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Rosenberg Foundation

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ROSENBERG FOUNDATION
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MAX L. ROSENBERG

The President's Message

In this informal story of some of its 1964 grants the Foundation hopes once again to convey the excitement that inheres in supporting efforts that try to go beyond usual practice. For nearly 30 years the Foundation has experimented in California with ways to help children and youth. Its limited assets do not permit underwriting new buildings or operating costs, or comprehensive attempts to solve large-scale problems. The more modest role the Foundation plays is to offer a friendly hearing and the possibility of support to new programs in their beginning stages that look promising for young people in California.

Aside from the Foundation's general focus on youth, the board has no program of its own to carry out. The directors attempt to select from a rich variety of applications those appearing to offer hopeful points of entry on new problems, or fresh approaches to old ones, or opportunities for gifted people to test their ideas.

Trying to anticipate the future from the sometimes faint clues of the present has its risks, and taking these is the essence of the "venture capital" conception of philanthropy. The immense stirring that is going on in our society

to put its great ideals into practice means that projects that tap new springs often produce a flow that swiftly becomes part of a tidal spread. A relatively small Foundation's goal is to try to find the springs that will make worthwhile additions to that spread. The first sequence of programs described in this report illustrates one theme—the growing, varied use of non-professionals. This theme began to appear in the Foundation's grants over a decade ago, presenting itself more frequently and in new guises in the ensuing years. Now these experimental programs have become small tributaries feeding into and hopefully enriching the huge stream of current programs receiving widespread support.

On the threshold of great change we take some of our steps falteringly and some with a surer stride. I acknowledge gratefully for the board the great debt we owe to many wise counselors who have helped us see unfolding opportunities, and to those exhilarating people whose projects are part of the reach for the future.

BEN. C. DUNIWAY

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The Year In Review

"THIS isn't like real school." "I wish real school could be like this." To the farm laborers' children who repeated these phrases heartbreakingly often last summer, "real school" is often two or three schools, in different towns, each year. Real school is attended by other children, well-dressed children who live all year round in a house with a yard, who have the same playmates from year to year, who talk the same way. Real school is taught by teachers who understand those other children—who were like them when they themselves were children.

A Two-way School

In the summer of 1964, for the fourth year in a row, another kind of school—but also a very real one—spread itself out on the grounds of the farm labor camp at Gridley, in the northern reaches of California's great Central Valley. The students were temporary residents of Gridley (as they are of most places), there for July and August and into September, when the blazing sun brings the peaches and prunes into full ripeness, ready for picking. The teachers were education students at nearby Chico State College, most of them from a middle class environment, to whom this experience represented a first real look at the poor and their educational problems.

Most of the laborers who come to Gridley in the summers are not members of a minority group in the racial

or linguistic sense. Only about 10 per cent are Spanish-speaking, and none is Negro. Almost all the rest are the Anglos whom Steinbeck wrote about, the now-grown children of the dust bowl refugees, with fine, straight features, light blue eyes, and hair of the same flat flaxen color as the California hills in late summer. What makes them a minority is their way of life—migratory; their poverty—the average income is below the public assistance level; and their education—averaging about eighth grade.

For the children of these people, summers in Gridley used to be a hot, aimless interlude. More than most children, they were in need of remedial work to make up for their often inadequate schooling during the year and to furnish the inspiration to make them want to continue their education. But there were no summer sessions for them—and anyway, what school begins at 5:30 in the morning? That is when their parents begin making the rounds of the orchards looking for work. Consequently, the children were taken to the groves, where the tiny ones played and quarreled and slept through the heat, in danger of being injured by farm machinery and often getting sick from eating too much fresh fruit. The "older" children, those of eight and nine and ten, were taken to the orchards too, sometimes for a different—illegal—purpose: to work.

Several years ago, a group of energetic volunteers in the Gridley area began to give reading and arithmetic lessons to children in the camp and to provide day care for the small tots. They enlisted the moral and financial support of a number of agencies, service clubs, and individuals, and, in 1963, Chico State College. The educators saw the program as offering the College two important opportunities: to serve its community by helping meet a pressing social need, and to serve its own students by giving them teaching experiences of inestimable value. (More than 50 per cent of Chico State's students are headed for teaching

careers.) College authorities say that the Gridley project has already had an important effect on the entire teacher education program. A Rosenberg Foundation grant of $5,500 provided for expansion of the program in the summer of 1964, and from now on the summer school will be financed by the Gridley elementary school district.

The 1964 session was a many-faceted affair. There was a day care center, for small children, which ran from 5:30 in the morning until 4:30 in the afternoon, seven days a week. (There are no days off—during the season—for migrant workers.) Then there were classes at elementary, intermediate, and senior levels for the older children (followed, for the weary Chico State students who taught them, by three hours of college class during the hot afternoons). A special branch of the Butte County public library was open at the camp each afternoon, offering not only books but story-telling sessions and other enticements to the youngsters. During the evenings, there were classes in welding, typing, sewing, English, and Spanish for the adults and teen-agers who worked by day. And there were trips to the capitol in Sacramento, to a dairy, a zoo, Chico State College itself, to science exhibits, a dam, and college plays.

"You are the first person in my life who ever told me I could do something," one teen-aged boy told a student teacher. The lad was already a high school dropout, but he attended classes every evening and is now enrolled in a Chico high school. There were a few other, but only a few, similarly spectacular outcomes. For most of the children, perhaps the greatest gain came from some relatively simple things: to go to a school where it is no cause for shame to be barefoot since everyone else is, to see that learning things can be fun (the teachers went to enormous and imaginative lengths to prove this), to receive the priceless combination of attention and respect from teachers

who had the time to give it and the growing sympathy to feel it.

For if the effects on the children are hard to gauge accurately, those on their teachers are striking.

"If we were not helping a single youngster in any way, we would still be having an experience which is of tremendous value to the future teachers in our summer class," one of the project directors wrote. And the daily logs kept by each of the Chico students confirm this. The young teachers' initial shock and discouragement, their alternating feelings of confidence and inadequacy, their experiments with different ways of reaching the children, are all movingly recorded in the diaries. So too, and perhaps more importantly, are the things they began to learn about themselves and their own values and assumptions through learning more about others.

Early in the session one girl wrote: "I wonder why these farm workers have such fierce pride? I wonder if it is a front for lack of initiative. Do they prefer this way of life?" Later she wrote: "I definitely fall in the class of the traditional value system. In order to *really* reach the students, I'm going to have to re-evaluate and decide what really *is* important and what isn't."

Following a rummage sale in which each item was sold for five cents, one of the student teachers wrote: "Several children bought as much as they had money for but saved enough out to get their mothers something they thought was especially pretty. How many children in our middle class families do this, I wonder?"

And one male teacher said of the children, simply: "They have done more for me than I can ever do for them." Although this may be true for the short run, perhaps some day he will repay his debt to the children of the Gridley camp in other, different classrooms where he will teach other, but perhaps not so different, children.

THE Chico State students who spent the long hot summer at Gridley are not professionals, yet, but they managed to serve an important purpose despite their amateur standing. Several other projects the Foundation supported during the year also involved non-professionals in roles we have generally assumed could be played only by specially trained people.

Amateurs At Work:

A couple of these programs are so experimental that they richly justify the use of the term "risk capital" which is so often used in describing foundation giving; one or two others are so well-established and successful that they will now be carried on under other auspices.

A highly experimental but very small pilot program, which if successful could have wide implications and consequences, is being supported this year by a Foundation grant of $11,133 to the University YMCA at Berkeley. Under the One-to-One Project, as it is called, male University students serve as counselors—not quite the precise word—to adolescent parolees of the California Youth Authority. The ten boys involved, whose ages range from 13 to 17, have recently been paroled from institutions where they had been sent for burglary or theft. Each has his own "counselor," the ten University students having been chosen from a large number of applicants.

With Juvenile Offenders . . .

The counselor and his ward spend several hours a week together, usually about seven, doing whatever they decide to do: talk, watch TV, play games, go on excursions. The counselors have few instructions, except that they are not to lecture or "psychoanalyze" the boys. The idea is that the young offender might benefit, particularly during the difficult early days of his readjustment back to the community, from having a warm, open, and stable friendship with a young adult. The counselors, who range in age from 17 to 24, attend weekly sessions with the project staff, which is maintaining extensive and detailed records of the

experiment. If it should prove to have any measure of success the possibilities of applying the principle on a wide scale are good, since there is a large supply of non-professionals who could presumably be enlisted in such efforts at the community level.

... With Slum Children ...

SCHOOL dropouts are not made over night. The direction is set as early as the primary grades and probably confirmed at the junior high level—say when a youngster is about 13 to 15. By then the probable dropout is likely to be showing anti-social behavior, not to mention poor work habits and bad grades. But in most cases, the answer at that point is *not* psychotherapy, says a practicing psychoanalyst. Dr. Mary Sarvis of Oakland is convinced that significant changes in the personality and attitudes of slum teen-agers can be brought about through an active approach taken by lay people. If this proves to be true, prospects for the future are much brighter than they appear to be. Our official social agencies are already swamped with the problems of the real delinquents and the actual dropouts; there is no possibility that they alone can administer the large doses of preventive medicine so desperately needed in our urban slums.

A first-year grant of $5,300 to the Youth Employment Project of the East Bay is permitting the expansion of a successful pilot project started several years ago. Dr. Sarvis played a leading role in initiating the program. The plan is deceptively simple, and its beauty is that if it were to be successful it could be adopted by any community—with very little financial outlay and a minimum of bureaucracy.

Briefly (because we hope to report on the project more fully in a later report), adult volunteers each form a small group, or club, of culturally deprived youngsters in their

early teens. The children are guaranteed several hours of unskilled work a month—usually in or around someone's house—at which they can earn a little spending money. They meet together weekly in their sponsor's home to drink Cokes and eat potato chips, listen to records, and, most important, to talk—with each other and their sponsor. For the first weeks, or even months, the talk is usually about concrete things: job assignments and so on. Later, though, the youngsters almost invariably start to talk about the things that are really bothering them: school, family relationships, girls (in the case of boys), boys (in the case of girls).

During the early days the children were referred by school guidance counselors, but they now have become the program's most effective recruiters, bringing along their own friends. In fact, the program's popularity among the children (as well as the schools) was what necessitated expansion in both numbers and areas. (There are 11 clubs now operating in Oakland, Berkeley, and Hayward.) If such an "unstructured" program can work, it is hoped that it will spread to the entire East Bay.

There are several reasons for offering the youngsters jobs. One of the most important is to help the children learn reliable work habits and acquire some simple skills. (These skills often include not just the "contracted for" ones of working in a garden, say, but some peripheral ones: learning to use the public transportation system, learning how to cash a check.) And the jobs give the youngsters some experience in the wider community, outside the ghettos which have formed the limits of their world thus far. To give just one example of how constricted those limits are: some of the children confessed—but only after months of meetings—that at first they had been terrified that the automobile in which they were being driven to their job would roll backward down the steep Berkeley hills.

These are children who have lived all their lives on the flatlands within a few blocks of those hills.

Results so far indicate that the youngsters do acquire better work habits, which show up at school as well as on the job. And the experience of really belonging to a group is not only enjoyable for them but results in more cooperative behavior, which also manifests itself in school.

As for the adult sponsors, only two qualities seem to be necessary for success, and they have nothing to do with ethnic or educational or economic background. The adults must like children, and they must be able to be honest and straightforward with them. The sponsors do, however, need to have access to a professional "trouble-shooter."

. . . In The Public Schools

JUST four years ago, a modest effort to help overworked teachers was started in one of Berkeley's 19 public schools. When we say "modest effort" we mean modest: this one consisted of three women who volunteered to do clerical work to help out the teachers in Burbank Junior High School. From that small beginning mushroomed School Resource Volunteers (SRV), now an incorporated, tax-exempt organization numbering some 425 Berkeley residents and university students who during a recent semester contributed 20,000 hours of work in, around, and for all of Berkeley's schools. The SRV is now so important a part of Berkeley's educational life that the superintendent of schools there, Neil Sullivan, recently told the board of education that the program would somehow have to be continued even if it were costly.

Fortunately it is not. Rosenberg Foundation grants totaling $40,250 over three years were enough to cover the salaries of a small staff and provide for administrative

expenses. From now on, SRV's cost will be covered in the Berkeley city school budget.

What money cannot buy—but is bountifully available *gratis*—is the imagination, dedication, energy, and time of the volunteers (about half of them UC students). A list of their activities dazzles the eye and confounds the mind. One volunteer—a professor at UC—will be demonstrating the use of scientific equipment while a middle-aged housewife is patiently filling out mimeographed forms, thus freeing a teacher for more creative work with her students. Volunteers arrange noon concerts for the youngsters, establish paperback bookstores in the schools, pull off galoshes, plan and conduct field trips.

"The experimental possibilities are endless," SRV reports. And so, fortunately, are the possibilities that the plan will spread. Similar programs have already been started, with SRV assistance, in neighboring towns, and since the SRV is good at keeping records as well as at other things, it is able to send descriptive materials in answer to the growing number of inquiries being received from all over the country.

"ADVENTURE TOURS" continued to be planned and conducted by Berkeley students, under the auspices of the University YWCA as part of its "Project Motivation." Rosenberg Foundation grants totaling $6,357.23 over a two year period have supported the program. UC students take youngsters from deprived families on visits to laboratories, museums, theaters, college campuses. The children enjoy the outings, and the young adults who plan them receive civic training of a valuable type, since they are wholly responsible for deciding where the next "adventure" should lead, making all necessary arrangements with teachers and officials, as well as with the children's parents.

College Students At Work In Slums

"THE plight of our ghetto youth is a challenge to the college students of America, because it is a plight to which the inequities of our own society have given rise." The authors of that sentence are too young to have helped perpetuate the centuries-old inequities they refer to. But they do not feel themselves to be strangers and afraid in a world they never made. Rather, their language suggests that they accept responsibility for the society they have inherited. They aim to try, through their own quiet efforts in urban slums, to make the realities of American life conform more closely to the great ideals and stirring promise of the American dream—which is also part of their heritage.

The recently organized Western Student Movement (WSM) has as its objective "to foster tutorial projects which involve not only elementary, junior high, and high school students, but the entire community in the process of education and community development." That is a large order, and nobody knows that better than the WSM leaders. Last summer they had a chance to perform their first "experiment in community involvement" in Los Angeles, with the help of a Rosenberg Foundation grant of $12,165 to the Avalon Community Center.

Give or take a few details that don't make an essential difference, the description of Avalon, a 300-block area close to downtown Los Angeles, could fit hundreds or thousands of our urban ghettos. In Avalon, roughly three-fourths of the population, which is 90 per cent Negro, exists at or below the poverty line. Few of the adults have much education or many skills; the unemployment rate hovers at about 15 per cent. Although there are many children, there are not so many complete families: of the 20,000 children and teen-agers in Avalon, only half live with both their parents. The high school that serves the

area has the highest dropout rate in all the vast Los Angeles school system; it is named, ironically enough, for Thomas Jefferson.

For nine weeks last summer, each of almost 200 Avalon youngsters had his own private tutor—college and university students recruited and organized by the WSM. The most needed, and hence most taught, subjects were reading and arithmetic.

At the beginning of the summer, a 16-year-old eleventh grader named Joe could barely read books written for third graders; at the end of six weeks, his tutor reported that he could, with difficulty, read sixth-grade materials—an advance of one grade level each two weeks. Clearly, Joe had learned a lot in six weeks. And so, it seemed, had his 19-year-old tutor.

"I used every artifice I could muster to increase Joe's motivation," he said.

Joe's case is a success story; not all the Avalon stories are, at least when measured in academic terms. But the WSM organizers (who were, incidentally, the harshest in judging their own failures and the most conservative in estimating their successes) were heartened enough by the results to report tersely: "We know that non-professionals can help children learn." But proving this (which, after all, has been proved before) is not the most important outcome of the experiment in particular or the WSM in general. One of the many significant things about the WSM and kindred movements among today's college youth is the opportunity they offer—indeed the necessity they impose—for the young people involved to learn a variety of things that many of us learn only after years of rather ineffective floundering. Take as an example the organizing of the WSM itself and then of its first project, the Avalon tutorial.

First, the founders of the movement had the task of getting their organization organized, which involved both

logistical problems (the students came from a number of colleges and universities) and legal ones such as obtaining tax exemption. Then in order to launch the tutorial program they sought out suitable locations for it—Avalon was only one of several tutorials they initiated last summer —and enlisted the cooperation of the local community centers. They approached adult leaders in Los Angeles, including the president of the board of education, to serve as an advisory board. They found the names of and wrote to 40 foundations seeking the modest funds which finally came from the Rosenberg Foundation. (Since many of the WSM leaders are wholly or partially self-supporting throughout their college careers, this simply meant enough for them to live frugally while working full-time on the project, instead of on summer jobs as they ordinarily would.) They recruited the 200 tutors from more than a score of colleges and universities. They enlisted the youngsters to be tutored. They matched each tutor with a student, arranged complicated schedules of suitable hours for each pair to meet, provided some teaching materials which they had solicited from an assortment of public and private agencies. They established close relationships with officers of the public school system, receiving moral, administrative, and material support from them.

From all of these and other activities they learned many things. To give an example: they had hoped to reach a number of dropouts and potential dropouts and didn't reach many. Perhaps they should have foreseen that only youngsters with a fair amount of motivation would seek summer help; at any rate, they recognize this problem and have some ideas about ways to overcome it. Another, more important, example: as a rather minor part of the project they organized some high school students who themselves live in the Avalon area to serve as tutors to elementary school children. This experiment paid off much more

grandly than they had expected in its effect on all concerned. Not slow to take a hint, the WSM has already organized other high school-elementary school tutoring projects in Northern as well as Southern California. And the experience confirmed what the WSM students already knew—that community development must involve the community itself; that outsiders, no matter how able, can never speak so clearly to the deprived as can those who have been deprived but have "made it"; that giving a youngster such as a high school student responsibility for someone else does almost as much for him as for the one he helps.

This sort of two-way benefit works at the slightly older level, too. The movement has proved that it can attract college students of a wide range of social and economic backgrounds and of both conservative and liberal political beliefs. For many, the tutorials are their first close view of the real world of poverty. Some change majors as a result of the experience: one lad changed from biology to city planning, another from English literature to political science. Many tutors already preparing for teaching careers now intend to ask for assignments in slum neighborhoods when they receive their credentials; others who had not intended to teach now plan to do so. All of them receive valuable experience in practice teaching.

The Avalon project did not end with the summer. It has now been taken on by about 150 students from the University of Southern California, who are tutoring anyone in the community who wants it, including adults. And some veterans of the summer program are now applying their experience in Northern California, continuing to learn the hard way—which is the only way—about the subtle but sharp problems of helping create "community involvement."

"The Most Real Things"

"You broke the good old stereotype about the arts being for the birds and for elderly females. The way those boys leaned forward, mouths open, eyeballs protruding—all in absolute amazement that poetry could be about real things, *the* most real things." So the librarian of a San Francisco high school wrote to two young poets who had electrified the student body by reading their poems aloud. The readings were described by another faculty member as the most successful program ever given in that high school, which has a mixed student body of Negroes, Mexican-Americans, and Anglos, and it drew forth enormous spontaneous applause from the youngsters.

This incident is one of many serving to break another stereotype: the idea that children, especially boys, don't or can't like or understand poetry. There is growing evidence that youngsters can be reached by art, including poetry, in a way that they are not touched by other things, and that they probably respond with greater intensity and less inhibition than their elders. But English in general, and poetry in particular, is acknowledged to be taught badly in most of our elementary and secondary schools.

The outstanding Poetry Center at San Francisco State College, one of only two such college-based centers in the country, has recently launched a special effort to help teachers in nearby schools through arranging poetry readings, publishing a newsletter with helpful articles on teaching poetry, and by other means. A two-year Rosenberg Foundation grant totaling $5,000 is furnishing partial support for Pegasus, as the program is called.

THERE is probably no other art form that small children respond to as quickly and vividly as live theater. For several years, the drama department of the College of the

Holy Names has been presenting simply but beautifully designed, costumed, and directed children's productions on its campus in Oakland. It was apparent, however, that the children most in need of such experiences—the disadvantaged—were being missed. A Foundation grant of $750 for each of two years is making it possible for the College to troupe some of its productions to nearby schools, both public and parochial, to hospitals, and to bring children from culturally deprived neighborhoods to the campus productions.

The program has been an enormous success, according to the testimony of the children. The college student actors have received fan mail in the form of drawings, compositions (one a five-foot-long scroll), letters—and a box of chocolates with one piece missing. And when 500 children, almost all Negroes, saw the College production of Thurber's *The Thirteen Clocks,* they responded "Hi, Princess" to the Princess' opening, "Good afternoon, boys and girls," and "remained under a spell to the very end."

Catching Up Beforehand

FOR many years the Foundation has had a special interest in pre-school education for young children, a subject which is now receiving great attention from the government as well as private agencies. In fact, as a nation we are now banking heavily on the hope that pre-school programs will provide one solution to our most pressing social problems —witness "Operation Head Start" and other federally financed projects. The rationale is that if children from culturally and economically deprived homes can be reached and helped by the age of three or four, there is a much greater chance that they will adjust healthily and happily to school and society. Recent research has produced some evidence that this is true, and of course common sense as

well supports the general idea. But common sense alone does not tell us in detail what kind of programs are best for what kinds of children; it cannot prescribe curricula or teaching materials. It is important, as we move into an era of increasing experimentation in this field, that the experiments be both described and evaluated over time, so that we may learn which ones are successful and, more important, why.

In The Valley...

A Rosenberg Foundation grant ($10,700 for the first of two years) to the Tulare city school district provides, among other things, for such an analysis and evaluation to be made. The program, which will be described more fully in a future report, involves children from two to five years old in an impoverished Tulare district where most of the families are seasonal farm workers from Mexican-American and Negro backgrounds. Fewer than 5 per cent of the parents have graduated from high school; 4 per cent have had no formal education whatsoever. A school nurse who visited 40 homes in the neighborhood reported that most contained no book except the Bible, that only one parent had used the public library, and that only four of the parents ever read to their children.

The experimental Tulare program will include both pre-school help for the children and parent education. The progress of the children will be watched over future years and compared with that of youngsters from similar backgrounds who did not receive pre-school education.

...And In The City

NURSERY schools are not only for the disadvantaged, of course. Many child psychologists believe that almost all children, including those from the middle and upper classes, are ready quite young for group activities beyond those the home can provide. But no matter who the chil-

dren are and what their backgrounds may be, teachers prepared to cope with them are needed for the schools.

Although there are many nursery schools and day care centers in California (partly because of the large number of working mothers), the state has not required certification of the teachers and no educational requirements have been imposed. In view of this, it is perhaps not surprising —but it is shocking—that responses to a questionnaire showed that quite recently one-fifth of the directors and one-third of the teachers in California nursery schools had only a high school education *or less*. Yet we know that the first years—even the first days and weeks—of a child's exposure to school very often set the direction, good or bad, which he will follow to the end.

Over the years the Foundation has made several grants to Pacific Oaks, a fine college in Southern California training personnel specifically for work in nursery schools. But until the fall of 1964, no public institution of higher education in the state was preparing teachers for such schools. At that time, San Francisco State College inaugurated a training program, and the Rosenberg Foundation provided $15,351 to establish a nursery school class so that the prospective teachers could have the important opportunity to observe a good nursery school and teach in it. Children in the class are chosen from a wide range of social, economic, and ethnic backgrounds, so that the teachers in training will have an across-the-board experience with different types of children.

Parents And Children

LONG before the Giants came to San Francisco and made Candlestick Point famous by locating their windy stadium there, a little community nestled in nearby Visitacion Valley. Settled largely by Italian immigrants 40 years ago,

the Valley remained for a long time a rather sheltered and pastoral outpost of the City, inhabited by working class people who mostly shared a common background.

But the post-war years brought change to Visitacion Valley. Large public housing developments went up at each end of the little settlement, bringing an influx of poor Filipinos, Mexican-Americans, Negroes, Samoans, and Anglos. And there were affluent invaders, too, who came with the building of a large block of expensive dwellings.

There is little to draw the old and the new settlers together, particularly since the children from the housing developments and the old Valley attend different schools. Right in the heart of the old settlement, however, is the Visitacion Valley Community Center, which for many years provided traditional settlement house services to the immediate neighborhood. Recently it has moved to include residents of the newer developments in its activities. A grant of $8,500 for each of two years is providing partial support for a study hall and a parents' program.

Study halls staffed by high school students are now maintained for fourth, fifth, and sixth graders, and education majors from San Francisco State College act as tutors in a study hall for junior high students. The youngsters are helped with their homework or on special problems they may have with certain subjects. When they have no homework or report no problems (one trouble is that they are so eager to impress their "teachers" that they tend to concentrate on subjects they already do well in), they work with maps, play word and number games, and engage in other activities that have educational overtones.

Study halls are not a brand new device. In fact, the Foundation supported the first one for disadvantaged children some years ago, and the institution is now widespread. But experience in most cases has shown that the benefits from study halls are fringe rather than purely academic:

the children who attend them often do not show marked improvement in their school work, but they do in their behavior, ability to get along with others, and general outlook on life. At Visitacion Valley, however, the principal of the elementary school attended by children from one of the housing developments reports that the study hall children have begun to show academic improvement as well—and that it dates not from the beginning of the study hall but from the time when the parents began to get involved. And that is another story in itself.

One striking characteristic of today's urban poor is their isolation, not only from the wider community and their children's schools but even from each other. Misery is supposed to love company, but in the large housing developments there is often remarkably little sharing of problems or even just talk. Social workers report that many poor people find it difficult to trust or respond to others—or even to good fortune, perhaps because they have had so little of it. The practice of getting together to accomplish something, so dear to the middle-class American heart, is rarely followed.

In Visitacion Valley, however, the patient efforts of a social worker have seemed to pay off in this respect, though whether the effects will be lasting is hard to say. Having finally gained the confidence of some of the parents, she encouraged them to form groups in which they could talk over problems they have with their children as well as other matters. A remarkable spirit developed. Women who had rarely entertained anybody outside their own family now invite the groups to meet in their apartments; one woman who is now an active member was so timid that she had seldom spoken to anyone in the previous three years she lived in the development.

As the parents grew to like and trust one another they became increasingly frank in discussing their problems,

and are able both to give and accept advice and moral support. And their increasing interest in their children's school and homework has led to a transformation of some of the groups into what are, in effect, adult study halls, with the parents themselves doing "homework."

School For Pregnant Teen-Agers

WHEN a teen-aged girl becomes pregnant, in or out of wedlock, her relationships with her high school usually become distant. In one way or another she is screened out as soon as her condition becomes apparent, and from then on she is often pretty much on her own as far as the schools are concerned. An unmarried pregnant girl is thus placed in virtual isolation at the very time when she is most frightened, bewildered, and full of anxiety about her own and her baby's future. Often abandoned by her baby's father, she is also, in effect, abandoned by the only important social institution in her young life. And the parents of unwed mothers are frequently ashamed and unhelpful—and even if wanting help they many times do not know where it can be found. Hence the girl often lacks adequate physical prenatal care, not to mention other kinds of help to prepare her to do the best for herself and her child later.

A two-year grant totaling $27,540 will expand a promising experiment launched in Oakland last year by the Department of Human Resources. Groups of pregnant girls—one thing they most need is the support and companionship of others in the same boat—meet together each day of the school week.They keep up with their regular classes, but also receive prenatal care, instruction on nutrition and exercise, and hints on grooming. A teacher and a nurse are available, and counseling help is provided for the girls and their parents. During the pilot project, it was found that the meetings meant so much to the 16 girls

involved that many of them would travel more than an hour on public transportation to attend the sessions, and many continued into the ninth month of their pregnancy. All except one returned to school after their babies were born. Under the expanded program, nearly 100 girls are attending sessions, which are held in two centers.

One valuable—although complicating—aspect of the project is that it involves several public and private agencies all working together: the schools, the health department, the recreation department, and the YWCA, which coordinates the entire effort and offers counseling services.

Indians: From Reservation To City

WHEN an American Indian is transplanted to an urban environment, his situation is often sadder than that of an immigrant from a far land. Shy and non-aggressive by nature, and schooled for dependency by life on the reservation, the newcomer is bewildered and overwhelmed by fast-paced, competitive city life. And there is his crushing loneliness. Too proud to ask for help, and even if willing to do so unsure of where to find it, the Indian must usually be actively sought out by those willing to give it.

For ten years, such help has been offered by the small staff of the American Friends Service Committee's Intertribal Friendship House (IFH), in Oakland, where about 6,000 Indians from 80 tribes now live. (Oakland is one of the eight centers in the United States where the government is relocating Indians so that they may find, or be trained for, employment.) The IFH has received previous support from the Rosenberg Foundation, and some of its work was described in an earlier report. This year the Foundation made another grant, of $4,000, for a program which is receiving generous support from the Hancock Foundation as well.

With funds from the /o foundations, the IFH has added to its staff a groupwork r to work exclusively with Indian youth. The program is a dressed to two general categories: single young men and ɔmen in their late teens and early twenties, who typically ead lonely, hall-room existences; and teen-agers and you ger children living with their own families. These childre are often behind grade level in elementary school and equently drop out of high school. Harassed Oakland tea ıers, already trying to cope with the special problems of wo large minority groups, the Ne- groes and the Mexica Americans, have little time and energy left to devote tc his smaller, passive group. And, indeed, little is known bout how to "get to" the urban Indian and help him t exploit his talents. Experiments such as that of the IFH nay produce information on this score.

Joining The War On Poverty

UNDER the federal a i-poverty program the poor are expected to speak for th mselves—to make known to gov- ernment their special n ds and problems and their ideas about how they can be elped to help themselvs. In fact, no government aid will e forthcoming unless the affected groups participate in m cing proposals and plans.

California's 30,000 I dians are widely scattered. Many in tribes native to the st e still live on reservations dotted over the map; many fr n other tribes in other states are now relocated in urbar areas. There has thus been little opportunity for the Inc ıns to develop state-wide leader- ship.

A grant of $1,000, tc he California League for Ameri- can Indians, made it p ssible for representatives of the most impoverished of a California's citizens to meet with each other and with stat ınd federal officials to learn about the Economic Opportu ty Act and attempt to formulate

a program. (No federal or state m ney was available for this purpose.) Almost 100 Indian epresentatives met at the conference, held in Fresno last all, where government officials explained the legislation id promised technical assistance to the Indians in drawin up their proposals.

Sal si puedes means "Get out i you can." And *Sal si Puedes* is the bitter name by which n entire neighborhood in East San Jose is known to its in abitants. It is an area of low income and high illegitima y, of slums, little education, high unemployment: a dea end.

Sal si Puedes represents in micro osm the plight of many members of California's largest m ority group, the Mexican-Americans. While there are out 850,000 Negroes in the state, there are a million and half Californians with Spanish surnames. Their average e ucational level is lower than that of the Negroes, their aver ge income very slightly higher.

If the condition of the Mexica Americans is not well known to the dominant Anglo gr up, one reason why is that little strong leadership has dev loped among Mexican-Americans. This, in turn, can be e plained by the fact that to all the usual disadvantages af cting lower socio-economic groups are added, in its c se, the problems of a foreign language and a distincti ly different culture—even though 80 per cent of Calif rnia's Mexican-Americans are native-born.

These differences have been b ought into sharp relief by an important, and difficult, t nsition that has been taking place. In 1940, about 65 per cent of the state's Mexican-Americans lived in rural reas doing agricultural work; by 1960, 85 per cent wer living in urban areas.

Urbanization has served to weaken the traditional cultural patterns and way of life but not, in general, to replace them or integrate them into a satisfactory new pattern. The most serious victims of this dislocation are the youth, who form an extremely high proportion of the Mexican-American population. The 1960 census showed that 70 per cent were under 35 years of age.

It is from this group, particularly its younger members, that leadership must be developed. A Foundation-supported project in Santa Clara County is trying, in a variety of ways, to stimulate such leadership, in the hope that the demonstration will have an effect not only locally—where the Mexican-American community constitutes 12 per cent of the total population—but perhaps elsewhere as well. The Foundation has granted a total of $34,431 over a two-year period to the Community Council of Santa Clara County for the program.

Project director Lino Lopez, an energetic Mexican-American who is a veteran of years of community work in other states, supervises a one-person paid staff and a little army of volunteers, and in general acts as a catalyst and gadfly. A cluttered, store-front office in San Jose is the project's nerve center, but the activities that really count go on throughout the community, Anglo as well as Mexican—in the schools, service clubs, homes, welfare agencies.

The main purpose of the project is to increase the motivation of Mexican-American youngsters. That clinical-sounding word "motivation" is used increasingly often these days (and in these reports), and it is important to take it in its full meaning. To be motivated to do something it is necessary to want to do it and also to believe that it is *possible* to do it. This requires realistic assessments of one's own potentialities and of the outside world. And most of us, whether we are aware of it or not, see ourselves and our

possibilities in terms of other people something like us, with whom we can identify.

Thus outstanding Mexican-Americans in the community—those who have "arrived"—form a most important part of the Santa Clara program. They encourage the young people to want to continue their education, at least through high school and, in appropriate cases, on to college, and show through their own example that this is not only desirable but possible. Two or three professionals—say a doctor, a social worker, an electronics technician—meet with groups of from 12 to 20 youngsters in the high schools. (The school systems of the area have been extremely cooperative in this as well as in other activities of the project.) The adults recount their life histories, emphasizing (in the many cases in which it was true) the poverty of their parents, their own difficulties with the English language and in school, their struggle to get through college by working and through scholarship aid. But they also highlight the rewards their perseverance brought. There are now about 35 men and women cooperating in this venture, so the students are able to hear, and in fact see in the flesh, a number of different "success stories."

With the same purpose in mind, trips are made to nearby businesses and industries and offices where Mexican-Americans are in a variety of positions. Here the idea is not merely to show the youngsters other Spanish-speaking people in interesting jobs, but also to suggest to them the great number of possible things there are to do in the world.

The project initiated—but then let the youngsters plan and run—an all-day leadership conference attended by 150 high school students. And it raised the money to send a boy to a nationwide conference on human relations held at Princeton University; he was the only Mexican-American at the meeting.

Motivation is not enough, of course. Such youngsters sometimes need special help in meeting the academic requirements imposed by a modern society. Some 150 students from San Jose State College and the University of Santa Clara are acting as tutors, on a one-to-one basis, to junior high school students. And a pre-school program has been started, in which college and high school students help prepare the small children—who are too tiny to have heard much English spoken at that point—for entrance to kindergarten. The tutors read to the children, try to prepare them for some of the experiences they will have in school, and in general introduce them to the wider community through visits to parks and zoos and just plain old-fashioned walks through different parts of town. This program has had an effect not only on the children but on their parents. For many of them it is their first close, or at least pleasant, contact with an Anglo.

Even given motivation and ability, most Mexican-Americans need financial aid if they are to go to college. The project staff made an exhaustive list of all the scholarships and fellowships available in the state and printed it in a 28-page booklet along with detailed instructions about just how to apply for help. The youngsters are given the booklets to keep, and urged to take them home and discuss the possibilities with their parents.

The project has not neglected the Anglo community, either. It has established formal ties with the schools and informal liaison with welfare agencies and many business and professional leaders. Perhaps most important, it has staged workshops for teachers who have Mexican-American students in their classes in order to introduce the Anglo teachers to the culture from which their pupils come. The teachers' increased understanding and respect for this heritage also strengthens the students' rightful pride in it, an emphasis which pervades the project. The emphasis helps

students to recognize that their second language is an asset rather than a liability, and that their culture, far from separating them from the mainstream of American life, forms an important part of their country's pluralistic society.

Elkus Memorial Papers

CHARLES DE YOUNG ELKUS was the attorney for Max L. Rosenberg, whose bequest made possible the establishment of this Foundation in 1936. A man of towering intelligence, compassion, and integrity, Mr. Elkus was a prime influence in setting the course of the Foundation as one of its trustees for more than a quarter of a century. On his death in 1962 the Foundation sought a way of honoring his memory which would be in keeping with his characteristic forward-looking search for new perspectives from which to view California's problems. Dr. Julian Samora, head of the department of sociology at the University of Notre Dame and a noted scholar in the field of this country's Spanish-speaking people, was asked to solicit and edit a group of papers on various aspects of the life and conditions of Mexican-Americans in the Southwest, emphasizing California. The papers, which deal with such subjects as employment patterns, migratory labor, educational achievement, leadership, urbanization, will be published and possibly become background documents for a symposium. It is hoped that the papers will provide a thoughtful guide for decisions about future programs and studies.

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, 1964 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, 1964 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 13, 1965

FINANCIAL STATEMENTS

Rosenberg Foundation
(A Corporation)

Balance Sheet, December 31, 1964

ASSETS

CASH	$ 218,127.63
INVESTMENTS—At cost (quoted market, $12,[illegible]0,737):	
Bonds	4,133,672.72
Preferred stocks	673,264.97
Common stocks	3,008,470.96
Total investments	7,815,408.65
OFFICE EQUIPMENT (at cost)	4,328.27
TOTAL	$8,037,864.55

LIABILITIES AND FUND BALANCES

GRANTS PAYABLE	$ 436,848.31
INCOME FUND (deficiency)	(248,010.03)
PRINCIPAL FUND	7,849,026.27
TOTAL	$8,037,864.55

Rosenberg Fou dation

Statements of Income Func and Principal Fund
for the Year Ended De mber 31, 1964

INCOME F ND

INCOME FROM INVESTMENTS:	
Bond interest	$ 162,186.49
Preferred stock dividends	38,759.11
Common stock dividends	230,611.42
Interest on savings accounts	3,787.91
TOTAL	435,344.93
ADMINISTRATIVE EXPENSES:	
Investment counsel and custodian fe	15,721.27
Administrative salaries	22,090.00
Employee retirement payments	6,000.00
Other	15,749.32
TOTAL	59,560.59
INCOME AVAILABLE FOR GRANTS	375,784.34
ADD—Refunds of prior years' grants	4,445.96
TOTAL AVAILABLE FOR GRANTS	380,230.30
GRANTS AUTHORIZED (less cancellations $13,287.87)	448,172.20
EXCESS OF GRANTS OVER INCOME	(67,941.90)
INCOME FUND (Deficiency) AT BEGINNI G OF YEAR	(180,068.13)
INCOME FUND (Deficiency) AT END OF EAR	$ (248,010.03)

PRINCIPAL JND

PRINCIPAL FUND AT BEGINNING OF YEA	$7,846,447.82
PROFIT ON SALE OF INVESTMENTS	2,578.45
PRINCIPAL FUND AT END OF YEAR	$7,849,026.27

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1964

Project	*Grants Payable January 1, 1964*	*Grants Authorized*	*Grant Payments*	*Grant Cancelations*	*Grants Payable December 31, 1964*
California Citizens Adoption Committee, Inc.—Statewide study of adoption procedures and problems	$ 53,122.50		$ 36,000.00		$ 17,122.50
Girl Scouts of the U.S.A.—Extend regular program to include girls not usually reached	4,333.00		4,333.00		
Oakland Y.W.C.A.—Preventive and rehabilitative "reaching out" program for teenage girls	9,500.00		9,500.00		
University of California and University of the Pacific—Report on a cooperative project to improve supervision of beginning teachers	3,500.00				3,500.00
North Avenue Community Center—Self-help program in a fringe area of Fresno.	15,500.00		8,500.00		7,000.00
Accrediting Commission for Secondary Schools—Establishment of the Commission	4,000.00		4,000.00		
San Diego City Schools—Community program to raise the educational and economic level of disadvantaged families	26,400.00		11,600.00	$ 2,000.00	12,800.00
Pacific Oaks—Community services program to help professions working with young children	11,706.50	$ 5,000.00	11,706.50		5,000.00
School Resource Volunteers—Volunteer program in the Berkeley public schools.	13,350.00		13,350.00		
Pasadena Art Museum—Research exploring effect of art expression on creativity, self-esteem and school performance of disadvantaged children	10,340.00		5,587.13	4,752.87	
Young Audiences, Inc.—Extend concerts to selected rural areas	7,500.00		7,500.00		
American Friends Service Committee—Casework services to Indians resettled in Oakland	6,150.00	8,500.00		6,150.00	8,500.00
Community Council of Central Santa Clara County—Develop Mexican-American leadership	33,376.00	3,230.00	17,667.00		18,939.00
University of California, S.F. Medical Center—Symposium on adolescence	14,400.00		14,400.00		
San Francisco Unified School District and United Community Fund of San Francisco—Joint in-school and after-school program to motivate disadvantaged children through a curriculum based on drama production	24,000.00	12,300.00	21,300.00		15,000.00
Forward	$237,178.00	$ 29,030.00	$165,443.63	$ 12,902.87	$ 87,861.50

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1964

Project	*Grants Payable January 1, 1964*	*Grants Authorized*	*Grant Payments*	*Grant Cancelations*	*Grants Payable December 31, 1964*
Forward	$237,178.00	$ 29,030.00	$165,443.63	$ 12,902.87	$ 87,861.50
Youth Studies Center (U.S.C.) and Boys Republic—Research to test the effectiveness of a method of post-institutional treatment of delinquent boys	60,939.00		19,804.00		41,135.00
Tulare City School District—Preschool program for disadvantaged children	10,700.00		10,700.00		
California Migrant Ministry—Prepare teachers' guides and educational booklets for classes for Spanish-speaking farm workers	4,524,00		4,524.00		
Fresno Community Council—Evaluate North Avenue Community Center project	1,200.00		600.00		600.00
Governor's Advisory Committee on Children and Youth—Conference on farm workers' problems	1,500.00		1,500.00		
University of California (Berkeley) Educational Extension — Conference to clarify philosophies and procedures of sponsors of study halls for disadvantaged children	5,000.00		4,615.00	385.00	
American Friends Service Committee — Community development project to secure better housing for farm workers' families at Three Rocks	24,500.00		7,500.00		17,000.00
National Conference of Christians & Jews, Inc., Northern California Headquarters—Inservice training for teachers in the Ravenswood Elementary School District	400.00		400.00		
Marin Council of Community Services—Marin City project	17,189.00		17,189.00		
Pomona College—West coast college student conference on civil equality	2,575.00		2,575.00		
Youth Employment Project—Experimental program to improve job and social skills of junior high school students		11,400.00	5,300.00		6,100.00
Planned Parenthood-World Population—Incorporate family planning into public health services		30,000.00	15,000.00		15,000.00
Chico State College—Teacher training in a farm labor camp summer school program		5,500.00	5,500.00		
Stiles Hall (University of California Y.M.C.A., Berkeley)—Test effectiveness of men college students as models, friends and tutors of Youth Authority parolees		11,133,00	7,933.00		3,200.00
California Youth Authority—Salary increases for selected staff in the Fricot project		2,286.00	2,286.00		
Northern California Service League—Casework services as an alternative to incarceration of young offenders		12,300.00	12,300.00		
Forward	$365,705.00	$101,649.00	$283,169.63	$ 13,287.87	$170,896.50

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1964

Project	*Grants Payable January 1, 1964*	*Grants Authorized*	*Grant Payments*	*Grant Cancelations*	*Grants Payable December 31, 1964*
Forward	$365,705.00	$101,649.00	$283,169.63	$ 13,287.87	$170,896.50
University Y.W.C.A. (Berkeley)—College student program of "adventure tours" for minority group children		2,785.00	2,785.00		
Alameda County Probation Department and Juvenile Justice Commission—Effect of employment on recidivism among juvenile delinquents		16,295.07	16,295.07		
University of California, School of Public Health—Cooperative program with Stanford and University of California Medical Schools to recruit and train pediatricians for careers in maternal and child health		9,430.00			9,430.00
Vallejo Unified School District—Tabulate and publish data from a California School Boards Association survey of the ethnic makeup of school districts		5,200.00			5,200.00
Frederic Burk Foundation of San Francisco State College—Establish a nursery school as part of a new program to train nursery school teachers		15,351.00	15,351.00		
Youth for Service—Interim support		10,000.00	10,000.00		
College of the Holy Names—Troupe children's theater to schools in disadvantaged areas		1,500.00	750.00		750.00
Avalon Community Center — Summer tutorial program conducted by college students		10,235.00	10,235.00		
Oakland Interagency Project—Group educational, health, counseling and recreational program for school age pregnant girls		27,540.00	15,420.00		12,120.00
The Foundation of Educational Therapy for Children—Complete a text and resource book for teachers of children with learning difficulties		8,400.00	8,400.00		
Visitacion Valley Community Center—Study hall and parents' group program		17,000.00	8,500.00		8,500.00
California League for American Indians—Statewide meeting to acquaint Indians with opportunities provided by the Federal Poverty Program		2,000.00	1,000.00		1,000.00
Stockton Unified School District—Develop and test a modified curriculum and work-study program for potential dropouts		21,700.00			21,700.00
Mid-Peninsula Christian Ministry—Strengthen work with teenagers		16,700.00			16,700.00
Forward	$365,705.00	$265,785.07	$371,905.70	$ 13,287.87	$246,296.50

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1964

Project	*Grants Payable January 1, 1964*	*Grants Authorized*	*Grant Payments*	*Grant Cancelations*	*Grants Payable December 31, 1964*
Forward	$365,705.00	$265,785.07	$371,905.70	$ 13,287.87	$246,296.50
National Conference of Christians & Jews, Inc.—Northern California Headquarters—Institute for business and government executives on merit promotion of minority employees		1,100.00			1,100.00
Elkus Memorial Papers—Preparation of materials on current Mexican-American opportunities and problems in the Southwest		7,000.00	123.19		6,876.81
Ann Martin Foundation for Children's Services—Establish a model for organizing geographic units offering a range of mental health services		35,500.00			35,500.00
The Poetry Center of San Francisco State College—Enhance teaching of poetry in elementary and secondary schools		5,000.00	5,000.00		
Valley Oaks Union School District—Experiment with utilizing entire school site as a learning environment		26,425.00			26,425.00
University of California S.F. Medical Center—Symposium on sex education and mores		16,000.00			16,000.00
San Francisco Association for Mental Health—Expand present volunteer program and develop new services for mentally ill children at Napa State Hospital		3,000.00			3,000.00
California Center for Community Development—Establish a training and service center		58,150.00			58,150.00
California Migrant Ministry — Self-help program for farm workers in Tulare County		15,000.00			15,000.00
Occidental College — Develop, test, refine and disseminate reading materials adapted to young boys' learning patterns		25,000.00			25,000.00
Diabetic Youth Foundation—Training film for adolescent camp counselors		3,500.00			3,500.00
TOTAL	$365,705.00	$461,460.07	$377,028.89	$ 13,287.87	$436,848.31

Rosenberg Foundation

Investments as of December 31, 1964

Par Value or Shares	BONDS GOVERNMENT	*Cost*	*Market Value*
100,000	Fed. Home Loan Bank 4⅛% 8/15/66	$ 100,000.00	$ 100,000.00
200,000	Fed. Home Loan Bank 4¼% 11/15/66	200,375.00	200,000.00
100,000	U.S. Treasury Notes 3¾% 8/15/67	101,301.00	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	201,734.00	198,000.00
100,000	U.S. Treasury Bonds 4% 2/15/69	100,281.00	100,000.00
100,000	U.S. Treasury Bonds 4% 10/1/69	100,041.00	100,000.00
100,000	Fed. Land Banks 5⅛% 7/20/70	101,000.00	104,000.00
100,000	U.S. Treasury Bonds 4% 8/15/70	100,000.00	99,000.00
200,000	Fed. Land Banks 4⅛% 2/15/72/67	201,125.00	198,000.00
100,000	U.S. Treasury Bonds 4% 8/15/73	101,301.00	98,000.00
100,000	U.S. Treasury Bonds 4⅛% 11/15/73	99,591.00	99,000.00
300,000	Government of Canada Bonds 3¾% 1/15/78/75	309,505.00	243,000.00
	Total Government Bonds	1,766,389.00	1,688,000.00
	CORPORATE		
100,000	Commercial Credit Company Notes 3½% 6/1/65	99,000.00	100,000.00
100,000	Southern Railway Equip. Trust 4⅛% 1/2/68	100,815.00	100,000.00
100,000	General Motors Acceptance Corp. of Canada Debs. 4¾% 12/15/69	104,210.00	91,000.00
100,000	Pittsburgh, Cincinnati, Chicago & St. Louis R.R. 5% 6/1/70	103,375.00	102,000.00
100,000	Sears Roebuck Acceptance Corp. Debs. 4⅝% 2/1/72/67	104,250.00	102,000.00
100,000	General Electric Co. Debs. 3½% 5/1/76	100,500.00	94,000.00
100,000	General Motors Acceptance Corp. 5% 8/15/77	106,417.00	104,000.00
100,000	Westinghouse Air Brake Co. Debs. 3⅞% 9/1/78	99,500.00	95,000.00
50,000	Montgomery Ward Credit Corp. Debs. 4⅝% 2/1/72/67	104,250.00	102,000,00
100,000	Commercial Credit Co. 4¾% 11/1/80/68	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	127,500.00
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	100,000.00
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	154,500.00
11,000	Consumers Power 4¾% 10/1/87	11,085.00	11,440.00
100,000	Pacific Gas & Elec. Co. 3⅜% 12/1/87	101,488.00	83,000.00
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	99,000.00

100,000	Baltimore Gas & Elec. Debs. 4⅜% 7/15/92....	102,750.00	99,000.00
100,000	Michigan Bell Tel. Debs. 4¾% 11/1/92.....	104,750.00	103,000.00
50,000	Pacific Tel & Tel Debs. 5⅛% 2/1/93.....	51,813.00	52,500.00
	Total Corporate Bonds	2,367,284.00	2,261,940.00
	Total Bonds	4,133,673.00	3,949,940.00
	PREFERRED STOCKS		
1,900	California Water Service $1.10	44,100.00	41,800.00
1,100	Christiana Securities 7%	152,922.00	145,200.00
500	El Paso Natural Gas 5.36% Prior.....	50,000.00	51,000.00
500	El Paso Natural Gas 5.50% 1956 Ser.....	50,001.00	51,000.00
200	Walter E. Heller 4%.....	14,501.00	15,800.00
300	Walter E. Heller 5.50%.....	29,394.00	31,200.00
200	Pacific Gas & Electric 1st pfd. 5%.....	5,350.00	5,362.00
2,500	San Jose Waterworks 4.75% "A".....	61,875.00	60,000.00
300	Southern Calif. Gas Co. cum. pfd. 6%.....	9,900.00	9,712.00
500	Tennessee Gas Transmission 4.90%	50,000.00	50,000.00
	Total Preferred Stocks	452,793.00	461,074.00
	PREFERRED STOCKS—CONVERTIBLE		
500	El Paso Natural Gas 5% 2nd.....	52,500.00	51,000.00
1,000	Kaiser Aluminum & Chemical 4¾% 1957 Ser...	103,475.00	102,000.00
500	Newmont Mining Corp. cum. 4%.....	49,247.00	62,500.00
	Total Preferred Stocks—Convertible	205,222.00	215,500.00
	Total	673,265.00	676,574.00
	COMMON STOCKS		
	ALUMINUM		
300	Aluminum Co. of America	20,262.00	18,600.00
	AUTOMOBILE		
2,016	General Motors Corp.	122,268.00	197,568.00
	BANK		
5,833	Crocker-Citizens National Bank	88,316.00	268,318.00
11,000	First National Bank of San Diego.....	88,702.00	528,000.00
550	Morgan Guaranty Trust Co.	63,350.00	64,350.00
1,284	Security First National Bank of L.A.	18,511.00	105,288.00
2,650	United California Bank	50,930.00	166,950.00
7,412	Wells Fargo Bank	93,458.00	363,188.00
	BUILDING MATERIAL		
5,000	Pacific Lumber Co.	72,500.00	210,000.00

	CHEMICAL		
1,300	American Cyanamid Co.	33,013.00	89,700.00
1,224	Dow Chemical Co.	95,491.00	94,248.00
600	E. I. DuPont DeNemours & Co.	14,337.00	144,600.00
3,587	Monsanto Chemical Co.	71,498.00	308,482.00
1,020	Stauffer Chemical Co.	56,771.00	41,820.00
1,000	Union Carbide Corp.	134,975.00	127,000.00
	DRUG		
600	American Home Products Corp.	40,218.00	39,600.00
1,000	McKesson & Robbins, Inc.	15,396.00	39,000.00
1,500	Merck & Co.	42,737.00	75,000.00
	ELECTRICAL EQUIPMENT		
1,000	General Electric Co.	79,081.00	93,000.00
1,200	Westinghouse Electric Co.	27,084.00	51,600.00
	GLASS		
200	Corning Glass Works	36,489.00	40,200.00
	INSURANCE		
2,625	Fireman's Fund Insurance Co.	27,002.00	99,750.00
550	Home Insurance Co.	19,500.00	39,050.00
4,206	Reliance Insurance Co.	75,150.00	143,004.00
	MACHINERY		
4,000	Caterpillar Tractor Co.	14,039.00	164,000.00
2,000	FMC Corporation	17,280.00	122,000.00
	METAL		
1,000	International Nickel of Canada	46,566.00	84,000.00
	MISCELLANEOUS		
700	Minnesota Mining & Manufacturing Co.	56,329.00	38,500.00
	OFFICE EQUIPMENT		
500	Addressograph-Multigraph Corp.	52,109.00	23,500.00
63	International Business Machine	18,548.00	25,830.00
3,171	National Cash Register Co.	46,782.00	234,654.00
	OIL		
1,517	Cities Service Co.	45,837.00	121,360.00
3,247	Gulf Oil Corp.	26,351.00	191,573.00
3,300	Shell Oil Corp.	24,365.00	198,000.00
1,742	Standard Oil Co. of California	43,587.00	127,165.00
1,900	Standard Oil Co. of New Jersey	106,553.00	171,000.00
	PAPER		
1,650	Crown Zellerbach Corp.	15,641.00	94,050.00

	RAILROAD		
2,000	Great Northern Railway Co.	49,584.00	116,000.00
1,000	Union Pacific Railroad Co.	19,948.00	43,000.00
	RETAIL TRADE		
8,677	Emporium Capwell Co.	71,513.00	468,558.00
1,100	J. C. Penney Co.	48,713.00	73,700.00
	RUBBER		
1,000	B. F. Goodrich Co.	75,928.00	58,000.00
2,040	Goodyear Tire & Rubber Co.	40,596.00	91,800.00
	STEEL		
2,000	Armco Steel Corp.	42,435.00	130,000.00
	UTILITY—ELECTRIC/TELEPHONE		
7,140	American Telephone & Telegraph Co.	187,849.00	485,520.00
3,000	Baltimore Gas & Electric Co.	43,080.00	114,000.00
3,000	Northern States Power Co. of Minnesota	34,891.00	120,000.00
3,500	Ohio Edison Co.	52,564.00	210,000.00
8,000	Pacific Gas & Electric Co.	91,951.00	272,000.00
2,000	Southern Co.	32,868.00	132,000.00
3,600	Southern California Edison Co.	49,930.00	133,200.00
2,500	Texas Utilities Co.	15,821.00	152,500.00
6,900	Virginia Electric & Power Co.	42,660.00	338,100.00
	UTILITY—NATURAL GAS		
5,500	American Natural Gas Co.	72,710.00	253,000.00
974	Panhandle Eastern Pipe Line Co.	34,398.00	76,946.00
5,278	Tennessee Gas Transmission Co.	100,000.00	131,950.00
	Total Common Stocks	3,023,666.00	8,344,223.00
	Total Investments	$7,815,409.00	$12,970,737.00

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