

annual report 1967

Rosenberg
Foundation

ANNUAL REPORT

1967

ROSENBERG FOUNDATION
210 Post Street, San Francisco, California 94108



MAX L. ROSENBERG

The President's Message

FOR SEVERAL years past our nation has been going through a period of transition which will surely put the character and determination of our people to repeated tests of great severity in our search for the achievement of the good society. In trying to find just and sound solutions of our many problems the wise use of foundation money as venture capital presents a splendid opportunity to test and demonstrate original and different ways of meeting the myriad challenges we face.

Because the Rosenberg Foundation is small compared to the titans of the Foundation world it has over the years chosen to use its money to encourage new discoveries rather than to support the established and accepted. Our main objective, that is of bettering the lives of children and youth in California, has remained constant: but within this broad framework we have striven to concentrate in the area of seeding new approaches and seeking innovative opportunities.

The following report records the informal story of another year's work. The first section describes some of our 1967 grants and is designed to share the excitement of supporting the development of original ideas. Some grants have attempted to strengthen the growing pride of California's richly diverse people in their ethnic backgrounds in a way that will be useful to the community as a whole. Other projects are aimed at overcoming the helplessness of children whose futures are so vitally affected by inadequate institutions and limited modes of think-

ing. Still others bring out the vitality of youth itself at work in making a meaningful transition to adulthood and participation in a better society.

The latter part of the report includes a complete list of grants made during the year along with full financial data and general information about the Foundation.

As I conclude a three-year period of serving as President it is my pleasure, on behalf of our board of directors, to express our appreciation to the many gifted people who have cooperated in trying to provide imaginative and useful building blocks toward our main objective. Also we express our gratitude to the many trusted counsellors whose wisdom has helped guide our decisions.

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CONTENTS

	Page
PRESIDENT'S MESSAGE	
ORGANIZATION	
THE YEAR IN REVIEW: A Description of Selected Projects	
The Galton Institute: "Lingua"—Developing a project to teach young Spanish-speaking children basic subjects in their native tongue	1
Ad Hoc Committee on Indian Education: Report on an all-Indian Conference on educating Indian children	3
San Francisco Y.W.C.A.: Study of the educational needs of Chinese immigrant children	4
Travelers Aid: Intensifying services to young people migrating into San Francisco	6
National Council on Crime and Delinquency: Study of non- statutory factors affecting juvenile detention rates	8
Alameda County Committee for Prevention of Juvenile Delinquency: Plan to increase foster homes for neglected children	9
Highland Hospital: Young volunteers in a county hospital	11
International Institute of the East Bay: Teenagers as tutors of isolated Spanish-speaking families	14
City of Berkeley: Creating a representative Youth Council	15
University of California, Berkeley: Using college students in high school counseling programs to locate minority pupils having college potential	18
Palo Alto Unified School District: Establishing a comprehensive counseling program for high school students who probably will not finish college	19
Northern California Industry-Education Council: Encouraging cooperation between industry and public schools	20
Crenshaw Neighbors, Inc.: Developing community support for a public school plan for voluntary integration	21
Children's Community Center: Integrating a Berkeley nursery school	21
Friendly Town: Establishing friendships through a vacation program for inner city children in suburban homes	23
Arroyo Grande Family Service Center: New patterns of mental health services in a rural area	24
University of Southern California: Training programs for students from the health sciences working in deprived communities	25
GENERAL INFORMATION	29
FINANCIAL STATEMENTS	32

The Year In Review

THE FIRST DAY of school is a great and terrible day for almost every child. There is the excitement of new children to play with and new, bookish things to learn. There is the pain of leaving home and the fear of a strange new world.

Across the Southwest, each year thousands of little children make that momentous first trip to a school that is infinitely more foreign and frightening than it is to middle-class, English-speaking youngsters. Mexican-American children, members of the Southwest's largest ethnic minority, often come to school speaking no English at all, or very little. Even if they speak quite a bit of English quite well, for most of them Spanish is their first, most fluent, and most "comfortable" language. Yet from their first day in school they are expected to learn to read, to write, and to do arithmetic in English.

No one can say with precision what proportion of the 50 per cent of Mexican-American children who drop out of school by ninth grade is accounted for by the language problem alone. In fact, it is probably wrong to perceive it as a language problem alone; it also involves culture and self-esteem. If a youngster's distinctive background, including language and culture, receives scant recognition, the child is likely to feel that he himself is little respected by the world in which he finds himself. In addition, there is the fact that children who suffer early and repeated failure are severely affected in their ultimate ability to learn, not necessarily because of intellectual deficiencies but because their feelings of frustration and defeat often become solidly established.

**A
New
Lingua**

Recently, there has been a flurry of interest throughout the Southwest in "bilingual education," and several experiments in this direction. Most of them, however, while recognizing the importance of Spanish to the Mexican-American child, are established on the principle that although it is necessary to give intensive conversational practice in both Spanish and English, the basic subjects should still be taught in English. Experience in other countries, however, notably Mexico and the Soviet Union, demonstrates that children ultimately do better in a second language if they have received initial instruction in their native tongue. And a recent experiment in New York City showed that seventh-grade Puerto Rican children who were taught science in Spanish did better in both science *and* English.

Project Lingua, conducted by the Galton Institute in Los Angeles, has received Rosenberg grants totaling \$22,851. (The Galton Institute is a private, non-profit organization devoted to the study of perceptual and cognitive development.) The project staff believes that Spanish-speaking children should be taught the basic subjects in Spanish for perhaps the first three years of school. The Rosenberg grants were used to prepare an overall plan for what would be a very expensive project for submission to the U.S. Office of Education. If the program receives federal funding it will run for several years, during which curricular materials in Spanish will be developed, teachers trained, try-outs made in classrooms, and research done on the outcome. And whether or not the project is carried through on the scale planned, there is likely to be an impact on the teaching of Spanish-speaking children in California, at least, since materials produced during the first stage will be sent to all school districts enrolling substantial numbers of Mexican-American children.

The Los Angeles City School System (Los Angeles contains the largest Mexican-American population in the United States) is enthusiastic about the plan, and will allow the experiment to be tried out in schools in the heavily Spanish-speaking East Los Angeles area.

The project staff believes that the Mexican-American children who are taught reading, writing, and arithmetic initially

in Spanish—they will be given intensive training in oral English at the same time—will prove that they “transfer” the early learning to English readily and well. They believe also that the early establishment of a pattern of success rather than failure in school will likely be maintained by many of the children.

IT IS A RARE conference on education that produces a report that can honestly be called both intelligent and moving. Such a report has emerged from the first all-Indian statewide conference on Indian education, which was held last year with partial support from a Rosenberg Foundation grant of \$5,050. About 180 Indians from all parts of California met together on their own initiative to discuss and make recommendations for improving their children’s education.

The event and its follow-up have great significance quite beyond the effect it is likely to have on the education of California’s Indian children. Ever since the settlement of this continent by whites the white-Indian relationship has been paternalistic at best, exploitative at worst, with whites, acting from good motives or ill, making the crucial decisions that shaped Indian lives. The recent conference marked a total breaking of the pattern. It was conceived of and planned by Indians, the few non-Indians in attendance were present at the explicit invitation of Indians, and the entire discussion and report reflect Indian attitudes and convictions.

The conference was divided into eight small-group meetings. The groups, which of course met independently, came up with remarkably similar recommendations and viewpoints. There was stress on the importance of parents’ involvement in their children’s education, on the importance of community encouragement and support of the youngsters in their quest for education. There was equal stress on the responsibility of teachers to learn about and understand the culture, strengths, and special problems of the Indian child, and on the responsibility of the schools to reflect such understanding in their curriculum and

textbooks. There was strong evidence of a proper pride in “Indianness” and the insistence that it must be defined by Indians, not by television, outdated textbooks, and white stereotypes.

It was agreed that the Ad Hoc Committee on Indian Education, which had convened the meeting, would be supplanted by a permanent statewide organization. A follow-up conference has already been planned for May of 1968, at which the earlier discussions will be continued and educators, government officials, and other persons in positions of responsibility will be acquainted with the findings of the first conference.

There was another interesting outgrowth of the initial meeting. An all-day Indian education program and arts and crafts show took place in February on the Hoopa Indian reservation in northern California. It was attended by nearly 900 people from all over California and from other states (plus one visitor from Scotland). The cover of the program brochure carried an anonymous quotation which may serve to describe more than that immediate event:

“ . . . each of us, Indian and white, remember different things from our ancient pasts, but now gradually the pasts blend into one another until henceforward we shall remember together.”

Troubles in Chinatown

SAN FRANCISCO'S Chinatown is one of the great tourist attractions of the West. Behind the bright neon and the gawdy souvenirs, under the discordant sound of music wailing from loudspeakers, is the Chinatown the tourists see but seldom recognize for what it is, the Chinatown held in the seemingly permanent grip of poverty, with 50 per cent of the inhabitants officially classified as poor, with 12 per cent of the families existing on incomes of less than \$2,000 per year. This is the Chinatown of enormous overcrowding, of high disease rates, the Chinatown of sweatshops where immigrants work long hours, virtually as indentured servants, for pittance.

It is to this Chinatown that thousands of immigrants from Hong Kong come each year. Under the new immigration laws,



the influx promises to continue. It is estimated that 10,000 will enter the United States in 1968, and that probably 3,000 will settle in San Francisco. Of these, at least 1,000 will be children of school age.

Many of these immigrants are poor; very few speak or understand English. But the policy of the San Francisco schools is to assign each child to class according to his age. In other words, a boy of twelve or thirteen is put into the seventh grade whether or not he knows a word of English, or whether or not, as a matter of fact, he has ever attended any school a day in his life. (Some of the immigrants are highly educated; others, including some of the children, have never gone to any school and are not literate in any language.)

One of the many tragedies of the situation is that the Chinese children are, according to all reports of teachers and other observers, extremely highly motivated toward learning. They are said to be eager and enthusiastic; their failure owing to the language handicap leads to special frustration and a sense of futility and hopelessness.

As the problem has mounted in the past few years, various concerned groups, including the schools, have attempted crash programs, but they have been scattered and small. A Rosenberg Foundation grant of \$4,899 was made during the year under review to provide for an analysis of existing programs and the preparation of a comprehensive plan which might receive funding for implementation. The grant was made to the Y.W.C.A.; the project is advised by a distinguished committee of Chinese-Americans and Caucasians.

**Trapped
in
Flight**

“**F**LIGHT PATTERN” is a term that is used in aviation. It is also used by social workers and other professionals to describe the behavior of individuals who habitually react to problems by moving—from one city to another, or one job to another, or one dwelling place to another. Someone has described such people as “the running wounded.”

What is extraordinary, and extraordinarily sad, is how many young people between the ages of 18 and 21 are already established in the flight pattern. You can see them in the bus or rail or even air terminals of almost any large city, newly arrived from who knows where, going to who knows what, always hoping, perhaps forlornly by now, that this will be *the* city, here will be *the* job, *the* final home. For all too many, it is only another temporary stopping place on the way to skid row.

The Travelers Aid Society of San Francisco developed great concern for these lost young people to whom so few resources are available. (Society's institutions, which pay more attention to children under eighteen, seem to assume that "becoming of age" in the legal sense somehow miraculously solves the problems of troubled youngsters when, in fact, it probably serves to exacerbate them.) Travelers Aid came to the conclusion that the kinds of temporary and fragmented assistance it was able to offer such young people were not as effective as they could be, and with the assistance of Rosenberg Foundation grants totaling \$30,200 experimented with providing more intensive service.

Over a twenty-month period Travelers Aid saw more than 800 such youngsters in San Francisco, remained in contact with them for as little as a few minutes and as long as several months, and maintained careful records of the experience. The evaluation is now being completed; some findings are already known.

Who are these troubled young drifters, where do they come from, what do they want? They are, mostly, dropouts—around 65 per cent from high school, about 15 per cent from a semester or two in college. They come, to San Francisco at least, from all over the country, and they come from all social and economic classes. A third are from broken homes; many more report serious quarrels and troubles with their parents. Some appear to be very intelligent, but few have any occupational skills, particularly in light of the rather romantic and unrealistic career dreams some of them have—to be actresses, writers, motor car racers. Quite a few have a history of mental illness; many show definite signs of personality maladjustment. By their own



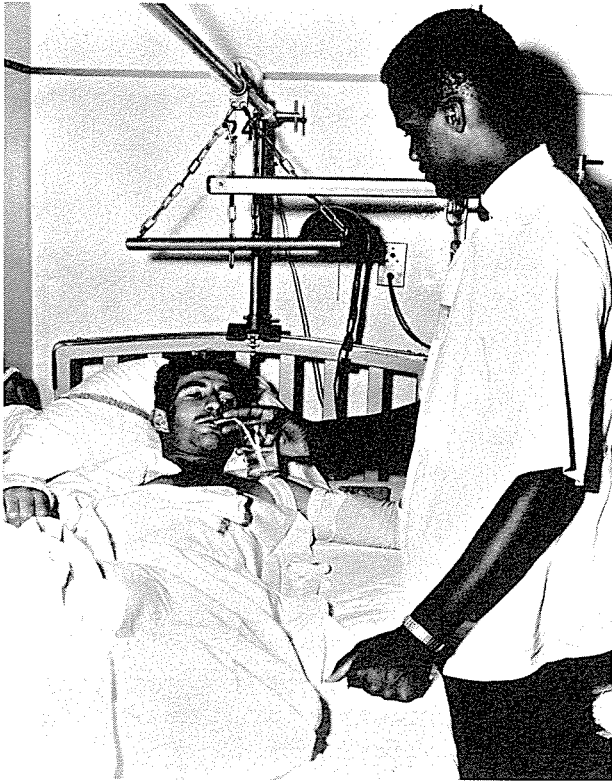
untapped source of good foster parents available, and a Rosenberg Foundation grant of \$12,885 to the Committee and the Board of Supervisors of Alameda County, which supports the plan, will permit the possibility to be explored.

Caseworkers who deal with recipients of public assistance and other poor people say that many such families have great strength and warmth and would be ideally suited to acting as foster parents when given appropriate screening and training. In fact, they might often provide more stable situations than the middle-class families who typically are licensed as foster parents. Many of the children awaiting placement in the scarce foster homes are from minority groups and families of low income; the middle-class foster parents frequently cannot understand or cope with the children's different backgrounds and values with the result that sometimes a child is moved over and over again, to as many as a dozen homes.

For a foster home to be licensed now, however, it must meet a formidable body of requirements with respect to income and standards of housing as well as personal suitability. These requirements have accumulated over the years; how many of them now are actually relevant to the well-being of a child and how many are the residue of red tape and outmoded ideas is not certain. The Rosenberg grant will permit Alameda County to do the careful planning and investigation necessary to mount a small demonstration project which if successful would doubtless have widespread application elsewhere. Opening up an entirely new category of potential foster parents would relieve the shortage of foster homes and at the same time offer an opportunity for some families on public assistance to make their own way.

PICTURE TO YOURSELF the average volunteer worker in a hospital. You see a lady of middle class and middle age in a starched uniform, right?

If you were to visit Alameda County's general hospital, High-



land, you would see some of these. But if you went between the hours of four and six on most weekdays, and at almost any hour any day during the summer, you would see some different kinds of volunteers—teen-aged girls, and some boys, about 90 per cent Negro, most of them from poor neighborhoods, many with parents on public assistance. The volunteers do the usual tasks: carry trays, feed patients who are unable to feed themselves, run errands. And in general, observers say, they captivate the patients and add vitality and gaiety to a gloomy setting—in short, they are a non-medicinal tonic to the wards.

**Teenage
Tonic**

The extraordinary thing about this volunteer cadre is that it was a spontaneous development; the first youngsters simply showed up, unbidden and unrecruited, when word somehow got around that Highland would accept volunteers in 1965 (it had not done so before then). Since then, and still with no recruiting except that obviously done by the young volunteers themselves, the movement has spread to such an extent that there are now volunteers from all Oakland high schools, Berkeley High some miles way, and from some junior high schools. Some of the youngsters travel more than an hour by bus (often at their own expense) to and from the hospital, and in most cases they buy their own uniforms. Their reasons for coming vary. Some say simply "I want to help somebody." Others say they want "something to do." A few say "My folks are on welfare and I want to get off." A little probing reveals some deeper, more universal reasons: they like to be responsible, they like the feeling that someone believes in them, they like to feel capable—some of them say they have never had a teacher who believed they could do anything.

Fortunately the adults at the Highland General Hospital Auxiliary, the volunteer group with which the youngsters are affiliated, were quick to see that the young volunteers represented more than willing hands to help. In themselves they represent untapped potentialities which could be brought forth. Many of the students do only mediocre or poor work in school (although some with A and B averages have been placed in the non-academic track at their schools), but most seem to be ambitious and many of them are attracted to the health professions

as possible careers. Most of them are not in the proper preparatory courses, however, have no conception of the course or grade requirements, and appear to have little contact with school counselors, whom they describe as “too busy” or “you can’t see,” or “you can’t talk to.”

A Rosenberg Foundation grant of \$5,182 was made to the Auxiliary to provide a part-time staff person to give orientation and training to the young volunteers and provide information about requirements and opportunities in health careers. Meantime, in their work at Highland they are expected to adhere to high standards of quality. In this respect, they appear to be their own most harsh taskmasters. At a recent meeting they asked to have stronger discipline exerted over themselves in the interest of maintaining high quality.

Reaching
the
Unreachable

MAYBE WE SHOULD reverse the usual pattern and have teenagers take over some of the most important jobs in the society while the rest of us go back to school. Another East Bay project involving teen-aged volunteers indicates that the youngsters have more success than anyone else in reaching so-called “isolates”—those poor people, many of them non-English-speaking, whom neither the traditional service agencies or even the newer anti-poverty programs seem to touch.

The bewilderment, loneliness, and isolation of many of these families are heartbreaking. One Oakland family that had been in the United States for ten years did not realize that banks, post offices, and other public agencies are open for all to use. A frantic mother whose child had not returned home by nightfall had no idea how to use a public telephone nor whom to call—police or hospitals—if she did.

A year ago last summer, a former Peace Corps Volunteer ran a one-month pilot project at the International Institute of the East Bay. Experience during the month suggested that high school youngsters could establish friendly and helpful relationships across ethnic, socioeconomic and even language lines.

Negro students, for example, visited Spanish-speaking and Anglo families (and reported that they were surprised that poor white families have some of the same problems as Negro ghetto families). Both Negro and Anglo students remarked with pleasure on the strength and warmth of Mexican-American families.

A Rosenberg grant of \$3,900 to the Institute (the project receives equal support from the San Francisco Foundation) expanded the program. This year 40 youngsters, aged from 14 to 17, are working with 53 families. "Working with" simply means, in the first instance, visiting the families on a regular basis, chatting with the parents, gaining their confidence, trying to get some notion of the range of problems. The high school students understand their own limitations and do not pretend to be skilled counselors. What they do try to do is make "their" families aware of the kinds of services that are available to them and give them the confidence to accept them. For whatever specific (usually multiple) problems such families have, the basic ones are fear and insecurity. Many of the teen-age volunteers show remarkable imagination and patience in trying to combat these enemies. The successes are small and touching: a father enrolls in an English class; a mother who had been too timid to venture beyond her own block is enticed, by photographs of flowers which she adores, to make a trip by bus to downtown Oakland. Just as important is the impact on the students. Their weekly logs often reveal heartening growth in their own understanding, sensitivity, and confidence.

MANY ORGANIZATIONS whereby youth are supposed to make their views known to the adult community are called "the sand box" or "Mickey Mouse organizations" by the youngsters who are expected to take part in them. Often created by grown-ups for the purpose of keeping the kids off the streets and out of their hair, such groups are frequently given busy-work to do and make-believe "advisory" powers. They are not taken very

**Out of
The
Sand Box**

seriously by anyone except those who like to fool themselves that they are hearing “the voice of youth” when they are really in an echo chamber.

Such charges cannot be brought against the newly formed Berkeley Youth Council, which was formed on the initiative of high school students, endorsed by the Berkeley City Council, and launched with the aid of a Rosenberg Foundation grant of \$12,500. The Berkeley youths want “serious recognition and involvement in shaping their social, political, and economic future,” and they decided the way to achieve this was by an organized channel through which they could present their points of view to the City Council, the schools, the recreation and health departments, the police, and so on. And they were determined to create an organization encompassing the widest possible spectrum of Berkeley youth, from militant blacks to the most “social” whites.

The Council consists of 25 voting members from Berkeley High, two Catholic high schools, the city’s continuation school, and the Neighborhood Youth Corps. In addition, many other youngsters are coopted for service on one or another of the Council’s eight active committees.

The Council’s activities so far reveal a remarkably high level of responsibility, realism, and sophistication. The public health committee, for example, which is concerned with drug use and abuse, venereal disease, and family planning information, is in the process of preparing a referral booklet on various public and voluntary agencies and their policies—including whether or not they respect the individual’s right to privacy and confidentiality. The committee is also planning some public forums for disseminating health information.

A committee on police-youth relations prepared and got City Council approval of a pamphlet, “The Law and Youth,” which is a careful exposition of youth’s duties and rights with regard to the law, and it includes rules on search and seizure and a brief section on the selective service system.

Another committee persuaded the city’s recreation department to sponsor a series of dances with low admission fees, utilizing big-name bands which play for a percentage of the

take. The dances held so far have been extremely well attended by Berkeley students of all races and social levels.

An employment committee is making a survey of the kinds of jobs available to teen-agers and where they are; it will be embodied in a handy directory.

Despite their considerable successes, members of the Council are still not satisfied that they are representative enough of all of Berkeley's young population. Following the recent release of the report of the federal "Riot Commission," the Council decided to set up its own commission on civil disorder. Several militant black youths have agreed to act in an advisory capacity, and a Negro lawyer is giving legal and other help. The youngsters plan to go out into the community, black and white, for open meetings, and eventually to compile a report which they will present to Berkeley's Human Relations Commission. The students feel that racial tension in Berkeley, as elsewhere, is high, but that "we can still do something if someone is willing to listen."

THE UNIVERSITY of California Medical Center conducts one of the most interesting and successful programs of continuing education in the country. Each spring, distinguished figures from a variety of fields gather in San Francisco to discuss for two days some topic of immediate yet lasting importance. The symposia are of such high quality that they are carried live over television to hundreds of thousands of persons in northern California and by tape to many others later; they receive extensive press coverage; in most cases, the deliberations are published in book form; and conferences and meetings based on the symposia are often held in other parts of the state and country.

Three times in the past few years, the Rosenberg Foundation has supported symposia on subjects of importance to teen-agers: one dealing generally with adolescence, another with sex education, and the third with teen-age marriage and divorce. During the year under review, the Foundation made another grant, of \$12,000, for a symposium on "Uses of Freedom: the Teen-ager's Quest" to be held during the spring of 1968.

THERE ARE MANY high schools in the San Francisco Bay Area that in a typical year gone by, even last year, would send one or two, at best three, graduating seniors as applicants to the nearby University of California at Berkeley, and similarly small numbers to other institutions of higher education in the region. As would be expected, these high schools enroll large proportions of students from minority groups and homes of low economic level.

By the spring of 1968, however, 25 such schools had flooded Berkeley alone with more than 200 applicants. Part of the difference is accounted for by 40 students from UC, San Francisco State, and San Jose State who worked under the direction of counselors in the high schools locating, encouraging, and advising youngsters who are college material. The College Commitment Program, which operates with partial support of a Rosenberg Foundation grant of \$16,500, is the brain child of Bill Somerville, director of UC's Educational Opportunity Program, which is aimed at increasing the number of students from minority groups. (Until recently, less than 2 per cent of the UC student body was made up of the minority groups that constitute 16 per cent of the state's population.) The College Commitment Program, however, has added significance in that it involves cooperation among UC, San Francisco State, and San Jose State, and provides a link between them and the high schools. (Other Bay Area colleges and universities are interested in participating also.)

Mr. Somerville insists that the program does not constitute "recruitment" in the usual sense of the word. The 40 college counseling assistants are not talking youngsters into going to college; they are helping those who want to but don't know how to manage it for a variety of reasons. Despite all the talk to the contrary, Mr. Somerville says, minority youngsters are highly motivated, but too often have no idea of how to go about achieving their goals. Overburdened high school counselors (they handle from 350 to 780 students apiece) have little time to give such students the help and advice they need. The result showed up in a recent survey of Bay Area high schools: almost no students from minority and low-income backgrounds were

preparing for four-year colleges. And ironically, girls from such groups were more likely to be taking the proper courses; boys were the ones most likely to apply and, of course, be unacceptable because of lack of proper preparation.

The college counseling assistants, many from minority backgrounds themselves, furnish living proof that poor youngsters can “make it” in college, they have the time and the resources to show them how to do it, and perhaps most important of all, they show faith in the high school students. The commitment of the participating colleges and universities is shown by the fact that they allow the counseling assistants academic credit for their work in the schools, and have pledged to make every effort to admit the applicants recruited by them.

THE PROBLEM OF vocational guidance isn't exactly like the case of the weather, for people not only talk about it, they do things about it—a great many things, partial, fragmented. But almost everyone agrees that it is a difficult and subtle task to help a young student develop his ability to make realistic, satisfying decisions about what he will do with his life as far as the world of work goes. And for no student does this problem seem to be more difficult than for the most numerous one—the “average” student who will probably finish high school, perhaps junior college, but who lacks the genuine interest, and possibly the academic ability, necessary to finish a four-year college.

Planning
for
Work

In the Palo Alto Unified School District, a relatively affluent area of highly aspiring parents if not children, 90 per cent of all high school students are registered in college preparatory programs; 82 per cent of the graduates actually do enter college. Two years after entering, however, more than 40 per cent are not in any four-year college. Even of those who enter junior college, fewer than half are still in school after the first year.

These statistics embody some common human tragedies: parents who cannot regard any career that does not begin with college as an honorable one for their child, no matter what his abilities or interests; bewildered youngsters carried on a stream

of unrealistic expectations to defeat and further confusion. Meanwhile, ironically, local businesses and industries advertise continually for skilled workers in all sorts of satisfying and financially rewarding occupations for which these youngsters would be fitted if they had the training, but for which they have not been prepared.

Several school districts have conducted successful but isolated demonstrations about how to help such students make satisfying decisions about their vocational goals. The Palo Alto District, which has a fine record of earlier innovative approaches, now proposes to combine these into a single comprehensive program aimed at ninth graders who probably will not go past junior college. A Rosenberg Foundation grant of \$13,000 was made to enable the district to conduct a pilot program to be tested on approximately 10 per cent of Palo Alto's ninth graders. The results will be carefully assessed, and if the program is as successful as predicted, it will doubtless be picked up as a continuing thing not only by Palo Alto but by other districts.

THERE IS AN OBVIOUS relationship between an area's schools and the area's business and industry. But it has often been an uneasy and unhappy one, with industry claiming that the schools do not graduate young people properly prepared to work, the schools claiming that industry has tried to influence or "propagandize" education.

The Northern California Industry-Education Council, now just five years old, has tried to take a new approach to the long-standing problem of cooperation between classroom and community. Composed of educators and businessmen, with some representatives from labor, government, and the professions, the Council's interests embrace the entire curriculum, not just "vocational" education. Local affiliates of the Council have often sponsored imaginative programs of mutual information-giving among schools, students, and business and industry. A Rosenberg Foundation grant of \$7,500, to be matched by an

equal amount raised from other sources, was made during 1967 to enable the Council to develop more affiliates at district, county, and town levels.

THE PROBLEM OF achieving racial integration of the schools is one that no large city has begun to conquer. Last September, however, with substantial federal funding, the Los Angeles Unified School District—one of the three largest in the nation—embarked on an experiment in one large area of the city which is racially mixed although its high schools are not to any significant extent. Los Angeles is using the carrot instead of the stick, since Congress made clear its intention that the sanctions available in Title VI of the Civil Rights Act were to apply only in cases of *de jure*, not *de facto*, segregation. The idea is to encourage voluntary integration by making “magnet” schools of each of the area’s five high schools. Each of the five would have a program of such extraordinary range and excellence in at least one subject that students interested in that subject would presumably volunteer to move for part of the day to that school. (Transportation, scheduling, counseling, and many other services are part of the overall program.)

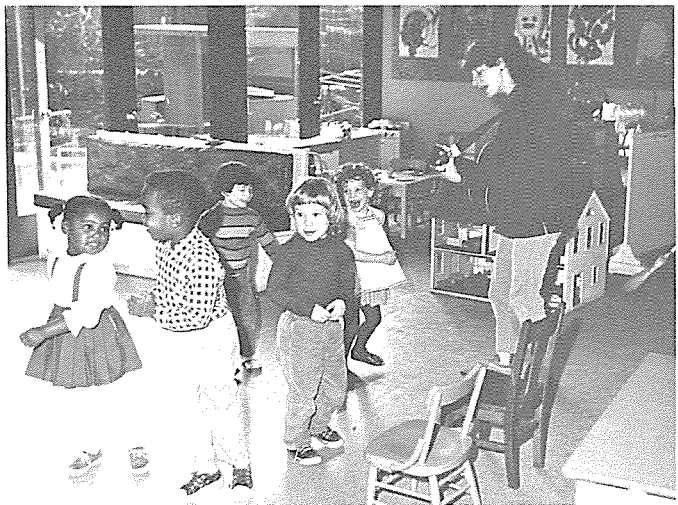
Since the integration is voluntary, by definition it cannot take place without widespread community understanding and support of the program. A Rosenberg Foundation grant of \$20,000 was made during 1967 to enable Crenshaw Neighbors, Inc., and four other cooperating groups of citizens in the area to promote such understanding and support. Students from the high schools affected serve on an advisory committee.

ANOTHER EXPERIMENT in integration—at quite a different level—is taking place in Berkeley with support of a Rosenberg Foundation grant of \$3,909. The Children’s Community Center there is a private, parent-cooperative nursery school for three- and four-year olds. Although in recent years the Center has enrolled some Negro and Oriental children, it became ap-

Integration

... in
Los
Angeles

... and
in
Berkeley



parent that racial integration did not necessarily mean social integration: the minority children were all from middle-class families.

The parents at the Center made careful plans to achieve class as well as racial integration, and this year 30 per cent of the three-year-old enrollment comes from poor families. Thus far, all the children are doing fine, and only one of the new mothers is not really "involved" in the school. All of the others show great interest, have done extra work, attend meetings faithfully, and show strong leadership qualities. There have been two "encounter" sessions—weekends in which the families spend full time together talking openly and honestly about their attitudes and feelings.

THE NAME IS a little corny. But an East Bay organization called Friendly Town has demonstrated, to the seeming satisfaction of hosts and guests, that bridges of understanding can be built across racial, ethnic, and class lines by arranging for Negro and Mexican-American children from some of the poorest sections of Oakland to spend short vacations with more affluent suburban parents and their children.

Friendly Town started as a small experiment in 1966, when only twelve children from the inner city spent ten- to twelve-day vacations with carefully selected host families in the outlying areas. By the summer of 1967, 92 children were involved; it is planned that 500 will have the experience in the summer of 1968 and 1,000 in 1969. A Rosenberg Foundation grant of \$8,850 was made to provide a director to assist the growing number of communities interested in the project with the careful planning necessary to ensure success. That success must be measured as much by what happens to the suburbanites as to the slum children. The latter may learn to swim, to read, to see something of another world; the former certainly learn to see Negroes and Mexican-Americans as individuals, not as faceless members of a mass. At the end of the vacations, each child's family usually has the host family to dinner; during the year, many of the families remain in touch with one another.

PROBLEMS OF mental health are to be found in bucolic, peaceful settings as well as frenetic, urban ones. But mental health counseling generally is not.

Historically, counseling services have been provided only in cities or good-sized towns, either through the offices of private (and expensive) psychiatrists or in clinics or family service agencies. No services are usually available to families living in outlying areas, unless they are able to make the trip to the nearest center where counseling is offered. Many persons who could use help either cannot or will not seek out services that are so remote; furthermore, recent opinion in the field holds that treatment should take place as much as possible in the local community. The acute shortage of trained mental health personnel, however, makes it essential to develop new staffing patterns, utilizing persons with limited training in appropriate instances and providing for specialized referral where that is called for.

San Luis Obispo's "south county"—a beautiful area of rolling hills on the coast of Central California—is a perfect example of the kind of problem faced by rural areas, and it may be a perfect example of the kind of thing that can be done about it. About one third of the entire county population lives on the farms and in the little towns of the south county; yet no mental health services were available except in the small city of San Luis Obispo itself. Most people with problems suffered alone, or turned to their physicians or clergymen, who did the best they could but managed to provide little more than help during real crises.

It was four clergymen in the area who determined to do something about the problem. Each was devoting about 75 per cent of his time to counseling parishioners; the ministers acknowledged that they often felt inadequate to the task. (The National Institute of Mental Health estimates that about 50 per cent of the counseling that is done in this country is done by clergymen.) Together, the ministers, with expert advice and help from mental health personnel in county and state health facilities, developed an extraordinarily effective, low-cost mental health program. Because of the kinds of people it utilizes and the ways it uses them, the pattern could presumably be

adapted in other similar places. The Arroyo Grande Family Service Center now consists of six young pastors (a Roman Catholic priest was a member of the group until he was moved to another parish) who give a minimum of four hours weekly as volunteer counselors. Aiding them, on a part-time basis, are four trained social workers. All of them, ministers and social workers, receive training from the San Luis Obispo Mental Health Clinic, which is of course available for consultation or the referral of difficult cases.

The Center started small at the end of 1964, but by this year was serving more than 200 people. Fees are based on ability to pay; nothing is charged those who cannot afford to pay. As the number of clients has increased the average fee has gone down, indicating that more poor people are now seeking help.

During the year under review, the Rosenberg Foundation made grants totaling \$15,466 to enable the Center to expand its services to groups of adolescents, to parent groups, and to Mexican-American families.

So far as is known, the Arroyo Grande Family Service Center is the first formally organized counseling service in the United States which utilizes trained pastor counselors and professional social workers in providing direct services. It has brought help and strength to a rural area which could not otherwise have obtained it because of the lack of money and personnel, and it is in line with current thinking in its decentralization of mental health services into the local community. In addition, it is a heartening example of a small community's ability to organize and develop needed services for its people.

“I was really surprised at, surprised isn't really the word—amazed—at the situation as it really is. I mean, I anticipated a poor level of health care across the country and in poor areas in particular, but nothing of the magnitude that it is . . .”

**Medical
Students
Learn
About
Life**

“There’s all kinds of personal things going on as far as the health organizations in this crazy community—the Public Health Department doesn’t talk to the County Hospital, and the County Hospital acts as though private physicians don’t exist, and the County Medical Society doesn’t speak to either one.”

“It’s really funny. For the last six months or so I’ve been dealing with the problem that I’d like to practice medicine first, but I would also like to do research which I like very much. But yet now I think I’m beginning to get the feeling—and this project helped me to get this feeling—that research is all well and good, but until you can bring the benefits of this research to the people that need it you might as well stop doing research and concentrate on getting medicine, including medical delivery, to more people.”

“I think absolutely that an experience like the Student Health Project is valuable for any member of the health professions—if only to show everyone how really ridiculously low the level of health care is in this country, and to make them aware that there are massive stumbling blocks in the way of eliminating these problems. In that way in a generation or maybe two generations we will have health professionals with more intelligent attitudes toward the situation. The American Dental Association and the American Medical Association keep writing journals and things and patting themselves on the back about what a fantastic job they are doing. The dental and medical schools must realize how badly they are failing.”

“Medicine, to me, it’s sort of become alive.”

THOSE WERE FIVE medical and dental school students speaking. They were among 110 potential practitioners of the health sciences—a few from social work and related fields were also included—who spent the summer of 1967 working, along with

90 teen-agers and 10 community workers, among the rural and urban poor in California.

The Student Health Projects—last summer there were programs in California, Chicago, and New York—are, as their leaders say, “part of an impressive confederation of student organizations. The Student Health Organizations are becoming increasingly well thought of in the medical community because of their commitment and energy in seeking to improve medical education and medical care systems.”

The movement was started by a small group of concerned students at the University of Southern California Medical School in late 1964. One of the most practical outgrowths was a summer project in 1966 which brought more than 90 health science students from all over the country to work in California. The program last summer, besides being larger in number of students and locations involved, was expanded by youngsters from the Neighborhood Youth Corps who worked with the older students in the great variety of projects they were involved in: Head Start, helping establish community clinics, providing services to farm laborers and sex education to teen-agers. Various federal agencies underwrote almost all the expenses of the project. As is so often the case, however, the federal government was unable to furnish the relatively small amount of money necessary to provide for an important component of the entire undertaking. The Rosenberg Foundation therefore made a grant of \$12,474 to provide for an orientation program, two in-service statewide meetings, and an evaluation conference.

In their report on the summer experience, the student leaders of the project say: “Overall, the 1967 California Student Health Project must be considered an admirable success. Unfortunately this success derives more from its effect on the student participants than from its effect on the local communities those students worked with.”

It is hard to consider such an outcome “unfortunate.” For one thing, it was unrealistic—though refreshingly idealistic—for the students to believe that one or two near-professionals, thrown into a poverty-stricken community and a morass of red tape, could within ten weeks make a substantial impact on the

health problems of the poor—particularly since those problems are intimately bound up in others. (One of the things the students learned is that health is often far down the priority list of many of the poor. If you are worried about getting the next meal, finding work for the following day, and getting shelter, health problems, particularly if they are small and nagging—and of course that often means chronic and serious—don't weigh heavy on the worry scale.) A local community organizer seemed to recognize the long-term and perhaps more important benefits of the entire project when he said: "Don't come into our community to help; come to learn."

There is ample evidence that the students did indeed learn, not only from the communities in which they worked but from their confrontations with the Neighborhood Youth Corps youngsters during the Rosenberg-supported sessions. "At times, discussions were emotional, disjointed, and amorphous; the direction languished, undefined" the report notes. But it goes on to say "One lesson learned was that civil rights legislation or open housing ordinances cannot substitute for the one-to-one, black-to-white confrontations that occurred . . ." And one teen-ager commented: "Before this summer I never left Watts—that's all I knew. I never talked to white kids about things like prejudice, hate, drugs, and sex. It was always Whitey this and Whitey that, but I never talked to Whitey man to man."

GENERAL INFORMATION

GENERAL INFORMATION

The Rosenberg Foundation is a philanthropic organization which was established in 1936. It was created by the terms of the will of Max L. Rosenberg, a native Californian and businessman. During his lifetime he gave generously in support of human betterment; in his will he provided for the continued application of his fortune to this objective by endowing the Foundation.

The Foundation is governed by a board of nine directors, elected for three-year terms, who serve without compensation. They meet once each month to act upon applications for grants. The Foundation's staff, consisting of an executive director and an administrative assistant, has offices in San Francisco.

OPERATIONS AND PURPOSE

The Foundation does not itself operate programs, nor does it make grants to individuals. Support is given to tax-exempt groups or organizations, public or private. Grants are not made for construction, for operating expenses, or for on-going programs.

The Foundation makes grants for relatively short-term, innovative programs which promise benefit to the children and youth of California. The emphasis is upon experimental, pilot, or demonstration projects which, if successful, could serve as useful models.

Each year, the Foundation receives many more applications than its funds permit supporting. Many projects of real merit must therefore be declined.

REQUIREMENTS FOR APPLICATIONS

There are no application forms. Rather, the Board of Directors prefers informal letters which convey in simple terms the following information:

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 asks recipients of grants to make periodic progress reports, and at the termination of the project to submit a narrative report and statement of disbursements. All unexpended funds must be returned to the Foundation.

All communications should be addressed to the Executive Director, Rosenberg Foundation, 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, 1967 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, 1967 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, 1967 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

March 1, 1968

FINANCIAL STATEMENTS

Rosenberg Foundation

Balance Sheet, December 31, 1967 and 1966

ASSETS

	<i>1967</i>	<i>1966</i>
CASH	\$ 147,798	\$ 30,152
INVESTMENTS—At cost (quoted market: 1967—\$11,721,230; 1966—\$11,713,201):		
Bonds	5,061,774	5,261,789
Preferred stocks.....	405,293	508,767
Common stocks.....	2,887,859	2,822,874
Total investments.....	8,354,926	8,593,430
OFFICE EQUIPMENT (at nominal value) (Note)	1	4,258
TOTAL	\$8,502,725	\$8,627,840

LIABILITIES AND FUND BALANCES

GRANTS PAYABLE.....	\$ 157,401	\$ 213,878
ACCOUNTS PAYABLE.....	4,376	4,407
INCOME FUND (deficiency).....	(473,241)	(398,093)
PRINCIPAL FUND.....	8,814,189	8,807,648
TOTAL	\$8,502,725	\$8,627,840

NOTE: Office equipment was written off to a nominal value of \$1 in 1967.

Rosenberg Foundation

Statements of Income Fund and Principal Fund for the Years Ended December 31, 1967 and 1966

INCOME FUND

	1967	1966
INCOME FROM INVESTMENTS:		
Bond interest.....	\$ 237,480	\$ 182,375
Preferred stock dividends.....	22,534	26,379
Common stock dividends.....	248,634	247,470
Interest on savings accounts.....	1,824	7,361
OTHER INCOME.....	1,810	
TOTAL	512,282	463,585
ADMINISTRATIVE EXPENSES:		
Investment counsel and custodian fees....	24,191	22,506
Administrative salaries.....	20,393	19,930
Employee retirement payments.....	8,760	6,000
Annual report, rent, and other.....	17,203	16,402
Write-off of office equipment.....	4,702	
TOTAL	75,249	64,838
INCOME AVAILABLE FOR GRANTS.....	437,033	398,747
ADD—Refunds of prior years' grants.....	8,084	7,158
TOTAL AVAILABLE FOR GRANTS.....	445,117	405,905
GRANTS AUTHORIZED (less cancellations: 1967—\$2,613; 1966—\$159).....	520,265	496,898
EXCESS OF GRANTS OVER INCOME.....	(75,148)	(90,993)
INCOME FUND (deficiency) AT BEGINNING OF YEAR.....	(398,093)	(307,100)
INCOME FUND (deficiency) AT END OF YEAR.....	\$ (473,241)	\$ (398,093)

PRINCIPAL FUND

PRINCIPAL FUND AT BEGINNING OF YEAR....	\$8,807,648	\$7,866,656
PROFIT ON SALE OF INVESTMENTS.....	6,541	940,992
PRINCIPAL FUND AT END OF YEAR.....	\$8,814,189	\$8,807,648

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1967

Project	Grants Payable January 1, 1967	Grants Authorized	Grant Payments	Grant Cancellations	Grants Payable December 31, 1967
School Resource Volunteers—Provide staff support for community resources programs in the Berkeley Schools	\$ 5,230		\$ 5,230		
North Avenue Community Center—Publish brochure describing project	2,500			\$ 2,500	
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		9,430		
Boys Republic and Youth Studies Center (U.S.C.)—Research to test the effectiveness of a method of community treatment for delinquent boys	25,469		25,469		
Elkus Memorial Papers—Publication and distribution of "LA RAZA," papers on Mexican-American problems and opportunities	585		472	113	
San Francisco Association for Mental Health—Develop new volunteer services for mentally ill children at Napa State Hospital	1,000		1,000		
Neighborhood House, North Richmond—Demonstrate techniques to enable parents to participate in planning and establishing youth programs in a low income community	26,485		26,485		
Young Audiences of Greater Los Angeles, Inc.—Initiate program in Southern California	10,000		10,000		
Self-Help Enterprises, Inc.—Spread conception of self-help housing for farm labor families, and demonstrate its practicability	41,200		20,600		\$ 20,600
Travelers Aid Society of San Francisco—Experiment with and evaluate services to young adult newcomers to San Francisco	500	\$ 15,100	15,100		500
Junior Achievement of San Francisco, Inc.—Establish program in Marin County					
Crenshaw Community Youth Study Association—Establish a community effort to reduce youth problems through programs based upon study of conditions and resources in one area of Los Angeles	37,000		20,000		17,000
Sonoma County Schools—Encourage and assist teachers to undertake educational innovations	9,138				9,138
Bay Area Council for Social Planning—Program to increase the number of young people selecting social work as a career	5,200		5,200		
Stanford University—Residential summer session conducted by Physics Department for Mexican-American high school students with college potential		2,500	2,500		
<i>Forward</i>	\$173,737	\$ 17,600	\$141,486	\$ 2,613	\$ 47,238

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1967

<i>Project</i>	<i>Grants Payable January 1, 1967</i>	<i>Grants Authorized</i>	<i>Grant Payments</i>	<i>Grant Cancellations</i>	<i>Grants Payable December 31, 1967</i>
<i>Forward</i>	\$173,737	\$ 17,600	\$141,486	\$ 2,613	\$ 47,238
Stanford University School of Medicine—Exploratory phase of a program to develop social skills in young educable mentally retarded children.....	2,412		2,412		
College of Holy Names—Children's theatre demonstration series in schools in low income areas.....	2,100		2,100		
International Child Art Center—Develop new aspects of program.....	8,300		8,300		
Claremont Colleges and California Association of Independent Schools—Plan cooperative educational programs for underachieving children.....	5,000		5,000		
Governor's Advisory Committee on Children and Youth—Enable farm labor families to attend conference on families who follow the crops.....	1,500		1,500		
Council for Civic Unity—Test in new settings a method of community education on equal opportunity in housing.....	15,028		15,028		
Governor's Advisory Committee—Provide part-time Youth Secretaries to the California Council of Youth.....		4,884	4,884		
Pomona College—Partial support for a west coast student conference on urban affairs.....	2,150	50,000	2,150		
Mills College—Develop Children's Clinic.....			50,000		
Stanford University, School of Medicine—Expedite research on respiratory distress syndrome in premature infants.....		3,400	3,400		
Golden Gate College—Contribution in memory of Roy Sorenson.....	2,500		2,500		
State Department of Corrections—Prepare and distribute a handbook on family counseling in correctional institutions.....	1,151		1,151		
Arroyo Grande Family Service Center—Develop services to adolescents, parent groups and low income families.....		6,366	6,366		
Palo Alto Medical Research Foundation—Plan painting curriculum for educable mentally retarded children as a technique to increase their verbal skills.....		3,152	3,152		
Multi-Culture Council—Exploratory phase of a plan to formulate, demonstrate and evaluate a multi-culture curriculum for public school use.....		24,933	24,933		
Crenshaw Neighbors, Inc.—Develop community support to integrate several high schools in the Los Angeles Unified School District.....		20,000	20,000		
Tulare County Department of Education—Upgrade educational practices by school administrators' visits to outstanding new programs in California.....		5,000	5,000		
<i>Forward</i>	\$213,878	\$135,335	\$299,362	\$ 2,613	\$ 47,238

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1967

Project	Grants Payable January 1, 1967	Grants Authorized	Grant Payments	Grant Cancellations	Grants Payable December 31, 1967
<i>Forward</i>	\$213,878	\$135,335	\$299,362	\$ 2,613	\$ 47,238
San Francisco Diabetes Association—Inaugurate a practical training program for young diabetics and their families		3,200	3,200		
Richmond Unified School District—Test effects on underachieving 8th grade boys of team-taught math, science and English, relating them to instruction in flying		14,525	14,525		
Self-Help Enterprises—Improve quality and lower cost of self-help and other low income housing in rural areas		24,915	24,915		
City of Berkeley—Establish a Youth Council related to city government		12,500	12,500		
Highland General Hospital Auxiliary—Utilize and counsel teenage volunteers from minority backgrounds serving in a county hospital		5,182	5,182		
Valley Oaks Union School District—Test usefulness of an outdoor area designed as a learning environment		12,250			12,250
University of California, Berkeley—Assist high schools to increase the number of low income youth who go to college		16,500	16,500		
National Council on Crime & Delinquency—Study of juvenile detaining practices		49,700	49,700		
University of Southern California—Provide orientation, training and evaluation of a summer project in which students from the health sciences and neighborhood youth corps members work in needy rural and urban areas		12,479	12,479		
John F. Kennedy School—Support for a private school program for disadvantaged boys excluded from Oakland City Schools		14,000	14,000		
Friends Outside—Assist varied program to help families of men who are in jail or prison		10,000	10,000		
Children's Community Center—Enable parent cooperative nursery school to integrate across socio-economic and ethnic lines		3,909	3,909		
Galton Institute—Develop a blueprint for the primary education of Spanish-speaking children in which they will be taught basic skills in their mother tongue		9,929	9,929		
American Friends Service Committee—Support for West Oakland urban team		20,000	20,000		
Bay Area Social Planning Council—Continued support of a program to increase the number of young people selecting social work as a career		5,200	5,200		
University of California San Francisco Medical Center—Demonstrate use of an educational consultant in the pediatric evaluation and management of children with learning problems		9,848	9,848		
<i>Forward</i>	\$213,878	\$359,472	\$511,249	\$ 2,613	\$ 59,488

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1967

Project	Grants Payable January 1, 1967	Grants Authorized	Grant Payments	Grant Cancellations	Grants Payable December 31, 1967
<i>Forward</i>	\$213,878	\$359,472	\$511,249	\$ 2,613	\$ 59,488
Far West Laboratory for Educational Research—Support for Ad Hoc Committee on Indian Education's Conference on problems of educating Indian children in California.....		5,050	5,050		
7th Step Foundation, San Jose Chapter—Test effectiveness in counteracting juvenile delinquency of group counseling programs with hard-core juvenile delinquents conducted by selected ex-convicts in Santa Clara County Juvenile Hall.....		7,800	7,800		
San Francisco Y.W.C.A.—Develop a model for teaching English to language-handicapped Chinese.....		4,899	4,899		
American Friends Service Committee—Community development project to secure self-help housing for farm workers' families at Three Rocks.....		12,600			12,600
San Francisco Players Guild—Terminal grant to deepen children's theatre experiences.....		16,080	16,080		
Glide Urban Center—Demonstrate and evaluate new techniques in a half-way house program for young people released from mental hospitals.....		10,000	10,000		
Friendly Town—Summer program to enable children from ethnic minorities to vacation with suburban families.....		8,850	8,850		
U. C. Medical Center—Support of one phase of an innovative program for treatment of adolescent drug users.....		8,914	8,914		
International Institute of East Bay—Program in which high school students assist culturally isolated families.....		3,900	3,900		
Young Audiences of Greater Los Angeles, Inc.—Final grant to initiate program in Southern California.....		5,000			5,000
University of California Y.W.C.A.—Student volunteer program with pre-school children.....		5,686			5,686
Alameda County Board of Supervisors—Investigate feasibility of using selected parents from A.F.D.C. caseload as foster parents.....		12,885			12,885
Arroyo Grande Family Service Center—2nd year grant to develop services to adolescents, parents and families.....		9,100			9,100
Northern California Industry-Education Council—Develop programs related to "the world of work" in the schools.....		12,500			12,500
Palo Alto Unified School District—Develop a guidance course for 9th grade students who probably will not graduate from college.....		13,000			13,000
<i>Forward</i>	\$213,878	\$495,736	\$576,742	\$ 2,613	\$130,259

Rosenberg Foundation
 Schedule of Grants for the Year Ended December 31, 1967

Project	Grants Payable January 1, 1967	Grants Authorized	Grant Payments	Grant Cancellations	Grants Payable December 31, 1967
<i>Forward</i>	\$213,878	\$495,736	\$576,742	\$ 2,613	\$130,259
University of California, San Francisco Medical Center—Symposium on "Uses of Freedom: The Teenager's Quest"		12,000			12,000
Galton Institute—Final support to complete development of a blueprint for the primary education of Spanish-speaking children		12,922			12,922
Reappropriation of refund from Self-Help Enterprises to be used by the grantee in relation to 3rd year of program		2,220			2,220
TOTALS	\$213,878	\$522,878	\$576,742	\$ 2,613	\$157,401

1,020	Stauffer Chemical Co	56,771	45,900
2,000	Union Carbide Corp	134,975	98,000
	DRUG & COSMETIC		
1,200	American Home Products Corp	40,218	69,600
1,000	Merck & Co Inc	28,492	84,000
	ELECTRICAL EQUIPMENT		
1,000	General Electric Co	79,081	96,000
1,000	Westinghouse Electric Corp	22,570	70,000
	INSURANCE		
3,300	Fund American Companies	52,821	95,700
1,100	Home Insurance Co	19,500	33,000
3,506	Reliance Insurance Co	62,643	122,710
	MACHINERY		
3,000	Caterpillar Tractor Co	10,530	129,000
3,000	FMC Corp	12,960	108,000
	METAL		
300	Aluminum Co of America	20,262	24,000
1,000	International Nickel Co of Can Ltd	46,566	117,000
1,332	Kaiser Aluminum and Chemical Corp	64,648	65,268
1,526	Newmont Mining Corp	49,247	99,190
	MISCELLANEOUS		
200	Corning Glass Works	36,489	69,000
700	Minnesota Mining & Manufacturing Co	56,329	65,800
	OIL		
2,034	Cities Service Co	30,729	95,598
3,247	Gulf Oil Corp	26,352	246,772
3,300	Shell Oil Co	24,365	217,800
1,829	Standard Oil Co of California	43,640	115,290
1,900	Standard Oil Co — New Jersey	106,553	127,300
	PAPER		
1,650	Crown Zellerbach Corp	15,641	75,900
	RAILROAD		
2,000	Great Northern Ry Co	49,584	112,000
1,000	Union Pacific RR Co	19,948	38,000
	RETAIL TRADE		
1,100	J C Penney Co	48,713	72,600
	STEEL		
2,000	Armco Steel Corp	42,435	96,000

	TIRE	
1,000	B F Goodrich Co	75,928 72,000
2,040	Goodyear Tire & Rubber Co	40,596 110,160
	UTILITY — ELECTRIC	
3,000	Baltimore Gas & Electric Co	43,080 87,000
3,200	Northern States Power Co	41,611 92,800
6,000	Ohio Edison Co	45,055 150,000
7,000	Pacific Gas & Electric Co	80,457 252,000
4,000	Southern Co	32,868 112,000
3,600	Southern California Edison Co	49,930 133,200
2,500	Texas Utilities Co	15,821 145,000
6,000	Virginia Electric & Power Co	37,096 264,000
	UTILITY — GAS	
5,500	American Natural Gas Co	72,710 198,000
2,000	Panhandle Eastern Pipe Line Co	36,300 68,000
5,278	Tenneco Inc	100,000 142,506
	UTILITY — TELEPHONE	
6,140	American Telephone & Telegraph Co	161,540 307,000
	Total Common Stocks	<u>2,887,859</u> <u>7,102,830</u>
	Total Investments	<u>\$8,354,926</u> <u>\$11,721,230</u>

Text by Helen Rowan
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