

annual report 1965

Rosenberg  
Foundation

# ANNUAL REPORT

1965

ROSENBERG FOUNDATION  
210 Post Street, San Francisco, California 94108



MAX L. ROSENBERG

## The President's Message

THROUGH the medium of this report the directors of the Rosenberg Foundation present their annual accounting of their stewardship of philanthropic funds. As it was throughout the world, the year 1965 was one of great social ferment and change in California. The grants made reflect the Foundation's efforts to relate to this difficult period and to promote more meaningful understanding of the emerging factors of change.

The informal accounts of some of the Foundation's grants which constitute the first part of the report illustrate the interventions a relatively small foundation can make in trying to resolve the vast problems of juvenile delinquency, education and the increased upward striving of the poor. The common thread which runs through all of these projects is the Foundation's commitment to new and innovative efforts to improve the lives of California's children. Some of the programs supported have proved to be engaging and delightful, as in the grants to the Berkeley Schools for a Book Mobile, to the Golden Gate Audubon Society for its refreshing attempt to interpret and so help preserve the rich treasure of our natural heritage, and to the Tulare Schools for their adventurous tour from the Central Valley's rural flat lands into the new world of the Bay Area's

great universities, and its complex and intriguing industrial and city life. Other grants reveal the profound difficulties and unexpected turns projects encounter in the struggle for better understanding of the complexities of youthful delinquency, of educating children who do not fit the norms, and of experimental ways of working constructively with social unrest.

The present report differs to some extent from earlier ones in giving the reader a look at grants not only in their initial or "idea" stage, but also at the outcomes of conceptions when tested by the sobering demands of execution. When the mandate of a foundation is to permit exploration beyond the usual, we must be prepared to adjust to limited success and to unforeseen developments.

The second part of the report gives general information about the Foundation, and includes a full accounting of its investments, income and expenditures.

We hope this report offers a small but bracing journey into the future. We here express our gratitude to many wise advisers and to the imaginative men and women who have been willing to attempt to cut through to new paths.

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*By Dean Allan Walker*

## The Year In Review

*"No single answer. No simple answers."*

Listen to people who study juvenile delinquency, and those are the recurring refrains.

"If you try to talk about 'juvenile delinquency' without allowing for different causes and kinds of delinquency—and different kinds of kids who become delinquent," says one veteran in the field (as student of it, not practitioner), "it's almost as if you looked at a hospital and said 'All those patients are sick.' Well, of course they are—but you don't give them all the same treatment. If you did, you'd help some, make no change at all in the condition of most, and probably kill a few."

We don't want to press the hospital analogy too far. But it is a fact that hospitals manage to differentiate among the kinds of sickness their patients exhibit and address treatment to the specific kind. Perhaps some day our institutions for juvenile delinquents will be able to do the same. But these institutions have a more complicated problem. A hospital has one goal: to cure. An institution for delinquents has two goals, which may be in conflict: to control as well as cure. The control function (which JD authorities refer to as "the management problem") often leads an institution to give the same kind of treatment to everyone in it. This may militate against the rehabilitation function.

There are no simple answers, but we won't arrive at any

answers at all without careful research. Forty years ago, two experts in the field pointed out: "It is amazing that modern civilization, with all its frank devotion to concepts of efficiency, has not yet undertaken thoroughly critical studies of what really are the results of its dealings with delinquency and crime."

Several years ago, this Foundation made one of its largest grants, totaling \$163,096, for a five-year experiment and evaluation at the California Youth Authority's Fricot Ranch School. Fricot Ranch is an institution for California's youngest offenders, boys from eight to fourteen years old. At any given time, more than two hundred boys are at the Ranch, where they attend classes, engage in sports and work, and live with staff members in dormitories of fifty.

The basic purpose of the experiment (out of which, as so often happens, there emerged even more important side-findings) was to see if young delinquents could be better rehabilitated if they lived in smaller groups. The idea was that they would be able to form closer and better relationships with the adult staff and that this would result in their better adjustment.

Accordingly, one lodge, which had originally been built for a different purpose, was set aside for twenty boys. The other lodges maintained their fifty-boy size and staff-boy ratio as usual. Both boys and staff in the experimental and control groups were randomly selected. The average age of the boys was eleven.

Dr. Carl F. Jesness, who directed the study, has produced a report on it which has been published by the Youth Authority. It is a long, detailed, and fascinating document. We can give only a few highlights here.

In the large lodges, the emphasis almost by necessity is on conformity so that large groups of immature, often hos-

tile, usually disturbed delinquents can be managed in an orderly way. "Management needs become geared to practices which are crucial for the management of the most unsocialized wards . . ." Dr. Jesness says.

In the smaller lodge there was much less preoccupation with regimentation, and greater freedom of movement. There was much more frequent and informal interaction between the boys and the adults, and the program was more centered on the individual. In the larger lodges, on the other hand, goals tended to be phrased in broad generalities—"do better in school," "learn how to get along with adults."

The basic hypothesis of the experiment was confirmed. The boys who lived in the smaller groups performed better on parole, with 32 per cent failures during the first year out compared with 48 per cent for boys in the control groups. (It is tempting, but dangerous, to become too optimistic about this finding. It is believed that about 80 per cent of the boys from both groups will have failed on parole by the end of three years, as the effects of their home and community environments reassert themselves.) The boys from the experimental groups showed gains in other ways, too: their overall behavior on parole was better, and they had less involvement in questionable activities.

When these findings are analyzed more closely—that is, when the impact of treatment on different *types* of boys is taken into account—they become even more striking. Dr. Jesness developed a typology of delinquents on the basis of a great many psychological and behavioral tests. It turns out that the institution has its greatest impact on immature and neurotic types; it has the least on manipulators and conformists. This was true of both the experimental and control groups, though the experimental program generally had a greater impact on all types.

Yet, Dr. Jesness points out, the staff at Fricot Ranch

firmly believed that their program "was best suited to the conforming, gang-type delinquent. The evaluation of results presented here points to just the opposite possibility, with the skilled conformist who adjusts easily to the institution changing little as a result of his incarceration."

What conclusions are we to draw from all this? The obvious one, of course, is that we should immediately reduce the size of living units in all juvenile institutions. That is not very likely, money and staff being as hard to come by as they are. Then is it possible to achieve the same effects in larger units?

Dr. Jesness' classification system has obvious implications here. More research is needed, he says, before a really adequate typology can be constructed, and it will be impossible to develop a truly satisfactory differential treatment program until it exists. When it does, however, it should be possible to give much more effective treatment, in institutions large or small, by directing the kind of help he needs to each boy. The Fricot Ranch School has already inaugurated a new program in one of its lodges for the differential treatment of immature boys.

The goal of all rehabilitation efforts, of course, is to return the juvenile to the community in the hope that he can "make it" there. Yet most rehabilitation efforts are made in institutions remote from the community. When a boy returns to his home town or neighborhood he has long been isolated from the environment in which he must eventually make his way.

In an experiment which we hope to report on fully later, the Youth Studies Center at the University of Southern California joined with Boys Republic, a private agency which maintains a rural institution for delinquents at Chino, to conduct a residence program for delinquent boys

in the Silverlake area of Los Angeles. The boys attend a public high school near by.

The Silverlake experiment, directed by sociologist LaMar T. Empey, is based on more than the belief that most delinquents can best be treated in the community, though that is part of it. Dr. Empey believes that much juvenile delinquency is a group phenomenon: that delinquents form a sub-culture of their own which gives them a certain feeling of success, though not as the world measures it. Conventional treatment, he believes, cannot make significant inroads on this sub-culture. It manages to thrive within an institution, covertly working, under a surface guise of conformity, against the aims of the adult group—which are to change the individual delinquents.

At Silverlake, the entire group is the target of change. Every boy's fate is linked with that of the other boys. The boys and staff in a joint process analyze problems, make decisions, work together to prevent difficulties, and share in deciding when a boy is ready to be released.

This year, a third-year Rosenberg Foundation grant of \$20,762 was made for the experiment, which is expected to last two more years. We shall save the findings for later, except for one tentative one: thus far, the success rate of the boys who complete the program at Silverlake is about the same as that of a control group at Boys Republic. But the average stay at Silverlake is six months; the average at Boys Republic is two-and-a-half times longer.

It is notoriously difficult for someone with a "record," whether as juvenile or adult, to get a job. The fact that a youth has been "known to the probation officers," as the euphemism has it, frightens many a prospective employer off. In addition, many delinquents have a paucity of skills to offer.



Alameda County's Probation Department, which is considered to be one of the best in the state, makes great efforts to overcome both of these handicaps afflicting their juvenile wards. Its Senior Boys Camp for delinquents aims at inculcating good work habits and social attitudes, and developing maturity. But when a youngster has been released from the Camp, what then?

Many return to crime. On the natural assumption that much of this could be avoided if the boys could find jobs, the Probation Department asked the Rosenberg Foundation for a three-year grant of \$40,679 to see, first, if concentrated efforts to find jobs for young offenders would be successful, and second, if employment would reduce recidivism among parolees.

The findings are mixed—and jarring. First, it turns out that a parole officer working full time on the job *can* open up good work opportunities for young parolees — more opportunities than there are qualified offenders to fill. Second, getting a boy a job does not assure that he will keep it—or keep out of trouble.

In a remarkably honest report on the three-year program, the Probation Department concluded “not that job finding was a worthless service for youthful probationers but that probably for most of them it was frosting on a cake that had not yet been baked.” Even with the work-camp experience, and even with jobs carefully geared to their capabilities, most of the boys lacked the motivation and the stability to stay at work. Out of 101 placements, the majority—70 per cent—were either fired for good reason or quit for no good reason.

The Alameda County study reminds us once again that the causes and cure of delinquency are complex. Certainly a delinquent needs the chance for a job—but that is not all he needs. Work alone does not make an adequately functioning adult of a youngster who brings deeply rooted per-

sonality and behavioral problems with him to the job. The Alameda Probation Department, while continuing its job placement efforts, is also putting increased emphasis on counseling boys at the Camp and before they start to work in the community.

It is a phenomenon of our time that so much is said—and attempted to be done—about drug addiction when so little is known about it. In 1962, the U.S. Attorney General felt moved to call attention to the poor statistics available, the fragmentary nature of the research on the subject, and the few treatment programs in operation.

The latter is perhaps not surprising, since it is difficult to develop treatment when it is not known who become addicts, how or why. Yet public fear, frustration, and anger about the problem create unreasonable pressures on state and national agencies to “do something.” It is possible that in our present state of ignorance hare-brained or downright harmful policies will be mandated.

A Rosenberg Foundation grant of \$32,907 to the Institute for the Study of Crime and Delinquency at Sacramento will support a study which may throw light on one aspect of the problem: whether, as is assumed by many, youngsters who use marijuana or the “dangerous” drugs (sedatives and stimulants) will eventually progress, if that is the word, to the use of the opium derivatives.

Under the grant, the Institute is making a study of the record of every juvenile under 18 who was arrested in Los Angeles County in 1960 and 1961 for a first offense involving the use of marijuana or dangerous drugs. The record of each will be scanned to see if he or she, during the years that have elapsed since then, has had another arrest, and if so, whether it was for drug use, and whether he had moved on to the use of opiates. When this study has been made, it is

anticipated that more ambitious research will be financed by larger grant-making agencies on the characteristics of those youths who become addicts and those who do not.

Once again, the Foundation hopes to provide seed money for larger undertakings beyond its ability to support.

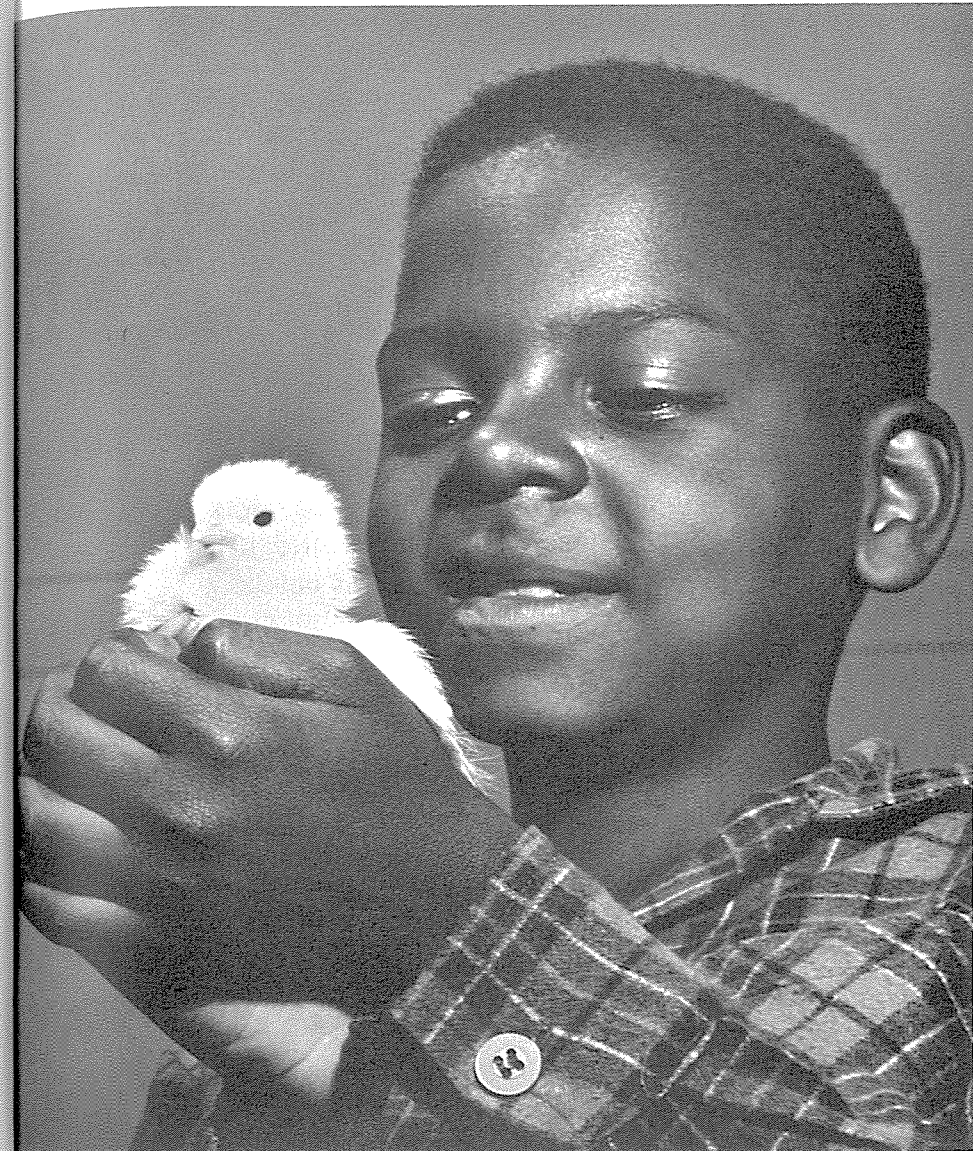
### Berkeley's Book Mobile

THE Berkeley Unified School District is the owner and operator of what is probably the world's first mobile paperback bookstore for elementary schoolchildren. Berkeley's Book Mobile is no mere traveling library. It sells books. The idea is simply to give children a better feeling toward reading by giving them the chance to choose, buy, and own books.

"Welcome to the Wonderful World of Books" proclaims a sign on the Book Mobile's side. During the first few months of the current school year, the huge truck—a remodeled transit bus — had maneuvered its way through streets broad and narrow to nine of Berkeley's fourteen elementary schools. Once in place on the school grounds, the Book Mobile stays from three to five days. Each class visits it at some appointed hour, and it remains open during lunch hours and after school, when parents often come to visit it too.

Inside, there is room for about thirty-five children at a time to browse among 10,000 paperbacks, costing an average of 50 cents. The books cover a variety of reading levels. During the first few months of operation, more than 6,600 books were purchased by children. In some cases, the books were the first that the child, or his family, had ever owned.

Berkeley's traveling bookstore was put on wheels, figuratively, by a two-year grant of \$20,262 from the Rosen-



*Courtesy Los Angeles City Schools*

berg Foundation. In the third year it will become the sole responsibility of the school district. The genesis of the idea sprang from another Foundation-supported venture, School Resource Volunteers, which, among scores of activities, started paperback book sales in four elementary schools in poor sections of Berkeley. These temporary "stores," which had to be put up at specified hours and dismantled because of lack of space for permanent displays, were so popular that it seemed sensible to try the traveling book fair.

Several Foundation grants in recent years, like that for the Berkeley Book Mobile, have been generally concerned with efforts to help children learn to read and write their native language. It is no secret that the schools have not been dramatically successful in teaching these fundamental skills to all school children. The problem shows itself with many faces in many places.

Children from impoverished homes, who have perhaps never seen a book until they enter school nor heard a full, proper sentence in the English language except for the few that may be uttered on television, obviously pose a particular problem. But that is not the extent of it. Professors in the best colleges and universities of the nation complain of the appalling deficiencies that their supposedly bright and well-prepared students exhibit. Just to complicate matters further, it appears that sex differences also play a role.

Research indicates that in only two countries — Germany and Japan—do young boys read as well as girls. In this country, approximately 85 per cent of the children enrolled in remedial reading clinics are boys.

Clearly this large disproportion cannot be accounted for in terms of intelligence. Some thing or some things in our culture and schools operate to make little girls read better

Reading  
Programs . . .

than little boys. It is known that boys are far more energetic and active than girls, that they are not particularly good listeners, and also that they are *not* strongly motivated, as girls often are, by a desire to please others — teachers or parents. They have to have a genuine interest in what they are doing to perform well, whereas a girl is more likely to do work for the sake of approval—even work that bores her.

At Occidental College, Dr. Jo Stanchfield, a professor of education, considered all these knowns and decided to act on them. With the partial support of a Rosenberg Foundation two-and-a-half year grant of \$25,000, she has been developing and testing materials for teaching reading to first-graders—materials aimed at boys but proving to be equally successful with girls. Both the content of the materials and the methods of presenting them are different from the standard texts.

Instead of the usual Dick and Jane "helping mother" subjects enshrined in most primers—which are unutterably boring to all boys and many girls as well—Dr. Stanchfield has selected an exciting series about Sailor Jack, who is on an atomic submarine, the Shark, with his parrot, Bluebell, and a six-year-old friend named Eddy.

In appealing to boys' instinct for the dynamic and unusual, the materials about Sailor Jack are presented in a variety of ways: books, colored film strips and slides, tapes, using methods which keep the children active and motivated. Since girls generally seem to learn to read by any of these approaches, their development is not jeopardized by the experiment.

Now in the fourth year of experimentation, the materials have been used with about 600 first-graders in the Los Angeles school district. The teachers are enthusiastic and the materials have proved to be effective with children from all levels of socio-economic life — in the slums of

Watts and in affluent parts of town. Part of the Rosenberg grant pays for careful research and evaluation of results of the experiment.

Anyone who has followed the long and loud controversy over methods of teaching reading will be aware that there are proponents of the "phonics" approach and of the "sight word" approach. Although laymen have tended to over-simplify the argument — very few teachers use one method to the exclusion of all others — there is little doubt that more experimentation is needed with eclectic approaches.

One such experiment is being conducted, with two-year Rosenberg Foundation support totaling \$13,726, at San Diego State College. Dr. Harry E. Huls, an educational psychologist, has developed materials in which phonics and sight words are presented in an integrated fashion rather than compartmentalized, as is usually the way. Phonics are used to control the vocabulary of the stories, and teachers are enabled to teach both the whole words (sight approach) and the sounds of letters and groups of letters at the same time.

The idea behind the experiment is two-fold. One is that reading is a complex skill and requires various approaches rather than just one. The other is that different children learn in different ways, and this approach is flexible enough to allow each child to learn in the way that is most natural for him.

The materials have been used successfully on a small scale in two San Diego schools. At the end of the first year, children who had used the materials and others who had not, a control group, were tested. The experimental groups scored ahead by four months in word reading and paragraph meaning, five months in spelling, and nine months

in word attack skills. In a one-hundred word reading test based on the state-required text, the experimental groups missed, on the average, half as many words as the control groups, who had been taught by the materials on which they were tested. The sample was considered to be too small to be conclusive, however, and the Rosenberg grant is being used to apply the method much more widely in the San Diego schools and to evaluate the results.

It appears that the materials may have more widespread effects than Dr. Huls had originally intended. His idea was simply to get children in first grade off to a good reading start, but the materials have proved to be effective with children in remedial reading classes and with the mentally retarded.

The University of California accepts students from only the top 12 per cent of high school graduates in the state. These are clearly the cream of the crop. Yet the University finds it necessary to administer an English examination to the majority of entering freshmen. Of those tested, about 50 per cent of these highly selected youngsters fail the test and are required to take a non-credit remedial English course during their first year.

This statistic represents only one symptom of the writing sickness. When even very good students are unable to write their own language with simple coherence and clarity, not to mention grace, the capability of average students in this respect hardly bears thinking about — and their prose hardly bears reading.

Last summer, the Robert Louis Stevenson School, an independent secondary school in Pebble Beach, ran a six-week long experiment to see if the writing ability of college preparatory students could be substantially improved in a concentrated course given under ideal conditions. A

Rosenberg Foundation grant of \$14,500 supported the experiment.

The conditions were certainly close to ideal. Thirty-six boys in college preparatory curricula in twelve California public schools were brought to the School's beautiful campus. Each of three gifted teachers met daily with a class of twelve boys. The youngsters were required to write thirty-six essays on a variety of subjects — some taken from literature, others similar to subjects used in examinations for college placement, and some philosophical concepts from every-day life. About four hours were devoted to each composition, and there was heavy emphasis on discussion and revision.

Results of tests given at the end of the session, when compared with those given at the beginning, showed that most of the boys did improve their scores on the English composition test, which is part of the College Entrance Examination Board battery, and twenty-three of the thirty-six were able to pass the U.C. "Subject A" examination by the end of the six weeks.

Rewarding as the experience was to most of the boys who were personally involved, the overall results tend to prove the seeming intractability of the "English problem" faced by the public schools because of the intensity of the effort needed to overcome it.

A teacher who is not well educated in the fundamentals of composition probably is not too good at imparting those fundamentals to his students. Yet it appears that most high school teachers of English have had little instruction in how to teach writing. A college student majoring in English who intends to teach is generally required to master some period in English literature or become an authority on some one writer. The emphasis in the typical English

major, in short, is on literature, with scant attention paid to composition.

The practice undoubtedly varies from college to college. A Rosenberg Foundation grant of \$2,000 to the Western College Association is supporting a study of what preparation to teach composition is in fact given future teachers of English by California's colleges and universities. When the study is completed, it will be published along with recommendations for improving this aspect of the education of future English teachers.

TAKE a small park jammed between a freeway and a railroad in an ugly industrial area that is literally littered — with junkyards — and what do you have? Berkeley's Aquatic Park, for one thing. And a perfect place for teaching and learning about the wonders of the whole world of nature, for another.

Probably nobody but members of the Audubon Society would see the possibilities of such an unpromising site, but fortunately they did. The Golden Gate Audubon Society chose precisely this postage-stamp-sized park to demonstrate — and prove — that almost any bit of land not yet covered by cement can be used to show the beautiful relationships among natural things: plants and water and birds and insects. Rosenberg Foundation grants totaling \$7,391 have supported the Society's experiment, which was aimed at training teachers and youth leaders how to teach conservation and to show that it can be done anywhere: a vacant lot, a school yard, or a neighborhood garden.

An Audubon Society specialist with a degree in wild life conservation leads small groups of teachers, teachers-in-

training, and recreation and youth workers on short walks through the little park, letting them discover natural things from which she points out the basic concepts of biology and ecology. Then the group meets in a small building on the grounds where the "findings" of the trip are discussed and the simplest kinds of teaching aids and relevant books are shown.

The unique—and promising—thing about the experiment is that it does not utilize anything to which teachers or youth leaders do not have easy access. It is a "nature in your own backyard" approach, and using just a small amount of space, demonstrates how a teacher can lead youngsters to observe the intriguing inter-relationships which usually go unnoticed because we have not been shown them or do not understand them. Eyes, ears, noses, fingers, and tongues are the main "tools" used.

Arrangements are now being made with school districts and teacher training institutions to participate officially in the program. It is estimated that about 5,000 children will be reached through the 330 adults who will be trained during the course of the grant.

**A**PPROXIMATELY one-fourth of the nation's labor force is now employed in semi-professional and technical jobs—"middle manpower" occupations. The increasing momentum of the second industrial revolution through which we are living guarantees that there will be even more of these jobs in the future. It does not require graduate training, or even the baccalaureate degree, to fill these jobs. It does, however, require appropriate high school education (followed in some instances by junior college). This is the kind of education that is largely missing in our secondary

Middle  
Manpower

schools today.

One reason for this is that lately a tremendous emphasis has been placed on the educational needs of the very bright and the very "disadvantaged". The student who is somehow lost in all this shuffle is the average student—and his name is Legion. It is today's average high school students who will, or should, fill the middle manpower occupations of the future. But for most such students high school resembles a dreary cafeteria, offering a hodge-podge of courses which are neither particularly tempting nor adequate preparation for the world of work.

San Mateo's union high school district, like many suburban districts, has traditionally focused on the needs of the college-bound student. But Leon M. Lessinger, the superintendent, is eager to turn the district's seven high schools into a true "comprehensive" system able to meet the needs and capabilities of all the students. The first necessity, he found, is to improve education for the average students. With the partial support of a Rosenberg Foundation grant of \$12,600, he and others in the schools are constructing a four-year sequential program for such boys and girls.

Under the San Mateo plan students in the ninth grade technical core will receive well-integrated instruction in mathematics, science, English, and social science, and in the tenth grade will apply what they have learned in specialized laboratories where they will solve significant school problems. By eleventh grade they will be ready to gain work experience in actual laboratories and jobs in the community, and in the twelfth grade can specialize in fields they had found to be of special interest to them. If the program's objectives are realized, students would then be ready either to get jobs immediately or go on to junior or four-year college if they chose to do so.

IN most large school districts in California the dropout rate runs at about 25 per cent to 30 per cent each year.

"Dropouts" is not an accurate word to describe many thousands of the youngsters to whom it is applied. "Forceouts" would be more precise in many cases. There are those who are expelled or suspended; pregnant girls, whether married or not; many youngsters on parole or probation; some who find regular academic work too difficult; some who leave regular school at sixteen in order to work part-time.

Whether one speaks of dropouts, forceouts, or pushouts, the hard fact remains that the regular public school system does not deal adequately with a very sizeable minority of young people of school-going age. Yet California law makes education compulsory until a youngster has achieved either graduation from high school or the age of eighteen. For nearly fifty years, school districts have been required to provide some form of continuing education for boys and girls who have achieved neither. The larger cities do this for selected young people (not all by any means) through "continuation high schools." Until recently, there were only thirteen of these schools in the state, but many more are now on the drawing boards.

Although little systematic analysis has been made of these schools and their differing policies and educational programs, it is known that in general they are the step-children of the public school system. School districts are often frugal in supplying them with books, equipment, and other materials. Although some fine teachers choose to teach in them, many teachers resent being assigned to them because of their low status. The students who attend them, too, are often aware of the fact that the schools are in the backwater of education.

Several years ago Glen H. Elder, Jr., a sociologist at the University of California at Berkeley, undertook a study of

the continuation school in nearby Richmond as part of a larger project he was working on. He became so interested in the largely unrealized potentialities of such schools that he extended his research in a limited way to include all the continuation schools of the Bay Area. This study further convinced him that promising opportunities are being overlooked, and that such schools might provide a key to the problem of the growing numbers of youngsters who are misfits in the regular system.

With support of a Rosenberg Foundation grant of \$19,265.95 to U.C.'s Institute of Human Development, Dr. Elder is making a study of all the state's continuation schools. His work is nearing completion, and will be published by the Bay Area Educational Research Service, which is associated with U.C.'s Field Service Center.

Dr. Elder studied the schools as they now exist with a particularly sharp eye cast as to the future uses which could be made of them. Despite the differences among the schools today, he believes that they all share certain characteristics that, if properly exploited, could make them especially appropriate institutions for educating many who do not "fit" the regular system.

The continuation schools have an advantage, for example, in that they tend to treat their students much more like adults than do the regular schools. Also, they lack the "lock-step" syndrome so common to regular schools. The opportunity to proceed at their own pace is valuable for all students and probably particularly so for the kinds found in continuation schools. The smaller class size and student-teacher ratio also operate to their benefit.

Many possibilities, however, appear not to be seized by most of the schools.

Many students, for example, drop out of school at the junior high level, yet few continuation schools accept children from the seventh, eighth, and ninth grades. A pattern

which is depressingly common is that such youngsters loaf around, drift into trouble, are sent to correctional institutions, and eventually are ready for continuation high school — if they are admitted. (Some continuation schools will not accept parolees.) This is a strange route to high school, and one that is tragic for the individual and costly to the state.

Teachers in continuation schools, it turns out, have on the average attained a higher degree level than those in the regular schools. But they receive no special training in how to handle their students, and most say they would like some. It is a fact that we don't know much about appropriate methods of reaching such youngsters, but some things *are* known and more can be learned and applied.

As for methods, great emphasis is laid on the tutorial, individualized system. This is appropriate in some instances for some subjects, but Dr. Elder believes that group discussion and participation can be especially valuable for such students.

The continuation schools are perfectly geared for combination work-study programs because their hours make it possible for youngsters to hold a job and go to school at the same time. But in general they have not developed a curriculum that has any noticeable relationship to available jobs—and jobs are what most of these youngsters are interested in.

Dr. Elder came across one school which he thinks has especially intriguing possibilities as a pattern for the future. Berkeley's continuation school accepts both adolescents *and* adults belatedly working for their high school diplomas. It turns out that being thrown together in a common enterprise is valuable for both groups. The adults gain greater understanding of and sympathy for the youngsters. For their part, the adolescents see the adults as realistic models: men and women from backgrounds much like

their own who care enough about education to be willing to come back at forty or fifty to pursue it. Said one eighteen-year-old girl: "Man, I'm glad I can get my diploma now. I certainly don't want to have to come back when I'm middle-aged, like thirty."

Despite the compulsory education law, in 1963 it was estimated that several thousand youngsters of high school age in the city of Oakland alone were out of school and out of work. There were few places for them, except the beckoning streets.

One of these lost youngsters later wrote: "When I was out of school all I did was watch TV and sleep and smoke." Many of them did worse than that. And if the public schools were not ready for them, the police always were.

Appalled by this situation, several young Protestant ministers and a Catholic priest met together on New Year's Day of 1964 to think through what, if anything, they could do to point up the plight of these youngsters. By the end of the meeting, they had decided that they should establish a school which would show that such young people are not beyond hope, not beyond the reach of our social institutions, specifically the schools, and should not be doomed to useless—or worse—lives.

So they established a private school for dropouts and pushouts, and named it for John F. Kennedy. During its first struggling year it operated from 3:30 to 5:30 each afternoon in classrooms provided by a parochial school. Teachers from that and public schools staffed it.

The School managed to sustain an enrollment of approximately forty boys from fourteen to eighteen years of age. Over 20 per cent of the youngsters enrolled that first year were able to return to regular school, and 30 per cent more remained at J.F.K.



At the end of the first year's operation, the School's directors asked for, and received, a Rosenberg Foundation grant of \$25,000 so that the School could move to a building where it could operate during regular school hours, employ a small staff of full-time teachers and counselors, and build a curriculum that would include a work-training program. In addition to instruction in the rudimentaries — reading, writing and arithmetic — some boys receive specific on-the-job training through cooperation with local businesses. Thus, for example, the Shell Oil Company had an active program training J.F.K. students in service stations. The boys were able to realize their immediate goal, which is to make money, and at the same time stayed in school.

The Oakland public schools finally did inaugurate a first and then a second continuation school, which are now in the curious position of referring potential students to J.F.K. For these public schools can handle only a small number of boys at a time — and generally not the kinds who are accepted at J.F.K.

More than 90 per cent of those boys are on probation or parole. They are the hard-to-reach — the boys of low morale and lower self-esteem, bored, despairing. And in our success-oriented society, many institutions don't like to take probable failures. It doesn't look good on the records.

Some of the J.F.K. boys will be failures, no doubt about it. Some will not. And, of course, it depends on one's definition of success. One boy at J.F.K. wrote a poem about how he would like life to be for him. It may seem a modest definition, but it does not differ much from the dreams of many other Americans:

If I could have my way  
I would be able to save money  
And have a good job  
And be able to do the things I like.

I wish I could have a nice family,  
And a good wife and kids.

I would like to have a good job,  
And be able to go out whenever  
I wanted to.

I would like to have money in the bank  
And still have enough to spend on my car  
And other small things.

I would like to have a real nice car,  
And take good care of it.  
I would like to be able to have  
People look up at me,  
Instead of looking D

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Most American children absorb flagrant misconceptions about minority groups at a very young age. Often, parents and other adults are the first to transmit false stereotypes, and when the child gets to school he finds textbooks that are full of them. (There are now, however, many moves afoot to correct this situation.)

Perhaps no group has suffered more in this respect than the American Indians, who have been victimized not only in textbooks but on television and radio, in fiction, and even in children's games.

This year a Rosenberg Foundation grant of \$9,987 was made to the American Indian Historical Society for a program designed to make more accurate information about Indians available in the school. The Society is composed

Telling The  
Indian  
Story

entirely of Indians; it is the first such all-Indian organization to approach this Foundation, although many grants have been made over the years to organizations working on their behalf.

The Society intends to enlist the cooperation of school administrators in key districts throughout the state in conducting workshops for teachers and in presenting classroom or school assembly programs. It has already presented such programs—with great success—in several Bay Area schools.

The impetus for creating the American Indian Historical Society came from U.C.'s famed Bancroft Library, and the Society's publication, "The Indian Historian," is distributed across the country. The Foundation's next report will attempt to assess how California schools have responded to the Society's long overdue efforts to correct misconceptions in American history.

The California League for American Indians, with a Rosenberg grant of \$500, will bring up to date and publish a directory of scholarship and training resources for Indian students in California. The directory is the only thing of its kind in the state, and it will be given both to school counselors and to interested young Indians, who are showing a mounting desire for education and training.

A further grant, of \$4,500, was made to the Intertribal Friendship House in Oakland, an agency of the American Friends Service Committee, for a youth program described in last year's report. Added this year was a tutoring program with a novel twist: Indian high school students tutor, in the home, all the children of one family, regardless of age and grade, calling on the parents for advice.

THE San Joaquin Valley is a rich and fertile land with a

strong beauty of its own. But it does not have great variety, geographical or cultural or even occupational. In all the Valley there is not a single art gallery. There are no institutions devoted to research in scientific or technological fields. There is not one museum of any significance. There is not a single university. There are no truly cosmopolitan population centers.

Children who live in the Valley thus have few of the opportunities increasingly made available by schools in metropolitan areas—visits to zoos, museums, historical sites, and other places related to subjects the children are studying. Last summer the Tulare school district, with partial support of a Rosenberg Foundation grant of \$3,670, arranged a whole package of such visits for sixty sixth, seventh and eight-graders. The conception and execution of the program went far beyond the usual "field trip" experience for children, and the hope was not only to benefit the children involved, but that they would bring back much of interest to their schoolmates.

The youngsters—thirty girls and thirty boys—represented all social, economic and ethnic backgrounds. During the first week of the five-week "widening horizons" program they met together, with teachers, to learn about the places they would be seeing later on ten-day tours. Then the boys took off on their trip while the girls remained in Tulare learning more about what to anticipate. After the boys came back they too were in classrooms reading, writing and talking about what they had seen, and the girls took their tour. All the boys and girls spent the final week together discussing and evaluating their journeys and the materials, including photographs, they had gathered for use in classrooms during the next school year.

The trip, made by school bus, took the youngsters to Sacramento, through the vineyards of the Napa and Sonoma Valleys, to the lighthouse at Point Reyes, across the Golden

Gate to San Francisco, on to Monterey and Carmel and Big Sur, and finally home to Tulare. Most of the time they slept in sleeping bags and ate food prepared by themselves and the teachers who accompanied them, but in the big city they had the experience—the first for many of them—of staying in a hotel and eating in a real restaurant.

It is impossible to measure the effects of such a trip and study. Was it really an educational experience, or was it just fun—though there is much to be said for the last? Did it really widen horizons—give these children more things to think about, memories that would stay with them, more ideas of the great variety of occupations there are, of the differences between places and ways of living?

“Fascinating to those who observed their reactions firsthand, and fascinating also to those who listened to their reports or read their evaluations, was the variety of places and circumstances and people which impressed them as enjoyable, memorable and beautiful” says the report the school district later submitted.

For one boy the “loveliest” experience of all was going into the Japanese Tea Garden in Golden Gate Park. (Several children—all boys—remarked on this.) Almost all the children were awed and impressed by the Capitol; interestingly enough, not one child mentioned as a highlight of the trip the fact that he saw the Governor, but nearly all of them made respectful references to the guide who helped them understand the importance and significance of their state’s Capitol.

“What I liked was the way he went about things he showed us,” wrote one. “He knew what he was talking about, but expressed it so that we knew.”

These children live in a flat, cotton-growing valley which is breathlessly hot in summer. So it is not surprising that again and again they refer with pleasure to the sight and sound of the sea, to the cool fogs of summer on the coast,

to the steep hills of San Francisco—“The Golden City,” one boy called it in a poem.

The glamor and exhilaration which impress most adult visitors to San Francisco communicated themselves to these children as well.

“It is not a usual city,” wrote a girl, “but one where you will find adventure, movement and mystery. You can hear your heart beat with the fast pace of your feet as they hit the pavement.” Others were not so eloquent, but said simply that they liked the city because “it was a fancy place.”

The Golden Gate Bridge overwhelmed most of the children. “How could something so wonderful be real!” exulted one child.

Perhaps the greatest lesson the children learned from their summer is that there are a lot of wonderful things in the world, and that they can be real.

IT is not a problem that captures the headlines—except when something goes dramatically awry. But a persistent problem in a society that cares about all its children is to ensure that the laws and practices surrounding adoption are steadily scrutinized. Do they serve the interests of adoptable children in the best possible way? Do they give natural parents every possible opportunity to make a wise decision concerning their children? Are adoptive parents safeguarded as they seek to bring a child into their home?

In 1950 this Foundation and the Columbia Foundation supported a study of the adoption process by a state-wide committee of fifty-six distinguished Californians with the assistance of a professional staff. The report which resulted from that study in 1953 was widely distributed and praised,

and the entire undertaking received the Marshall Field Award to social agencies for its demonstration of what private and public bodies can do when they work together toward a common goal.

In 1963 another Foundation grant of \$79,806 was made to the California Citizens Adoption Committee, composed of a nucleus of the original committee augmented by other distinguished private citizens, to conduct a two-year study of the changes a decade had brought.

"It should be taken as a renewed statement of conviction . . . that every child who needs a home should get one, that the child's welfare is the first consideration, and that whatever system best protects the child and the other parties from the lurking hazards is for that reason the best" says the foreword to the new report, "Serving Children in Need of Adoption".

The new study is a practical one, focusing on specifics.

"What is actually happening to children? To parents? How often? Where what happens is good, just how could we make it happen more consistently? Where what happens is bad, how might we reduce the incidence or the severity of the trouble? These are the questions the Committee has tried to answer, relinquishing to the public forums the theoretical arguments about legal rights, moral duties, and professional interests."

Two subjects receive major emphasis in the new report: problems surrounding independent adoptions (that is, those not made through a licensed agency), and needed services for unmarried mothers.

"A reader expecting a ringing declaration that independent adoption is bad and should be outlawed, or that it is good and should be freed of present legal restrictions, will be disappointed; he will find neither" states the Committee's president. "He will, however, find a novel proposal which might point the way toward making it a safer pro-

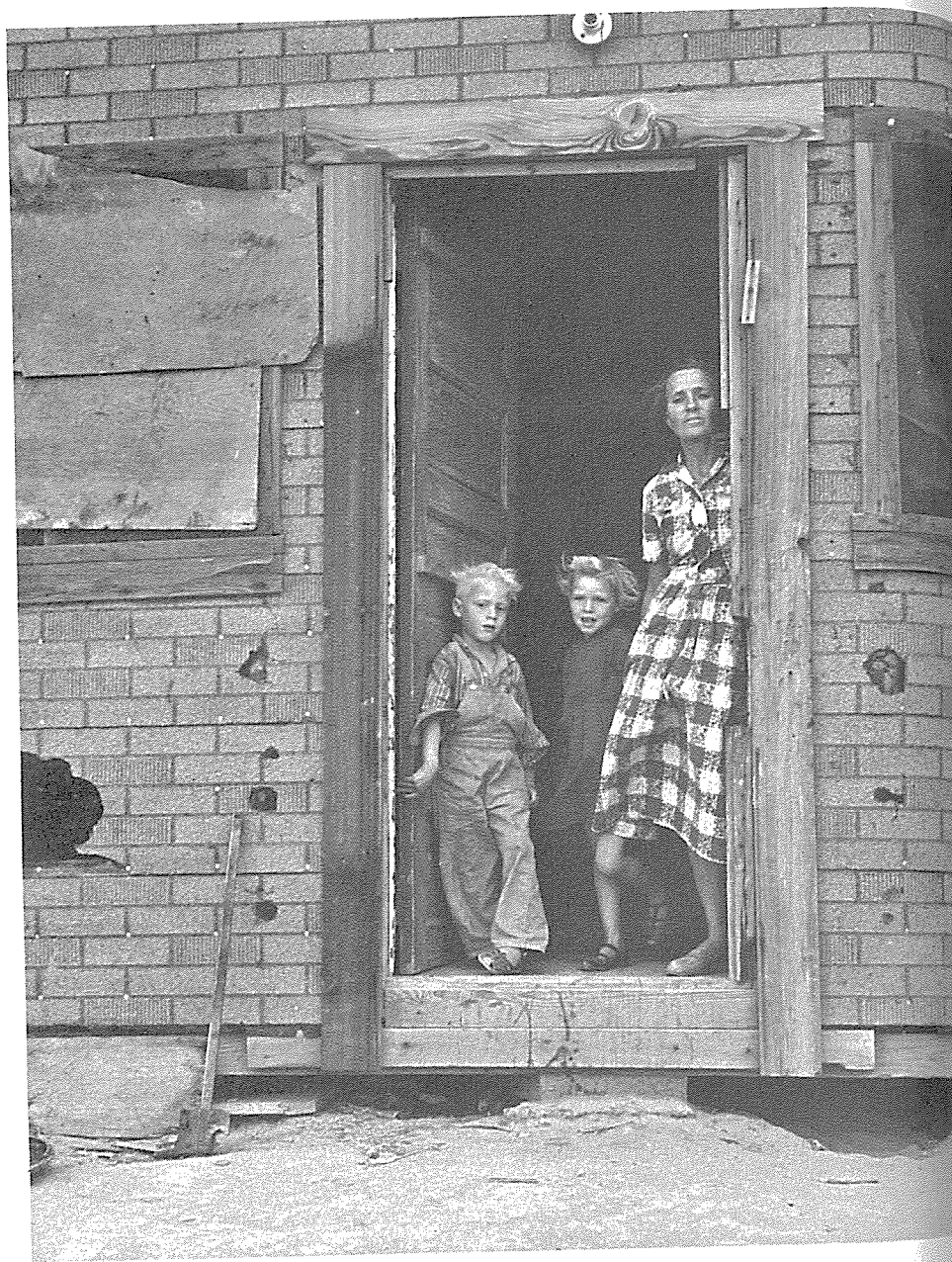
cedure than it has been in the past. Anyone who has held a comfortable belief that the varied social services designed to relieve the plight of the unmarried mother are fully effective will encounter some disturbing truths; he will find that the actual services are spotty, and often insufficiently coordinated. The report throws no stones, but it makes some practical suggestions."

The Committee also reviewed guardianship laws and procedures, the current situation with respect to child welfare personnel, and regional exchanges, under which some children for whom homes are hard to find have an expanded opportunity to be placed in suitable homes.

The report gives another demonstration of the fact that public agencies will give hearty cooperation to a highly qualified group of citizens seeking to study and make improvements in a field affecting the vital interests of children.

ON a roughly paved street in the Central Valley hamlet of Goshen there is a row of the small stucco houses so common to that region. Most of these houses, in their natural buff color, fairly melt into the hard landscape surrounding them. But at the end of the block stand four that dazzle the eye: one purple, one orange, one green, one pink. Bright flowers on well-tended lawns vie with the colors of the houses; there are draperies at the windows, and every other sign of loving care surrounds these simple homes.

This is hardly surprising, because the people who live in them know every floor board, every brick, every piece of tile — because they put them there. These houses and others in Goshen and nearby towns stand as gay symbols of a movement that has spread into other parts of the Val-



*By George Ballis*

ley and beyond—a self-help building program on the part of seasonal farm laborers.

The American Friends Service Committee has worked for many years with farm laborers, both migrants and those who are more or less settled, in the Central Valley. The AFSC field staff had long reported that there was nothing those families wanted more than a decent place to live. Yet with an average income of about \$2300 for the father of a family averaging six children, they seemed doomed to huddle forever on the dreary fringes of the Valley towns, often paying exorbitant rents for miserable shacks without plumbing or many other amenities.

When, in 1962, the Farm Housing Act made possible long-term, low-interest loans to rural citizens who could not obtain satisfactory credit elsewhere, the Friends were quick to move. They assigned a man to Tulare County to help the agricultural workers' families learn to help themselves. For they had no collateral of the usual type to put up for loans—only their own labor.

With the encouragement of the AFSC worker (whose salary was paid through the gift of a former member of the Board of this Foundation), groups of families began to meet together in the Goshen area. Those who had enough interest and perseverance eventually formed into groups of six or eight families who pledged to help each other build houses in their spare time and during the slack season between harvests. But first came literally months of meetings where they learned about the intricacies of obtaining building sites, the financial obligations of home ownership, loan requirements, building design and materials, code requirements, and landscaping.

Entire families were involved in these meetings, as they were later in the construction. Each family averaged about 1,200 hours in actual work. The men did carpentry and bricklaying. Teenagers helped them and also kept minutes

of the meetings and records of labor exchange agreements. Mothers learned about materials, upkeep, and budgeting, and did some of the building.

By the end of the initial AFSC experiment about twenty houses had been built. The principal, teachers, and nurse of an elementary school reported that the children from these homes seemed to have better "self-images" than many other farm labor children, that their motivation for education was higher, that they were cleaner and healthier, and that the parents became more involved in community activities than they had been previously.

Following the successful Goshen experiment the Friends, with the aid of a Rosenberg Foundation grant, helped an entire cluster of Mexican-American families start the long process which will lead to a tidy little community near Three Rocks, a particularly squalid area. These families demonstrated their faith and optimism by naming their prospective town El Porvenir—"the hope of the future."

Last year a new Rosenberg Foundation grant of \$20,600 for the first of three years helped establish Self-Help Enterprises, Inc., a non-profit corporation emerging from the experience of the Quakers but no longer formally affiliated with them. It trains people to work with increasing numbers of farm families and provides consultation and advice throughout California and beyond. There are now about two hundred Self-Help houses in California somewhere between the talking stage and the moving-in stage.

Self-Help Enterprises is more than an experiment in amateur house building. It is really an experiment in community development.

It is difficult to write about community development without sounding excessively sociological, or condescending, or fuzzy, or all three at the same time. What it really

boils down to is allowing people to decide for themselves what they want to do and helping them learn how to do it. This philosophy, expressed for many years in experimental programs financed by private money, now underlies much of the governmental anti-poverty program. It is a hard one to put into practice, as that and other programs have shown.

Middle-class Americans have a long tradition of successful community development, though that term is not usually used to describe it. The residents of a pleasant neighborhood will decide, for example, that a stoplight should be placed at a dangerous intersection, or that a vacant lot should be converted into a small park, or that a cooperative nursery school is needed in the area. These people are skilled almost from childhood at organizing themselves into effective groups, at forming committees and guiding discussions. They have considerable sophistication about applying political pressure on local (and other) units of government. In addition, there is generally a good deal of technical knowledge available in such a group: some of the men can do carpentry or draw up legal papers; some of the women may be teachers. Most important of all, they know they can succeed because they have seen, or themselves had, similar successes.

For the poor in our society, whether rural or urban, it is another story. Many are shackled by ignorance and lack of practical experience (as well as money and political influence), and perhaps even more, until recently, by apathy. What little good has happened to them has likely been done to or for them rather than by and with them. They may not even perceive it as being "good." It is one thing for a middle-class social worker to decide that a given neighborhood needs a nursery school; it is another for the people in that neighborhood to decide it and do something about it.

In short, many such people must learn as adults, in a deprived and depressed (and depressing) environment, what most Americans learn as children in surroundings that are conducive to real self-determination.

So we are seeing the development of a new kind of social worker, someone who might better be called an "enabler," who can work *with*, not just for, poor people, be responsive to their desires and needs, and help them learn how to do the things they want to do. Bard McAllister of the AFSC sums the community development worker up this way:

"He is a channel of communication for the fearful. His chief tool is dynamic listening. He is a professional question-asker. He does not peddle answers. He seeks out the realistic factors that cause apathy and is not discouraged by the seemingly endless task. In plying his trade he will never do anything for the people that they can do for themselves. He directs all of the credit for progress to the volunteer leaders, where it belongs. He is content in his role of hired functionary. He knows that the true measure of his success lies not in what he does, but in what is done because he is there."

There are problems involved in getting the poor to recognize that they can move together toward the realization of common goals and dreams. There are problems of another sort involved when that recognition is achieved. Sometimes the common goal collides with the interests of others. Almost everybody approves if farm workers decide to build houses for themselves; not everybody approves if they decide to go on strike.

"When you really let people think for themselves, you can't tell in advance what they'll do," says one community development worker.

Over the years, this Foundation has made a number of grants that could be loosely gathered together under the rubric of community development. Several which are still

in operation are described briefly in these pages.

"Finally, we are indeed proud of ourselves. Years before the nursery we remained uninvolved, isolated, underrated and only achieved normal routines at home and nothing too much else . . . Tic Toc Nursery has given us security, experience, a greater sense of the value of our lives, our community, our home . . ."

—Mothers of Tic Toc Cooperative Nursery,  
North Richmond, California

These sentences from a statement drawn up by a group of mothers in an extremely deprived Negro ghetto speak eloquently for the best that happens in community development. Such development does not take place over night, not in a place like North Richmond.

There, almost 16 per cent of the families have incomes under \$2,000 a year; about 40 per cent of the males over 16 are out of work. Fifteen years ago, Neighborhood House was established in North Richmond with the support of this Foundation, and for over a decade it has been under the remarkable leadership of a remarkable man, "Red" Stephenson. He and his staff have consistently demonstrated unusual sensitivity and responsiveness to the needs and desires of the people of the community. Neighborhood House has created programs (several of them with Rosenberg Foundation support) that have become national models — the first study hall for disadvantaged children, for one; a job upgrading project which established a pattern for manpower development programs with nearly illiterate youth, for another.

Even more important, leadership was encouraged to emerge from both the adults and youth of the community. A Neighborhood Council was formed, for one thing. During the early years, "Red" Stephenson or his small staff

. . . And  
In  
North  
Richmond

would speak for the people to the superintendent of schools, or the board of supervisors, or the police or probation department. Now, county officials deal directly with appropriate local groups on matters most seriously affecting the community: better schools, protection of children on their way to and from school, child care centers.

More and more, citizen participation has grown. A good example is furnished by the study hall. When it was started in 1957, Neighborhood House staff developed the idea, worked it through with the schools, enlisted the volunteers who operated it, and actually went to homes in North Richmond and brought the children to the study hall. By last year, parents were making all these arrangements, and there was a waiting list of children.

This year Neighborhood House asked for and received a Rosenberg Foundation grant for an unusual but simple and logical purpose: to allow a representative group of citizens to establish what is in effect its own small, temporary philanthropic foundation. The Rosenberg grant provides a project director to help develop citizen participation and leadership and to work with community organizations, and establishes a \$10,000 fund to be allocated by a citizens' advisory committee. By latest reporting, money had been appropriated for the study hall, to allow a community organization to expand its youth program, and \$3,000 had drawn \$85,000 in federal anti-poverty funds for a job opportunities program. Pending proposals range from a project to teach young people management and production skills by forming a non-profit junior corporation to establishing a library of Negro history and culture in North Richmond.

In the letter covering the first year's report on the grant, the president of the board of directors of Neighborhood House wrote the Foundation: "There is now a ray of hope emerging in North Richmond, which is of a different

quality than any of the previous expectations that we have experienced in this community."

The California Migrant Ministry, which is part of the National Council of the Churches of Christ in the U.S.A., has worked for some years with farm laborers in the Central Valley. Not all of these workers are "migrants"; increasingly, more of them, including many Mexican-Americans, have been settling permanently in one or another of the Valley towns.

In 1964 the Migrant Ministry received partial support for a self-help project for farm laborers in the Porterville area of Tulare County. The goal of the project, run by two young Protestant ministers and a Mexican-American sub-professional, was to develop a self-supporting organization of Mexican-American farm workers who could decide for themselves how best to define and meet their own problems. The role of the ministers and the sub-professional, part of whose salaries were paid from the Rosenberg Foundation grant, was to help the laborers work toward the goals they themselves set.

By early 1965 about a hundred farm labor families had formed a self-help organization called the Farm Workers Organization of Tulare County (FWO). A few months later the FWO voted to become part of a then little-known organization based in Delano—the National Farm Workers Association (NFWA). Although the FWO vote was not unanimous, the majority who did vote to join the NFWA did so in order to have the benefits of a credit union, a cooperative from which they could buy gasoline and tires (very important for workers who must travel from field to field), and an insurance plan.

Most Californians—and indeed most Americans—are aware of some of the events that have taken place in the

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Central Valley in the past year. Inevitably, the Farm Workers Organization and its Migrant Ministry staff became involved in these events.

In July of 1965 the Tulare County Housing Authority substantially raised the rents on the small metal shelters in which many members of the FWO lived. The tenants asked the Migrant Ministry project staff to assist them in a rent strike. Mindful of their pledge that the workers could determine their own goals, the staff detailed one of its members to help with the strike in addition to his casework with the laborers.

In the fall of 1965 the NFWA, which by then of course included the FWO, had embarked on the now famous grapepickers' strike, throwing picket lines around a number of vineyards in Tulare and Kern Counties. The Migrant Ministry staff joined the workers on the picket lines. This action was in accord with the position of the Migrant Ministry's parent organization, the National Council of Churches.

Aside from the strike, the Mexican-American farm laborers have many other problems, such as securing welfare payments where they are eligible for them, medical care when needed, and solving immigration difficulties. Accordingly, the Foundation has continued its grant to cover individual services of this kind. Funds have also been provided to enable the Migrant Ministry to keep clergy and others "on the other side of the tracks" informed about its work.

The North Avenue area, on the outskirts of Fresno, is, or used to be, typical of about fifteen such communities clinging to the fringes of that large Valley town. Most of its inhabitants are farm workers (or unemployed), many of them Negro, with the burdens of very little education,

large families, and poor housing added to the problem of being part of a minority race.

Almost fifteen years ago, the Church of the Brethren established a North Avenue Community Center, which for the first few years of its existence played a rather traditional role as a sort of recreation center and meeting place. Later, however, a new director and several volunteers began to introduce the newer community development concepts. Enough citizen interest and participation were aroused to persuade the city of Fresno to annex the area, though such neighborhoods constitute a heavy tax burden on cities.

In 1962 this Foundation made a three-year grant totaling \$25,500 for an expansion of the Center's self-help efforts. In an unprecedented parallel action the Fresno City Council made \$16,000 available for the same purpose over the three-year period.

There have been many tangible results of the project. City water was piped into the area, and the city permitted residents to link into the system on time payments (this required a stretching of city policies). Similarly, a sewer system was built by the city after long negotiation, and again the city worked to relax its rules so that residents could afford to hook into it.

North Avenue is rather remote from downtown Fresno, and formerly no public transportation linked the two. Bus service was extended after a well-organized door-to-door poll proved that it would be used.

Adult education classes have been established, both at the Center and in city and county schools, in response to specific requests from North Avenue residents. And the U.C. School of Architecture selected the North Avenue area as the site for a demonstration of low-cost housing for farm workers. The neighborhood was chosen because a number of new homes have been built there, others have

been repaired, and sub-standard structures have been demolished.

Great needs remain in the North Avenue area, but the achievements are testimony to the progress that can be made when a city administration joins with the residents of a slum area in solving local problems.

The reader can see that these "self-help" or community development projects have had different goals and utilized different methods. In 1963 a symposium on community development underwritten by the Foundation revealed a diversity of approaches and the need for further experimentation to find effective ways of helping people help themselves. As a result of recommendations from this conference, the California Center for Community Development was established to offer service and training and do research and evaluation. Application was made to the Rosenberg Foundation, and a grant of \$58,150 provided the core budget for the agency's first eighteen months.

The Center's headquarters is in Del Rey, a small town south of Fresno, but the organization is a state-wide resource for both rural and urban programs. It has already raised, through project support, ten times the amount of the Foundation's original grant. The money has come from private as well as federal, state, and local government sources. The sites of actual or pending projects range from the Delta area around Sacramento to the slums of Los Angeles, and a number of programs have been completed or are now going on in various Valley communities.

Of the Center's many activities, one has gained attention out of proportion to its importance in the context of the total programming and financing of the organization. The board of the Center formally endorsed the Delano strike. In addition, a staff man of the Quaker persuasion joined

the pickets, and is credited by many with having played an important role in maintaining the non-violent character of the strike.

For more than a quarter of a century the Rosenberg Foundation has sought to better the lives of California's children. One path it has taken to doing so is to support experimental programs which, by lifting the aspirations and capabilities of parents, may benefit their children. And as poor people, many of them from minority backgrounds, shed their apathy and seek to achieve the bright promise of American life, the times are bound to be disquieting. Controversy is sure to arise.

Little is so far known about how to achieve true community development: the absorption of the entire population into the full stream of national life. This Foundation has tried to remain true to its role of pioneer by making possible experiments that, it is hoped, will illuminate this as yet obscure field.

## 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, 1965 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, 1965 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.

Our examination also comprehended the supplemental schedule of grants for the year ended December 31, 1965 and, in our opinion, such supplemental schedule, when considered in relation to the basic financial statements, presents fairly in all material respects the information shown therein.

HASKINS & SELLS

San Francisco,  
April 5, 1966

## FINANCIAL STATEMENTS

Rosenberg Foundation  
(A Corporation)

Balance Sheet, December 31, 1965

### ASSETS

CASH .....	\$ 147,038
INVESTMENTS—At cost (quoted market, \$12,779,978):	
Bonds .....	4,074,041
Preferred stocks .....	558,014
Common stocks .....	3,008,826
Total investments .....	<u>7,640,881</u>
OFFICE EQUIPMENT (at cost) .....	4,134
TOTAL .....	<u>\$7,792,053</u>

### LIABILITIES AND FUND BALANCES

GRANTS PAYABLE .....	\$ 228,122
ACCOUNT PAYABLE .....	4,375
INCOME FUND (deficiency) .....	(307,100)
PRINCIPAL FUND .....	7,866,656
TOTAL .....	<u>\$7,792,053</u>

## Rosenberg Foundation

Statements of Income Fund and Principal Fund  
for the Year Ended December 31, 1965

### INCOME FUND

INCOME FROM INVESTMENTS:	
Bond interest .....	\$ 166,809
Preferred stock dividends .....	32,183
Common stock dividends .....	247,755
Interest on savings accounts .....	3,861
TOTAL .....	<u>450,608</u>
ADMINISTRATIVE EXPENSES:	
Investment counsel and custodian fees (Note) .....	25,375
Administrative salaries .....	19,943
Employee retirement payments .....	6,000
Other .....	15,834
TOTAL .....	<u>67,152</u>
INCOME AVAILABLE FOR GRANTS .....	383,456
ADD—Refunds of prior years' grants .....	6,998
TOTAL AVAILABLE FOR GRANTS .....	390,454
GRANTS AUTHORIZED (less cancellations, \$18,809) .....	449,544
EXCESS OF GRANTS OVER INCOME .....	(59,090)
INCOME FUND (Deficiency) AT BEGINNING OF YEAR .....	(248,010)
INCOME FUND (Deficiency) AT END OF YEAR .....	<u>\$ (307,100)</u>

### PRINCIPAL FUND

PRINCIPAL FUND AT BEGINNING OF YEAR .....	\$7,849,027
PROFIT ON SALE OF INVESTMENTS .....	17,629
PRINCIPAL FUND AT END OF YEAR .....	<u>\$7,866,656</u>

NOTE: Payments to the investment counsel are made in equal quarterly instalments. Five instalments were included in the above statement.

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1965

Project	Grants Payable January 1, 1965	Grants Authorized	Grant Payments	Grant Cancellations	Grants Payable December 31, 1965
California Citizens Adoption Committee, Inc.—Statewide study of adoption procedures and problems	\$ 17,122.50		\$ 17,122.50		
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	7,000.00		7,000.00		
San Diego City Schools—Community program to raise the educational and economic level of disadvantaged families	12,800.00		12,800.00		
Pacific Oaks—Community services program to help professions working with young children	5,000.00		5,000.00		
American Friends Service Committee—Casework services to Indians resettled in Oakland	8,500.00		4,000.00		\$ 4,500.00
Community Council of Central Santa Clara County—Develop Mexican-American leadership	18,939.00	\$ 15,730.00	17,884.00	\$ 1,055.00	15,730.00
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	15,000.00	15,300.00	30,298.00	2.00	
Youth Studies Center (U.S.C.) and Boys Republic—Research to test the effectiveness of a method of post-institutional treatment of delinquent boys	41,135.00	10,480.00	20,373.00		20,762.00
Tulare City School District—Preschool program for disadvantaged children	600.00		10,480.00		
Fresno Community Council—Evaluate North Avenue Community Center project			600.00		
American Friends Service Committee—Community development project to secure better housing for farm workers' families at Three Rocks	17,000.00	3,057.00	12,250.00		4,750.00
Marin Council of Community Services—Marin City project			3,057.00		
Youth Employment Project—Experimental program to improve job and social skills of junior high school students	6,100.00		6,100.00		
Planned Parenthood-World Population—Incorporate family planning into public health services	15,000.00		15,000.00		
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	3,200.00		3,200.00		
<i>Forward</i>	\$170,896.50	\$ 44,567.00	\$168,664.50	\$ 1,057.00	\$ 45,742.00

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1965

Project	Grants Payable January 1, 1965	Grants Authorized	Grant Payments	Grant Cancellations	Grants Payable December 31, 1965
<i>Forward</i>	\$170,896.50	\$ 44,567.00	\$168,664.50	\$ 1,057.00	\$ 45,742.00
Northern California Service League—Casework services as an alternative to incarceration of young offenders		12,300.00			12,300.00
University Y.W.C.A. (Berkeley)—College student program of "adventure tours" for minority group children		2,619.00	2,619.00		
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		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		
College of the Holy Names—Troupe children's theater to schools in disadvantaged areas	750.00		750.00		
Oakland Interagency Project—Group educational, health, counseling and recreational program for school age pregnant girls	12,120.00		12,120.00		
Visitacion Valley Community Center—Study hall and parents' group program	8,500.00		8,500.00		
California League for American Indians—Statewide meeting to acquaint Indians with opportunities provided by the Federal Poverty Program	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		12,000.00		9,700.00
Mid-Peninsula Christian Ministry—Strengthen work with teenagers	16,700.00	8,300.00	16,700.00		8,300.00
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 (excess payments authorized early in 1966)	6,876.81		11,359.66		(4,482.85)
Ann Martin Foundation for Children's Services—Establish a model for organizing geographic units offering a range of mental health services	35,500.00		17,500.00		18,000.00
Vallejo Oaks Union School District—Experiment with utilizing entire school site as a learning environment	26,425.00		26,425.00		
<i>Forward</i>	\$316,198.31	\$ 77,216.00	\$282,938.16	\$ 11,487.00	\$ 98,989.15

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1965

Project	Grants Payable January 1, 1965	Grants Authorized	Grant Payments	Grant Cancellations	Grants Payable December 31, 1965
<i>Forward</i> .....	\$316,198.31	\$ 77,216.00	\$282,938.16	\$ 11,487.00	\$ 98,989.15
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		1,000.00		2,000.00
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		15,000.00		10,000.00
Diabetic Youth Foundation—Training film for adolescent camp counselors .....	3,500.00		3,500.00		
Neighborhood House—Experimental program of parent participation in a low-income community .....		54,964.00	27,071.00		27,893.00
Midland School—Integrated summer session for 7th and 8th graders with college potential .....		4,500.00	4,500.00		
California Migrant Ministry—Reprint report of Symposium on Community Development .....		750.00	750.00		
Golden Gate Audubon Society—Demonstrate new techniques for outdoor education training for youth leaders .....		8,455.00	8,455.00		
Western Student Movement—Enable youth and parents in a low-income area to develop indigenous based non-professional educational programs .....		22,520.00	15,198.00	7,322.00	
Robert Louis Stevenson School—Evaluate a course to improve college preparatory high school students' writing .....		14,500.00	14,500.00		
San Francisco Hearing and Speech Center—Demonstrate a new method of screening hearing loss in infants .....		11,500.00	7,250.00		4,250.00
San Mateo Union High School District—Assistance to develop a curriculum for average students focused on vocational opportunities .....		12,600.00	12,600.00		
Tulare City School District—Summer educational journeys for rural children .....		3,670.00	3,670.00		
Richmond Unified School District—Development of a curriculum guide for teachers in preschool programs .....		7,917.00	7,917.00		
Western College Association—Study of training in composition given candidates preparing to become high school English teachers .....		2,000.00			2,000.00
<i>Forward</i> .....	\$436,848.31	\$220,592.00	\$493,499.16	\$ 18,809.00	\$145,132.15

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1965

Project	Grants Payable January 1, 1965	Grants Authorized	Grant Payments	Grant Cancellations	Grants Payable December 31, 1965
<i>Forward</i> .....	\$436,848.31	\$220,592.00	\$493,499.16	\$ 18,809.00	\$145,132.15
University of California S.F. Medical Center—Demonstrate use of an educational consultant in the pediatric evaluation and management of children with learning problems .....		8,970.00	8,970.00		
University of California, Berkeley—Study of continuation schools .....		19,265.95	19,265.95		
John F. Kennedy School—Remedial education and work experience program for high school dropouts .....		25,000.00	12,500.00		12,500.00
San Diego State College Foundation—Evaluate beginning reading materials based upon a combined phonics and sight approach .....		13,726.00	6,892.80		6,833.20
Institute for the Study of Crime and Delinquency—Reappropriation to cover obligations incurred in a family and group counseling program for county jail inmates .....		443.11	443.11		
Institute for the Study of Crime & Delinquency—Study of juveniles prone to narcotic addiction .....		32,907.00	32,907.00		
Berkeley Unified School District—Establish a traveling paperback bookstore for elementary and junior high school children .....		20,262.00	15,456.00		4,806.00
Berkeley Unified School District—Experimental mathematics program for elementary school children .....		3,000.00	3,000.00		
Governor's Advisory Committee on Children & Youth—Enable selected youth from farm labor families to attend statewide youth conferences .....		900.00	900.00		
California League for American Indians—Revise, expand and publish a directory of scholarship and training resources for Indian youth .....		500.00			500.00
Young Audiences of Greater Los Angeles—Initiate program in the Los Angeles area .....		15,000.00	15,000.00		
California Association for Mental Health—Field staff for Southern California .....		20,000.00	20,000.00		
American Indian Historical Society—School conferences, teacher bulletins and classroom programs to upgrade teaching about American Indians .....		9,987.00	9,987.00		
Self-Help Enterprises, Inc.—Spread conception of self-help housing for farm labor families, and demonstrate its practicability .....		61,800.00	20,600.00		41,200.00
University of California S.F. Medical Center—Symposium on teenage marriage and divorce .....		16,000.00			16,000.00
State Department of Corrections—Preparation and publication of a handbook on Family Counseling in correctional institutions. (Funds returned, held for future disbursement in relation to this publication) .....		(1,151.01)			1,151.01
<i>TOTAL</i> .....	\$436,848.31	\$468,353.06	\$658,270.01	\$ 18,809.00	\$228,122.36

Rosenberg Foundation  
Investments as of December 31, 1965

<i>Par Value or Shares</i>	BONDS	<i>Cost</i>	<i>Market Value</i>
	GOVERNMENT		
100,000	Fed Home Loan 4 1/8/8-15-66.....	\$ 100,000.00	\$ 99,000.00
200,000	Fed Home Loan 4 1/4/11-15-66.....	200,375.00	198,000.00
100,000	U S Treasury Notes 3 3/4/8-15-67.....	101,301.00	98,000.00
50,000	Fed Land Banks 4 1/8/10-23-67.....	50,135.00	49,000.00
50,000	Fed Home Loan Banks 4 3/8/3-1-68.....	49,953.00	49,000.00
100,000	U S Treasury Bonds 4/2-15-69.....	100,281.00	97,000.00
100,000	U S Treasury Bonds 4/10-1-69.....	100,041.00	97,000.00
100,000	Fed Land Bank 5 1/8/7-20-70.....	101,000.00	100,000.00
100,000	U S Treasury Bonds 4/8-15-70.....	100,000.00	96,000.00
200,000	Fed Land Bank 4 1/8/2-15-72/67.....	201,125.00	192,000.00
100,000	U S Treasury Bonds 4/8-15-73.....	101,301.00	95,000.00
100,000	U S Treasury Bonds 4 1/8/11-15-73.....	99,591.00	96,000.00
200,000	U S Treasury Bonds 4 1/8/2-15-74.....	202,234.00	192,000.00
300,000	Govt of Canada 3 3/4/1-15-78/75.....	309,505.00	234,000.00
	Total Government Bonds.....	1,816,842.00	1,692,000.00
	CORPORATE		
100,000	Southern Rwy Equip 4 1/8/1-2-68.....	100,815.00	98,000.00
100,000	Genl Motors Acc CDA 4 3/4/12-15-69.....	104,210.00	86,000.00
100,000	Pitts Cinn Chg St Lo 5/6-1-70.....	103,375.00	99,000.00
100,000	Sears Roebuck Acpt 4 5/8/2-1-72/67.....	104,250.00	100,000.00
100,000	General Electric 3 1/2/5-1-76.....	100,500.00	90,000.00
100,000	General Motors Accept 5/8-15-77.....	106,417.00	102,000.00
100,000	Westinghouse Air Brake 3 7/8/9-1-78.....	99,500.00	92,000.00
50,000	Mont Ward Credit 4 7/8/7-1-80.....	49,750.00	49,500.00
100,000	Commercial Credit 4 3/4/11-1-80/68.....	103,875.00	97,000.00
100,000	Southern Cal Edison 4 7/8/9-1-82.....	106,500.00	102,000.00
150,000	American Tel & Tel 3 1/4/9-15-84.....	153,780.00	121,500.00
100,000	American Tel & Tel 4 3/8/4-1-85.....	101,214.00	94,000.00
100,000	Cons Edison of NY 3 5/8/5-1-86.....	101,379.00	84,000.00
100,000	Pacific Gas & El 4 1/2/12-1-86.....	101,125.00	98,000.00
100,000	Commonwealth Edison 4 1/4/3-1-87.....	100,000.00	92,000.00
150,000	Niagara Mohawk Pwr 4 7/8/9-1-87.....	156,950.00	148,500.00
100,000	Pacific Gas & El 3 3/8/12-1-87.....	101,488.00	80,000.00
100,000	Virginia Elec & Pwr 4 1/2/12-1-87.....	100,492.00	95,000.00
100,000	Michigan Bell Tel 4 3/8/12-1-91.....	102,266.00	93,000.00
100,000	Baltimore Gas & Elec 4 3/8/7-15-92.....	102,750.00	93,000.00
100,000	Michigan Bell Tel 4 3/4/11-1-92.....	104,750.00	99,000.00
50,000	Pacific Tel & Tel 5 1/8/2-1-93.....	51,813.00	51,000.00
	Total Corporate Bonds.....	2,257,199.00	2,064,500.00
	Total Bonds.....	4,074,041.00	3,756,500.00

PREFERRED STOCKS

PREFERRED STOCKS—GENERAL			
1,900	California Water Ser. 4.40%.....	44,100.00	41,800.00
1,100	Christiana Securities 7%.....	152,922.00	147,400.00
200	Walter E. Heller 4%.....	14,501.00	15,800.00
300	Walter E. Heller 5.50%.....	29,394.00	28,500.00
2,500	San Jose Waterworks 4.75% A.....	61,875.00	57,500.00
500	Tenn. Gas Trans. 4.90%.....	50,000.00	48,000.00
	Total Preferred Stocks—General.....	352,792.00	339,000.00

PREFERRED STOCKS—CONVERTIBLE			
500	El Paso Nat. Gas 5% 2nd.....	52,500.00	45,500.00
1,000	Kaiser Alum. & Chem. 4¾% 1957.....	103,475.00	99,000.00
500	Newmont Mining 4%.....	49,247.00	81,500.00
	Total Preferred Stocks—Convertible.....	205,222.00	226,000.00
	Total Preferred Stocks.....	558,014.00	565,000.00

COMMON STOCKS

ALUMINUM			
300	Aluminum Co. of Am.....	20,262.00	23,100.00
AUTOMOBILE			
2,016	General Motors.....	122,268.00	209,664.00
BANK			
5,833	Crocker-Citizens Natl. Bank.....	88,316.00	215,821.00
11,000	First Natl. Bank San Diego.....	88,702.00	418,000.00
605	Morgan Guaranty Trust.....	63,350.00	62,920.00
1,926	Security First Nat. Bk. L.A.....	18,511.00	86,670.00
2,650	United California Bank.....	50,930.00	151,050.00
7,412	Wells Fargo Bank.....	93,458.00	296,480.00
BUILDING MATERIAL			
5,000	Pacific Lumber.....	72,500.00	210,000.00
CHEMICAL			
1,300	American Cyanamid.....	33,013.00	113,100.00
1,249	Dow Chemical.....	95,535.00	96,173.00
600	DuPont.....	14,337.00	143,400.00
3,660	Monsanto Chemical.....	71,573.00	311,100.00
1,020	Stauffer Chemical.....	56,771.00	52,020.00
2,000	Union Carbide.....	134,975.00	138,000.00



DRUG			
600	American Home Products.....	40,218.00	51,000.00
574	McKesson & Robbins.....	8,837.00	26,404.00
1,500	Merck .....	42,738.00	106,500.00
ELECTRICAL EQUIPMENT			
1,000	General Electric .....	79,081.00	118,000.00
1,200	Westinghouse Electric .....	27,084.00	74,400.00
GLASS			
200	Corning Glass Works.....	36,489.00	45,800.00
INSURANCE			
2,625	Fireman's Fund Ins.....	27,002.00	102,375.00
550	Home Insurance .....	19,500.00	35,750.00
4,206	Reliance Insurance .....	75,151.00	147,210.00
MACHINERY			
4,000	Caterpillar Tractor .....	14,039.00	200,000.00
2,000	FMC Corp. ....	17,280.00	160,000.00
METAL			
1,000	International Nickel .....	46,566.00	90,000.00
MISCELLANEOUS			
700	Minnesota Mining & Mfg.....	56,329.00	47,600.00
OFFICE EQUIPMENT			
500	Addressograph-Multigraph .....	52,109.00	29,500.00
63	International Business Machines.....	18,548.00	31,437.00
3,330	National Cash Register.....	46,816.00	256,410.00
OIL			
3,034	Cities Service .....	45,837.00	130,462.00
3,247	Gulf Oil .....	26,352.00	188,326.00
3,300	Shell Oil .....	24,365.00	211,200.00
1,742	Standard Oil Cal. ....	43,587.00	139,360.00
1,900	Standard Oil New Jersey.....	106,553.00	152,000.00
PAPER			
1,650	Crown Zellerbach .....	15,641.00	80,850.00

RAILROAD			
2,000	Great Northern .....	49,584.00	124,000.00
1,000	Union Pacific .....	19,948.00	43,000.00
RETAIL TRADE			
17,356	Emporium Capwell .....	71,557.00	555,392.00
1,100	Penney, J. C.....	48,713.00	71,500.00
RUBBER			
1,000	B. F. Goodrich .....	75,928.00	57,000.00
2,040	Goodyear Tire & Rubber.....	40,596.00	97,920.00
STEEL			
2,000	Armco Steel .....	42,435.00	142,000.00
UTILITY—ELECTRIC/TELEPHONE			
7,140	American Telephone .....	187,849.00	435,540.00
3,000	Baltimore Gas & Electric.....	43,080.00	117,000.00
3,200	Northern States Power.....	41,611.00	112,000.00
7,000	Ohio Edison .....	52,564.00	203,000.00
8,000	Pacific Gas & Electric.....	91,951.00	296,000.00
2,000	Southern Co. ....	32,868.00	134,000.00
3,600	Southern California Edison .....	49,930.00	140,400.00
2,500	Texas Utilities .....	15,821.00	155,000.00
6,900	Virginia Elec. & Pwr.....	42,660.00	345,000.00
UTILITY—NATURAL GAS			
5,500	American Natural Gas.....	72,710.00	275,000.00
1,948	Panhandle East Pipe Line.....	34,398.00	75,972.00
5,278	Tennessee Gas Transmission.....	100,000.00	126,672.00
Total Common Stocks.....		3,008,826.00	8,458,478.00
Total Investments .....		<u>\$7,640,881.00</u>	<u>\$12,779,978.00</u>

Text by Helen Rowan  
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