ROSENBERG FOUNDATION ANNUAL REPORT 1969

ANNUAL REPORT

1969

ROSENBERG FOUNDATION
210 Post Street, San Francisco, California 94108

MAX L. ROSENBERG

The President's Message

THREE HIGHLIGHTS marked 1969 as a special year for the Rosenberg Foundation. The number of good proposals in our declared field of interest—seeding new programs which we hope will improve the lives of California's children and youth —soared to almost unmanageable proportions. The Foundation committed more money to more projects than ever before in its 34 year history. To catch their flavor and vitality, some of these programs are described in the body of the Report, while later pages give a complete list of grants, full financial data, and general information about the Foundation.

But this rich burst of activity, often from new organizations which find it difficult to get a hearing by government granting agencies, paradoxically came during the months in which Congress was formulating statutory limitations on private foundations. The new legislation (some parts of which offer legitimate corrections against abuse) is complex, restricting in various ways both the range of organizations and of programs which private foundations can support. The full import of Congress' action is not yet clear, but the Rosenberg Foundation hopes to be able to continue, under the new law, to give both untested and more traditional organizations the opportunity to try new ventures during this urgent period of social need.

The third event—a heart warming one—was the testimonial to the Foundation's work shown by one of the board's

early, former directors, Mrs. Charlotte Mack, who on her death willed her fortune to the Foundation. Mrs. Mack died just before her 89th birthday in April 1969. Because so little is known about the men and women who, on a scale unprecedented except in this country, have left their money to benefit society, the Foundation board hopes our readers will share our pleasure in Kathryn Hulme's memoir of our benefactress. Hers is not the kind of formal writing generally found in an Annual Report. We looked for someone who knew Mrs. Mack well and could give our readers a glimpse of the kind of great and unusual person she was. Miss Hulme, who dedicated "The Nun's Story" to Mrs. Mack in gratitude for her friendship, agreed to write these informal, personal and vividly anecdotal recollections of our extraordinary friend and colleague. "Charlotte Mack Remembered" follows this page.

BEN. C. DUNIWAY

Charlotte Mack Remembered

by

Kathryn Hulme

CHARLOTTE MACK was a slender package of tremendous vital energy which seemed to embody a multitude of women. Wiry and small (less than five feet tall), with gemlike blue eyes that could flash fire for the world's injustices, she was alternately (and sometimes simultaneously) a skilled mountain climber, an art connoisseur, an avid reader of serious books, a music lover and patroness and a practicing humanitarian with an abiding love for the so-called "little people" whom she helped in extraordinary and secretive ways to "get on their feet," as she termed it. Above all, she loved children—all children of all races. Having none of her own, she took every child to her heart and eventually the Rosenberg Foundation, whose venturesome programs for disadvantaged youth excited her boundless admiration.

It was her love for children that drew me to her back in 1923 when I first met her. I had come home to San Francisco after years of vain writing attempts in New York, and had accepted a job as recreation director in a lovely old house on Pacific Avenue maintained by the San Francisco Associated Charities. There on my first day of work I met Charlotte Mack, having no idea of just who she was. She showed me the ropes and introduced me to the children I was to "recreate" through Camp Fire activities and cooking classes for the girls, manual training classes for the boys and weekly outings to baseball parks or for hikes up Mt. Tamalpais. Since Charlotte, with her simple taste in clothing and Quakerish lack of personal adornment, never looked like a patroness of anything, I first thought she was a volunteer worker in the Recreation House. But obviously a very special volunteer.

The children adored her and called her "Smack"—their slurred contraction of Mrs. Mack. After first meetings with the groups, Charlotte told me their individual case histories —a shocking compendium of broken homes, drunken fathers, unwed mothers and infant abandonment—her voice crackling with indignation for the bad start life had given to those charity children. Then her fury would subside and she would recite their individual qualities in a voice of love and understanding, as if each child had been mothered by herself and for whom she alone was responsible for keeping the faith in them. (She kept the faith. For decades after my first year with Charlotte, her early charges reported progress to her—a successful marriage, a good job, a first down-payment on a home of one's own—and her personal rejoicing for each one was beautiful to see and hear.)

She often accompanied me when I led my lively little gangs of boys and girls on weekend outings, especially when a climb up the hogback of Mt. Tamalpais was scheduled. Then I came to know her as an alpinist, quick as a rabbit on the trails and never out of breath when we got to the top. She reminisced about her Sierra Club trips and told, without bragging, how she had climbed every peak in California's High Sierra, not once but several times, and had also "done" most of the Swiss Alps including the Matterhorn. She adored the outdoors and was a scrappy conservationist long before any "Save Our Wilderness" programs were invented. I can still hear her approving laughter when, on the Sausalito ferry-boat enroute to Tamalpais, I would "frisk" every charity lad and remove from his jeans the sling-shots he carried, to shoot down the bluejays in Muir Woods. Charlotte always took charge of the confiscated sling-shots, always promised to give them back to their owners on the return to San Francisco. But on the trail, she would talk so persuasively about the beauty of bluejays that few boys wanted their weapons back after the outings.

Her love for children seemed (if such a thing can be) like an inherited characteristic from her father—Thomas Peace Smith who co-founded the famed adoption agency "The Cradle" and took whole orphanages under his protective wing. One of Charlotte's favorite stories about him concerned the Christmas treat he gave to the orphans, which

first started in Chicago then followed faithfully every year until he died. He would make a deal with the local Woolworth store to have it stay open after hours (but closed to the public) on Christmas Eve. Then he would bring an entire orphanage to the store, give $5.00 to each child and tell them to pick what they wanted. These shopping sprees lasted for hours, because as each child came to the check-out counter and saw what others had found, he dropped his own selections and went back to find the same toys or tools, changing and exchanging innumerable times, torn with the dilemma of having to make a choice. "And learning how to spend money," Charlotte would say, "the very first dollars any of them had ever had." She laughed like a girl at the memory of her father who "mesmerized" the Woolworth people into accepting with smiles the hullaballoo of his annual Christmas party.

Second to her love for children, I think, was her love for artists—painters, sculptors, musicians, writers—anyone who could do the creative thing. She always said humbly that she didn't have a jot of creative talent in any field, ignoring the fact that it was her ardent admiration (and financial help) for the struggling artist which often gave him his start. She had coveys of proteges, no one now knows how many. I was one of them while writing "The Nun's Story" and living in a small redwood house I had bought, near Pasadena. I had written to Charlotte (inadvertently) that I had taken a mortgage to acquire the house and she wrote back a furious reply, refusing to let me pay "those exhorbitant mortgage interests" and enclosing a check with the order that I "pay it off at once." I could pay *her* back ("though I don't care if you don't"), without interest, when and if my ship would come in. On my next visit with her, I expressed astonishment for the *way* she gave out loans, "without any security whatsoever, not even a receipt." She laughed at my concern and said, "I do it *all the time*. I simply cannot bear to see deserving people pay those awful interest rates." Especially, she added, young couples starting their families, saddled with mortgages and having to remove their youngsters from the known and familiar school if the mortgage were foreclosed and forced them to move. These were her secret charities, known only to herself and their beneficiaries—young starting families (especially Oakland Negroes), writers waiting for the

ship to come in, artists in search of a first buyer.

Charlotte was an art connoisseur of first rank. In her early years of marriage to Adolph Mack she travelled abroad and haunted galleries. She was buying Cezanne long before he was recognized. Cezanne, Miro, Picasso, Klee, Kandinsky . . . the walls of her San Francisco flat glowed with her purchases, most of which were eventually given to museums, "so that someone else besides myself can enjoy them," she said.

Her art knowledge flabbergasted me when I returned to San Francisco after long absence overseas working with the UNRRA refugees. Adolph Mack had died in those years and she was then living alone in a large apartment that resembled a gallery for modern art. I remember asking her what books she had read to have developed such understanding for the new expressionism. "No books," she replied. "I just go to a gallery and sit and look, until I understand what the painter is saying."

She told me a story about her "sitting and looking" which expressed for me nearly the whole of Charlotte Mack as I knew and loved her. I said earlier that she dressed very plainly, refusing to spend a dime on herself if she could avoid it. She never looked (or acted) like a woman of means; she hid all her lights under a bushel of seeming anonymity. Once in Berlin, she told me, she visited a stylish gallery devoted to choice modern art. She saw on the wall a small painting which interested her and sat down before it. It was a Kokoschka, a vivid piece of expressionism by that Austrian painter still rather unknown. The gallery attendant approached to ask if he could help her and she said, "No, I just want to look." She sat there for hours, looking. Finally, late in the day (and after thoroughly bewildering the gallery official) she called him to her and asked: "How much is that?" He gazed at her with a mixture of pity and astonishment and said, "Oh Madame, that's a very *expensive* painting." Charlotte said simply, "How much?" and nodded when he named a price of a few thousand dollars. "I'll take it," she said, reaching for her purse. The official asked to which hotel Madame wished him to send it and she replied very firmly, "I'll take it with me." Then he asked her if he might call her limousine, to which she replied that she had no car. "A taxi then, Madame?" Charlotte shook her head, said, "No need for that. The trolley

outside goes right past the door of my hotel." And out she went with her painting under her arm, to board the trolley which cost only a few pfennigs to the door of her hotel, leaving behind her a dumbstruck gallery official.

It is obviously impossible to compress Charlotte Mack into a brief memoir. Stories she told on herself, stories told about her, are endless. As you went down the years with her watching all the great and good things she made happen around her, you never thought of age or social position; you felt yourself simply in the presence of an extraordinary being with a gift for life coupled to a dynamic drive to solve its inequities. Age diminished her stature (she tended to hump over with the years and seemed to grow progressively smaller) but it never touched her active mind nor her fierce independence of spirit. The children of Mt. Zion Hospital, for whom she furnished a nursery where she went every day to work and play with them, once asked her "When will you grow up?", because obviously she "related" with them prefectly and was herself nearly as small as they.

She walked the steep hills of San Francisco even when her eyesight was failing and always rode the cable cars. Nobody could convince her that a private car and chauffeur would be useful to her. "I refuse to be such a slave," she would say. "A chauffeur would take me where he thought I *should* go, rather than where I might want to go!" House servants she deplored for their wasteful ways. She "took in" foreign student girls as house companions and cooked her own abstemious meals (and sometimes theirs) over a gas stove she could not see clearly.

Her inoperable cataracts did not reduce her reading as long as magnifying glasses could aid her, and when those glasses no longer served, she acquired a prism so strong that it gave her a book only line by line; but she went on reading avidly, driven by her will to understand the rapidly changing world she lived in. She fought the battle of desegregation passionately and exulted when Educational Television came in, which gave her a seat in the debating forums of leaders in humanitarian, political and scientific fields—to whom she often talked back while listening to them.

Her last letter to me a month or so before her death was typical of this self-effacing woman who lived always for

others, nunlike in her complete forgetfulness of self: "My room mates from the hospital both telephoned me from Sacramento for Christmas . . . I did not think that I could make new friends at my age but I was wrong . . ." She rejoiced in the Medicare program thus: "What I love is that Medicare people can get best rooms in hospital by applying ahead, and people with means go into wards in emergency. First two of five weeks I was in hospital, I was in a seven-bed ward and quite integrated. Two Negro women in the two beds next to me. I loved it . . ." In her clear upright handwriting that seldom showed a quaver of age or blindness, she sent me "heaps of love" and her last command: *"Don't get 'flu!"*

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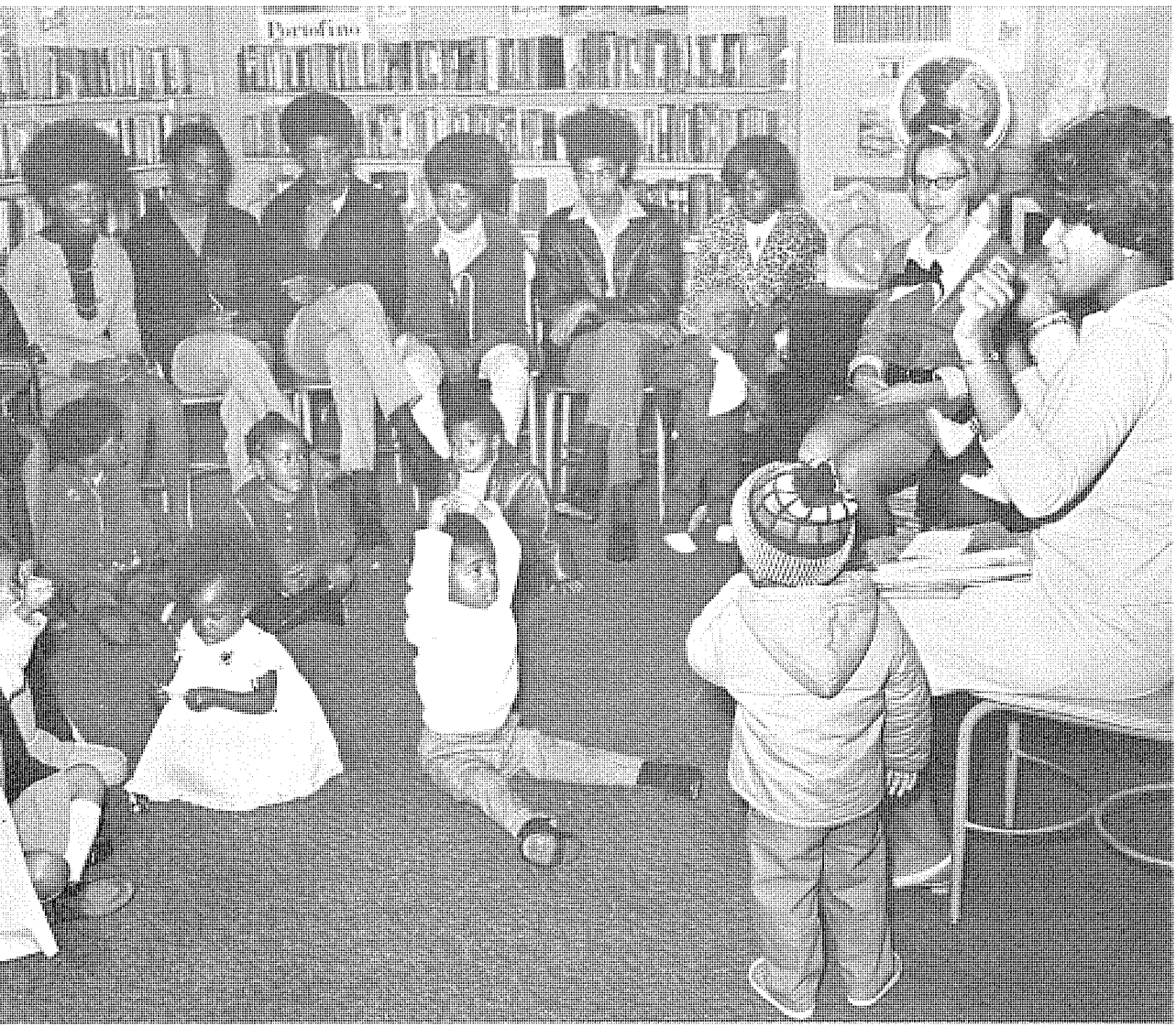
The Year In Review

FAILURES and troublemakers. That is how society generally views the youngsters who attend continuation school, which is the end of the line as far as public school goes for the boys and girls whose records of academic inadequacy or social misconduct are such that the conventional high schools refuse to put up with them any longer. Yet the continuation school often provides an effective setting for educational innovation because it is free of the lockstep system which characterizes the traditional high school. And since the youngsters who attend it require that teachers work with them flexibly and individually, continuation schools attract some extremely creative and independent-minded teachers.

Students as Parents . . .

Gompers High School, the continuation school for the Richmond Unified School District, appears to have attracted more than its share. Among them are two young women who took a good look at their students, thought hard about some of the obvious characteristics of most of them, and thought even harder about what those characteristics might suggest for devising a "relevant" educational program.

Of Gompers' student body of about six hundred, 90 per cent of the girls are either mothers or pregnant; about 60 per cent of the boys (it's a little harder to be precise in their case) are fathers or expectant fathers. These youngsters have assumed the responsibilities of parenthood at an early age, which is difficult enough in itself, and they usually have plenty of other problems besides. Of the boys, 90 per cent


Paradiso

are on probation or parole, and 40 per cent of the girls are. About 60 per cent are black, 25 per cent white Anglo, and 15 per cent Mexican American. And, illustrating once more the cyclical nature of poverty and failure, Gompers is now enrolling the sons and daughters of fairly recent "alumni."

Most teachers would probably look on the early parenthood of their students as just one more hindrance to their achieving an education. But at Gompers, Mrs. Susan Carol Johnson and Mrs. Marcelline Mansir quickly began to realize that this salient fact about their students could be capitalized on and turned to educational advantage. Both young women are married and have small children, and as they shared their experiences with their students, the youngsters began to talk more and more about their own infants, then to bring in photographs, and then, on their own initiative, to bring in the babies themselves. Troubled and ill-educated as most of these students were, it was clear that they were proud of their children and wanted to be good parents.

Last year, Gompers held the first of what proved to be an immensely successful series of "Family Days" on which the students brought their children to the high school for a day of games, shows, educational activities, and refreshments, planned and conducted with the active cooperation and labor of the students. The pride the young parents took in showing off their babies, and their transparent eagerness to learn about how they could become better parents, led to the idea of a large-scale plan for parent education at Gompers. A Rosenberg grant of $16,600 was made to support the project, which involves the establishment of a center on the school grounds at which students gather to participate in activities directed towards making them responsible parents. A curriculum is being developed in which such subjects as English, mathematics, biology, home economics, shop, and social studies are linked with parent education. At the center, faculty and students are planning a nursery together.

Although the pilot project is just under way, it has already gained the enthusiastic support not only of the school district but of the Richmond Police Department and of outside organizations such as the El Cerrito Rotary Club, which has taken on the Gompers program as its educational project and has helped raise money for it (El Cerrito is a primarily

white, affluent town near Richmond) and the West Contra Costa PTA, which has sponsored a Books for Babies luncheon.

The parent education center has been opened, and students have been involved in helping furnish it; they are similarly involved in all aspects of the program. Every effort is made to take them out of the school setting and into the adult community. They read consumer reports and do comparison shopping. (Some had never been in a supermarket before, having made their meager purchases in small and relatively expensive stores.) Trips have been made to fine bookstores in Berkeley and San Francisco, which have assigned buyers to talk with the Gompers youngsters about good books, both for children themselves and on child care and development. A good "home library" is being assembled in the center, and the regular school library is developing a strong collection of works on child care and intellectual growth.

For some of the black students, the field trips are literally their first experience in a white establishment, and the rich diversity of the Bay Area has been largely foreign to them. Recently, three of the young mothers were taken to San Francisco on a shopping expedition for the next Family Day. Two of the three—all natives of Richmond, which is about ten miles from San Francisco as the crow flies, and about seventeen by automobile—had never been in the city before. One remarked when she got home: "I'm going to tell my husband I've been to San Francisco. He's never been there either."

Although still in the pilot stage, the Gompers project is drawing interest from farther afield. The last Family Day was attended by high school boys and girls from Pinole, an all-white community near Richmond where, if a girl becomes pregnant, she is almost certain to drop out of school. It is hoped that the experience at Family Day will help these students realize that there are alternatives.

The shop teacher at Gompers has cooperated with the project, as have all departments, and he reports that his students perform tasks for the day care center that they would not do for any other purpose. When asked to do some unattractive job, the students will say "It's for the babies" and set to work with a will.

ANOTHER project aimed at improving the educational chances of young parents of young children received Rosenberg support during the year. Merritt College, in Oakland, received a grant of $19,305 to establish a day care center on the campus.

Merritt's students are primarily from families of low income, half are from minority backgrounds, and 40 per cent are married. Although Merritt has obviously had no problem in attracting and enrolling such young people, holding them is another matter. The day-to-day burdens they carry often seem insurmountable. Many drop out because of poor health, poor food (the president of the college once estimated that at least a hundred were so hungry each day that they could not really benefit from school), lack of money, and family responsibilities. Merritt's holding power is especially weak among the girls because so many have children for whom they cannot make provision for day care. But even the fathers often suffer from this problem: a recent visitor to the school saw two young men go into classrooms with babies in their arms. Probably between four hundred and five hundred students need help with day care.

and Parents as Students

Merritt is in a particularly good position to set up a center which will provide good preschool education for the children rather than mere custodial care. It has a two-year degree program in nursery school education which qualifies its graduates to be assistant teachers in nursery schools or to work in day care centers. Some of the students in this major will be used in the program.

YET ANOTHER grant made during the year under review approaches in yet another way the problems of young parents (in this case mothers) and their babies. The Glide Foundation received $9,290 to provide housing and other services for young unmarried mothers who have decided to keep their infants rather than give them up for adoption.

Although nearly 80 per cent of the women who have illegitimate children do keep their babies, most studies of

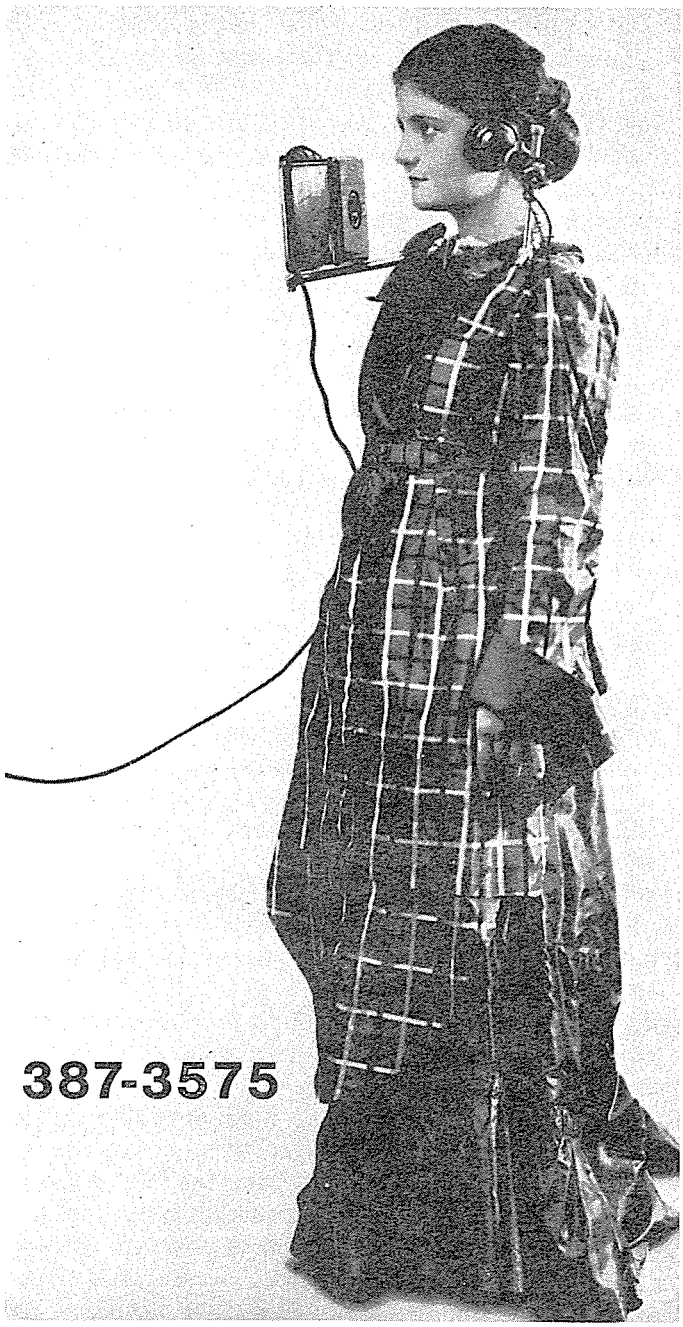
illegitimacy center on the mother who places her child for adoption. And while many social, medical, and educational services are available to the young mothers who keep their children, the services are usually separate and fragmented, generally the young mothers do not know how to make use of them (or even know that they exist), and some appear to foster dependency.

The Glide Foundation provides up to four months of inexpensive housing for twelve young mothers and their babies at Baker Place, a pair of old Victorian houses that Glide has used for other interesting experiments. (One, described in an earlier report, is a half-way house where young people recently released from mental institutions may stay while they adjust to life back in the community.) While they are at Baker Place, the mothers can regain their strength, and the health, counseling, financial, educational, and other dispersed resources of the community are sought out to help them make sound plans for independent living and to give the babies a healthy start. The experience of the young mothers and their children will be carefully evaluated.

Although final results are not yet in, psychologists note that the babies seem to be more healthy and intellectually alert than the normal run of children born to either wed or unwed mothers. The cooperative living arrangement thus appears to be beneficial in more ways than one.

THE SWITCHBOARD in San Francisco was the nation's first, and the model for scores or hundreds now in operation across the country. It grew out of the "innocent" period in the Haight-Ashbury district about three years ago, when its young founder, Al Rinker, sought to bridge the gap between the new hippie community and others. A major task was bringing runaway children and their parents together, or at least making it possible for them to get messages to one another, and to locate safe lodging for many unwary teenagers.

Eventually Mr. Rinker was joined by a semi-permanent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and unpaid staff, most of whom had dropped out of college, and by volunteers who manned the Switchboard twenty-four hours a day. (In the approximately three years since its founding, it has received some 150,000 calls for help of one sort or another.) The Switchboard became a telephone service, a message center, a meeting place.

Two Action Switchboards . . .

Increasingly, however, the Switchboard staff became concerned not merely with runaways and other youngsters with immediate, tangible problems, but with the much larger category of alienated, white, middle-class youth in general. Paradoxically, as Mr. Rinker points out, it may be that poor young people from minority groups have more alternatives that are acceptable to them and their peers than do middle-class youth. The poor youngsters can figuratively drop out and hang around the ghetto, or they can attack the system, or they can try to make it—get an education and a job and a way up. For white youth, the only alternatives often appear to be to tear the system down or to join it, both of which many are increasingly unwilling to do. So drugs become the way out for many a young person. And if he gets into some kind of trouble because of them, he may then be processed by a number of agencies treating his symptoms.

"They can dry him out, feed him, treat any physical problems, even help him to see his problems more clearly, but they cannot give him back his direction or purpose," says Mr. Rinker. "They can bring him right up to that step, but the next step must be his own."

What such a young person needs in his search for meaning and purpose is not merely a "survival" agency, says Mr. Rinker. "What is needed today are places that can recognize and be of help to the new pioneer."

Thus the Switchboard is attempting the difficult transition into becoming "an energy center, an action center, a turn-on center rather than a survival center."

Although the Switchboard still does provide emergency services, it now consists of an entire array of centers which are really clusters of information. Someone can call and ask "Do you know of any jobs that won't make me cut my hair?" and get some answers, or how to get appropriate help from among the bewildering array of public services and agencies, or where to find a place that makes leather clothes to order.

One can find out about educational experiments or how to see or participate in music, ecology, theater, arts and crafts groups. There is a "Quality Living File" where people can list their favorite services or workers; there are Conversation Centers (people who will talk with others about special interests), and a message center where new projects and organizations can be made known.

During the year under review, the Rosenberg Foundation made a grant of $12,000 to the Switchboard in its efforts to help young people find and develop for themselves the kinds of things they want to become involved in. The San Francisco Foundation also made a grant in support of the Switchboard.

HUCKLEBERRY HOUSE is another San Francisco organization that has evolved from being primarily an emergency service (its original name was Huckleberry's for Runaways, which conveys the idea) to one which attempts to help all sorts of youth.

In the summer of 1967, when young people from all over the country were converging on the Haight-Ashbury district, the Reverend Larry Beggs and a group of volunteers formed Huckleberry's, which housed and worked with hundreds of young runaways. From their experience with these youngsters, Mr. Beggs and his staff came to believe that running away usually represented an act of desperation on the part of teenagers who could find no other way of communicating with their parents. But often when the teenager and his parents could be brought together on neutral ground at Huckleberry's, they could finally begin to understand one another with the non-obtrusive help of staff members.

Like the Switchboard, however, Huckleberry's, although it still works with runaways (and in fact is now sometimes used by San Francisco's juvenile authorities as a placement for minors), became more concerned with learning how to work with young people who are not runaways in the literal sense but who are alienated or deeply dissatisfied. The Rosen-

berg Foundation and the San Francisco Foundation each made grants of $20,988 during the year under review to support Huckleberry's efforts to work with such youth.

The plan was to establish a youth resource center in the Sunset district of San Francisco, a middle and lower-middle class white area. Most of the youth in that area are not hippie types — quite the contrary — but they are often as turned off in their way as the hippies are in theirs. The original idea included the establishment of a kind of social center for the youngsters in the neighborhood where they could gather and pursue projects of their own devising. This aspect of the program was not a success, and the Huckleberry staff acknowledge that part of the failure resulted from their own inability to relate well to those kinds of youngsters. In the more important sense, however, the program appears to be extremely successful, in that it is attracting more and more non-runaways who do seek out Huckleberry House as a resource, and it has in effect become a teen-age family service agency.

Young people approach Huckleberry's to ask for family counseling, for example, or information about continuation school or some other sort of alternative education, or pregnancy or venereal disease tests, or for draft counseling or psychiatric consultations. And increasingly, the staff provides counseling for non-runaway youngsters and their families.

. . . and a Legal Switchboard

ROSENBERG support went to another kind of "switchboard" during the year under review — this to the West Oakland Legal Switchboard, a unique example of cooperative work in a critical field by white middle class professionals (attorneys), students at a University of California Law School (Boalt Hall), and black people from West Oakland, a ghetto neighborhood.

Open twenty-four hours a day, the Legal Switchboard furnishes help to accused people (about half of whom are juveniles) during the critical period between the time of arrest

and the arrestee's first appearance in court. When a person is arrested and a call is made to the Switchboard, a Boalt Hall student is dispatched to the scene to try to find evidence or witnesses. In the meantime, one of the seventy-five cooperating lawyers gets in touch with the police, gives the arrested person legal advice about his rights, and attempts to get bail reduced, if warranted, or to secure release of the prisoner on his own recognizance. The Switchboard's aim, in short, is to provide the poor person the same kind of help within the legal system that the middle-class person receives by getting a good lawyer.

The Rosenberg grant of $10,700 was made to enable the Legal Switchboard to run a summer program for teenagers from minority groups in the hope that they would learn more about the legal process and the possibilities of working within it. During an initial series of "rap sessions" with the youth leader, James Nabors, the students discussed national and international issues and personalities, and finally developed as an overall theme the role of citizenship in society, with emphasis on youth. They visited public and law libraries, talked with librarians and students, and developed a body of readings on such subjects as youth and education, corporal punishment, arbitrary suspensions and expulsions from school, and youth movements.

"Once they knew more about their status as citizens," says Mr. Nabors, "they were able to talk on a confident basis with mayors and school board members and black and white political leaders and judges and poverty program officials." And they did, through a series of interviews as well as fifteen or twenty field trips to law offices, courts, and other public agencies.

A high point of the summer — and one that did much to convince the students that the law can and sometimes does operate in their favor — came when they attended a case involving an Oakland student who had been expelled from school. A switchboard lawyer argued the case before the United States District Court (and the eager students), and the judge ruled that the student should be returned to her high school and the disciplinary procedures of the school board were voided. One fortunate feature of the case was that the judge gave his decision immediately and orally,

instead of later and in writing, so the students were able to see justice done before their very eyes.

ANOTHER organization that sees its role as primarily one of sounding out the interests of youth is the Student League of San Francisco, successor to the old San Francisco Youth Association, which was formed by men and women eager to support constructive programs for young people. With an adult board augmented by six active high school members, the League attempts, where possible, to promote activities that youth feel a need for.

Student Art in a Gallery . . .

One of these, to which the Rosenberg Foundation made a grant of $15,730, was to establish a Youth Art Gallery where young artists, especially those in public and private high schools, can exhibit their work and sell it. The new gallery, which opened in February of 1970, replaces a successful but short-lived one, located in a rent-free loft in a downtown warehouse, where student exhibits drew more than 1,200 people. Seven exhibitions — four from public schools, two from private, and one selected from the works of prize-winners from those exhibits — were held, and some of the young artists sold their works and even received commissions to do new ones. When the owner of the building was able to rent the makeshift gallery, however, the program had to be abandoned until the Rosenberg grant was obtained and a new, attractive, street-level location found.

MANY organizations are referred to as "grass roots" and "self help" when the original idea has come from elsewhere and the roots have been fertilized by outside funds from the outset. The Black Arts Music Society in Oakland, however, truly deserves both monikers. Started several years ago by Mr. and Mrs. John Reese in order to provide workshops for local youth so they could learn to play jazz and perform pub-

licly, the organization struggled along on a very tattered shoestring until it received a Rosenberg Foundation grant of $12,120 in the year under review.

. . . and Music in a Ghetto

The Society has rented a building in one of the poor sections of Oakland so that teenagers, who come from low income areas of Oakland, Berkeley, and even across the Bay from San Francisco, can rehearse; there is no other place in the area for them to do so. Music students (also black) from Merritt College and some older black musicians volunteer to instruct the youngsters, who usually perform in schools for nothing but occasionally get paid. Their growing professionalism is apparent, however; The Enchanted Limited Revue, composed of nineteen high school students, was well-received recently in a performance at the University of California at Berkeley.

It is the sponsors' belief that with a year of support they will be able to provide enough good training and scheduling so that the Society can eventually make its own way financially by means of paid performances by the young musicians. The purpose of the Society, however, is not merely to provide musical opportunities for poor youngsters but, as it states: "to be creating a healthier atmosphere of communication and understanding in our community through the performing arts, particularly music . . . The creators of America's native art form—jazz—are black people, and we must provide a creative environment to enable our youth to learn this aspect of our culture."

Despite the shoestring nature of the operation, word of the Society has reached at least one part of downtown Oakland. A salesman in a large music store there says: "Every time a little kid comes in and looks longingly at some instrument, I give him the carfare and tell him to go to the Black Arts Music Society."

ANOTHER project having to do with music and children from poor areas received support during the year under review through a Rosenberg grant of $6,000 to the San Francisco Conservatory of Music. Students there share with other

college students a deep concern about social problems and are searching for the best way to be helpful. Their solution, appropriately enough, was to volunteer to instruct, on a one-to-one basis, "foster students" in elementary schools in deprived neighborhoods of San Francisco. Lessons take place at the child's school once a week, and the Conservatory students also take their young protegees to musical and other cultural events.

The program is a natural for San Francisco because music teachers in the public schools must instruct classes of twenty or more students in their various instruments, and few poor children have the chance to take private lessons. And San Francisco has many spotty programs in the arts; this project adds one more small but imaginative asset to the city's array of fragmented efforts to develop young talent.

EVERY CITY has its own, no doubt—the one "vice district" which surpasses several others in the same town in terms of ugliness and despair and sordidness. In San Francisco, it is the Tenderloin, thirty-four blocks square, bordering immediately on the still-elegant downtown of great hotels and smart shops. It is different in quality from the tawdrily cheerful North Beach of "topless" and "bottomless" fame; different from south of Market, which is the city's real skid row. North Beach is really for the tourists; south of Market is the last home of the winos. The Tenderloin is the stopping-off place for those on the way down and those who prey on them. By day, it presents to the eye seedy hotels and cheerless coffee shops and squalid bars. By night, its streets are largely peopled by drug addicts, pushers, and hustlers—male and female, heterosexual and homosexual.

It is to the Tenderloin that thousands of rootless young people drift from all over California and the nation. Healthier young drifters, emotionally and physically, would have gone to the Haight-Ashbury in the hey-day of the Flower Children; many still do. There they would find some agencies, often manned by young people very much like themselves, which

could offer them some sort of help and meaning.

Those who end up in the Tenderloin are among the most physically and emotionally deprived of all our youth, many from broken homes, with no family or friendship ties, with no work skills or motivation. Some are transient; some stay. Their health needs go beyond the usual ones of adolescent youth because of the high incidence of venereal disease, drug addiction, malnutrition, and homosexuality. And until 1967, there was literally no place in the Tenderloin where those young people could even get off the streets. There was no recreation center; no place where the youngsters could get away from the hustlers, drug sellers, molesters, and others who feed on their young bodies and lives; no place where for even a few hours they could get any respite from the destructive environment of the Tenderloin.

A Sanctuary in the Tenderloin

At that point, a group of concerned men and women established Hospitality House, a sparsely equipped center (ping pong table, coffee-maker, record-player, a few beat-up couches and chairs), manned by several ill-paid but dedicated professionals and assisted by volunteer social workers, nurses, doctors, and lawyers, as well as interested men and women who have had no special training for a difficult, depressing, and sapping task.

For, to be frank, there is little hope for most of the young people who make a part-time home of Hospitality House, which because of a shortage of funds can remain open only from ten in the morning until midnight. Young as they are, by the time they reach the Tenderloin most of Hospitality House's patrons are so severely damaged that the psychological and job counseling that is available to them there is of little help. Their problems are never single, always multiple. A young man will be homosexual *and* a drug addict *and* totally without skills. A girl will have had a clumsy abortion *and* be retarded. Some are psychotic; with others, the emotional and physical damage they have already suffered makes it difficult to tell whether they are mentally slow or simply so deprived that they appear to be so.

Yet some of these forlorn young people can be "saved"; some already have been, and others are on their way. But one thing the staff at Hospitality House soon learned is that with these youngsters no frontal assault can be made on

their problems until they have taken the first step toward doing something tangible for themselves or others. Accordingly, the staff does not apply pressure of any sort on the youngsters who drift in (except that neither drugs nor solicitation are permitted on the premises) nor approach them to offer counseling or invite them to enter the group sessions that are held each afternoon. The general pattern is that a youngster will simply hang around for about a week. Then he will begin to talk to a staff member about any old thing, or about one, not all, of his problems. The usual next step—one that the staff feels is critical—is that the young person will gravitate to a makeshift arts and crafts center in Hospitality House made possible by a Rosenberg grant of $20,000. There, anyone who wants it can find skilled instruction in painting (from a young artist who also teaches part time at San Francisco's Art Institute), jewelry-making, enamel-ware, pottery, beads, leather and metal-working. Sometimes, as many as fifty-five crowd the two rooms given over to arts and crafts, which will soon be augmented by a shop in which the youngsters' work can be displayed and sold. Many of them already sell their wares on the streets.

Almost always, the staff finds, it is *after* the young person has, on his own initiative, made something in the arts and crafts center that he asks for real help: to join a group session, or to talk alone to a counselor about his problems, or to seek help getting a "real" job from an employment counselor on the scene. And at that point, the youngster may be on his way.

"If we didn't have the arts and crafts, we would have to substitute something else," one staff member says, "and I don't know what it could be."

LONG BEFORE either national foundations or the federal government were allocating money in the field, the Rosenberg Foundation was encouraging and supporting education for preschool children. It seems particularly appropriate, therefore, that during the year under review the Foundation

was able to contribute to what it is hoped will be the increased local effectiveness of a major effort in preschool education massively supported by national foundations and the federal government.

By now, most readers will have heard of, if not in fact viewed, "Sesame Street," the 26-week-long series of daily programs aimed at putting television to effective use as a teaching instrument for preschool children. It is too early to assess the educational results of "Sesame Street," but it is known that millions of children across the nation each day are entranced by the lively, fast-moving programs which include the imaginative use of puppets, famous personages, music, and animated cartoons. The series has been developed by outstanding television producers and performers with the continuing advice of experts in learning and child psychology.

Sesame Street

Even if "Sesame Street" is superbly done, however, it cannot reach its goals unless parents, community groups, and preschool programs are not only aware of it but know how to use it effectively. Parents and others often need help in understanding how to supplement and reinforce what is taught so entertainingly via the tube. Accordingly, even before "Sesame Street" went on the air, KQED, San Francisco's educational television station, which transmits the series for the Bay Area, had made special efforts to engage the interest and help of community groups, preschool programs, and parents in several poverty areas of San Francisco. A Rosenberg Foundation grant of $12,650 was made to KQED to continue these efforts in San Francisco and to enlarge them to include poor districts in other towns in the Bay Area. Part-time coordinators who live in the neighborhoods are paid to develop groups of volunteers who explain how to reinforce children's learning through materials developed by the television station.

San Francisco's Western Addition, a scene of urban redevelopment and slum clearance (and the controversy usually

attending those activities) houses a cosmopolitan population of Negro, white and Oriental families. Its economic mix is as thorough as its racial one—low-cost public housing, slum dwellings, middle-income cooperatives, and high-cost housing exist side by side.

In this interesting neighborhood, a group of determined families recently incorporated themselves as the Cross-Cultural Family Center (CCFC) in order to continue a nursery school program which had earlier received federal support. Unwilling to allow either their nursery school or their own cooperative efforts in other ways to end with the termination of federal funding, fifty-three families elected a board of twelve, including six black members (ranging from welfare cases to middle-class Negroes), four whites, and two Orientals. A nursery school enrolling twenty children has been established in a Unitarian church which donates its facilities; there is an enrichment program emphasizing creativity for kindergarteners; programs for older children and teenagers are also being planned.

The Toymakers

During the year under review, a Rosenberg grant of $4,500 was made to the CCFC to train twenty parents to design educational toys to be made from materials found in nearly all homes, and to teach the remaining parents in the CCFC to use the toys to increase the learning opportunities of their children. The twenty parents will take an extension course in toy design through San Francisco State College. The toy project is not only an attempt to help parents become better "parent-teachers," but also, by the by, to create better toys: many experts agree that most of today's toys leave nothing for the child to imagine or be creative about—they are "instant" playthings that do not stimulate the child to have the fun of learning.

PARENTS always claim it is *terribly* damaging, of course, but there is still little actual proof of whether today's hard rock music truly leads to impairment of hearing and, if so, how much. The risk of damage caused by similar high inten-

sity noises in industry has been much studied and fairly well assessed—so well so that the state of California has, believe it or not, established "ear damage risk criteria." A couple of years ago, two physicians had the sometimes pleasurable task of measuring sound levels in two San Francisco discotheques and concluded that, by the state's criteria, the noise levels were dangerously high and could be considered to be of damaging intensity. On a more personal and impressionistic level, a number of young musicians who have been performing for several years are beginning to complain about their hearing.

Hard Rock & Hard Hearing

With a Rosenberg Foundation grant of $2,000 to the Pacific Medical Center, two doctors, one an M.D. and the other a Ph.D., intend to try to find out how much damage is caused by prolonged playing of hard rock and whether the use of inconspicuous ear molds will reduce the damage while not lessening the players' and listeners' delight in the music. The research will be carried out in San Francisco, appropriately enough, since it is the birthplace of hard rock and more young musicians from about sixteen to twenty-four are believed to play and record there than anywhere else.

The research will involve two groups of young musicians. Those who have been playing hard rock for several years will be tested to determine whether their hearing has been permanently damaged. Major emphasis, however, will be on beginning musicians, who will be tested before and after a lengthy recording session to find out whether there has been a shift in their "hearing threshold"—that is, whether there is a change from their normal hearing level. They will also be tested to find out whether the ear molds provide substantial protection against the damaging effects of the highly amplified sounds. The advantage of the molds is that one can still hear the music well with them—it is simply that the high intensity sound which is believed to damage the inner ear is reduced. Furthermore, since the molds are inconspicuous, they are far more likely to be acceptable to young people who would hardly care to play, or dance or listen, while wearing appliances resembling ear muffs.

Two other grants made during the year also have to do with hearing. The San Francisco Hearing and Speech Center received $12,182 to attempt an objective evaluation of the

hearing aids and amplifiers used by young children. It is now possible to determine whether newborn babies and young infants are deaf or have hearing problems, and increasing numbers of very young children are, consequently, using hearing aids after an appropriate type and model has been prescribed for them. Unlike adults, however, the young child is unable to tell whether the actual instrument purchased for him is as effective as the one he tried out in the place where it was prescribed for him. Instruments of the same model made by the same manufacturer often differ from one another, sometimes minutely, sometimes significantly.

Within the past few years, electronic equipment has been developed which will evaluate the performance of individual hearing aids. The Rosenberg grant to the Hearing and Speech Center will provide for the purchase of this equipment in order to test the aids with children from infancy to six years of age. A report will be published which should have the effect of influencing manufacturers to secure more uniform performance in their instruments.

Readers are now referred to last year's report (for 1968) which described the development at the Pacific Medical Center of a device, using a television camera and many stimulators which drum out a "picture" on the back of a blind person enabling him to perceive objects almost as if he were seeing them. This year, a grant of $15,000 was made to the Center to apply the same principles to creating a hearing substitution system.

RESIDENTIAL institutions run by the Youth Authority, one usually supposes, are mainly inhabited by fairly young "juveniles"—fourteen or fifteen or sixteen years old. Recently, however, the age pattern has ben changing. California state law now encourages a subsidy to counties to keep really young offenders at home rather than committing them to the California Youth Authority. At the same time, increasing numbers of youths from eighteen to twenty-one, although tried in adult courts (often on narcotics charges), are com-

mitted to the Youth Authority. Many of these young people have already finished high school.

The largest of the California Youth Authority's institutions (housing twelve hundred boys between the ages of sixteen and twenty-one) is the Youth Training School at Ontario in Southern California. "Training school" is the correct description, for although it encourages students to complete their high school work through courses offered on the premises, it offers only trade and vocational training beyond that. Yet officials of the institution, and of the Youth Authority itself, believe that the best kind of rehabilitation for the abler wards, there as elsewhere, would involve starting them on college careers.

College for Wards

This is just the kind of opportunity now offered to those at the Ontario facility through the efforts of La Verne College, a small liberal arts institution located near the Youth Training School. With support of a Rosenberg grant of $8,395 and funds also from the CYA, La Verne is offering a carefully planned first-year college course for able high school graduates. The courses are held at the Training School and will all be accepted for credit toward a degree in the California state college system. Nevertheless the curriculum has a rehabilitative slant, and is "skewed toward self-discovery and self-respect."

It is believed that the La Verne-CYA experiment is the first such in the nation.

IT IS NO secret that increasing numbers of teenagers are "sexually active," as the jargon has it. Both illegitimacy and venereal disease rates show it conclusively. In San Francisco, for example, there were at least 600 illegitimate births in 1966 among girls *nineteen* or younger; in 1967 there were 650 such births to girls *seventen* or younger; the 1968 figure was even higher. And many teenagers who do not become prospective parents or contract V.D. engage in premarital sexual relations, with varying emotional consequences.

Beginning in about the spring of 1967, the staff of the San Francisco office of Planned Parenthood was somewhat sur-

prised when teenagers began to visit its headquarters on their own initiative. They were girls ranging in age from twelve through seventeen (occasionally accompanied by their boy friends), but most of them were fifteen, sixteen, and seventeen years old. It was immediately apparent that these youngsters should not be dealt with in the regular clinic but needed special, individualized help. Many had little real knowledge about sex and were confused not only about the anatomical facts of life but about their own emotional reactions. "There are some places to get contraceptives now," they would say, "but no place to talk."

A Special Help for Teenagers

After thorough consultation with high school nurses and counselors and social workers, San Francisco's Planned Parenthood then began to develop a complete range of services for teenagers seeking advice on contraceptives, the first such clinic among Planned Parenthood affiliates in the United States. Until last year, when the Rosenberg Foundation joined with three others to enable Planned Parenthood to establish decentralized clinics in other San Francisco neighborhoods, all of the program was operated out of Planned Parenthood's main clinic.

It is impossible to generalize about the young patients except that all are "sexually active" and all need help. There is, for example, the fifteen-year-old Catholic girl from a lower-middle class background whose parents do not know she even dates although she has already had sexual relations with several boys. There are a seventeen-year-old boy and girl, intellectual and middle class, who are referred to the clinic by their own parents. A mentally retarded girl is brought in by her guardian. Another girl asks for the pill but is really worried about V.D. While the patients represent all races, ethnic groups, and income levels, during the first years of operation the greatest proportion — 70 per cent — was white, with the largest number in that group coming from one of San Francisco's most affluent neighborhoods.

The actual prescribing of contraceptives to girls who need them is, in some respects, the most minor part of the Planned Parenthood program. And, of course, contraceptives are not prescribed unless they are clearly called for. Occasionally a girl comes in who has never had sexual relations and doesn't seem particularly eager to but feels she "ought" to be pre-

pared simply because everyone else is doing it. Such facts come out in both individual and group counseling which is given the youngsters. Before a girl is even examined she attends some group discussions led by trained counselors and also has an individual interview with an M.D. or social worker. If it is determined that the girl should be examined, she is then given both a Pap smear (to detect possible cervical cancer) and screening for V.D. (V.D. rates among the teenagers seen at Planned Parenthood in San Francisco are running about three times the proportion shown by adult clients there.) If necessary, contraceptives are prescribed as medically indicated. Referrals are also made as indicated—perhaps for psychotherapy, or for continued counseling, for specific medical care, or perhaps for school guidance or job opportunities.

Informational programs on sex, birth control, the ecological aspects of population, and the Teen Clinic itself are presented to San Francisco high schools and to church, YWCA, and other groups. The Teen Clinic staff trains volunteers, ranging from medical students to teenagers themselves, to help with the discussion programs.

Although Planned Parenthood will never subordinate its service programs to the interests of research, the group is collecting comparative data on three groups of teenage girls: those who seek contraceptive advice and help, those who become pregnant, and, among the latter group, those who decide to seek therapeutic abortion and those who choose to continue with their pregnancy. The research is being done in conjunction with the School of Public Health of the University of California, and will compare various sociological factors as well as knowledge, attitudes, and practice of birth control among the groups.

THERE ARE many situations in this world in which good will isn't enough. One of them, as we are quickly and sadly learning, is when integration is attempted across racial and class lines without careful preparation and intelligent planning.

Such preparation and planning is being attempted by the Pinel School, a small, independent establishment in the San Francisco Bay Area, which is trying to promote understanding and friendship among its largely affluent white student body and low income black and Mexican American children.

Rather than following the now rather common practice of enrolling a few "token" minority children, Pinel believes it can better accomplish its objectives through operating a full-time summer program and a part-time school year program which will bring the children, aged from five through fourteen, together. The five-week summer program on the school's rural campus will be fully integrated, and during the school year, two-way visits will be made, probably twice a week. Most white-initiated proposals for integration call for blacks to be imported into white areas, but with no reciprocation. Under the Pinel plan, the white children will visit the neighborhoods from which the black and Mexican American children come. It is believed that the white children will benefit as much as, or more than, the minority children.

EVEN TWENTY years ago, "summer camp" was an experience which only white, middle-class children customarily had. These same children usually also had other contacts with the wilderness, or at least rural life, through outings with their families or activities with a "Y" or other similar organization. Black and other minority children of the inner cities, on the other hand, have almost no experience with nature and the out-of-doors; their world consists of city life in the slum streets.

In recent years, many efforts have been made to provide help for minority children to attend camps, and in 1963 the American Camping Association, which accredits private camps, announced an "interracial-interfaith policy" which stated that "One of the significant opportunities that camping affords is to help people learn to live together in mutual respect and understanding with people of different religious, racial, and cultural backgrounds."

A more difficult problem, now, than arranging for poor children from minority groups to attend camp is finding qualified counselors from the same group. There are almost no programs from which to draw such young people to train further as counselors, and when they come without any experience at all with the wilderness or even out of doors they need a great deal of help. A Rosenberg grant of $7,800 to the Fund for the Advancement of Camping will provide for the training and placement of young minority people as counselors in camps in northern California.

Both the short-term and long-term effects should be beneficial. It is of vital importance that young black and other minority children attending camps have at least some counselors from their own ethnic group. Furthermore, the experience may open up an entire new range of job opportunities to minority youth. The new national interest in ecology and conservation, the increasing use of parks and wilderness areas, and the effort to preserve wild life are creating new career opportunities. And an interest in nature often leads to careers in science, also.

RAP in the Mission

STATISTICS on the Mission district of San Francisco sound like those of a thousand other low-income, largely minority neighborhoods throughout the country. In this case the minority is mainly Mexican American and Central American, with admixtures of Samoans and others. Poverty and unemployment are high; so is juvenile delinquency. Or at least so it appears. It is common knowledge that juveniles from low income minority families are arrested, detained, and their cases adjudicated in far larger numbers in proportion to their population than young people from middle-class families of the dominant culture. Thus the Mission has a substantial number of boys and girls (mostly boys) who are on probation or parole, or who have been arrested but not institutionalized nor placed on probation.

To help these boys and girls, the Real Alternatives Program (RAP) was devised, which received a Rosenberg

Foundation grant of $17,170 as well as help from the San Francisco Foundation. Its plan of operation is to run a "big brother" and "big sister" program which differs from traditional Big Brother agencies in that the organization is grass roots, recruits its volunteers only from the Mission, matches them with thirteen-to-eighteen-year olds of similar ethnic backgrounds, and uses young volunteers, most of them in their twenties, who relate well to adolescents. RAP, which has the help of a VISTA volunteer, is recruiting volunteers who will develop a one-to-one relationship with Mission youth, establish a youth center where the young people can get off the streets, and arrange for tutoring and job training or placement as well as field trips to widen their outlook.

A New Kind of PTA

Some Separatists among blacks in the United States believe that if the schools in largely black districts could be controlled by local black school boards and the schools manned by black teachers, the children in the schools would do better than in the kind of situation which usually obtains, in which boards are largely white and, perhaps more importantly, many or most of the teachers are. The experience thus far of four school districts in Southern California suggests that this is not necessarily the case. During the year under review, a Rosenberg grant of $18,400 was made to the Willowbrook school district (with the funds to be used also by three other adjoining districts) to see if ways could be found to improve the situation there.

The four districts are almost entirely black, except for small clusters of Mexican Americans. The school boards are all black, and more than 80 per cent of the teachers are. Yet the achievement and motivation of the school children appear to be low. A good many children drop out before junior high school, and very few of those who graduate from high school go on even to junior college. Earlier studies suggested that one reason might be that most of the parents had poor relations with the teachers. Parents rarely went to school to discuss their children's problems, and when they did they were

ill at ease. On their part, the teachers often felt that the parents were uninterested, didn't motivate their children, and didn't feed or clothe or discipline them properly. In short, many of the teachers, although black, displayed some of the attitudes of many white teachers—they had low expectations of their pupils, and the pupils fulfilled them.

The Rosenberg grant is being used to provide opportunities for small discussion groups at the block level, in homes, where teachers will meet with parents to talk about problems and ways of cooperating for the benefit of the children. It is hoped that through these neighborhood meetings the teachers, most of whom are middle class and "upwardly mobile," will come to understand the circumstances in which the children live (sometimes from ten to twelve people in two rooms), and that parents will become more comfortable with the teachers and more able to cooperate with them.

KINGS COUNTY, in California's agricultural Central Valley, lies off the beaten path. A visitor's first impression of the inland area might be a nostalgic feeling for the simplicity of rural and small-town life (there are only three towns in the county, all of them small). But this is soon dispelled when one observes that the county has most of the dismal characteristics of today's large cities—discontented, poverty-stricken boys and girls from minority backgrounds, the pervasive "generation gap," experimentation with drugs, considerable juvenile crime.

Approximately 26 per cent of the Kings County population exists below the official poverty level, and at any given time approximately one half of those are unemployed. The largest minority population, 23 per cent, is Mexican-American, and of this group, 68 per cent have to go onto the welfare rolls at some time during the year. The Negro population is about 6 per cent, with an unemployment rate twice that.

Even the well-off juveniles in Kings County can be considered "disadvantaged" when it comes to recreational facil-

ities close to hand, for there is little to interest adolescents. They must even make their way to an adjoining county to attend a movie, if that is a mark of "disadvantage." There are few of the traditional agencies serving youth but, fortunately for Kings County, there is an active and forward-looking, county-wide Y.M.C.A. which serves both boys and girls and has long had the participation of minority children.

Action in a Rural County

From this agency has come a proposal, formulated in cooperation with virtually every relevant group in the county, which in sophistication and imagination surpasses most put forward by experienced organizations in areas closer to where the action is. A Rosenberg grant of $25,000 permitted the launching of an ambitious plan whereby junior high, high school, and junior college youth, representing the entire ethnic and income range of the county, will be trained as youth leaders. Each of these thirty young leaders will work with a group of from twelve to fifteen younger children on some project beneficial to the community. The objective is to provide, in a short time, a large number of teenagers and children who have established good working relationships with adults, so that the "power structure" of the county will welcome the youths' taking assignments in civic enterprises which in the past have usually been conducted without consultation or help from young people.

The plan is interesting not only because it capitalizes on one of today's most promising and increasingly widespread experiments—youth working with youth—but because of the extensive participation of so many groups in drawing it up. It was first discussed among members of the county board of supervisors, the probation department, the local poverty program, the schools, and the Y.M.C.A. Then it was talked over with a group of high school students from Hanford, Lemoore, and Corcoran, the county's three towns. It was the youngsters who requested more discussion of the idea, and then the application to the Foundation was prepared.

Another important feature of the plan is that it is not to be a "poverty" program in which only indigent youths can participate, though some of the young people will be paid out of Neighborhood Youth Corps funds. (The N.Y.C. director in the county regards the plan as so important that, although he has only forty-four slots this year, he is allocating

fifteen of them to the Y.M.C.A. program. Most jobs for young people in the N.Y.C. are routine—custodial tasks in public buildings and parks, for example—and the director welcomes placements which can develop leadership qualities in the boys and girls.) By cutting across income and race lines, the program should avert the problem of having young people put in categories of "poor" and "not poor" with their activities to be determined by their parents' financial status.

In their proposal to the Foundation, the sponsors wrote: "It would seem that we have trapped youth into a prolonged childhood; that we have effectively isolated them from community life; that we ask youth to defer their need for purposeful, contributing community participation; that we have not capitalized upon youths' greater sense of social awareness; that we have forgotten that youth become socialized and accultured by continued contact with adult members of the community."

LEARNING to be a computer programmer is not as difficult as it sounds. Furthermore, it requires relatively few cultural prerequisites; one need not speak dialect-free English nor be accomplished in the "establishment" type of interpersonal relations so important in sales and other similar jobs. There is a large and growing job market for computer programming, and excellent salaries are paid. Finally, an aura of wonder has grown up around computers and the technological world they represent, so that working with them gives one prestige and "status." For all these reasons, computer programming appears to be a natural for improving the career choices of low income and minority youth.

All of these considerations, plus a strong desire to make his own contribution toward solutions to the urban crisis, led a most remarkable graduate student in applied electrophysics at the University of California at San Diego to come

up with a plan for training disadvantaged high school students who are not college bound, both Negroes and Mexican Americans, as computer programmers. The objectives are to place some of the youngsters in jobs immediately following completion of the course, to encourage others to go on to junior or four-year colleges, and to enable others to enter trainee programs to become specialists or technicans in various aspects of computer technology. A Rosenberg Foundation grant of $6,300 was made to UCSD to enable the student, M. Granger Morgan, to conduct a summer course in 1969, working with Neighborhood Youth Corps high school students, and to look for further funding for a large-scale, continuing training program.

New Careers for the Poor

The pilot project was a success by anybody's standards, with ten students completing a two-month course that gave its young sponsor valuable guides to future development of the curriculum and evaluation. Following the formal course, several of the best students were kept on in a special workshop.

That is not to say that all went smoothly—far from it. What the graduate student learned about youngsters who are often either aggressive or passive, and about bureaucracy, could fill a small book. As a matter of fact, his report on the experience is so clear and entertaining and full of insight that it would do credit to a professional writer with specialized knowledge as well. One of the students, who started off by calling his instructor a honkey pig prefaced by two adjectival clauses, one profane and the other obscene, hung around and became a worthwhile student. Yet when he took some white mice from the biology lab where he was working part time and released them in a number of places calculated to have maximum effect, the Youth Corps moved him off campus despite the pleas of the computer project. As for the various other bureaucracies involved, negotiations with them often entailed long and complicated paper work hassles.

Although the project received only limited publicity, applicants for the full course following it were far more than could be accepted. And although the sponsor estimates that the Rosenberg seed grant had a multiplicative effect about twenty fold, full funding for the long term program is still not entirely in hand.

Students as Researchers

COLLEGES and universiti , as entities, receive many grants from foundations and th federal government for research and other projects; somet nes both foundations and the gov- ernment think they live o them. So bursting with practical ideas about how to put th ir education to immediate use are the *students* of the Califc nia Institute of Technology, how- ever, that in 1968 they pe suaded the Department of Health, Education, and Welfare make them a grant for a sensa- tionally successful resea h project on air pollution which terminated in a coast-to- oast race of electrically powered automobiles. It was the fi st student research project in the country to be funded by EW. Later, the Ford Foundation provided a grant to the sociated Students of Cal Tech to develop a student researcl enter (ARC) for college students from Cal Tech and other stitutions in Southern California. A group from one or se ral of the participating colleges submits a proposal for udent-organized research to the ARC board, composed of udents from the various colleges which can then allocate a small sum to the project; beyond that, other funding must b sought.

During the year under view, a Rosenberg grant of $3,000 was made to assist one f the ARC projects, this one to disseminate information bout student-discovered ways of improving education in the elementary and secondary schools. Since late 1968, c lege students have been teaching science and math to fifth aders in an elementary school in Pasadena and a junior h h school in Los Angeles. In each case, the reaction of princ als, teachers, and pupils has been close to ecstatic. One pri ipal reported that he had never seen such eagerness as th children were showing about the program.

School systems, teache and students began to clamor to participate, and ARC requ sted Rosenberg help to coordinate some of the mushroomin activities and to provide for a two-day conference, held n April, at which hundreds of people could (and did) pa icipate in workshops on stimulat- ing ways of teaching subj ts ranging from math and science to storytelling, folklore, a l poetry. Later, a successful sum- mer institute on educatic al change was funded by HEW, the Rockefeller Foundatic , and private subscriptions.

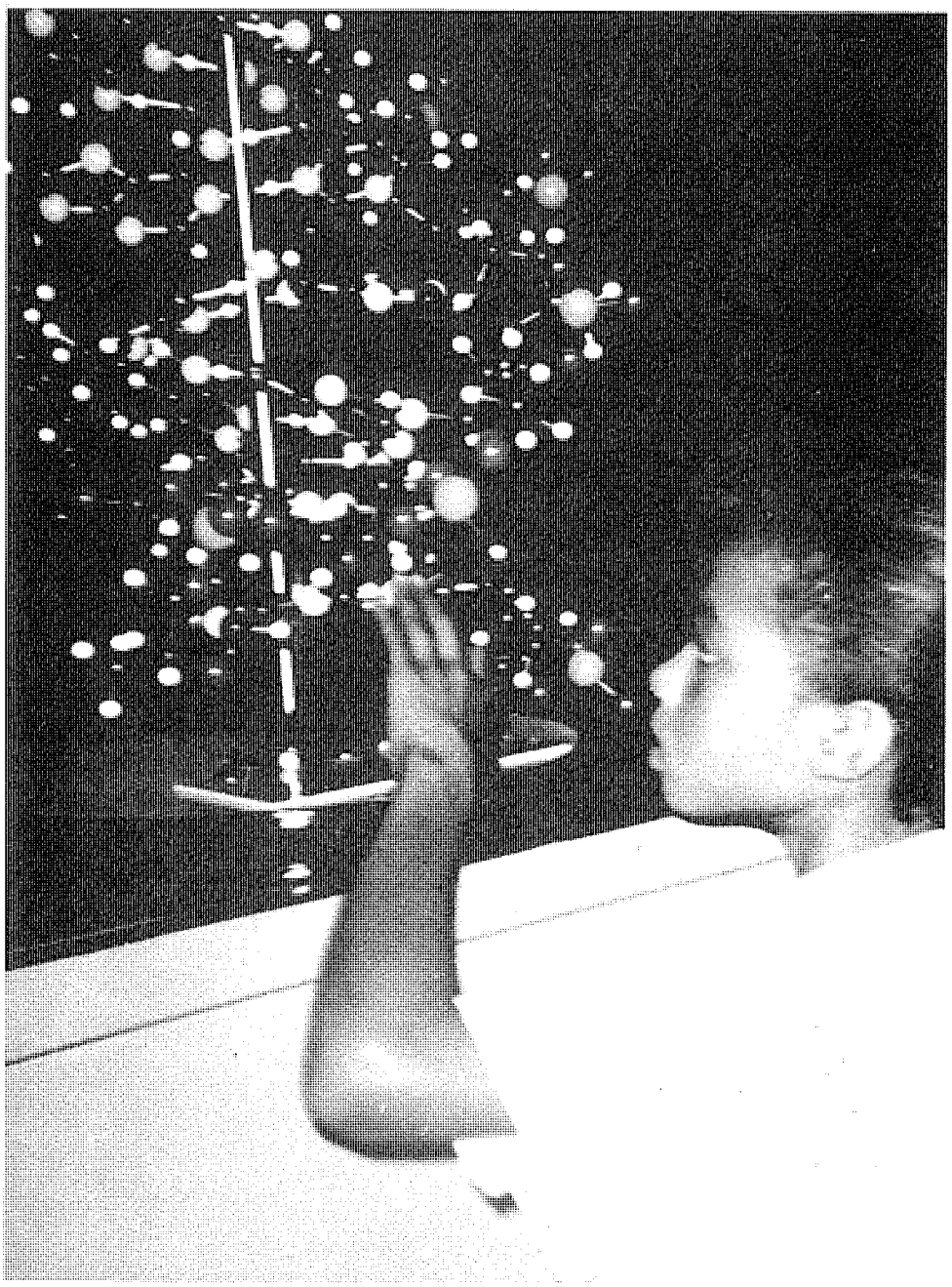
SCIENCE not only opens up an en :e range of careers that has hitherto drawn few members o minority groups; it may be one of the best ways of motiva ng these groups toward *all* sorts of learning.

Like the computer programmin project described above, one of the most interesting propos ls received by the Foundation during the year was the cu ıination of the planning and determination of a young ma Thomas Watts, a white teacher in the San Diego schools. T e first elementary school to which he was assigned was com ɔsed of 98 per cent black and Mexican American pupils. H knew he had some very bright children in his class, but th ıgh they performed well for him, when they were sent for i elligence or achievement tests they never did well.

He began to experiment with dif rent ways of motivating the children, and the things that ught on the most had to do with science. Although the te ıer had been a political science major in college, he went ıck to school at night to learn more about science in order ɔ help his pupils. He set up an aquarium and some laborat y equipment in the back of his classroom and invited inter ted children to stay two days a week after school. Fifteen ıildren enrolled immediately.

That was the beginning of the Elementary Institute of Science. By the end of the year ıe group had grown to thirty-eight, and there were twe y-five on a waiting list. The teacher upped the time to thr afternoons a week, and added Saturday field trips to places uch as the Salk Institute, the physics department of the U versity of California at San Diego, tide pools at La Jolla, a l industrial plants. Four other teachers at his school volun ered to work with him.

By the summer of 1968, the I titude had moved seven times, finally ending up in a dila dated house in the slum area of San Diego which the city ents to the Institute for $50 a month. Community groups y the rent and utilities; equipment is salvaged from busine es and from colleges and research institutes. The Institute open four days a week after school, and different groups f children meet on those days. On Saturday afternoons all " ıembers" of the Institute —that is, the children—go on fie l trips, and parents may



accompany them. An important part of the plan is that parents are trained as teachers in an effort to motivate both them and the children; scientists and graduate students from the various universities and businesses meet with them and help them draw up lesson plans. There is always, however, a fully qualified teacher to supervise the program.

Children are admitted on a first come, first served basis without regard to their school grades or behavior problems. Because the Institute is really only a small house, only sixty-five can be enrolled, and there is a long waiting list.

Science for Grade Schoolers . . .

Last year, one of the Institute's first "alumnae," now in junior high school (the Institute is for fourth, fifth, and sixth graders), took first place in the Medical Science Division of the Science fair, although the child, from a poor black family, had been actively discouraged by others from even entering the competition. And this year, the inspired creator of the Institute, Mr. Watts, received the highest award bestowed by the National Science Teachers Association.

During the year under review, a Rosenberg Foundation grant of $14,750 was made to give the Institute time to get on its feet financially. Since it has already become something of a community enterprise, with businessmen, scientists, service organizations, the schools, and parents all helping out in various ways, this is a probable outcome.

One question that naturally arises is whether such an activity might not be transferred to the public schools. Whether the spirit of the enterprise could survive the transsition to bureaucratic auspices is not clear. The entire bent of public education's assistance to minority children is "remedial." It is predicated on the assumption that the children, rather than the schools, have failed, and that the children must therefore be subjected again and again to the same kind of training in which they have achieved little success. A few inspired educators, however—in the public schools as well as out—have worked from another point of view: that if the child understands that the teacher believes in him and his ability, he will begin to respond and succeed. Several times in the past this Foundation has made grants in which the "compensatory education" philosophy is replaced by a "high status" activity. The Elementary Institute of Science (which in the summer of 1969 ran a successful summer science pro-

gram for secondary students in cooperation with the Salk Institute for Biological Studies), is a new and promising addition to the roster.

. . . and for Everybody

THE INTERIOR of San Francisco's Palace of Fine Arts, a relic of the 1915 Panama Pacific Exposition, was until recently simply a gloomy, echoing cavern suitable for nothing much that anybody could think of. (One tennis afficionado pressed for indoor courts.) Recently, however, though still hardly a suitable site, it has become one of the most colorful, jumping spots in town.

Under the leadership of Dr. Frank Oppenheimer, a distinguished physicist, part of the old Palace promises to become one of the few real science museums in the world. It is not a conventional museum, however, but an Exploratorium, which is just what its name implies—visitors can not only view but experiment with the variety of exhibits scattered about. All of them, though some are simple and somewhat makeshift, are designed to illustrate the recurrence of natural processes in a variety of contexts, with the idea of conveying a sense of unity among such processes. Furthermore, the exhibits are designed to integrate science, technology, and the arts.

"We don't want people to leave the Exploratorium with the feeling 'Isn't somebody else clever!'" says Dr. Oppenheimer. "We want it to be a place in which people achieve the satisfaction of individual discovery."

Still, most of us non-scientists are not able to discover much on our own without just a little help. Such help is being provided in the Exploratorium by a new kind of museum "guide"—high school students who stand ready to explain the intricacies of the refraction of light or the workings of laser beams in words of several syllables which are still comprehensible to the layman. The hiring of these young "Explainers" has been made possible largely through a Rosenberg grant of $15,000.

Most of the time, the Explainers are the only staff people on the floor, which means they are responsible for the safety

of both visitors and equipment. They often help build or repair exhibits. Since many of the Exploratorium's patrons are young (students from kindergarten through graduate school form the bulk of its visitors), the use of the high school Explainers is particularly appropriate. And they bear the full responsibility for showing approximately 3,500 visitors a week through the museum.

Explainers serve for two-month periods, and by the end of the year about fifty young people will have had the experience. Interestingly enough, not all of them are science majors; in the first group, most were more interested in the liberal arts or art itself. (Most are—would have to be—highly verbal, which many scientists are not.) The Exploratorium has been able to recruit youngsters from a good mix of racial and ethnic and income backgrounds but not as good a boy-girl ratio (it is about two to one in the direction you would expect) as it wishes. This is not owing to lack of effort on the museum's part but because, in our culture, science still tends to be regarded as a man's field. Still, some of the best of the Explainers are girls, and their example may inspire other young female "explorers" in the museum.

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, 1969 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, 1969 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, 1969 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, California
February 10, 1970

Rosenberg Foundation

Balance Sheet, December 31, 1969 and 1968

ASSETS

	1969	*1968*
CASH	$ 138,443	$ 106,222
INVESTMENTS—At cost (quoted market: 1969, $11,154,365; 1968, $13,174,008):		
Bonds	4,640,154	4,792,578
Preferred stocks	458,113	458,113
Common stocks	3,338,800	3,327,032
Total investments	8,437,067	8,577,723
OFFICE EQUIPMENT (at nominal value)	1	1
TOTAL	$8,575,511	$8,683,946

LIABILITIES AND FUND BALANCES

GRANTS PAYABLE	$ 98,622	$ 161,323
GIFT HELD IN SUSPENSE		15,000
INCOME FUND (DEFICIENCY)	(653,371)	(514,612)
PRINCIPAL FUND	9,130,260	9,022,235
TOTAL	$8,575,511	$8,683,946

NOTE—During 1969 the Foundation was named sole residuary beneficiary under the will of Charlotte S. Mack, who died April 5, 1969. It is estimated that upon final distribution of the estate, which is expected to take place in early 1970, the Foundation will receive approximately $2¼ million.

Rosenberg Foundation

Statements of Income Fund and Principal Fund
for the Years Ended December 31, 1969 and 1968

INCOME FUND

	1969	*1968*
INCOME FROM INVESTMENTS:		
Bond interest	$ 226,908	$ 230,292
Preferred stock dividends	23,345	20,771
Common stock dividends	287,073	276,082
Interest on savings accounts	1,963	2,113
GIFT—Formerly held in suspense	15,000	
OTHER INCOME	1,887	175
TOTAL	556,176	529,433
ADMINISTRATIVE EXPENSES:		
Investment counsel and custodian fees	24,945	25,097
Administrative salaries	23,136	20,971
Employee retirement payments	8,760	8,760
Annual report, rent, and other	20,191	17,593
TOTAL	77,032	72,421
INCOME AVAILABLE FOR GRANTS	479,144	457,012
ADD—Refunds of prior years' grants	10,333	4,815
TOTAL AVAILABLE FOR GRANTS	489,477	461,827
GRANTS AUTHORIZED	628,236	503,198
EXCESS OF GRANTS OVER INCOME	(138,759)	(41,371)
INCOME FUND (DEFICIENCY) AT BEGINNING OF YEAR	(514,612)	(473,241)
INCOME FUND (DEFICIENCY) AT END OF YEAR	$(653,371)	$(514,612)

PRINCIPAL FUND

PRINCIPAL FUND AT BEGINNING OF YEAR	$9,022,235	$8,814,189
GAIN ON SALE OF INVESTMENTS	108,025	208,046
PRINCIPAL FUND AT END OF YEAR	$9,130,260	$9,022,235

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1969

Project	*Grants Payable January 1, 1969*	*Grants Authorized*	*Grant Payments*	*Grants Payable December 31, 1969*
Northern California Industry-Education Council—Develop programs related to "the world of work" in the schools	$ 5,000		$ 5,000	
San Francisco Art Commission—Create teenage arts workshops in five neighborhoods—second year	11,200		11,200	
Youth for Service—Develop youth program in East Palo Alto	19,000		19,000	
Dawn Today—Develop a group counseling program and adjunct activities for high school students using drugs—second year	15,000		15,000	
University of California, Berkeley—Continued support of a program to utilize university students to assist high school counselors with disadvantaged youth	16,500		16,500	
City of Berkeley—Second year partial support for the Berkeley Youth Council	10,000		10,000	
Richmond U.S.D.—Test effects on motivation and performance of disadvantaged junior high school students of team-teaching math, English, and science in relation to flight lessons	11,330		11,330	
Institute for Educational Development—Refine curriculum and develop junior college students as teachers in mobile learning centers placed near supermarkets or shopping centers in disadvantaged areas of Los Angeles	16,263		16,263	
City of San Francisco—Establish a Youth Council	32,530		32,530	
San Francisco Consortium—Explore usefulness of non-certificated auxiliary counselors from minority backgrounds working with parents of high school students	6,000		6,000	
Travelers Aid of San Francisco—Provide short-term housing and consultation for young people stranded in San Francisco	15,000		15,000	
Berkeley U.S.D.—Support for a student and counselor-developed film on why bright students drop out of high school	500		500	
Friendly Town—Expand program in which inner city and suburban families cooperate on a summer vacation program	3,000		3,000	
Arroyo Grande Family Service Center—Strengthen rural counseling services for adolescents and parents, and reach Mexican-American families		$ 5,000	5,000	
Crenshaw Community Youth Study Association—Develop a youth agency in an integrated district of Los Angeles, and establish a halfway house		20,000	20,000	
American Friends Service Committee—Create a youth program in Visalia's Mexican-American barrio		25,250	25,250	
Big Brothers, Inc. of San Francisco Bay Area—Help Chinese boys with language and acculturation problems		7,155	7,155	
Richmond Unified School District—Develop a team-taught power-mechanics curriculum in a continuation school		8,200	8,200	
Forward	$161,323	$ 65,605	$226,928	

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1969

Project	*Grants Payable January 1, 1969*	*Grants Authorized*	*Grant Payments*	*Grants Payable December 31, 1969*
Forward	$161,323	$ 65,605	$226,928	
ASCIT Research Center (California Institute of Technology)—Student-planned conference on public education and role of college students as volunteer teachers		3,000	3,000	
Martin Luther King, Jr. In-Community School—Independent school for ethnically diverse high school students who are potential or actual drop-outs		18,000	18,000	
San Francisco Consortium—Study of San Francisco State College in crisis		12,000	12,000	
The Switchboard—Provide staffing for a new organization giving a variety of services to young people		12,000	12,000	
West Oakland Legal Switchboard—Protect legal rights of young ghetto residents and develop a teenage educational program		10,700	10,700	
Mountain View Community Services—Educational program for isolated Spanish-speaking Mexican-American mothers and their preschool children		6,137	6,137	
Bay Area Social Planning Council—Study of youth unrest among Chinese immigrants in San Francisco		6,642		$ 6,642
Friends Outside of Santa Clara County—Initiate programs in other parts of California for and with prisoners' families based on Santa Clara model		3,000	3,000	
Hospitality House—Creative arts program for alienated youth in San Francisco's Tenderloin area		20,000	20,000	
San Francisco Hearing & Speech Center—Evaluate amplification systems for young hard of hearing and deaf children		12,182	12,182	
American Friends Service Committee (Pacific Southwest Region)—Educational program on problems of racial imbalance in Pasadena area schools using young interns		25,000	25,000	
Pinel School—Private school program for white suburban and low-income black and Mexican-American children		12,737	12,737	
Elementary Institute of Science (San Diego)—Develop an interest in science among disadvantaged fourth, fifth, and sixth grade children		14,750	14,750	
San Francisco State College—Symposium on neglected and deprived children		15,000	15,000	
Youth Advocates, Inc.—Develop a youth resource center in west San Francisco		20,988	20,988	
Citizens for Mutual Understanding—Educational program to develop equal opportunities in housing		11,040	11,040	
Foothill Family Service—Establish a telephone parent consultation service		6,106	6,106	
Willowbrook School District—Parent/teacher discussion groups to find ways of improving children's school performance		18,400	18,400	
Livingston Community Action Council—Day care center for farm laborers' children		4,580	4,580	
Real Alternatives Program—Establish grass roots Big Brother/Big Sister program in Mission District of San Francisco		17,170	17,170	
San Francisco Consortium—Supplemental grant		3,500	3,500	
Forward	$161,323	$318,537	$473,218	$ 6,642

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1969

Project	*Grants Payable January 1, 1969*	*Grants Authorized*	*Grant Payments*	*Grants Payable December 31, 1969*
Forward	$161,323	$318,537	$473,218	$ 6,642
People Pledged for Community Progress—Enable indigenous organization to develop and operate local community play centers		15,000	15,000	
Central Valleys Chapter of 7th Step Foundation—Program in which former delinquents and community leaders help a California Youth Authority institution prepare young wards for release		13,038	13,038	
Planned Parenthood of San Francisco—Establish decentralized birth control clinics for sexually active teenagers		4,058	4,058	
La Verne College—First year liberal arts college course for selected wards at California's largest Youth Authority institution		8,395	4,885	3,510
San Francisco Art Institute—Establish neighborhood teaching studio		13,100	13,100	
University of California, San Diego—Training program for minority high school students in computer programming		6,300	6,300	
Crenshaw Neighbors, Inc.—Community support for a quality voluntary high school integration plan		10,000	10,000	
Ex-Squared Foundation—Ex-offender counseling of hard-core youth at Santa Clara County Juvenile Hall		3,900	3,900	
Pacific Medical Center—Attempt to establish the feasibility of a Hearing Substitution System		15,000	15,000	
Palace of Arts & Science—Train high school students as staff in this "exploratorium" linking science, technology, and art		15,000	15,000	
Student League of San Francisco—Provide an art gallery to display and sell youth art		15,730	15,730	
Tulare County Department of Education & Tulare City Schools—Develop and train teachers to use units of material related to Mexican-American history and culture		19,083	19,083	
Glide Foundation—Provide low-cost housing for young unmarried mothers and their babies		9,290	9,290	
Kings County YMCA—Develop training program for teenagers who will train teams of other young people to undertake community projects		25,000		25,000
Merritt College—Establish day care center on campus for young children of needy students		19,305	19,305	
Richmond Unified School District—Develop a curriculum and initiate a program of parent education at a continuation high school		16,600	16,600	
American Friends Service Committee—Second year		6,000		6,000
San Francisco Art Commission—Support for neighborhood workshops for youth		18,960	18,960	
Cameron House—Partial support for a street counselor in Chinatown		2,500	2,500	
Junior Achievement of Santa Clara County, Inc.—Establish a Junior Achievement program in East Palo Alto/Menlo Park (a predominently minority area)		3,470	3,470	
Richmond Unified School District—Program of voluntary integration and parent participation in a Richmond elementary school		12,500	12,500	
Forward	$161,323	$570,766	$690,937	$ 41,152

Rosenberg Foundation

Schedule of Grants for the Year Ended December 31, 1969

Project	*Grants Payable January 1, 1969*	*Grants Authorized*	*Grant Payments*	*Grants Payable December 31, 1969*
Forward	$161,323	$570,766	$690,937	$ 41,152
West Oakland Legal Switchboard—Supplemental grant		2,400		2,400
American Camping Association—Train and place minority young people as camp counselors		7,800		7,800
Black Arts Music Society—Indigenously-planned music workshops for young people		12,120		12,120
Cross-Cultural Family Center—Self-help program in which parents will be trained to design and teach others to use educational toys made from materials found in most homes		4,500		4,500
KQED—Spread and reinforce the use of "Sesame Street," educational TV's new preschool program		12,650		12,650
Pacific Medical Center—Research to determine if high intensity rock music causes permanent damage to hearing of young musicians		2,000		2,000
San Francisco Conservatory of Music—Conservatory students' program to instruct "foster students" in elementary schools		6,000		6,000
Young Audiences of Greater Los Angeles—Introduce Young Audiences' concerts to Los Angeles inner-city schools		10,000		10,000
TOTALS	$161,323	$628,236	$690,937	$ 98,622

Rosenberg Foundation

Investments as of December 31, 1969

Par Value or Shares	BONDS	*Cost*	*Market Value*
	GOVERNMENT		
50,000	Fed Land Banks 5⅛% 7-20-70	$ 50,500	$ 48,500
100,000	Fed Natl Mtg Deb 8.10% 12-10-70	100,001	99,000
100,000	Fed Land Banks 4⅛% 2-15-72	100,000	91,000
100,000	U S Treasury Bonds 4% 8-15-73	101,301	86,000
100,000	U S Treasury Bonds 4⅛% 11-15-73	99,591	86,000
200,000	U S Treasury Bonds 4⅛% 2-15-74	202,234	170,000
100,000	Fed Land Banks 5⅜% 7-20-76	99,517	85,000
300,000	Govt of Canada 3¾% 1-15-78	309,505	201,000
200,000	Fed Natl Mtg Par Ctf 6.05% 2-1-88	199,251	162,000
100,000	Prov of Quebec External 7% 4-15-89	100,000	78,000
100,000	Intl Bank for Reconstruction & Development 5⅜% 7-1-91	99,752	71,000
	Total Government Bonds	1,461,652	1,177,500
	CORPORATE		
100,000	Pitts Cinn Chg St Lo RR 5% 6-1-70	103,375	96,000
100,000	Sears Roebuck Accept 4⅝% 2-1-72	104,250	90,000
150,000	Ill Cen RR Eq Tr Ctf 7⅜% 5-1-74	150,769	142,500
200,000	Louisville & Nashville Rwy Eq Tr 6% 9-15-75	200,033	172,000
100,000	Southern Pacific Co Eq Tr Ctf 5⅝% 9-1-75	98,452	84,000
100,000	General Electric Co 3½% 5-1-76	100,500	77,000
100,000	Genl Mtrs Accept Corp 5% 8-15-77	106,417	80,000
200,000	NY Central RR 3rd Eq Tr Ctf 1966 5⅞% 11-1-77	199,599	162,000
100,000	Westinghouse Air Brake 3⅞% 9-1-78	99,500	71,000
100,000	Norfolk & Western Rwy Eq Tr Ctf 5⅛% 4-1-80	100,751	73,000
100,000	Montgomery Ward Cr 4⅞% 7-1-80	97,877	70,000
100,000	Commercial Credit Co 4¾% 11-1-80	103,875	70,000
100,000	Inter Harvester Cr 4¾% 8-1-81	84,000	70,000
100,000	Louisville & Nashville Rwy Eq Tr Ctf 6% 9-15-81	100,017	77,000
100,000	Southern Cal Edison 4⅞% 9-1-82	106,500	73,000
150,000	American Tel & Tel 3¼% 9-15-84	153,780	88,500
100,000	American Tel & Tel 4⅜% 4-1-85	101,214	65,000
100,000	Con Edison of NY 3⅝% 5-1-86	101,379	59,000
100,000	Pacific Gas & Elec 4½% 12-1-86	101,125	67,000
100,000	Commonwealth Edison 4¼% 3-1-87	100,000	63,000
150,000	Niagara Mohawk Pwr 4⅞% 9-1-87	156,950	100,500
100,000	Pacific Gas & Elec 3⅜% 12-1-87	101,488	56,000
100,000	Virginia Elec & Pwr 4½% 12-1-87	100,492	64,000
100,000	Niagara Mohawk Pwr 4¾% 4-1-90	94,516	64,000
100,000	Michigan Bell Tel 4⅜% 12-1-91	102,266	57,000

100,000	Baltimore Gas & Elec 4⅜% 7-15-92	102,750	62,000
100,000	Michigan Bell Tel 4¾% 11-1-92	104,750	65,000
100,000	Pacific Tel & Tel 5⅛% 2-1-93	101,877	69,000
	Total Corporate Bonds	3,178,502	2,287,500
	Total Bonds	4,640,154	3,465,000
	PREFERRED STOCKS		
1,900	Calif Water Serv Co 4.40% Cum Pfd C	44,100	22,800
1,100	Christiana Securities Co 7% Cum Pfd	152,922	106,700
500	El Paso Nat Gas Co $5 2nd Pfd 1957	52,500	29,000
200	Walter E. Heller International Corp 4% Cum Pfd	14,501	9,000
300	Walter E. Heller International Corp 5½% Cum Pfd	29,394	18,300
2,500	San Jose Waterworks 4¾% Cum Pfd	61,875	32,500
500	Tenneco Inc 4.90% Cum Pfd	50,000	29,000
2,640	American Express $1.50 Conv Pfd	52,821	166,320
	Total Preferred Stocks	458,113	413,620
	COMMON STOCKS		
	AUTOMOTIVE		
2,016	General Motors Corp	122,268	139,104
	BANK & FINANCE		
6,418	Crocker-Citizens National Bank	88,316	230,976
1,210	J P Morgan & Co	63,350	71,390
2,658	Security Pacific National Bank	18,514	103,662
22,000	Southern Cal First National Corp	88,702	396,000
6,412	Wells Fargo & Co	80,849	307,776
5,168	Western Bancorporation	50,943	201,552
	BUILDING MATERIAL		
15,000	Pacific Lumber Co	72,500	435,000
	BUSINESS MACHINES		
200	Control Data Corp	28,106	23,200
206	International Business Machines	20,590	74,984
2,830	National Cash Register Co	39,787	452,800
1,600	Pitney-Bowes Inc	54,654	62,400
	CHEMICAL		
2,000	American Cyanamid Co	25,395	52,000
1,249	Dow Chemical Co	95,535	84,932
1,000	E I DuPont de Nemours & Co Inc	81,862	105,000
2,769	Monsanto Co	52,081	99,684
1,020	Stauffer Chemical Co	56,771	33,660
2,000	Union Carbide Corp	134,975	74,000

	DRUG & COSMETIC		
1,200	American Home Products Corp	40,218	85,200
1,000	Merck & Co Inc	28,492	113,000
500	Chas Pfizer & Co Inc	33,955	51,500
	ELECTRICAL EQUIPMENT		
1,200	General Electric Co	98,091	92,400
1,000	Westinghouse Electric Corp	22,570	58,000
	MACHINERY		
3,000	Caterpillar Tractor Co	10,530	126,000
3,000	FMC Corp	12,960	72,000
	METAL		
300	Aluminum Co of America	20,262	21,300
2,500	International Nickel Co of Can Ltd	46,566	107,500
2,000	Kaiser Aluminum & Chemical Corp	93,748	74,000
3,815	Newmont Mining Corp	49,247	118,265
	MISCELLANEOUS		
400	Corning Glass Works	93,624	101,600
800	Minnesota Mining & Manufacturing Co	66,867	87,200
	OIL		
2,034	Cities Service Co	30,729	81,360
6,494	Gulf Oil Corp	26,352	201,314
3,300	Shell Oil Co	24,365	145,200
1,922	Standard Oil Co of California	43,677	98,022
2,000	Standard Oil Co—New Jersey	114,500	122,000
	PAPER		
2,475	Crown Zellerbach Corp	15,641	84,150
	RAILROAD		
2,000	Great Northern Ry Co	49,584	82,000
2,000	Union Pacific Corp	59,321	90,000
	RETAIL TRADE		
2,000	J C Penney Co	51,532	98,000
2,000	Safeway Stores Inc	50,580	48,000
400	Sears Roebuck & Co	27,558	27,200
	STEEL		
4,000	Armco Steel Corp	42,435	112,000
	TIRE		
3,000	B F Goodrich Co	143,824	96,000
4,080	Goodyear Tire & Rubber Co	40,596	122,400

	UTILITY—ELECTRIC		
3,000	Baltimore Gas & Electric Co	43,080	93,000
3,200	Northern States Power Co	41,611	70,400
6,000	Ohio Edison Co	45,055	144,000
7,000	Pacific Gas & Electric Co	80,457	224,000
5,000	Southern Co	61,700	125,000
4,300	Southern California Edison Co	74,462	129,000
3,500	Texas Utilities Co	71,767	192,500
8,000	Virginia Electric & Power Co	37,096	176,000
	UTILITY—GAS		
5,500	American Natural Gas Co	72,710	176,000
2,000	Panhandle Eastern Pipe Line Co	36,300	66,000
5,278	Tenneco Inc	100,000	121,394
	UTILITY—TELEPHONE		
6,140	American Telephone & Telegraph Co	161,540	294,720
	Total Common Stocks	3,338,800	7,275,745
	Total Investments	$8,437,067	$11,154,365

Text by Helen Rowan
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