - Planning
  - Implementation
  - Evaluation
  - Reporting
- o At least five years of experience in a variety of educational settings.
- o Solid background in Jewish education.
- o Familiarity with Milwaukee Jewish community.
- o Ability to relate to all segments of the Milwaukee Jewish community; credibility as a planner and "bridge builder".
- o Advanced degree in education or planning Ph.d. preferred.

#### Major Responsibilities:

Design and implement "Lead Community Project" through giving support to chairs of the Commission on Vision and Initiatives in Jewish Education, its Steering Committee, the Commission in general and task forces that are created.

## I. Planning/Administration

- A. Direct the development of an outline of a five year plan for Jewish Education including a Mission Statement, Goals and Objectives, methods and time frame and means of evaluation.
- B. Direct the development of an implementation plan for the year 1993/94.

- C. Direct the development of grant applications to local and national foundations.
- D. Facilitate the development of "Best Practices" and other educational initiatives.
- E. Develop all needed reports (i.e., Bader Foundation, CIJE, and other foundations).
- F. Coordinate planning and implementation of project related activities among community agencies, schools and synagogues.
- G. Serve as primary liaison to CIJE network.
- H. Create and/or gain access to planning and research tools and methodologies as needed for working with the above (e.g., Educators' Survey, "Best Practices" applications, "Educated Jew" project, etc.).

## II. Research and Evaluation

Direct the development and implementation of all the phases (i.e., conceptualization, instrument development, data collection, data analysis, and reporting) of studies required to meet national or local informational needs, for example:

- o Educators' survey
- o Market analysis
- o Evaluation of "Best Practices" and other initiatives
- o Other studies as needed

## Networking and Community Relationships:

To develop means to keep stakeholders informed of progress as well as to build and maintain good working relationships with the following constituents:

## A. Lay leaders

- 1. Co-chairs of the Commission
- 2. Members of the Commission
- Task Force chairs
- 4. Federation and community leaders

## B. Professionals

- 1. Federation staff
- 2. CIJE staff
- 3. Local foundations' staff
- 4. National organizations' staff
- 5. Local professional organizations
- Local rabbis, teachers, schools/program administrators, and agency professionals

# Secondary Responsibilities

- A. Provide consultation to community organizations, agencies and schools in planning and implementation of educational initiatives related to the Lead Community project.
- B. Facilitate and supervise the arrangements for all project related meetings.

RC/nm 3/22/93

## Appendix II

#### PROJECT'S ACCOMPLISHMENTS

I. Objectives and Accomplishments

The major objectives for the first six months of the operation of the Lead Community Project included:

- 1. Establishing an organizational structure.
- 2. Launching a systematic planning process.
- 3. Conducting an environmental scan.

Objective 1: Establishing an organizational structure.

## Action steps and accomplishments

1. Establish a wall-to-wall coalition representing the entire community.

The Milwaukee Jewish Federation (MJF) has formed a community-wide Commission on Visions and Initiatives in Jewish Education. The Commission is comprised of approximately sixty members representing the Federation, synagogues, schools and all communal agencies in which Jewish education is a primary component of their service. It includes lay leaders, educators, rabbis and heads of educational institutions of all ideological streams.

The core planning team devoted much time and effort to create a broad based organizational structure with balanced representation of lay leaders and professionals representing all sectors of our community.

The following steps were taken in creating the Commission:

- o A criteria for Commission membership was developed. It included the definition of role, expectation and profile of Commission members.
- o Members of the Steering Committee were asked to contact key individuals associated with different Jewish agencies, schools and synagogues to elicit recommendations for the Commission.

- o A grid comprised of relevant categories (e.g., day school, congregational school, reform, orthodox, etc.) was created. An attempt was made to create an organization that will provide balanced representation across all these categories (for a list of Commission members, see exhibit 3).
- Identify lay leaders to guide the project.

The Milwaukee Jewish Federation has appointed Jane Gellman and Louise Stein as co-chairs of the Commission. The two have worked closely with the Project Director in creating the Commission and guiding its activities.

3. Hire a Project Director.

Dr. Ruth Cohen has been hired as the professional project director. Dr. Cohen's job responsibilities are outlined in the enclosed job description (see exhibit 1).

4. Establish an organizational structure to support the activities of the Commission.

The structure of the Commission includes:

a. A planning core group that includes the two cochairs and the Project Director. This group meets once a week to plan the activities of the Commission, Steering Committee and Task Forces.

During the first reporting period, this group focused on setting up the organizational structure of the project and initiating the strategic planning process.

b. <u>The Steering Committee</u> is comprised of approximately 20 individuals who serve as presidents of school boards and community agencies or related Federation functions.

The Steering Committee is responsible for managing the process of the Commission and its Task Forces.

The Steering Committee met four times. These meetings focused on the organization of the Commission, planning the community visioning and the strategic planning processes.

c. Task Forces

Two task forces have been convened:

o Strategic Planning

The Strategic Planning Task Force is comprised of several members of the Steering Committee and other key members of the Commission. This group will assist the Core Planning Group in the development of the strategic plan. An outline of a five year plan will be prepared by December.

Family Education Think Tank

This group is comprised of all congregational rabbis, day school principals and agency directors. This think tank will identify critical issues and present recommendations for a communal approach for the delivery of family education services.

5. Inform the community about the Lead Community Project and its role.

The following steps have been taken to inform the community:

- o Articles were published in the Milwaukee Jewish Chronicle.
- o Presentations were made by the Project Director and/or Co-Chairs to lay leaders and/or professionals of the following organizations: JCC, BBYO, MAJE, Principals Council, Milwaukee Jewish Federation and Jewish Family Services.
- o Individual meetings were conducted by the Project Director with lay leaders, agency directors, congregational rabbis and school principals.
- o Presentations were made by CIJE consultants to various groups of lay leaders and/or professionals.

Objective 2: Launch a systematic planning process.

## Action Steps and Accomplishments

1. Develop an outline of a five year plan for Jewish Education.

The following initial steps have been accomplished:

- Establishing a Strategic Planning Committee.
- o Developing a tentative outline for the strategic plan which identifies the major components to be addressed in the plan.
- o Identifying critical issues. Both Commission and Steering Committee have participated in a preliminary process of identifying critical issues.

The following is a list of issues perceived as most critical by members of the Commission and the Steering Committee:

- Family education
- o Personnel development
- o Post Bar Mitzvah education (formal and informal)
- o Financial barriers to Jewish education
- o The Project Director has conducted meetings with key lay and professional leaders regarding vision, goals, and future plans.
- o Developing a shared community vision on June 16, Dr. Jonathan Woocher facilitated a preliminary visioning exercise at the second meeting of the Commission. This visioning process will be expanded at a Commission retreat in August.
- o The Project Director and the two co-chairs attended a CIJE planning seminar in Cleveland. The purpose of the meeting was to clarify basic concepts, strengthen the relationships between CIJE and the communities and launch the overall planning process.

# Objective 3: Conduct an environmental scan.

## Action Steps and Accomplishments

Conduct a survey of Jewish educators in Milwaukee.

Dr. Ruth Cohen has worked with CIJE consultants on development educators' of an questionnaire. The questionnaire was administered educators in the day all the schools, congregational schools, and preschools. Information from this survey will be used to develop a profile of Milwaukee educators. The data will be analyzed by a research firm located in Vanderbilt University. A written report based on the findings of the survey will be available in August.

 Conduct a survey of Jewish education administrators in Milwaukee.

Dr. Ruth Cohen is currently working with Roberta Goodman and Dr. Shulamith Elster on the development of a questionnaire for principals and program directors. This questionnaire will be administered in early July. Both survey instruments will be used by the other two Lead Communities.

RC/nm 6/29/93

# Appendix 3

					Lubavitch Nursery	Commi	ssion on Vi	sion and I	nitiatives in Jew	ish Education		Prof./			Page 15		
NAME	Hillel Fdtn.	ввуо	JCC	JPS		наје	Cong. Schools	Day Schools	Orthodox	Conservativ	e Reform	Rabbi	Jewish Educator	Secular	Federation	Funder	Lay Leader
Edith Arbiture									ARC	Menorah	/ E (		x				
Susan Atlas							x		6 6 6	0 6	Or Tikva		x	Principal			
Dan Bader									444	10.00	9-9-					x	
or. Steven Baruch		4				x	x	HJDS	Anshai Lebowitz	Sept.				Curriculu Developer	2		x
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rad Bernstein		x							13.	Beth El	0	1			x		x
liot Bernstein			х			x		Hillel	Lake Park		2/				x		x
athie Bernstein					. 4				Lake Park	more Ti					x		
aris Bock								MJDS		Beth Israel					x		x
lan Borsuk								YES	Beth Jehudah								x
abbi David Brusin								HJDS		Beth Israel		x		Asst. Dir.			

NAME	Hillel Pdtn.	ввуо	JCC	JPS	Lubavitch Nursery	MAJE	Cong. Schools	Day Schools	Orthodox	Conservative	n Reform	Rabbi	Jewish Educator	Prof./ Secular Educator	Pederation	Punder	Page 16 Lay Leader
Rabbi Lee Buckm	an.						x			Beth Israel		x					
Claudia Cohen								Billel	Kehillat Torah		- 41-				x		x
Rabbi Stan Coher	1							WITS	Lake Park	1		x			x		x
Jeff Conn									18 20	Beth El		1	x	Principal			
Dorothy Cummins									5	Beth El	A.		x	Teacher			
Judith Dermer							x	MJDS	10		x			х			x
Merzy Eisenberg								MJDS	100	1	Beth Hille Kenosha	1	x				
Annette Evans		x								3	Shalom						, <b>x</b>
Michael Fefferma	n						x				Emanu-Bl		x				A 5
Catherine Frank			x					YES	Beth Jehudah		17						x
Jane Gellman			x					MJDS			Sinai				x	x	x
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Hillel Pdtn.	ввуо	JCC	JFS	Lubavitch Nursery	HAJE	Cong. Schools	Day Schools	Orthodox	Conservative	Reform	Rabbi	Jewish Educator	Prof./ Secular Educator	Federation	Funder	Page 17
T			12				П	ARC	HIN	Shalom		x				x
			х					4 4 6		Emanu-El				x		x
		x						4.4-4	7- 7-	Emanu-El				x		x
		x					MJDS		Beth Israel	7.9						x
	7						Hillel	Kehillat Torah		J.F						x
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			х		x					Emanu-El				x		x
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NAME	Hillel Fdtn.	ввуо	JCC	JFS	Lubavitch Nursery	наје	Cong. Schools	Day Schools	Orthodox	Conservativ	re Reform	Rabbi	Jewish Educator	Prof./ Secular Educator	Federation	Funder	Page 18
Jeff Metz	1		x	1		1 1								Asst. Dir.			
Rick Meyer											Sinai				x		
Joel Minkoff	x								17.77	Beth Israel Madison	14				x	x	x
Dr. Michael Morga	ın X						x	MJDS	11/2	Beth Israel		x	x	Director			
Cynthia Musickant			x						3		1	$\sqrt{}$					
Amy Neistein							x	x	KD.	A	Sinai	Z +	x				
Marilyn Pelz			x						160	Beth Israel	0/				x		x
ina Regosin						x	x		Lake Park	Beth Israel				Director			
Steve Richman											Sinai				x		x :
im Ross							x		4		Shalom		x				
Marilyn Ruby								MJDS		Beth Israel				Jewish Chronicle			

NAME F	illel dtn.	ввуо	JCC	JFS	Lubavitch Nursery	маје	Cong. Schools	Day Schools	Orthodox	Conservativ	e Reform	Rabbi	Jewish Educator	Prof./ Secular Educator	Pederation	Funder	Page 19
Shari Sadek	1	,	- 1	1		1 1	1	ı	IADC	1-1-1-1	Shalom			Teacher			, x
Gerald Schwartz	$\top$								A A A	Beth El			x				
Rabbi Isaac Serot	a						x		10-10-16		Shalom	x	x	Director			
Sonnie Shafrin						x	x		14.34.7	W,	Shalom		x	x	x		x
evorah Shmotkin			$\neg$		x				Lubavitch	L	1	1	x	Director			
Allian Sims			$\neg$	x					13 7		- 4	/		Director			
aren Sobel								MJDS	173		Sinai		x				
erry Stein			$\neg$						7.7	Beth Israel	17/				x	x	x
ouise Stein						x		Hillel		Beth Israel					x	x	<b>x</b> .
onnie Sumner											Emanu-El			Teacher	х		x
erry Tepper		$\dashv$		$\neg$				Hillel	Kehillat Torah						×		x

NAME I	Hillel Fdtn.	ввуо	JCC	JFS	Lubavitch Nursery	наје	Cong. Schools	Day Schools	Orthodox	Conservative	Reform	Rabbi	Jewish Educator	Prof./ Secular Educator	Pederation	Punder	Page 20
Karen Torem						x		YES	Beth Jehudah				x		x		x
Rabbi Yigal Tsaid	ii.							Billel	Kehillat Torah			x	x	Director			
Dan Weber								MJDS	1.1.1	Beth Israel	1		x		-4		x
Judy Werlin								Hillel	1/4	Beth Israel	1	1	x	Teacher			
Rabbi Shabse Wert	her							YES	Beth Jehudah		1	x	x	Director			
eve Joan Zucker			х				x		40		Emanu-El		x		x		x
Revised 4/9/93							×		73	27.1							