

“History Matters” Workshop Oral-Visual Interviews with Gerald “Bummy” Burstein, Melvin “Mel” Carter, and Frank Turk

Background Information

Interview Information

Interviews with Gerald “Bummy” Burstein (GB), Melvin “Mel” Carter (MC), and Frank Turk (FT) were incorporated into the Commission of Deaf, DeafBlind, and Hard of Hearing Minnesotans’ (MNCDHH) Oral-Visual History Project. The interviews were recorded during the “History Matters” Workshop that MNCDHH sponsored on October 1, 2010 at the Depot Renaissance Hotel (225 3rd Avenue South, Minneapolis, MN 55401).

This workshop was part of a joint celebration of the 25th Anniversary of the Commission of Deaf, DeafBlind and Hard of Hearing Minnesotans (MNCDHH), the 30th Anniversary of the Deaf and Hard of Hearing Services Division (DHHSD), and the 125th Anniversary of the Minnesota Association of Deaf Citizens (MADC).

The presenters were Teika Pakalns (TP) and Marian Rengel (MR), and the interviewer was Douglas Bahl (DB).

Translation Notes

A note about translation of the interviews: The interviews were recorded in American Sign Language (ASL). The interviewer and interviewees used ASL as a first language, and the signed information was translated into vernacular or spoken English by Certified and volunteer interpreters.

Of the two presenters, one used ASL as a first language, and the other used spoken English as a first language. The presenters’ comments were not considered to be part of the oral-visual history interviews, but their comments were transcribed from spoken English (direct or translated from ASL by the interpreters) and included in this transcript for accessibility purposes.

This transcript and the open captions in the video are based on the spoken English information.

Actions are in brackets. Translation notes are in parentheses and italics (using the emphasis font), and they represent additional information and corrections about what was said.

Transcript of Interviews with Gerald “Bummy” Burstein, Melvin “Mel” Carter, and Frank Turk

Key to names:

TP = Teika Pakalns (signs in American Sign Language, voiced in English by interpreters)

MR = Marian Rengel (voices in English)

DB = Douglas Bahl (signs in American Sign Language, voiced in English by interpreters)

FT = Frank Turk (signs in American Sign Language, voiced in English by interpreters)

GB = Gerald “Bummy” Burstein (signs in American Sign Language, voiced in English by interpreters)

MC = Melvin “Mel” Carter (signs in American Sign Language, voiced in English by interpreters)

[Interview time 00:26:26]

[Visual of Teika Pakalns signing.]

TP: Thank you so much for coming. My name is Teika Pakalns and I am deaf and I’m here on behalf of the Commission of Deaf, DeafBlind and Hard of Hearing Minnesotans. I’m here to do the introduction at this beautiful Depot hotel in Minneapolis on this beautiful day. So thank you.

I want to know, first, if you can all see me? That’s good because the workshop is going to be called History Matters (*fingerspells word “Matters”*) or History Matters (*signs “Matters” as in the word “important”*). It’s not history errors (*signs “Matters” as in the phrases “doesn’t matter” and “what’s the matter”*), it’s (*that*) history is important. The reason we’re here is to celebrate the rich history and the many contributions by Minnesotans that were deaf, deafblind and hard of hearing. I want to let you know that this year the Commission for the Deaf, DeafBlind and Hard of Hearing of Minnesota (*Minnesotans*), otherwise known as MCDHH, again for those in the back – MCDHH, has written a grant to the Minnesota Digital Library for three different organizations. MSADAA, standing for Minnesota State Academy for the Deaf Alumni Association Museum – I think I got that right. Secondly, MADC, Minnesota Association of Deaf Citizens, and finally, Thompson Hall, and many of you are familiar with Thompson Hall. That’s the Charles Thompson Memorial Hall. It’s located in St. Paul.

What we’re doing is we’re gathering many documents, photos, letter, papers, everything – bringing it all into one repository and giving it – this is a collaboration and a collection from all of the organizations that I previously mentioned – and to have them scanned. Soon they will be available on the Internet for all of you to be able to view. I’m sorry we don’t have an example for you to actually take a look at right now, but they will be demonstrated soon. You will be able to see them and we will talk about them later. We have some examples but I can explain some of them without showing you the pictures. There is a collection of information, of photographs of history – very important history. We have rare photos from 1884 from a group, from the National Association of the Deaf (*signs “National” instead of “National Association of the Deaf”*) conference of deaf educators and principals during the time of Alexander Graham Bell – when he participated. I heard there were a lot of arguments there about Deaf education and which methods to follow (*oralism vs. manualism*). Lots of notes from that. But the information from that group in the photos was also with four years previously, in 1880 (*that group photo was taken four years after 1880*), the conference in Milan where they supported Deaf (*signs “oral” instead of “Deaf”*) education. So there are a lot of important historic pictures that will be soon digital and available. Another example is of Thompson Hall in St. Paul. We do have photographs of Margaret Thompson when she set up the actual footgrounds (*signs “cornerstone” instead of “footgrounds”*) for building Thompson Hall. We also have photos of individuals like a man named John Lowby. I’m not sure – have you heard of John Lowby? He was a DeafBlind individual and he was a woodworker. There’s pictures of him and his work. So we have a variety of different groups and

individuals and events that are captured. We also have a group of Deaf artists that have done things like etchings. That's where you actually scratch a picture or image into a plate or a metal and then cover it with ink and transpose it onto paper. There are very important Deaf artists here in Minnesota – Cadwallader (**Lincoln**) Washburn. I know many of you recognize him. I think I recognize some faces that took the tour of the Minneapolis Institute of Arts (**with me**). I've seen several of your faces there recently, on tours. Washburn was important because he was actually born here in Minneapolis. He did go to the Minnesota State Academy for the Deaf in Faribault. He became deaf at the age of five and his parents sent him there. From there he went to Gallaudet University (**signs "College" instead of "University"**) and became an artist, following Gallaudet. He became famous throughout the world, not just here in Minnesota, but throughout the U.S. In the U.S. he has over one thousand works of his, and Thompson Hall does have several of his works there too. We do have his work here at the museum, also. Those pictures will all be scanned and put on the Internet soon. So if you didn't have an opportunity to visit Thompson Hall or the Minneapolis Institute for the Arts, you can certainly find it at home on your computer wherever you are.

This is a picture, for example. The reason we have this picture, you may be wondering, it's not from our Deaf collection, but as I told you about Washburn, as an important artist from this area – he was born from (**signed "into" instead of "from"**) a very wealthy family, the Washburn family. I'm sure you've maybe heard that name all over the Cities. This is the Washburn Mill that was here in Minneapolis – in fact, just outside this window. This is the Mill area here where they have the old flour mills. If you have free time, please go and tour that area. It is very nice. It's cool and there's a lot of Deaf history there with his family. Here's the picture of the mill. That's what we found off the Web.

This – on "Minnesota Reflections," [pointing at the top of the "Minnesota Reflections" website projected onto the screen] that is this search window at the top. You can type in any key word – deaf, Washburn, or anything like that – put it in the search window and see what pops up. Maybe we'll have somebody who can do that for us today to give you more examples.

So, back to what we were talking about – the work here is done by the Minnesota Digital Library, and it is done by Marian Rengel. She was happy to join us today and give us a presentation. She will be working on this project with us. I would like to introduce her, and then after that, you'll hear some Deaf stories being told up here.

[Interview time 09:16:29]

(Now I will introduce Marian.) She's in her fifth year here, working with the outreach coordinators for the Minnesota Digital Library, otherwise known as MDL. It's a statewide collaboration for organizations and libraries, museums, and historical associations, and other organizations who are interested in developing information originals (**signs "digital resources" instead of "information originals"**) (**and putting them**) into one repository (**on the Web**). She's been involved with MDL since its start in 2000. In 2006, she became MDL's only paid staff member. Isn't that correct, Marian? She said yes. And she's worked with different organizations throughout Minnesota, trying to digitize their collections and make them freely available to all people. There's no cost to accessing it. I've tried it myself, put in different search words to see what would come up. Currently on "Minnesota Reflections,"

they have 52,000 objects from over 115 organizations. Soon, they will be – will include our three organizations – MSADAA, MADC, and Thompson Hall.

I'm told here that Marian is proud to be the fourth generation Minnesotan. So, I'm curious, Marian, do you know what year your family moved here to Minnesota and settled? 1854. That's just before Minnesota became a state officially, isn't that correct? Ah, 1854, four years before Minnesota became officially a state. Interesting fact. Now she works for MDL for the (*signs "as a" instead of "for the"*) state member in the James W. Miller Learning (*Resource*) Center at (*St. Cloud State*) University. That's where she currently is.

And it's now with pleasure that I would like to introduce to you Marian Rengel.

[Interview time 11:53:00]

[Visual of Marian speaking and interpreter signing.]

MR: Good morning, everyone. Is it (*the microphone*) on? There we go. I'm not used to microphones. I project very well on my own. Thank you.

As Teika said, my name is Marian Rengel. I'm the outreach coordinator for the Minnesota Digital Library. The Minnesota Digital Library is a collaboration amongst the state's library museum, historical societies and other organizations. We are not a formal organization. We're a collaboration and all of those organizations provide resources and talent to make the Minnesota Digital Library work. "Minnesota Reflections" is our signature project, our big main project, but it's not all we do. It is what I'm going to talk about today, however.

I've been working with the Commission of Deaf, DeafBlind and Hard of Hearing Minnesotans since about last fall (**2009**), when Cynthia Weitzel first approached me to see if her organization or organizations qualified to be part of "Minnesota Reflections." To work with "Minnesota Reflections," you must be a formal organization or a government entity in Minnesota. You must have collections and be responsible for collections. You can't do things that somebody else owns and put them in "Reflections," they have to be yours.

[Images on projector screen are not visible.]

So the Commission worked on behalf of the three organizations that Teika described. They supplied us with a formal application and the application – leave it up here on the screen for you for just a little while for you to take a look at – describes the object that we have already digitized on behalf of the Commission and the three organizations it's working with. This section shows you the photographs and some of the etchings of Cadwallader Lincoln Washburn. We also – Cynthia and the people she was working with on this project also included a variety of documents. All told, the collection coming in from the Commission is almost 500 objects. They've all been scanned, and we're just waiting for Cynthia and a group of people she's working with, including Doug Bahl, who should be around – but I don't know. [Interpreter points Doug Bahl out to Marian.] Thank you. On creating the metadata or the descriptions of the objects that are going in (*from the collection*).

To clarify, “Minnesota Reflections” has more than 52,000 objects and we are growing steadily, so don’t think that what I show you today is all that you’ll be able to see. And we would welcome another application in the coming years from the groups that worked on this project. We have worked with more than 115 organizations so far. I lose count. I have approximately 12 applications on my desk for the current phase of digitization, and half of those are new so I’m not sure what we’re up to yet, but it’s more than 115 organizations. I also wanted – I have a poster –

[Video visuals of 6 historical photographs showing: students fingerspelling with a teacher; participants in the 1884 Conference of Superintendents and Principals; the 1908 football team at the Minnesota School for the Deaf; four young women ice skating; students in military uniform; and Tate Hall at the Minnesota School for the Deaf.]

Ready? Okay, “Minnesota Reflections,” again, is a project of the Minnesota Digital Library. Our website is <http://reflections.mndigital.org>. I have out on the table out front, bookmarks. Take as many as you want, not just one for yourself, one for your spouse, children, grandchildren, nieces, nephews, teachers, students, anyone. I brought about 500 today. I’ve got plenty to go around. If you would like, we can hand them out now if anybody can take ‘em. Teika? And please, take a bunch.

“Minnesota Reflections” – we’re in phase seven of developing this (**website**). This is our basic interface. The place I would like to show you is our contributors’ page, which you can find by either clicking on “browse by collection” or on the “contributors” button at the top of the page. I’m sorry, click on the “contributors” button or on “browse by collection” and this will take you to the same page. Here you get all of the organizations that have contributed to “Minnesota Reflections” in alphabetical order. Though you’ll see there is a problem with it. Your collection will go in here, it will go under the Commission for Deaf, DeafBlind and Hard of Hearing Minnesotans. We are talking about some ways to separate out the three contributing organizations and provide access into them, but from this page, it will be the Commission that is listed. And it should go between the College of St. Scholastica and Concordia University in St. Paul. So look for it here.

If you know a region of the state that you’re interested in, or are interested in an organization, you can go to this site and look for it. I’m from Stearns County, from St. Cloud, I spend a fair amount of time using Stearns County as an example and I will go back to that in a moment. The way most people access our collection is to do a basic search, and this is a very simple term search. We have photographs, documents including letters, some government documents, ledgers, journals. We have maps of – growing, growing collections of maps of Minnesota. All of that is in here and all of it is term searchable based on its metadata. So on Teika’s suggestion, I looked up Washburn Mill this morning and here you can see the results of the search. You get a thumbnail of each object, its title, subject headings and a description. If you click on either the thumbnail or the title, it will take you into the full record for that object. These are stereographs contributed, I believe, by the Hennepin County Library, of the mill, and no, we don’t have stereo viewers to look at them with.

A few things about looking at a picture in here, particularly when your collection comes up. The information below each picture is the metadata. This is the information that Doug and Cynthia are

working on for all of the objects in your collection. It's not an easy task. So as soon as we have this material and as soon as it is approved, by me, the collection will be ready to be loaded into our server. All of the words in blue are searchable. Then with each image, we have something really cool. I don't know if this is the best picture but we have a zoom feature and all you need to do is click on the image and it will increase in size, and you get a close-up of that image. To navigate around the image, you need to know that you have a thumbnail to the right, and if you click in that thumbnail, you will be able to move where that red box appears and see what's in there.

I would like to show you a couple of examples that I love to zoom in so that you can see how good your stuff will look when it's in here. The St. Paul Public Library contributed an amazing collection of images from the construction of that library in the early 1900s, and these are amongst some of my favorite photographs in the collection. These were taken on a regular monthly basis by a professional photographer. This isn't the best one, but it's close. You can zoom in and see the detailed images of construction at work on that library.

[Visual of St. Paul Public Library photos on projector screen, Marian and the interpreter.]

Many of the photos have people in them so you get to see the people at work. Again, I would click on a different part of the picture and the thumbnail to move that red box. I can show you one more awesome picture, it will make a difference in some of the group pictures I've seen in your collection. This is from the Order of the Sisters of St. Joseph of Carondelet, the founders of St. Catherine University. There is a portrait of some young novices that I absolutely love.

[Visual of photo of novice nuns on projector screen, Marian and the interpreter.]

Again, you'll notice below the picture is the metadata, the information about what's in the picture, and then you can zoom in – and I promise you, this looks so much better on my computer screen than it does on the projector.

[Images on projector screen are not visible.]

This young woman is one of my favorites.

[Visual of Marian holding up her own laptop to show the audience.]

I don't know, can you see how much better that looks? So on your computers, it will be amazing. All of the photographs in your collection will let you zoom in on them in the same fashion.

I do want to show you – since there are documents in your collection, I want to show you how to view a document. We have what I consider an amazing collection of letters written by Minnesota author Sinclair Lewis, who, all of you should know, was born in Sauk Centre. These letters were written by Lewis to his mistress in the late 1930s and '40s when he was in his early 50s and she was 18, or she was 18 when he met her. So I like telling that story, college students really like that story. We have a policy in "Minnesota Reflections" that if anything comes into us that is handwritten, we must have a transcript. About half of these letters are handwritten and we have transcripts for all of them. Anything that is

typewritten or typeset will be run through optical character recognition software that allows a computer to provide us with text that's fully searchable. This is an example of a typeset document. As with the letters, you may zoom in on it, making it somewhat easier to read on the screen, but the tighter you zoom in, the less likely you are to have the whole document in front of you. So there is a button to push – this menu is very important in the left (*side*). Document description – if you click “go” while it says that in the menu, you’ll get the metadata. The same information you saw below the picture, but for the document. You also have an option of choosing page and text, clicking “go,” and then an additional window opens that includes an image of the document, as well as either the transcription or the result of the optical character recognition work. You can see it needs some cleaning. We did our best to clean this up, but the computer database didn’t like our work. But then you can very easily read what’s going on. All of the documents that were part of your project, or the project of the Commission, will appear the same way. They will be easily searchable so all of that history of deaf community will be easily searchable for people across Minnesota. Indeed, across the world.

There’s much more to show you. I would like to point out that there is a feature called “advanced search.” In the advanced search, you may choose to search all collections, or when yours is in here, you could just choose the Commission’s collection. It will be down here under C-o-m. In that case, you would click on it, click “add,” go here – I know there’s nothing in Crow Wing on the deaf community. I know their collection very well. But you could then type in a term that you wanted to use, and this can get very sophisticated. So some of you who are doing greater research on your collection or want to just focus on the collection from the Commission, you would want to use the advanced search, choose the Commission’s collection, add it to this side and then do your term searches here. But if you want to see how it works – how your search terms, excuse me, might work across all the collections, you might want to do a specific search here that includes an exact phrase. I didn’t find any results this morning but I’m going to try again. Once the Commission’s collection is in, I will be able to do this and I will find Thompson Hall’s drawings, pictures, sketches in here. But you could do other specific terms. I imagine Doug, as a historian, would want more specific powerful search than our simple search would do. But up in the right-hand corner of every page is our basic search button, and you can simply go in there and add the terms that you would want to search. These are the results. I find it very interesting that the Red Lake plat book comes up in the search of deaf. If I want to find out why, I should be able to bring the image up, look at a table of contents, and this is telling me that something on this page talks about – or has the word “deaf” in it. I can go to page and text, and I should be able to discover in the words to the right the word “deaf.” Ah-ha, there it is.

[Visual of photo of plat book page on projector screen, Marian and the interpreter.]

Now, what you need to know about plat books is there is a lot of back material in them that has nothing to do with the county that the plat book is about, so you will find a lot of information in our collection that has nothing to do with Minnesota but still may be of interest to you as a researcher, or to your community. That was about New England Deaf and Dumb Asylum founded in 1818, on a page about the history of the United States. I gave you a very quick tour, a very quick tour. Your handout tells you more about how Minnesota Digital Library works with organizations across the state, who is eligible to contribute, who is not, what kinds of images we’re trying to bring into our collection, what we’re not, up

to a degree, and says a little bit more about some of the features of “Minnesota Reflections.” I would welcome an invitation back, if people were interested in a workshop on using “Reflections” and searching it so if there’s any interest in that, contact me, let me know and I would be glad to come back. I would again like to point out that this is where you will find your collection when it is online.

[Images on projector screen are not visible.]

One other step Cynthia and Doug are going to have to complete is a description of the organization to go on this profile page and a link to the home page that they would like us to use. Once it’s here and ready, I’m sure they’ll be announcing it to the community. So, with that, I would like to open this up to questions.

(Question from audience.) I’m curious if you could open up Faribault, Minnesota, and see if there’s anything there.

MR: Faribault County or Faribault city? City. That assumes I know how to spell “Faribault.” F-a-r-i... see? What did I spell? I had it right. A simple search of the term “Faribault” would bring up anything that has that word in it. I know the city itself wouldn’t have a collection. As far as I know, we haven’t worked with the Faribault Area Historical Society, so the city is in which county? Rice has not done a project with us. I’ve been trying and trying and trying, so if you know the director at the Rice County Historical Society, talk with her. For some reason, she hasn’t wanted to bring collections in here. Yours – in fact, the materials that we get from the Alumni Association will be the first materials from Faribault in “Minnesota Reflections.” But I do believe – I have to confess, I get my counties that start with “F” confused. The Faribault County has done some work with us, primarily through the efforts of a volunteer librarian down there who has helped them do their work. So the county has but not the city. In the back?

[Visual of Marian, the interpreter, and Matt Starr.]

(Question from audience.) I’m Matt Starr, visiting from Rochester, New York, not Rochester, Minnesota, but New York. This makes me so envious, what we’ve done in New York, we don’t have anything like that. Hopefully we’ll find a way. Anyway, my question, as you gather old documents from our historic past, the names and the terminology over the years have changed. I don’t know if we had the word “deaf” in our jargon earlier. You may have seen deaf or mute and other things that have changed so how can you help us search if we want to enter a key word for the search? Is deaf enough? Maybe we’re going to miss something because the old terminology from the older documents (**has**) yeah, different descriptors.

[Visual of Marian and the interpreter.]

MR: I understand your question very well and it is a question that is not exclusive to this community. It’s part of the Native American community, for example. Very important, which terms do you use? Not to be offensive but do you use some of the – do you use “redskins”? It all depends on the power of the metadata that comes into our collection. So when Doug and Cynthia are writing that and completing our

Excel spreadsheet – the Minnesota Digital Library is not historians. As not members of any particular community, turn to the people within a community to answer those questions. So it would be up to Doug and Cynthia to know the terms that might have been in use when the photograph was taken, or when an organization was established, to help you be able to search for them and find them. Another word that came in that result but we're finding, for example, in the mental health community is the word "asylum." As a matter of fact, I'm working with an organization on an orphanage community there in St. Paul, on orphanages, but they were called orphan asylums. Well, if the people writing the metadata do not use the term "asylum," someone searching for orphan asylums will not find that picture. So, if I were you, I would talk with Doug. Doug, use these terms. Not right now.

[Visual of Marian, the interpreter, and Doug Bahl.]

DB: But you're right, I agree. It used to be the Minnesota School for the Deaf under the Minnesota Institute for Defectives. Matt's right, Defectives. If we don't include that, we have to take responsibility for making sure that's included. Deaf, Defective, mentally retarded, so on.

[Visual of Marian and the interpreter.]

MR: Absolutely you're right. That is one of the challenges of creating a database like this, one of the challenges of history, of digitization and of library site creating the metadata. If you would like me to run "Reflections" through its paces a little bit and suggest some terms I could search for, I would be happy to do that. Let me show you one of my favorites here quickly. This is my last name. I know the answer to this question before I bring it up. Yes, there is something in our collection with my last name in it. This is a plat book from Stearns County, circa – can I read that – 1896.

[Visual of photo of plat book page on projector screen, Marian and the interpreter.]

And you saw in red in the table of contents the results of my search. Somewhere on this page is my last name. I used to say I don't know where or why I don't want to look, but finally I bothered to look. I went into page and text, looked where I found it, looked what was in its neighborhood and found out that it's actually in the upper right corner. Sorry. There it is. Now, I do not know who this John F. Rengel is. There were lots of John Rengels here in the 1800s, my great-grandfather was not the only John to emigrate here from Prussia. But my name is in here. Now, just to show you some complexity of maps, I know – let's back this out. I know in part because I used to volunteer at the Stearns History Museum and I did a little research on my family years ago, that my great-grandfather did own property in St. Cloud.

[Visual of photo of map on projector screen, Marian and the interpreter.]

Now, my optical character recognition software in "Minnesota Reflections" cannot do maps, cannot do anything with crooked lines, cannot do anything with handwriting. We need nice straight lines to have a computer do the work, so since these aren't nice straight lines, we don't make these pages searchable. You have to know what you're looking for. But, I know what I'm looking for, and this is information on the property that my great-grandfather owned in St. Cloud. I had to verify that through other

documents, of course, but now I have a map to show people where my great-grandfather owned property.

[Visual of “Minnesota Reflections” website on projector screen, Marian and the interpreter.]

So if anyone had a last name you want me to try. We tried Teika’s – want me to stop? One name. We got permission for one name. Down here in the white sweater with the pink. Correct? K-e-y-e-s? See what happens. It’s relatively common in Minnesota. So we got 14 search results. You can tell these are documents. Oh, I love these. I love these. This is a catalog from one of our normal schools, St. Cloud State University, which is where I work, was a normal school, and we have some of their earliest catalogs so there was someone named Anna C. Keyes from Sauk Rapids, Minnesota, as a student there in 1884-85. So there’s – pretty powerful, and we got that just because this document – sorry – went through optical character recognition and we captured the text. But you can find out that there was an Anna Keyes in St. Cloud Normal School. If I were to do a search for my first name, Marian, I would get about 15 results, including people who went to school at the Normal School. We have a lot of projects coming in that would do more of that genealogical kind of work. We have catalogs coming in from Macalester, Mankato, more coming in St. Cloud State University. We have the earliest newspapers of those schools coming in and we are just growing by leaps and bounds this year. We could easily be in the neighborhood of 65,000 objects by June (**2011**). So looks like my time is up. Thank you all for allowing me to come. Appreciate it. Thank you very much.

[Visual of Teika Pakalns signing.]

TP: How about another round of applause? That was wonderful. Thank you for your time, Marion. We appreciate having you here.

[Interview time 40:25:24]

TP: I know we could go on and on and talk about our fascinating history but we have to move on and do some wrap-up here and try to be close to on time. All of this information is important because, as I said earlier, History matters (*signs “matters” as in the word “important”*). It is the history of our community here. As you all know, knowledge is power. So I want to remind you that the three organizations involved have already done their part in gathering their collections, but if you have another organization in mind, for example the Metro Deaf School or the Minnesota DeafBlind Association, consider having your collections posted online as well. You can talk to Marian about that. We encourage more organizations to get involved with this project.

Also, because you are interested in history because you are here in the workshop, I want you to know that we have Dr. T. Alan Hurwitz from Gallaudet University, history in the making, and we’re pleased to have him with us here today. [Applause.] We also have Nancy Bloch who is the CEO of the National Association of the Deaf (**NAD**) with us here today. Welcome to you, too, and thank you, Nancy, for coming to join us for the day. I now will turn over the program to Doug Bahl, who is our local Deaf historian. Doug will have a few stories to entertain us with today. So, Doug, if you would come forward?

[Visual of Douglas Bahl signing.]

DB: Yeah! Isn't this exciting? Thank you so much, Teika and Marian, for your comments. Wow, it's been a lot of work for me and Cynthia and there will be more with the entering of the metadata, but we're hoping by Christmas – crossing fingers – hoping by Christmas to be done.

It's a great opportunity. Imagine going through five hundred pictures and documents from all the different organizations. It is so amazing to see the opportunity – to see the blow-ups from one little corner of the screen, to see faces in detail. You can get there in a click and zoom in. That is exciting to me. The first MAD conference – 1885 – we looked at that picture to find Olof Hanson. I was able to see James L. Smith in blow-up (**enlargement**). That is exciting stuff. Now, the History Matters theme centered on oral history – oral interviews. Hearing people conduct those oral interviews by taping them – tape recording – with us, we're videotaping the interviews in this project. That's a very exciting portion – getting the project going with the money applied for and received by MCDHH. We want to take advantage of this renaissance audience including the three folks – former Minnesotans – we're going to bring out. Gerald Burstein – Bummy. Where are you? In back? Come on up and have a seat. Frank Turk – come on up. And finally, Mel Carter – please come up. While they're here, I want you to have the opportunity to see and hear their perspectives on Minnesota's history; their part in Minnesota history. This is being filmed so we're taking great advantage of this opportunity.

[Interview time 44:00:27]

[Visual of Douglas Bahl, Frank Turk, Gerald "Bummy" Burstein, and Melvin "Mel" Carter.]

Frank, where do you want to be? This is Frank Turk. Graduate from the Faribault. Raised (**here**), left, came back – involved with YLC camp and lots of events with the school for the deaf.

Gerald Burstein – standing next to him – taught at Faribault. Also was involved with the Deaf community, Deaf organizations. We're pleased to have him here.

Mel Carter – also a former Minnesotan who taught at Faribault at the school for the deaf and at St. Paul College. It was Mel who established and taught in the first interpreter training program.

We're happy to have you here to share your experiences. Frank will begin.

[Interview time 45:32:18]

[Visual of Frank Turk signing.]

FT: The Minnesota School for the Deaf has always been, and always will be, my home. My home city. The fact is that all other residential schools for the Deaf in this country are my home as well. But this is where I came from. The responsibility is – it made me the way I am. There are three groups of people – first Minnesota the School for the Deaf (**MSD**) where I developed my basic and specific knowledge of what it is to (**be in**) the American Deaf community and how all of youth are entrusted to my care. My benefit must be their benefit – that's my own opinion. I'm grateful for the Minnesota School for the Deaf – I will be forever grateful for what I am today. Second – Gallaudet University where they taught me the grace of not depending on parents, not depending on teachers – depending on the people who you're with 24/7. Those are my peers. The most powerful influence on growth and development of a

student is always the peer group. At Gallaudet, I was looking for a teacher to help me improve my language and I raised the subject in an article. We met monthly. We had “The Buff and the Blue” publication. It turned out to be the seniors and juniors and sophomores, that group of students, who did the research on their own – and the writing. At the Minnesota School for the Deaf, we also had the opportunity – I had the opportunity – to challenge myself to develop my writing skills. I depended on the teachers and other students and we did the same thing – we would gather with that teacher for support and that’s what helped us to really take off in flight. Depending on them, that’s where the idea came from for me – OK, if I’m going to develop myself to my fullest potential – socially, physically, intellectually, in communication – communicatively, emotionally – you’ve got to have peer help. Peer teaching peers, peers influencing peers, peers encouraging peers. And that’s really where the real learning is with peers learning from peers. The acronym – SPICE (***stands for socially, physically, intellectually, communicatively, emotionally***) – in my work with youth – teaching those young people how to overcome all – where are the possibilities? Again, those three groups including Gallaudet – and finally the third – the NAD – National Association of the Deaf. Once again, I involved myself with my peers – learning from my peers. What makes people the most successful leaders? You have the obligation to be wherever you are, and wherever you are today, that’s where you come from. They had a student court and they ran it by themselves, completely and independently ran the group. That was discipline and love. It was disciplined by the coach. It was their love of me and disciplined me because I love myself. I came to accept criticism. Leaders must be able to accept criticism – it’s critical to growth. Criticism is invited, not resisted. Accept it. It’s a compliment. This person is looking at you and don’t think about ever – you have to look up to people. Let them be jealous. This person has been jealous of me. Let him be jealous. How many of you know (***Chester Dobson***)? (***He was a printing teacher.***) There were so many experiences that I had at MSAD and at Gallaudet University and at NAD through my youth that were influential for me and that have shaped my life.

[Applause.]

[Interview time 52:53:28]

[Visual of Douglas Bahl signing.]

DB: Next, we have Gerald Burstein here with us. Many of you know him as Bummy. You may either stand in your place or come forward. Either one.

[Visual of Gerald “Bummy” Burstein signing.]

GB: Good morning. I have to let you know I’m on California time. I’m still making the adjustment here. I arrived last night so – I was told by our own Doug Bahl to give some factual information, but not to preach at the group. So, I gave that some thought. I started mixing my stories – I’m in the habit, I have to say, of mixing stories from the Minnesota Academy of the Deaf, what the new word is – I’m not quite sure – but with the MAD – MSAD – the old-fashioned – the Minnesota School for the Deaf versus the Minnesota State Academy for the Deaf – I get those mixed up sometimes. You may notice today that I do have a woman voicing for me. I often have a woman’s voice. Not always, but often. There is a reason for that. I grew up – I was born deaf – and grew up oral. All of my speech teachers were women so that

is the reason that I now have to have female interpreters be my voice. So, many people in Minnesota – (I) learned (**the sign for “people” in Minnesota**) if you just saw what I was signing – the letter P (**signs the word “people” instead of the letter “P”**) – a way to form the letter P (**signs the word “people” instead of the letter “P”**) – when I was growing up – that is what I learned. When I went to Gallaudet, having grown up in Brooklyn, it was foreign to me to see how Minnesota people formed the letter P. But at Gallaudet I could spot them right away. (**I grew up in Brooklyn, U.S.A., then I went to Gallaudet University, then to Minnesota. People asked me, “How come Minnesota? How did you pick Minnesota of all places?”**)

It was when I was a senior at Gallaudet, all of my friends who were seniors had sent letters of application asking for teaching jobs primarily. I sent a letter off and got a letter back from Minnesota in February. This was in February of 1950. I thought, “February’s pretty early.” It seemed to me that I would have expected a letter in the spring. There were other schools that replied, but I decided, “Well, don’t I go and do my teaching practice there and talk to the principal at Kendall School (**I decided, “Well, why don’t I go talk to the principal at Kendall School where I was doing my teaching practice and ask him what he thought?”**) – do some teaching practice there and check out the Minnesota School for the Deaf.” What they (**he**) told me was that the Minnesota School for the Deaf was a fabulous place – a wonderful place. They said that I would use the Wings system – the Wings symbol system (**for written language comprehension**) – that would be helpful – that was the system they used at Minnesota. But I wasn’t quite satisfied with that answer so I went to see President (**Leonard M.**) Elstad and he was the former superintendent of the Minnesota school. He had become the Gallaudet president. So I asked him – I said, “Tell me a little about the school for the Deaf in Minnesota.” He said, “Yes, it is a good school,” and told me much more about it. So after hearing that from him, I was (**not yet**) satisfied. I’d gotten lots of positive feedback. I thought, “There has to be something negative. There has to be something bad about Minnesota.” So I went to see Chet Dobson, who was a printer. He had worked in the publishing area at the Minnesota School for the Deaf and had been a professor (**teacher**) at Gallaudet in printing. I asked him to be totally honest with me. He said, “Well, Minnesota people are pretty cold.” I thought, “That makes sense. There’s a lot of snow up there in Minnesota. The people would naturally be cold.” It just made sense to me. He said, “It’s a tight group there. It’s a very tight community.” I thought, “Well, that certainly is true too.” After giving that more thought, I thought, “I like a challenge.” I sent back my letter to Superintendent (**Howard M.**) Quigley and accepted. This was in February, mind you. This was in February, sent back. He replied by telegram and said, “Congratulations.” There’s a telegram in my office, in my house somewhere, but I can’t find it – but I think they’re offering you \$295 a month plus room and board. The room and board, of course, was on campus. It was a – I thought it was a really good deal. This was at \$30 a month for room and board costs.

So, I went to Faribault. I was (**stuck**) there for fifteen years. I have to say that those were my best years – the time I spent in Faribault – because you are all absolutely wonderful. I see some students here – some of my former students. You were fabulous students. You were great. The students here taught me so much about farm-related things that I had never heard of before. After learning about farming, about corn, the sign for corn (**signs the letter “I” on the index finger of the other hand**), how you grow

corn – it was fascinating. Then – you know what happened? I now know the difference between cows and horses. [Laughter.] I finally know the difference between them thanks to the students I had here in Minnesota at Faribault. Growing up in New York, we didn't have any cows around.

OK, while I was in Faribault for those fifteen years – it is a small town, I must say – I got to know so many people in town. What I learned from Faribault itself and from the school – I learned to play golf because the Deaf school was the first to have a golf program available for the students. I can remember (**playing after work almost every day**,) Saturdays all day long, Sundays, walking to Shattuck School and playing golf. I remember their having basketball. I became an (**official basketball**) referee and was the referee at the School for the Deaf for basketball. Had that badge on my shoulder and the striped shirt and everything (**from the Minnesota Association of Referees**) and was the referee. It was a city league. We preferred playing against other smaller hearing high schools. There was a Bible college, as I recall, that we also played against. Every Saturday in Faribault at four o'clock sharp, we would play a game with our superintendent (**signs letter "Q" on cheek for "Quigley"**). This was at four o'clock and we were – we played squash. I swear, every week (**for 15 years**), I was beaten. I maybe won once. Mel (**Carter just**) asked (**me**) if he (**Quigley**) let you (**me**) win the last one. Let me see, was that the last game I ever played? I don't know. My point is, I owe a lot to my students, to my friends from Faribault, Minnesota. There are so many things that bring back memories. I could go on and on and list more. After school we often would have some quiet time. We did some flying (**I learned to fly**) and I finally was able to take a solo flight, I recall. I had gotten a student license and was ready. Of course, I had to do more study and had to fly more to log more hours in order to get my license to become a pilot. Unfortunately, they have never called me to become a pilot. California called me to leave the state so I was never able to become a pilot. That's another memory I have. Oh, and I remember, too, that I bought my first car. Does anyone remember the name of the car that I had? It was a – hang on – my first car was a Studebaker. It was a two-door, it was green. That car, I would (**use to**) bring (**cheerleaders**) to every football game, every basketball game, I carted students around all the time. That was a good car. It allowed us to go wherever we needed to go.

[Interview time 01:03:57:11]

If I can maybe shift to MAD. There was a convention held (**for MAD's conventions**), I attended all of the conventions for fifteen years straight. You know how I had said earlier that Minnesota was such a tight community. Well, people at that time, did not necessarily – weren't that receptive to outsiders coming in. NAD also back then was talking about the various states becoming affiliated with the national organization – the National Association of the Deaf. I really don't know much – didn't know much about NAD at that time. But we established a committee. There were three of us. It was me, Gordon Allen – you'll recall Gordon (**signs "G" on forehead for "Gordon"**) Allen from this community – he had been a leader for many, many years in Minnesota. The third person was a teacher in Faribault – Herbert Sellner. It was the three of us – Herbert advocated for us to become an affiliated chapter with NAD. (**I was neutral**.) Gordon was the one who was a littler reluctant about joining NAD because Minnesota had been such a tight community. So we weren't sure – I mean, we talked about this for hours on end. It seemed like days and days. I thought it seemed like a pretty good idea (**but I was pretty neutral**). Herbert was in favor of it. Gordon was a little reluctant. Finally, we came to an agreement to support the

affiliation with the national organization – NAD. So they came to the MAD conference and there was (**not**) lots of hot discussion about that once we brought that idea to them (**because they listened to Gordon**). I remember Gordon being at the forefront of that discussion. Finally, the Minnesota association voted to accept the affiliation and the rest is history. Gordon and I had been great friends. I'm trying to think of what other states joined. There was someone named Ted Griffing (**signs letter "G" down face for "Griffing"**). The last name was – another well-known person. This was someone from Oklahoma who also was supporting the affiliation with NAD. It was Gordon's good friend who helped support his idea (**and they were racing to see who was first to join**). So it turned out Minnesota was the first state to affiliate with NAD (**by a few hours**) and Oklahoma was the second state. So we were first.

In 1950 was when I arrived in Minnesota. That was the last year for the military uniforms at the school. I did see some drills with military uniforms but that did not continue. They also had a women's drum corps – was anybody here in the audience in the women's drum corps? Yes, there is somebody back here who was. Right. Do you remember there was a drum corps? It was all women. They would come to the basketball games, go to basketball (**state**) tournaments. They would travel with the team because of the significance of drumming, of course. There would be people we would see who actually would be in tears – they would be inspired by the drumming. Do you remember that, Frank? You do, don't you? Yeah.

I learned a lot, not only from the students, but from the Deaf leaders in Minnesota. If I can just name a few. Of course, Gordon Allen who I've already mentioned. Another is Leo Latz and his son happens to be here sitting in the front row as one of the team of interpreters. Rubin is here with us today. Good to see you again, Rubin. Certainly there are many, many other people I could name if we had time.

I always enjoy coming back to Minnesota. I have been back a few times. In 1989, I came back for the MADC (**fingerspells "MAD"**) conference and the event at Thompson Hall. I was back again in 1991 as a speaker at MADC's 75th anniversary. I am hoping to come back soon to give a parliamentary procedure workshop but unfortunately I was not invited. I was disappointed about that. I learned about parliamentary procedure from people here in Minnesota – from my experience here. I became a certified professional parliamentarian – the only deaf certified parliamentarian in Minnesota – in the United States – but it was Minnesota that gave me that start, that impetus.

The sad part – when I was in the leadership training program in California, I got my master's degree there. It was in 1965. In 1965, I heard that the school for the Deaf in Faribault was establishing a dean of students. They had a separate dean of boys and a dean of girls during my time. If I can remember now, the dean of girls was B.J. Lee (**Orlee**). Was that right? They called her B.J., I think. And the dean of men was Staska, if I remember right. They, then, reported directly to the superintendent. The superintendent in 1965 thought that perhaps it would be better, rather than having two separate deans, to just have one dean that reported to the superintendent. So I recall, at that time, sending off a letter. I was hoping that someone (**I**) would find that letter from wherever it is in their (**my**) home and bring it (**here**). In that letter, I asked the superintendent about the dean position. I said, "If you are indeed establishing a single position, I would be interested in applying." I got a letter in return. It was an interesting letter. What the

response was, "This will not happen today." The letter said, "We will not be able to choose you for the position of dean because you must – that person – must be able to talk on the telephone." In the **(second part of the)** letter, he said – of course, that would not happen today – "What we are looking for is somebody who has the ability to talk on the telephone so they can communicate with parents of the students. **(You must be able to communicate with the parents of the students.)**" That was in 1965.

The leadership training program, I recall, is where I had been gaining my training. From there, I was invited to teach in California. That was in '65. So then, in '66, is when I started teaching in California. I had hoped to come back to Minnesota but that just did not work out. What I had learned was, the Faribault town itself, established – I have written down what it was called – it was called the Faribault Vocational-Technical School and the person who ran that school – some of you will remember this name – the last name was Freund. You may remember his wife was from **(taught at)** the Faribault school **(in the E-something, maybe elementary, department. I knew them both.)** What I found is that they hadn't established that school **(but they were planning to)** when I was looking for work – and the timing was just off **(when they set it up they would let me know)**. **(To this day)** I have not heard back from them. I sent them a letter indicating an interest and I never, ever heard back from them. But isn't that right, Mel, that they established that school right next to the School for the Deaf. I sent off a letter of interest but never heard back. Is he still alive? Someone in the audience said that he is still alive. What about his wife? Oh, his wife has passed away. He is still alive. I'll be darned.

[Interview time 01:14:20:11]

Just to summarize, I guess would like to say – there's more and more that I could tell. But I just want to say, of all my accomplishments, and all of my achievements, and all of the awards that I may have gotten over time, I would have to say are because of my experience in Faribault. I remember in 1986 – is that right – I wonder if I need to back up here – OK, in 1986, I flew to France. It was for Laurent Clerc and the 250th **(200th)** birthday of Laurent Clerc. At that time, I was president of the Gallaudet University Alumni Association. I flew to France to honor and to present them with a plaque that would be displayed in Clerc's hometown in France. It was wonderful there. It was wonderful to see them. They had a French national organization similar to our National Association of the Deaf. This was the national association in France. Once we had made the presentation, what I found is that French people wave their hands like this. They do not clap. They wave their hands like the Deaf community does. So I was there through the weekend and on Sunday, the preacher at the local church **(the French people)** had asked me if I would make a presentation. I picked up **(some)** French sign language **(quickly)**. I was up on the stage and the topic was "The Equality of Deaf People and Hearing People." So I picked up a little bit of French sign language – signs that some of you may recognize from France but I don't know if many of you will. But anyway, when I was done with my presentation, people stood up and waved their hands. I was so impressed that these were not all deaf people, they knew that this is how you applaud for Deaf people.

(In 1988), I think right around the time of the Deaf President Now protest **(at Gallaudet University)** – **(I was invited by Frank Turk to)**, I don't know if you'll remember this, **(Frank)**, but I offered a parliamentary procedure workshop right around that time. **(One night)** I remember being around a

campfire and four of us were asked to make a presentation and just to reminiscence and tell some stories. I think I was third or fourth in line. So the first person got done with their storytelling. And the campers clapped. They applauded for the second person. Then the second presenter was done and there was applause for that person. Then it was my turn and I thought, "Let's see now. What shall I say?" I thought, "I'll tell them the story about my experience in France." So I talked about how waving the hands is a way to applaud. When I was done, instead of giving me a hand clapping for applause, it was the hand waving. (***I thought that was the end of that, but I was wrong.***)

The fall after that, I remember walking on the Gallaudet campus somewhere and some runners came by. I didn't, of course, recognize who they were. The person said, "I was at the camp you were at last year. Do you remember me? (***You did something.***)" Of course, I didn't (***remember***). I (***was worried and***) said, "What did I do? What is it that you remember?" He said, "Oh, no. It's the whole thing that you taught us about waving hands as a way of applauding for Deaf people. I learned that from you. (***It is spreading around.***) I appreciate your invention." I said, "***(I want you to know)*** I didn't invent that. I was telling the story that that is what I learned in France about the method of applause."

[Applause and hands waving.]

Thank you very much.

Back to the honor that I received from Gallaudet – the honorary doctorate degree that I received. In the audience – of course, there were many people there – there was one person who approached me and it was, guess who, Quigley – who had been the former superintendent of the (***Minnesota***) School for the Deaf. He had retired and moved to the Washington, D.C. area to work for CEASD (***Conference of Educational Administrators of Schools and Programs for the Deaf, Inc.***) – a teaching association or group (***for superintendents and administrators***). He happened to be in the audience. I did not know that. But he approached me afterwards and congratulated me. Of all the successes – I told him, "Of all the successes I've had in my life, I attribute much of my success to my experience in Faribault." So, in closing, let me say it is a pleasure to be here and I wish you all in Minnesota the best of luck.

[Applause.]

[Interview time 01:19:32:06]

[Visual of Douglas Bahl signing.]

DB: Thank you, Bummy. Great inspiration to us. Can you stay put for a few minutes? We'll have Mel.

[Visual of Melvin "Mel" Carter signing.]

MC: If you need to leave, we know you're hungry. But it's such a tough act to follow Bummy. I'm thrilled and inspired and always am by Minnesota. When I was a prep at Gallaudet, Jerry (***signs the letter "Y" on elbow for "Jerry"***) Carstens was my first pal – the bad boy of Minnesota. He was a good boy at Gallaudet. Have I got that mixed up? Backwards? Jerry told me wonderful things about Minnesota that were inspiring at that time, so when I moved later to Minnesota, I knew I was in the right place. I've got to really condense my comments here, but (***I want to say that***) MSAD is right – because MSAD is the

school for the deaf and MAD together. They are in the same word – MSAD. Great! Arriving here in Minnesota, my first impressions were that people were always moving – always moving forward. They were active – active in the community, not just at the school for the Deaf, not just at the state level, but in the communities. (***I met***) those active people. Today, now, I recognize – and I had a tear in my eye this morning, seeing someone on stage who was a child when I was there – that is goosefleshing (***raised goosebumps***) for me. This forced my wife and I to leave the campus and meet the parents and get into an organization called the Minnesota Association of Parents (***MAP***). It was (***is***) shocking to me at the time (***at this time that I still remember it***). I remember, not that the numbers are different, it's changed – the organization has changed now to MSDC or something – Minnesota Society for Deaf Children. But it is for parents – and because of that, we had to go into their homes. It wasn't part of the School for the Deaf program but it was inspiring for us to have the opportunity to get into the community – to meet people. (***I remember***) getting out to Albert Lea to meet parents. And, again, here, I say Teika – your success and your story is wonderful. Your parents (***saw deaf people, not just us, but Deaf Minnesota, and you all benefited from this***). The level of activity is just amazing to me. Just active people. But many people said, "You first need to ask Gordon (***Allen***)." "Gordon? Ask Gordon?" "Yes, you have to ask Gordon first." I asked my wife, and we were (***excited about***) going to go and look for Gordon and his wife, Myrtle. My gosh, what an awesome couple. Again, inspiration from Minnesota. Great, rich history and rich couplehood (***a wonderful history of couplehood***). Getting to Faribault, where I met the Potters – right there, they invited us to their home for dinner, Kathy and Jim. We just stayed and stayed. Wow! The Minnesota Association of the Deaf has couples! The Allens. The Moes – Lloyd and Kathy. Do you remember them? Francis Crowe and his wife. Rose Crowe, do you remember her? Oh, my gosh. Many, many couples. One in particular that you'd recognize is Jim Jones. Jim and Eldora Jones. And this year, you know what, they're still married. In California, I couldn't say the same thing about deaf couples there. The divorce rate, the divorce rate, the divorce rate, it just repeats itself. But really, couples are special. And people (***they***) always are working together. We talk about having our wives behind us. (***My wife may be behind me, or I behind her, I don't know.***) You know, before or behind (***I don't know which is bigger, but***) – we're not ashamed of each other. We get on with it. D – dedication. Loyal to all. Everything about life, dedicated to life really. I remember four things tied together – equality – tied together equally – active (***live***) is the first. Love is the second. Play (***is third***) – and fourth, sleep well. I got that from Minnesota and I still love people and I still love to play and I still have to eat and I still rest because of Minnesota. Those were the lessons. You taught Deaf people the right way to live and the equal part maybe would bring that down here and turn it into a cross. Not crossed at the top but crossed in the middle so we are all equal. Minnesota has a great impact on Deaf people in the United States. Bright, active, artistic, involved, and the last thing I want to say to you today – I'm glad that I came back because of Doug Bahl. And Myrtle (***signs letter "M" from chin to chest***) and Gordon Allen. It's like a reminder. I'm happy that (***young***) people are still coming back here. I think about you and Sharon and a reminder for Myrtle and Doug Bahl said, "Please come." It came from Myrtle. Yes, we need young people. We need you young people. Young people make the difference for your future. And young people will become older, like me.

And now I wish you and your history, and all the historians here, historians in the making, it's great (***always wonderful***) to see you again. And for each of you, I know you have your own stories to tell and

those are powerful stories. And again, I'm inspired by Bummy's and Frank's and Doug's. If we look around the room, there are more – many more inspiring stories. We have to make those known. Thank you for your time. Thank you for coming. And I thank you especially for inviting me to come back and share. I wish I could share more but later, we'll sit down and talk more. We'll have those conversations – OK?

[Applause and hands waving.]

[Interview time 01:26:51:00]

[Visual of Douglas Bahl signing.]

DB: Thank you all. History Matters! And I know you've got stories too, like Mel just said. We're starting this here and I'm sorry we're a little behind schedule. But again, I want to invite any of you who are interested – feel free to join us. Join the MADC history committee. See me or see Cynthia Weitzel. Again, thank you.

[Visual of Teika Pakalns signing.]

TP: Thank you very much. Wow, I feel inspired. Do you feel inspired, too? I see many of you saying "yes." Wonderful. Hands waving!