Thank you, Joe. And thanks to all of you for sharing time with me this morning, despite your busy schedules. It is VERY good to be here today.

I was going to get a scroll as a prop and unfurl it for effect as I gave thanks, hoping for a little laughter, but as you can see, I do not have one. The debt of gratitude I owe many of you could fill a very long scroll indeed. I will incorporate some “shout outs” throughout my presentation as acknowledgement and appreciation of this community we call Florissant Valley.

Joe’s comments are very meaningful to me. He did a great job welcoming everyone, and I add my gratitude to his. However, I do want to add my special thanks to Joe’s right now to Paul for the gift of his music. Paul, I know you rehearsed Chopin’s beautiful pieces for hours in preparation for today, and once again, your hard work paid off. To our ears, your performance was perfection. Thank you.

Annabelle, you and your family are an important part of the Florissant Valley community. Thank you for your commitment to be present at the annual announcement in April and again in August for this presentation each year. Your presence here today makes my day even more special.

Be assured that I normally maintain direct eye contact with my audience, however since this is the most important presentation of my life, and since I may become emotionally overwhelmed if I make eye contact with some of you dear people, forgive me if I stick to my script.

Now I know it is tradition to share how one finds out they have been chosen as the David L. Underwood Memorial Lecturer. In my case Mary Luebke, as the last recipient, had that duty. She had a brilliant plan, but I kept foiling it, and she had deadlines to meet. In my defense, I was on sabbatical and had also injured my knee. So, longstoryshort, I found out while sitting in a doctor’s office with a re-injured knee after cancelling on Mary once again, asking if we could just get together this semester instead. I think a hospital is the perfect place to find out about this distinctive honor. As Joe Worth said during his Underwood Lecture, the news is instantaneously overwhelming. It is difficult to process, and
I am still working on it. Mary took me out for lunch the following week for a much needed de-briefing. Thank you, Mary. If anyone is interested in the full story, just ask me sometime, and I would be happy to share.

**BRIDGE to Presentation**

Speaking of Sharing,,,,Belonging is a cornerstone of the human experience. Who doesn’t want to belong to something larger than themselves? This life we live is all about relationships and making connections.

These are my goals and intentions for this morning:

ONE: To connect with you; I want you to feel good about yourself, about the fine work you do and about belonging to the Florissant Valley community

Two: To inform and inspire you

and

Three: To leave you all with a gift that I hope you can put to good use.

To accomplish these goals, I will be talking about myself, mindsets, energy medicine and poetry in an attempt to show that cultivating connections leads to cultivating mindsets.

The first segment of my presentation is titled “Cultivating a learner’s mindset....”

Counseling and psychology faculty can tell you far better than I that mindsets are “states of mind, states of consciousness or life perspectives.” They are developed in childhood and passed down from generation to generation. However, we can always be in the process of making new connections and cultivating a growth mindset....both for ourselves and for others. Mindset is not a personality quirk; our mindset creates our whole mental world. It explains how we become optimistic or pessimistic. It shapes our goals, our attitude toward work and relationships, and how we raise our kids, ultimately predicting whether or not we will fulfill our potential.

Mary Luebke and Donna Nelson assured me that you want to learn something more about Sharon Fox during this presentation. So, I’m going to talk about myself a little bit. For example, one reason I like to use my middle initial “A” is because my middle name is Alice, after my mother.
I grew up in northwestern Wisconsin in the tiny town of Fairchild, population 527. It was a good place to grow up, and I spent most of my childhood roaming the outdoors, much of it on horseback. I return at least twice a year to spend as much time as possible with everyone you are about to see.

Since my family cannot be here today, my first “shout out” goes to them. The phrase “Shout Out” means acknowledgement, of course, and it is the title of the poem I will play at the end of this presentation, so I am calling attention to it.

Notice the words on the screen. My “mindset” was first developed through relationships with family and friends and is reflected in these words

A man by the name of David R. Hawkins has developed what he calls a map of consciousness. In his book, Power vs. Force, he describes how contemplating positive words can help shift and elevate your consciousness from a negative to a positive state of awareness. There are many important words on this screen, and if you are not interested in my photos, I invite you to simply contemplate the words.

A favorite word appears under the top photo on the left, mindfulness -- to be fully aware and present in the moment. To pay attention. The sacredness of attention is a novel concept to many students and one that is useful to have conversations about. I work on being mindful daily.

This is my mom, Alice and my younger sister, Judy – the photo was taken 3 weeks ago at the Seed Exchange Farm in Decorah, Iowa. The next day, we went on a tour of Amish farms in Harmony, MN. My mom is an avid reader and knew more about Amish culture than our tour guide. She turned 81 last month and is a wonderful example of having a growth mindset.

My Mom is a powerful role model for me, and she is talented in many ways. She is generous, wise, curious, has a wonderful sense of humor and she is humble to a fault. She continues to be an inspiration, a devoted friend, a teacher and a limitless source of strength and unconditional love. It was for my mother that I smiled for the first time, and she has kept me smiling ever since. As has everyone you see here.
I have 3 siblings, an older brother, Dennis, not pictured here, is camera shy. Under the photo of my mom and sister is another photo of Judy with her two daughters, Becky and Jenny. Under that is my younger brother, Michael with his two sons: Ryder and Reese. They are all a trip and have enriched my life beyond measure.

The relationships I have with my nephews and nieces and with Jenny’s and Becky’s children are incredibly important to me, especially since I don’t have kids of my own. This is a photo of Jenny’s son Hudson and Becky’s twins, Kaitlin and Claire and son Mason.

Being an advisor for the Phi Theta Kappa Honor Society for a decade was a very rewarding time in my career, and my mom is an excellent seamstress. How do those two things go together? Well, when I gave my mom a sack of t-shirts from 10 years of conventions, service events, seminars and the like she just whipped up this quilt for me in record time. My sister, Judy and her daughters Becky and Jenny are holding up the quilt for me and my cat, Webster to admire.

Webster was a terrific buddy and a real character. He is no longer with me so I wanted to feature him somehow in this presentation for memory’s sake. You pet owners out there know how exactly I feel.

The last photo shows two childhood friends, Jan and Mary Jo. They play a significant role in my life, and we’ve had many excellent adventures. Because of countless conversations we’ve shared, they both now use service learning in their work environments. Jan as a bank manager and Mary Jo as a school board president and coordinator of a juvenile justice rehabilitation program.
My immediate family could not be here today, but my extended library and Instructional Resources family from Flo Valley and from across the district are here along with some retirees. Once you are part of the library, you remain part of the library family. These colleagues and friends have contributed greatly to making my work here a joy. I would like to ask everyone from the Library and IR to stand so you can help me thank them, not only for their support of me, but for everything they do for all of you as well. ----- Thank you.

The spirit of David Underwood endures at Florissant Valley through the annual tradition of the David L. Underwood Memorial Lecture Award and through our campus library. Dean Underwood loved books and he also loved, understood and valued libraries. It is fitting our campus library bears his name.

STLCC Libraries have always been teaching libraries. Recent research studies provide clear evidence that library instruction has a direct and positive impact on student success and retention. This comes as no surprise to library faculty.

From the very start of the College, Dean Underwood and other forward thinking administrators established academic reference librarians as faculty. They recognized the importance of the library faculty role, both philosophically, as well as pragmatically, in promoting and participating in the mission of STLCC.

Did you know there was a Library Research Guide for the Underwood Memorial Lecture Award? This guide was developed by Kathleen Buescher-Milligan, one of our talented adjuncts. You can learn a lot about Dave Underwood and the Memorial Lecture Award through this guide.

Research Guides often have “friendly URLs” – easy to remember links, and you can always bookmark a link, but here’s the path to get to the Libraries Research and Course Guides from the college’s web site.
The easiest way to get to the Libraries wonderful web site is from the navigation link called LIBRARIES that appears in the title bar of the College’s home page. **Share this good news with your students as often as you can.** From the Library Home Page, look for the Research Guides link in the bottom left column and select it to access the guides page. Type in your key search terms at the top of the page, in this case, “underwood to” find the guide. **Keyword search results will show both research and course guides.** The course guides are developed in partnership with other faculty to elevate the quality of students’ work for a specific assignment. Tom Dieckmann, Carol Hake, Jenna Mueller, Kim Barr, Jennifer Hill, Regina Popper, and Barb Wachal are just a few of the faculty who have worked with us to create a course guide. This is a great way to embed a librarian into your class.

Back to the David L. Underwood Research Guide. The information provided here gives you a real sense of the history of the Florissant Valley campus, provides information about David Underwood, provides access to inspiring lectures, and helps you understand the importance of this wonderful tradition. I hope you all explore it when you have time.

Let’s take a quick look. You are looking at images of the guide instead of live navigation to save time. Apologies for the quality of the images. All Research Guides are organized with navigation tabs across the top of the page. Selecting the tabs take you to different areas of the guide.

**ZOOM into the Main Image on Page and then Back Out**

**ZOOM into image for Awardees....Middle Image on Right & Back Out**

Information under tabs includes the criteria for the selection of this honor and a chronological list of previous recipients with links to their lectures on dvd in the library catalog. Older lectures are available as full text .pdf files.

**ZOOM into image About Dean Underwood, Last image on right & Back Out**
One of my favorite areas on the guide is under the tab “About Dean Underwood” because here you can read a couple of his speeches and get a flavor of his wit and intelligence. The original typewritten manuscripts have been scanned as .pdf files, so you see the original notations and corrections.

Dr. Underwood's presentation, "Hiring Junior College Faculty"

This is Dave Underwood on what it takes to be a community college faculty member. His words are timeless in their wisdom and certainly pertain to our environment today and to my presentation. I recommend visiting the guide and reading his entire speech. There is also a speech he gave to students in the Honors Program in 1969 talking about getting used to be a loser and dealing with failure. He even uses the word mindset in his remarks. Dave Underwood cultivated a learner’s mindset in all his interactions, and he did so with grace and humor.

May 16, 1969

“The junior college teacher should be much more knowledgeable about teaching than other college teachers are. The lecture method, so-called, is not enough. If he is an able lecturer, or if he teaches very large classes, or if he is uncovering new knowledge faster than it can be placed into print and made available in books—then he should, by all means, lecture. But the chances are good that he is going to work with students who are not highly motivated. He is going to work with students whose parents did not attend college. He is going to work with students who have had less than exemplary academic success. It is his job, therefore, to find out how they can be taught. He must, for this reason, know of various approaches so that he can capitalize on his own strengths as a teacher and on the learning styles of his students. The junior college teacher has to be knowledgeable about such opportunities to reach his students. If he doesn’t, he will suffer frustration and anxiety of the greatest magnitude.”

Dave Underwood’s words are just as relevant today as they were in 1969.

Remembering Dave Underwood, Ron Eldringhoff’s Underwood Lecture
When Terry Freeman introduced Joe Worth as the Underwood Lecturer in 2011, he made the point that few people in the audience knew Dave Underwood. To remind us what kind of man he was, and to help us understand the significance of this unique Florissant Valley tradition, Terry read excerpts from previous Underwood Lecturers by people who knew Dave well. I would like to do the same. These are the words of Ron Eldringhoff, mathematics professor, as he remembers his friend and dean, Dave Underwood. Ron starts his lecture with a poem. Many recipients of this honor used poetry in their lectures. Terry Freeman even wrote his own. The poem Ron used on August 22, 1977 is titled Contemporary Climate. No attribution was given. The last stanza reads:

“A climate suited to the growth of fragile things is somehow lacking here.”

“When I shared this poem with Dave Underwood in the late 1960’s, during a time of national and personal unrest, he responded to me in his typical way, with that unique blend of compassion, humor, strength and understanding. He was always able to give me a sense of revitalization, this gentle, but reasonable man. In recent months, when the suffocation of fragile things seems once again upon us, I find my mind wandering back to conversations with Dave.....

There were hundreds of conversations with Dave, and I keep asking myself what he would say about the contemporary climate. I do know that he would not have ignored the situation. He dealt with problems in a straightforward manner, but always with humanity. And he had the ability to rise above pettiness and hold onto his personal integrity and his deep-rooted concerns for students and faculty. In that special ability, I think lies the key. Dave would not be giving us pat answers if he were alive today. It was as an exemplar that we learned from him. What is significant then about this annual event is not that it glorifies Dave Underwood the man, but that it serves as a rededication of this college community to the spirit of the man, the spirit of scholarship, wisdom, and human excellence.”

Like Ron, I hope my presentation today will, in some small way, enrich that spirit.

<"CULTIVATING A LEARNER’S MINDSET>
As already mentioned, mindsets are “states of mind or life perspectives” and it is VERY important for many of our students to know that Mindsets can be changed. It is even more important to believe we can help them do it.

The primary sources I have used for this presentation include the William and Flora Hewlett Foundation’s Deeper Learning Framework and Carol Dweck’s research on mindsets.

In 2010, the Hewlett Foundation’s Education Program developed The Deeper Learning Framework with key competencies that should be the products of any child’s K-16 education. The framework initially listed the five key elements you see listed here and that you are no doubt familiar with. These are the knowledge and skills that education experts and business leaders agree are essential to success in the twenty-first century. Last year, the Foundation added “develop academic mindsets” to the Deeper Learning Framework.

These four academic mindsets are listed in this presentation, although they are simply referred to as mindsets. They draw directly from seminal research on human motivation and basic psychological needs. Each one is independently associated with increased perseverance, better academic behaviors, and higher grades.

This quote is taken from a white paper titled “Academic Mindsets as a Critical Component of Deeper Learning.” The report states, “Academic mindsets are critical levers for increasing student engagement and the persistence necessary to develop the other five deeper learning competencies. Moreover, research across a range of studies suggests that educators play a key role in building positive mindsets. Students’ academic identities, attitudes and beliefs about schooling are strongly influenced by the implicit and explicit messages conveyed to students about themselves in relation to academic work.

“I belong at St. Louis Community College at Florissant Valley.
This sense of belonging, which I believe we all share, is what makes Flo Valley such a special place. We love our work and it shows. We are always in the process of trying to create a sense of belonging among our students. We know that feeling part of a community of learners is a powerful motivator. Students with a strong sense of academic belonging see themselves as members of not only a social community, but an intellectual community. They tend to interpret setbacks and difficulty in their studies as a normal part of learning, rather than as sign that they are “out of place.

Hopefully everyone in this audience shares the mindsets listed today, but it never hurts to remind ourselves of the power we have to affect students’ success, and that means all of us at every employment level. Most of you effectively change the mindsets of our students daily. I’m thinking about the work done in the Academic Support Center and by student club advisors, Emerging Scholars, College Success, the work LaRhonda Wilson, Brian Bozek, Mark Manteuffel and others do in service learning...and the work Carol Berger, Chris Stephens, Jeanne Florini, Paul Higdon, Jennifer Mederios, Rihab and many others do in global education and through interdisciplinary studies. The danger of starting to mention names is that I am leaving so many others out. I apologize. Let me try to make it up to you with this short song you may recognize, accompanied by some beautiful Flo Valley faces.

You got to see that thanks to Bill Hoffman and Mary Caldwell. My flash drive with photos from walking around campus and from scouring the library archives fell apart on July 30th. Bill Hoffman in MSET came to the rescue and was able to re-solder the pins of one piece back onto the circuit board, recovering all the data so I could give it to Mary to do her video magic. The Beatles song was only long enough for about 100 out of the 200 photos to be used so there are some important faces missing. Still, it was a great reminder. We all get by with a little help from our friends. And we all share a sense of belonging at Flo Valley. -- Now back to mindsets.....

<Mindset #2: My ability and competence grows with my effort.>
This quote by Benjamin Barber, a well-known political theorist, relates well to the topic of mindsets. "I don't divide the world into the weak and the strong, or the successes and the failures... I divide the world into learners and non-learners."

Don’t you think most people want to be perceived as learners? This quote could serve as a motivator to help students shift from a fixed to a growth mindset. Who wants to be a non-learner?

Carol Dweck is a world renowned psychology professor and has spent her career figuring out why some people give up in the face of failure while others are motivated to learn from their mistakes and improve.

Through more than three decades of research, Dweck has been figuring out answers to why some people achieve their potential while equally talented others don’t—the key, she found, isn’t ability; it’s whether you look at ability as something inherent that needs to be demonstrated or as something that can be developed.

Her book, Mindset: The New Psychology of Success has been translated into 18 languages.

Dweck has found that everyone has one of two basic mindsets: Fixed vs. Growth. She has shown that people can learn to adopt Growth Mindset beliefs and make dramatic strides in performance.

If you have the fixed mindset, you believe that your talents and abilities are set in stone—either you have them or you don’t. You must prove yourself over and over, trying to look smart and talented at all costs. This is the path of stagnation.

If you have a growth mindset, however, you know that talents can be developed and that great abilities are built over time. This is the path of opportunity—and success.
Students for whom performance is paramount want to look smart even if it means not learning a thing in the process. For them, each task is a challenge to their self-image, and each setback becomes a personal threat. So they pursue only activities at which they’re sure to shine—and avoid the sorts of experiences necessary to grow and flourish. Students with learning goals, on the other hand, take necessary risks and don’t worry about failure because each mistake becomes a chance to learn. Dweck’s insight launched a new field of educational psychology—achievement goal theory.

So, let’s look a little deeper into the Fixed vs. Growth Mindset.

This infographic was developed by Nigel Holmes, a well known graphic artist, and depicts the dichotomy between a Fixed and Growth mindset in terms of the following categories:

**Challenges:** Do you avoid challenges or embrace them?

**Obstacles:** Do you give up easily in the face of obstacles or persist in the face of setbacks?

**Effort:** Do you see effort as fruitless or as the path to mastery?

**Criticism:** Do you ignore useful criticism and give negative feedback or do you learn from criticism?

**Success of Others:** Do you feel threatened by the success of others or find lessons and inspiration in the success of others?

As far as Administrators, our Flo Valley leadership team demonstrates a growth mindset. This is another reason our campus is a good place to be. They support teachers’ learning, are responsive to honest feedback, and seek to build their skills, while offering abundant opportunities for all of us to do the same.
As far as Teachers, again we are hitting the mark; our faculty collaborate with their colleagues and leadership team. Many strive to strengthen their own practice, rather than blame others. We believe that all students can learn and succeed—and demonstrate that belief through things like the SOAR initiative, service learning, the College Success course, global education, and so much more.

I’m going to skip over parents, although they of course are critically important.

Now, as far as students: We have many who are enthusiastic, hard-working, persistent learners and take charge over their own success, but we need many more, so this is an area we can improve upon.

< Reflection Questions - >
Do you believe (deep down where beliefs live) that every learner is capable of learning and growing with enough effort, feedback, and coaching?

Do you try new things in your learning environment (even when the outcomes and results may be unknown)?

Do you accept failure as part of the learning process . . . for yourself . . . for your colleagues . . . for your students?

Reflection Questions (CONT)
Do you do regular reflection of your practices analyzing, in part, your own self-awareness statements?

Have you established a professional learning network with individuals from diverse backgrounds with differing perspectives and opinions?

How do I explicitly teach about academic mindsets?
Ask yourself this question often: How do I explicitly teach about academic mindsets and make it meaningful and authentic for my students? Have conversations about the topic, add it as a First Four Weeks strategy, use images, praise effort & processes used to achieve results, rather than talent or intelligence...these are just a few examples:

Zoom to white IMAGE – drawing of stick figures
Help students understand whether their locus of control is external or internal (things happen to me vs. I make things happen). This relates to Attribution Theory, which Dweck is credited for putting to practical use.
**Zoom – Paper Pad Image** (next to Failures)

Help students re-frame their thoughts and the language they use to express these thoughts. Help them recognize what a Fixed Mindest Voice  vs. Growth Mindset Voice sounds like. Let them know a Fixed Mindset leads to learned helplessness, while a Growth Mindset leads to success.

**ZOOM -- Famous Failures**

Talk about the value of responding to failure as an opportunity to learn from their mistakes and improve. What does it mean to fail well? Show images and talk about people who excelled because of a Growth Mindset.

**ZOOM -- The UnStuck Wall Graphic** – (under Failures)

Here’s an example of a bulletin board a teacher created to re-enforce growth-mindset practices. I was sad to see that “visit the library” is missing. What an oversight.

**Tell Students --- "Train Their Brain" -- Be explicit & intentional**

Tell Students They Can "Train Their Brain" -- Be explicit & Intentional

Here’s an example:

(have conversations about how they can prevent or fix these things)

Students, the number 1 thing that will harm your grade is having a Fixed Mindset. Let me tell you how you can shift that to a Growth mindset.

Asking for help and asking questions is strength!

Here’s a newsflash: not coming to class will harm your grade, the easiest way to fix this problem is come to class!

Overconfidence - we tend to think we know more than we actually do - give examples so they can "feel" the consequences of false confidence

What is it like to teach a student with a Fixed mindset, who refuses to ask for help, waits until the last minute to get anything done, infrequently comes to class, and is overconfident to boot? Yikes.

**Shift to Growth Mindset in Four Steps**

Tell Students They Can Shift to Growth Mindset in Four Steps

Learn how to hear your fixed mindset voice

Talk back to it with a growth mindset voice
Recognize you have a choice - you can re-frame your thoughts

Take the growth mindset path - Listen to criticism with the mindset that it is meant to help you improve and act on it

**Online Mindset Assessments from Mindworks.com**
Recently Dweck created the web site Mindset Works & software, Brainology, that aims to motivate middle and high school students to do better in all their subjects by teaching them how the brain works and how to boost their intelligence. Free, short, and useful assessments and other resources are available from this website.

ZOOM Back OUT if you zoomed in here.....

You could easily put a link to the 8 question, What’s My Mindset Assessment in your Blackboard course as a way to engage students in a conversation about mindsets.

<Mindset #3: I can succeed at this.>

Here’s Eric Shultis with one of his students. I remember seeing this young man’s work, and thinking he was very talented. I am sure he owes much of his success to countless hours of practice and to Eric’s guidance and instruction. Many of you have similar photos depicting student success stories. How many times did you praise their efforts, hard work and progress, re-enforcing a growth mindset?

ZOOM into PHOTO ON RIGHT of Mahmedein, Perkins, Fox....

I’d like to share an abbreviated success story I know a lot about. This photo was taken in Philadelphia at the 2008 International Convention of the Phi Theta Kappa Honor Society. Our student, Mahmedein Mahmedein had won an election for international office and was presiding over the convention with his officer team. He had walked a long, hard road to get to this point.

Mahmedein had many mentor at Flo Valley, and you see 3 of them here. Mahmedein came to STLCC in 2005 with a 2.6 grade point average. He had come to the States from Darfur, Sudan in 2004, failed most of his classes at the University of Pennsylvania and wound up at the Florissant Valley campus where he took a cornerstone course I was teaching called “Asking the Right Questions.” From the minute I laid eyes on Mahmede, I recognized his potential. I encouraged him to aspire to membership in Phi Theta Kappa, and I know many of you do this as well. Thank you.

From that day forward, Mahmedein and I had many conversations and still do. He loved using our library, and I often referred him to the Academic Support Center to work with Amy Brown and others to improve his writing and speech skills. Mahmedein saw value in his work. He graduated from Washington University with a 4.0 GPA., became a financial analyst for Con Agra Foods and is currently he’s in New York.
Mahmedein is an excellent example of having a growth mindset. He asks for criticism. He welcomes and embraces challenges. He has a drive for excellence and is not afraid of failure or hard work. In the face of failure or obstacles, he is eager to look for the lessons to be learned. He believes in himself and that with effort and time, he can succeed at anything he puts his mind to....I admire him, and he certainly created memorable and valuable experiences that we all shared.

The degree to which students believe they are “good” at a particular kind of task or field of study is strongly associated with academic perseverance. Research shows that self-efficacy and the belief in one’s likelihood of success are generally more predictive of academic performance than one’s actual measured ability.

It is critically important to help students understand that failure is an opportunity to learn from their mistakes.

Now, here’s a group of familiar individuals whose life’s work includes creating value for students. They have changed and are continuing to change lives in large and small ways. In turn, our students create value for us.

The photos you see of students on the right show them as Florissant Valley students five years ago on the top, the photos underneath shows them today since my relationships with them endures. Michael, Menka, Nour and Isra are all university graduates and excellent examples of students with growth mindsets. They have contributed to my mindset: This work has value for me.

As teachers, we are always in the company of people and ideas, from time and eternity. Every time we engage our students, we are further defined. This obvious interdependence exists in each of us as we move in and out of the roles of teacher and student throughout our life. It is true that a teacher never knows how far their influence extends. Aren’t they all beautiful?
Thornton Wilder’s play, Our Town was produced last April to celebrate the 300th production of the Terry M. Fischer Theater. Donna Nelson, one of our previous Underwood Lecturers, directed it. Previously, it had been directed by Art Myer in 1968 and by John Heidger in 1982.

By the way, please take advantage of the opportunity to attend the excellent theatrical productions directed by talented colleagues, often starring other talented colleagues and always featuring the excellent behind-the-scenes work of Marie McCool and “T”. If you haven’t attended yet, you are missing out – please put “attend campus plays” on your “must do” list and tell your students to do the same.

While sitting in the audience enjoying “Our Town,” the Stage Manager’s words in Act III about something eternal really struck a chord with me, and I immediately thought about “The Underwood Lecture” --- in a letter of thanks to Donna afterwards, I mentioned that I just may use it in August --- and as it turns out, I am. To create a video clip from the play with the dialogue I wanted, I used a library databases called Films on Demand, which you all have access to, of course. So here’s the Stage Manager, played by Paul Newman, talking about “something eternal” …..

I agree that there is something eternal within each of us. Everything is interconnected. I love the magic, complexity and simplicity of this. One thing always leads to another. One of my Traditional Chinese Medicine teachers told me that magic is just a shift in consciousness. If you have a growth mindset, possibilities are endless. You become aware of connections everywhere you look.

I’m going to give you an opportunity to stretch your Growth Mindset by learning something about energy medicine. This segment is called Healing is in Your Hands. This will be a lot of new information for many of you, and some of you may feel resistant to it or think I’m a little kooky…..that’s okay.
My interest in different ways of healing started 15 years ago. I was a chronic pain sufferer. As a toddler I was severely burned twice, once I tripped my grandmother while she was carrying a caldron of boiling water for canning. Two years later, I jumped into a pile of sand at a lakeside camping site, which turned out to be covering a bed of hot coals. I’ve had several concussions and a skull fracture from various accidents and suffered from daily headaches for years. I was diagnosed with chronic fatigue syndrome and fibromyalgia, which are Western names for a bundle of symptoms not fully understood. So, in 1999, I tossed all my prescription meds and started looking for other ways to feel better. Today, it’s as though none of those problems existed. I am completely pain free and much wiser for it.

I have a complete belief that we are beings of energy as well as blood, flesh and bone, and I have come to understand that the root of all physical and psychological problems begins as a result of a disruption in energy flow. Energy can become stagnant or blocked for thousands of reasons. When that happens, problems manifest over time. Here’s the good news, everyone can help themselves feel better; everyone can affect their own energy body, and it just takes your hands to do it.

<MY Teachers>

I have had many teachers, but I have spent significant amounts of time with all the people you see on the screen. When the Stage Manager in Our Town says, “People have been telling us about something eternal for Five Thousand Years, these are some of the people that represent that ancient wisdom.

One day I will retire from STLCC, and I have found the next phase of my life’s work. There is not enough time to go into the credentials and accomplishments of these individuals, but each one is extraordinary and more remarkable than the next. They have all authored books and are master teachers.

ZOOM --- white diagram below Korngold’s photo

Korngold’s diagram of West vs. East Medicine from his book, Between Heaven and Earth is widely used to compare the differing outlooks on healing, although the West is getting more inclusive all the time.
The West looks at the Body as a Machine and Health as the absence of disease. The outlook on medicine is a war on disease with the doctor as the general. Disease is the enemy, and the patient is occupied territory. The goal, then, is to eradicate symptoms and maximize performance.

The East looks at the Body as a Garden and health as integrity, adaptability and continuity. The Eastern outlook on medicine is to cultivate health with doctor and patient in partnership to improve ecological conditions. Goal is to enhance self-regulatory capacity.

<GO BACK to PHOTOS on page>

ZOOM to Photo of Efrem and Cowen, above white chart

The man next to Efrem is Stephen Cowen, a well know pediatrician and surgeon. He and Efrem met years ago and now Dr. Cowen integrates Eastern medicine into his practice. The two of them partner to give seminars during which Dr. Cowen often shares case studies – he shared one case study of premature twins. In a nutshell, this was the scenario: the babies were in distress and their vitals were plummeting; every known Western intervention had been tried, and the entire medical team thought they were going to lose them, including Dr. Cowen. As a last resort, not having any other Western intervention left to try, he taped each of the twin’s hands to the other’s chest. Within several hours, they had completely stabilized. No one but Dr. Cowen could believe it. This is a powerful example of a deeper level of healing at work. You do not always have to understand it, sometimes just doing it is good enough.

ZOOM to Photo of Stephanie Mines

What we are going to talk about now, and very quickly, is an ancient healing art called Jin Shin. Stephanie Mines is my teacher, and I have certification as a Jin Shin Tara Self Care Practitioner. There are two branches of Jin Shin: Jin Shin Jytsu and Jin Shin TARA – Stephanie Mines established the TARA approach, which is an acronym meaning Tools for Awakening Resources and Awareness. She incorporates her knowledge of resolving shock through the creative use of language, pulse listening, applied touch and self-awareness in the rediscovery of what it means to be human and in a body. Her
book, *We Are All in Shock: How Overwhelming Experiences Shatter You and What You Can Do About It* has been translated into 20 languages. You can find it in the library as both a paper and ebook.

**ZOOM into brown diagram of body map to the right of Stephanie Mines photo**

Jin Shin TARA is in the same family as acupuncture and acupressure, yet it is different. Jin Shin uses gentle touch on potent areas of the body which lie along energy pathways to balance body energy. The energy pathways in a human body descend down the front of the body and ascend up the back. The body contains 26 special energy gates on the left and right sides of the body that are mirror images of each other. These points are called the Extraordinary Meridians and have a direct relationship to the meridians of the heart, lung, stomach, kidney, bladder, spleen, and so on. Even if an organ has been removed, energetically, it is still there. When energy becomes stagnated or blocked (for a multitude of reasons), an energy gate can lock up or become restricted. When this happens, physical and/or emotional issues arises. When gentle touch is applied in a combination of points on the body, called flows, the energy pathway will clear. The effect can be profound in terms of healing, balancing and harmonizing energy flow within the body. The 26 Extraordinary Meridians develop in utero, and the points unfold or are created as the child develops in the womb. Point 1 (on the inside of both knees), is the trust point for example, and manifests when the embryo first divides. One more short story....

**<EMBRYOGENESIS Class Photo>**

In 2006, Stephanie Mines was giving a seven day class on Embryogenesis to nurses and midwives on the Big Island of Hawaii and invited me to attend. Among other things, it was a class to explore the way the 26 Extraordinary Meridians manifested in the womb. I asked her if I could bring mother who was 75 at time, and Stephanie was delighted. So we went. My mom ended up being mother to everyone in the class. I don't have time to share what a remarkable experience it was, but I want to tell you how it ended. Mom and I were staying in a hotel with a protected beach in a cove. Each morning before class, we would walk along the beach, which had a wide expanse of wet, packed sand. There were never any rocks or shells, but on the morning of our last class, we were walking along, and we both

**ZOOM TO ROCKS**
noticed there two rocks, side-by-side up ahead at the water’s edge as if they had just washed up. As we got closer, I asked my mom what she thought they looked like to be sure I was seeing right. What do they look like to you? Mother and child? A fetus? We thought so.

Now, you are not supposed to be allowed to take rocks from Hawaii to the mainland, but a Hawaiian kahuna laid his hands on them and said not to worry, just take them, they were ours. When it was time to leave the Island, we sailed right through security, and the rocks are in mom’s garden today. We call them our Universe Rocks.

**Healing is in Your Hands**

The photo here is of Mary Ino Bruemeister, Stephanie Mines’ master teacher, and the quotes below are common sayings of hers.

My hands are my destiny. And "Dis-Ease" is rooted in the attitude of FEAR (False Evidences Appearing Real)

You do not have to learn the 26 Extraordinary Meridian points to do yourself some good because there are shortcuts. The energy gates on the body map you saw earlier have a corresponding relationship to each one of your fingers. All you need to do is hold a finger or a combination of fingers to help yourself out. Think of your hands as jumper cables sending energy through your body. Healing is in Your Hands when you simply hold your fingers.

Each finger of your hand corresponds to a feeling when your energy is out of balance (worry, fear, anger, sadness, or anxiety). Each finger also correlates to 2 organ meridians in the body, and a color associated with these meridians. The detailed meaning is much more complex and broad, but you really don’t need to know much in order to help yourself feel better. What we are going to do in just a minute is go over each finger. I will ask you to hold each one while we talk about the benefit of doing so.

Let’s talk about technique first: Do me a favor, grab your thumb and hold it up for me to see….some people are holding their thumbs overhand, some have laid your thumb in your palm and wrapped your fingers around it. Both ways are correct. Whatever feels comfortable for you is the right technique. Do not squeeze or massage the finger, just gently hold it, firm but not tight. How long do you hold it? There is no set length of time, but I generally tell people to hold each finger about 3 minutes. You can hold it an hour if you like though. As you hold a finger or a combination of fingers, it is important to
breathe through your diaphragm. When pulses balance, what is called a “release” takes place; this is something you may or may not feel or be consciously aware of. If you have an involuntary sigh, a yawn or tears, that is a sign of a release. You might not be aware of anything at all, but know that you are affecting your energy body.

First Hand – Thumb (Worry)  <ZOOM INTO EACH HAND GRAPHIC>

Senior Instructional Designer Brett Boyle helped me create this hand chart. Thank you, Brett. There are many graphics out there depicting this information but none better than this, and I am not just saying that because it is my hand. You’ll notice my hand is rather red. Brett did not enhance these photos. People who know me well can attest that my hands redden with energy or heat when I start to think about or talk about this topic. Anyone can do this.

Each finger is labeled with the primary sensation or feeling, the meridians it is connected to and what kinds of problems are associated with it. For example, holding the thumb helps digestive problems since it is connected to the stomach meridian.

Humans have an innate wisdom and ability to heal or soothe themselves. When a child sucks on their thumb or another finger, they are self-soothing for a specific reason. Notice the fingers being favored, and it may tell you something about the child.

Hold the thumb when you feel the sensation of worry. The thumb is connected to the Stomach and Spleen Meridians. Holding the thumb also helps relieve stress, headaches and more.

2nd Hand – Index Finger (Fear)

Hold the index finger when you feel the sensation of fear. The index finger is connected to the kidney and bladder meridian and helps the problems you see listed here.

3rd Hand – Middle Finger (Anger)

Hold the Middle Finger when you feel the sensation of Anger. The middle finger is connected to the Liver and Gall Bladder Meridian. These meridians are associated with “letting go” – hold your middle finger if you feel a bit of road rage, and you might just find it dissolves.

4th Hand – Ring Finger (Sadness)
Hold the Ring Finger when you feel the sensation of Sadness or Grief. The ring finger is connected to the Lung and Large Intestine Meridians. Holding this finger harmonizes the nervous system, it is also good for ringing in the ears and respiratory issues.

**5th Hand – Little Finger (Pretense, Trying too Hard, over-efforting)**

Hold the Little Finger when you experience the sensation of feeling overwhelmed (you are trying too hard at everything, you are over-efforting and not getting anywhere). The little finger is connected to the Heart and Small Intestine Meridians. Holding this finger also supports the nervous system and is good for bone problems, heart issues and blood pressure.

How do you remember what each finger relates to? The memory-aid nuemonic is meant to help. Starting with the thumb, W-FAST relates to Worry, Fear, Anger, Sadness, and Trying too hard.

**6th Hand – Heel of Hand**

Lay your fingers over the Heel of your hand, this is also point 18 the Extraordinary Meridians map. This area governs our feet and controls the back of the head. It is a grounding and stabilizing area to hold for insomnia and headaches.

**7th Hand Center of Palm –**

The Center of your palm is the “Harmonizer of breath” and is connected to the Diaphragm meridian. Hold the center of your palm as a centering influence and to relieve nausea. An excellent way to hold this area is to fold your hands in prayer posture, either with fingers open or folded

A good total self-care routine is to release all the fingers on one hand or both hands, followed by the the heel of your hand and the center of your palm.

You can also hold a combination of fingers. I wish we had more time.
For example: Worry/Fear – hold the thumb of one hand, overhand....stick the index finger of the overhand holding hand out and grab it with the fingers of the thumb hand. – Use for me: Dentist - cleared panic/anxiety

**Main Central Vertical Flow**

We do not have time to go over this flow, but you will get a handout with these step-by-step directions on one side and the hand map on the other. The Main Central Vertical Flow is one of the most important flows in Jin Shin as a self-help process to harmonize the descending and ascending energy flow within the entire body. It is very powerful, and I hope you try it out. People use it to fall asleep and also to start the day.

**Poetry – Wordsworth Quote**

We have been cultivating connections this morning and have traveled from mindsets, to plays, to something eternal and energy medicine. We will end with poetry. In Lyrical Ballads, Wordsworth puts a question to himself: What is a poet? Then he replies: "He is a man speaking to men; a man endowed with more lively sensibility, more enthusiasm and tenderness, who has a greater knowledge of human nature, and a more comprehensive soul, than are supposed to be common among mankind". Poetry humanizes mankind. "Poetry's object is truth, not individual and local, but general and universal. Poetry is the breath and finer spirit of all knowledge; the objects of the poet's thoughts are everywhere covering the vast empire of human society. As a result, the reader of poetry must necessarily be in some degree enlightened, and his affections strengthened. Poetry is the first and last of all knowledge - it is as immortal as the heart of man."

**Sekou Sundiata –**

Wordsworth's words describe Sekou Sundiata, a talented African American poet, playwright, musician and professor. He was a spoken word poet and did not publish his poetry in writing, although he produced two cds of his poetry, Longstoryshort and Blue Oneness of Being. I first met him in 2000 at the Dodge Poetry Festival in Waterloo, New Jersey, and the last time we talked was at the same event in October 2006. I could see he was ill. He died in July 2007 of
kidney failure. His poem, Shout Out, is a recognition of all things past and present. It is an acknowledgement of the eternal and the everyday, of healing and of you.

Blue Screen of Water Web –

Wordsworth says the reader (or in this case, listener of poetry) needs to have their “affections strengthend.” Before we listen to Sekou’s poem, I’m going to give you one more Jin Shin hold that will do just that. There is a point on the Extraordinary Meridians called the “Mother Point” and placing your hands on it actually produces small quantities of the hormone oxytocin, otherwise known as the bonding or love hormone. Place both hands at the top of your chest, above the breast, and breathe through your diaphragm. This is a great area to hold for relaxation. If you close your eyes, while holding the Mother Point as you listen to this poem, you’ll hear better. The poem is about 2.5 minutes long. Please enjoy Sekou performing “Shout Out.”

PLAY SHOUT OUT – Blue Screen of Water Web as the Poem Plays

If I given you something you can put to use, or if you are inspired to continue cultivating mindsets, I am happy. As you leave, pick up a Mindset Bookmark and the Energy handout at the door so you can practice on yourselves. Thank you for listening; enjoy your semester.

NOTE: Re-play Help Video as people leave.....