New Director for Minitex
Edited from Wendy Pradt Lougee, University Librarian, University of Minnesota

I am pleased to share the exciting news about the successful search for a new director of Minitex. Valerie Horton, Executive Director of the Colorado Library Consortium (CLiC), will assume the role in early December.

Ms. Horton brings an extraordinary portfolio to the Minitex leadership position. As the founding director of CLiC, she has developed robust programs of resource sharing, as well as open source library systems and continuing education. Earlier appointments as a library director (Mesa State College), systems and budget officer (New Mexico State University), ALA International Library Fellow, and systems librarian (Brown University) round out her rich record. Her commitment to collaboration is evidenced in her lead roles in the open access journal Collaborative Librarianship and in conferences around the challenging topic of delivery and in her extensive contributions to our profession.

Valerie hopes to visit Minnesota in the months before her official start on December 5th.

STEM Education & the School Library
Jennifer Hootman

Local, regional, and national attention on improving and strengthening STEM education in the K12 curriculum seems to be increasing exponentially. From local collaborations that have produced the super cool Mahtomedi High School Fab Lab to the exciting CREATECH Labs at St. Paul Public Library branches, higher education, corporations, educational non-profits, and libraries are teaming up to push STEM education in new and improved directions. With this as my context, I’ve been wondering where the school library is landing amongst these initiatives and collaborations. I’m betting there are a number of exciting STEM curricular endeavors with which school librarians and their library resources have been a major collaborator and component. After reading the article, “Sci-Fi, Storytelling, and New Media Literacy,” in the September/October issue of Knowledge Quest, I learned about one such program, Sci-Dentity.

The Sci-Dentity program is a collaboration between school library researchers and learning scientists from the University of Maryland and school librarians from four public middle schools in a large U.S. city. The team developed an afterschool program for underserved young adults (ages 11-14). The program...
encourages reading of science fiction, popular fiction, and graphic novels as well as watching sci-fi movies, and playing science-based games. The program has students imagine the underlying science on which these popular forms of media are based and then create their own science-inspired stories and share them via social media. The program team argues that “the stories of our lives inspire the interests we pursue and what we aspire to be in the future.”

The Sci-Dentity program team relies on the school librarians’ knowledge of resources and media available in the library as well as assist in designing lessons that help teach new-media literacy skills. The team addresses literacy skills important in participatory communities such as play, performance, appropriation, judgment, transmedia navigation, networking, and negotiation. They argue that the school library is the perfect setting for their program as it best allows young students to express these kinds of literacy skills. Additionally, the foundation of Sci-Dentity is built upon AASL’s (American Association of School Librarians) Standards for the 21st Century Learner. To read and learn more about this program, be sure to take a look at the article in one of our ELM databases, Academic Search Premier.

If you are involved in a STEM-focused program at your school which utilizes the library resources, send us a note at mtxref@umn.edu. We’d love to learn about it and feature it in our Reference Notes.

Making PowerPoint Presentations Memorable

Beth Staats

On September 25, my colleague, Carla Pfahl, and I attended a presentation through the University of Minnesota’s Center for Teaching and Learning. Presented by Paul Ching, PhD, the presentation was intriguingly titled, “Killing with PowerPoint! Avoiding Death by PowerPoint, with PowerPoint.” Since Carla and I do many webinars and presentations using PowerPoint we both eagerly signed up for the class. It was held in a large computer lab with attendees sharing a computer and working on an exercise together towards the end of the class. This allowed us to take away some concrete experience from this brief, one-hour class.

The first thing I noticed about the handout was that all the slides, except for the title slide, were left blank. Ching used this as the first lesson. Slides should not serve as takeaways. Always prepare a separate takeaway or sheet for participants. Ching demonstrated his second lesson for the class by telling us a brief story. This was exactly his point. Begin a presentation with a story. He listed several reasons to begin with a story: 1) to stall for time (that way latecomers won’t miss anything), 2) to build rapport with audience, 3) to set audience expectations, and 4) to frame the workshop or presentation.

Ching stressed the importance of thinking about your message before crafting it and knowing your audience before you even open your computer. To prepare for success he used the following:

**SUCCESts**

**Simple**: Pare down your message.
**Unexpected**: Use this to pique audience interest and curiosity.
**Concrete**: We learn the new in context of the old (use concrete examples).
**Credible**: Make appeals to authority (evidence).
**Emotional**: Try to get people to feel something; elicit an emotional response.
**Stories**: Use personal examples, recall past events; even a boring story will be more memorable than no story at all.

Next he moved on to some PowerPoint design basics and tips. He mentioned the Assertion / Evidence Structure.

![Assertion / Evidence Structure](image)
When using this design style, your slide should start with a sentence and then show evidence of it. The headline or sentence at the top of the slide is supported by some sort of visual evidence, NOT bullets or a bulleted list. So if you’re not supposed to use bullet points, then, someone in class asked, what are some other options? Ching said that an alternative to bullet points is using “words in tables.” And, when thinking of “words in tables,” think CRAP.

**CRAP**

**Contrast:** This can be done with fonts, bolds, underline, etc. Contrast on a page draws our eyes to it; our eyes like contrast.

**Repetition:** Visual elements throughout the design unifies and strengthens a piece by tying together otherwise separate parts.

**Alignment:** Every element should have some visual connection with another element on the page. Unity is the goal of all design.

**Proximity:** Cluster items; Items relating to each other should be grouped together.

Aside from the two slide structures, Ching offered some additional tips on design that come from Jon Moon’s book, *How to Make an Impact*, and Roger Courville of the 1080 Group. And, since this is not a PowerPoint presentation, I’m going to list these tips using bullets!

- Avoid excessive underlining
- Avoid upper case and italics for continuous text
- Use consistent visuals (don’t mix clip art, photos, and shapes)
- Reduce and clarify charts and graphs (only use data/text that is necessary)
- Use the rule of thirds (divide the visual space into thirds and place the point of focus at the intersection of those lines)

So you might ask, what’s so wrong with using bullets in a PowerPoint presentation? According to Ching, bullet points decontextualize and the viewer doesn’t always get the entire idea. Many times bullet points in PowerPoint can add to viewer frustration by including too much or too little text. I came away from this session thinking about how frequently I’ve used bullet points in my webinars and PowerPoint presentations—yikes! But now I have the tools and tips necessary to make some changes and enhance my slides by making a few fairly simple tweaks.

**Librarians and the Common Core**

*Matt Lee*

The merit of academic standards, and the standardized testing that comes along with those standards, is a bit of a hot button issue in education circles. Debates rage about the benefits and drawbacks to broadly applied measures of academic achievement. But there’s no debating the fact that standards are here. And the Common Core State Standards, which create nation-wide academic standards, double down on the issue. Common Core standards in either Math or English Language Arts have been adopted by most states in the U.S. Minnesota uses the Common Core as the basis for our English Language Arts standards.

Let’s set aside the debate for now, and work with the practicalities of what we have. The Common Core English Language Arts standards may provide an opportunity for librarians to assert (or re-assert) ourselves in a new way, at least if the following recent articles are any indication.

“Common Core Thrusts Librarians Into Leadership Role,” *Education Week*, September 11, 2012
http://bit.ly/QjxDGs or find the article in one of our ELM databases, *Educator’s Reference Complete*. 

Reference Notes - October 2012
This piece reports on several media specialists that have proactively inserted themselves into their schools’ curriculum using the new Common Core standards as a sort of lever. They’ve done so by highlighting the fact that those standards emphasize inquiry-based modes of learning and focus on “explanation, complex text, and cross-disciplinary synthesis.” Lessons that teachers design to meet these standards ideally get students thinking creatively about expansive topics and looking for information broadly. And school librarians are perfectly poised to guide that kind of student work.

As Susan Ballard, the president of AASL, states:

“[The common standards] drove us to look at ourselves as an ecosystem, all working together,” Ms. Ballard said. “Students have a false sense of security that they can find anything online, but that’s mostly quick facts. They don’t know how to ask good, researchable questions, assess information critically. So much of the core is based in inquiry, and that is what librarians do on a daily basis. It speaks our language.”


Kristin Fontichiaro, Assistant Professor at the University of Michigan’s School of Information, presented this webinar on the ways in which research skills are strongly embedded within the Common Core English Language Arts standards.

A sampling of her “big things” for librarians that come along with the standards:

• Increased focus on informational text (empowering librarians to guide teachers to publishing houses, showcase available library resources, etc.)

• Increased interest in text complexity (including both qualitative and quantitative difficulty – the Common Core “likes” lexile scores – as well as attention to “reader and task” considerations)

• Helping students build arguments with supporting evidence (and move away from regurgitating facts)

• Role of libraries as professional developers for teachers (in terms of resource selection; finding multiple resources at multiple levels; and a more nuanced approach to differentiated learning materials, for example)

• Increased focus on research skills (who will teach those skills, if not librarians?)

There’s no doubt that the many school librarians who are well-integrated into their teachers’ curricula have gotten there through hard work and savvy partnership building. Perhaps the Common Core English Language Arts standards give school librarians some additional leverage in describing the essential connection between libraries and student success.
Ready, Set...
Jennifer Hootman

Research! As students delve into their research projects this fall, keep in mind the many research support tools available through several ELM databases. Here’s a sample of some that I find potentially quite helpful.

*Britannica Online School Edition*
Ready Set Research with Compton's Encyclopedia (for Grades 6 and Up)
Ready Set Research with Britannica Student Encyclopedia (for Grades 3 and Up)

*Britannica Online Public Library - Kids Edition*
How to Write a Research Paper
How to Write Book Reviews and Literary Criticism
How to Write a Lab or Science Report
How to Prepare an Oral Presentation

*Student Resources in Context*
Tools for Getting Started and Wrapping Up

*Science Reference Center*
Guide to Research, Writing, and Critical Reading

*Points of View Reference Center*
Choosing a Topic
Writing a Thesis Statement
Creating a Bibliography
How to Understand the Bias of a Publication
Visual Ways to Organize Your Ideas
Writing a Persuasive Essay
And more

Remember, these support guides could be used as is, linked from your website, or modified to suit your specific needs. There’s also our Research Project Calculator that may come in handy as well.

New Site to Support History Day Research in MN
Jennifer Hootman and Matt Lee

A growing number of middle and high school teachers across the state are leading their students through National History Day projects. National History Day is an extended student research project based around a yearly theme. Students choose a topic of interest to them related to the theme and conduct detailed research on that topic throughout the semester or school year. It’s a wonderful program that teaches students how to be good researchers and imparts important skills they will use in school, college, and throughout their lives.

Minitex Reference Outreach & Instruction has just created a new tool to support and guide students (and their teachers) throughout the History Day research process. Find the History Day Research in Minnesota website at https://z.umn.edu/historydayresearch.

*History Day Research in Minnesota* will walk students through the process of researching History Day projects. It
provides guidance for the research process and recommends research sources available to Minnesota residents, including the Electronic Library for Minnesota (ELM).

The site is divided into six sections which can be viewed in chronological order or individually.

Understanding the Theme: https://sites.google.com/a/umn.edu/hdmn2/theme
Choosing & Narrowing a Topic: https://sites.google.com/a/umn.edu/hdmn2/topic
Research Questions & Search Terms: https://sites.google.com/a/umn.edu/hdmn2/questions
Background & Context: https://sites.google.com/a/umn.edu/hdmn2/background
Gathering Sources: https://sites.google.com/a/umn.edu/hdmn2/research
Bibliography: https://sites.google.com/a/umn.edu/hdmn2/bibliography

Use this site to help History Day students that you work with or share it with your teacher colleagues. History Day provides an opportunity to showcase the excitement of research, the importance of information literacy, and all that Minnesota libraries have to offer.

Share Your ELM Stories

Don't forget that we love to hear from you about how ELM has positively impacted your life!

Please share with us how you have been using ELM resources in your classes, for your homework, at your workplace, for your personal interests, or in other ways you have found ELM resources to be useful.

We want to make legislators and administrators aware of how ELM resources, which are funded by the Minnesota Legislature, are being used and how important they are to libraries, schools and Minnesotans throughout the state.

Share Your ELM Stories at https://www.minitex.umn.edu/Elm/Feedback.aspx

Also, visit https://www.minitex.umn.edu/Elm/Educate/#stories to find widgets you can place on your website to gather feedback from your community.

Thanks for your support and assistance and be sure to let us hear from you.

ELM Vendor Webinars

Minitex is pleased to offer the following EBSCO, Britannica, and Gale/Cengage hosted webinars on resources included in ELM.

**EBSCO-hosted webinars include:**

**Research Tools for Middle and High School**
In this session, attendees will learn how to navigate and successfully search databases designed for grades 6-12. Friday, Oct. 26, 3:30 - 4:30 PM
To register: Click Here

**EBSCHost Mobile 2.0**
This 45-minute session is intended for librarians and others who would like to learn more about the *NEW* mobile searching experience using EBSCHost or EBSCO Discovery Service (EDS)—no separate profile or app required! Wednesday, Oct. 31, 12:30 - 1:15 PM
To Register: Click Here
Research Tools for Grades K-5
This session is specifically geared to grades K-5 teachers and librarians.
Friday, Nov. 2, 3:30 - 4:30 PM
To Register:  Click Here

Consumer Health Complete
This session addresses the vast collection of health-related content available in Consumer Health Complete.
Tuesday, Dec. 4, 12:30 - 1:30 PM
To Register:  Click Here

Britannica-hosted webinars include:

Advanced Britannica Webinar: Workspace and Putting Videos into PowerPoint
Join us to learn ways to help users use some of the advanced features available on Britannica.
Thursday, Oct. 25, 3:00 - 4:00 PM
To register: https://www1.gotomeeting.com/register/976601552

Minnesota Academic Standards Resources in Britannica
Teachers and Library Media Specialists are invited to register for this online webinar about accessing free Minnesota Academic Standards resources from Britannica Online School Edition.
Friday, Nov. 16, 11:00 - 12:00 PM
To register: https://www1.gotomeeting.com/register/679321625

Teaching Literacy Skills in the Content Areas with Britannica
Looking for new ways to use promote content literacy in Social Studies and Science? Britannica Online has many resources to help both Science and Social Studies teachers to focus on literacy within those content areas.
Wednesday, Oct. 31, 11:00 - 12:00 PM
To register: https://www1.gotomeeting.com/register/658834192

Gale/Cengage-hosted webinars include:

Gale’s FREE Access My Library App for Mobile Devices
Gale’s FREE Access My Library App for Mobile Devices provides 24/7, on-the-go access to renowned Gale resources whenever and wherever they’re needed.
Monday, November 12, 4:00 - 5:00 PM
To register: https://cengage.webex.com/cengage/onstage/g.php?p=55&t=m

Student Resources in Context
Student Resources in Context reaches out to today’s learners with a Web-like user experience, which intuitively conveys needed information on all core subjects from Science to Literature to History.
Monday, October 15, 3:30 - 4:30 PM
Friday, October 26, 12:00 - 1:00 PM
To register: https://cengage.webex.com/cengage/onstage/g.php?p=55&t=m

InfoTrac Student and Junior Editions
InfoTrac Junior and Student Editions provide the in-depth, up-to-date information that students need to conduct research across the full range of academic and general interest topics.
Monday, October 22, 12:00 - 1:00 PM
Monday, November 4, 4:00 - 5:00 PM
To register: https://cengage.webex.com/cengage/onstage/g.php?p=55&t=m
AskMN

AskMN Is Growing in Questions and Libraries!
Carla Pfahl

In FY12, AskMN added thirteen libraries to its cooperative. Bethel University, College of St. Scholastica, Concordia University, Lake Superior College, McNally Smith College of Music, Normandale Community College, Northwestern College, University of Minnesota - Morris, and University of St. Thomas became participating members of the AskMN academic queue. AskMN also welcomed Carver County Public Library, Cloquet Public Library, Duluth Public Library, and Great River Regional Library to the public queue. So far in FY13, we have welcomed Fergus Falls Public Library to AskMN bringing the grand total of participating libraries and library systems to 28!

AskMN continued to grow in FY12 seeing a 51% increase in questions from Minnesota patrons over FY11 and saw an overall increase of usage by 42%. More Minnesota patrons are using AskMN as a source for informational assistance with 27,352 questions from MN residents and students in FY12. The school year is always busier than summer months, and AskMN librarians are ready for the new school year to handle whatever questions come their way.

The Future of Libraries, the MNLFI, and You
Matt Lee

Curious about what the MN Library Futures Initiative (MNLFI) has been up to? The group has just announced the next step in their charge of “envisioning the library of 2025.” If you’re looking for an engaging professional development workshop for your library staff, or interested in sharing your thoughts about the future of libraries, please take note.

The MNLFI website (www.mnlfi2025.org) is the point of engagement with the group’s work. Here’s what they’ve done: Rather than recreating the wheel of a Horizon Report-like listing of broad futurist trends, the MNLFI group hopes to support conversations about what some of those broad trends mean for you at a practical, local level.

There are two main ways the group will accomplish that:

MNLFI Facilitated Workshops: MNLFI members trained in group facilitation using the Technology of Participation method will lead library staff (from individual libraries, library consortia, or other library organizations) through discussions about the future of library services. The MNLFI group will help libraries and library organizations to define the intended outcomes for these discussions ahead of time and will provide all the workshop materials necessary. There is no cost for these workshops. Find more information and schedule a workshop at: http://mnlfi2025.org/workshops/.

MNLFI Toolkit: Libraries and library organizations can lead their own discussions about the future of library service, without facilitation from MNLFI, using the MNLFI Toolkit. The Toolkit includes background reading and research about the future of libraries; 20 scenarios that illustrate potential library environments in 2025; discussion questions to jumpstart conversations about those scenarios; and more. Individuals interested in thinking about the future will also find value here by using the scenarios and discussion questions to seed your own thinking. Find the Toolkit at: http://mnlfi2025.org/toolkit/.

As the group conducts workshops over the coming months, outcomes from those workshops will be posted to the Shared Visions page of the site: http://mnlfi2025.org/sharedvisions/. You’ll be able to see the issues that workshop groups have defined as important to them in the coming years and their potential responses to those issues. Check it out to see outcomes from several workshops the group has already held. That page also includes space for you to share your
thoughts individually about the library of 2025.

The MN Library Futures Initiative hopes to contribute to the future planning you're already doing at your library. MNLFI knows that the best-possible future is built by individuals working consciously towards a goal, rather than sitting back and waiting, and we're excited to be a part of that best-possible future. Thanks to the MNLFI Steering Committee and the library community for your continued support and good work.

CPERS Column

CPERS at the 2012 NDLA Annual Conference

Several Minitex staff members – Becky Ringwelski, Dave Paulson, Sara Ring, Mark Ehlert, and Anne Hatinen -- traveled to Fargo in September for the 2012 North Dakota Library Association Annual Conference. The conference opened with a reception at and tours of the beautiful downtown Fargo Public Library. The exhibit hall was hopping between the sessions offered on such interesting topics as linked data, how to influence people, digital literacy, federal cybersecurity, and ebook downloading. But the high point was Thursday night with the banquet and improv comedy from Linebenders.

October Trials
CPERS will be running Fall trials in October. During October, look for links to the trials page on our Electronic Resources webpage: http://minitex.umn.edu/Electronic/ or on our blog: http://blog.lib.umn.edu/minitex/cpers/. Twice a year, in the fall and the spring, we run two sets of trials, one for vendors who we currently offer (October and April) and another for vendors we’re considering offering (November and May). We’re always looking for suggestions on vendors, e-resources, or products we might want to offer; email us: cpers@minitex.umn.edu.

CPERS Products Catalog
Look for the updated products catalog in October. The catalog can be found on the CPERS website: http://minitex.umn.edu/Products/Catalog2012.pdf or we can send a print copy to you. Email us if you’d like a print products catalog: cpers@minitex.umn.edu.

WebJunction MN

WebJunction Webinars and Funding News

Cecelia Boone, Minitex, and Mary Ann Van Cura, State Library Services

Remember, the WebJunction Minnesota homepage (http://www.webjunction.org/partners/minnesota.html) includes Quick Links and a list of upcoming WebJunction webinars and information about Minnesota library events in the right navigation column. One of the benefits of your participation in WebJunction Minnesota is early registration for the newest WebJunction webinars. Early registration events (those scheduled two months out) show up only on the WebJunction Minnesota webpage – not on pages available to the general public.

Here’s the list of October-November webinars available through WebJunction. Click on the links to register for these upcoming sessions.
October Webinars:

**Incubate leadership @ your library**  
Tuesday, Oct. 16, 1 p.m. Central, 60 min.  
Registration: www.webjunction.org/events/webjuncture/incubate_leadership_at_your_library.html

**Freedom Rings in Philadelphia: community technology adoption**  
Thursday, Oct. 25, 1 p.m., Central, 60 min.  

November Webinars:

**The Power of Image: presenting with the brain in mind**  
Tuesday, Nov. 6, 1 p.m. Central, 60 min.  

**Energize your base: Tips and tools to raise awareness and build support for library services**  
Wednesday, Nov. 14, noon Central, 90 min.  
Registration: http://www.webjunction.org/events/webjuncture/energize_your_base.html

Also, we have other WJ news to share with you: The Bill & Melinda Gates Foundation’s Global Libraries program has reaffirmed their commitment to WebJunction by awarding OCLC a $4.1 million award to support ongoing operations for the next five years. This operations funding -- combined with the support of OCLC and state library partners -- will be used to ensure that the WebJunction program is sustained and thrives. WebJunction programs will continue to focus on the continuing education and development of library staff who work daily to provide essential services to their communities.

MN Digital Library

**Digital Delights: Deaf, DeafBlind and Hard of Hearing Minnesotans**  
*Teika Pakalns, Commission of Deaf, DeafBlind and Hard of Hearing Minnesotans*

Until now, deaf, deafblind and hard of hearing Minnesotans have been all but invisible in the archives of Minnesota’s history. In partnership with the Minnesota Digital Library, the Commission of Deaf, DeafBlind and Hard of Hearing Minnesotans (MNCDHH) embarked on an exciting journey through the collections of the Charles Thompson Memorial Hall, the Minnesota Association of Deaf Citizens, and the Minnesota State Academy for the Deaf Alumni Association Museum to document the vibrant lives and celebrated accomplishments of this strong community.

In 1863, the present-day Minnesota State Academy for the Deaf was established in a store in downtown Faribault. The school soon moved across the river to a new building, Mott Hall, which became part of a handsome campus. School superintendents and teachers supervised the education of the students in subjects ranging from writing to woodworking. There was also time for extracurricular activities, such as military drill squads for male students, drum corps for female students, theater performances, and even farming. The students always found plenty of time for fun outdoors and indoors. Sports were also very popular, and ranged from basketball to football where students played without helmets in the early days!

Educators have long debated the best methods for instructing deaf, deafblind and hard of hearing children. In 1884, notable educators such as Edward Miner Gallaudet and Alexander Graham Bell attended a national conference in Faribault and discussed the advisability of employing deaf teachers to teach deaf students, which became part of the oralism vs. manualism debate. Oral education classes have been offered in the past at the present-day Minnesota State Academy for the Deaf. George Wing, a deaf teacher at the school, developed a system for written language instruction...
called Wing’s Symbols. American Sign Language (ASL) has also been an integral part of education at the school, as seen in this charming portrait of students fingerspelling with their teacher and speaking directly to us from more than 100 years ago.

In the summer of 1885, alumni of the present-day Minnesota State Academy for the Deaf held their first reunion and voted to form an association that became the Minnesota Association of the Deaf (now the Minnesota Association of Deaf Citizens), as shown in their report. Subsequent conventions were held all over Minnesota, including in Duluth where attendees took a Tally-Ho tour and in St. Paul where they visited the Indian Mounds. In the assorted group portraits from the conventions, one can spot notable deaf Minnesotans who served as presidents of both the state and national associations of the deaf, such as teacher Dr. James L. Smith, architect Olof Hanson, and activist Jay Cooke Howard.

Other distinguished individuals to search for in the collection include Wesley Lauritsen, Audree Norton, Marie A. Patenaude, Peter N. Peterson, Louis A. Roth, Anton Schroeder, Thilda P. Smith, Anson Spear, Victor R. Spence, Louis C. Tuck, Frank Turk, and Blanche Wilkins.

Not to be missed are the fascinating stories of Petra Fandrem Howard, Cadwallader Lincoln Washburn, and Charles and Margaret Thompson.

Petra Fandrem Howard attended the first oral education class at the present-day Minnesota Academy for the Deaf. She enjoyed traveling but was also a busy activist. She was a suffragette who worked for women’s right to vote. She attended many Minnesota Association of the Deaf conventions with her husband Jay Cooke Howard, including the 12th Biannual Convention in Duluth. They later divorced, and she went on to become the first female president of the Minnesota Association of the Deaf and the first deaf vocational rehabilitation counselor in Minnesota.

Cadwallader Lincoln Washburn was born into a local prominent family of political and business fame (including ownership in the Gold Medal flour mills). He was a graduate of the present-day Minnesota Academy for the Deaf, and was good friends with fellow graduates Olof Hanson and Charles Thompson. He went on to become a prominent artist who traveled extensively, met personalities such as the artist Pablo Picasso, and became renowned for his drypoint etchings.

Charles Thompson came from a wealthy local family and had many residences, including his winter home in Thomasville, Georgia, his horse farm in Windom, and his camp at the ‘deaf colony’ in Alexandria. A sense of his lifestyle can be gathered from his chauffeur’s memoirs. Together with his wife Margaret Brooks Thompson, he became a generous benefactor of the deaf community. When he died, Margaret dedicated the first deaf clubhouse in America to his memory. The Charles Thompson Memorial Hall was designed by the deaf architect Olof Hanson, and was completed in 1918 to much fanfare. It has supported diverse activities such as fraternal society meetings, sports teams, vaudeville performances, and dinner events, and continues to serve as a clubhouse and civic center for the community to this day.