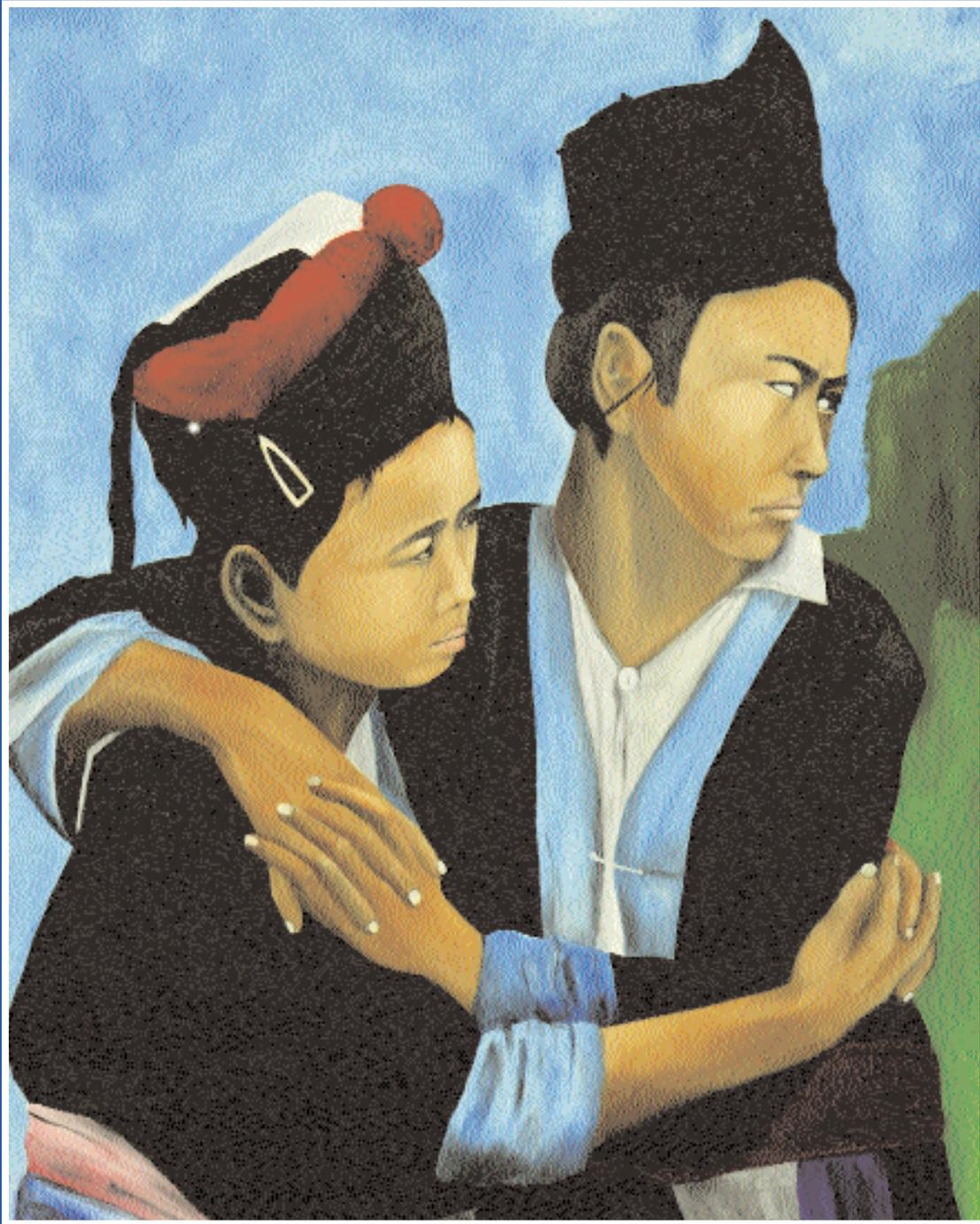


Bush Foundation

Giving **STRENGTH**

for Vibrant Communities and Vital Leadership



Volume 1, Issue 1

January 2004

50th Anniversary. In 1953, Archibald Granville Bush, chairman of the executive committee of 3M Company, and his wife, Edyth Bassler Bush, brought their many giving efforts into focus by establishing a foundation. They continued to help those less fortunate through it for many years. After their deaths the Bush Foundation grew; today it reflects their desire to support the evolving needs of the region.

The last half of the 20th century has brought significant changes to our area—cultural, technological, demographic and economic. Throughout, the core mission of the Bush Foundation has stayed true to what the Bush family originally established. Now a \$600 million endowment, the Bush Foundation is still passionately focused on their timeless goal: to strengthen communities by supporting organizations and individuals.

We continue to serve as an independent, regional grantmaker with a special focus on Minnesota, North Dakota and South Dakota. It is an honor to be an important presence in the varied and vibrant communities that make up our region.



Photograph courtesy of University Gallery, University of Wisconsin-LaCrosse

The art of Cy Thao graces our cover. This untitled painting depicts two women comforting each other as they watch a helicopter land in their mountain village in Laos. Thao, named a Bush Artist Fellow in 2000, chronicles his Hmong heritage through a series of 50 paintings (oil on canvas) that portray the Hmong migration. Another scene from the series is shown at left.

To learn more about Cy Thao and his work, visit the [Gallery](#) (page 31).

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Bush Foundation

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If you have received duplicate copies of *Giving Strength* or would like to be added to our mailing list, please email us at givingstrength@bushfoundation.org or call 651-227-0891.

2004 Calendar

January

Ecological Health letters of inquiry deadline (15th)

February

Leadership Fellows finalists selected

Artist Fellows applicants notified of status

March

Grant proposal deadline for July consideration (1st)

Medical Fellows applications due (1st)

Bush Foundation Board of Directors meets (2nd)

April

Bush Foundation Board of Directors' retreat (13th)

Leadership Fellows finalists' seminar

Leadership Fellows announced

Artist Fellows final panel meets

May

Medical Fellows finalists' seminar (7th-8th)

Ecological Health letters of inquiry deadline (15th)

Artist and Medical Fellows announced

July

Grant proposal deadline for November consideration (1st)

Bush Foundation Board of Directors meets (14th)

August

Artist and Medical Fellows applications available

Leadership and Artist Fellows information meetings begin

September

Ecological Health letters of inquiry deadline (15th)

Leadership and Artists Fellows information meetings continue

October

Leadership and Artists Fellows applications due

Medical Fellows' alumni meeting

November

Grant proposal deadline for March consideration (1st)

Bush Foundation Board of Directors meets (9th)

Bush Foundation Board of Directors

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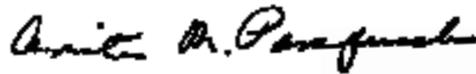
Bush Foundation Staff

Anita M. Pampusch, President
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Lee-Hoon Benson
Vicki Bohn
Charlene L. Edwards
Nancy Fushan
José González
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Linda M. Kollasch
Jane Kretzmann
Martha A. Lee
Dianne J. Maki
Heather O'Neill
Kathi Polley
Connie Sangren
Connie S. Thompson
Victoria Tirrel

On the occasion of the 50th anniversary of our founding, I am pleased to welcome you to the first issue of our new magazine, *Giving Strength*. The goal of the publication is two fold.

After 50 years of grantmaking, we've learned a great deal about the areas in which we work: education, arts and culture, health and human services and ecological health. We wanted to create a vehicle that could disseminate that learning through the experiences and insight of our staff, consultants and especially our grantees.

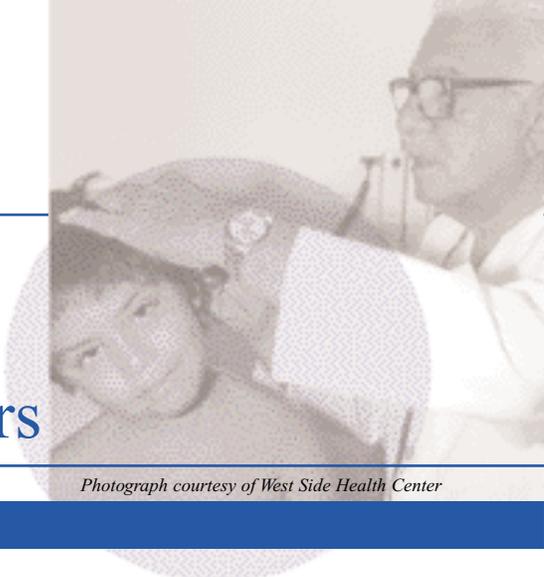
We also want to introduce ourselves to the organizations and leaders who will make a difference in the strength of communities in the next 50 years. We hope to learn from you even as we communicate our experiences, for it is only in working together that we will be able to foster vibrant communities and vital leadership.



Anita M. Pampusch
President



Photographer, Steven Schneider



First 50 years

Photograph courtesy of West Side Health Center

A timeline

1953

Foundation established; grants total \$2,162. First grantees include the Home for the Blind, Father Flanagan's Boys' Home and the Phalen Youth Club's warming house.

1960

Grants total \$530,000. A.G. Bush Library at the Industrial Relations Center at the University of Chicago is major grantee.

1963

Foundation establishes the Granville House, a halfway house in St. Paul for women alcoholics.

1964

First funding of group homes for delinquent girls. Makes grants for home economics courses in St. Paul public housing buildings.

1965

Bush Leadership Fellows Program grants first fellowships.

1966

Archibald Bush dies January 16th. Edyth Bush becomes Chairman of the Board. Cecil March, Bush's 3M colleague and only Board member personally appointed by A.G. Bush, becomes president.

1968

Grants total \$1.7 million. Former Minnesota Governor Elmer L. Andersen joins the Board. Gives funds to the University of Minnesota and Midway Hospital.

Bush Foundation Facts at a Glance

Established by 3M executive Archibald G. Bush and his wife, Edyth, in 1953.

Classified as a private, independent foundation.

Makes grants in the areas of arts and culture, education, health and human services and ecological health, as well as grants to individuals as part of the Bush Artist, Leadership and Medical Fellows Programs.

Endowment valued at \$640 million as of November 2003.

Fifteen-member board meets four times a year—March, July and November and for an annual retreat in the spring.

Before 1970, made more than 200 grants totaling approximately \$8 million.

Since 1970, made 4,396 grants totaling more than \$621 million.

Fellowships granted:

Bush Leadership Fellows Program—1,211

Bush Artist Fellows Program—369

Bush Medical Fellows Program—257

1969

More than \$4 million in grants. The Minnesota Historical Society receives funds to plan museum. The Minnesota Orchestra establishes endowed “trumpet chair” in honor of Mr. and Mrs. Bush. The Guthrie Theater, Walker Art Center and St. Paul Science Museum receive capital and program development grants.

1970

Grant to Erikson Institute in Chicago supports graduate-level early childhood teacher training. Total assets—\$62.2 million; 52 grants total \$3.2 million.

1971

Board establishes current areas of emphasis—education, arts and humanities, health and human services. Elmer L. Andersen, new board chair, recruits Humphrey Doermann as executive director. Public broadcasting receives support for the Twin Cities Public Television tower in Shoreview.

1972

West Side Health Center, working through Ramsey Action Programs, receives first funding for refugee and immigrant programs. Edyth Bush dies November 20th. Staff designs first formal procedures for studying impacts of previous grants to focus on lessons learned.

1973

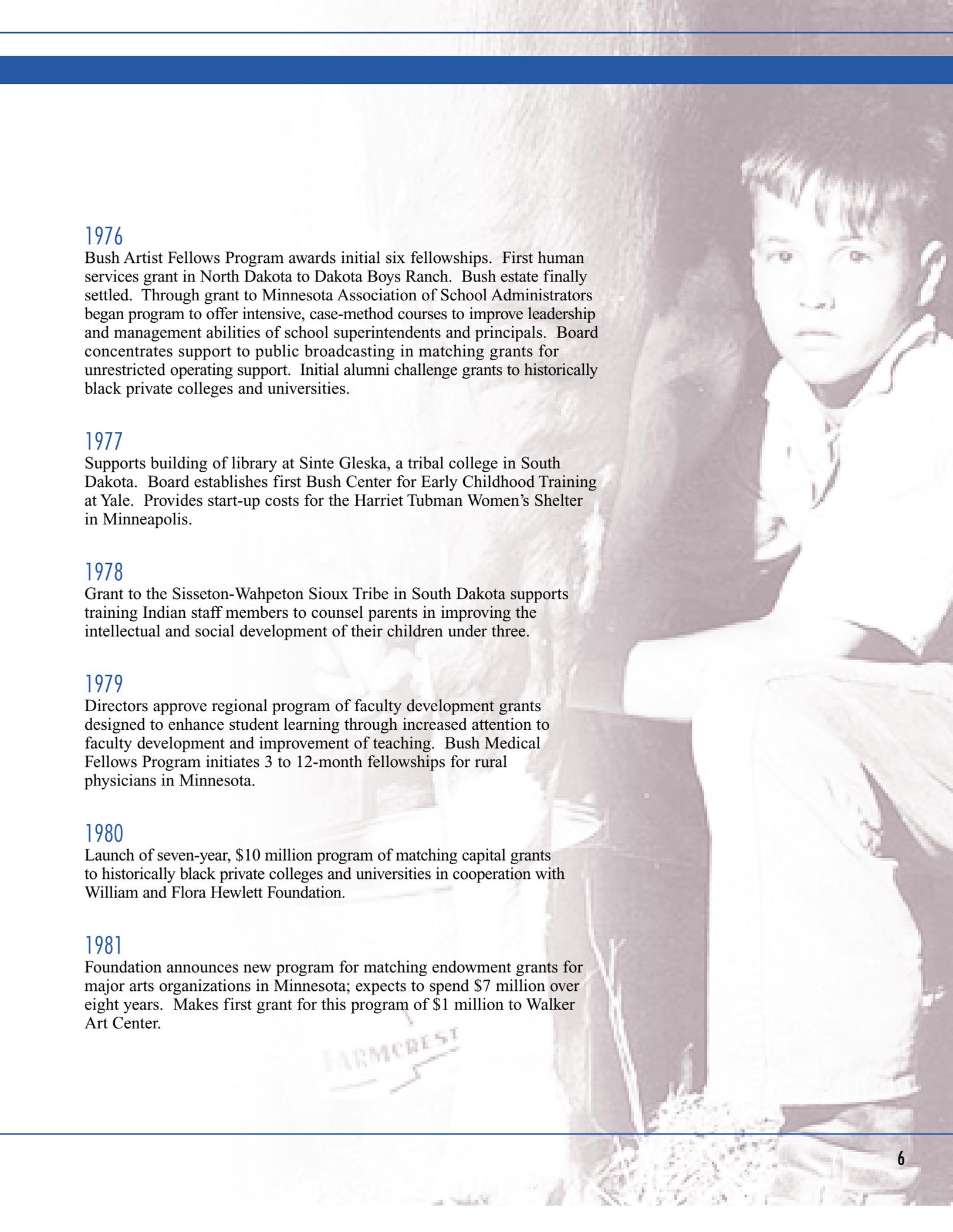
John Archabal joins staff as program associate. Grant to Minnesota Orchestral Association of \$1 million for new hall.

1974

Women’s Advocates receives funds, marking first grants for battered women’s shelters. Leadership program expands to allow candidates from the Dakotas and 26 counties in Wisconsin; Board extends general grantmaking to North and South Dakota.

1975

Grantmaking of \$4.7 million is 52 percent reduction over previous year due to adverse financial conditions. First grant to South Dakota organization—Sicangu Wolakota Oti, a group home for Native American boys.

A young boy with dark hair, wearing a light-colored shirt and dark pants, is sitting on a wooden structure, possibly a bench or a piece of furniture. He is looking directly at the camera with a neutral expression. The background is slightly blurred, showing what appears to be a wooden wall or structure. The overall tone of the image is warm and slightly sepia.

1976

Bush Artist Fellows Program awards initial six fellowships. First human services grant in North Dakota to Dakota Boys Ranch. Bush estate finally settled. Through grant to Minnesota Association of School Administrators began program to offer intensive, case-method courses to improve leadership and management abilities of school superintendents and principals. Board concentrates support to public broadcasting in matching grants for unrestricted operating support. Initial alumni challenge grants to historically black private colleges and universities.

1977

Supports building of library at Sinte Gleska, a tribal college in South Dakota. Board establishes first Bush Center for Early Childhood Training at Yale. Provides start-up costs for the Harriet Tubman Women's Shelter in Minneapolis.

1978

Grant to the Sisseton-Wahpeton Sioux Tribe in South Dakota supports training Indian staff members to counsel parents in improving the intellectual and social development of their children under three.

1979

Directors approve regional program of faculty development grants designed to enhance student learning through increased attention to faculty development and improvement of teaching. Bush Medical Fellows Program initiates 3 to 12-month fellowships for rural physicians in Minnesota.

1980

Launch of seven-year, \$10 million program of matching capital grants to historically black private colleges and universities in cooperation with William and Flora Hewlett Foundation.

1981

Foundation announces new program for matching endowment grants for major arts organizations in Minnesota; expects to spend \$7 million over eight years. Makes first grant for this program of \$1 million to Walker Art Center.

1982

A survey of graduates from early childhood development training centers shows that 41 percent took positions in government or policy-related organizations, a higher than expected figure.

1983

Bush Artist Fellowship Program expands to include composers and choreographers. Faculty development grants to accredited tribal colleges receive initial funding.

1986

First grants for faculty development at historically black private colleges and universities. Program to fund faculty development at accredited tribal colleges extends nationwide.

1991

Due to surge in applications, program staff begins using outside consultants to assist in site visits and application review.

1993

Infant and toddler caregiver training program begins.

1996

First grants under Regional Arts Development Program for arts organizations with medium-sized budgets.

1997

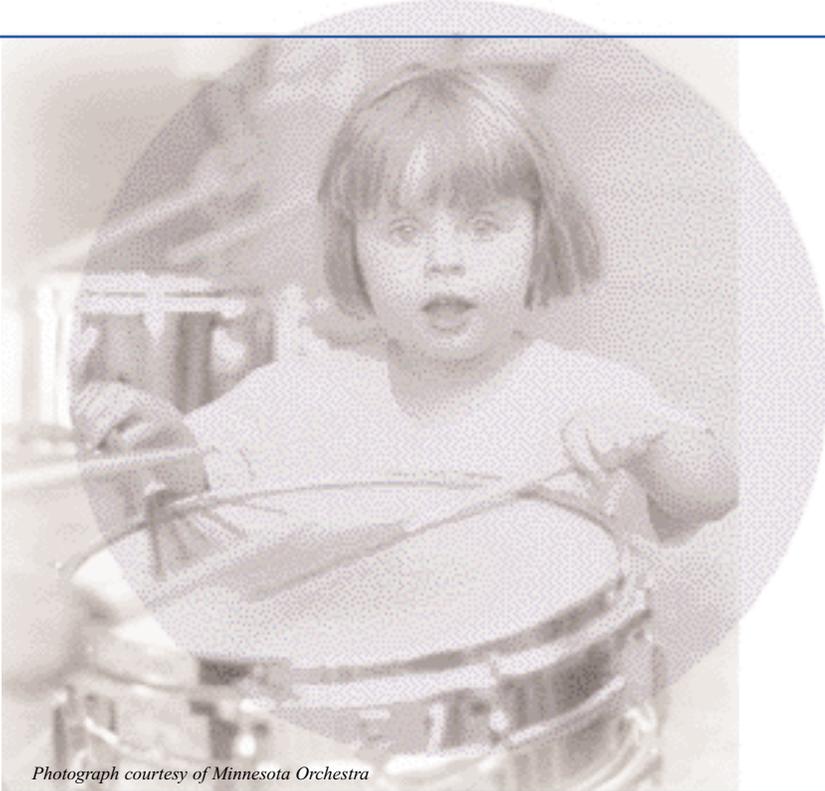
Anita Pampusch becomes president. Support of \$2.4 million aids flood recovery in the Red River Valley. Program to improve skills of public school administrators ends after 22 years; Bush funds supported 736 participants.

1999

First grants to large-budget arts organizations under new program—Development Fund for Large Cultural Organizations. ArtsLab pilot program provides first technical assistance grants to small arts organizations.



Photograph courtesy of Minnesota Orchestra



Photograph courtesy of Minnesota Orchestra

2001

Formally establishes ecological health grant area. High school completion program begins.

2002

Published evaluation of capital grants to human services organizations indicates positive impacts on communities beyond the construction of buildings.

2003

Foundation marks 50th anniversary.



Photograph courtesy of Mary Easter

Archibald Bush leaves a legacy of generosity and good humor as well as a foundation

“A. G. Bush was just a name and a powerful impressive force to many people. But to those who knew him, he represented kindness, limitless charity and concern for others, helpfulness and warm humor,” wrote the *Winter Park Star* at his death in 1966. Winter Park, Florida was home to Archibald and Edyth Bush by then, and it sadly mourned its benefactor and friend.

At 78, Archibald Granville Bush was still a business man, polished and professional into his final days. He chaired 3M’s management committee from 1949 until his death and fully deserved his reputation as a master salesman and an ambitious entrepreneur. He often remarked that he had one interest in life, “making money.” He was good at it. His estate was valued at more than \$200 million enriched by 900,000 shares of 3M stock, some purchased for 45 cents a piece in 1911. According to articles published at the time of his death, he believed that great wealth brought with it great responsibility and was known to have said, “Wealth should be used for the benefit of all humanity.” It’s not surprising that a philanthropic foundation has become Bush’s greatest legacy.

The late Paul Giddens, president of Hamline University from 1953-1968, described his first meeting with Bush: “We shook hands and greeted one another. I instantly liked him. He had a warm and friendly appearance. He looked as if he had just stepped out of a barber shop where he had a shave and a haircut. There was freshness in his face, ruddiness in his cheeks, an engaging smile on his face and his blue eyes sparkled. He was meticulously dressed in a suit of soft brown material and a white shirt, with a tie to match the color of his suit. As college students might say, he looked sharp.”

Bush was conservative in his lifestyle and financial habits, frowning on members of his sales force who didn’t meet his moral or sartorial standards. Alcohol or womanizing was not allowed on the road, and “spit and polish” was an expectation of everyone who represented 3M and its products. This toughness was tempered by the compassion and generosity he showed for employees in crisis; when one young 3M lawyer died leaving a wife and 11 children, Bush supported the family until the last child turned 18. Even before the Bush Foundation was established, he gave generously to Hamline University and the hospitals and churches in Winter Park.

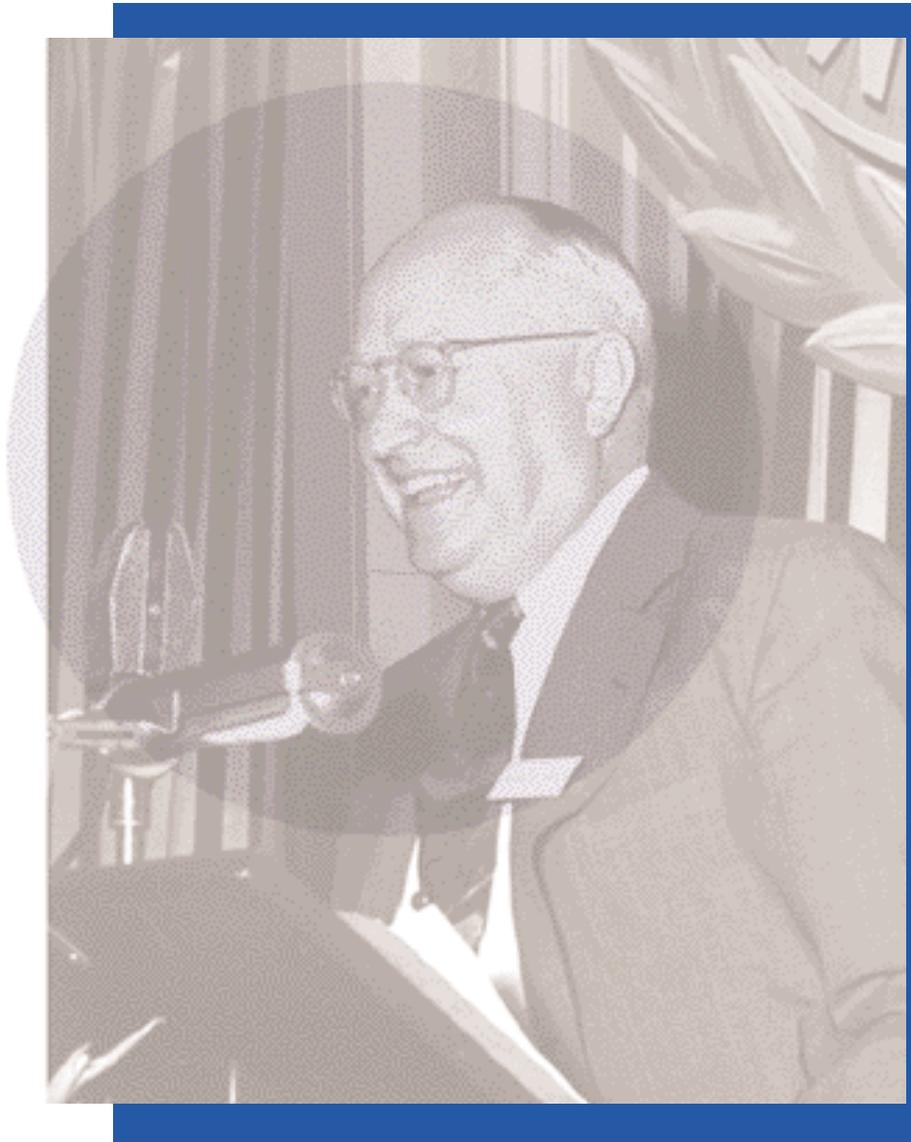
“We shook hands and greeted one another. I instantly liked him. He had a warm and friendly appearance.” Paul Giddens, President of Hamline University (1953-1968)

It is unclear whether the similarities between A.G. Bush and the Foundation he established in 1953 are coincidental or by design. Both are known for their professionalism and systematic, but creative management.

Like its founder, the Bush Foundation is careful and questioning with its grant applicants, yet errs on the side of compassion when it comes to giving. It applies a very businesslike model to philanthropy, requiring staff to collect and analyze plans, budgets and other information that will indicate whether the proposal might be a good investment for A.G. Bush’s money. But in the end, the Bush Foundation Board decides the merits of each proposal based on the promise and character of the grant applicant, as well as on the business case made by the staff.

Experience had schooled staff well in the need for such meticulous investigation. The early years were plagued by litigation that was fueled by contentious board factions—3M executives on one side and family retainers on the other. As a result, the Foundation needed to be businesslike and deliberate in its work. That habit survived through Humphrey Doermann, who for 26 years as president directed the Bush Foundation’s activities. He believes the rigorous process helped the Foundation avoid mistakes in judgment.

According to Doermann, who retired in 1997, both Bush and his Foundation had a need to “understand our business; that’s why we make



Bush’s outgoing personality and informal style made him a popular emcee for 3M events. He started working there in 1909, stayed for more than 50 years and was chairman of its executive committee.



A trustee of Hamline University, St. Paul, Mr. Bush received an honorary Doctor of Laws degree on June 4, 1956. Here he accepts the degree from Hamline's president, Dr. Paul H. Giddens (right).

site visits, check references and hire consultants. Our Board members were almost all businessmen, and they thought it was good practice. I arrived at the end of an era where the Board had done all the deciding; it wasn't practical anymore, although they liked doing it. I prepared them with a lot of information. No surprises."

Bush was also characterized as doing his homework before donating. He always wanted to see the plans and sometimes had the engineers at 3M look at prospective equipment before he would contribute to its purchase. "He asked more questions than any other trustee at Hamline," said Giddens. "In a discussion of some college operation, he would ask, 'Why do you do it that way? Why don't you do it this way?' Then he would explain what he had in mind."

Such energy became his trademark. The president of the Winter Park Hospital board of trustees said, "We shall always remember him striding to seize the value and perspective of plans and operations that would be of benefit to the hospital."

Columnist Charlie Wadsworth of the *Orlando Sentinel* remembered, "Mr. A.G. Bush was a man who believed in getting things done. He was also a firm believer in doing things himself to make sure they would get done. This in all probability was the major contributing factor to his huge success in the business world."

Wadsworth went on to relate the experience of a newspaper colleague who was trying to update his files on Bush. The guy called A.G.'s office, got him on the phone and explained the problem. A few days later, Bush appeared at his office with a complete biographical sketch, thanking the reporter for his interest.

In another story of his diligence, Bush and William McKnight, 3M's founder and A.G.'s good friend, stayed up all night in a Boston hotel testing the new "wet" sandpaper being introduced by 3M. By morning they had taken the finish off all the furniture in the room.

Personal involvement is still an important aspect of the Bush Foundation's grantmaking. Few grants are made without a visit from program staff and calls to references for information, as well as reliance on consultants for expert opinions. In fact, the site visit practice was bad luck for Montana, which may have been included with North and South Dakota in the funding region if staff had been able to cover the huge distances to make site visits.

According to Doermann, “Staff learns from the experience of visiting the applicants, seeing the site and being part of a working seminar with consultants who understand what the reasonable approaches are.” This type of personal involvement with the grant applicant can help everyone avoid mistakes. “Big projects can make sloppy errors,” he said. “A knowledgeable second opinion will be part of your package with a Bush Foundation grant.” For example, a consultant hired by the Minnesota Zoological Society predicted that 1.7 million people would visit its new zoo in Apple Valley each year, but he never went to the site to see how far out in the country it was. Proposal in hand, Bush Foundation staff called the director of the Bronx Zoo, Dr. William



Bush married Edyth Bassler of Chicago in 1919. She gave up her career as a dancer and actress when she became Mrs. Bush, but never lost her interest in the theater. Bush built her a theater in St. Paul that bore her name, and she went on to write, produce and sometimes star in her own productions. The Foundation's support of the arts is Edyth Bush's legacy.

3M's 50th anniversary was observed with a pageant using antique cars to depict the earlier years. Here William McKnight (left), Guy Lombardo (center), whose band played for the entertainment program and Bush (right) reenact a wild ride in Bush's first car when he took McKnight for a ride on the Chicago pier but didn't know how to work the brakes.



Conway, who said the consultant's estimate "might be a bit high" based on the location. The new zoo received the funding anyway.

A.G. Bush was also known for his entrepreneurial spirit and respect for education. He established the Bush Leadership Fellows Program to provide people with potential the opportunity for higher education he never had. Along with his career at 3M, Bush was active in banking, citrus groves, insurance and a community hospital.

He also built and supported the Edyth Bush Theater in St. Paul until its donation to Hamline University. In a 1959 interview with the *Orlando Sentinel*, he said:

1. Try for college, even though you may have to work for awhile and save for your tuition.
2. Remember that whatever business you are in, accomplishment is based on hard work, not wishful thinking.

A. G. Bush, From Laborer To \$300 Million Fortune

Special to the Herald Tribune
WINTER PARK, Fla.

Archibald Granville Bush, 78, retired millionaire industrialist, prepared for a career as a grade-school teacher in his native Granite Falls, Minn., but changed his thinking when he learned that \$40 per month would be the top salary he could expect.

Mr. Bush promptly took a job as a construction laborer, saved his money, then enrolled in a business college for courses in bookkeeping, stenography and business.

In 1909, he started a 40-year career with Minnesota Mining and Manufacturing Co., accepting a job as assistant bookkeeper at a salary of \$11.55 per week.

When he retired in 1949, his personal fortune was es-

timated to be as high as \$300 million.

Mr. Bush died yesterday in his home here after a year of ill health.

At Minnesota Mining, Mr. Bush became sales manager in 1914, a company director and treasurer in 1921. He was elected vice-president in 1948 and, just before retiring, was named chairman of the executive committee.

He moved to Winter Park several years ago and served as a trustee of Rollins College here and as chairman, president and trustee of Winter Park Memorial Hospital.

In St. Paul, Minn., he formerly was chairman of the Minnesota Zoological Society and vice chairman of the city's Planning Board.

Surviving are his wife, Edyth, and two sisters, Mrs. Margaret Hollenstinner and Miss Minnie Bush.



Associated Press

Archibald Granville Bush

Bush was heralded as a brilliant businessman and generous civic supporter in obituaries published in New York, Florida and Minnesota.

3. Recognize the importance of making money for your employer as well as yourself—once you become a moneymaker, you get promotions.

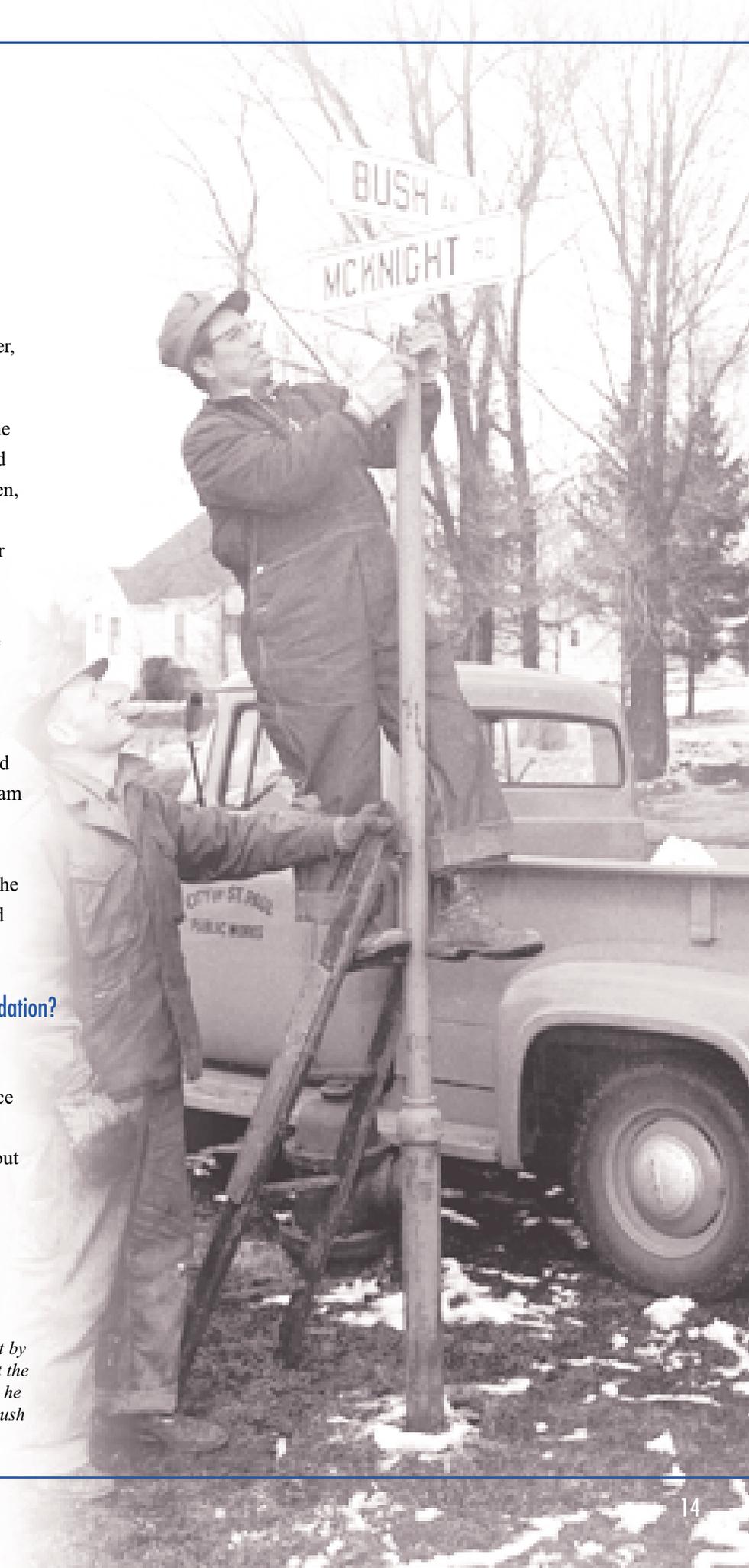
“The Leadership Fellows Program is one of the Foundation’s most striking achievements,” said former Minnesota Governor Elmer L. Andersen, who was chair of the Bush Foundation Board during the early years. “It formed a bridge for many people from mediocrity to greatness. (Bush) recognized the lack of opportunity for many people with considerable potential. The fellowship programs changed many lives.”

Two more fellowship programs followed. The Artist Fellows Program was the first of its kind in the country, and the Medical Fellows Program was focused initially on the problem of the continuing education of physicians in rural areas. All three fellowship programs require the same hard work and ability to dream, plan and focus that brought Bush his success in life.

What would A.G. Bush say about today’s Foundation?

Elmer L. Andersen has some insight. “It has grown beyond his dream as a potential resource for good. He would want there to be more applicants from business for the fellowships, but he would have been proud of its high-spirited operation and the Board and staff feeling that what they were doing was significant.” ❁

The City of Saint Paul honored Bush and McKnight by naming streets after them. This sign was erected at the intersection of the two. When Bush saw this photo, he laughingly remarked, “It’s the first and only time Bush has ever been over McKnight.”



50 Years of Accomplishments

The Bush Foundation is proud of the grants that have been made over the past 50 years. Staff have identified some of the major accomplishments in grantmaking below.

Observations from program staff



John Archabal was hired as one of the early program officers in 1974. In 1990, he became director of the Bush Leadership Fellows Program. A senior program officer, he also works on grantmaking in education.

“The Leadership Fellows Program is extraordinary. It was started almost 40 years ago by Archibald Bush. It’s very unusual for a foundation to make grants to individuals. The Leadership Fellows Program is one of the Foundation’s most distinctive. Our decision-making process is fairly elaborate and complicated, but it helps us choose wise people who will use the fellowships well. We encourage people’s aspirations and invite them to dream for the public good.”

Developed three fellowship programs for artists, leaders and physicians to create unusual opportunities for a wide variety of individuals with high potential to strengthen communities.



Julie Dagleish is a consultant in the arts who has been director of the Bush Artist Fellows Program since 1997.

“One of the first such programs in the region, the Bush Artist Fellowships are an investment in individual artists and their creative process and future development. Through this program, artists have the opportunity to take risks, to immerse themselves in their art or to take time to breathe and reflect. Our primary focus is on reaching the artist who provides ‘content’ for the work that ultimately reaches the community—the playwright, composer, choreographer, visual artist, film and video maker and literary writer.”



Michael Wilcox, M.D. is director of the Bush Medical Fellows Program and director of emergency services at Queen of Peace Hospital in New Prague, Minnesota. He was a Medical Fellow in 1983.

“The program attracts already successful physicians who are contributing to their communities and provides them with the opportunity to develop further their skills to address unmet health care issues. Whether it is improved emergency or trauma care, new specialty services in rural areas, more culturally competent care to urban communities or state and national contributions in the areas of health care management and policy, Bush Medical Fellows have played a significant role toward improving the quality of health care services. Fellows return to their communities with new skills and renewed enthusiasm.”

John Archabal: “The Foundation continued A.G. Bush’s interest in strengthening colleges and universities. Grants fall loosely into two categories: capital grants for buildings and endowments and grants to help improve the quality of faculty teaching and student learning. When the Board expressed a desire to do more work with minorities, we extended our work with private colleges to include historically black colleges and universities and, eventually, fully-accredited tribally controlled colleges.”

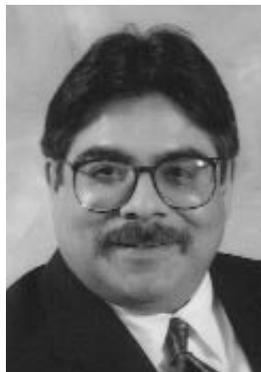
Program officer Lee-Hoon Benson focuses on human services, ecological health and higher education grants. She has also been working on a pilot program to keep students in high school until they graduate. She joined the Bush Foundation in 1998.



Improved teaching and learning in higher education by offering faculty development grants to public and private universities and colleges, historically black private colleges and universities and fully-accredited tribally controlled colleges.

“Historically, the Foundation has been more involved with higher education than other educational systems, but we are now looking at K-12. Public education for children is large and complicated. K-12 needs attention because it is an important institution for cultural and social integration, one that binds us together as a diverse people. The broad categories of the Bush Foundation’s other grantmaking interests are good because they allow the Foundation to respond to the shifts in our world. We can fund good ideas as they come along.”

José González is the Bush Foundation’s newest program officer, joining the staff in 2000. His focus is on health and human services.



Developed a grantmaking process that is respectful and fair to the grantee, while representing high standards in the field of philanthropy.

Responded to the needs of a new range of immigrants by supporting organizations that help newcomers adapt to and enrich our culture.

“I love the review process,” said González. “The Board really needs to hear all the arguments so they can make as informed a decision as possible. The staff reviews provided to the Board give a context for the proposal as well as a history of the Foundation’s involvement with the organization. I also appreciate the opportunity to meet directly with grant applicants and see their facilities. It puts a human face on our grantees.”

“The Foundation has learned to educate itself about new arrivals. I see the impact of the Bush Foundation’s grantmaking history every time I visit Hmong, Lao, Somali, Oromo, Mexican or Chicano community providers. I also hear the respect in the voices of the elders when speaking of the Bush Foundation. As an immigrant myself, I know this type of respect is by far the most difficult to earn.”

Expanded grantmaking to North Dakota and South Dakota that currently accounts for 70 percent of all private foundation giving in those states.

Addressed the issue of domestic violence by stimulating the establishment of women's shelters.



Charlene Edwards focuses on health and human services grants. She began work as a program officer with the Bush Foundation in 1993; she became a senior program officer in 1998.

“When we make grants in North and South Dakota, we become part of a great pioneer spirit. Applicants invite us to join them to get the job done,” said Edwards.

“The kind of responsive grantmaking that the Bush Foundation does has helped people in North and South Dakota to leverage opinion, concern and support from the public sector, especially in infant/toddler training work and protecting women and children from violence. It has changed the way communities respond to family violence and raised the issue from being treated as a nuisance to a crime.”

Intentionally supported mid-sized arts and cultural organizations in ways that helped them achieve stability so they could make a greater contribution to their communities.

Offered challenge grants to public broadcasting to help develop long-term sustainable support.



Nancy Fushan has been a program officer with the Bush Foundation since 2000. She specializes in grantmaking that supports arts and culture.

“In the 1990s, the Foundation began providing general operating funds to a group of the region’s mid-sized arts groups that we felt were ready to make a jump to the next level,” said Fushan. “These grants were unusual in the length of commitment and in their focus on things that would help them build and sustain their work well into the future. For example, the Fargo-Moorhead Orchestral Association used Bush Foundation support to double the number of concerts each season to meet audience demand and to increase artistic opportunities for its musicians.”

The matching grants to public radio and television in the 1970s and ‘80s were known during on-air fundraising campaigns as “the Bush push,” according to Fushan. “This strategy was critical to building their membership base, strengthening their programs and allowing them to take advantage of new technologies.”

Jane Kretzmann has been with the Bush Foundation for 15 years, first as a program officer and since 1998 as a senior program officer. Her current focus is on early childhood development and ecological health.



Initiated statewide Early Childhood Development Programs in Minnesota and North and South Dakota that focus on ensuring the proper development of very young children through the training of caregivers and building a network of champions to lead the effort.

“The Bush Foundation has always been a real champion for the development of young children and has been involved in this area since the 1970s when it funded some of the first early childhood education and policy development programs in the country, including establishing the Early Learning Centers at Yale and the University of North Carolina. Some graduates of those centers are among the most influential leaders in this field today.”

“In 1991, the Board asked the staff to investigate ways in which we could improve the developmental outcomes for very young children, age birth to three,” Kretzmann said. “We learned there were no established programs to fund, so over the past 10 years, the Foundation has supported the creation of infant/toddler training networks to address the needs of caregivers in Minnesota, North Dakota and South Dakota.”

A relatively recent focus is ecological health, helping people and organizations restore, preserve and protect our resources in order to sustain the interdependent health of humans, animals and ecosystems.

“We’re trying to define our approach to environmental grantmaking as the relationship between human, animal and ecosystem health. Environmental problems are cultural problems. We can’t just focus on preserving a pristine and natural environment because we need to live in it. The challenge is that we live in a very environmentally diverse region and we are trying to respond to the major impacts. We’re trying to learn from what we are doing. There’s an increasing body of knowledge about the connection between human health and the health of the natural world, even from the past decade. We are focusing on reducing exposures to toxins, moving knowledge forward and supporting innovations—leading-edge work.” ☻

How have the past 50 years influenced what the Bush Foundation is today?



Anita M. Pampusch, President

Although the legacy of Archibald and Edyth Bush lives on in their Foundation, the work of the Bush Foundation has evolved as profoundly as the region.

- The communities we serve have changed considerably. The Foundation has expanded its geographic region into the Dakotas and, in a couple of cases, outside of the three-state area.
- The context of our work has adapted to new immigration; changing economic patterns (such as the shift from a manufacturing economy to a knowledge/information/service economy); federal legislation regarding welfare, human rights and educational opportunities; and new views toward citizen responsibility and society's commitment to its members.
- We assess grant requests differently; we're more systematic, maybe more businesslike.
- Our assets have grown—from less than \$300,000 in 1953, to nearly a billion in the boom of the late 1990s and back to a realistic \$600 million or so in 2003.

In the world of philanthropy, the focus has shifted from a purely charitable goal—help

those who need it most—to a goal of sustainability. Now we look to support those organizations whose work fosters vitality in our communities, those that have the capability to sustain themselves into the future. Our Board of Directors has been quite explicit in asking for additional evidence of the *impact* of our grants and how the particular projects we support contribute to the overall goals of the Bush Foundation.

What are some of the major challenges of the next 20 years?

Looking forward, we know there are new challenges to philanthropy in general and to the Bush Foundation in particular.

- Public and government sources are demanding more accountability in how we use our assets.
- The vitality and leadership in our communities are threatened by job losses; reduced incomes; declines in federal, state and county funding; and in our three-state region, an aging population.
- There are more foundations now than ever before, but they tend to operate quite independently and according to specific historical patterns.
- Business leaders, although personally philanthropic, tend to be less involved in community and social problems because of the press of their responsibilities in this time of global competition.

Cash-strapped organizations—from individual charities to cities and states—increasingly look to the Foundation as a resource. All of this makes our response to the impact question more complex. So, making choices for the next 20 years will be harder, not easier, than it is today.

How will the Bush Foundation address these challenges?

I expect we will continue to respond to proposals coming from the various corners of our region. That has been our hallmark activity and allows us to take the pulse of the region's vitality. Attracting and assessing proposals to fund progressive ideas is also one of our strengths.

We may also find ourselves focusing our activities a bit more or finding ways to work *across* what have been our traditional grantmaking areas, as we have done in our ecological health area.

We are currently experimenting with targeted, pilot projects, hoping for results that will contribute to effective approaches to serious problems, such as we have done in our new high school completion program (see the article on page 21). We expect that the results will be of interest to many others who have the same concerns.

Making a difference in today's complex world will also require some strategies that are new to us. One possibility is to collaborate on joint projects (of business, government and other philanthropy) that aim to provide more comprehensive approaches to community development and social problems.



The last 50 years have taught us that foundations can make a significant difference to the communities they work with. Nonetheless, we also know that no single foundation alone can address the community's needs for culture, education and social services. Nor can a single benefactor, government entity or business partnership. But together we might be able to do a lot more than we can alone. I'm hoping that realization will give rise to some innovative ways of crossing boundaries to keep our communities flourishing. ☺

At the Bush Foundation, we have been most fortunate to participate in the region's past successes. We have helped by providing the additional resources individuals and organizations needed to provide leadership and services to the peoples of the region. We will continue to do this, particularly in the areas of education, arts, human services, ecological health and individual leadership, where it is often difficult to find those extra resources that make a difference. It is the Bush Foundation's commitment to do what we can to help this region stay a leader in the quality of life and standard of living in the United States.

William P. Pierskalla is chairman of the Bush Foundation Board of Directors. He is the John E. Anderson Professor and former dean of the John E. Anderson Graduate School of Management at UCLA.



Photographer, Ming Young Hute

High schools think ahead to improve graduation rates

Focus on freshmen

While ninth graders might not get much attention from the high school football coach, they do seem to be a complex and important group to consider when it comes to improving graduation rates. There were definitely more similarities than differences in dealing with ninth graders when leaders from five selected school districts came together at the Bush Foundation in October 2003 to report on their progress in improving high school graduation rates in their districts. Participants found they had much to talk about and a lot of information to share with each other.

Even though the size and locale of the participating schools vary—from large, comprehensive high schools in Minneapolis and St. Paul to the small

St. Francis Indian School on the Rosebud Sioux reservation in South Dakota—the schools are addressing similar issues in order to keep kids in school: more time with advisors, more attention to attendance, more active learning and a greater sense of belonging.

In 2000, the Bush Foundation identified school districts in Minnesota, North Dakota and South Dakota with the lowest percentage of students who completed high school. A feasibility study identified five districts that wanted to address the problem. After a meeting at the Foundation, these districts were invited to submit proposals for planning grants to improve high school graduation rates. All five proposals ultimately received Bush Foundation funding.

In October 2003, the five districts came to the Bush Foundation for a progress update. President Anita M. Pampusch facilitated a two-day discussion around the deployment and evaluation of retention strategies for Minnesota high schools in Minneapolis and St. Paul and for South Dakota high schools in Rapid City, Todd County and St. Francis on the Rosebud Sioux reservation. The Foundation was interested in learning more about their progress and included its National Advisory Council and other consultants in the meeting so they could comment on progress and assist the participants as they move forward.

“While these projects haven’t yet achieved significant results and are not ready to

A student from Rapid City Central High School



“While these projects haven’t yet achieved significant results... we thought it was important to hear how things were going.”

Anita M. Pampusch, President, Bush Foundation

communicate what they’ve learned to other schools, we thought it was important to hear how things were going,” said Pampusch. “Our approach to low graduation rates is to fund a small number of programs, designed by the districts for their own populations, and support their progress over a long period of time, 6 to 10 years. We hope that what they learn through this process will contribute to solving the problem of getting kids to graduation. We want the school districts to begin to evaluate their efforts, even at this early stage, so others can learn from them.”

Common issues

Despite their differences in school size and student ethnicity, the participants have much in common:

- Poverty and mobility are not exclusive to rural or urban environments and remain a major reason that kids drop out of school.
- Keeping parents involved and supportive is important, even though some may be skeptical about the value of education.
- Starting early and focusing on literacy are recurring themes.
- Although all the projects focus on ninth graders, many suggested that concentrated efforts should start even earlier.

- Students need to feel they belong in the school community. Three of the participating districts had some kind of “Small Learning Community” idea in play to make that happen.
- They all agreed that strong school leadership is necessary and that the community needs to be involved.

Although the projects are just beginning, the Bush Foundation’s National Advisory Council applauded their energy and sense of direction. Each district has created its own roadmap for retention that includes many of the best practices identified by experts across the country.

Minneapolis schools pay attention to attendance

The school district tries to identify students who might have problems as eighth graders, but Minneapolis High School Superintendent Robert McCauley noted that as many as 20 percent of ninth graders are new to the school system each year at Roosevelt and North, the two Minneapolis high schools involved in the Bush Foundation project. Intervention begins at the first sign that the student is missing school. An attendance liaison contacts families before skipping school becomes a pattern. A school attendance review board made up of community, school and enforcement support people comes together to help students cope with issues that might keep them out of school. The core component of the program is “Check and Connect,” where district staff monitor attendance,

Districts Participating

Minneapolis Public Schools (MN)
Largest school district in Minnesota
2 of 7 high schools, Roosevelt and North, involved in the project
24 percent are English language learners

Rapid City Area Schools (SD)
Second largest school district in South Dakota
1 of 3 high schools, Rapid City Central, involved in the project
22 percent are Native American

St. Francis Indian School (SD)
Located on the Rosebud Sioux Reservation
Enrollment of 620
98 percent are Native American

St. Paul Public Schools (MN)
Second largest school district in Minnesota
All 7 high schools involved in the project
34 percent are limited English speaking

Todd County School District (SD)
Located in Mission, South Dakota
480 students in one high school
97 percent are Native American

work with the families to resolve problems influencing student attendance and even pick up children at home and bring them to school, if necessary.

Relationships between students and program staff are key to the potential success of this program. To build trust, students receive support from year to year and, should they move their residence, even from school to school.

A special place for ninth graders

More than 20 percent of Rapid City ninth graders are Native American. With only a 15 percent graduation rate in that group, early intervention and special measures are necessary. One strategy is the creation of the *Layolkiciyapi* Room, a place where students with identified risk factors for educational failure gather for half of each school day. The Lakota name translates into “a place where students will commit themselves to complete the tasks assigned with dignity and respect.”

Fifty-eight of the 200 freshmen at Rapid City Central attend classes in the *Lacolkiciyapi* Room this year. There are many factors at work in this project, according to Art Zaminga, Director of Title VII Indian Education for the Rapid City School District. The first is to bring more cultural dimensions to the social and learning environments the students encounter at the school. Recognition of the Native American culture is key, but students of any culture are welcome in this classroom. The students and their families choose to participate in the *Lacolkiciyapi* Room. Students are carefully chosen by several criteria, and the group is not composed of “problem” students, rather those

who are working below their ability levels or have literacy, language or engagement issues. The learning is active, rather than passive, and focused on core subjects, such as reading, math and science. The students take elective courses with the general student body and are reintegrated into the general student population in 10th grade.

Indian school promotes Lakota culture and language to encourage attendance

Superintendent Larry Gauer is proud of the fact that his truancy list at St. Francis Indian High School has shrunk from two pages to a half page in the last year. Although the district has only received a planning grant from the Bush Foundation, several projects have begun in the past few years, including the use of diversion officers to keep kids in school and to get them into class. The school district is also working with the Rosebud Sioux Tribe to form a more unified front to keep the kids in school. Tribal law requires attendance at school until age 18.

In addition, there is an extensive bilingual program to promote the Lakota culture and language. Parents are kept informed and involved. Teachers can take advantage of weekly training sessions. Home-schooling coordinators are available to assist those students who cannot get to school because of distance or transportation issues.

The Rosebud Alternative Program, based on the exclusive use of computers, currently works with students age 16 to 20. The district is considering expanding the program to the elementary school to help younger students

develop the skills necessary for success in high school.

St. Paul schools rely on counselors and planning

“Counselors need to be more helpful,” said Dan LaBore, coordinator of the Bush Foundation grant for the St. Paul district. “They need to be more available to help the advisors who work with 30 or so students every day.” Restructuring of the guidance system at the high schools has been the focus of the St. Paul retention program, according to LaBore. The schools have hired guidance technicians to take the paperwork burden off guidance counselors so they have more time to work with the students. In addition, advisors work with relatively small groups of students in 30-minute daily sessions to monitor student progress.

Professional development is also a key part of the program, offered to teachers to help them better relate to students and engage them in their school experience.

Focus groups conducted with students identified that few knew how to plan for their lives beyond high school. The new program requires all ninth graders in the St. Paul district to create a six-year plan that will take them two years beyond high school and help identify some purpose and rationale for staying in school. The plans are written on a web page designed and maintained by the student.

Todd County focuses on better teaching

“Todd County High School was a troubled school,” said Principal Bruce Blanchard.

“We met with the teachers, and they wanted to learn a more active and engaging style of instruction. They were willing to do a better job, but they couldn’t figure out how to get there.” The school is in the process of hiring an instructional mentor and has already instituted training for the teachers to improve student behavior. “The students are open to it and are proactive in discussing behavioral issues as a learning experience versus a disciplinary experience,” Blanchard said.

A number of other strategies are being put in place in Todd County, including closely monitoring attendance, building a better overall school climate, working more closely with parents and community partners and managing high student mobility. More than 500 students, 25 percent of the school population, enroll after the end of September and 25 percent leave before spring testing in April. The students may move from Todd County High School to Rapid City Central or St. Francis High School (the three schools are located in close proximity) or out of the area. Sharing information among the three high schools will help to follow at-risk students and track students’ academic development. ☼

National Advisory Council

Sandra Christenson,
*University of Minnesota-Twin Cities
Department of Educational Psychology*

Larry J. Korterling,
*Appalachian State University, North Carolina
Department of Language, Reading and Exceptionalities*

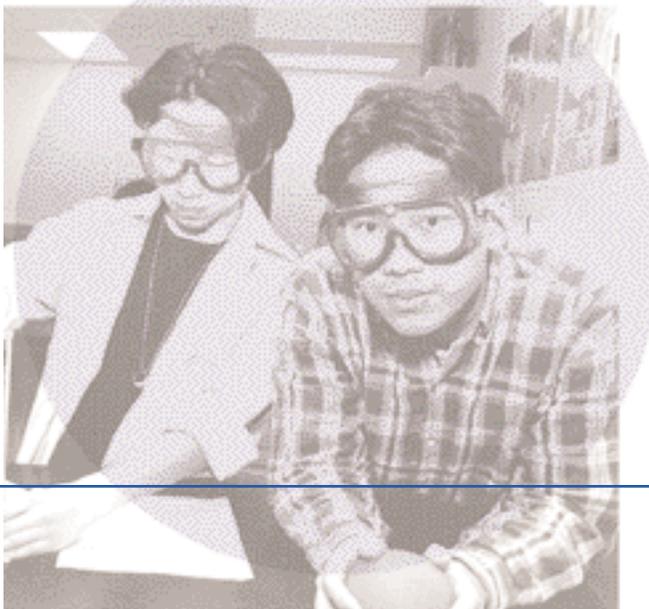
Jay Smink,
*National Dropout Prevention Center,
North Carolina
Executive Director*

Consultants

Geoffrey Maruyama,
*University of Minnesota-Twin Cities
Department of Educational Psychology*

Elaine Salinas,
*Rural School and Community Trust,
Wisconsin
Regional Steward*

Minneapolis public high school students



Frequently asked questions about general grantmaking

What are the primary areas in which you make grants?

We make grants to nonprofit organizations representing the arts and humanities, education, human services and health and ecological health. Within each area there are more specific areas of interest; in education, for example, most of our work is with four-year, accredited colleges in the area of faculty development.

What activities do you fund?

We provide support for program expansion or enhancement, for organizational development to advance an organization's core mission and for comprehensive capital campaigns.

What is a "capital" grant?

Capital grants are typically made for portions of comprehensive, community-wide projects for new or renovated buildings. They are considered after project plans are completed and one-third of the publicly announced capital campaign goal is in hand from a variety of sources. Such grants are typically between 5 and 15 percent of the capital project goal.

Are there activities or projects you do not support?

We do not typically make grants for general operating support; to cover past operating deficits

or to pay off mortgages; for small remodeling projects or purchase of vehicles or equipment; for individual concerts, exhibitions, festivals or conferences; for television shows, documentaries or video projects; for research in biomedical or health sciences; for projects outside the United States; to individual day care centers, nursing homes or youth recreation and camping programs; or to government agencies.

Do you provide grants to individuals?

The Bush Foundation supports artists, mid-career leaders and physicians through its three fellowship programs. For specific information about these programs, visit www.bushfoundation.org. The Bush Foundation does not provide funds to individuals for personal needs.

What is your geographic area?

Within most areas we make grants only in Minnesota, North Dakota and South Dakota. The only exceptions are for fellowships, where people who reside in 26 counties in northwestern Wisconsin are eligible, and in higher education, where fully-accredited tribally controlled colleges and historically black private colleges and universities are eligible for funding in specific areas.

How do I find out if my project fits the Foundation's goals?

See our primary areas of interest listed earlier, and check the geographical area for a start. Also talk to Bush Foundation staff, or visit www.bushfoundation.org to review past grant actions that may be similar to your work.

Do you require a letter of inquiry and, if so, what does it involve?

As of July 1, 2003, we require a letter of inquiry before accepting a full proposal. These letters can be submitted at any time. Check www.bushfoundation.org for more information on letters of inquiry.

When are your application deadlines?

Deadlines for general grantmaking are March 1, July 1 and November 1. However, you should send a full proposal only after staff has responded to your letter of inquiry with an invitation to submit a proposal.

When are decisions made?

The Bush Foundation Board makes all decisions on grants at its meetings in March, July and November. For example, if you submit a proposal in March, our Board will likely make a decision in July. If you send your proposal by the July deadline, our Board will likely consider it in November. The Board will typically act in March on proposals received by the November 1 deadline.

If we get a grant, how soon can we receive funds?

Usually the turnaround time is about one month from the decision, except in cases where there are multiple payments, a contingency, or the grantee has requested something different. Before payment is made, the grantee organization must agree in writing to the terms of the grant and provide any missing tax documentation.

Do you accept the Minnesota Common Grant Form?

We do not accept the Common Grant Form. If you have already completed it for another grant request, you may send it along with the additional information needed to make a full Bush Foundation application. Some of the areas where the forms differ significantly are in the information required for capital grants, the cover sheet, a "no adverse action" statement on tax-exempt status and in budget formats. We are working on creating our own application form; watch for it on www.bushfoundation.org.

Can you make a donation to our cause?

The Bush Foundation does not make donations. We make grants only at the conclusion of our review process, which begins with a letter of inquiry. We have no discretionary funds for other contributions. ☹

For more information on grantmaking areas, applications and forms, please visit us at www.bushfoundation.org.

ARTS AND HUMANITIES

Bismarck/Mandan Orchestral Association Bismarck, ND To establish a new programming assistant position to support work in marketing and fundraising	\$50,000
Dale Warland Singers St. Paul, MN For renewed operating support through the Regional Arts Development Program.....	\$60,000
Fargo-Moorhead Orchestral Association Moorhead, MN For renewed operating support through the Regional Arts Development Program.....	\$30,000
Highpoint Center for Printmaking Minneapolis, MN To support staff positions.....	\$66,080
Minnesota Jewish Theatre Company St. Paul, MN To establish a full-time position of associate director for external affairs.....	\$45,000
North Dakota Cowboy Hall of Fame, Inc. Bismarck, ND Toward a capital campaign to construct a center of Western heritage and history.....	\$75,000
Penumbra Theatre Company, Inc. St. Paul, MN For renewed operating support through the Regional Arts Development Program.....	\$75,000
Ragamala Music and Dance Theater Minneapolis, MN To hire a part-time administrative assistant and to pay stipends for three company dancers.....	\$46,000
Rapid City Fine Arts Council, Inc. Rapid City, SD To fund part-time curators and to improve computer technology.....	\$56,276
Red Cloud Indian School Pine Ridge, SD To fund the director and curator positions for the Heritage Center.....	\$40,000
S.A.S.E. Minneapolis, MN To recruit and hire an executive director	\$39,200
Schubert Club St. Paul, MN To create and staff a development office	\$99,901

South Dakota Humanities Council Brookings, SD To provide staff and internal support to strengthen a statewide program to encourage authorship, literacy and reading.....	\$100,000
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EDUCATION

Carleton College Northfield, MN For a faculty development program to improve student learning through writing.....	\$235,733
Dakota Wesleyan University Mitchell, SD To develop a system and culture of assessment of teaching and learning.....	\$147,000
Deganawidah-Quetzalcoatl University Davis, CA To plan a tribal college faculty development program	\$15,000
Gustavus Adolphus College St. Peter, MN To support a comprehensive plan for faculty development focused on teaching and learning	\$225,000
Mount Marty College Yankton, SD For a faculty development program.....	\$150,000
Northern State University Aberdeen, SD To support the second phase of a six-year effort to analyze the effectiveness of various pedagogical strategies and instructional technologies on student learning and retention.....	\$225,000
South Dakota State University Brookings, SD For continued development of an Infant/Toddler Resource Center located at South Dakota State University.....	\$41,027
State of South Dakota, Department of Social Services Pierre, SD To implement the Bush Child Development Successor Program	\$501,623
Todd County School District #66-1 Mission, SD To implement a comprehensive high school retention program.....	\$300,000
United Tribes Technical College Bismarck, ND For faculty training in instructional methodology, assessment of learning, advising and native cultures.....	\$80,000

University of Mary
 Bismarck, ND
 For the "Campaign for Growth through Change and Commitment".....\$450,000

University of North Dakota
 Grand Forks, ND
 To renew a faculty development program to engage faculty in assessment as a way to enhance teaching and learning.....\$337,495

HEALTH

La Familia Guidance Center, Inc.
 St. Paul, MN
 To become a certified functional family therapy site\$210,000

HUMAN SERVICES

Central Minnesota Task Force on Battered Women
 St. Cloud, MN
 To provide project support while initiating a transition plan for a batterer's education program.....\$30,000

Clare Housing
 St. Paul, MN
 Toward a capital campaign to create 30 units of housing with supportive services for low-income adults living with HIV/AIDS.....\$140,000

Confederation of Somali Community in Minnesota
 Minneapolis, MN
 To complete the transition to an independent organization and for financial planning.....\$40,000

Life's Missing Link
 Minneapolis, MN
 For a staff position to develop a resource database, a network of service providers and a volunteer program to serve truant and homeless youth.....\$58,647

Little Earth Neighborhood Early Learning Center Corporation
 Minneapolis, MN
 To support administrative staff to continue implementation of the Little Earth Joint Partnership, its vision and long-range plan.....\$190,000

Merriam Park Community Services
 St. Paul, MN
 For a merger of human service organizations..\$50,000

Minnesota African Women's Association
 Minneapolis, MN
 To hire a full-time executive director and add new staff hours as needed.....\$20,000

MMCDC's Team Works, Inc.
 Park Rapids, MN
 To expand a pilot job skills development and mentoring program for Native American and other at-risk high school students in rural Minnesota.....\$50,000

Pillsbury United Communities
 Minneapolis, MN
 To support initiatives to increase earned income\$50,500

Project for Pride in Living, Inc.
 Minneapolis, MN
 To support costs of merging the Health Careers Institute with the Train to Work program.....\$60,000

Shelter House, Inc.
 Willmar, MN
 Toward a capital campaign to build an emergency shelter and service offices.....\$195,000

Young Women's Christian Association of Fargo-Moorhead
 Fargo, ND
 Toward the construction of an emergency shelter for women and children experiencing homelessness and domestic violence.....\$250,000

OTHER

Dakota Resource Council
 Dickinson, ND
 To hire an energy coordinator to advance renewable energy efforts in North Dakota.....\$80,000

Metropolitan Alliance of Community Centers
 Minneapolis, MN
 To establish a centralized management services office to provide more efficient core services for the Alliance membership.....\$80,000

Minnesota Institute of Public Health
 Mounds View, MN
 To design a plan for reducing exposure to pesticides in the Red River Valley.....\$74,984

Northern Community Radio
 Grand Rapids, MN
 Toward a capital campaign to build a new radio station.....\$92,000

Southeast Como Improvement Association
 Minneapolis, MN
 To support an environmental coordinator and secure voluntary reductions in air emission from neighborhood industry sources.....\$84,225

Trees, Water and People
 Fort Collins, CO
 To support tree planting, solar installation and environmental outreach efforts on the Pine Ridge Indian Reservation.....\$35,000

Grand Total **\$5,280,691**

Bush Fellows contribute to communities with creativity, conviction and compassion

Midafternoon, light the
lamp by the davenport.

Gather your books,
afghan, hot milk and tea.

You may occupy the long
evening ahead
practicing the dative

in Finnish,
reading aloud the

creation stories
of the Ojibwe

and musing on many
other intricacies

of the circumpolar

languages designed for

this long winterdark.

Roseann Lloyd

*Excerpted from the poem
"Winter Light"
(Because of the
Light, Holy Cow! Press).*

Bush Artist Fellows Program

Several Fellows showed work at “Bird by Bird,” an avian portrait project that celebrated the orphaned and injured patients of the Minnesota Wildlife Haven. Artists included *Joe Aiken* (BAF’78), *Doug Argue* (BAF’88), *Bill Gorcica* (BAF’00), *David Lefkowitz* (BAF’02), *Vince Leo* (BAF’91), *Melba Price* (BAF’94 and ’02), *David Rathman* (BAF’92), *Carolyn Swiszczy* (BAF’02), *JoAnn Verburg* (BAF’83 and ’93) and *Ann Wood* (BAF’96).

The Carl Gorman Museum displayed the art of *Frank Big Bear* (BAF’86 and ’98) on the campus of the University of California-Davis alongside that of his son, Star Wallowing Bull.

October performances of *Marion’s Terrible Time of Joy* featured dancer *Ananya Chatterjea* (BAF’02).

The Herberger College of Fine Arts at Arizona State University presented *Brent Michael Davids* (BAF’01) with the Alumni Recognition Award for Notable Achievement at its winter convocation in Tempe.

Stacey Davidson (BAF’00) showed “Small in a Big World” in the Main Gallery of Franklin Art Works, Minneapolis.

The MCAD Alumni Film Festival screened *Victory Square*, a film by *Liza Davitch* (BAF’03).

Douglas Ewart (BAF’97) presented *Crepuscule* (Latin for “active at twilight or dusk”) in Chicago and Minneapolis in October. The outdoor gatherings encouraged residents, artists, cultural activists and youth to express themselves through music, dance, martial arts or spoken words.

The Banfill-Locke Center for the Arts enlisted the services of *Bill Gorcica* (BAF’00) recently as a juror.

N.M. Kelby (BAF’99) made an eight-city book tour in July after publication of her second novel, *Theater of the Stars: A Novel of Physics and Memory*.

Roseann Lloyd (BAF’99) read poems from her newest work, *Because of the Light* in October. Her last book, *War Baby Express*, won the Minnesota Book Award in 1997.

The Hmong American Institute for Learning sponsored an October celebration of the one-year anniversary of the publication of *Bamboo Among the Oaks*, the first Hmong-American anthology published in the United States. It was edited by *Mai Neng Moua* (BAF’03), who also contributed to the book.

A new work by *Kira Obolensky* (BAF’99) mounted the stage at the Playwrights’ Center in October and November. *Quick Silver* employs puppets that she co-created with her husband, Irve Dell, a St. Olaf College art professor; it is her first professional puppet venture.

Sheila O’Connor (BAF’01) presented four readings in the Twin Cities from her new book, *Where No Gods Came*.

The St. Paul *Pioneer Press* identified *Aparna Ramaswamy* (BAF’02) as one of “tomorrow’s leaders” in the arts in an article that anticipates community members who will shape life in the Twin Cities in the next 30 years.

An installation of *Engine Room* by *Dave Ryan* (BAF’03) lit up the Carleton College computer lab as part of its Digital Arts Festival.

Robin Stiehm (BAF’00) performed *No More Dying Then*, a solo choreographed by Eric Boone as part of the Dancing People Company’s show, *Gambling, Again*.

Big Room, a new dance performance choreographed by *Morgan Thorson* (BAF'00), premiered at the Southern Theater in Minneapolis in October.

Ping Wang (BAF'03) read from her new book of poetry, *The Magic Whip*, at several locations across the country in the fall.

The Had to Be Made Film Festival chose *SPARK*, a feature film written and directed by *Garret Williams* (BAF'94 and '01), as one of ten finalists.

Bush Leadership Fellows Program

Augsburg College appointed *Tracy Beckman* (BLF'94) to direct its government and community relations activities. In this role, he'll work extensively with elected officials and members of the executive branches of community, local, state and federal governments.

Karen Diver (BLF'02) departed the YWCA of Duluth to take a position created for her at the Fond du Lac Reservation. She will serve as an internal management consultant across department lines in preparation for assuming the position of executive director in July 2004.

The Kennedy School of Government at Harvard University graduated *Marcia W. McLaughlin* (BLF'02) as a Master in Public Administration in June.

Bemidji State University awarded an outstanding alumni award to *Roxanne Struthers* (BLF'94). She is currently an assistant professor at the University of Minnesota School of Nursing.

Bush Medical Fellows Program

Kathleen Culhane-Pera, M.D. (BMF'98) is one of several editors for the recently published *Healing by Heart: Clinical and Ethical Case Stories of Hmong Families and Western Providers*.

Attendees of an international conference in Australia will hear *Mary Alice Gillispie, M.D.* (BMF'90) speak on the use of computer-based, web-disseminated patient education for low-literacy and non-English-speaking populations.

The Centers for Disease Control awarded a grant to *Jed Golin, M.D.* (BMF'03) for his project to strengthen blood donor screening in Dar Es Salaam, Tanzania.

Rebecca Hafner, M.D. (BMF'93) recently accepted the position of medical director at the University of San Diego Student Health Center.

Mayo Alumni magazine featured *Judith Kaur, M.D.* (BMF'94) in a recent issue. The article described her ongoing work studying cancer rates in American Indian populations. Kaur is currently medical director for the Native American Programs of the Mayo Clinic Cancer Center.

John Toso, M.D. (BMF'01) has taken a five-year leave of absence from Mayo Health System to become a project director for Dodoma Christian Medical Center; the Center provides quality health care to the poor of central Tanzania. ☪

Fellows, we want to hear from you!
To submit news and photos, please email us at fellowsnews@bushfoundation.org or mail to *Bush Foundation Fellows News, E-900 First National Bank Building, 332 Minnesota Street, Saint Paul, Minnesota 55101-1315.*

Photograph courtesy of Bemidji State University



Roxanne Struthers

P olitics, art and life come together for St. Paul artist/legislator



Photographer, David Sherman

Cy Thao is a busy man. As a 2000 Bush Artist Fellow, he sandwiched a year of artistic development between two runs for the Minnesota House of Representatives. He was successful at both endeavors. During his fellowship year, he completed his 50-piece series of paintings that depicts the recent history of the Hmong people. He was also elected to the Minnesota House in 2002, representing the Frogtown neighborhood (District 65A) in St. Paul.

He explains the relationship between his art and his politics this way. “My art is how I speak about the human condition. My painting is very political, and the two have always been together.” However, he concedes from his office in the State Capitol that “sitting here making policy is so opposite from working on a picture. When you are painting you have total control; you can say what you want. In politics, you have to constantly be strategic. If you say the wrong thing, something might not pass. Words need to be chosen carefully.”

“The fellowship gave me the time to immerse myself in painting. I grew a lot as an artist and became more politically active as I had contact with other artists. I knew enough about politics to know you have to get involved beyond activism to impact policy.” Thao learned that as an intern at the Minnesota Legislature 10 years ago. It was the art that drew him back to politics. Talking with people, getting background for his paintings, he heard many stories about the war and the trouble his family had to endure.

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What’s Thao’s advice for potential fellows? “You need to be ready and have a clear plan for the next two to three years before you apply. You need to know what you want to accomplish and what you want out if it.”

Photograph courtesy of University Gallery, University of Wisconsin-LaCrosse



Born in Laos, Cy Thao is of Hmong heritage; he emigrated to the U.S. when he was eight years old. He was selected as a Bush Artist Fellow in 2000. This untitled painting is from a 50-piece series depicting scenes from the history and migration of the Hmong people.



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Welcome to the Bush Foundation's "Gallery"

The last few pages and the back cover of each issue of *Giving Strength* will be dedicated to the accomplishments of our grantees, both individuals and organizations.

The work of our grantees informs and inspires us, and we hope it does the same for you.

We look forward to sharing many wonderful endeavors in this space.



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