



BBSH • In Touch

The Newsletter of The Barbara Brennan School of Healing®

Issue 10 - Summer 2002



BBSH Memories: Our 20th Year!

The Many Phases of The Barbara Brennan School of Healing

By *Barbara Brennan*

Our 20th anniversary brings up memories of how BBSH started. Here is a brief synopsis of the many phases of BBSH.

Why BBSH Is In The Form Of A School

While working for NASA from 1965-71 at the Goddard Space Flight Center near Washington D.C., I became interested in the Human Potential Movement. Dr. Martin Luther King, Jr. was marching on Washington D.C. where I lived at the time. I got involved in the Civil Rights and Women's Liberation movements. I had grown up in the country in Wisconsin where there was little social friction.



and lived in several alternative communities for a short time. I saw which aspects of them worked and which did not. There were a couple of agrarian communes in which people were trying to create a self-sufficient lifestyle. Everything was shared. A few members from the group would go into the "outer world" and work to pay for things that were not produced inside. They did this for a while and then others took their turn. The rest stayed on the farm and grew and preserved food.

None of this "romantic" idea of country life impressed me. I had already done the hard work of a farm girl...living without the luxuries of running water, an indoor toilet or central heating in the

30 degrees below zero winters! In addition to that, the problem I noticed with the communes was that while all people shared everything equally that was produced by the community, some members simply wouldn't do anything at all and still got an equal share.

I also went to several spiritual communities lead by gurus. While the spiritual energy was wonderful in meditation, there was a lack of knowledge about psychological and human interactions that would have helped the community run more smoothly. It is traditional to organize spiritual groups in a religious format, centered around one central individual. I chose to organize BBSH as a school rather than a religious organization in an attempt to avoid focus on the leader. I'm not so sure how well it worked!!!

Later, I got involved with the Pathwork. At the Pathwork Center there was more of a balance. We had a spiritual leader, Eva Pierrakos, who channeled the *Guide Lectures*, and of course, Dr. John Pierrakos, who led the community. He created and taught Core Energetics and was involved in research. Bert Shaw, a New York City business "grizzly" who has a great big heart and a lot of spiritual wisdom, took care of the financial, legal and business functioning of the Pathwork. Those of us



Life in D.C. was different. I remember being on the roof of a building during the race riots. Below they were breaking windows, looting and burning Washington. Life all around me was in an upheaval. At NASA, while I loved my work and felt privileged to have my job, I was concerned about the great changes occurring all around me. I wanted to know the reasons why.

By the time the 70's rolled around, alternative communities were springing up all over the East Coast of America. I visited

The class of 2002 had rose quartz hearts cut from the same piece of crystal mined in Brazil. Here, Barbara holds her heart...a gift from her graduating students.

continued on page 4

BBSH In Touch

Issue 10 - Summer 2002

The Newsletter of The Barbara Brennan School of Healing

Barbara Brennan

PRESIDENT

Laurie Keene

Barbara Brennan School of Healing®
500 NE Spanish River Boulevard
Suite 108
Boca Raton, FL 33431-4559

561-620-8767
Fax: 561-620-9028

bbsh.office@barbarabrennan.com
www.barbarabrennan.com

Editor

PATRICIA PFOST
7162 NE Ronler Way
Hillsboro, OR 97124

503-844-7672
pfost@netstep.net

Graphic Production

IRA RATNER
561-338-9155
iraratner@barbarabrennan.com

Contributors

BARBARA BRENNAN
LAURIE KEENE
PATRICIA PFOST
LUCINDA (LINDA) KURTZ
LOVEY G. KOENIG



©2002
ALL RIGHTS RESERVED

Congratulations To Our 2002 Graduates!

Professional Studies Program

Kiromi Abe
Tokyo, Japan

Shawn L. Althausser
Philadelphia, Pennsylvania

Maki Aoyagi
Osaka, Japan

Patty Baldwin
Fairview, Pennsylvania

Kathleen Baluarte
Philadelphia, Pennsylvania

Scott D. Beininger
Montauk, New York

Ursula C. Beller
MuttENZ, Switzerland

*Roland Raymond
Berard*
Brossard, Quebec, Canada

*Sharon Sharayla
Bibb*
New Freedom, Pennsylvania

*Elizabeth
Hughes Boice*
Rochester, New York

Julia Bonafine
Cuttingsville, Vermont

*Michele Claire
Bourgeois*
Edmonton, Alberta, Canada

*Kathleen Ann
Bower*
Santa Cruz, California

Cora Brandt
Hessisch Oldendorf, Germany

Coralie Brook
Bellingham, Washington

*Sybil Hollie
Cajero Carrillo*
Santa Fe, New Mexico

*Nancy Christine
Navarra*
Sacramento, California

Alton Willis Chung
Vancouver, Washington

*Madeleine
Constantine Conger*
Baton Rouge, Louisiana

*Maria João
Loureiro da Costa*
Brussels, Belgium

Edie Crawford
Camp Verde, Arizona

*Richard Emory
Crebo*
Eugene, Oregon

Irena Derzek Cuber
Piran, Slovenia

Fabio D'Angelo
Oakland, California

Akke de Grijs
Kent, United Kingdom

Pauline M. Dixon
E. Atlantic Beach, New York

Nancy M. Doyle
Nanuet, New York

*Debra Ann
Kessling Eddy*
Plymouth, Minnesota

Pamela Ann Engelbert
Macon, Georgia

Doiores N. Fulinello
Jackson, New Jersey

Kumiko Furuno
Yokohama, Japan

Karen Anne Gernaey
Oak Brook, Illinois

Glenda Goson
Minnetonka, Minnesota

Janne K. Groner
Chapel Hill, North Carolina

Paula Hansen
Mill Valley, California

Marie Eva Harter
Lebanon, Pennsylvania

Connie Haskell
Boston, Massachusetts

Juliana Arthur Haught
Lawrence, Kansas

Sandra S. Haynes
Cedar Rapids, Iowa

Fabienne A. Heymans
Lido Beach, New York

*Rebekah Jane
Sabine Hirsch*
Hitchin, United Kingdom

Saeko Hsashiki
Tokyo, Japan

Masayo S. Kenjo
Toronto, Ontario, Canada

Michele Anna Korvath
Hampton, New Jersey

Kidetaka Itoh
Nagoya, Japan

Misa Kamiya
Kanagawa, Japan

*Karen Ann
Keller-Klein*
Sebastopol, California

Kenichi Kirihara
Saitama, Japan

Mark Francis Klein
Sebastopol, California

*JoAnne Elizabeth
Evans Koenig*
Falmouth, Massachusetts

Hedva Kor
Kfar Shmarayahu, Israel

Carolin A. Kubacki
Kandern-Feuerbach, Germany

Nijole Maciulis Ladd
Wilton, Connecticut

Hanna Laubischer
Locarno, Switzerland

Doris Ann Lehman
Gainesville, Florida

Susie Liddy
Ann Arbor, Michigan

*Nicola Margot
Lochrenberg*
Cape Town, South Africa

Gary B. MacLeod
Charlottetown, PE, Canada

Beverly Mathis
Philadelphia, Pennsylvania

Deborah Maxxola
Grants Pass, Oregon

Linda McCabe
Chicago, Illinois

Lisa McEachern
Goshen, Connecticut

*Nancy Ann
McLeighton*
Roswell, Georgia

Victoria Medicinewolf
Ranchos De Taos, New Mexico

Isabelle Moutret-Orlova
Rochester, New York

Fiona Anne Moore
Philadelphia, Pennsylvania

Amy Morton Levin
Chicago, Illinois

Brigitte Mouchet
Menlo Park, California

Kaori Nakazawa
Tokyo, Japan

Anna C. Nelson
State College, Pennsylvania

John A. Nelson
State College, Pennsylvania

Mio Kohl-Okahara
Saitama, Japan

Johannes Otter
Montpelier, Vermont

Jim Paul
Summit, New Jersey

Judith Rasoletti
Miami, Florida

Thomas Reynebeau
Oshkosh, Wisconsin

Aida Robinson
Marshall, Michigan

Karalee Rocker
Washington, D.C.

Friedrich Sagerer
Wurzburg, Germany

Kumiko Sakuma
Itami-City, Japan

Sandra Jeanne Neville
Upper Montclair, New Jersey

Pamela Jean Schlade
Minneapolis, Minnesota

Sibylle Schroeder
Stanhope, New Jersey

*Blanche Myriam
Shahbaghian*
Vancouver, British Columbia, Canada

Robert L. Shelly
Anacortes, Washington

Naomi M. Simmons
N. Providence, Rhode Island

Helen Luella Sinha
Winnipeg, Manitoba, Canada

Yuka Sahara
Kanagawa, Japan

Harouna Soumah
Crofton, Maryland

Eden St. James
New Haven, Connecticut

Lynda Marie Steele
Fort Myers, Florida

Nathalie Trapreau
Hackettstown, New Jersey

Mary-Susan M. Storey
Houston, Texas

Elvira Lidia Straus
São Paulo, Brazil

*Richard Anthony
Strilowich*
Bethel, Connecticut

Leo M. Studer
Sierre, Switzerland

Donna Jean Sullivan
N. Grosvonordale, Connecticut

Yoko Suzuki
Saitama Pref., Japan

Yuko Takeuchi
Kanagawa, Japan

*Deborah
Brackman-Tommassini*
Fairfax, California

Reva Janis Tunnell
Leicester, North Carolina

*Maria del Carmen
van den Brink A.*
Mexico City, Mexico

*Jolanta van
Dijk Pietrzak*
Boston, Massachusetts

*Julie Van
Dommelen-Brown*
Dania Beach, Florida

*Elizabeth Regina
Ewald Van Strien*
Ada, Michigan

Hans Velders
Arnhem, Netherlands

Lia Verrees
Gent, Belgium

Tuffie Vos
Landsmeer, Netherlands

Patricia Lynn Wasson
Anacortes, Washington

Becky Ann West
Mason, Ohio

Harry Nelson Wood
Knoxville, Maryland

Kyron Seth Woolf
Madison, Virginia

Tsunao Yoshida
Tokyo, Japan

Shizu Yoshimi
Tokyo, Japan

Supervisor Training Program

Franklin Bennek
New York, New York

Jonathon Bessone
Stuart, Florida

Elisabetta Cicconi
Macerata, Italy

Joyce Crum
Louisville, Kentucky

Alain Grouette
St. Coloman, Quebec, Canada

Anne Koye
Donaghadee, Ireland

Gisela Maria Koidl
Mexico City, Mexico

*Timothy
Goodrich Lowry III*
Hamilton, Montana

*Prina Taubenblatt-
Polishook*
Merion Station, Pennsylvania

*Zacahary S.
Potchinsky*
Pittsburgh, Pennsylvania

*Marcia Gunsburg-
Rockmore*
New York, New York

John Shordike
Berkeley, California

Irene Tobler
Heiden, Switzerland

HELLO EVERYONE

Class #5 was a joyous culmination of a year of creativity, self-exploration, expression and focused work. The PS1, 2 and 3 classes created end-of-year ceremonies that were loving, musical and sometimes humorous. The first year took us on Harriet Potter's journey at BBSH, while the second year shared a Healing Science Olympics. The third year had an incredible men's choir and women's choir. One song they sang was a beautiful southern hymn.

On Friday night, the PS4 students celebrated with their ceremony. It was called *Journey of the Heart*, and in it they expressed the essence of each of their four years through dance, poetry, skits and songs. Year 1 was titled *Relationship with Self—Building the Heart*. Year 2 was called *Relationship with Other*. Year 3 was called *Relationship with Spirit—Love of the Spirit*. And Year 4 was *Unity*. Reva Tunell had written a song called *The Road Less Traveled*. She sang it with several of her classmates and everyone in the audience was opened by her words.

Saturday was graduation. It was a time of laughter, tears, diplomas, congratulations, and saying goodbye. The experience of having taught the PS4 students in their first year and then handing them their diplomas four years later is always deeply moving for me. I am touched by each student's longing and by what motivated each one to go through the Professional Brennan Healing Science Program. It is a program that requires one's personal best. It asks one to step up and embrace one's whole life and full potential. It is not for the faint of heart. The rewards for taking this journey are self-love, enduring friendships, life skills, an expanded awareness of what life is, increased creativity, compassion, and the ability to help others on their healing journey.

Therefore, I am overjoyed to have witnessed their transformation over the years and I congratulate them for their courage and their desire to fully know themselves. As they bring their knowledge out into the world, may they remember the words of Shakespeare:

*And this above all,
To thine own self be true.
Then thou canst be false
To any other man.*

And now we look forward to another light-filled year at BBSH. This year marks our 20th year celebration! For those of you who will be joining us for the first time, welcome!
For those of you returning, welcome back!

And for our recent graduates, fare thee well
and come back to visit us very soon.

That is an invitation for *all* of our graduates and former students, no matter how long you've been away.

WITH LOVE,



LAURIE
KEENE

The Many Phases of BBSH

continued from page 1

who wanted to live at the Center had to do deep personal work to be clear about our intentions in wanting to live there. Some people wanted to be taken care of. That never worked.

We all had jobs to earn our own living. We all contributed to the community as well. I thought this worked much better than the communities I had checked out earlier. Of course, there were problems at the Center as in any community, but it was the best I had seen. I didn't realize it in the beginning, but all through this I was searching for a form of community that would embrace all aspects of ourselves and open the way for learning, freedom and creativity for everyone. These experiences were the seeds that were planted early on and that slowly grew into the BBSH form we have today: a school that reaches deeply into the soul and gently says, "*Come out, come out. Uncover that beautiful self and soar into the brilliance that you are through your creativity. It is time now to claim your freedom.*"

My Early Training

When I was in Washington D.C., before finding the Pathwork, I got involved in Humanistic Psychology. I joined contact groups, interaction groups, Primal Scream groups and Gestalt Therapy.

The first great organization I joined was the Edgar Cayce organization and their *Search for Truth* meetings. Then I got serious. I resigned from NASA and took a 2-year, 40 hours per week Bioenergetic Training program at the Institute for Psycho-synthesis and became a bio-energetic counselor. I also studied at Luther Rice College and became a licensed massage therapist. After training, I worked at the Community of the Whole Person. People like Elana Rubinfeld and Dr. Malcolm Brown would come and teach us. I had a full-time practice in Washington D.C., and when giving bioenergetic therapy sessions and groups, I saw the auric field around people. I saw lots of amazing auric interactions that no one could confirm for me. I saw visions of clients past lives but didn't know what to do with the information. I prayed for help to know what to do and how to handle this information in an ethical way.

Auras and Spirituality – The Pathwork

Finally, I found Dr. John Pierrakos. It was the first time someone else could see what I was seeing. It was wonderful. John and Eva had the Pathwork Center in the Catskill Mountains of New York. It was called *The Center for the Living Force* (CLF). I moved there in 1975 and stayed 9 years.

My main reason for moving was that I needed the spiritual development to know how to handle the HSP information I was getting. CLF was in its heyday when I was there. It was a beautiful 300-acre retreat center, nestled at the foot of Panther Mountain and surrounded by state forest. Forty of us were full-time residents. We drank from a spring and every winter the road would wash out at least once.

Eva Pierrakos would channel a Pathwork Lecture once a month. We would all go down to New York City (NYC) to listen to it. Eva would give "the Force" to 3 or 4 people after she channeled the lecture. In order to receive the Force, we would have to work on a particular issue and pray and meditate on it for at least a month. Then we would go up to her and she would direct her hands toward us. The energy flow was strong. I received the Force a couple of times. I remember lying in the back of our Volkswagen bus watching the stars on our 3-hour

drive back up to the mountains. It was always a blissful experience.

I trained and graduated from 5 years of Helpership Training, in which we studied the Pathwork lectures, and also from 4 years of Core Energetics training. I was in John's first group of graduates. I gave Core Energetic, Pathwork and massage sessions. I administrated and ran intensives and Core classes. I used a pendulum to measure the chakras of everyone who took an intensive. I did it before and after they took their intensives.

During the 9 years in which I did this I measured thousands of people's chakras and learned a lot about chakras and how they change with personal process. One of the teachers who taught me how to run a Core class was a NYC ballerina. She taught me how to interpret the lectures into movement and how to follow the flow of energy in a group of people. It was important to always wait until the energy was changing before giving the next command. I gave Core classes for many years. To give a Core class, I would study 6-8 Pathwork lectures and interpret them into a 2-hour movement class.

I made friends with people that came every year to CLF from all over the world. It was a wonderful time. A group of us Pathwork helpers went to Holland 8 years in a row to give Pathwork intensives. A few years later, I went to Holland and Italy to give 5-day workshops in healing.

At the CLF, people were bursting with creativity. We had a dance group, a science committee, children's activities, and gave Pathwork intensives. Once I was on nine committees. Famous people would come up to the Center to learn spiritual truths. I remember lying under the grand piano as Lee Hoibe, a Carnegie Hall concert pianist, played Liszt, Rachmaninoff and Beethoven. Jason Robards came. So did Peter Boyle, who played Frankenstein in *Young Frankenstein*. (He is now on the sitcom *Everyone Loves Raymond*.) Peter was very interested in healing and took one of my IBHS's.

A participant in the workshop said that it was very strange to look up from the healing table and see that Frankenstein was giving her a healing!

Measuring The Aura In The Lab

By 1978 I had compiled a lot of information I had gathered from my many aura observations. We did some basic experiments with the aura in the Science Committee which I headed. I was also involved in some experiments in a dark room with Dr. Richard Doberon. We used a photo-multiplier tube to measure low light level emissions from the body in near-ultra-violet spectral range (450 nanometers). The dark room was at the Pathwork Center.



I also did some experiments in the basement of the United Nations Building in NYC in conjunction with the Parapsychology Club of the United Nations. We tried to measure the field with a black and white Sony TV camera. To make the shades of gray that represented the aura stand out more, we used a Colorizer that turned the shades of gray into colors. We were able to pick up about one-third of the information that John P & I could see at that time. (I see a lot more now.)

We also presented a paper at the IEEE "Expo '78," a conference on subtle energy held in Boston. This paper showed other measurements with a photo-multiplier of John P's energy taken in a dark room. He was able to affect the readout very strongly. I also gave a paper there on the anatomy and physiology of the aura according to my High Sense Perception (HSP). Later, I was involved in a laser-bending experiment at Drexel University trying to prove that we could affect a laser beam. We did. (The press got involved and Drexel was embarrassed, so the whole project disappeared fast.)

Another experiment that was going on at Drexel was with a psychic. (I think his name was Peter Hurtok.) His job was to get a plant to respond to his energy and change a polygraph that was attached to the plant. It was fascinating to watch him shoot a bolt of white light out of his third eye and hit the plant with it. The plant's whole aura would explode. That made the polygraph's needle jump. He was able to do this every minute, on the minute.

From Therapist...To Healer...To Teacher

Back in NYC, I was giving healings to people as part of my therapy practice. My healing practice grew almost overnight. I never advertised my healing practice at all. It was all word of mouth. People got well and they sent their friends. In three months 50 new clients came, in addition to my already completely full therapy/helpership practice. Soon, I referred all my clients, except those who came for healings, to other practitioners.

Since so many people were interested in what I was doing, I did a 10-week course entitled *De-Mystifying the Aura* one night per week in New York City. About 40 people came. Then I taught this course in several places. Starting in 1978, I spent a couple of years doing healing and channeling workshops with Pat Rodegast, who channels a guide named Emanuel. I taught healing and she taught channeling. We had a great time working together.

This helped my channeling a great deal because I would simply watch how Emanuel and Pat interacted. Later in those workshops both Emanuel and Heyoan would answer the same question. It was interesting to see the difference in how each guide would give an answer. They always agreed but came from different points of view and gave different information.

BBSH Is Born

It was during this time that the school actually started, although that was 1978, 4 years before the date that I count as the 1982 BBSH beginning. Heyoan was, of course, present for all of it. I started on-going healing classes in NYC, but had no idea they would eventually turn into a 4-year training program. At one point, I had 6 students who also apprenticed with me in my healing practice (with the clients' consent of course).

Soon I was teaching several courses at once, as the school expanded to more years of work. I had classes in the afternoon and in the evening in NYC as well as at CLF and also classes in Bridgehampton, NY and at Seven Oaks Pathwork Center in Virginia. The classes outside of NYC met 6 weeks a year. I also had a full healing practice in NYC.

One day in NYC I checked with my receptionist to schedule an appointment with a client who really needed to see me the next week. My calendar was completely booked for the entire next year! People were dying before they could get to me. That was it for me. I decided not to take on any new clients, finish out the year and focus only on teaching healing after that.

Hands Of Light Becomes Bantam's New Age Bestseller Of 1989.

I started writing papers about the aura in order not to have to keep answering the same questions over and over to so many people. As it turned out, all of those papers became chapters in my first book, *Hands of Light*.

One of my favorite activities with my little daughter, Celia, was to paint together. I couldn't figure out what to paint so I painted the auras I was seeing. These paintings became the models for the artist who painted the pictures for *Hands of Light*. In the beginning I didn't know I was writing a book, but then after many papers, I realized I should put them into one book. It was about fifteen years' worth of information I had to compile.

Each time I wrote, I would realize I had more to put to paper. I offered my manuscript as a textbook for the classes I was teaching. It was a good process that helped me get the information clearer. I took the manuscript to publishers and twelve publishers refused to publish it. So, I took my entire life savings of \$50,000 and published *Hands of Light* myself.

When it was done I was a single mother with less than \$1,000 to my name. I made 1,000 copies and sold each one for \$50 to get my money back. A couple of stores took a few and resold them for \$90 each. In three months they were gone and I had my savings back. I published 3,000 more. They are those hard covered ones with the picture of the seventh level close on the cover. We have a few left.

A friend of mine, Jason Shulman, who had a publishing company, told me that I should take my book to publishers. I said that twelve had refused it. He said, "But now they can see what it is!"

So I did.

BBSH Grows Up

When *Hands of Light* was published by Bantam in 1988, the school swelled. That is when I decided I needed to put all of the schools together and arrange the schedule for people who came from long distances. This was a great move because it freed me up to travel.



BBSH archives: Former Dean Roseanne Farano and Teacher Marjorie Valerie

I started doing IBHS's with Roseanne Farano and Marjorie Valerie. Also, other people invited me all over the world. I was unable to go to most of the places because the school was growing so fast and becoming more rigorous. Michael Spatuzzi later joined us as the IBHS's grew bigger. Then later Laurie Keene, Marjorie and I did a lot of them. We had a great time traveling and teaching together.

I moved all of the school classes to Bridgehampton, New York...gave up my NYC office...and rented the place next door to my home for an office. Over the next several years, my administrative staff grew from 1 to 6 to 25 employees. The first was Gwynne Reese in my NYC office.

The Many Phases of BBSH

continued from page 5

Then, in East Hampton, there was Paula Stonemetz, Darlene Garafallo, Heidi Heyman, Judith Trotman and Jan Bean. Many others followed. Later in East Hampton some teachers came to help run the administration. Roseanne Farano became the first Dean of BBSH. It was a part-time job that she did from home. It was a great help, because Roseanne is a wiz at business and speaking. She taught me a lot about how to give a lecture from a stage.

Kahea Morgan became the first full-time BBSH Dean who worked in the office. She has worked in administration for about 11 years. Laurie Keene took over the office of the BBSH Dean after Kahea. She has worked for the school in administration for 10 years.

The position of BBSH Dean is a very important one. To qualify for this job, one must not only be able to be the Dean of a class, but also be able to handle complicated administrative duties. These duties include holding the overview administration of running the school, setting up the class schedules and faculty for each year, and handling student, teacher and legal issues. At this point, some of the business administration has been given to another person.

During the time of the East Hampton office, two other teachers, Chris Sarubbi and Patricia Pfost, came to East Hampton for a few years to work in the office. We used to have Deans' meetings every month, but it got to be too overwhelming. The biggest problem is that people who haven't spent much time in the office don't really have a good idea of what the detailed work is and how that affects our decision-making. We even tried having BBSH Vice Presidents who didn't live in the office area, and they did a lot of work in administration. They were Dean Ramsden, Donna Evans-Strauss, and Patricia Pfost. (VP Sherry Pae worked in East Hampton.) Although a lot was accomplished by these resourceful and dedicated people, it was just too hard on the office to have the main administrators out of the office, so we changed the structure of the administration once again.

This time we created a Board of Directors made up of people who were in-office administrators. This is the general form we have maintained for several years now. People move in and out of this board as they move in and out of in-office administration.

My teaching faculty has grown over the years from just me to a few additional teachers and some apprentices. Early on,

I hired some of the Pathwork and Core Energetic helpers I knew. Some of these teachers were Karen Borowsky, Phil Marden, Catherine Karas, Elizabeth Milenas, Richard Bachrach and Norman Traeger. Later, Roseanne Farano, Marjorie Valerie, Karen Aarons and Jason Shulman taught.

The freshmen and sophomores met at the same time 6 times a year. The juniors and seniors met 4 times a year and apprenticed 2 times a year in the freshman and sophomore classes. We quickly ran out of space and moved the school to the Radisson Hotel in Hauppauge, NY. There we had enough space for all 4 years of training to meet together. I did this because I realized that we could create a wonderful, powerful, loving vortex of healing energy. There are many other advantages to this format because we can rotate our special unit teachers through all the years of training. We also started a Teacher Training (TT) program for the graduates. It grew into a 2-year program.

When my second book, *Light Emerging*, came out, the school got 100 more freshman students than the year before. More and more international students joined the training. The Radisson hotel got to be too small and we moved to the Legends Hotel in McAfee, New Jersey, which was much bigger. There we started the Advanced Studies program with two tracks—the World Service track and the Integrative Care track. By this time, we were (and still are) using 40,000 sq. ft. of classrooms to run the school and about 400 sleeping rooms! I've been so busy since then, I haven't been able to write the other 3 books I want to write. But soon I will start writing again.



BBSH archives: Teacher Josephine Winsor supports a healing.

The Development of The Teaching Material

As the school grew, so did the material. I wrote out each Healing Science (HS) and Awakening (AK) skill in how-to-do steps. Each year we refined the skills. Many people worked on them. Each year teachers would give feedback on how to edit the skills for

clearer understanding. Chris Sarubbi and I redid all of the AK skills. It took days of work. Then Laurie Keene and Donna Evans-Strauss did a lot of work on editing and re-writing the HS skills. Each year we would produce more student handouts

In Memoriam

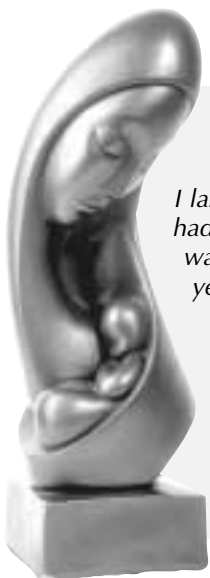
Sarah Kinsley
Class of 1997

I last saw Sarah at Barbara Swartz's memorial in June of 2001. And while she was still dealing with the cancer she had been battling for 10 years, her spirit was strong and there was an immutable light in her eyes. As we talked I was moved by both the gentleness and steadfastness that she exuded as she shared with me the last couple of years of her life.

Terry Lyons, her friend and healer, wrote to us after Sarah's passing on June 27th, 2002. She said, "Sarah was naturally warm, loving and good natured. She was devoted to the Brennan work and to journeying. She was a natural teacher, teaching all those around her. She died gracefully and with great love and joy despite her pain. We all miss her so much, although I feel her with me on another plane."

Our prayers are with Sarah's family, her friends, and all of her classmates at this time.

—Laurie Keene



explaining more about the HEF and giving more step-by-step descriptions of how to do all aspects of the work.

When Teacher Training started, we developed TT handouts on how to teach the various AK and HS skills. Eventually this material was put together in the Student Workbooks and the Teacher Manuals that give instructions on how to teach and grade each skill. We learned that we needed to teach additional things in order to prepare the student for the next level of healing techniques, such as the association between states of being and levels of the field. We developed these with Heyoan's help.

Heyoan's Work

Heyoan and the Council of Light have been leading this school since the very beginning. The guidance started years ago and has become stronger each year. All the healing techniques—except chelation, which was originated by Rosalyn Bruyere—were taught to me by Heyoan. Most of them were channeled during my 15 years of private healing practice. Heyoan also taught us new healing techniques as well as ceremonies during class time.

For example, two students who were getting divorced asked Heyoan how to let go of each other. Heyoan immediately, with their permission, gave both a channeling about it and directed them in a ceremony to let go of each other. It was very moving. Both people later told me that it worked very well.

Heyoan teaches the spiritual significance of the healing techniques as well as what the spiritual teachings are for each week, how we will react to them and what to do about them. He also teaches what issues will come up in us during the break between classes, how we will react to them, and how to handle them, as well as their spiritual significance. All these things always correspond to what is going on around the world in the same time period.

As you know, in 1998, I started publishing the channeled lectures. I decided that it is easier to digest them in the shorter form of poetic "sound bites." *Seeds of the Spirit 2002* is almost ready to go to press. I still have transcriptions dating back to 1981 that have not been published. Before that, I did not record the channeling.

The Goddess Appears

It was the last day of classes at the Seven Oaks Pathwork Center, before I had put all of the various classes together into one place in the 6-week program. I went into my normal expanded state of consciousness for a Heyoan Channeling. But instead, the energy that came through was so strong that it empowered my body to stand up, walk around the class with my eyes closed giving healings. I stopped before each member of the group. A great force of white light poured down through my body and into the student or teacher before me. It continued until everyone had received a healing. I was in an expanded state of ecstasy for some time afterward.

From then on, this Holy Healing Energy would come through me on the morning of the last day of class. At first I called it the Holy Spirit, especially when I saw the white dove come down over my head. Then it expanded and I called it Shakinna. It was very feminine so I named it the Goddess Healing. There are many stages of development of the Goddess which I will write in a book someday.

Each year something new happens. The Sacred Geometric forms built in the room each time the Goddess came. Over the years, as each new form was built out of the one that went before, a new form of healing would come forth in the school, usually in the healing demonstrations I gave in each class.

Then one year I heard that one of the students played the harp in the Atlanta Symphony Orchestra. It was Marjorie Valerie. I asked Marjorie to bring her harp to class. I kept asking, and finally, she did.

Marjorie had always played from sheet music. She was an expert at it. She had never channeled the harp before. In those years we would always open class with a crystal ceremony of the four directions. I simply asked Marjorie to play the four directions. She looked at me as if I was crazy, and asked, "What?" I repeated my request.

She centered for a moment, lifted her magic fingers to the harp, and created the most wonderful music I had ever heard. It was from Heaven. As she became more comfortable channeling the harp, I asked her to play for the Goddess Healings. From then on, I never did the Goddess without her unless she wasn't there. It was wonderful. The white light energy would come in a rush from the wall behind us. It was as large as the ballroom wall. It came rushing through us and into the student body. It would enter my body. My body would move with it, directing specific healing energy from each finger to specific parts of each student's field. It would go through Marjorie's body and the harp, and then into the student body in soft glowing light.

Marjorie always said that the harp grounded the students and helped them relax and open to the spiritual healing that was taking place. Later, I asked Roseanne to be on the stage on the other side of me to balance the energy. A white beam of light immediately came down over her. It came from above her head as far as I could see, went down through her body, then through the earth, and out as far as I could see. We did the Goddess this way for years.

When Roseanne left the school, Laurie took her place. When Marjorie left, Chris Sarubbi sat in her chair, channeling energy. Then when Chris left, Sherry Pae or Rebecca Ellens would take that seat. They continued to channel the soft feminine energies with their personal imprint that would then flow into the student body. After many years of doing this, I realized we should record the various things that happened, such as various spiritual figures and angels appearing in the room, or the Goddess marrying people and blessing babies. I have several years of these transcriptions that I will use in a future book.



BBSH archives:
A joyful teacher, Kathy Iverson

Additional Courses and Programs

Each year we develop more courses. I am sure that you all have attended some of the Healing Medicine and Disease lectures. They started long ago with Robert Semlear, M.D. (a BBSH grad) and myself. Robert would describe the many aspects of a particular disease and how to treat it from the medical perspective. I would then read the field of someone who had the disease, usually from a volunteer who was present.

Then I would describe how to work with the disease as a healer. After that I would channel Heyoan who would speak

From the Alumni Director:

“Hello Alumni!”

Welcome to all the new BBSH alumni, the class of 2002! Congratulations on your graduation and a job well done. May the gentle touch of healing and the loving community of BHS healers support you always.

As always, alumni are most welcome each class week. Our meeting is on Friday afternoons at 2:30 PM when we gather for supervision or whatever is needed in the moment. If you arrive earlier on Friday, you are welcome to attend the Heyoan Channeling at 8:30 AM. On Saturday, the Goddess Healing is at 8:30 AM and we then join the ASED group for healings. Please let me know if you plan to come.

As you will see from the articles in this newsletter, there has been a lot going on in the alumni realm of BBSH. The first Alumni Intensive week was very successful with 26 people attending (see photo). It was extremely satisfying to receive this group and have you fully participate in specialized classes as part of the school week. And what classes! Barbara and the class deans presented really exciting work. It finally feels like there is a formal place for alumni to renew and recharge your relationship with the school and with your BHS skills and practice. We hope to see many more of you next year at the 2003 Alumni Intensive that will take place during Class #5, June 3rd through the 7th.

Mark your calendars! Yay! Another new program is born.

Barbara has some very interesting alumni news in her letter. And as we are celebrating our 20th anniversary, throughout the year *BBSH In Touch* will feature short articles from alumni about how the school looked when they were students. If you have favorite stories and reminiscences about BBSH in the “olden days,” please send them to me. Old photos would also be fun.

So, as we’ve sung together on so many occasions...

“Celebrate good times! Come on!!!”

*Love,
Patricia Pfof*

Some Special Thoughts On The June 2002 Alumni Intensive:

Lucinda (Linda) Kurtz

Ann Arbor, Michigan • 1999 Graduate

A deep call to return home came to each one of the 26 alumni who arrived at the Radisson Deauville during the hot and enveloping Miami summer for the first Alumni Intensive offered by the Barbara Brennan School of Healing. We came from all parts of the U.S., from Germany, Switzerland, England, Canada, New Zealand. Representing a variety of graduating classes, we yearned to reconnect with the school, our classmates, our teachers, Barbara, and most importantly, ourselves.

Many of us were working full time as healers; many of us were still struggling to manifest our dreams.



First annual Alumni Intensive participants celebrating renewal and reconnection.

We entered into the circle of connection gingerly, touching into the same fears and anxieties we experienced as freshman students at the school. Embraced by the open-hearted tenderness of our Alumni Facilitator, Judy Krusell, and the gentle guiding vision of Patricia Pfof, we slowly allowed ourselves to come forward,

bringing our insecurities, our disappointments, our wounds into the open to heal and transform. Each day, we could feel ourselves more, connect more deeply with our colleagues, and open to the spirit within.

We were offered the most remarkable curriculum and teachers to help us in this journey of growth and flowering. Donna Evans-Strauss, Joyce Belmonte, Janice Luckenbill, Carol Day, Laurie Keene, Dean Ramsden, Lisa Van Ostrand, Donnalea Goelz, and our respected mentor, Barbara Brennan, all helped us to review key teachings of each year, and go deeper into their essential meanings. I was truly moved by the manner in which we were greeted and treated as fellow colleagues by our teachers, and I experienced an energetic shift in my own sense of self as a result of this acknowledgment and acceptance by people I so profoundly respect.

Particularly helpful for me was the session on “Tracking Energy and Consciousness” with Laurie Keene, because I had

the opportunity to play the role of the client in front of the class. Laurie and the class helped me see where I was blocking the full manifestation of my healership, and how old images and ancestral expectations were holding me back. Carol Day helped all of us further release obstructions to our creativity in her session, "Manifesting Your Vision and Longing."

By the time we were sitting around the circle on the final day of the intensive with Patricia Pfost leading us in sharing ideas for promoting ourselves as healers, the energy had shifted; we were ready to take responsibility and action for the next stage of our journey with renewed dedication and trust.

I returned home full of energy and commitment to move forward with my dream of creating a sustainable healing practice in Ann Arbor, and am using many of the ideas and inspirations that came to me during the Intensive to further this dream. I also returned with a commitment to continue my connection to the school through the Alumni Intensives, which I trust will continue each year and draw more and more of us back into creative connection with each other.

Namaste.

Lovey G. Koenig

Switzerland • 1998 Graduate

What an incredible gift I gave myself, to participate in the first Alumni Intensive at BBSH in Miami. My experience surpassed my imagination.

In the first place, it was wonderful for me to feel my own change since leaving the school 4 years ago. I felt so easy, light and happy to reconnect, to see many faces again, faces that I've missed so much, to share hugs and kisses. And even with all of the new faces, I felt so welcome and so home again. It was as if I had never left.

A great thank you to Judy Krusell, who gave her very best to make this Intensive so incredible and heartfelt for our group of graduates. I experienced this Intensive as a great support for my path as a healer. To connect with other graduates, to listen and learn from their experience and healing practices. To realize I am not the only one who goes through struggles on the path to being a healer. Not to mention the great quality of all the good teachers who were there for us, with us, leading great workshops. And it was wonderful to spend time with Barbara, and participate with the school celebration and graduation. What a treat!!!

On top of it all, I went through a major personal healing experience to take home with me. Thank you to my graduate group for being there with me, and thank you to everyone who supported this wonderful Intensive. And finally, thank you to the Ocean for making that wonderful place so rich and beautiful. I'll be there again!

*Love to all...
Lovey G.*

The Many Phases of BBSH *continued from page 7*

about the spiritual significance of the disease. Heyoan would also speak directly to the volunteer about his/her personal process, the personal origins of the health challenge and what to do about it.

After doing this for several years, I discovered that I didn't really need a client to be present for me to read the disease configuration. I could just read it out of the Universal Energy Field. Over time, the HMD developed into healing demonstrations, with teams of healers that would cover the same information.

We also had special teachers come to school, such as John Pierrakos, M.D., Bernie Siegel, M.D., Norman Shealy, M.D. and many others. Many teachers also gave lectures in the areas of their expertise as we do now. When Sherry Pae, R.N. came, with all of her experience in many areas of nursing, she started classes in Integrative Care and also took over the HMD work. We really need this more rigorous teaching about the hands-on healing/medical interface and it will continue to be developed.

Several years ago, it became clear that we had to add our own Anatomy and Physiology course so that we could include the relationship between the physical body and the HEF. Michael Spatuzzi developed and taught the first course. We could and probably will do more A&P courses to correspond to the focus of each year of training. It became clear that the teachers needed more training than they were getting in Teacher Training, so we developed the 2-year Advanced Studies Education program that was organized by Laurie Keene, Sherry Pae and Lisa Van Ostrand.

We also needed more supervisors, so we started the Supervisor Training Program (STP). Donna Evans-Strauss did most of the work to design that. It also became clear that our students were having difficulty finding personal process practitioners that understood the process of going through the school and its relationship to the HEF, so we added the Brennan Integration Practitioner (BIP) program. The AS1 & AS2 programs with 2 tracks ran for 2 years. Sherry Pae developed the Advance Studies Program, and became the first AS Dean.

We offered a specialization track in Integrative Care which Kate McPherson, R.N. headed, and a track in World Service headed by Joan MacIntosh. You may have been at school when the AS2 students presented their papers during one of the HMD meetings, showing the results of their research. I am sure that in the future, more people will be interested in Advanced Studies in these two tracks of World Service and Integrative Care.

There are now group meetings on Tuesday evenings that were formed out of special interest and need. The Medical Practitioners Group has been discussing research and the healer/medical professional interface. The new Business Group people are very excited about applying BHS to business, and now there are also new Men's Groups forming. All these groups have a faculty member who is in charge of the meeting.

Family Days

We found ways to include students' families, and this developed into the Family Days Program held during Class #4 each year. This was essential because family members are so affected by the BBSH student who is part of their family. They too go into process. Inviting the families at the same time as the Art Projects was a brilliant idea. It has developed more each time we do it. There was a request to teach healing in a special kids group. Hopefully, we will be able to find a teacher to do it.

“Ha, Ha, Ha!”

Channeled by Barbara Brennan, Class #5, 2002

Humor

It is said that humor dissolves all barriers.

It is said that humor awakens the heart and dissolves the fear.

It is said that humor puts each in alignment with the truth of his or her inner being.

For in humor is surrender.

*Surrender, in some ways, to the absurdity of the images, and so-called problems,
that each of you faces.*

*Surrender to letting go of the strong holding with which you believe you keep
yourself safe.*

Humor lightens the life field and cleanses the body.

Humor can walk with you every step of your path.

It is always inside and always all around you.

Serious Humor

*If you consider how you now experience things that you thought were so serious
ten to twenty years ago you will understand how useful humor can be. The ability
to laugh with others is a great gift. The ability not to take your self so seriously is
a great gift. The ability to take all that you experience not quite so seriously will
give you the gift of healing, for yourself and others.*

*So I would recommend, right now, that you focus on the thing that you found most
serious this week. Find it right now. Perhaps, right now you feel very serious about it,
and let's all have a good laugh. Ha ha ha ha ha ha ha ha! Just try to stop laughing.*

The magic of laughter is within you, moment to moment.

How does that serious problem feel now? Visualize yourself in the future, five to ten years.

If you look back, are you pleased that you laughed?

A moment's joy is worth so much to the soul, to the personality.

It is so easy to allow the release of that joy, of that pleasure.

*You might consider using the Sacred Practice of Laughing when you find your life, or your problems, or the
issues that need to be solved, difficult. They can be quite funny, indeed. Have you, in your life experience, found
many issues that did not get dissolved or resolved in some way? If you consider laughing about them, it will help those
that are not yet resolved be resolved, because laughter surrenders the defense into the total reality of the self, which
is so much broader than the defense.*

Consider how you look when you are in defense. Now that's a funny one. Is that your ideal portrait?

Probably not. Would you put your picture in the yearbook that way?

In your defense? Next time you are in defense, go to the mirror and have a good laugh.

Perhaps we should have a course “Laughter, One, Two, Three and Four.”

The one who finds the most things to laugh about gets the highest grade.

Consider This!

Consider how it would be, if the soldiers on both sides just had a laugh-a-thon.

Humanity's Resources

Humanity has great resources within.

Each of you here has great resources within to solve the so-called great problems of humanity.

But most of these resources are not seen or recognized because they are so simple.

How simple communion can be with the avenue of laughter.

How simple life can be with the path of laughter.

The path of awakening brings each individual

to a broader experience of self;

as more realities are included

in the tapestry of your self.

Include laughter; it is the golden thread

that holds it all together.



The Many Phases of BBSH continued from page 9

IBHS's and FBHS's

For about 15 years, I traveled 26 weeks a year doing BBSH classes, lectures and workshops. A couple of years ago, I got so busy I could no longer spend all the time I used to teaching IBHS's (11 per year).

The teachers wanted to get out there to present the work. Kahea Morgan, who is currently in charge of creating new programs, put together an entire new package for teachers who wanted to present the work to the public. This package includes standard advertisements, all of which Ira designs and produces for each workshop (including the ones in foreign languages). The package also includes how to advertise, how to set up a workshop, a CD and hard copy of slides, a general workshop outline, products that can be sold, and a BB channeling tape. Michael Mervosh came up with the name *Fundamentals of Brennan Healing Science* (FBHS).

This program includes the basics of an IBHS with whatever special interest the teacher wants to combine it with. So far in 2002, 25 FBHS workshops have been held in 11 countries over the world. They are posted on our web site and are very successful.

Our Global BBSH Alumni

Our Alumni wanted ways to stay in touch, so we developed the Alumni Program. Marcia Klam was the first Alumni Director. She had been the first Senior Class Dean and always had such a warm and welcoming space for her students. Patricia Pfost now holds the Alumni Director position, and she has organized a network of forty-five regional alumni groups around the world that now have regular meetings to share their personal and healership experiences, as well as to do community functions.

Graduates have created healing centers in which they join with other practitioners to serve their communities. Elizabeth Barrett started a free clinic that ran for three months in NYC after 9/11. Many other Brennan Healing Science (BHS) healers gave free service at ground zero. Many alumni are working in hospitals and in operating rooms. Patricia and Donna Evans-Strauss originated our newsletter, *BBSH In Touch*, that is completing its third year of publication!

Many communities around the globe wanted more information on BHS and BBSH, so we asked Kahea to develop a complete package including a CD of slides and a BB channeling tape for

informational talks that Teachers and alumni can give. This also supports the alumni in opening their private practices.

Guidelines, Policies and Standards of Practice

Being a Healing School, we also had to develop standards of practice, ethical guidelines, policies, and how to handle student and teacher issues. The Student Councils developed as a part of that need. For a while this information was published in our student handbook. Since moving to Florida, we have followed Florida State requirements and now publish this information in the BBSH catalog.

Oh No! More Financial Commitment!?

I have always been challenged by the progressively larger financial commitment required of me each year. It has always been my biggest challenge.

First it was the \$50,000 for *Hands of Light*. Then each year as the classes grew, I would have to commit more money to the places I rented. I have to make huge financial commitments to the hotel long before students or all of the teachers had agreed to come.

I remember being very afraid when I had to pay \$23,000 to Seven Oaks for the space to teach in. When I switched hotels, and the guarantee got to be in the *millions*, I would become really frightened each year. I must admit that this commitment still frightens me. I think it is because my family was so poor when I grew up. But I must stand by my truth. It still requires a lot of faith.

Our Creative Teachers

As you know, BBSH grads are very creative. So are BBSH teachers...who are all BBSH grads, of course. I'm sure you have noticed that each teacher teaches with his/her own flare and passion.

Roseanne Farano's favorite way of teaching was through story-telling. She always came up with captivating, heartfelt stories that would bring everyone to their tears.

Laurie Keene loves theater and developed a way to teach characterology through theatrical



continued on next page

Balance In The Awakening Process

Channeling from Miami, June 2002 Workshop

*In the awakening process we have
a constant balancing of love and will,
of attuning to one's own authority
through clear intention of the hara.
Step by step learning how to do it,
brings you to wholeness
in the very center of the heart,
in the sacred moment of the now.
Everyone reaches that clarity,
that sanctity, that purity within.*

*Learning, therefore, to center into your
heart is an essential step in healing.
It is balancing your ability to perceive
both that which is still in duality
with conflicting creative currents
and that which is in unity.*

*It is so easy to fall into self-judgment,
or judgments of others, to justify pain.
But it truly is not the cause of pain.
And, therefore, we work with you
holding unity and holding duality.
In fact, all of your duality,
all of your pain, all of your separation,
simply floats in universal love in unity.
It floats in the universal fields of unity;
the Divine Arms of the Beloved.*

*And so, we move back and forth with you,
exploring duality; exploring unity.
Exploring duality on the personal level,
as well as on the group level.
Exploring what you bring for healing
into this particular incarnation
both personally and as a group.
Exploring what you bring in unity,
as you learn to recognize your core essence,
the unity within you, and the gifts that you
bring both personally and as a group.*

The Many Phases of BBSH

continued from page 11

skits. The teachers playing each part go through a deep personal process.

Michael Spatuzzi would weave in deep tissue work, Chinese medicine and acupuncture.

Patricia Pfost, who was a banker and healthcare planner, introduced new teaching materials for creating a professional practice.

White Buffalo brought the teachings of the Native American Medicine Wheel.



BBSH archives:
Teacher Karl Direska.
Remember his flute
accompaniments to the
sophomore journeys?

When Karen Aarons took over the whole-class process groups, she created the Healing Vessel, and with a lot of compassion, helped students sink into their deep pain.

Dean Ramsden added the Hero's Journey into the Belly of the Beast for the year of Sophomore process work. (I love to listen to Dean read poetry, especially David Whyte. I try to sneak into class whenever I hear he is going to do it.) Dean also has the knack of traipsing off with gangs of teachers to *Star Trek*, *Star Wars* and *Austin Powers* movies.

And then there is Kahea, who was in the Coast Guard for many years. When she was Freshman Class Dean, she had a very unique way of helping students relax during their final exams. She would march into class in her uniform with a huge plastic machine gun and squirt the students with water. That gun could squirt all the way to the back of the room!

The teachers who were artists—Josephine Winsor (painter), Carol Renwick (dancer), Joanna Lester (opera singer), Joan MacIntosh (actor), Rebecca Ellens (actor), and Phyllis Lehman (artist)—developed *Art As Healing* classes by introducing artistic expression in their favorite medium into classes. That's what developed into the student art projects.

Bruce and Andes Bell taught through movement and ceremonies and created the evening ceremonies. During the time Bruce and Andes were in charge of Creative Arts and Ceremonies, a whole new aspect of healing was introduced into the school. The ceremonies were both amazing and powerful.

I remember two particular deeply moving ones that I came to. One was when the whole room was set up to bring down the Merkaba through ancient chants and ceremony. We could see it descending down into the room.

Another ceremony took place when students brought holy water from all over the world. It was used as seed water that was put into two pools in the middle area of the room. Andes was in one pool, Bruce in another. Both were seasoned performance dancers. Throughout the ceremony and to music with special colored lighting, they slowly rose in beautiful movements from the water, like flowers unfolding into the light. It was stunning.

Unfortunately, when the school moved to Florida, Bruce and Andes decided not to renew their contracts; it was just too hard to take care of their two small school-age children at such a long distance. We miss them and are very grateful for what they brought to the school.

Over the years, we have had special unit teachers come in

and teach about an area of their expertise that is important to our general curriculum. Dona Monterrelli taught a course on the unfolding reality that a baby experiences from conception through its first years. People loved it. Donna Evans-Strauss taught a course about how family habits and images are handed down generation to generation. Some of this material is now integrated into the curriculum.

The morning movement classes started long ago and change each year, according to who wants to do what. We have marshal artists of all kinds teaching various things like Tae Kwan Do, Tai Chi and Karate. Carol Day taught morning Yoga for years, and now Lisa Van Ostrand will do it with some meditation and simple Qigong charging exercises. Connie Cummings has taught Hula dancing in the morning for years.

There were other wild things we did, like the time I decided to do an experiment at a Seven Oaks class. I remember Laurie Keene was there. We were outside on the grass in the sunlight. We all stood in a nice round circle facing in. Then we all made our chakras go backwards, one at a time. Everyone in unison turned their first chakra backwards, then the second, then the third. We all were so sick by the time we started the third chakra, we couldn't go any further. We just lay face down right there on the ground for a couple of hours in the sunlight until we could walk again. We never did that one again. Don't try it!!!

Michael Spatuzzi was always into something. If it wasn't Godzilla movies, it was something else. One of his favorite things was instigating food-throwing fights in the hotel next to the one the school was held in. (We all got into it. I must admit it was fun while it lasted, but that neighboring hotel would never give us a school contract. Gee, I wonder why!?)

Michael even made me go sky diving! (Ha! Ha! Got you, Michael!)

And then there was the time when the whole sophomore teaching team was caught dancing on the conference tables on the first day we started classes at the Legends Hotel. The hotel staff (and I) stared in horror. I was sure we were going to be thrown out. But by the end of the week, they loved us.

Every hotel we have held the school in has loved us. Especially the hotel staff. They all say that we let them know how much we appreciate them. Every time we go to a different hotel, the staff from the old one wants to go with us.

By the way, someone told me that it's an Irish tradition to dance on tables to celebrate events. Now we have Sandra Stephen, full of Irish vigor. She just loves to dance! Especially on tables! You just never know when she's going to jump on a table and do an Irish Jig! There she goes again! At class #5, the whole PS2 team burst into each team room with party hats, celebrating the completion of a great year. Of course, Sandra jumped on each conference table to dance. (With a lot of laughter and encouragement from her team and the surprised other PS teams.)

The Cycling Of Teachers

I recently found out that students get overly concerned when a teacher leaves, and negative rumors fly about. They are just rumors. There are as many reasons for teachers not renewing their contacts as there are teachers.

Teachers usually do not renew their contracts because of issues such as family illness, needing more time with children, or financial considerations. Most teachers that leave are in a very good relationship with BBSH. I suppose there are a few who are disgruntled when they decide not to renew their contracts. This

usually clears up sooner or later. A few teachers have broken their contracts after one year. Usually this is because the teacher has a very powerful life issue. Then we agree to let the teacher take a year off and finish his/her contract the next year.

Teacher Trainees or ASED's who do not pass their skills do not get contracts. Since these people may be student teachers, this sometimes upsets both the TT/ASED and the students. On one or two occasions we have asked someone to leave. This has always involved serious issues that did not get resolved in a timeframe that would ensure appropriate teacher-student interactions.

Generally, teachers don't like to make teaching commitments longer than 2 years, so that is usually how long their teaching contracts are. Once an ASED2 student successfully completes his/her 3-year ASED2 contract, he/she becomes a Teacher and from then on works on a 2-year teaching contract with the school.

After Teachers finish their 2 years, they decide whether or not they want to return to teach. Some want to teach only a few years; others like to stay longer. Many take a year off after a few years of teaching and then come back. This system works well to allow people flexibility in their lives as they change. So there is a constant flow of teachers going into the faculty, out of it, and returning again.

Business & Legal Challenges

As BBSH grew, we had to deal with more and more business and personnel issues. All businesses have to deal with issues, but being a healing school on the cutting edge of energy healing, it is always a challenge. We constantly weigh issues from the spiritual, ethical, psychological, business and legal perspectives. This takes lots of time, dedication, and good old-fashioned work. This is the hardest part of running the school. Teaching is easy and the most pleasurable part, but business—wow! What a challenge!

One of those challenges was to make sure everything we did was legal. We applied for a school license many years ago in NY State. They could not find a place in their defined school systems to fit our school, so instead, they gave us an exemption.

Several years later, when applying for foreign student visas, we discovered that NY State had *withdrawn* all exemptions. It had nothing to do with us. This prompted our move to Florida.

In starting to apply for the NY school license again, we discovered we would have to change the school into a semester system, and re-register students twice a year. This would have ruined the structure of the school, so Kahea did a very detailed internet search and came up with a couple of states that could accommodate our program structure as it was, with a few changes, like the DLM's. Florida was the best place, so we moved.

We finally completed that move a few *weeks* ago—even though the office in Boca has been functioning for two years. The offices in East Hampton are under contract for sale, and this was a great undertaking. Unfortunately, we lost a lot of students in the move.

Most of us have had to work twice as much to complete the job, including letting go of employees who couldn't move and hiring new ones to take their place, as well as doing our normal work. So now, after all this, we don't have enough office space and need to find more!

In Florida, we have to reapply for our vocational/career school license each year. We also had to change our language and how the school was laid out and administered, as well as keep specific records. We had to create the DLM's. We had

to change some of our policies to match Florida State law. All this was an enormous amount of work. (Kahea Morgan, Laurie Keene and Sherry Pae did most of it.) Each year we have to go before the Florida State Board to renew our license. The paperwork we have to do for this is about 2 inches thick, and Kahea did most of the work the first year.

Starting The Barbara Brennan Center For Research and Healing

We have applied for a not-for-profit research organization that will include the following areas:

Research...that includes a resource database, efficacy studies and mechanism of transfer studies;

Fundraising...for research and scholarships;

—Education...for the public, about Brennan Healing Science;

And hopefully, in the future...clinics and outreach programs, such as Healers Without Borders.

Sherry Pae is organizing this with our not-for-profit lawyer. We decided to start with a small Board of Directors and then add people as we are ready. The beginning board members are Sherry Pae, Bonnie Brandt, Tim Lowry and myself. This board will add and change members according to Florida State and Federal law.

I will be a lifetime member. It takes between 6 weeks and 6 months to receive a not-for-profit status. However, we can seek grants as soon as we apply.

We are also forming a new BBSH Alumni Association

Our BBSH Alumni Association will include all types of graduates: Professional Studies, Advanced Studies, Brennan Integration Practitioners, Supervision Training Program graduates, and Teachers. This is the organization that can do the BHS Brochure and the Graduate Brochure.

We hope to develop Standards of Practice and Codes of Ethics for all types of Graduates. Right now, the ones we have pertain only to students and teachers presently in the school. The BBSH Alumni Association can create them with and for those Alumni who wish to be members.

Thus, there are standards for the alumni who work in the healing field. This will also probably include ongoing CEU credits given by BBSH. This is the organization that will have a website listing BBSH grads who are members in good standing according to the ethics and standards the organization creates with its members. This organization will develop the Alumni Program and strengthen the network that has been built. It can also provide BBSH with input from the alumni around the world about what is happening in their area. It will also provide an avenue for alumni to provide information and articles for the newsletter.

We are applying to become a University: BBU!

Yes, we are finally going for it! We are in the process of applying for university status in the State of Florida.

Yes, I said "university!" We are applying for a BS degree in Bioenergy-Consciousness Systems in Brennan Healing Science, as well as three MS degrees:

*MS in Bioenergy Consciousness Systems
in Integrative Care;*

*MS in Bioenergy Consciousness Systems
in World Service; and*

MS in Brennan Healing Science Education

These are the areas of the school that have been developed and are already in place. It is a matter of clarifying the credits—and probably changing the naming and wording again—to fit state and national requirements for a university. Once the university has been in place for a couple of years, we are allowed to apply for accreditation. This is a long and very complicated process that we are just beginning. Obviously, in the future, we will also be able to create other MS degrees in Bioenergy Consciousness Systems—but in what? Business? In order to have these degrees, we will have to offer general education courses that are required for all degrees. This includes courses in the humanities, English, math and science. We will be offering these courses on-line.

Students who have already completed these courses will be able to transfer a certain amount of those credits into our program. This is determined by state education laws. (Please don't ask us yet; we won't know for quite a while. We will keep you informed as this long process develops.)

So, boy, who knows what's next! What do the big H et. al. have in store for us next? It's been a long path. A good path. A challenging path.

The growth of the school has always been organic. It has been an unbelievable amount of work. Had I known what I was getting into, I just wonder...

We have gone through many cycles. More cycles will continue. They are good. They nourish us. They develop our creativity. We are renewed each cycle. All life is renewed through the natural cycles of creation. Here I am, resting on this beautiful Florida beach. Overhead, high thunder tops will soon darken the bright blue sky. The sea is churning up. Breakers roll into shore. Chaos, change, and birth. The waves carry bits of seaweed from the flotsam in the Gulf Stream. Tiny puffer fish hide in its camouflage. If you pick it up, they simply swim out to sea. How do they know which direction to go?

It is August, the time of year when at night the baby sea turtles are born. Recently we saw 50 of them erupt to the surface of the beach after hatching, digging their way up out of 2-3 feet of sand. They take a minute to get their bearing and then race, lickity-split, into the sea.

They will return years from now to lay their eggs on this very same spot!

Beautiful. Life is replenished in natural cycles. So are we.
Thanks for listening.

With love...

Barbara

Barbara's June 2002 European Lecture Tour and Workshop.



by Barbara Brennan

I had a great lecture tour in Europe. Tickets were sold out everywhere I went. We even sold standing room tickets. I gave a lecture on Global Healing in Zurich, London, Munich and Maastricht. In Antwerp I presented a *Healing the Human Heart* lecture and workshop with Laurie Keene. I got a lot of help from the European teams of grads and teachers. We had a lot of contact with the teams and really enjoyed seeing the sights with everyone. We had a great picnic lunch at Sarah Zoelly's house with the team. The food was incredible. Many people brought their favorite dish. Toan is an amazing chef! It was the best tasting, healthiest food I have ever eaten. I want to thank everyone for such a wonderful time.

We also paid a visit to the famous Emma Kunz Healing Cave located just outside Zurich. The cave is an accumulator and transmitter of different auric frequencies. There are places along a path that have the frequencies of the different chakras. Toward the back of the cave the very high frequencies of the crown chakra and above are transmitted straight down through the thick rock above. We stood in the cave as long as we were allowed to and got a great charge. Many people came and still come to this cave for healing. It was very interesting to see Emma's work. She worked with herbs and healing objects as well as geometric drawings.

My first lecture was that evening in Zurich. It was a challenge. Zurich was having an unusual heat wave and it was about 88 degrees in the lecture hall because there was no air conditioning. We opened the windows to cool it off. Unfortunately it was also the evening of the soccer match that Turkey won and the lecture hall was on one of the main squares in Zurich. At 7pm when my lecture began, all the Turks in Zurich met just below the windows of the lecture hall. They honked

their horns, yelled and screamed at the top of their lungs throughout the entire 3 hours of the lecture. Now and then we would open the windows to breathe only to have to close them because no one could hear the lecture. It still turned out to be a good lecture though. The next day we visited Lucerne. We took a ski lift to the top of the mountain and saw the beautiful country before we caught the plane to London later that day.

The London lecture was easier of course; no translation was needed and we had air conditioning. I spoke in the Friends Meeting House so the energy was wonderful when we arrived. Each time I did the lecture I developed it more. After giving the usual Human Energy Field (HEF) descriptions, I focused on the differences in the levels of the HEF that each country develops. I spoke about the dualistic split of each country and asked what the major fear of each country was. I asked what was the biggest pain; what were people ashamed of? And I asked people to consider what the country learned from its history that has become its gift to the world.

I then went on to describe traditional roots and their powerful effect of limiting the offspring of each culture/country. What then, I asked, were the unhealthy traditions that keep them in chains? As I worked through these questions with each audience, people started to go into deep pain. Many people had shame related to the past actions of their countries. In each country, people understood what their self-judgments were, what they needed to forgive and what they needed to heal. Then came the key.

Each country had a key to their healing. In Great Britain it was an identity crisis. As John Hewitt said, "When I was growing up we would look at the globe and most of it was ours. Now we are a tiny Island." Yet the British people also told me that they still carry guilt for having had power over so many peoples. With the third level of their field most developed, they ruled with a certain rational rigidity. With most of their empire gone, there is still disillusionment and the key to healing this is the heart.

Princess Diana opened the hearts of the British. She even wanted to be called the Queen of Hearts. When she died, the British were heartbroken. Yet Princess Di taught them how to open their hearts. So the key is to mourn Princess Di, keep her in their hearts, feel their gratitude for her, and re-open their hearts on a national level. To combine the brilliance of mind with their hearts is the key to their gift to the world.

I did the same thing in Munich and Maastricht. It was delightful to work in each country. In Antwerp, we had 315 people in the workshop. I started with a lecture entitled *Healing the Human Heart* and then we developed that theme throughout the workshop. It was a great experience. We announced that the school would come to Europe either this year or next. Everyone got interested and excited that we will come soon.

I look forward to going back to Europe!

Give Someone A Really Big Smile... By Giving Them This Information!

Do you know someone who could benefit from a *Fundamentals of Brennan Healing Science* workshop? Or did you ever wish you had an easy answer to the question: "What exactly is Brennan Healing Science, and how can it help me?"

Remember that to help you help *them* understand, weekend workshops are now being held worldwide... where those interested can get to know the basic principles that you've committed to. Lectures and workshops taught by BBSH® teachers, explained and demonstrated in a way that anyone can appreciate and learn from.

Visit www.barbarabrennan.com regularly for the dates and locations of these upcoming workshops, coming to cities, clients, friends and family both far and near to you.

Now *that's* something to smile about!

The Fundamentals Of Brennan Healing Science®

Weekend Workshops

