

Cover: *Victory Boogie-Woogie* by Piet Mondrian was the most important painting in the Tremaines' collection of 20th century art. The diamond-shaped masterpiece was on Mondrian's easel at the time of his death in February 1944. He had completed it just a few weeks earlier, then had changed his mind, rearranging some of the rectangles so that they had more rhythm, more "boogie-woogie," his favorite form of music. Over the completed canvas, Mondrian attached small pieces of paper tape to experiment with color, intending to replace them with paint once he was satisfied. He never got that far; the pieces of tape remain on the painting to this day.

For Emily Hall Tremaine, *Victory Boogie-Woogie* was the quintessential work of art. "I feel that the *Victory* was an intense breakthrough that was the culmination of Mondrian's whole life," she said. "There is drama caught in it. It is like Beethoven's *Ninth Symphony*—the full orchestra—the chorus forcing octaves almost beyond human ears."

*Victory Boogie-Woogie* set a standard of excellence which shaped the entire collection. Similarly, the Tremaine Foundation has set for itself a standard of excellence to guide future grant-making in Learning Disabilities, the Arts, and the Environment, and to encourage a family culture of philanthropy.

Symbolic of that standard is the introduction of a new logo. Its shape and color pay homage to *Victory Boogie-Woogie*, while the capital T evokes in graphic simplicity the modernist visual sensibility of Emily Hall Tremaine.

*Victory Boogie-Woogie* is printed with permission of the Gemeentemuseum den Haag, the Netherlands.

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## *Founding Principles*

- I The Foundation is forever to be a center of support to the community of family members who are the descendants of Burton G. Tremaine, Sr.  
It will create and sustain a sense of the family's cohesion in a world where families are spread out geographically and culturally.  
It will honor and draw strength from the family's diversity and will encourage individual family members in achieving their full potential.
- II The Foundation is to be a concrete expression of the family's highest values:  
its optimism that enduring societal problems can be solved;  
its belief that good fortune goes hand in hand with a larger purpose and increased responsibility;  
and its commitment to contribute to a better world.

## *Vision*

Co-creating visionary and lasting solutions.

## *Mission*

The Emily Hall Tremaine Foundation will seek and fund innovative projects which advance solutions to basic and enduring problems.

With an overall emphasis on education and principally in the United States, it will take an active role in three major areas:

Art,  
Environment and  
Learning Disabilities.

Our efforts will reflect the entrepreneurial spirit of our family forbears and the founder's distinction for foresight, imagination and risk taking.

We shall pursue our mission so that the Foundation will also engender family unity, equality, and mutual respect, and serve to educate family members in philanthropy, service and stewardship.

## Stepping into the Future with Confidence:

### Letter from the Board

From the Foundation's beginning in 1991, we have sought to achieve a collective understanding of our family's history and traditions as the basis on which to build a common future in which philanthropy would be an important unifying dimension for the descendants of Emily and Burton G. Tremain, Sr. This work culminated in 1999 with the publication of *Cornerstones for the Future*, a document that states clearly the Foundation's founding philosophy and principles, articulates our family culture, and describes avenues for family engagement. It sets forth comprehensive policies and concrete goals to achieve generational continuity and solid institutional governance. Guided by that document, we are now in a period of transition marked by the passing of board leadership from the first to the second generation, the expansion of the board, the broadening

developed strategies in all three of our focus areas: Learning Disabilities, the Arts, and the Environment. We adopted guidelines for Learning Disabilities in 1993, making it the first of our three programs to be fully launched. Funding has focused ever since on a set of strategically related national initiatives, primarily aimed at fostering the success of people with learning differences through increased awareness among parents and the general public.

Given the scale of our investment, we commissioned Roper Starch Worldwide in 1999 to conduct a second national survey to measure changes in public perceptions since the first groundbreaking survey in 1995. In addition, the survey probed more deeply the attitudes held by parents of school-aged children. The findings are now helping to shape a year-long assessment of our progress

*Directors  
(from left to right):  
Burton G. Tremain, III,  
Sarah C. Tremain,  
Arthur J. Bulger, Jr.,  
Sally Bowles,  
Atwood Collins, III,  
Burton G. Tremain, Jr.,  
John M. Tremain,  
Dee Tremain Hildt,  
Janet Tremain Stanley,  
Kenneth Bryant Wick, Jr.*



participation of the third generation, and preparation for the arrival of a new president in 2001. The ease with which the transition is occurring is a testimony to the Foundation's coming of age: we step into the future with confidence.

Of equal importance to *Cornerstones for the Future* is the achievement of completely

after five years and to refine our strategies for the future. As that review continues, we are encouraged by documentation of very measurable improvements in public understanding. At the same time, we are sobered by evidence of what remains to be done and the ongoing challenge to assure that our limited resources have maximum impact.

Our rewarding experience with Learning Disabilities led us to develop equally strong strategies in the Environment and Art focus areas. The Market Transformation Program—a significant new component of our Environment work—was launched in 1999 to help create and strengthen models that demonstrate how the market can advance environmental priorities.

Within the Art area, we developed an important new focus on contemporary art aimed at helping to re-invigorate a national community of artists and curators to test new creative ground. As a first and deeply gratifying step, we inaugurated the Emily Hall Tremaine Exhibition Awards in honor of our founder. In keeping with her spirit of foresight, imagination and risk-taking, the awards support challenging thematic exhibitions in contemporary art and encourage creative experimentation at the curatorial level.

As the first chapter in the Foundation's history draws to a close, we cannot express adequately our indebtedness to Burton G. Tremaine, Jr. for the wisdom and strength of his leadership since the Foundation began. As he assumes Director Emeritus status, he should take profound satisfaction in the unity he helped to foster among us and the uncompromising high standards he set for us all.

We also want to express our gratitude to Sally Bowles who became our first president in 1993. A realistic visionary, Sally helped us to set long-term goals while nudging us to keep our eyes on the practical steps needed to achieve them. She encouraged us to become knowledgeable about what leaders and practitioners were thinking and doing in our

focus areas. Taking to heart the term “co-create” that appears in our Vision Statement, Sally melded us into a cohesive board that can get things done in an atmosphere of mutual respect. Her energy, intelligence and patient persistence have brought the Foundation to a point of grant-making maturity which will help to ensure continued achievement in our focus areas. When Sally moves on in 2001, we will say good-bye not only to an outstanding president but to a good friend.

#### *Directors*

Dorothy T. Hildt, *Chair*  
March 1998-March 2001  
Burton G. Tremaine, III, *Chair-Elect*  
March 2001  
John M. Tremaine  
Janet Tremaine Stanley  
Sarah C. Tremaine  
Atwood Collins, III  
Arthur J. Bulger, Jr.  
Kenneth Bryant Wick, Jr.

#### *Director Emeritus*

Burton G. Tremaine, Jr.

#### *Associate Directors*

Philip T. Stanley  
Barbara S. Tremaine  
Susan C. Tremaine

#### *President*

Sally Bowles

## Learning Disabilities:

A dynamic strategy to help all children succeed in school and in life

Learning disabilities have affected our family for generations. We know well the frustration and stigma experienced by highly motivated and intelligent people who are struggling simply because they learn differently. Today, an estimated 15 percent of all Americans have dyslexia or one of the other common forms of learning disabilities (LD).

Enormous progress has been made on their behalf over the past twenty years. A vibrant research community has worked to provide insights and tools that enable them to become successful learners. Hard-working advocates have secured important rights. Yet the futures of far too many people with learning disabilities still remain compromised by misinformation, prejudice and inadequately prepared teachers and schools. They, and our society, pay a very high and unnecessary price (see page 10).

In 1993–94, with the goal of fostering the success of people with learning disabilities, the Foundation closely consulted with national leaders in the field to consider how we could direct our resources most effectively. These consultations resulted in large and sustained commitments to a cluster of strategically related initiatives primarily aimed at improving public understanding and promoting access to accurate information and assistance.

As we write this report, we are midway through a comprehensive review to measure progress, assess new challenges and opportunities, and refine our future direction. As part of that review we again turned to Roper Starch Worldwide for data. In 1995, the Roper organization had conducted for the Foundation the most comprehensive national survey ever made about LD. It served as a starting point for the Campaign and established a baseline against which progress could be measured. The second survey was to track changes against those benchmarks and to

explore, for the first time, the attitudes and actions of parents with children under 18. The results of that survey, which are presented on page 10, show that public understanding has improved, but harmful misconceptions persist.

The poll results challenge us and our colleagues to pursue expanded strategies and partnerships. So while we have received deep satisfaction from our LD grant making, we see it only as an important beginning.

### Major Grants

#### *The Coordinated Campaign for Learning Disabilities*

In 1995, Foundation grants initiated the Coordinated Campaign for Learning Disabilities (CCLD). Five years later, it remains the core of our public awareness work. CCLD is a collaborative initiative of the six leading national non-profit organizations: the International Dyslexia Association, the Learning Disabilities Association of America, the National Center for Learning Disabilities, the Schwab Foundation for Learning, the Council for Learning Disabilities, and the Division for Exceptional Children. Our primary grantee is the Communications Consortium Media Center (CCMC), which coordinates the development and execution of campaign strategies.

*Focusing on Parents:* Because of the critical importance of early intervention, the CCLD decided to focus the campaign on the parents of children between the ages of four and eight. Research has found that approximately 90% of children with reading and language problems (the most common learning disabilities) who receive help by the first grade will achieve and sustain normal reading levels. If help is delayed until age nine, 75% will have trouble throughout their school careers. Parents were also chosen as the CCLD's focus because they are the most effective front-line advocates for a better-equipped and more responsive educational system.

*Children with LD are as intelligent as other children. The key to successful learning is early intervention. When parents, teachers and other*

*professionals identify a child's learning disability and provide the right kind of help, it gives the child the skills needed for success.*





*Earned Media:* The earliest Campaign objective was to expand and improve reporting about learning disabilities at the national and local levels. Media experts gave the collaborating organizations a thorough grounding in effective communications strategies, trained national leaders and local volunteers to become spokespersons, and developed media kits for journalists. Regular Campaign releases emphasize “news you can use,” providing parents with the facts they need to take timely action.

The CCLD has found that reporters are hungry for accurate information about learning disabilities to meet the needs of their readers. Between 1995 and 1999 the number and accuracy of reports about learning disabilities in mainstream news outlets increased dramatically. A by-product of this is a growing and better informed press corps that regularly covers parent-child and education issues.

*Advertising:* The CCLD’s outreach capacity was greatly expanded in 1998 when it was selected as a campaign of the Advertising Council of America. Top-of-the-line volunteer ad agencies have creatively crafted Campaign messages into public service television, radio, print, billboards and web banner advertisements that reach millions of people across the country. The commercial value of air time and space donated to the Campaign through 1999 exceeded \$60 million.

The first round of ads provided basic information about warning signs and some facts about learning disabilities. The second round, now in development, will emphasize motivating parents to overcome their fears about learning disabilities and stress the life-long benefits of early intervention.

All Campaign ads and other communications reiterate that people with learning disabilities are as intelligent as their peers, and stress the importance of early intervention. They direct people to call an 800 number, where they receive an information packet about learning disabilities, or to log on to the Campaign’s website [www.LDOnline.org](http://www.LDOnline.org).

### *LDOnline*

LDOnline, sponsored by public television station, WETA in Washington, D.C., has received significant support from the Foundation since its launch in 1996. Today it is the most comprehensive web site on learning disabilities in the world, the winner of numerous national awards, and a model for other educational sites. Its growth has been nothing short of phenomenal. Hits for the twelve months ending December 31, 1999, exceeded four million, and page views exceeded 450,000. Its primary users are those the CCLD considers crucial: parents (46%) and educators (30%). Working with the CCLD, LDOnline is producing a “press room” for reporters, supplying information for story development and contacts with local volunteers.

### *All Kinds of Minds*

Closely related to our public awareness objectives is our support for All Kinds of Minds, a North Carolina-based institute dedicated to understanding differences in learning. The Institute’s focus extends beyond students with learning disabilities to encompass a broader range of students who struggle in school. Its Schools Attuned Program trains and supports educators in recognizing, understanding, and assisting these students.

All Kinds of Minds, a Foundation grantee since 1995, is now pursuing an ambitious national agenda to demystify the diverse ways in which children acquire knowledge and complete school tasks, and to provide families and educators with tools that enable them to help all students become successful learners.

Based on the innovative work of Dr. Mel Levine, a highly regarded pediatrician

*The primary goal of the Coordinated Campaign for Learning Disabilities is to increase public awareness. The Campaign has published a broad range of attractive and*

*readable material aimed at parents, teachers, reporters, and other professionals. However, its primary audience is the parents of children between the ages of four and eight.*



*Dr. Mel Levine, founder of the All Kinds of Minds Institute, watches a child catch a ball to assess his neuro-motor skills, a component of what is called the child's "learning profile." Essentially a balance sheet of strengths and weaknesses, the profile is used to help parents and teachers address a child's areas of difficulty.*



and applied researcher, All Kinds of Minds offers a powerful framework for understanding the complex functions that interact in the learning process. At its core is the development of a “learning profile” for each child—essentially a balance sheet of strengths and weaknesses—which is then used to assist families and teachers in working with a child who is having difficulty in school.

Joining with the Charles and Helen Schwab Foundation and other funders, we made multi-year commitments to help accelerate national access to its insights and programs, including a national communications program to promote broad understanding of differences in learning. Our funds also support an important creative partnership between the Institute and WGBH that will produce an in-depth three-hour documentary for the Public Broadcasting System, and a 24-part video library to assist parents and teachers.

#### *Access to the Internet*

Finally, our commitment to promoting access to information resulted in a multi-year commitment to the Center for Applied Special Technology (CAST) to develop software tools that will support people with learning disabilities in navigating and fully utilizing the extraordinary resources of the Internet.

CAST research has documented that the text-heavy Internet presents serious challenges to students with learning disabilities. It also found that tools that make the Internet manageable for most people were not designed with learning disabilities in mind. Web browsers are unforgiving of spelling errors, and help screens are as text-dense as the web itself.

The new software is aimed primarily at helping students. Within a supported reading environment, it will include a search engine jacket that “wraps around” and eases use of commercially available search engines, and offers other critical features to help find, analyze, organize and present information.

#### *Looking Ahead*

Over the next several months, the Foundation will continue to consult widely to assess the challenges and opportunities presented by dramatic changes in the field since our work began. Researchers have further documented the physiological basis of learning disabilities and have validated effective approaches to teaching. Educators are working with the new classroom realities of inclusion and high stakes testing. New and expanded organizations are addressing a wide range of learning issues. Literacy and reading have become important national priorities. Computer technology and the explosion of the worldwide web offer new communications opportunities and new classroom tools that were barely imaginable five years ago.

When our review and assessment are complete, we expect to broaden partnerships and strengthen strategies as we continue vigorous pursuit of our core objectives. Any new guidelines that may result will be issued in 2001.

*At a week-long summer workshop run by CAST, middle school students explore the resources of the Web. To make the task easier for*

*LD students, CAST is developing a "wrap around" tool that helps students plan, search, analyze, read, and organize information.*



*A staff member at the Center for Applied Special Technology (CAST) works with a child on the computer to identify and solve the problems that stand in the way of full access. One barrier for children with dyslexia is an inability to spell key words in search engines.*

## Roper Poll Shows Progress in Public Understanding

### Serious misconceptions persist.

*More people today can correctly identify indicators of learning disabilities.*

*Fewer people erroneously attribute learning disabilities to mental retardation and emotional disorders.*

*The majority of the public recognizes that people with learning disabilities "are just as smart as you and I" and that they "process words and information differently," two key Campaign messages.*

Those are among the encouraging findings of a nationwide poll conducted in 1999 by Roper Starch and commissioned by the Foundation. The poll, which followed up a 1995 poll, surveyed 1,000 adults ages 18 and older and an additional sample of about 700 parents with children under age 18. We salute all of our grantees for helping to achieve these significant improvements in understanding.

Yet, despite overall progress, serious misconceptions persist. Perhaps most important, the survey documented the harsh effects of the stigma attached to learning disabilities:

*An alarming 48% of parents think that in the long run being labeled as learning disabled causes children and adults more trouble than if they struggle privately with their learning problems.*

*Nearly two-thirds of parents feel that children with learning disabilities view themselves as different and not as good as other children.*

*Four in ten parents have considered that one of their children might have a serious problem with learning or school work.*

*Yet 44% of those who noticed signs of possible learning problems waited a year or more before acknowledging the possibility of a serious problem.*

These findings have provided critical insights to the Foundation, its grantees and other leaders and funders concerned with the future of youth and education. At the close of 1999, the CCLD had already re-directed advertising strategy to address issues of stigma head on. The heads of the national organizations comprising the CCLD will hold a two-day retreat in the fall of 2000 to further assess and refine strategy and direction.



*Stigma remains a serious problem despite improvements in knowledge about LD. In light of the Roper Poll results and national statistics, the CCLD has chosen to address the harsh effects of stigma head-on.*

## The Impact of LD on Our Society

Researchers have documented the serious impact of unaddressed learning disabilities as the following statistics show:

### *High School Drop-out Rates*

35% of students identified with LD drop out of high school. This is twice the rate of their non-disabled peers.

Source: National Longitudinal Transition Study (Wagner 1991)

### *Unemployment*

62% of LD students were unemployed after graduation.

Source: National Longitudinal Transition Study (Wagner 1991).

Most students with LD hold low-wage jobs after leaving school.

Source: 14th Annual Report to Congress on the Implementation of the Individual with Disabilities Act (1992)

### *Teen Pregnancy*

50% of females with LD will be mothers within 3-5 years of leaving high school.

Source: National Longitudinal Transition Study (Wagner 1991)

### *Juvenile Delinquency*

31% of adolescents with LD will be arrested 3-5 years out of high school.

Source: National Longitudinal Transition Study (Wagner 1991)

### *Incarceration*

Between 30 and 50% of the inmates in adult correctional facilities need special education.

Sources: Fink, 1990; Dowling, 1991

### *Substance Abuse*

Up to 60% of adolescents in treatment for substance abuse have LD.

Source: Hazeltin Foundation, Minnesota, 1992.

Individuals with attention related disorders are twice as likely to develop smoking and substance dependencies during adolescence and adulthood.

Source: Lambert and Hartsough, 1998

### *Literacy*

60% of adults with severe literacy problems have undetected or untreated LD.

Source: National Longitudinal Transition Study (Wagner 1991)

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- *Learning Disabilities Grant-making Focus:*

The Foundation seeks and funds initiatives which foster the success of individuals with learning disabilities. It emphasizes strategies which increase the general public's awareness about the nature and importance of learning disabilities; facilitate the access of parents and individuals with learning disabilities to practical information and sources of assistance; expand access to practical information about existing research findings, innovations in learning methods and relevant technology; and/or increase the use of such information by mainstream teachers, school administrators, pediatricians, family physicians and others.

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- *Learning Disabilities Grants:*

*Advertising Council of America*  
New York, NY

For the development of public service advertisements for the Coordinated Campaign for Learning Disabilities.  
\$145,000 1998  
\$525,000 1999

*All Kinds of Minds*  
Chapel Hill, NC

For operations and programs to support people with learning differences nationwide.  
\$1,000,000 1998  
\$500,000 1999

*American Library Association*  
Chicago, IL

For phase II project support to strengthen public libraries' service to LD users and their families nationwide.  
\$158,000 1998  
\$75,000 1999

*Center for Applied Special Technology (CAST)*

Peabody, MA  
To make the Internet more accessible to people with LD.  
\$7,500 1998  
\$300,000 1998-99

*Communications Consortium Media Center*  
Washington D.C.

For the operation of the CCLD.  
\$410,000 1998-99  
\$530,000 1999

For Roper Starch surveys of the general public and parents.  
\$95,000 1999

*Council for Learning Disabilities*  
Overland Park, KS

For CCLD activities.  
\$5,000 1998  
\$5,000 1999

*Division for Learning Disabilities of Council for Exceptional Children*

Arlington, VA  
For CCLD activities.  
\$5,000 1998  
\$5,000 1999

*International Dyslexia Association*  
Baltimore, MD

For operational infrastructure and strategic planning.  
\$75,000 1998

For an umbrella initiative to develop national accreditation standards for programs that train educators in specialized teaching.  
\$70,000 1999

*Learning Disabilities Association of America*  
Pittsburgh, PA

For Executive Director search; public awareness activities.  
\$75,000 1998

*The Greater Washington Educational Telecommunications Association, Inc.*  
Washington, D.C.

For the operation and expansion of LD OnLine.  
\$150,000 1998  
\$170,000 1999

*National Center for Learning Disabilities*  
New York, NY

For strategic planning.  
\$40,000 1999

## The Arts:

### Reinvigorating the arts community, and supporting educational reform

The Foundation's art grant-making is two-fold. The contemporary art component honors our founder, Emily Hall Tremaine, who believed that art can have a positive impact on culture only if artists have the courage to explore new ideas, and museum curators have the courage to showcase the results. She also believed that the intentional juxtaposition of different types of art in an exhibition leads to deeper insight on the part of viewers. Within this framework, the Foundation seeks to help re-empower a national community of artists to test new creative ground and explore intellectually rigorous premises.

The second component focuses on the crucial role of the arts in education. There is solid evidence that when the arts are infused into all levels of K-12 curricula, they ignite the creativity and learning ability of all children. They often act as a catalyst to bring about lasting educational reform.

#### *Contemporary Art*

In 1998, the Foundation launched its Contemporary Art Program in the wake of cutbacks at the National Endowment for the Arts, and sensationalized publicity regarding controversial art exhibits. We sought to address the chilling effect that these developments had on the artistic community. Some museum curators were reluctant to mount challenging exhibitions. For many younger artists, the increased difficulty of obtaining funding resulted in a curtailment of their work and restrictions on their creativity.

*Exhibition Awards:* Through its biennial Emily Hall Tremaine Exhibition Awards, the Foundation rewards innovation and experimentation at the curatorial level, supporting exhibitions that not only challenge audiences but also explore new horizons in contemporary art. The Foundation seeks to give life to exhibitions for which funding may be elusive due to their experimental and challenging themes.

The two 1999 Award recipients were chosen for just these qualities by a distinguished jury panel comprised of Elizabeth Armstrong, senior curator at the Museum of Contemporary Art in San Diego, Andrea Miller-Keller, former

Emily Hall Tremaine Curator of Contemporary Art at the Wadsworth Atheneum in Hartford, Connecticut, and Robert Storr, curator in the department of painting and sculpture at The Museum of Modern Art in New York.

At the Aldrich Museum of Contemporary Art, Ridgefield, Connecticut, the exhibition titled *Faith: the Impact of Judeo-Christian Religion on Art at the Millennium* ran from January through May 2000. The exhibition explored, through the work of 20 artists working in varied mediums, the complex relationship between contemporary art and religion. The ideas and emotions that the artists conveyed ranged from peaceful affirmation to powerful criticism. At the Institute of Contemporary Art, Philadelphia, the exhibition titled *Against Design* brought together an international group of twelve younger artists, sculptors, and photographers. Their work conspicuously blurred the boundaries between art, architecture, and design, autonomous sculpture and functional object, environmental installation and interior design. The exhibition ran from February through April 2000. Both exhibits received excellent reviews in the national and local press.

Applications for the second round of exhibition awards will be reviewed by a jury in the fall of 2000. The awards will be announced early in 2001.

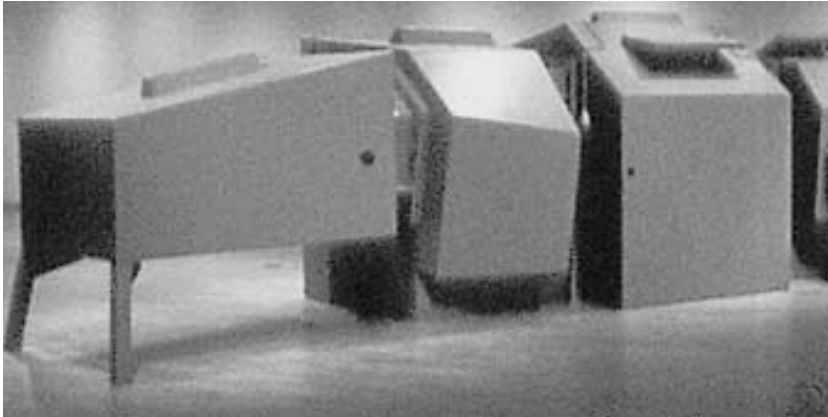
*Creative Capital:* In 1999, the Emily Hall Tremaine Foundation joined with twenty-two other foundations and individuals to launch Creative Capital, a national organization designed to support artists who are pursuing original approaches in the visual, performing, computer-based, and media arts.

Creative Capital's entrepreneurial approach contrasts with that of traditional

*Recipient of the Emily Hall Tremaine Exhibition Award, the Aldrich Museum of Contemporary Art, Ridgefield, Connecticut, presented Faith: the Impact of Judeo-Christian Religion on Art at the Millennium. One of the most evocative pieces in the show was Claude Simard's Pulpit, 1992–93, wood, which curved upwards toward transcendence.*



charitable grants programs in the arts, which typically provide only one-time financial assistance. It not only provides grantees with direct, often multi-year, funding, but also offers assistance with business-planning and marketing. The goal is to help artists break



An Emily Hall Tremaine Exhibition Award went to the Institute of Contemporary Art, Philadelphia, to present *Against Design*, which explored the boundaries between art, architecture and design, as is evident in the work by Atelier van Lieshout, *Tampa Skull*, 1998, polyester, wood, 87" x 89" x 303."

out of a dependent "grant-and-spend" cycle to become more self-sustaining. The grantees return a portion of any proceeds generated by their projects to Creative Capital's Fund, thereby enabling the support of more artists in the future.

In its first round of awards, Creative Capital received over 1,800 applications—80 percent more than the 1,000 submissions expected—from artists in 46 states, the District of Columbia and Puerto Rico. Seventy-five artists were awarded grants ranging from \$5,000 to \$20,000. Creative Capital is working with each artist to help determine the audience for the art, how the funded project might help pave the way for their next project, and what is the best method to maximize the project's potential. Ruby Lerner, president of Creative Capital, reports that the response

from artists to this type of ongoing support has been overwhelmingly positive. Now preparing for its second round of grant making, Creative Capital is borrowing ideas from venture capital, specifically that long-term commitment is essential, as is capacity building. According to Lerner, "supportive involvement, through ongoing advice and technical assistance beyond the dollars, is critical."

#### *Educational Reform and the Arts*

Since 1994 the Foundation has made grants to programs which—by the infusion of the arts into the entire elementary school curriculum, including sciences, math and language—are working toward the achievement of sustainable educational reform. Numerous studies have shown that such an infusion of the arts increases overall academic performance because it enables all students to see, analyze and solve problems in innovative ways.

Toward this end, the Foundation formed an early partnership with the Galef Institute located in Los Angeles, whose *Different Ways of Knowing* program integrates the arts throughout the curricula. Our initial grants funded initiatives to help implement *Different Ways of Knowing* in Kentucky, Mississippi, Washington State, and western Pennsylvania schools. A subsequent grant was made in 1998 to enable the Institute to scale-up the program on a national level.

The Foundation's current grant to the Galef Institute supports design of a model for incorporating the principles of the *Different Ways of Knowing* curriculum into the training of prospective teachers at the college level because pre-service training is a very effective way to bring new concepts and strengths into the classroom. The model will be piloted within the teacher education system of California, drawing on lessons learned from Galef's successful elementary school/university partnership in Kentucky.

Galef is also exploring potential alliances with several other pre-service training reform efforts that are inching along nationally. The Foundation believes that such alliances and Galef's work in California have the potential to expand and strengthen the training of teachers on the use of arts-infused and other curricula that serve to educate children with all styles of learning.

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- *Arts Grant-making Focus:*

The Emily Hall Tremaine Foundation seeks to honor its founder through its Contemporary Art Program by encouraging individual artists and museum curators to test new ground and explore creative themes that inspire public discourse. Through its Exhibition Awards, the Foundation rewards innovation and experimentation at the curatorial level, supporting exhibitions that challenge audiences and the mainstream of contemporary art.

The Foundation funds initiatives that promote the integration of the arts in K–12 curricula, especially reform efforts that emphasize overall student achievement, community ownership, and catalytic reform of policy to assure permanency on a region-wide, if not state-wide, level. The Foundation is currently exploring a broader focus on education (see below).

Funding to support art-oriented programs for disengaged youth was suspended in 1997 to assess the Foundation's capacity to achieve catalytic impact.

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- *Arts Grants:*

*Creative Capital*

New York, NY

For support of artists pursuing innovative approaches to form and content.

\$300,000 1999–2002

*The Galef Institute*

Los Angeles, CA

For strategic scale-up of operations and to deliver curriculum nationally.

\$205,750 1998

To develop a teacher, pre-service model based on Different Ways of Knowing.

\$195,000 1999

*Aldrich Museum*

Fairfield, CT

Recipient of the 1999 Emily Hall Tremaine Exhibition Award.

\$98,000

*Institute of Contemporary Art*

Philadelphia, PA

Recipient of the 1999 Emily Hall Tremaine Exhibition Award.

\$100,000

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*Exploring a New Focus on Education*

Experience in the learning disabilities and art focus areas over the past several years has led us to explore adoption of a broader focus on education. We have found that models of school reform, such as the one developed by the Galef Institute, that are aimed at the academic success of all students greatly benefit students with LD. At the same time, many educational programs primarily aimed at helping people with learning differences have been shown to benefit all students. Similarly, the work being done by CAST to facilitate Internet access by students with LD offers useful assistance to everyone.

Therefore, the Foundation is exploring strategies extending beyond LD and art that support the full spectrum of learning styles. Grant-making guidelines will be issued in 2001. Until that time, the Foundation welcomes informative letters from potential grantees but is not reviewing grant proposals.

## The Environment:

### Harnessing the power of market forces and collaborative decision-making to bring about positive change

The direction of the Foundation's Environment Program has been shaped in part by the co-creativity of both environmentalists and business executives on the Board. Early on, we recognized that our different perspectives mirrored divisions in our society that frequently prevented diverse interests from finding common ground and working together to craft innovative solutions.

As a result, we began making grants to support consensus building in 1994. Since then we have also come to recognize the strength of market-based approaches that advance both economic and environmental interests. This led in 1999 to the launch of a second component of our environment program focused on market transformation strategies.

Thus from our very different perspectives has come one unified approach: we are committed to collaborative decision-making to resolve contentious environmental issues, and to creating and strengthening models that demonstrate how the market can advance environmental priorities.

While we believe that traditional advocacy and litigation have played and will continue to play very important roles in achieving environmental objectives, we are impressed by the experience of advocates who are increasingly reaching across traditional divides and finding innovative, cooperative solutions. The grant-making programs described below are rooted in our belief that in the years ahead such collaborations will play an essential part in crafting long-term solutions that preserve the planet's resources.

#### *Market Transformation*

Many observers believe that the prosperous economy of the mid to late 1990's has created an unprecedented opportunity for achieving environmental change. Increasing profit margins have afforded many companies some latitude in examining their environmental practices. At the same time, many forward-thinking businesses are finding strong environmental performance to be a competitive advantage, enabling them to lure customers away from companies that are less concerned about the sustainability of natural resources.

Within that promising context, the Foundation specifically focuses support on market initiatives that:

- accelerate the transition to sustainable forestry and wood consumption patterns in the United States by 2050; or
- contribute to the reduction of carbon-based greenhouse gas emissions and accelerate the transition to a renewable, hydrogen-based energy system within this century.

In unusual circumstances, the Foundation will also consider proposals that apply a fresh and broadly applicable market-based approach to other environmental concerns.

The Foundation's first four grants represent four different market approaches.

*Venture Capital:* A grant to the Environmental Capital Network aims to facilitate access to venture capital on the part of entrepreneurs seeking to bring innovative clean energy products to market. The Network's strategy is to bridge the communication gaps that often exist between such entrepreneurs and venture capitalists. It seeks to assure that venture capitalists receive the comprehensive data required to understand these innovative applications of technology and to analyze their outlook for success in the marketplace.

*Corporate Alliances:* Our grant to the Center for Resource Solutions (CRS) supports another promising market approach: the creation of mutually beneficial co-marketing pacts between selected companies, with the intent of directing consumers toward the purchase of environmentally sound products. CRS is best known for designing the "Green-E logo," a visual symbol to help consumers in deregulated markets identify energy providers that have met environmental standards. Our

*Organ Pipe National Monument is located in the Sonoran Desert of southern Arizona. The Sonoran Institute is working with a variety of stakeholders to improve the management*

*of a vast array of protected landscapes in the region. The Meridian Institute and the Northern Lights Institute are also leaders in the use of cross-cultural consensus processes.*



*With the guidance of the Sonoran Institute, citizens of Sonora discuss community-based restoration efforts in the delta of the Colorado River.*



grant supports CRS's efforts to interest manufacturers of "Green-E" energy-efficient appliances and "Green-E" energy providers to offer rebates and coupons to each other's customers, thereby encouraging them to purchase both energy-efficient appliances and clean energy.

*Supply-side Capital:* The Foundation's grant to Forest Trends is to accelerate the supply of certified sustainably harvested wood by increasing the industry's access to capital. The supply of certified wood is lagging behind demand because many forest owners cannot secure the funding required to meet up-front certification costs. Forest Trends is working to develop and launch new investment and financing structures to address this challenge.

*Consumer Demand:* The Foundation is supporting work by the Forest Stewardship Council (FSC) to promote widespread recognition of its certified wood logo among consumers of wood products. Although some large companies, including Home Depot and Andersen Windows, have agreed to offer certified forest products, consumer demand will determine the percentage of certified wood they commit to buy and the ability to attract other companies. The Foundation's grant specifically enables the FSC to develop an ambitious public communications plan, while leveraging the marketing power of the companies committed to buying FSC-certified wood.

#### *Decisions by Consensus*

The Foundation's Consensus Program seeks to promote cross-sectoral communication and neutrally-convened collaborative decision-making in the environmental arena.

Consensus-based decision making brings together "competing" stakeholders to design innovative solutions that are respectful of core interests, ideals and beliefs. Rather than simply finding "common ground," the participants often find a solution that charts new territory. In many circumstances, this is a welcome alternative to factionalization, polarization, and highly charged legal disputes that can be expensive, both monetarily and emotionally, for all concerned. Our funding is thus rooted in the belief that consensus-based

decision-making can provide a way to develop resourceful and sustainable solutions to the complex environmental challenges of the 21st century.

Our early grants primarily provided seed money for specific high impact consensus projects. We also provided substantial funding for the start-up of the Meridian Institute, a new organization directed by some of the most widely respected leaders in collaborative decision-making. More recently we have focused our funding on initiatives to expand the use of consensus processes through public communications strategies aimed at making mainstream decision-makers aware of how such collaborative efforts work and the benefits that can accrue for all stakeholders.

The Foundation is currently working with three grantees to develop strategies for a targeted media campaign to promote awareness and use of consensus processes: the Colorado-based Meridian Institute, recognized nationally as a leader in using consensus-building to achieve lasting solutions; the Sonoran Institute, Tucson, Arizona, and the Northern Lights Institute in Montana, both leaders in promoting community-based conservation in the West.

In addition, the Foundation is supporting work by the Meridian Institute to promote consensus-based decision-making through a series of workshops for members of Congress on the use and value of collaborative processes in the environment and other areas. These high-profile workshops will also draw public attention to collaborative processes as a viable alternative to gridlock and litigation.

These efforts have been informed by the Foundation's experience with public communications strategies in the learning disabilities area, notably the importance of crafting clear, concerted messages and carefully defining target audiences. Early efforts by the three grantees will therefore be supported in 2000 by expert assistance from public communications specialists and focus group research to test approaches.



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• *Environment Grant-making Focus:*

The Foundation seeks to build lasting solutions to environmental problems that move society toward sustainability by:

- promoting cross-sectoral communication and neutrally-convened collaborative decision-making in the environmental arena
- creating and strengthening models that demonstrate how the market can advance environmental priorities.

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• *Environment Grants:*

*Open Space Institute*

New York, NY

Establishment and early operation of the Meridian Institute.

\$100,000 1998

*Meridian Institute*

Dillon, CO

For the Collaborative Enterprise Fund to increase consensus-building nationally.

\$150,000 1998

For congressional workshops and other efforts to increase the use of consensus-building.

\$150,000 1999

*Sonoran Institute*

Tucson, AZ

For a promotion strategy on collaborative approaches, including media outreach.

\$40,000 1999

*Northern Lights Institute*

Missoula, MT

For developing a plan to ensure the Institute's financial stability.

\$25,000 1998

For a promotion strategy on collaborative approaches, including media outreach.

\$25,000 1999

*Center for Environmental Policy, Economics and Science/Environmental Capital Network*

Ann Arbor, MI

For a branch to attract venture capital to clean energy companies.

\$75,000 1999

*Center for Resource Solutions*

San Francisco, CA

For creation of pacts between companies to guide consumers toward clean energy and energy-efficient products.

\$75,000 1999

*Forest Trends Association*

Washington, D.C.

For the development of financial instruments to help forest owners become certified.

\$75,000 1999

*Forest Stewardship Council*

Washington, D.C.

For a campaign to promote logo for sustainably harvested wood products.

\$75,000 1999

*Consultative Group on Biological Diversity*

San Francisco, CA

Membership grant toward general operating expenses.

\$5000 1998

*EA Capital*

New York, NY

For strategic funding opportunities to accelerate the growth of clean energy industry.

\$20,000 1998

## The Third-Generation Associates' Program:

### Building a solid base of philanthropic experience and knowledge

The Foundation's mission statement highlights its commitment to "engender family unity, equality, and mutual respect, and to educate family members in philanthropy, service and stewardship." The commitment was underscored with the articulation in 1999 of Cornerstones for the Future, which set specific goals for election of new second generation directors to the Board, as well as for the election of the first directors of the third generation.

The Associates' Program seeks to realize these founding principles and goals through work with the family as a whole by means of family retreats and specific initiatives directed particularly at the third generation. Family members become Associates of the Foundation on their 16th birthday and serve in that capacity until they are 70. Second-generation Associates have been elected to serve on

- Development and implementation of a funding strategy in an area of common interest, including selection of grantees, grant monitoring and evaluation;
- A Matching Grants Program to encourage personal commitment to philanthropy; and
- Workshops and speakers to build the Associates' grant-making and management skills.

The third generation is at that point in their lives when obligations to school and early careers are uppermost. Their level of engagement will be particularly dependent on the capacity of the Board of Directors to seek new ways to sustain communication and involvement, and to schedule meetings and retreats so as to get maximum participation.

(Left to right):  
Wyndor DePetro,  
Gean Tremaine,  
Tyler Tremaine,  
Evan Stanley,  
Whitney Tremaine,  
Jordan Nodelman,  
Palmer DePetro,  
Hunter Tremaine.  
(Not shown:  
Dwight Collins,  
Porter Collins,  
Amanda Stanley,  
Dylan Stanley,  
Mackenzie Stanley,  
and Kady Tremaine.)



Board committees and on the Board itself as Directors and Associate Directors. The priority is now to accelerate the engagement and preparation of the Foundation's third generation Associates, currently ranging in age from 16 to 30.

In addition to family retreats, opportunities for the third generation include:

- Service on one of four Board program committees to deepen experience with the grant-making process;

#### *The 1999 Family Retreat*

If the Foundation is to bridge successfully three generations, it is critical that the entire family actively participate in building its tradition. Accordingly, 1999 was the first year that everyone was invited to a Foundation retreat. During the course of the intensively scheduled three-day meeting, the Foundation Directors presented and led discussion of the Cornerstones document. A full day was devoted to exploring inter-familial and interpersonal differences in style and values, these being the basis not only for building appreciation and understanding of the family's diversity but also for learning about communications and consensus processes. A visionary dinner address and subsequent discussion with

William McDonough, dean of architecture at the University of Virginia, stretched everyone's minds about building a sustainable society for the 21st century. In addition, the third generation held separate sessions to review the progress of their grant-making strategies and skill-building techniques that they had pursued over the previous three years. The retreat represented a major step toward the Foundation's objectives and will be held annually whenever possible.

### *Third-Generation Grant Making*

Since 1997, the Associates have been working in the environmental focus area to develop a strategy to preserve forests through wood-use reduction, and to generate demand for alternative fiber sources. Accordingly, the Associates selected two grants in 1999 to promote overall awareness of these issues at both the consumer and corporate level. They awarded a grant to Co-op America in support of its WoodWise Project to reduce consumer demand for wood. They also awarded a grant to Business for Social Responsibility to aid in eliminating the use of wood from old-growth forests in the business practices of selected influential companies. The next steps are grant monitoring and evaluation, selection of other grants, and the undertaking of a new strategy for grants in an entirely different field, potentially the arts.

In addition to developing grant-making skills, the Associates have gained hands-on experience in working creatively, cooperatively and strategically together. They also have gained a practical understanding of the challenge of having impact with limited funds.

In 1999, the Board of Directors launched the Matching Grants Program, through which the Foundation matches a \$50 gift made by an Associate with a \$500 grant. The program is structured to provide hands-on engagement with issues important to their communities and the issues confronted by direct service non-profit organizations.

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- *The Third Generation Associates' Program Grants:*

#### *Earth Island Institute*

San Francisco, CA

For educational materials for the Foundation on alternative wood fibers.

\$6,000 1998

#### *Business for Social Responsibility*

San Francisco, CA

To eliminate the use of woods from old-growth forests in the business practices of selected influential companies.

\$20,000 1999

#### *Co-op America*

Washington, D.C.

For the WoodWise Project to reduce consumer demand for wood.

\$10,000 1999

Statements of  
Activities—  
Modified Cash Basis

Years Ended December 31, 1999 (Audited) and 1998 (Reviewed)	1999	1998
Changes in unrestricted net assets:		
Revenues and gains (losses):		
Dividend and interest income	\$ 3,203,073	\$ 2,403,434
Other income	9,940	—
Realized gains from sale of investments	16,196,475	5,846,792
Unrealized gains (losses) on investments	967,840	(890,164)
Total revenues and gains	<u>20,377,328</u>	<u>7,360,062</u>
Expenses paid:		
Contributions	3,799,180	3,484,775
Investment manager trustee fees	340,191	354,193
Administrative expenses:		
Payroll/payroll taxes/benefits	371,252	342,352
Professional fees	22,921	9,632
Office expense	62,538	68,898
Consultants	59,811	75,039
Dues, fees and subscriptions	13,235	12,703
Travel and meeting expenses	97,878	98,574
Special projects	129,761	132,560
Depreciation expense	6,863	7,993
Total expenses paid	<u>4,903,630</u>	<u>4,586,719</u>
Excess of revenues and gains (losses) over expenses before excise taxes	15,473,698	2,773,343
Excise tax provision	<u>199,622</u>	<u>70,060</u>
Increase in unrestricted net assets	15,274,076	2,703,283
Net assets, beginning of year	<u>94,849,396</u>	<u>92,146,113</u>
Net assets, end of year	<u>\$110,123,472</u>	<u>\$94,849,396</u>

Statements of  
Financial Position—  
Modified Cash Basis

	December 31, 1999 (Audited) and 1998 (Reviewed)	1999	1998
<b>Assets</b>	<b>Assets:</b>		
	Cash and cash equivalents	\$ 342,354	381,010
	Prepaid excise taxes	—	39,540
	Office equipment, net	86,609	57,092
	Investments, at market (cost—\$94,242,102 and \$80,074,846 in 1999 and 1998, respectively):		
	Money market funds	591,156	1,202,830
	U.S. Government and corporate fixed income securities	12,588,860	13,439,964
	Common stocks	52,890,206	43,198,193
	Limited partnerships	78,348	111,488
	Mutual funds	43,717,434	36,563,692
	Total investments	<u>109,866,004</u>	<u>94,516,167</u>
	Total assets	<u>\$110,294,967</u>	<u>94,993,809</u>
<b>Liabilities and Net Assets</b>	<b>Liabilities:</b>		
	Deferred excise taxes	\$ 153,441	144,413
	Excise taxes payable	18,054	—
	Unrestricted net assets	<u>110,123,472</u>	<u>94,849,396</u>
	Total liabilities and net assets	<u>\$110,294,967</u>	<u>94,993,809</u>

## Selected Discretionary Grants

Besides the grants made by the Emily Hall Tremaine Foundation as a whole, each board member has the privilege of making discretionary grants every year from limited funds reserved for that purpose. These grants constitute a small proportion of the total. The Foundation does not receive applications for discretionary grants. This list of selected discretionary grants reflects the diversity of the board's personal philanthropic interests.

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### Grants in our Home Community:

*Campership Fund, Meriden and Wallingford*  
General support.  
\$1,000 1998-99

*Chorale Connecticut*  
General support.  
\$500 1998

*Meriden Boys and Girls Clubs*  
Capital Building Program.  
\$25,000 1999-03

*Meriden Public Library*  
Evening of Celebration.  
\$1,500

Computer upgrade.  
\$6,000 1998-99

*United Way of Meriden and Wallingford*  
General support.  
\$24,000 1998-99

YMCA  
General support.  
\$15,000 1998

YWCA  
General support.  
\$10,000 1998-99

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### Burton G. Tremaine, Jr.

*Indian River Land Trust*  
Vero Beach, FL  
Support of McKee Botanical Garden.  
\$12,000 1998-99

*VNA Hospice Foundation*  
Vero Beach, FL  
Building funds for a Commemorative Garden Room.  
\$25,000 1998-99

*United Religious Initiative*  
San Francisco, CA  
Support of a charter document and establishment of United Religions in the Millennium.  
\$30,000 1999-2001

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### Burton G. Tremaine, III

*Hanson Center*  
Burr Ridge, IL  
Indoor Arena Capital Campaign.  
\$10,000 1998

*Middlebury College*  
Middlebury, VT  
Annual and Capital Campaign.  
\$20,000 1998-99

*University of Vermont*  
Burlington, VT  
Annual Fund.  
\$20,000 1998-99

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### Dorothy Tremaine Hildt

*Chagrin River Land Conservancy*  
Chagrin Falls, OH  
General Support.  
\$3,000 1998-99

*Cleveland Museum of Art*  
Cleveland, OH  
Support of the Art Founders Society.  
\$10,000 1998-99

*Smith College Museum of Art*  
Northampton, MA  
Emily Hall Tremaine Symposium Endowment Fund.  
\$200,000 1997-02  
General Support.  
\$10,000 1999

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### John M. Tremaine

*Suffield Academy*  
Suffield, CT  
Conversion of existing building to The Emily Hall Tremaine Art Center.  
\$400,000 1994-02

*First Church of Round Hill*  
Greenwich, CT  
Outreach Programs.  
\$19,000 1998-99

*New York Times Scholarship Fund*  
New York, NY  
College Scholarship Fund.  
\$48,000 1999-02

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### Janet Tremaine Stanley

*Tacoma Art Museum*  
Tacoma, WA  
Educational challenge grant, Capital Campaign.  
\$75,000 1998-02

Educational Programming.  
\$15,000 1998-99

*Rudolf Steiner Foundation*  
San Francisco, CA  
Support of Waldorf/Steiner education nationally.  
\$10,000 1998-99

*Greater Tacoma Community Foundation*  
Tacoma, WA  
Support of Task Force Coordinator, High School for the Arts.  
\$10,000 1998-99

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### Sarah C. Tremaine

*Binder Park Zoo*  
Battle Creek, MI  
Support of Africa Exhibit.  
\$5,000 1999

*Court Appointed Special Advocate*  
Charlottesville, VA  
To provide court advocacy to abused and neglected children.  
\$5,000 1998-99

*Diamond Heart and Training Institute*  
Berkeley, CA  
Support of scholarly writings and research.  
\$10,000 1998-99

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### Arthur J. Bulger, Jr.

*Cornell Laboratory of Ornithology*  
Ithaca, NY  
Support of "Birds in Forested Landscapes" Project; General Support.  
\$6,000 1998-99

*Harvard College*  
Cambridge, MA  
General Support.  
\$8,000 1998-99

*University of Virginia*  
Charlottesville, VA  
Virginia Environmental Literacy Initiative.  
\$15,000 1998-99

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### Atwood Collins, III

*Brown University*  
Providence, RI  
University Men's Crew Annual and Endowment Funds.  
\$27,000 1998-99

*Salisbury School*  
Salisbury, CT  
Capital Campaign and Annual Fund.  
\$27,000 1998-99

*Yale University*  
New Haven, CT  
General support.  
\$4,000 1999

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### Kenneth Bryant Wick, Jr.

*Fay School*  
Southborough, MA  
Tutorial Support for Students with Learning Disabilities.  
\$20,000 1998-99

*Hillside School*  
Marlborough, MA  
Professional Development for Faculty Tutors Tutorial Fund.  
\$10,000 1998-99

*Town of Brookline*  
Brookline, MA  
Rehabilitation of Winthrop Square Park.  
\$5,000 1999

Pre-Proposal Submission Requirements

Within the broad framework presented in this report, the Foundation generally focuses its resources on periodically selected themes. Prior to soliciting proposals, it works in partnership with experienced individuals and organizations to define the issues and to co-create strategies for their resolution.

To support this process, it welcomes the opportunity to learn about the work and initiatives of national, regional and local organizations which are actively pursuing the objectives summarized in the preceding pages.

Interested organizations are encouraged to provide the Foundation with two copies of an informative two-page letter highlighting: the organization's mission, goals, strategies, history, and the programmatic and geographic scope of its activities.

The Foundation makes every effort to acknowledge such letters promptly, informing the organization about the relationship to current Foundation priorities and if it seeks further information about common strategies which might subsequently lead to a request for a full proposal.

*Staff*  
Sally Bowles  
*President*  
Dini S. Merz  
*Program Director*  
Kathleen E. Mitchell  
*Financial Administrator*  
Nicole E. Smith  
*Program Assistant*  
Lisa L. Kampman  
*Administrative Assistant*

*Writer:*  
Kathleen L. Housley

*Photographers:*  
p. 2 Lucien Capehart  
p. 5 ©Michael Jensen/Zephyr Images  
p. 7 Linda Harris (bottom)  
p. 10 From a CCLD brochure  
p. 14 Peter Foe  
p. 17 Alan Benoit (top)  
p. 17 David Ortiz (bottom)

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*Printer:*  
Finlay Brothers

*Designer:*  
Nathan Garland



Tremaine Foundation

Foundation created by  
Emily Hall Tremaine

290 Pratt Street  
Meriden CT 06450

203 639 5544 / fax 203 639 5545  
[www.tremaine.foundation.org](http://www.tremaine.foundation.org)