annual report 1963

Rosenberg Foundation

ANNUAL REPORT

1963

ROSENBERG FOUNDATION
210 Post Street, San Francisco, California 94108

MAX L. ROSENBERG

The President's Message

AGAIN the Rosenberg Foundation presents to its friends the informal story of another year's work. 1963 was particularly rich in opportunities to support new programs seeking to benefit children and youth. Out of the many applications submitted the board's hard task was to select those which seemed to offer promising new solutions to long-standing problems, or hopeful approaches to emerging ones. The continued emphasis of the Foundation on young people seemed fully justified in the state which now has the largest school enrollment in the country, and where children of many backgrounds and capabilities come together. Grants went to educational experiments, to gaining new insights on delinquency, to programs for disadvantaged children and their families. Art, music and drama continued to be recognized as enriching factors. Especially inspiring were the growing number of proposals from young people themselves, responding to the ferment of the times with programs of service. I express for the directors of the Foundation, and for myself as I finish my term as president, appreciation for the wise advice of many trusted counselors, and indebtedness to the grantees who work to better the lives of children.

ELEANOR F. ANDERSON

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The Year In Review

It is possible that the more profound experiences in a man's life can include these things; being able to identify a street by its sign; passing a written, instead of an oral, driver's license test or, most meaningful of all, reading for the first time to his children no matter if it is only from their own simple texts.

Consider the case of L. C. Mitchell.

Back To School In San Diego

Now living in San Diego, married, and at 31 the father of seven children under ten years of age, "L.C." (he uses only the initials) Mitchell was himself one of seven children in a rural Oklahoma Negro family to whom education was not considered a pressing matter. Indeed, at age 13, when most boys are in high school, young L.C. dropped out of elementary school, taunted by other students for still being a fourth grader. He went to work in Tulsa as a truck driver but his work was made difficult by his inability to read street signs.

Five years ago, L.C. Mitchell moved his family to San Diego and since then he has supported them through odd jobs, chiefly on construction projects. Very likely, any higher aspirations would have remained wishful thinking had it not been for the city's vigorous new attack on low adult educational and cultural standards, particularly in San Diego's older sections. The protagonist is the Department of Adult Education of the San Diego City Schools and a principal aim is to upgrade the parents' capacities in the hope of influencing the children. To aid in staffing the project with a community education coordinator and other

personnel, the Rosenberg Foundation granted a total of $37,800 over a three year period.

In order to spread the gospel of improvement the director, a young Negro named John Johnson, attempted to saturate southeast San Diego with encouraging talks to adults on how they could return to school, increase their job prospects, take part in community activities, learn how to use libraries and other public cultural facilities, and in general become prideful citizens of a deteriorating area. By working a long day and an extended week Johnson addressed at least fifty organizations ranging from the PTA to the Waiters and Bartenders Union. In cooperation with Kenneth Imel, the director of adult education, a shock team of volunteers rapped on 2400 doors telling the residents (chiefly Negro; some Mexican American) where and how to get back to school for the good of themselves and their children. No doors, it can be noted, were slammed in their faces. To free families with very young children, the Imel-Johnson workers raised a fund of $150 for child care. From the wider community college graduates, retired teachers, and teacher-training students volunteered to help the regular adult education teachers with the slow learners.

One hundred additional adult pupils were enrolled the first semester, among them L.C. Mitchell. He had been told of the opportunity by a public health nurse who had heard John Johnson speak to a group. Another enrollee was 44-year-old Thomas Wright who arrived as a result of the door-to-door canvass. A sixth-grade education had sufficed to keep him employed at Convair for twenty years as a mechanic but, in recent technological readjustments in the aircraft-missile industry, Thomas Wright's skills proved obsolete and he was laid off. To retrain, he needs more education and is as determined as L.C. Mitchell, who can now read, to finish high school. It is Mitchell's feeling that this is the biggest thing that has ever happened to him.

Today, at the beginning of this project's second year, education officials in San Diego are heartened by the growing interest and response. In addition to what it does for the individual and his family, the project stands to profit the community. The benefits are not only cultural but can be stated by Kenneth Imel in the stark terms of cash: "You can put a man on relief and it costs the county $200 a month. Or you can educate him for just forty-eight cents an hour and have a good chance of turning him back into a taxpayer."

Planned Parenthood

NOTHING in the world at mid-century so confounds man as his own fertility. Compounding that is the rapid reduction of famine, disease and other factors that have heretofore controlled populations. More and more the need for family planning of some kind becomes obvious. Here in America we are faced with a curious paradox: those who *least* need to know how to limit the size of their family are those who can *best* afford to get the medical information available—including methods acceptable to the Catholic Church. Low socio-economic groups, who tend to have the largest number of children usually have the least access to such knowledge. The results, particularly as they swell welfare rolls, are too well known to need restatement here.

Four times in the past, the Rosenberg Foundation has made grants in this area to Planned Parenthood/World Population and its predecessors. Another grant was made in 1963 ($12,650 for one year), to give partial support to this national organization in helping interested California counties develop family planning services as part of their public health programs.

Mrs. Miriam Garwood, the Planned Parenthood staff member undertaking this project, has a difficult assignment. The subject can be a sensitive one. Yet such groups

as the State Board of Public Health, the California Medical Association, and the California Conference of Local Health Officers all are officially on record as supporting education in family planning as part of adequate medical services. Mrs. Garwood's duties will be to organize community citizens' groups to support public health agencies.

Many health officials feel this groundwork is necessary before the program can make the transition to public health auspices. Already this has been accomplished in such counties as Contra Costa, San Luis Obispo and Placer.

One of Planned Parenthood's greatest responsibilities is in having the program implemented as a medical service in the community. Thus far Mrs. Garwood has been influential in gaining both medical and religious support in several California counties for family planning information and service. This includes methods favored by all religious groups and has been received in many California counties with increasing interest.

Again, the Delinquent

ONE of the less momentous questions of 1963 (yet one not without significance) was posed at Fricot Ranch School, a California Youth Authority institution for boys in the Sierra foothills: suppose, in reward for some effort, you were given a choice of a small candy bar now or a larger one a week from now. Which would you choose?

The Fricot staff was certain most of the boys would settle for the small one now. The staff was wrong. Just as many boys decided to postpone pleasure and take the big bar later.

What this indicates is only a small item in a multitude of questions and tests some Fricot boys are being given as part of a five-year study. The study will help determine whether or not smaller living units of twenty boys produce

measurably greater improvement than the usual fifty boy "cottage", each cottage being equally staffed. To this study, which is already influencing the State's planning of future treatment centers, the Foundation made one of its largest grants: $154,901 in 1959. In 1963, it released terminal funds of $34,238.42 plus $2,439 to cover salary increases.

The final report of the Fricot project next year will be distributed in the United States and England. In both countries interest in the program among correctional people is strong.

In 1963 the Foundation made two other grants applicable in the same areas of delinquent behavior. One ($60,939 over three years) went to Boys' Republic in Chino, California and the University of Southern California's Youth Studies Center to test further the La Mar Empey method of treatment.

Dr. Empey is among the few sociologists who have developed a rehabilitation method based upon the theory that delinquency is a group phenomenon, and that therefore effective treatment must center on the group as the focus of change. His methods had been tested in a small community setting. The purpose of this grant is to determine their effectiveness in a large city environment.

Another grant, ($3,600) was made to the Marin County Probation Department to help evaluate a new concept of residential treatment within the county for certain youthful offenders, rather than placing them in one of the "thousand-bed bastilles," as big state institutions are sometimes referred to.

The plan is not applicable to all counties but within its limits has produced some good first results. Marin is a community of well-to-do, well-educated, reasonably conscientious parents. Their teen-agers, nevertheless, can sometimes become sorely troublesome. The delinquency, however, is not the result of a West-Side-Story "street

culture," but of what has been called a "freeway culture." In this, the car and the drive-in play more subtle roles than the open switchblade.

Because of the high percentage of articulate, responsive parents, the Marin Probation Department conceived of an approach whereby they would request the courts to have selected youths retained in Juvenile Hall in small groups under a new, trained staff-member — the Residential Worker. This "RW" would be no mere child custodian, as in traditional care, but a kind of third parent, through whom the psychiatrist, the caseworker and other clinicians would deal with the boy or girl in custody. The RW would serve as a funnel and chief point of contact for the delinquent rather than having him the target of scattered shots from separate sources of therapy. A good houseparent, in short, probably has the most telling influence on the child in custody but in most juvenile halls has little to do with treatment.

In the Marin program, the RW will not only assume a dominant role but, since the child remains in the county, can bring his parents into the therapy program. This, obviously, can bridge that serious gap of a youth's return home, after a long absence in a state institution, only to find no change in the parental attitudes and responses that may have had a bearing on the bad behavior in the first place.

Marin probation officers have reason to feel hopeful of their plan. Of the twenty picked youths who have gone through a pilot program, only one has come into conflict with the law again. Now the county is building a new center to house fifteen boys and fifteen girls to give the new concept a solid send-off. However, before this decision was reached, the probation department retained two outside experts in child development and group social work, Dr. Henry W. Maier, and Franz X. Kamps, to evaluate the

proposal. (Dr. Maier is presently affiliated with the University of Washington and Dr. Kamps is Hospital Superintendent of Minnesota Residential Treatment Center.) It was for their services and expenses that the Foundation made its grant. The experts approved and strengthened the plan with an idea of their own. They said in part: "Marin is probably unique in the long history of the field of correction as a community that has allowed itself the expense and leisure to think first and act later in order to devise a program specifically tailored to the problems it intends to attack . . . In our opinion, this creative approach should become known in other parts of the state and country in order that others can follow its example."

Marin county supervisors have approved construction. The new center is expected to be opened in April 1965.

The Youth-Servers

IN 1963 the Foundation continued its policy of supporting new programs in youth-serving organizations with grants to the YWCA in Santa Monica (total: $23,073 for two years), and Oakland (total: $39,375 for three years). In addition, it granted $2500 as one-year interim support for the new consolidated Bay Area Girl Scout Council until its own operating budget supplied funds. It also made a final grant of $4333 to the Girl Scouts for a Sacramento program, already described in previous reports. This council is having success in bringing in "hard-to-reach" children who usually do not of themselves seek Girl Scout membership.

The grant to the YWCA in Oakland is attracting even harder-to-reach girls, those usually in some kind of trouble or on the verge of it. One thing it has done is to banish among some young women of the East Bay the reputation of the YWCA as "square." Indeed, the Oakland program, which is working with such far-out groups as the "49th

Street Hustlers," now has a waiting list of other problem girls eager to come in. The range of backgrounds is impressive. Many are Negro, and some are Indian. But one group is composed solely of troubled girls from Piedmont, a community within Oakland which, in contrast to the many areas served by Foundation grants, can only be described as culturally privileged.

Now in its second year, this program has activated seven groups, or as many as the staff can handle. One is composed solely of pregnant teen-agers. Another specializes in those who have been expelled from school. What all these could be said to have in common, besides behavior problems, was their initial distrust of the YWCA program. The extent to which that has profoundly changed—and possibly affected the attitudes of the girls toward their own personality difficulties—will be discussed at greater length in a future report.

Crime's Forgotten Men

In several previous years the Foundation has supported the work of Dr. Norman Fenton, noted California penologist, in improvement of treatment methods, particularly in the county jails. This weak correctional area is also the subject of a 1963 Foundation grant to the Northern California Service League ($12,300 for the first year of possible three-year support with equal allocations from the San Francisco and Columbia Foundations). The League is an enlightened private agency that attacks the problems of crime at the local level. Its usual work is concerned with inmates in county or city jails. The new program is offered as an alternative to incarceration.

The League has established a clinic, staffed by a project director and a caseworker, and having psychiatric and research consultation, to whom the courts can refer certain

offenders. They will be treated in the community, outside of either jail or prison. Perhaps the most desperate need for this kind of services is among youth aged 16 to 25 who are sentenced in adult, rather than juvenile, courts. Only in rare instances are they sentenced to the treatment programs of the California Youth Authority, which are generally regarded as among the best in the country. Even when younger offenders are placed on probation through the adult courts, they become part of a case load usually so heavy (200 to 300 offenders per officer are not uncommon) that effective supervision becomes virtually impossible.

The project went into operation in November, 1963, and by the end of the year had what might almost be described as a student body of fifteen. These were mostly convicted car thieves, robbers, and assaulters of various kinds; only a few had been convicted of misdemeanors. Their ages ran from 18 to 35. With court referrals running at five or six a month, a steady caseload of thirty-five will be considered maximum in the hope that this can demonstrate what might be possible to accomplish on a larger scale. The immediate object of the clinic is an attempt to provide stabilizing influences—for example, restoring family ties where possible, and finding permanent work for those with haphazard employment. Then the task of altering attitudes begins.

Problems of Young Mexican-Americans

1. Prelude to Action

ONE test of the vitality of a concept might very well be whether or not anyone reads conference reports on the topic. On April 6, 1963, Occidental College in Los Angeles sponsored the Southwest Conference with specific attention to "Social and Educational Problems of Rural and Urban Mexican American Youth." (Occidental had been given a Rosenberg grant of $5,750 for this purpose in 1962.)

One hundred fifty leaders in this seldom explored field met, talked, and adjourned. The highlights of what they had to say were published in a 64-page report arousing so much interest that the first printing of 500 copies was quickly exhausted. The Foundation then made an additional grant of $350 for mimeoing and distributing an additional 500 copies.

The grant was a small one. Behind it, however, is a growing awareness of the importance of Mexican American problems in California and the southwestern states. In many ways, Occidental College and its Laboratory in Urban Culture (to which the Foundation has made previous grants) had taken the lead in opening the subject of this minority group to wider study.

The conference, the twelfth at Occidental, was significantly different from earlier ones. This year Dr. Paul Sheldon, the Laboratory Director, could report with satisfaction that there was no difficulty at all in getting representatives from the Mexican American community. Furthermore, for the first time such a program did not start off with "Anglos" as the speakers. Many Anglos in influential positions made their first contact with educated Mexican Americans. Teachers learned of supportive agencies in Mexican American relations they hadn't realized existed. A Mexican American judge (once a school dropout) discussed education problems with Board of Education representatives. Perhaps most significant of all was the emphasis the conference placed on action—what to do next.

A newsletter now goes out from the Laboratory to those interested, reporting the projects and activities that have grown out of the discussions. The first issue, incidentally, alerts its readers to the Community Council project of Central Santa Clara County (which the Foundation is also supporting).

THE number of residents of populous Santa Clara County having Spanish surnames is exceeded in all of Mexico by only a dozen or so cities. The actual statistics are these: 100,000 Santa Clarans are considered to be Mexican Americans. They constitute more than twelve per cent of the county's population.

2. Where to Begin

The figures only hint, however, at the multitude of problems Santa Clara County is trying to face. These—to mention a few—include low earnings, high illegitimacy rates, and a disproportionate number of juvenile and adult arrests.

To support the Community Council of Central Santa Clara County in its community organization project with the Mexican Americans (one that emphasizes self-help), the Foundation in 1963 released $17,667 as first year funds toward a two-year grant of $33,376. As the year ended, a project director, L. M. Lopez, arrived in San Jose from Denver (where he had spent ten years in similar work) to begin developing leadership and group consciousness that could eventually lead Santa Clara's Mexican Americans into the mainstream of the county's life.

How do you begin to break down the invisible walls that hold 100,000 in a cultural ghetto?

"With the schools," says Director Lopez. "Once you improve the educational level and increase the earning power, other problems of acceptance are almost immediately decreased."

FOR three weeks in the summer of 1963, some sixty key elementary school teachers met in San Jose for help in solving their common "uncommon problem." The problem lies in how to teach Mexican American children who can speak only Spanish. The number of these is high: an estimate based on the 1960 census indicates that from 11,000

3. A Confusion of Tongues

to 15,000 school-age children in California are the children of Mexican immigrants who have lived in this country less than four years and—it can be presumed—understand little English. At the rate they entered the United States in 1961, about 140 new classrooms each year would be needed to accommodate their children in school.

English must be taught these children as a second language, and this requires techniques in which not many elementary school teachers are skilled. Hence, the San Jose Conference. Several school districts supplied facilities and personnel and the Foundation granted $8,690 for scholarship funds, enabling teachers and administrators from eighteen counties to attend.

The conference program was varied. The experiences of those familiar with the problem were shared; linguistic experts from several schools and agencies gave their suggestions. Most of those attending chose as a topic for a final report: "How I Plan to Use the Experiences of the Conference in My Situation." If the title seems unwieldy, the thoughts expressed were not. One teacher wrote (in a not untypical vein): "The problem of teaching English as a second language has been of concern to me since I first came to Broderick several years ago. I felt helpless when a non-English-speaking child would come to my room but I tried and did the best I knew. After spending these three weeks at the conference, all those little things I did in the past seem like nothing. I feel I can go back to my classroom and begin doing some concrete things for these children."

Community Development
1. Progress in Marin

FOR several years, Rosenberg funds have helped support Marin City's earnest attempt to find a place for its residents—80 per cent Negro—in the community life of otherwise all-white, high-income Marin County. This

hands-across-Highway-101 effort, tentative at first, is now scoring some solid successes. Although the Foundation's present grant terminated in November, 1963, (interim support has come from a Columbia Foundation grant) Rosenberg support will resume in 1964. Meanwhile, a fractional sampling of what has happened is worth noting. Tiburon (a white town) mothers have asked the YWCA to organize an interracial teen club so that their children can have the opportunity to know and understand children of another race.... The American Red Cross is developing plans for a 4th and 5th grade study center which it will initiate and coordinate. . . . The Marin County Board of Supervisors has declared itself in favor of fair hiring and, as a result, has designated $15,000 for a minority training and employment program. The California State Employment Service has appointed a minority specialist. The College of Marin has announced its desire to hire Negroes at all levels and to seek new ways to make its regular and adult education program more available to the Marin City population.

These (and other) developments highlight the increasing awareness, concern and interest in Marin City and its large Negro population.

2. *What Succeeds?*

If the Marin City project can be thought of as heading in some successful directions, the question arises, "Why?" It is an important question in relation to the Foundation's support of other community development projects which, hopefully, can offer the children of our present economic and cultural losers better opportunities in American life. Projects involving San Joaquin Valley "fringe" towns and settlements in particular have been helped by Rosenberg funds.

In order to understand what makes some of these developmental efforts bear fruit the Foundation in 1963 made a grant of $3,500 for a three-day symposium at Asilomar under the auspices of the California Migrant Ministry (a division of the National Council of Churches). This may well have been the first such meeting in the country. It offered men and women directly involved in this highly specialized work the opportunity to get together and discuss methods and goals, and to organize their findings for use.

Certainly the symposium aroused enthusiasm. Several of those attending referred to it as "exciting." On the positive side, one experienced social worker said, "it brought together a group of 'pioneer community workers' . . . with commonly held basic values, particularly with an emphasis upon the worth and dignity of the individual, whatever his race, income, or social status; on self-help; and on citizen participation in efforts to build better communities."

Others tempered their approval with reservations, one conferee observing that there was "some naivete . . . in tending to identify community development with services to oppressed minorities rather than to an all-inclusive concept of the community."

3. The Hope of the Future

ALL clues pointing toward achievement turned up by the Migrant Ministry's symposium are going to prove useful if another Foundation-supported effort in community development is to succeed. This concept, sponsored by the American Friends Service Committee, was granted a total of $24,500 (for two years). These funds give partial support to an imaginative effort to help farm worker families in a rural slum area of Fresno County gain standard housing and better community facilities.

The concept here is admirably summed up in the name of a town—as yet unbuilt—bestowed on it by the thirty-five or more families who will build it. The name: El Porvenir. It means "The Hope of the Future." The theme is an inspiring one in a setting where inspiration is an imperative. The "Hope" will be built on the bitter disappointments of Three Rocks, a dismal shack-town not far away. Three Rocks is what remains of a labor camp on the west side of Fresno County where visitors from southeast Asia have declared the living conditions comparable to the worst in their own countries.

With the help of a staff organized by the AFSC the farm workers of Three Rocks (most of whom are Mexican-American) are about to engage in a cooperative project to build themselves homes at El Porvenir that may be worth $10,000 each when completed. Some of the shacks in which they now live were officially declared unfit for human habitation. Since those who live in Three Rocks have no special skills in either home construction or community organization, the epic, boot-strap story of El Porvenir will be watched with great interest. Financing will be made possible chiefly through construction loan funds from the Farmers Home Administration. An influential local cotton grower is expected to donate twenty acres of land. An experienced builder will be employed as adviser on construction, since high standards must be met in order to satisfy loan requirements.

Hope has taken the first steps to Reality.

Below First

THE Foundation's interest in education occasionally takes it below the graded classes. Last year it granted $10,700 as first-year support of a two-year project in the Tulare City School District. The plan is to test the effectiveness of a

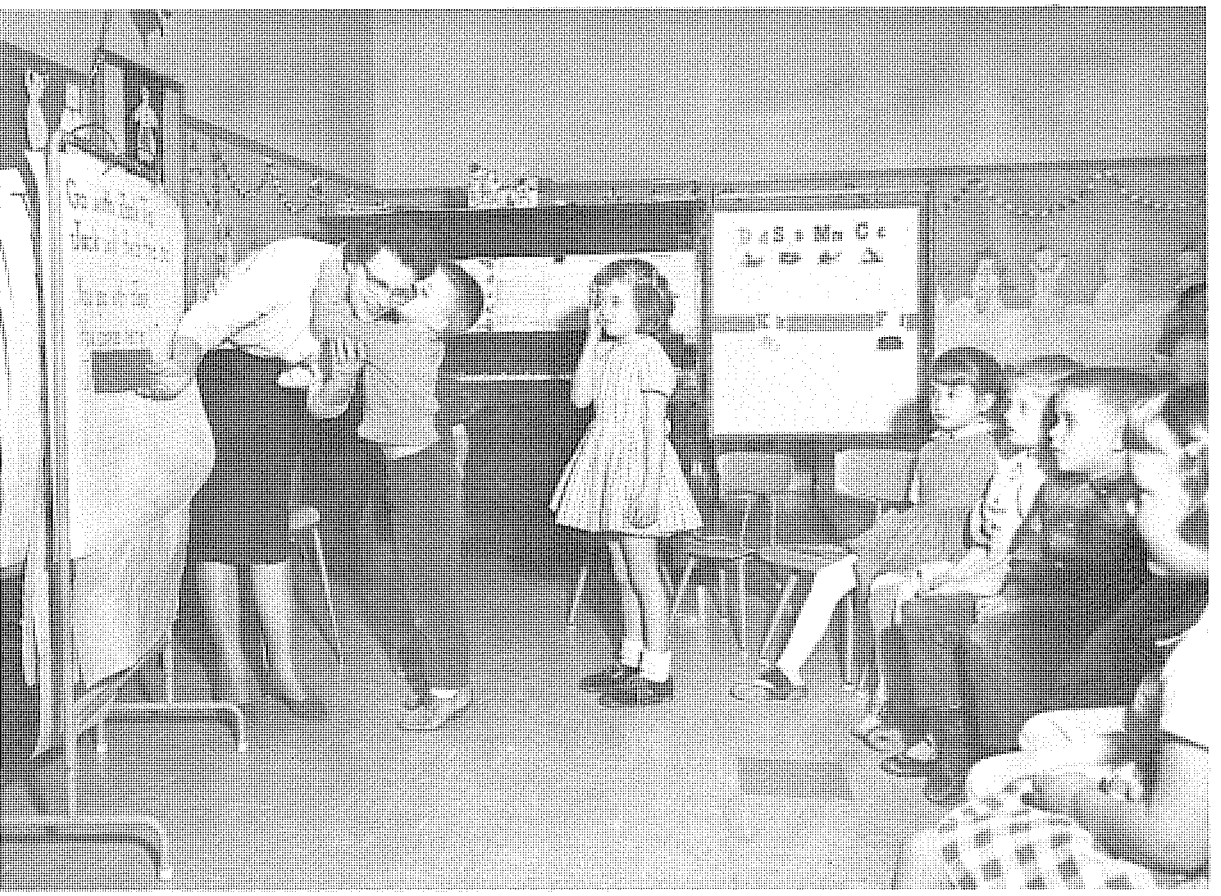
preschool program in one Tulare neighborhood that has the city's highest concentration of Mexican Americans and Negroes. Here some small children are as threatened by school as though it were punishment. If they are to keep pace with other American children, many must have help before kindergarten.

Since 1960 the Foundation has supported a project at Pacific Oaks School in Pasadena. Its objectives are to raise the standards of nursery school education, and to help extend knowledge about very young children out to other child-serving professions. In 1963 the Foundation made a final one-year grant ($23,413) for research to evaluate both efforts. The Pacific Oaks staff is especially eager to discover what it has accomplished and where it may have failed since this is, in all probability, the first such study in the United States.

Taking one step beyond nursery school, the Foundation made another evaluation grant in 1963. This, amounting to $10,000 for one year, goes to the Livermore School District for research to find out what happens when you teach reading to selected kindergarten children. Fewer than one per cent of United States schools have a formal kindergarten reading program. Are such programs desirable? The study will seek answers.

The research program is focusing on three groups: 1) children who received reading instruction in Livermore's kindergartens, 2) children who received *readiness* instruction there and 3) children who attended kindergartens elsewhere.

The results based on the first three years indicate: 1) reading instruction is more effective than readiness instruction, 2) the reading kindergarteners who read turn out a superior performance compared to the other two groups and 3) readiness instruction in kindergarten isn't effective.



A Livermore teacher reaps one reward of teaching kindergarteners to read.

The research is by no means concluded. Marjorie L. Kelley, Coordinator of Curriculum Development and In-Service Education, Livermore School District, has decided, however, that if your five-year-old wants to learn to read so that he can look up his program in "T.V. Guide", he is probably not precocious but simply a product of a more sophisticated generation, one that is ready to learn several skills at an early age.

Intertribal Friendship House

Of the minority group problems that have come under study and attack with the aid of the Foundation's funds, among the most baffling and complex are those troubling the relocated American Indian unaccustomed to city life. One such program concerns Intertribal Friendship House in Oakland. In 1961 the Foundation made its first grant to the American Friends Service Committee (sponsors of IFH) to explore the value of casework among a people unused to help and reluctant to ask for it. But help is badly needed if they are to find employment or get adequate medical care, to cite but two important areas of need. The stresses in some of these families are great. Possibly they are no greater than might occur among white city dwellers who were resettled—without sufficient funds, preparation, or training—on a remote Hopi reservation.

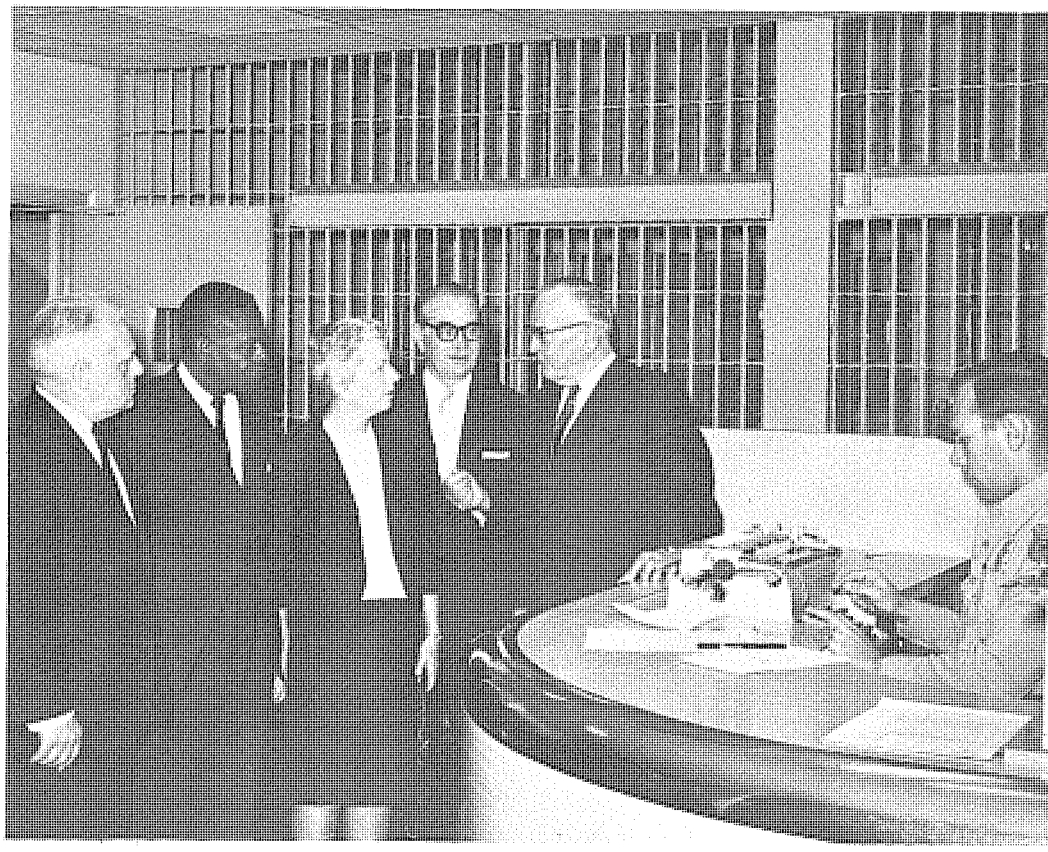
Since 1961, the Foundation has continued its support of casework of IFH and last year granted a final grant of $2050 as the community began assuming this responsibility. The inroads one caseworker can make into the problems besetting the 5000 Indians from eighty tribes now living in the East Bay are necessarily slight. Thus far, however, it has been demonstrated that casework and counselling *can* help. A recent report to the Foundation from IFH notes: "Upon many occasions the caseworker's knowledge

of community resources does result in some very specific problem being solved. For example, through knowledge of the Avery Fuller Foundation, funds for a special diet for an extremely allergenic child were obtained after the parents had spent months unsuccessfully approaching other agencies in the community. A young widow who came down with pneumonia found great relief when Homemaker Service was obtained so she could have her five children home rather than farmed out to five different families. However . . . the real core of any social work program is an intangible. . ."

The Layman Fights Crime

CALIFORNIA'S crime bill is now *one-seventh* the total for the entire nation. Indeed, the fight against a rising crime and delinquency rate is opening almost as many tactical fronts as a global war. One of these, the Citizen Action Program of the California Council on Crime and Delinquency, is beginning to make progress now that most of the time-consuming job of organization, started in May, 1962, is behind it. A Citizen Action Program is already underway in almost a score of other states, having been launched in 1955 with a Ford Foundation grant. Here in California, the Rosenberg Foundation has supported the first two formative years with a total grant of $40,000, the final $15,000 of which was released in 1963.

The purpose of CAP is to turn some influential minds toward actively solving crime-delinquency problems by applying crime-prevention knowledge already at hand. In most cases, those who have been recruited (leaders in all fields) have responded with enthusiasm. California progress, however, has been hampered by the state's size which makes necessary a separate northern and southern group in order to ease the mechanics of meeting (CAP members



Members of the California Council on Crime and Delinquency study the Santa Clara County jails work-furlough program at first hand.

pay their own expenses including those incidental to visiting jails, prisons and probation offices).

However, both California groups are now united on certain priorities. Together they will urge the legislature to provide a state subsidy for local (county) probation services. This effort, if it succeeds, will enable counties to hire more men to cut down caseloads to a recommended size.

The northern group will also press for further use of work-release programs in county jails. In this way the inmate works during the day at his job and returns behind bars at night and over weekends. The southern group, on the other hand, has decided its first order of business will concentrate on a reduction in youths ordered detained in juvenile halls—a number long thought to be unnecessarily excessive in California.

Is There a Need to Fail?

A project—now in its second year—that is producing some tentative surprises, is that of the Alameda County Probation Department. Here juvenile delinquency, when linked with youth employment, is producing strange equations. The Probation Department (with $12,210 of Foundation funds for each of three years) employs a full-time officer who, working in cooperation with the County's Juvenile Justice Commission, develops work opportunities for boys and girls released from the county work camp. The emphasis is on jobs with a career potential and not merely catch-as-catch-can employment.

Although the research phase of the project will reveal final results, at mid-point the Probation Department feels it has had enough experience in placing these youths to conclude that work opportunities themselves are not the answer to preventing recidivism. In some cases it almost

seems that a boy has an emotional need to fail. (Finding employment for released girls is almost impossible. Their families usually insist on a return to school, most often the setting in which the original delinquent behavior took place.) However, the Department has found business, industry and the unions highly cooperative in making placements for boys. The unions, in some instances, have made openings for minority-group youths in apprenticeship programs. Indeed, there have been more job opportunities than there have been qualified boys to fill them. But even a good work record in the county camp is no sure index of how the boy will react when offered a job opportunity. One youth, who had no serious drinking habits, reported to work drunk. Another who had accepted a fine opening in a desirable craft, found a pretext to take temporary, unskilled work instead. While there have been successful placements, too, Alameda Probation officials are weighing new approaches to work-camp training as well as counseling on release, if their wards are to hold the jobs creditably. Even to these experienced workers in the delinquency field, modifying youthful behavior patterns requires, in their words "a tremendous reach".

Art For All

1. Pasadena

FOR over a decade, the Pasadena Art Museum has carried on an unusual workshop for children. No one ever expected it to produce great art and in this the Museum's staff has not been disappointed. But it has demonstrably fulfilled its primary expectations. With an uninhibited use of fingers, brushes, pens, rollers, tubes, sponges, wire, metal scrap, feathers and assorted other items, hundreds of children have learned the joy of creation and experimentation with color, form and texture in an atmosphere of few strictures.

Until recently, the flaw in the program was the price. The $25 for fifteen weekly sessions did not bother the

middle-and-upper-income families that are a mark of Pasadena's standing as a status community. But this sum did automatically rule out most of the children from minority-group families who have moved into the city in increasing numbers.

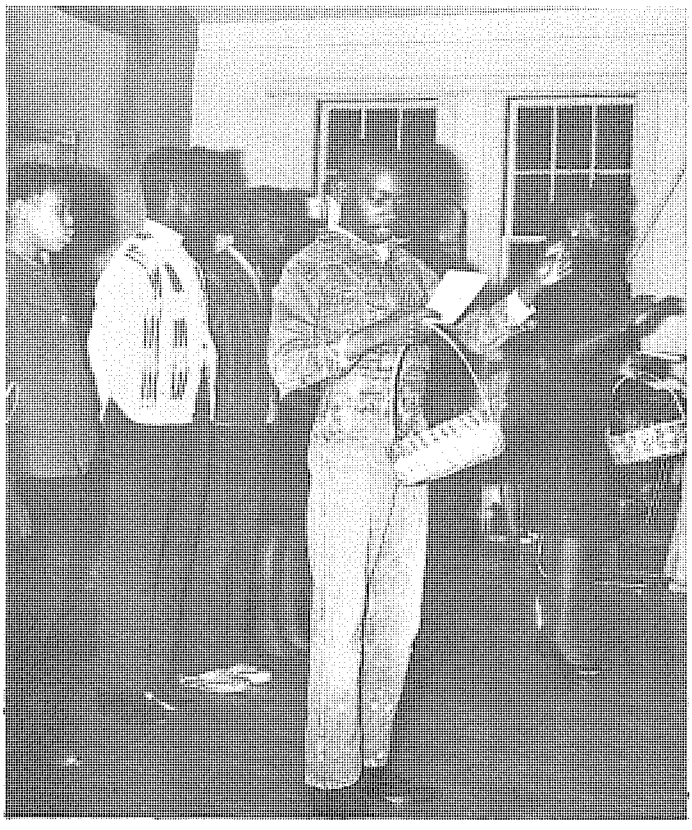
In 1963, the Foundation made a grant to the Museum ($28,690 for two years) for a program that will bring children (chiefly Negro) into the classes on a scholarship basis. As of the time this is written, the plan has worked with results that are exciting to staff and children alike. The scholarship children (for want of a better term they are referred to as "culturally deprived") have shown an enthusiasm perhaps best exemplified by one boy who can't wait for the car that picks up his group but is usually encountered halfway to the classes hurrying on foot. Although most of these children have been behavior problems in school, none has had to be asked to leave the Museum classes. On the contrary, the fact that they have been singled out for esteemed attention for the first time in their lives is regarded by most of the scholarship children as "the nicest thing that ever happened" to them.

2. San Francisco

In 1963 the Foundation continued its support of another project that involves children—and their teachers—in art. This project ($17,000 for each of three years) centers around the San Francisco Museum of Art (specializing in contemporary movements) which employs discussion, rather than lectures, in teaching young people how to perceive painting or sculpture. Considered "tops" by several school curriculum experts, this extensive program which even rents paintings and sculptures to Bay Area schools will be continued by the Museum itself when the Foundation grant terminates in 1964.

A North Richmond study hall successfully pioneered by Neighborhood House.

Benjamin Franklin Junior High School in San Francisco presents the student-written "Year There Was No Christmas." The theme: too many children, no money.



Students of five Los Altos schools hear the International String Quintette of San Francisco in a "Young Audiences" concert-demonstration program.

Music for the Young

THE performing arts came in for another Rosenberg grant in 1963 ($20,000 for two years) made to Young Audiences. This organization sends chamber ensembles composed of talented musicians into elementary schools where they play, invite questions, and explain their instruments. The six-year-old Bay Area chapter of the national organization is now giving as many as 270 concerts a season. Much of Young Audiences' local budget comes from the San Francisco-Bay Area chapter of the Musicians Union but these funds are geographically restricted in use. With the Foundation grant Young Audiences is able to extend its programs to new school districts (previous Rosenberg grants have made concerts possible in Peninsula suburbs as well as in some low-income underprivileged areas). Current schedules will take the ensembles into schools in Los Altos, Mountain View, Orinda, Richmond, San Leandro, San Pablo, Santa Cruz and Sunnyvale during the grant's first year. The children at Sonoma State Hospital also enjoyed the concerts. Ultimately, it is hoped that a circuit will be developed embracing all of northern California.

"This is one of the finest things that ever happened to schools and pupils," says Dr. Albert Renna, Director of Music for the San Francisco schools. "It is not only building a supply of young people who want to learn music but a new world of young enjoyers and listeners."

Drama for Enjoyment

ALTHOUGH the theater and the Foundation might ordinarily seem strange bedfellows, February 1965 will bring a dramatic opening at the Palace of the Legion of Honor in San Francisco made possible, in part, by Rosenberg funds. Produced by the San Francisco Players Guild, *The Gold Hat* is the work of a New York schoolteacher who won a contest ($500 for First Award) which the Guild spon-

sored to encourage new and better plays for children. The contest attracted 110 original scripts from the United States and abroad. Nine of these were judged good enough for use.

In 1963, the Foundation made another grant ($5,000) to the Guild for a second contest. This calls for a stage set and costume design to supplement *The Gold Hat* script. Although information about this contest was limited to California, over 200 inquiries were received by February 1964, including several from out of state. Final judging is set for April. After its opening the play will be taken into several hundred schools, hospitals and institutions for children. In the Guild's thirteen seasons thus far, more than one and one-half million children and adults of all economic and cultural backgrounds have seen its score of productions. The 1963 grant will be the Foundation's third opportunity to broaden the Guild's work.

Drama as Motivation

In the Foundation's eyes, 1963 offered an unusual number of imaginative approaches to difficult problems. One of these, which even found favorable reference in the *Congressional Record,* is the Drama Demonstration Project of the San Francisco Unified School District and the United Community Fund. To this, the Foundation made a three-year grant totaling $45,300 ($9300 of which would go to the Community Fund for one year with further support anticipated).

The project, already underway at Benjamin Franklin Junior High School (ninety-five per cent of the students are Negro), explores the concept that the drama has value as a teaching instrument. For a multitude of reasons which social scientists are diligently studying many students from underprivileged groups do not become motivated toward

achievement by conventional teaching techniques. Yet there is an urgency about developing the capacities of these children if our society is not to produce a huge reservoir of frustrated young people, unemployed and unemployable, who exist outside the mainstream.

As will be mentioned later in this report, Cogswell Polytechnical College in San Francisco has enjoyed marked success in developing an academically integrated curriculum that is motivating action-minded, vocational technicians to a remarkable degree. At Benjamin Franklin, the possibility exists that a similar pattern can be developed around the drama both in school and out of school. Hopefully, this will systematically tie together the various disciplines that are now taught as separate subjects, including English, social studies, mathematics, science and shop.

As of February, 1964, 112 boys and girls were enrolled in the in-school part of the program. Out-of-school, the 112 students are divided into four groups of twenty-eight each. They participate in thrice-weekly programs between 3:30 P.M. and 6 P.M. in such activities as puppetry, stagecraft, music and the dance in neighborhood social agencies.

Motivation: Berkeley

"DEAR Senator," wrote the candid fifth grade boy on return from an "Adventure Tour" to Sacramento; "Thank you for letting us visit you but I would rather have seen the Governor."

The writer was one of 108 Berkeley children who, divided into eight groups, took a monthly trip during the academic year to such northern California centers of interest as the state capitol, the San Francisco airport, a Kaiser Hospital clinic and a performance of *HMS Pinafore*. Each group is escorted by four student leaders from

the University of California. Although the groups do contain some white and some Oriental children, most of the children are Negroes. The project is sponsored by the University YWCA in an attempt to help motivate minority group children of elementary school age toward better scholastic achievement and give them an idea of vocational choices that may later be open to them. On the trip to the Kaiser Hospital, for example, the children watched laboratory demonstrations being made by the multi-racial staff.

To provide some of the Adventure Tour transportation expenses as well as help meet staff costs, the Foundation in 1963 made $3605 available to the University YWCA for the first year of the program. Although aimed primarily at the children, the project has a substantial effect on the University student leaders. One of these wrote, "Sometimes (the Project) forces me to face my own ignorance, particularly that about the Negro and his problems. Sometimes in the shared laughter, the timid hand slipped into mine, the moment of intimacy, it reaffirms the joy of a child's companionship."

On top of this, one Berkeley Elementary School principal reports, ". . . we are sure that the experiences our children are having are paying dividends in the classroom."

Motivation: Vallejo and East Palo Alto

JUST north of Berkeley in Vallejo, the Foundation has also made a grant to the Vallejo Unified School District and in 1963 released $17,500 for the second, final year of a project that also aims at raising the achievement levels of Negro children. This six-part program (which includes such familiar techniques as study halls, a well-baby clinic and a parent participation nursery school) has as one feature a carefully developed motivation plan in which Negro high school students return and give encouraging talks in

their elementary schools, junior college students return to junior high schools, college graduates visit high school. This kind of showing of the educational flag, it is hoped, will serve as a stimulus to the next academic level below, and perhaps provide one more technique in the hot war on dropouts.

The Foundation has long recognized that the importance of a grant is not related to its size. In 1962, it supported a project of the National Council of Christians & Jews ($680) to attack in one locality the causes of a massive problem. The problem is typified by the inability of children in the Ravenswood Elementary School District of East Palo Alto (predominantly Negro) to respond to the standard teaching techniques.

To reach and motivate these children, the teachers, themselves, must find fresh ways of communicating with them—"dig" them on their own terms. The middle-class language and attitudes now used sometimes appear to be only slightly more useful than classical Urdu, for at the root of the trouble is the child's own low self-image. If he is ever to achieve, motivation must start in the elementary grades, beginning with the first.

The 1962 grant helped finance an exploratory, seventeen-session, in-service training program for sixty East Palo Alto teachers and principals to help them analyze and meet the peculiar problems arising in their classrooms. Of these sixty, approximately ten showed an acute awareness and capacity for further intensive training in this area. In 1963, therefore, the Foundation granted $400 so that these selected teachers in two schools could further develop their talents for reaching these children whose normal intelligence is so sadly at variance with their scholastic achievements. It is hoped that this teaching core, with its growing skills, will be able to pass on techniques to other elementary staffs.

THE Vallejo study hall, mentioned above, is an adaptation of the after-hours study halls of North Richmond. These, pioneered by Neighborhood House and supported initially by this Foundation and later by a Ford Foundation grant, are fast-growing, supplementary, educational tools gaining nationwide acceptance. Primarily set up to provide students with adequate room, proper supervision, and knowledgeable help with school subjects, the study halls serve the needs of youths from homes where there is no privacy for study and few educational resources within the family itself. For a while, the North Richmond study halls were too successful; they attracted so many students that they were in danger of taking over some of the social functions of the pizza parlor.

The Role of the Study Hall

Although there is no doubt that study halls as such meet a need, their role in education has never been defined nor are the dynamics of "successful" ones clearly understood. In an attempt to find some answers to the many questions they are now posing, the Foundation made a $4,615 grant in 1963 to Education Extension, University of California in Berkeley. These funds will help bring together approximately forty key professionals and volunteers in northern California who have had experience in after-school study halls. Philosophies, procedures, and goals will be examined during a three-day residential conference in May, 1964.

AMONG the Foundation's grants with demonstrably influential results are those that have involved Cogswell Polytechnical College in San Francisco. The "Richmond Plan," through which technically-minded boys in two Richmond High Schools are following a new, highly integrated curriculum, was pioneered by Cogswell. It was then

How to Pass Physics and Chemistry

transplanted to the East Bay with the help of Rosenberg funds and has aroused national and even international interest.

Meanwhile, the Foundation made a grant directly to Cogswell to develop a remedial curriculum in chemistry and physics for students who had found these subjects, as taught in most high schools, too formidable for mastery. In 1963, the Foundation released the second-year grant of $8,000 to Cogswell. No further grants will be needed for, in the words of Eugene Wood Smith, Cogswell's President, "we found out what we wanted to know."

What Cogswell discovered was what it already suspected: that to make physics and chemistry live, passable subjects for the "capable average" student, the right hand must constantly be applying in concrete, every-day examples the information the left hand holds in the texts. Not only does this enable the student to grasp the subject but to retain better what he learns.

This project also produced several side effects. In the fall of 1963, Cogswell will inaugurate a special program that will articulate with Richmond-Plan schools. Cogswell will also assist other junior colleges in the Bay Area to coordinate their curricula with Richmond-Plan high schools.

Accreditation Brought Up to Date

In the matter of accrediting its high schools, California is a Johnny-come-lately. In 1962, the Foundation made a grant of $10,050.00 to the newly-formed Accrediting Commission for Secondary Schools, Western Association of Schools and Colleges. The following year, a grant of $1500 was allowed on a matching basis and, during the current fiscal year, a grant of $7500 was released, again on

a matching basis, to assist the new organization to get on its financial feet.

To date, most of the state's high schools—public, independent, and church-related—are members of the Association. These have now received the credentials that make their graduates acceptable in most colleges and universities without the necessity of passing special examinations. Prior to the establishment of WASC, the University of California was the only body which maintained a list of schools whose graduates had been deemed adequate scholars. The University is working closely with the new organization and expects to relinquish its accreditation function.

But, if California is late in setting up its accrediting body, it has the possibility of avoiding some of the mistakes of other states where, for example, a school may go twenty years or more without evaluation. California, on the other hand, limits its approval to five years and its standards are such that 21.4% of the schools evaluated to date have been able to win only limited term approval. The evaluation process starts with a thorough self-evaluation on the part of the administration, faculty, classified staff, and students, which culminates in a School Report of approximately 200 pages. Then follows an intensive evaluation by one of some 200 volunteer committees of five or six educators whose expenses only are paid for this service. After three days of probing, each committee prepares a report commending aspects of the school program found to be outstanding and recommending procedures for improving areas of weakness.

What has astonished the Association is the hundreds of applications from school personnel for such committee work. Glamor is at a minimum since few travel farther than the next county. Nevertheless, the opportunity to see what other school systems are doing is a cross-pollination aspect of the system that is proving a rich dividend.

Teenage Symposium

As part of its Continuing Education Program, the University of California Medical School has organized and presented a series of symposia on "Man and Civilization" that have drawn enthusiastic audiences and have received widespread press and television coverage. The subject last year included the potential of women in today's world as well as the family's search for survival.

In 1964 the Medical School has scheduled another two-day symposium on a perenially fascinating subject of teenagers. Leading thinkers in California and other parts of the United States will take part, to say nothing of teenagers themselves. In partial support of this (the Foundation's concern for the children and youth of California goes back to its beginning) a grant of $14,400 was made to the School of Medicine in 1963. McGraw-Hill Book Co. will, as it has done in the case of the other symposia, publish the edited proceedings in book form.

Two Enrichment Programs

The 1962 annual report of the Foundation discussed the rewarding and vigorous program of School Resource Volunteers through which Berkeleyans (including a large number of University of California students) are "enriching" their schools by making use of varied talents drawn from within the community. When SRV first applied to the Foundation for a grant in 1962, it had approximately fifty volunteers at work in less than a half-dozen schools. As of the beginning of 1964 the program has 260 volunteers at work in sixteen of Berkeley's nineteen schools from elementary through high school. The majority of volunteers provide classroom help — in science, math, English, languages, story-telling — as well as special programs for the mentally retarded, aphasic, and blind. Some supervise after-school clubs in art and drama, not to men-

tion manning study halls. Reading help for individual children has increased, filling a striking need. Many volunteers check tests, type, work on bulletin boards, and do the mechanical chores that leave the teachers free to teach.

In 1963 the Foundation released a second-year grant of $13,350 to SRV in recognition of the careful, deliberate manner in which the program has developed.

Like Berkeley, Santa Barbara County, too, has decided to use its residents as a resource for strengthening its schools. In 1963 the Foundation granted $17,365 for one year to help start a Community Resources Project which brings interested citizens, with special backgrounds of experience, into the schools to assist teachers by providing information for the children's enrichment and use. A single example at one school in 1962 was the development of a substantial body of material on contemporary Europe, the Middle East and North Africa through Santa Barbarans knowledgeable in these areas. With the Foundation's current grant the county hopes to find a systematic way of drawing widely upon community resources in the humanities, social sciences, mathematics and science, and to relate the results to school subjects.

The Foundation has made previous grants to Santa Barbara County Schools whose Work Experience Program, for one, had national influence.

The Deaf in Camp

DEEP in the roots of many social and interpersonal problems lies the inability to communicate either intellectually or, as in the case of the deaf, physically. In the third and final year of a grant (total: $25,765) to the San Francisco Hearing Society, the Foundation supported one further imaginative and pioneering step this organization has taken to expand the horizons of deaf or partially deaf chil-

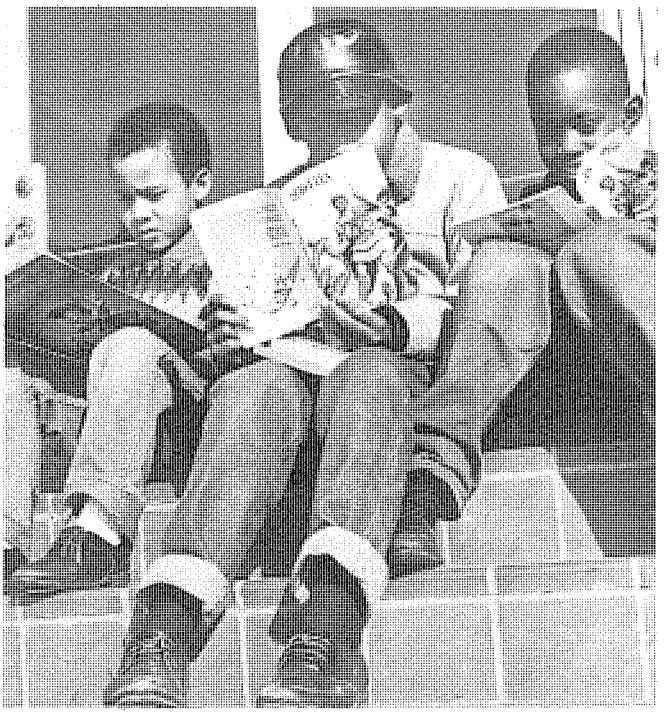
dren. Previous reports have mentioned such successful Society projects as captioned movies, a club, summer day camps, and tours. All of these did much to bring new, outgoing behavior patterns to the hearing-handicapped children.

In the summer of 1963 the Society inaugurated a new plan. A group of hearing teenage boys and girls from the American Friends Service Committee joined a group of deaf teen-agers in a three-week work camp to help develop a Nature Conservancy Preserve in Mendocino County. Although—as might be expected—the barriers between the hearing and the deaf could scarcely be leveled in three weeks, the Hearing Society's counselor included the following observation in his evaluation:

"On the whole there was very little split in camp lines between hearing and deaf kids; this seemed entirely due to the conscious effort on the part of some of the hearing campers to make the project one in which all of the members participated. The work effort was highly successful; the idea of working cooperatively seemed mutually agreeable. The most successful part of the communication was through work situations—pointing up the definite advantage of using concrete, tangible goals for the kids who are deaf. Generally, it may be said, that deaf kids are better at doing than discussing."

A student from the University of California instructs in Berkeley's School Resource Volunteers, a school-enrichment program that is spreading to other communities.

Three "Satisfied Customers" at the Book Fair.



GENERAL INFORMATION

The Rosenberg Foundation is a philanthropic organization, established in 1936. It was created by the terms of the will of Mr. Max L. Rosenberg, a native Californian and successful businessman with broad interest in human beings. During his lifetime he gave generously in support of human betterment. In his will he provided for continued application of his fortune to this objective by endowing the Foundation and by giving its directors wide powers of discretion in the administration of its funds.

ORGANIZATION AND OFFICERS

The Foundation is governed by a board of nine directors, elected for 3-year terms, who serve without compensation. Lay membership with broad community interests rather than professional knowledge is emphasized in the board's personnel. The directors meet regularly once each month. The Foundation maintains offices in San Francisco in charge of an operating staff.

PURPOSE

The Foundation seeks, by its grants, to assist in the initiation of worthwhile projects. It believes its own usefulness is advanced by aiding proposals which can show reasonable anticipation of early success and ultimate permanent financial support from other sources. Projects which will demonstrate new techniques and methods are favored.

FIELD OF INTEREST

The particular interest of the Foundation at the present time is in projects pertaining to the welfare of children and youth in the State of California. It seeks to render aid in areas not adequately covered by existing private, semi-private or public agencies, and, in so doing, to avoid duplication of, or competition with, their work.

GRANTS

The Foundation does not directly operate programs nor does it make grants to individuals. Support is given to selected tax-exempt groups or organizations, whether public or private, for experiments or demonstrations.

The Foundation receives more applications than its funds permit supporting. Failure to make a grant, therefore, does not necessarily mean that the proposal is without merit.

REQUIREMENTS FOR APPLICATIONS

There are no application forms, but the Board of Directors looks for this information in each application:

1. The problem as viewed by the applicant
2. A concrete statement of the objectives to be achieved
3. The plan or design for research or action
4. The length of time for which Foundation support is requested
5. A detailed budget showing the total cost, the contribution of the sponsor, and the amount requested from the Foundation.

6. Whether and how it is planned to continue the program, if successful
7. The significance of the project beyond the local need for it: its possible usefulness as a model elsewhere
8. How the results will be disseminated
9. A copy of the ruling granting federal tax exemption under Section 501(c) (3) of the Internal Revenue Code.

REPORTS

The Foundation requires the recipient of each grant to make periodic progress reports, and at the termination of the project to submit a narrative report and a statement of disbursements.

TERMINATION OF GRANTS

Funds made available by grants must be expended by the recipient only in accordance with the terms specified, and any funds unexpended must be returned. They are not subject to use for extensions, variations, or additions that are not within the terms of the original grant.

All communications should be addressed to the Executive Director, Rosenberg Foundation, Shreve Building, 210 Post Street, San Francisco, California 94108.

Accountants' Opinion

Rosenberg Foundation:

We have examined the balance sheet of the Rosenberg Foundation as of December 31, 1963 and the related statements of income fund and principal fund for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying balance sheet and statements of income fund and principal fund present fairly the financial position of the Foundation at December 31, 1963 and the results of its operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

HASKINS & SELLS

San Francisco, April 14, 1964

FINANCIAL STATEMENTS

Rosenberg Foundation

(A Corporation)

Balance Sheet, December 31, 1963

ASSETS

CASH	$ 71,120.40
INVESTMENTS—At cost (quoted market 1963, $12,326,404)	
Bonds	4,113,665.92
Preferred stocks	826,068.23
Common stocks	3,017,008.99
Total investments	7,956,743.14
OFFICE EQUIPMENT (at cost)	4,221.15
TOTAL	$8,032,084.69

LIABILITIES AND FUND BALANCES

GRANTS PAYABLE	$ 365,705.00
INCOME FUND (deficiency)	(180,068.13)
PRINCIPAL FUND	7,846,447.82
TOTAL	$8,032,084.69

Rosenberg Foundation

Statements of Income Fund and Principal Fund

for the Year Ended December 31, 1963

INCOME FUND

INCOME FROM INVESTMENTS:	
Bond interest	$ 162,015.57
Preferred stock dividends	43,140.81
Common stock dividends	212,891.90
Interest on savings accounts	3,740.54
TOTAL	421,788.82
ADMINISTRATIVE EXPENSES:	
Investment counsel and custodian fees	21,418.70
Administrative salaries	21,150.00
Employee retirement payments	6,000.00
Other	16,398.44
TOTAL	64,967.14
INCOME AVAILABLE FOR GRANTS	356,821.68
ADD—Refunds of prior years' grants	1,134.56
TOTAL AVAILABLE FOR GRANTS	357,956.24
GRANTS AUTHORIZED (less cancellations: 1963, $3,500.00)	503,113.00
EXCESS (Deficiency) OF AVAILABLE INCOME OVER GRANTS	(145,156.76)
INCOME FUND (Deficiency) AT BEGINNING OF YEAR	(34,911.37)
INCOME FUND (Deficiency) AT END OF YEAR	$ (180,068.13)

PRINCIPAL FUND

PRINCIPAL FUND AT BEGINNING OF YEAR	$7,772,667.81
PROFIT ON SALE OF INVESTMENTS	73,780.01
PRINCIPAL FUND AT END OF YEAR	$7,846,447.82

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1963

Project	*Grants Payable January 1, 1963*	*Grants Authorized*	*Grant Payments*	*Grant Cancellations*	*Grants Payable December 31, 1963*
California Youth Authority—Five year support to test the effectiveness of a small living unit in rehabilitating wards at the Fricot Ranch School	$ 26,435.00		$ 26,435.00		
California Youth Authority—Budget increase for the Fricot Project	911.00		911.00		
California Citizens Adoption Committee, Inc.—Two year support for a state-wide study of adoption procedures	62,546.00		9,423.50		$ 53,122.50
Sebastopol Union School District—Partial support for a summer session for children of migratory farm workers	945.00		945.00		
Girl Scouts of the U.S.A.—Three year support to enable the Sacramento area council to incorporate "hard to reach" girls into its regular program	4,333.00				4,333.00
Oakland Y.W.C.A.—Three year grant to demonstrate a preventive and rehabilitative "reaching out" program	22,000.00		12,500.00		9,500.00
Santa Monica Y.W.C.A. and Neighborhood Youth Association—Two year grant to demonstrate a cooperative program for delinquency-prone girls	11,972.00		11,972.00		
Neighborhood House—Two year grant to develop a janitorial training and service program for disadvantaged boys	5,816.70		5,816.70		
Pacific Oaks—Two year support to continue, refine and evaluate the School's community services program	11,300.50		11,300.50		
Community Talent Search—Two year support for consultation to California schools	5,000.00		5,000.00		
Neighborhood House—Supplemental grant for the Job Upgrading project	8,620.00		8,620.00		
Cogswell Polytechnical College—Two year grant to develop a 19 week remedial curriculum in the physical sciences	8,000.00		8,000.00		
University of California and University of the Pacific—Support to publish and distribute a report of the three year cooperative project to improve supervision of beginning teachers	3,500.00				3,500.00
American Friends Service Committee—Second year grant to demonstrate the value of casework services at The Intertribal Friendship House, Oakland	7,800.00		7,800.00		
California Youth Authority—Supplemental grant to cover salary increases in the Fricot project	2,222.00		2,222.00		
Forward	$181,401.20		$110,945.70		$ 70,455.50

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1963

Project	*Grants Payable January 1, 1963*	*Grants Authorized*	*Grant Payments*	*Grant Cancellations*	*Grants Payable December 31, 1963*
Forward	$181,401.20		$110,945.70		$ 70,455.50
Occidental College—Support for a conference on the social, economic and educational problems of young Mexican Americans in Southern California	5,750.00		5,750.00		
North Avenue Community Center—Three year grant for a self-help project in a fringe area of Fresno	25,500.00		10,000.00		15,500.00
Accrediting Commission for Secondary Schools—Two and one-half year grant to enable this new Commission to become self-supporting	16,500.00		9,000.00	$ 3,500.00	4,000.00
Northern California Service League—Partial support to demonstrate casework services as an alternative to incarceration of young offenders	12,300.00		12,300.00		
San Diego City Schools—Three year grant for a community coordinator to raise the educational and economic level of disadvantaged families	37,800.00		13,400.00		24,400.00
Los Angeles Chapter National Association of Social Workers—One year grant to encourage practitioners in social agencies to conduct research relating to children and families	1,050.00		1,050.00		
State Department of Education—Partial support for a summer workshop to improve teaching English as a second language		$ 8,690.00	8,690.00		
University Y.W.C.A. (Berkeley)—First year support for a college student program of "adventure tours" for children from minority backgrounds		3,605.00	3,605.00		
Santa Barbara County Schools—One year grant to use community resources for improved teaching		17,365.00	17,365.00		
Bay Area Urban League—Short term grant to conclude the youth motivation project		2,872.00	2,872.00		
Youth for Service—One year support for this new independent agency		10,000.00	10,000.00		
Planned Parenthood Federation of America—First year grant to assist in developing planned parenthood clinics as part of public health services		12,650.00	12,650.00		
Pacific Oaks—Final support for a program to help professions working with young children and to raise the standards of nursery school education		23,413.00	11,706.50		11,706.50
Forward	$280,301.20	$ 78,595.00	$229,334.20	$ 3,500.00	$126,062.00

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1963

Project	*Grants Payable January 1, 1963*	*Grants Authorized*	*Grant Payments*	*Grant Cancellations*	*Grants Payable December 31, 1963*
Forward	$280,301.20	$ 78,595.00	$229,334.20	$ 3,500.00	$126,062.00
School Resource Volunteers—Two year grant for an experimental program using volunteers and community resources to assist Berkeley public schools		26,700.00	13,350.00		13,350.00
Marin County Probation Department—Short term grant for consultation on a staffing plan for a new treatment center for juvenile delinquents		3,600.00	3,600.00		
Pasadena Art Museum—Two year action-research project to explore the effect of art expression on creativity, self-esteem and academic performance of culturally deprived children		28,690.00	18,350.00		10,340.00
San Francisco Bay Area Girl Scout Organization—Short term interim support until this consolidated agency began receiving Bay Area United Crusade funds		2,500.00	2,500.00		
Livermore School District—One year support for a systematic evaluation of the significance of teaching reading to selected kindergarten children		10,000.00	10,000.00		
California Migrant Ministry—Support for a symposium on community development		3,500.00	3,500.00		
California Council on Crime and Delinquency—Second year grant to develop a Citizens Action Program		15,000.00	15,000.00		
University of California, School of Public Health—First year grant for a cooperative program among the School of Public Health and the Stanford and University of California Medical Schools to recruit and train pediatricians for careers in Maternal and Child Health		18,860.00	18,860.00		
San Francisco Museum of Art—Third year grant to develop a Children's Education Department in the Museum		17,000.00	17,000.00		
San Francisco Hearing Society—Third year grant to develop group work services for hearing-handicapped adolescents, young adults and their parents		7,596.00	7,596.00		
Alameda County Probation Department and Juvenile Justice Commission—Second year grant to test the effectiveness of employment in reducing juvenile delinquency		12,210.00	12,210.00		
Vallejo Unified School District—Second year grant to raise the aspirations and achievement level of children from minority backgrounds		17,500.00	17,500.00		
Forward	$280,301.20	$241,751.00	$368,800.20	$ 3,500.00	$149,752.00

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1963

Project	*Grants Payable January 1, 1963*	*Grants Authorized*	*Grant Payments*	*Grant Cancellations*	*Grants Payable December 31, 1963*
Forward	$280,301.20	$241,751.00	$368,800.20	$ 3,500.00	$149,752.00
Young Audiences, Inc.—Two year support to extend concerts to selected rural areas		20,000.00	12,500.00		7,500.00
American Friends Service Committee—Third year grant to demonstrate the value of casework services at The Intertribal Friendship House		8,200.00	2,050.00		6,150.00
Community Council of Central Santa Clara County—Two year grant for a community organization project to develop Mexican-American leadership and group consciousness		33,376.00			33,376.00
University of California School of Medicine—Partial support of a major symposium on adolescence		14,400.00			14,400.00
San Francisco Unified School District and San Francisco United Community Fund—Grant for an experimental school program to motivate Negro children through a curriculum based on drama production together with related after-school activities in selected social agencies		45,300.00	21,300.00		24,000.00
California Youth Authority—Supplemental grant to cover salary increases in the Fricot project		7,109.00	7,109.00		
Occidental College—Grant to publish and distribute additional copies of the report of the conference on problems of Mexican-American youth		350.00	350.00		
Youth Studies (U.S.C.) and Boys Republic—Three year grant to test the effectiveness of a method of post-institutional treatment of delinquent boys		60,939.00			60,939.00
Tulare City School District—First year grant for a preschool program for children from low income minority backgrounds		10,700.00			10,700.00
California Migrant Ministry—Grant to publish and disseminate teachers' guides and educational booklets on requested subjects for use in classes with Spanish-speaking seasonal farm workers		4,524.00			4,524.00
Fresno Community Council—Three year grant to evaluate the North Avenue Community Center project		1,800.00	600.00		1,200.00
San Francisco Players Guild—Support for a stage set and costume design contest for the Guild's prize-winning play		5,000.00	5,000.00		
Governor's Advisory Committee on Children and Youth—Partial support for a state-wide conference on farm workers' problems		1,500.00			1,500.00
Forward	$280,301.20	$454,949.00	$417,709.20	$ 3,500.00	$314,041.00

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1963

Project	*Grants Payable January 1, 1963*	*Grants Authorized*	*Grant Payments*	*Grant Cancellations*	*Grants Payable December 31, 1963*
Forward	$280,301.20	$454,949.00	$417,709.20	$ 3,500.00	$314,041.00
University of California (Berkeley) Educational Extension—Support for a conference of people instrumental in developing children's study halls to clarify philosophies, procedures and goals		5,000.00			5,000.00
San Diego City Schools—Supplemental grant to increase salary of the community education project director		2,000.00			2,000.00
American Friends Service Committee—Two year grant for a community development project at Three Rocks to help farm workers' families provide themselves with better housing and an improved community		24,500.00			24,500.00
National Conference of Christians & Jews, Inc., Northern California Headquarters—One year grant for a more intensive inservice training program for teachers to enhance educational opportunities for disadvantaged children in the Ravenswood Elementary School District		400.00			400.00
Marin Council of Community Services—One year terminal grant for the Marin City project		17,189.00			17,189.00
Pomona College—Partial support for a three day west coast college student conference on civil equality		2,575.00			2,575.00
TOTAL	$280,301.20	$506,613.00	$417,709.20	$ 3,500.00	$365,705.00

Rosenberg Foundation

Investments as of December 31, 1963

Par Value or Shares	BONDS GOVERNMENT	*Cost*	*Market Value*
70,000	U.S. Treasury Notes 3⅞% 5/15/65	$ 70,000.00	$ 70,000.00
200,000	U.S. Treasury Notes 3⅝% 2/15/66	200,281.25	198,000.00
100,000	Fed. Home Loan Bank 4⅛% 8/15/66	100,000.00	100,000.00
100,000	U.S. Treasury Notes 3¾% 8/15/67	101,300.76	99,000.00
50,000	Fed. Land Banks 4⅛% 10/23/67	50,135.00	50,000.00
200,000	U.S. Treasury Bonds 3⅝% 11/15/67	201,734.36	196,000.00
100,000	U.S. Treasury Bonds 4% 2/15/69	100,281.25	100,000.00
100,000	Fed. Land Banks 5⅛% 7/20/70	101,000.00	105,000.00
100,000	U.S. Treasury Bonds 4% 8/15/70	100,000.00	100,000.00
200,000	Fed. Land Banks 4⅛% 2/15/67/72	201,125.00	198,000.00
100,000	U.S. Treasury Notes 4% 8/15/73	101,300.77	99,000.00
300,000	Government of Canada Bonds 3¾% 1/15/75/78	309,505.24	240,000.00
	Total Government Bonds	1,636,663.63	1,555,000.00
	CORPORATE		
100,000	New York Telephone Co. Series "C" 3% 10-15-64	97,625.00	100,000.00
100,000	Commercial Credit Company Notes 3½% 6/1/65	99,000.00	99,000.00
100,000	Southern Railway Equip. Trust 4⅛% 1/2/68	100,815.00	99,000.00
100,000	General Motors Acceptance Corp. of Canada Debs. 4¾% 12/15/69	104,210.18	89,000.00
100,000	Pittsburg, Cincinnati, Chicago & St. Louis R.R. 5% 6/1/70	103,375.00	101,000.00
100,000	Sears Roebuck Acceptance Corp. Debs. 4⅝% 2/1/67/72	104,250.00	101,000.00
100,000	General Electric Co. Debs. 3½% 5/1/76	100,500.00	92,000.00
100,000	General Motors Acceptance Corp. 5% 8/15/77	106,417.13	105,000.00
100,000	Westinghouse Air Brake Co. Debs. 3⅞% 7/1/78	99,500.00	94,000.00
50,000	Montgomery Ward Credit Corp. Debs. 4⅞% 7/1/80	49,750.00	51,000.00
100,000	Commercial Credit Co. 4¾% 11/1/80	103,875.00	102,000.00
100,000	Southern California Edison 4⅞% 9/1/82	106,500.00	104,000.00
150,000	Amer. Tel. & Tel. Co. Debs 3¼% 9/15/84	153,780.00	126,000.00
100,000	Amer. Tel. & Tel. Co. 4⅜% 4/1/85	101,214.00	100,000.00
100,000	Cons. Edison of N.Y. 3⅝% 5/1/86	101,379.00	89,000.00
100,000	Pacific Gas & Elec. 4½% 12/1/86	101,125.00	101,000.00
100,000	Commonwealth Edison Co. 4¼% 3/1/87	100,000.00	97,000.00
150,000	Niagara Mohawk Power 4⅞% 9/1/87	156,950.00	156,000.00
23,000	Consumers Power 4¾% 10/1/87	23,178.48	23,460.00
100,000	Pacific Gas & Elec. Co. 3⅜% 12/1/87	101,488.00	85,000.00
100,000	Virginia Electric & Power 4½% 12/1/87	100,492.00	101,000.00
100,000	Michigan Bell Tel. Debs 4⅜% 12/1/91	102,266.00	98,000.00
100,000	Baltimore Gas & Electric Debs 4⅜% 7/15/92	102,750.00	99,000.00
100,000	Michigan Bell Tel. Debs 4¾% 11/1/92	104,750.00	104,000.00

50,000	Pacific Tel & Tel Debs 5⅛% 2/1/93	51,812.50	52,500.00
	Total Corporate Bonds	2,477,002.29	2,368,960.00
	Total Bonds	4,113,665.92	3,923,960.00
	PREFERRED STOCKS		
1,900	California Water Service 4.40%	44,100.43	41,800.00
1,100	Christiana Securities 7%	152,922.24	146,300.00
500	El Paso Natural Gas 5% Conv. 2nd	52,500.00	50,000.00
500	El Paso Natural Gas 5.36% 1st	50,000.00	51,000.00
500	El Paso Natural Gas 5.50%	50,001.00	51,500.00
200	Walter E. Heller 4%	14,501.10	15,600.00
300	Walter E. Heller 5.50%	29,393.61	30,600.00
850	Kaiser Aluminum & Chemical 4¾%	42,500.00	42,500.00
1,000	Kaiser Aluminum & Chemical 4¾% Conv. 1957 Ser.	103,474.84	105,000.00
500	Newmont Mining Corp. cum. 4%	49,246.75	53,500.00
600	Pacific Gas & Elec. 5% Red 1st "A"	16,050.00	16,200.00
1,000	Pacific Gas & Elec. 5% Red 1st	26,500.00	26,000.00
1,000	Reynolds Metals 4¾%	50,003.26	51,000.00
2,500	San Jose Water Works 4¾% "A"	61,875.00	55,000.00
1,000	Southern California Gas 6% "A"	33,000.00	32,000.00
500	Tennessee Gas Transmission 4.90%	50,000.00	49,500.00
		826,068.23	817,500.00
	COMMON STOCKS		
	ALUMINUM		
300	Aluminum Co. of America	20,262.13	20,700.00
	AUTOMOBILE		
1,716	General Motors Corp.	76,385.29	135,564.00
	BANK		
5,833	Crocker-Citizens National Bank	88,316.18	303,316.00
11,000	First National Bank of San Diego	88,701.68	528,000.00
550	Morgan Guaranty Trust Co.	63,350.00	59,950.00
1,284	Security First National Bank of L.A.	18,510.75	104,004.00
2,650	United California Bank	50,930.34	180,200.00
4,235	Wells Fargo Bank	93,419.05	368,445.00
	BUILDING MATERIAL		
5,000	Pacific Lumber Co.	72,500.00	190,000.00
	CHEMICAL		
1,300	American Cyanamid Co.	33,013.16	78,000.00
1,224	Dow Chemical Co.	95,491.12	84,456.00
600	E. I. DuPont DeNemours & Co.	60,220.04	144,000.00
3,516	Monsanto Chemical Co.	71,495.87	221,508.00
1,020	Stauffer Chemical Co.	56,771.33	38,760.00
1,000	Union Carbide Corp.	134,975.25	121,000.00

	DRUG		
600	American Home Products Corp.	40,218.10	36,600.00
1,000	McKesson & Robbins, Inc.	15,396.19	48,000.00
500	Merck & Co.	42,737.50	55,000.00
	ELECTRICAL EQUIPMENT		
1,000	General Electric Co.	79,081.13	87,000.00
1,200	Westinghouse Electric Co.	27,084.46	40,800.00
	GLASS		
200	Corning Glass Works	36,489.38	42,200.00
342	Pittsburgh Plate Glass Co.	25,842.99	19,494.00
	INSURANCE		
2,625	Fireman's Fund Insurance Co.	27,001.82	94,500.00
550	Home Insurance Co.	19,500.00	36,300.00
4,206	Reliance Insurance Co.	75,150.62	164,034.00
	MACHINERY		
2,000	Caterpillar Tractor Co.	14,039.48	96,000.00
2,000	FMC Corporation	17,280.10	104,000.00
	METAL		
1,000	International Nickel of Canada	46,566.34	69,000.00
	MISCELLANEOUS		
700	Minnesota Mining & Manufacturing Co.	56,329.00	45,500.00
	OFFICE EQUIPMENT		
500	Addressograph-Multigraph Corp.	52,109.37	30,000.00
50	International Business Machine	18,305.40	25,350.00
3,171	National Cash Register Co.	46,781.83	250,509.00
	OIL		
1,517	Cities Service Co.	45,836.95	94,054.00
3,247	Gulf Oil Corp.	26,351.61	152,609.00
3,300	Shell Oil Corp.	24,364.68	155,100.00
1,659	Standard Oil Co. of California	43,584.15	99,540.00
1,900	Standard Oil Co. of New Jersey	106,552.87	144,400.00
	PAPER		
1,650	Crown Zellerbach Corp.	15,640.66	90,750.00
	RAILROAD		
2,000	Great Northern Railway Co.	49,584.29	114,000.00
1,000	Union Pacific Railroad Co.	19,947.88	40,000.00
	RETAIL TRADE		
7,871	Emporium Capwell Co.	71,513.00	369,937.00
1,100	J. C. Penney Co.	48,712.84	51,700.00

	RUBBER		
1,000	B. F. Goodrich Co.	75,927.98	52,000.00
2,040	Goodyear Tire & Rubber Co.	40,596.24	83,640.00
	STEEL		
2,000	Armco Steel Corp.	42,435.41	132,000.00
	UTILITY—ELECTRIC/TELEPHONE		
3,400	American Telephone & Telegraph Co.	170,849.12	472,600.00
3,000	Baltimore Gas & Electric Co.	43,080.40	102,000.00
3,000	Northern States Power Co. of Minnesota	34,890.80	108,000.00
3,500	Ohio Edison Co.	52,564.16	171,500.00
8,000	Pacific Gas & Electric Co.	91,950.95	248,000.00
2,000	Southern Co.	32,867.73	110,000.00
3,600	Southern California Edison Co.	49,930.29	115,200.00
2,500	Texas Utilities Co.	15,821.15	142,500.00
6,900	Virginia Electric & Power Co.	42,660.24	303,600.00
	UTILITY—NATURAL GAS		
5,500	American Natural Gas Co.	72,710.30	236,500.00
950	Panhandle Eastern Pipe Line Co.	34,379.39	68,110.00
5,226	Tennessee Gas Transmission Co.	100,000.00	104,520.00
	Total Common Stocks	3,017,008.99	7,584,450.00
	Total Investments	$7,956,743.14	$12,325,910.00