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MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.
Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.
Subseries 2: Commissioner and Consultant Biographical Files, 1987–1993.

Box	Folder
6	13

Melton, Florence, 1988-1989.

For more information on this collection, please see the finding aid on the
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Commissioner Contact Sheet

Name

Florence Melton

Assigned to

AHMailing
Address

Off. phone

Home phone

Fax

Telex

Comments

Influential, interested in adult education

Date	Nature of Contact/Status	Next Steps/Action Needed
6/21/88	AH Visit - Pre 8/1 interview	
8/8/88	SF Call - follow up on 8/1	
10/19/88	SF call - pre 12/13 interview	
10/27/88	DM call - input on options	
12/12/88	AH visit - pre 12/13 discussion	
12/14/88	SF call - follow up on 12/13	
		AH will try to see 4/89

COMMISSIONER CONTACT SHEET

Name Florence Melton Assigned to AH
Mailing 1000 Urlin Avenue, Suite 1505 Off. phone 614-224-5239
Address Columbus, OH 43212 Home phone _____
Fax _____ Telex _____
Comments Influential, interested in adult education

Date	Nature of Contact/Status	Next Steps/Action Needed
6/21/88	AH Visit - Pre 8/1 interview	
8/8/88	SF Call - follow up on 8/1	
10/19/88	SF Call - Pre 12/13 interview	
10/27/88	DM Call - input on options paper	
12/12/88	AH Visit - Pre 12/13 discussion (New York)	
12/14/88	SF Call - follow up on 12/13	AH will try to see 4/89

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THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

TELEPHONE CALL WITH MRS. FLORENCE MELTON

1. COMMISSIONER: FLORENCE MELTON
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 19, 1988
5. SETTING: TELEPHONE CALL
6. CONTENT:

I CALLED FLORENCE MELTON AFTER I HAD BEEN CALLED BY HER. I DID NOT KNOW THAT THE TOPIC WOULD BE THE COMMISSION.

SHE BEGAN WITH THE EXPRESSION OF A RATHER DEFINITE POINT OF VIEW, WHICH IS THAT THE COMMISSION, BY VIRTUE OF HAVING INVITED "ESTABLISHMENT" ORGANIZATIONS LIKE JWB AND JESNA TO SERVE AS FULL PARTNERS, WAS VERY SERIOUSLY LIMITING THE POSSIBILITY FOR COMING UP WITH INNOVATIVE OR CREATIVE APPROACHES. SHE FELT THE ESTABLISHMENT GROUPS HAD NOT ACCOMPLISHED VERY MUCH OVER THE YEARS, AND WERE ALSO VERY CONSERVATIVE IN THEIR APPROACHES. SHE DESCRIBED BOTH ORGANIZATIONS IN A VERY NEGATIVE WAY. SHE ALSO CRITICIZED THE FACT THAT BEN YANOWITZ WAS ASKED TO SUMMARIZE THE FIRST MEETING, AND THAT HIS POINT OF VIEW WAS BIASED. FOR EXAMPLE, HE DID NOT MENTION THE MEDIA, AND COLLEGE-AGE IN HIS SUMMARY. I TOLD HER THAT I WOULD THINK ABOUT THIS FOR A FEW DAYS AND BE IN TOUCH WITH HER, AND POSSIBLY A SMALL GROUP OF PEOPLE MIGHT DISCUSS THIS WITH HER.

SHE ALSO BROUGHT UP THE ISSUE OF CAJE AND INDICATED THAT IF THERE WERE PARTNERS, CAJE CERTAINLY SHOULD HAVE BEEN ONE OF THEM.

THOUGH I BELIEVE THAT MRS. MELTON IS INCORRECT, I THINK THAT WE OUGHT TO DISCUSS THIS WITH HER. THE CONSTRAINTS IMPOSED UPON US BY VIRTUE OF WORKING THROUGH ESTABLISHMENT ORGANIZATIONS WAS KNOWN TO US BEFORE WE BEGAN AND I THINK WE OUGHT TO BE ABLE TO INTERPRET THIS TO HER.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
INTERVIEW OF COMMISSIONERS
TOWARD THE FOURTH MEETING OF THE COMMISSION

COMMISSIONER: FLORENCE MELTON
INTERVIEWER: ANNETTE HOCHSTEIN
DATE: OCTOBER 20, 1989
SETTING: MRS. MELTON'S HOME -- COLUMBUS, OHIO
DURATION: TWO AND A HALF HOURS

SUMMARY

FM began the discussion by suggesting that criteria for implementation, in particular for the selection of Community Action Sites, be established and presented to the Commission. She warned, however, that in establishing criteria we should beware to include the mid-west, the west coast and south -- lest they be left out of the phase of implementation of the Commission's recommendations.

Best practice should be looked at seriously for programmatic options. This will require research into what exists and what works effectively in the field today (see many examples in JESNA's The Pedagogic Reporter). Preparatory research is crucial for the success of implementation and for establishing credibility. We must assess the current training and establish professional standards of recruitment if we want to help communities solve their problems.

Community Action Sites: we are assuming that communities are ready and waiting for the Commission to hand them the ideal model for Jewish education. We cannot try to impose our ideas on a community. Communities must want and initiate the work. Then they must realize that we are available to work with them and help them solve their problems. The initiative must come from the community. (See Syracuse [Louise Zachary] as a good example of a community planning process.)

The plan for a Community Action Sites must include a well defined budget so that the community knows exactly how much it is going to cost. Communities will not be willing to commit to an undefined investment. The federations have to be brought into the funding of Community Action Sites.

Continuation: The Commission should establish an advisory body with broad exposure and involvement in Jewish education. An appropriate professional leader and team should serve as the address to which communities could turn if they are interested in improving the quality of their Jewish education. Each community will have to determine their own highly specialized needs and initiate the process.

Funding and First Steps: FM believes that the Commission or interested private foundations should undertake the initial funding of the first steps: that is the preliminary research, improvement of training programs, a professional national recruitment plan and the hiring of a professional leader for the mechanism. CJF should appeal to the local federations to get involved in the funding of scholarships to training programs - perhaps through endowment funds or foundations in their own communities. The local communities should make an annual allocation to a national scholarship fund.

Because the federation leadership in each community changes every year or two, it is important to establish a continuous process for educating new leadership -- a systematic national effort for leadership training and goal-setting. She is concerned about the lack of coordination among all of the national organizations (B'nai Brith, etc.) and the work of the Commission.

In the area of personnel, FM sees retention as the most complex issue. She cited the need for establishing a salary scale according to training/degrees as a way of encouraging teachers to continue their education. She stressed the need to create more full-time jobs for educators so that communities could make optimal use of their talents. She suggested the establishment of a professional commercial placement firm for Jewish education and for communal services.

With regard to research, FM believes that short-term and long-term goals need to be established, with the short-term research providing the basis for action and the long-term being a system of evaluation of what the communities implement.

FM questioned how the mechanism will facilitate strategies on the continental level and in Israel. She is concerned about the notion of the mechanism telling training institutions, and others what to do; as with communities, the initiative must come from the ~~institutions~~. They must turn to the mechanism with specific requests for assistance.