



BBSH® In Touch

The Newsletter of The Barbara Brennan School of Healing®

Issue 24-Summer 2006

Honoring Ourselves and our Work!

*Follow your dream, keep your integrity, work hard on all levels, deepen your commitment, surrender.
It will all turn out okay.*

Congratulations to all the graduates of 2006! BBSH had 77 Professional Studies graduates, 12 Advanced Studies Year 1 grads, 12 Advanced Studies in Education grads, 9 Brennan Integration Practitioner grads, and 15 grads who received our first Bachelor of Science Degrees in Brennan Healing Science.

At this point, after the summer programs, 22 additional students have now earned their B.S. degrees—that's 37! At the end of the summer, we expect 4 more, and by the end of the fall semester, an additional 4 will probably have finished their online courses, for a total of 45 B.S. degrees.

Graduation 2006 was a huge event for me. It was the completion of a long-held dream and a lot of work. It was during the very early years of teaching that my dream of creating a college began. I have so much gratitude for the people who trusted BBSH enough to go through the entire program. I feel very honored by you.

Thank you, thank you, thank you...for helping make BBSH what it is today.

To tell you the truth, on the personal level, the B.S. degree still seems a bit unreal. I can hardly feel that my life-long dream of a college that includes the energy-consciousness aspect of life has come true!

—**Barbara Brennan**
Founder & President of BBSH

I would like to share with you some of the highlights on the long road that led to BBSH's first Bachelor of Science Degrees. Looking back, I had no idea of the amount of commitment and just plain down-to-earth hard work it would take.

But first a quote. Heyoan at Class 5 this year said:

Consider the possibility of all possibilities.

*You have so many degrees of freedom
that you cannot yet imagine what they are.*

*Each will unfold in you precisely
in the exact timing that is appropriate for you.*

My Background

Here is my personal story in a nutshell:

After working my way through the first 4 years of college, I became interested in Upper Atmospheric Physics. My professor, Dr. Verner Suomi, had a grant from NASA. I asked him for an assistantship so that I could continue into graduate school to get my M.S. degree. His reply:

"Yes! I would love to have you join our group!"

I fit right in and enjoyed the research. It turned out that Professor Suomi was also on JFK's Science Advisory Board. The work was very exciting. I loved it. Among other things, I designed and made an infrared detector that flew on the Tiros II satellite. Some time ago, when in the Smithsonian Museum in Washington, DC, I saw it:

There it was—a replica of the entire satellite with the detector I had made!

After receiving my M.S. degree and doing another year of study at the University of Wisconsin, I got a job at the Goddard Space Flight Center as a research scientist. It was a wonderful job and I learned a lot. My job was to take data and compare my data with that of a satellite as it flew overhead. The purpose was to re-calibrate the satellite instrument. The best part of this job was flying on expeditions for 2 to 3 months at a time. To calibrate the satellite instrument, we had to fly over different types of earth surfaces at different sun angles and at different times of day.

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Barbara Brennan
PRESIDENT

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

561-620-8767
800-924-2564
Fax: 561-620-9028

bbsb.office@barbarabrennan.com
www.barbarabrennan.com

Editor

PATRICIA PFOST
505-955-8512
pfost@netstep.net

Graphic Design & Production

IRA RATNER
561-620-8767
iraratner@barbarabrennan.com

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2006 Graduation Address

Welcome to the friends and family members. Congratulations to the Class of 2006 for the culmination of 4 years of beautiful work.

I have been in the healing arts for a long time—depending on where you start counting, somewhere between 15 and 20 years. In that time, I've noticed a consistent pattern of 3 issues that people present. These 3 issues manifest themselves repeatedly and in different flavors or variations, depending on the individual. Even after all the work I've done on myself, I too, at times, find myself caught in these dilemmas. Hopefully, highlighting these patterns will help you remember that you have a different choice.

Spend Time Feeling Your Greatness

Spend as much time feeling your victories and how great you are as you do spending time on what you didn't do right or could have done better. If you do this, imagine how great you will feel. I truly believe that, in terms of our spiritual evolution, this is one of the most important problems that face humanity. Whether it is symptomatic of our fallen nature, or western society over-identification with achievement and success, it is a pattern in our society that we fail to see our inherent greatness. In order to uplift ourselves and others...whether we are healers, parents, lovers or friends...we must know, we must feel, our greatness. It is your birthright. No matter what issues you are still working on, no matter what you have done that might have been wrong, no matter how many times you have failed, you are still great, you are still good. It can be no other way.

In the famous poem by Marianne Williamson, she says:

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us.

*We ask ourselves, "Who am I to be brilliant, gorgeous, talented and fabulous?"
Actually, who are you not to be? You are a child of God.*

Your playing small doesn't serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you.

*We are born to make manifest the Glory of God that is within us.
It's not just in some of us, it's in everyone, and as we let our own light shine, we are giving other people permission to do the same.*

As we are liberated from our own fear, our presence automatically liberates others.

So let your light shine!

Don't give up; continue to reach for your longings.

It may take time to reach your goals in the physical world.

The difference between success and failure is often the decision to keep going. Your setbacks merely provide the roadmap to future triumphs.

Oprah Winfrey once failed as a young Baltimore news anchor and was demoted to a daytime talk show. Now, *Oprah*, with which we are all so familiar, is a \$150 million internationally syndicated program.

Lance Armstrong, diagnosed with testicular, brain and lung cancer and given less than a 50-50 chance of survival, went on to become the world's only 7-time Tour de France winner.

Al Gore, rising above the tortuous defeat in the 2000 presidential race, went on to bring an important message to humanity in the film *An Inconvenient Truth*, warning us all of the immediacy and perils of global warming.

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—by Lisa Van Ostrand '95
Advanced Studies Dean

Bachelor of Science Program

Aluvia Marlene Astrid

Spicewood, Texas

Karina Becker

London, United Kingdom

Janet M. Bell

Stelle, Illinois

Josef Beraha

Caracas, Venezuela

Susan E. Besecker

Fairfax, Virginia

Jonathan Takeda Bessone

Stuart, Florida

Mary Angela Brown

Estero, Florida

Jane Marie Burke

East Atlantic Beach, New York

Celia B. Conaway

Boca Raton, Florida

Gail Anne Ellis Corse

Eau Claire, Wisconsin

Lorilee Crawford

Bothell, Washington

Jenny Bracha Feigel

Minnetonka, Minnesota

Barbara S. Fermon

Minneapolis, Minnesota

Heather T. Ginzal

Elora, Ontario, Canada

Patricia Ugarte Silva Hoyle

Lake Worth, Florida

Mary Jane Ihasz

Danby, Vermont

Andrew (Andrzej) Jablonski

Stittsville, Ontario, Canada

Ferris Jay

Cambridgeshire, United Kingdom

Dani Lynn

Knapp-Bonham

Chandler, Arizona

Natalia Kuzyk

Trenton, New Jersey

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Miami Beach, Florida

Karina Zabner

de Milgram

Bal Harbour, Florida

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Kilauea, Hawaii

Lyni M. Nowak

Big Rapids, Michigan

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Mexico City, Mexico

Sebastian M. Polmolea

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Ira, Vermont

Hannah Esther Reich

Astoria, New York

Donna J. Rudis

Weirs Beach, New Hampshire

June D. Schamp

Dover, Delaware

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Amsterdam, The Netherlands

Sandra Sundari Smith

New Market, Tennessee

Marta Riveroll Terrazas

Mexico City, Mexico

Resa Thomason

New York, New York

Patricia WhiteBuffalo

Soquel, California

Professional Studies Program

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Sharjah, United Arab Emirates

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Weston, Florida

Melody Dawn Allen

Houston, Texas

George Bagby

St. Simons Island, Georgia

Susan E. Besecker

Fairfax, Virginia

Llyn Bjorklund

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Sarasota, Florida

Mary Angela Brown

Estero, Florida

Tania M. Buchanan

Jacksonville Beach, Florida

Nancy L. Buck

Rutland, Massachusetts

Lilli Anathal Conradt

Northumberland, United Kingdom

Kazuko Cooper

Valley Glen, California

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Laura Davidson

Ann Arbor, Michigan

Sara Tussie Dayán

Mexico City, Mexico

M'Lissa M. Dayton

Panton, Vermont

Sudha Madhuri Devi

Sharjah, United Arab Emirates

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Michel Fouré

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Maytal Grossman

Sarasota, Florida

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Ocean City, Maryland

Ila Gupta

Hopewell Junction, New York

Carol Ann Halbach

Rockford, Illinois

Margaret Mary Hamm

St. Louis, Missouri

Shirin Hedayati

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Art Hejka

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Decatur, Illinois

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St. Catharines, Ontario, Canada

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East Orange, New Jersey

Dani Lynn

Knapp-Bonham

Chandler, Arizona

Bahni Kozak

Cape May Court House, New Jersey

Teresa Levy

Annapolis, Maryland

Advanced Studies Program

Year 2

Celia B. Conaway

Boca Raton, Florida

Hilary Francine Crook

Brooklyn, New York

Thomas E. Elliott

Livingston, Montana

Martin Feijen

Lelystad, The Netherlands

Janne K. Groner

Durham, North Carolina

Melanie Ruth Hahn

Miami Beach, Florida

Shelli Kae-Stanger Nelson

Eden Prairie, Minnesota

Johannes Otter

Montpelier, Vermont

Deborah Rossow

Sag Harbor, New York

Anja Caren Thompson

Sarasota, Florida

Edward A. Thrall

Davie, Florida

Jessica Turnoff

Lake Worth, Florida

Year 1

Josef Beraha

Caracas, Venezuela

Rosamaria

Polidura Cárdenas

Mexico City, Mexico

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Wilmington, North Carolina

Cypress Celeste Garrett

Durham, North Carolina

Mala Jayshree Jham

Dubai, United Arab Emirates

Lucy T. Lynch

Jacksonville, Florida

Susan Ruth Pomeranz

Lagos, Nigeria

Esmeralda H. Robinson

Abu Dhabi, United Arab Emirates

Andréa Beatriz Tittton

Beverly, Massachusetts

Benedetta Veroni

Cagliari, Italy

Neva S. Walden

Buffalo, New York

Anna Lynn White

Lake Worth, Florida

Brennan Integration Practitioner/Supervisor Training Program

Hilary Francine Crook

Brooklyn, New York

Martin Feijen

Lelystad, The Netherlands

Misao Kamiya

Kanagawa, Japan

Deborah Rossow

Sag Harbor, New York

Harouna Soumah

Atlanta, Georgia

Steve Stroud

Wenatchee, Washington

Anja Caren Thompson

Sarasota, Florida

Laurie A. Thorp

Chapel Hill, North Carolina

Hiroko Tsukiji-Steinberg

Charlottesville, Virginia

Congratulations

to our very first Bachelor of Science Graduates... and to *all* of our many wonderful grads!

Blessings as you bring forth your unique healing into the world!



Year 4 Ceremony

—by Lynn Wood '06, Ceremony Director

G2+L=U

“Two Parts Gratitude Plus One Part Love Equals Unity”

The Saturday evening before graduation, the whole school gathers to witness and receive the ceremony presented by the graduating class. Our ceremony turned out to be a lot of fun for everyone involved.

There were so many diverse creations that evolved through the year, starting with the first ceremony committee meeting during Class 1. With so many different ideas as to what the ceremony should reflect, it was important to establish a theme that would both unify us and also allow the many different creative ideas to be heard. The original committee searched for a theme for the ceremony. The Emoto formula $G2+L=U$ (two parts gratitude plus one part love equals unity) was suggested. Some loved it and some were not too sure.

The majority wanted it, so we went with it.

I think this formula is more powerful than we can even imagine, because throughout the year during several upheavals and decisions as to what would be included in the program and who would lead the process, the waters would always calm, and unity would be restored.

The director and committee of five were responsible to see the ceremony through to completion by supporting the creative forces at work. It all went very smoothly with the help of holding Hara and working from the Emoto formula at every step.

In other words, we were in gratitude for the opportunity to express our love as individuals and as a class at each director's meeting, as well as during class week at rehearsals. The director

visited each rehearsal to express gratitude and love for the tender creative processes at work.

The rest of the class worked hard while having lots of fun during the rehearsal times. It was our intention to have each aspect of the process be a celebration of our gratitude and love.

Wearing our bright green class T-shirts with the formula on them in big white letters caused a buzz around school and helped to build the excitement for our performance.

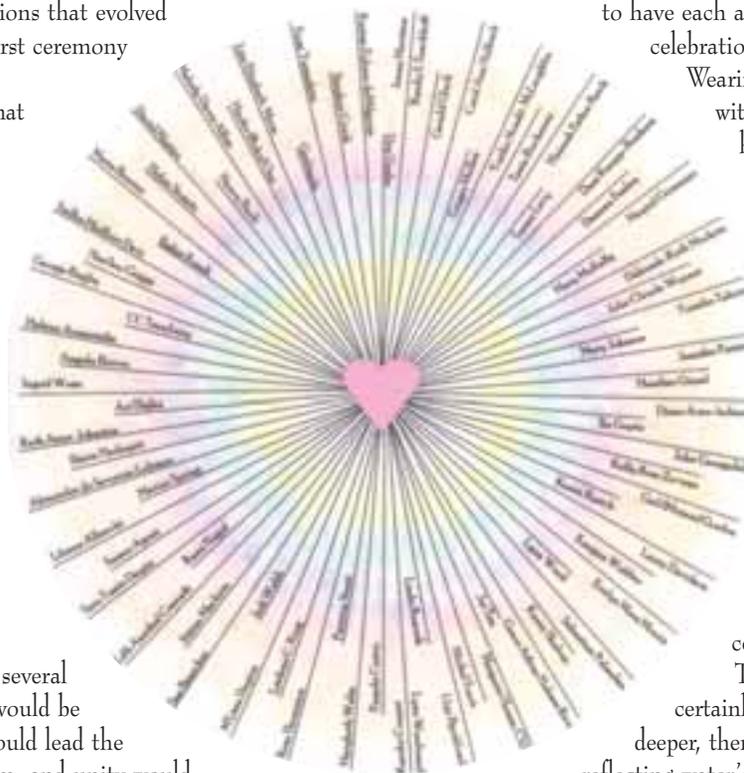
Though we were using Emoto's formula for our theme, we hadn't realized how important water was to our ceremony until our class Dean Chiyomi Yoshida brought us some water from her spiritual journal in Egypt during December. She gave it to us because she had heard that our ceremony was about water.

That was news to us, but it certainly was serendipity! Upon looking deeper, there was a pattern to our ceremony

reflecting water's ceaseless ebbs and flows, tumultuous and peaceful states. And then we realized something we already knew:

We are water, and the T-shirts we wore with the formula imprinted on them were restructuring the water within our bodies and the class body as a whole. Unity came into our final product which expressed itself as more gratitude and more love.

It was a memorable and powerful experience that we will all treasure.



Year 4 Student Projects: A Sampling

As is life, embracing one's passion comes in many forms. Each Year 4 student comes to this embrace as they explore their own personal and unique way of applying and integrating Brennan Healing Science through what is called the Year 4 Project. One of the highlights of the 4 years at BBSH, the Year 4 Project is really a *process* that begins at the end of the third year of school. It is a process of investigation and writing, with each student being personally supported by a faculty advisor who gently guides him/her through the territory of self-

discovery and the unfolding creative process.

At times, the support is technical in terms of the challenges of writing and research. At other times, the advisor supports the students in reconnecting to their passion or recognizing the images or aspects of themselves that keep them from full expression. Whatever the journey for the student, it is truly an amazing culmination of their personal work and learning at BBSH. The process each student goes through is as unique as the "final" written project that emerges.

Three years ago we began inviting students to share their projects with the BBSH community at large. This year 10 students agreed to share their projects with us during Class 5 at the HMD lectures. What follows is a sampling of the projects that were presented at class this year.

As always, I am deeply touched by what has come forth in the profound richness of this journey, and we honor each one of the Year 4 students for their presence, their work, and the gifts they offer through these projects.

—*Sherry Pae, Integrative Care Department Head*

Using Hands-On Healing Work to Tap into the Consciousness of Children with Brain Damage Resulting from Vaccination Injury

—by *Susan Macknin '06*



This paper examines the role of the Brennan Healing Science Practitioner in the clinical setting when dealing with the child with brain damage related to vaccination injuries. The focus of the study is on children who have been diagnosed with cerebral palsy and regressive autism. The paper compares the physical and energetic manifestations of brain injury with the schizoid character structure.

I am interested in learning how to use my Brennan Healing Science skills to help these children improve their communication, cognitive and motor skills so they can get their needs met and improve their quality of life. They have so much to teach us, and I want to learn how to tap into that resource.

The question on everyone's mind is, "Why don't all children who are inoculated become injured if vaccines were the causal factor in autism and CP?" If autism is a genetic disorder triggered by environmental factors, probably in combination, then there are multiple systemic weaknesses that make vaccines a hazard for vulnerable children. Children without these underlying conditions survive vaccinations without apparent effects. The same holds true for seizure disorders. In a large percentage of the children that I work with, I have seen the diagnosis of CP given after the child had been previously diagnosed with seizure disorder, which sometimes followed a vaccination. The lack of oxygen to the brain during seizure activity can cause CP, so it stands to reason that the vaccinations may also be a possible cause of CP.

It was my intention to strengthen the energy field, help to create

the sense of safety for the soul to fully incarnate, and begin to work with some of the physical limitations. The person with the schizoid character defense system will not want to completely incarnate, or bring consciousness and energy firmly into their physical body, a first chakra phenomenon. I held hara on each healing and used the schizoid healing response while in contact with these children. I worked with the first chakra by restructuring and clearing on each visit. The first chakra is related to the quantity of physical energy and will to live. It is also associated with the kinesthetic sense, which is body position, the proprioceptive sense, which is body movement, and tactile sense, which is the sense of touch. Children with CP have these senses involved in the disease process, and children with autism have these senses affected as well.

I also spent a few sessions restructuring the second and third chakras. Strengthening the three lower chakras builds a strong foundation in the body. In addition, I did a chelation and brain balancing each time. On some of the sessions I was able to do a spine cleaning. I compared the results from the 6 children in my study to those children in my daily work environment with similar diagnoses and with whom I did not do any hands-on healings. In this brief time period I have already been seeing measurable improvements in the first group of children in the areas of eye contact, vocalizations, motor functions, awareness of surroundings and responsiveness. They have been calmer, happier, and demonstrate less tantruming or hyperactive behaviors. Their other therapists and teachers report that all of them have been more cooperative in their other therapy sessions and classroom settings.

The children are our future and I would love to see us protect our future by protecting our children. It is important for us, as parents and as a society, to do whatever we can do to restore health where it has been stressed. And it is important for us, as healers, to do whatever we can do to inform the public of our abilities to help restore that balance. Brennan Healing Science is a definite and valuable option as a complementary healing modality to other approaches being implemented and can add to the wholistic care for these children, and no doubt for many others as well.

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2006 Graduation Address continued from page 2

Stephen Jobs, following his passion for calligraphy, placed a strong emphasis on graphics for the Apple computer. This later helped ensure Apple's success. Jobs said, "You can't connect the dots of your life looking forward, you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future."

You are never too old to start a particular endeavor. Never feel that you have missed an opportunity and it is forever gone.

At age 70... Benjamin Franklin helped draft the Declaration of Independence; French actress Sarah Bernhardt had a leg amputated but refused to abandon the stage; and Justice John W. Sirica heard the Watergate case.

At age 80... Jessica Tandy became the oldest Oscar recipient for her work in *Driving Miss Daisy*, and a famous Indian mystic came to America and started a spiritual movement which continues today, and went on to write over 13 books on interpreting Indian scriptures.

Take responsibility for your own actions. Balance your heart, reason and will. Never give up. You can accomplish anything.

Nurture Your Heart. Be Happy.

Laughing, being happy, is meant to be so much of our life. Laughing releases endorphins, feels good, radiates essence. As a country, we spend millions on prescription drugs each year, overlooking the coping mechanisms we naturally possess. For the most part, our bodies were designed to heal and cope for themselves. Stress of daily life affects us immensely, both physically and mentally, and laughter serves as our natural coping mechanism for the stress of normal life.

In 1964, Norman Cousins, the editor of the *Saturday Review* for over 30 years, was diagnosed with a collagen illness that attacks the connective tissues of the body. Cousins was being treated with painkillers which he realized were harmful, and this motivated him to prescribe a medication of a different sort. He hired a nurse to read him humorous stories and play Marx Brothers movies. This proved effective, and in very little time, Cousins was off of all painkillers and sleeping pills. He published his story with his claims of the benefits of laughter, but it was received with much criticism. In 1989, it was finally acknowledged in the *Journal of the American Medical Association* that laughter therapy could help improve the quality of life for patients with chronic illnesses, and that laughter has an immediate symptom-relieving effect.

Mark Twain said, "The human race has only one really effective weapon, and that's laughter. The moment it arises, all our hardnesses yield, all our irritations and resentments slip away, and a sunny spirit takes their place."

Can you imagine if laughing were our weapon of choice?

At the other end of life, when all is said and done, it is highly unlikely that we will say, "I wish I had worked harder." It is much more likely that we will say, "I wish I had loved harder, relishing each moment." For in each moment, there is the opportunity for love. Because organic life is created and sustained, love is the foundation of the world. The world is bathed in love even at the times when it seems so hard to find. You are that love. Make happiness, joy, laughter and love priorities in your life. In the end, you won't regret it.

BBSH is known as the Community of the Sacred Human Heart. So as you graduate, trust your heart, follow your heart, and nurture your heart. This is the culmination of your four years of school at BBSH. Congratulate yourself for the work that you have done since starting your journey.

Never underestimate the light and love you have become. The friendships you have formed during these trainings will be with you your entire life. With each ending there is always a beginning. And whether your next step is clear or not, always know that no matter what, you are an integral and vital part of the Barbara Brennan School of Healing sacred heart community...because your soul, your love, your light are the school.

So once again, well done to every one of you for all you have accomplished. I wish you and your family and friends many blessings and hope we will meet in the future.

Year 4 Student Projects continued from page 5



Brennan Healing Science and Integrative Manual Therapy Combined into a Physical Therapy Practice for the Relief of Chronic Low Back Pain

—by Margaret Hamm '06, CSJ, PT, MHA

For over 30 years I have had the privilege of participating in the healing profession as a physical therapist. During this time, I have been searching for the most effective means of treating chronic low back pain. I have had some success with muscle stretching, exercises, joint mobilization, ultrasound and electrical stimulation among other modalities only to realize that these are less than optimal for long-term relief of chronic low back pain. A more comprehensive approach was needed. What structures, other than muscles, joints, nerves, ligaments and tendons contribute to the painful syndrome?

My search brought me first to Integrative Manual Therapy (IMT) and then to Brennan Healing Science (BHS). Sharon (Weiselfish) Giammatteo, Ph.D., P.T., I.M.T., C., developer of IMT, emphasizes tissue repair at the cellular level for treatment of pain, dysfunction, disease and disability. IMT recognizes that we need structural integrity (healing at the cellular level) before we can achieve goals such as strength, balance and proprioception, among others. Influences of back pain identified by IMT include the leaking gut syndrome at the sigmoid colon. Giammatteo explains that the membrane wall of the colon loses its integrity and allows for excessive permeation of the liquid contents. It is known that the contents of the colon can leak onto the sacrum as well as L5, L5 disc, and the sacral plexus, causing irritation and inflammation of these structures. In turn, muscle spasms of the pelvic muscles, buttock, and proximal thigh may occur as well as spasms of the

smooth muscles of the bladder, uterus, prostate, cecum, and ureters.

Other influences of low back pain may be circulatory system dysfunctions such as decreased blood flow to the joints and soft tissues resulting in some congestion and fluid retention. The body then responds by utilizing protective mechanisms of muscle spasm and myofascial dysfunction to cope with the assault to its structures.

Utilizing the IMT approach has provided me with a better understanding of the interrelationships of the various systems within the body and has improved my client outcomes. However, there are still some cases that elude response to the IMT approaches that I have learned thus far.

Since I have been a student at the Barbara Brennan School of Healing I have begun experimenting with the effects of combining the techniques of physical therapy, IMT, and BHS while treating clients with a history of chronic low back pain. In my paper I described how five clients were treated using these combined systems resulting in successful outcomes. In one of the cases, a 34-year-old male was seen for complaint of pain down the right leg to the great toe. He reported he has had a bad back for years but recently re-injured his back and was unable to weight bear over the right leg and had difficulty walking. During strength testing he was unable to lift the great toe (strength test of the extensor hallucis longus = 0/5). His pain was in the L4 pattern with a positive straight-leg raise. IMT mapping techniques were performed and results indicated aberrant mapping in the area of L4 on the right and along the nerve root. The myofascial tissue was knotted and not gliding during movement. He rated his pain at 9/10 at worst and 3/10 at best.

His energy field was also assessed and found that he needed auric clearing and charging. His Hara was shifted to the left and not connected between the tan tien and soul seat while the soul seat to the ID point was in alignment.

Initially, IMT techniques were utilized but these did not alter the strength of the extensor hallucis longus. Then a chelation was performed to clear and charge the auric field and then "spiritual surgery" was initiated. Following this treatment, the extensor hallucis longus strength test now resulted in 3/5 strength. In other words, he could now raise his great toe on the right. There was no longer a threat of surgery.

This is only one example of the cases presented in my paper. Other examples included utilizing fifth level blue energy to break up the accumulation around the nerve root at the vertebral foramen and remove the material with fourth level energy.

BHS has significantly improved the client's opportunity to alleviate chronic low back pain.



Vibrant Leadership Passion, Possibility and Peak Performance

—by Marine Spring '06

For the past 50 years, many books have been written about leadership. This concept generates a lot of passion and interest:

Former CEOs' biographies are often a success, and reality shows focusing on leadership like *The Apprentice* in the USA attract many viewers.

Despite much research and a wide variety of perspectives on this topic, it seems to me that one aspect is missing:

The body and its energy field.

I believe this prevents leaders from connecting to their essence, their core qualities and unique wisdom. If leaders practice the four dimensions taught at BBSH, they will more likely generate breakthrough results with joy and fulfillment.

Being so convinced about my previous statement, I focused my project on finding ways to attract and inspire leaders to practice the four dimensions and tap into the wisdom of their bodies.

Since many leaders relate easily to sports, I first chose to show the parallels. There is a concept in sport that is called "the zone." When athletes generate amazing results, they describe their experience as "being in the zone." Everything they accomplish is effortless, there is a sense of synchronicity, and performance happens automatically. It seems to me that athletes experience the "multidimensional core contact." By practicing the four dimensions, leaders too can experience "the zone" and perform in an effortless way.

I also decided to create a chart that describes the energy centers of each dimension in a way that is easily understood. It is what I call "the leadership function" of each energy center.

Since I presented the third chakra at school I will look at the fourth chakra here:

What happens when the fourth chakra is open? What is its impact in a business environment?

When the fourth chakra is open:

- Leaders focus on values for their team to operate, not rules; they embrace each person
- Leaders connect and express their compassionate ambition; they don't create comparison between team members, they believe everyone can be successful
- Leaders emphasize empowerment and partnership, not control and order
- Team members get inspired, they don't compete against each other; they experience the value of giving their best
- Team members do the extra mile for fun, not the minimum to get by
- Results are based on teamwork, not individuals

I designed and offered two workshops where top-level executives and entrepreneurs got an opportunity to experience the four dimensions through various exercises.

Their feedback was encouraging:

"Each time I am in a conflict, I will work with my body first."
"My body is a great guide."

"I really appreciate the tools provided for opening the energy of the body to access my power as a leader."

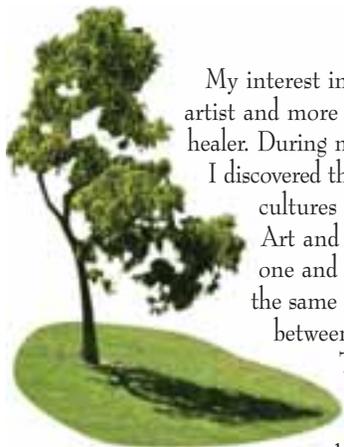
As of today, two CEOs of large corporations want to experience "Vibrant Leadership" with their direct team and the owner of a healing center in Tucson would like to offer this program to local entrepreneurs.

This is a promising beginning.

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Shared Worlds: The Shaman and the Artist-Healer

—by Lynn Wood '06



My interest in shamanism relates to my work as an artist and more specifically, a movement artist and healer. During my research on the topic of shamanism I discovered that all the arts originated in the ancient cultures as outgrowths of shamanic practice.

Art and the creative process were originally one and the same as healing, and also one and the same as spiritual practice. There was no split between art, healing, and spiritual practice.

This made perfect sense to me, and my excitement grew as I was able to see the common ground of shamanic healing and Brennan Healing Science.

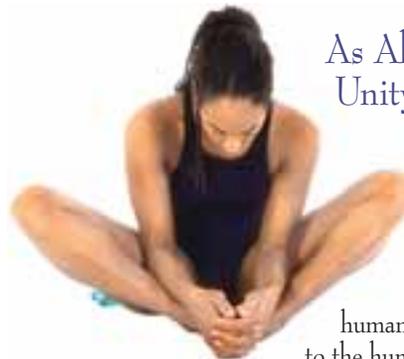
Traveling to altered states of “non-ordinary reality” to bring back healing for the client all with the help of spirit guides was just what I had been doing here at school. Michael Harner’s definitive work, *The Way of the Shaman*, was one of my main resources.

The most interesting aspect of shamanism, apart from the color, drama, and excitement of the healings, was the confirmation that it is deep contact with self and client that heals. Just what we learn as Brennan Healers, shamans practiced long ago. If we include more of what the shamans used in their healings by paying attention to divine resonances (patterns of energy that remain after a ritual act has been done), we will introduce a deeper connection to the divine in our lives and our healing practices. All creations made with this connection to the divine will have resonances that are healing. Every ritual, artwork, spiritual practice, healing, and all creations in nature have these resonances that we can connect to if we listen deeply enough. Information and healing energy may come to us by way of a cat that comes to your healing room, or the wind blowing leaves as the event connects to clearing your or your client’s energy field. Or you may find healing in the experience of viewing an artwork that was created with contact and presence. Or you may find healing in doing the art while you yourself are in deep contact with yourself.

As a movement artist I wanted to test whether taking a client into deep contact with self through my method of conscious movement improvisation was healing. I worked with six clients individually for five sessions each. The healing evaluations were assessed by pendulum readings before and after the movement sessions. I used Roland Berard’s chakra number values to enable me to assess the amount of energy intake of each chakra before and after each healing. I used actual rocks, images of water, air, or any idea that came to me as I watched the client move, to help them make the deeper connection to themselves. I operated as a shaman-artist-healer guiding my client to identify with the rock in them and move with the energy of it. I was in contact with myself and the resonances of all the shamans who ever did healings to access the healing for my client. I was a channel for this energy. Much was released and emotional blocks moved. The pendulum readings and the resulting graphs over the five sessions showed that there was healing. Connecting to the healing resonances allowed my clients to take responsibility for their own healing in a powerful way. They felt they were able to access healing energy by paying attention to the deeper rhythms of the divine manifesting all around them.

As Above, So Below: Unity Consciousness and the Transmutation of the Human Body

—by Resa Thomason '06



My passion is the exploration of human consciousness and its relationship to the human body. What biological changes does the body undergo at the moment of

enlightenment? How is it possible that a human being can “raise” his vibration? And what relationship does this energetic shift have on the physical body? How is it possible for a person who has raised his vibration to never eat food again and remain perfectly healthy—how does the human body “live on light?”

It is evident that changes must occur in the physical body for the nervous system to process the elevated electrical energy, the Kundalini, that comprises the shift to unity consciousness. Authors Beck and Colli theorize that the Kundalini experience is how the body, the nervous system in particular, actually processes enlightenment.

In most cells in the body we find little communication units called microtubules (MTs). MTs are microscopic protein structures that shape tiny scaffolds which support the cell and give it its shape. Current thought maintains that microtubules are the “brain” of the cell, because they form sophisticated networks of communication.¹ Beck and Colli speculate that in an enlightened state, the microtubules align perfectly in the body, creating a flawless communications channel that allows the energy of the Kundalini to raise effortlessly up the spine.²

This flawless communications channel is theoretically created through the quantum mechanical processes’ superradiance and self-induced transparency. Superradiance is the ability inherent to MT to convert chaotic energy into coherent energy. The property of superradiance could prove to be the basis for quantum holographic communication within and between living cells.³ The quality of the MT to form an extremely efficient cellular communications network is called self-induced transparency.⁴

So, we have now a communications channel in the human body that is extremely energy efficient and flawless. Through energy and process work, the vibratory rate of the individual has risen, and these quantum processes manifest in greater proportions.

To put it very simply—the system reaches maximum coherency; the MTs align; Kundalini occurs. Communication between the cells and the zero point field, which is commonly believed to be the source of all energy in the universe and sometimes referred to as prana, has been maximized. The quantum actions that occur when realizing unity consciousness create the potential for the MT to access the unlimited source of energy of the zero point field as sustenance instead of physical nutrition.

The idea in unity consciousness of “we are all one” is thus realized in dramatic and expansive proportions, as there is literally no separation between the person living on light and the light on which he lives. The author maintains that this is the future of our race.

As we move toward a zero magnetic field, the body must respond as the earth responds—as above, so below.

¹Beck, Thomas E. and Colli, Janet E. “Unity Consciousness: A Quantum Biomechanical Foundation.” *Subtle Energies & Energy Medicine* 14 (3): 278 (2003).

²Ibid., 286. ³Ibid., 285. ⁴Ibid.

Invitation to Join Advanced Studies Year 1

—by *Lisa Van Ostrand, Dean of Advanced Studies*

The first year of the Advanced Studies (AS) program is designed to be a year of transformational leadership and is open to all BBSH graduates. Utilizing the framework and teaching of Brennan Healing Science skills, you will learn the principles and skills of leadership from the perspective of the Human Energy-Consciousness System. The focus is now one of holding and working with groups rather than individuals.

Working with groups inevitably brings up transference issues around our family dynamics as well as potential conflicts. We explore the energy and consciousness of our families and also work with models of conflict resolution. We also work with the family and ancestral heritage by having students sculpt the significant members of their family of origin. This gives the student a reflective mirror of their worldview as well as providing a teaching model for tracking group energies. Each week Barbara meets with the class to teach new Healing Science skills or add perspective and individual assistance to skills that have already been taught.

The AS program is designed to support you in your process of leadership and the continued expansion of your core qualities and longings. We really want to support and mentor you in this training to be your personal best. If you are interested in the program, I invite you to review the catalog and/or give me a call at (305) 672-8490 or email me at Lisavano@webspan.net.

Imagination, Image or Reality: The Neuroscience of Hara in Three Cases

—by *Gerald Gluck '06*
Ph.D., LMFT, Fellow, BCIA-EEG



We heal by intention. We hold levels by intention. We do our skills by intention. And that means exactly what? Is it imagination or does something actually change in us, the healer, when we hold hara?

Hara is the line of intention. Are there electrical changes in the brain when a healer holds hara or is it imagination? That is, do we merely convince ourselves something is different?

To find out, I asked three members of the faculty to sit for an EEG which I then quantified.

An EEG is an electroencephalogram, a record of the electrical activity of the brain. To quantify an EEG means to transform it mathematically so that statistics can be derived from the EEG, and then have the numbers compared to a database of normal individuals of similar age.

The questions were:

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Brennan Integration Practitioner/Supervisor Training Program

—by *Michael Mervosh*



The BIP/STP is a two-year advanced training program available to BBSH graduates who would like to deepen and strengthen their ability to work with individual and group process. The program is open to students who are simultaneously enrolled in the ASSED program, as well as former ASSED grads.

Prina Polishook and I create a safe, strong and vital learning container, allowing each student to deepen his or her own awareness of personal process work, as well as facilitate another's own personal development. We provide theoretical underpinnings for process work, reference the BBSH PD skills, teach group systems theory, Pathwork materials, energy dynamics, and characterology.

We emphasize an adult learning model, and believe the best learning comes from doing. Therefore, a high degree of focus is placed on student practicums that involve experiential exercises as well as individual and group practice and feedback sessions. We also form quite a bond in our training program, so it also supports an ongoing sense of community at BBSH. This is something that most students find to be invaluable.

In the upcoming 2006-07 Year, you will learn how to work with:

Individual Brennan Intergration process and supervision sessions; Group Dynamics; Sexual Transference and Countertransference as a search for self-exploration; working with Desire, Aggression, Excitement, Disappointment and Loss—and how these emotions are held in and processed through the body; Long-Distance Process and Supervision phone work and Professional Practice Ethics in relationship to student and client care.

The second year will focus on Psychiatric Disorders. Students will deepen their knowledge and understanding of prevalent disorders such as Panic Disorder, Depression, Generalized Anxiety Disorders, Borderline Personality Disorders, BiPolar Disorder and Narcissistic Personality Disorder. Students will give oral presentations and papers on the topic of their choice, to demonstrate their knowledge of these disorders, and develop healing plans for each one.

The BIP Program is 15 days per year. Ten days are divided by each of the five class weeks, and they occur prior to the start of each BBSH class week. There is also a five-day intensive held in January at a comfortable and enjoyable beachfront hotel in Deerfield Beach, Florida.

Prina and I would be happy to talk to you about the BIP Program. I can be reached at mgmpsy@aol.com, and she can be reached at corestar@verizon.net.

I encourage you to talk to recent graduates of the program, if you know any, to get their direct experience of the program's usefulness and applicability to their professional lives. If you don't, I will help you contact a few!

We flew over the Arctic ice cap, the pampas of Argentina, the Amazon jungles, and the Salar de Atacama in Chile which is the lowest and driest place in the western hemisphere. We flew at 50 feet over 100-foot storm waves in the North Sea. We also took measurements as part of a grand expedition in Barbados to learn more about hurricanes. Hundreds of scientists were there and, at the same time, NASA put a man on the moon.

And we listened to the transmissions from our own receivers!

Yet when the 1960s came to a head and Martin Luther King, Jr. marched on Washington, a new interest starting arising in me. My focus began switching from outer space to inner space. I knew nothing about it, and began a new investigation into it. I had no idea where it would lead me. I had never dreamed of leaving the science I knew, but the inner tugging was too powerful not to follow. I had to fill out a standard government form to give the reason I resigned. I wrote my reason in the following words from a popular song of the day:

*Take your place now on the great Mandala,
as it moves through your brief moment of time.
Win or lose now, you must choose now,
and if you lose, you only lose your life!*

This is when everything started changing in my life. I experienced alternative communities, communes, Women's Lib, contact groups, bio-energetic therapy, homeopathy, massage, having a baby, the Pathwork, and divorce. Through additional years of study, I became a Bio-energetic Therapist, massage therapist, Pathwork Helper and Core Therapist. I started seeing auras, doing laboratory experiments to measure them, and I presented papers on describing and measuring the aura at conferences. I renamed "aura" as "the human energy field" to make it more palatable to the scientific community.

Then in 1978, I started teaching what I called "Demystifying the Aura." Later, I renamed the course "Healing Through the Human Energy Field." I also teamed up with Pat Rodegast, author of *Emanuel's Book*, whom I knew from the Pathwork. We did workshops together on channeling and healing. She taught channeling, and channeled Emanuel. I taught healing and began channeling Heyoan. Later, I taught a 6-week course in the Pathwork "Center in the City" on 78th Street and Madison Avenue in New York City. That 6-week course turned into many "several-month" courses. I had no idea how much work I was getting myself into, or of the many challenges that were coming.

Heyoan has said:

In following your longing, you will face your worst fear.

Heyoan wasn't kidding! I had no idea of the challenges I would face. I also did not understand that each time I successfully faced my fears, an inner luminosity would arise, accompanied by an exquisite ecstatic experience of unbounded oneness. With each surrender to the process of claiming more forgotten inner spaces, I became more aware of the luminous emptiness inside and all around.

Challenges at the Beginning

Since my family was very poor (my father was making \$2 per week when I was born), one of my fears has been around money.

Each year I decided to teach, I had to make a legal contract committing the yearly rent money for the facility in which I taught. I had to do this long before any students registered. At first the commitment was small, but when it got up to \$30,000 a year before classes started, I was very scared. I dealt with my fear until it reached a tolerable level, and I continued. Of course, that was only the beginning of the many up-front financial and legal commitments I have had to make—and still make each year.

Soon I was teaching in 5 different locations, as well as having a full-time healing practice on the upper east side of Manhattan. I was teaching an afternoon and evening course in NYC in my city office; a course at the Center for the Living Force (the Pathwork Center in the Catskill Mountains of New York); a course in Virginia at the Seven Oaks Pathwork Center; and eventually, one in East Hampton, where I bought the building next door to our home for an office. I converted the large upstairs bedroom into a group room. Later, that is where the first graduation of the four-year program took place.

Sometime during this period, we applied for a school license in New York State. They didn't know what to do with us, so they simply gave us an exemption, meaning no licensure was needed for us to teach in New York.

During these years, I was writing *Hands of Light*. It turned into a 15-year project for a number of reasons.

First, I was extremely busy and had very little time to write. Second, each time I would explain one thing, I would have to go back and give all of the background work to make it understandable. And then, there was the constant unfolding of new information each time I taught.

And the book got longer. (My handwritten manuscript was 1,000 pages long.)

I had the manuscript typed and gave it to the students to study, and complete the homework at the end of each chapter. This went on for several years as the book grew.

Twelve publishers refused to publish *Hands of Light*, so I faced my fear about money again. I took all of the money I had—\$50,000—and published it myself in hardcover. I was a single mother at that point, with less than \$1,000 left to live on before it was published. But *Hands of Light* was an instant success, and I sold it for what it cost me to print—and then made more books.

A friend suggested I hire an agent and submit it to publishers, and so I did. A bidding war then started over it.

During a meeting with one of the possible publishers, the publisher's representative shot my agent in the tan tien with some very negative energy. This really angered me (of course, I didn't tell anyone what I had seen), so I chose not to sell the book to that company, even though they offered me slightly more money. Bantam Books won, and the rest is history.

At first, the book was published in 27 languages. Later, more languages were added. And *Hands of Light* became Bantam's 1989 Best-Selling New Age book.

I used the money from the book to pay my half of the land and house my husband Eli and I built in Montauk, New York, which we now use as a summer retreat.

Of course, this book made a huge difference in the size of the school. It grew rapidly, and I hired people whom I knew from the Pathwork and Core Energetics to help me teach. The Core people taught and ran process groups, and some of the Pathwork folks who had studied with me in the beginning assisted me in teaching.

At this time, I channeled Heyoan more and more during the

full-school opening meditation, then more each year until the channeling developed into full-blown lectures. I also wrote up the Healing Science skills for clarification, and later, wrote up how teachers should teach the skills.

After the teaching material became more solidified, I joined all of the classes of each year of training that were held in various physical locations together to make one school in one location. We met in the Bridgehampton Community Center, and each class year met separately. The upper classes...PS3 and 4...met 4 times a year. These students also apprenticed with the PS1 and 2 years, which met 6 times a year.

At that time, there were no small classes for each year of training as there are now. I taught all of the energy and healing classes, and also led the Case Presentations for PS4 students.

Roseanne Farano became the first Freshman Class Dean, followed by Marjorie Valerie, Kahea Morgan, David Grady and Laurie Keene. Three years after being the Freshman Class Dean, Roseanne Farano became the first Junior Class Dean, followed by Susan Ulfelder, Caren Borowski, Craig Kay and Donnalea Goelz. Karin Aarons was Senior Class Dean, followed by Marcia Klam, Jason Shulman, Michael Spatuzzi and Donna Evans-Strauss. Dona Monterrelli started a class about the evolution of consciousness beginning in utero and the patterns that begin to form in earliest development. Everybody loved it.

Kahea and then Laurie worked in the office. They both did great administrative work for years, and still do now as School Deans. Patricia Pfost and Chris Sarubbi also worked in the office for several years. Chris (as Awakening Department Head) and I wrote up the PD skills together. Patricia wrote the first Student Handbook and many school policies. Sherry worked for many years in the office with Laurie. She revised the workbooks, rewrote courses and other paperwork, as well as created the entire Integrative Care curriculum. Patricia has stayed involved in creating and writing BBSH policies, standards and ethics. Donna Evans-Strauss created the BIP/STP program and taught it for 5 years, as well as doing much administrative work for the school. Donna was also the Healing Science Department Head for 6 years.

The Goddess became a regular occurrence during this period. Each time, it required a stronger letting go of the ego and deeper surrender to the tremendous amount of light and ecstasy that flowed through me. It was Shakina, the Holy Spirit, the eternal light, a divine blessing, whatever it means to each individual. I kept pestering Marjorie Valerie to bring her harp to class. Finally, when she was a senior, she got up her nerve and did bring it. That morning, just before the opening, I asked her to play the harp. At that time, we started the school by setting the 4 directions with crystals. She said, "I don't know what to play." I said, "Channel the Four Directions!" She did, and it was beautiful.

From then on, Marjorie channeled the harp as I channeled Heyoan or the Goddess. The energies of the Goddess came through both of us. Marjorie and I were always in sync, even though she could not see me and I could not hear her music. The music helped the students relax, sink inside and be lifted. Marjorie felt that her music helped ground me. My experience of it was soaring on the notes as they flew through me.

Since Marjorie crossed over, I have the same experience, except that she is up there in the emporium of heavenly beings...so pleased to now have the higher notes she had always complained of missing on her physical harp!

My experience of luminescence during the meditations was that of seeing the emporium with all of the heavenly hosts open above the

room. In this state, I know everything about everyone in the room from the perspective of unconditional love and infinite caring for each person. It is the light that moves my body, not me. The more I surrender to the light, the more intricate maneuvers my body, hands and arms make. Hundreds of lines of light come out my fingers and automatically go to very specific people who are meditating. I have received feedback from many people who said they were instantly healed, but I have never kept track of it.

At first, Marjorie and I took a long time to come back into a "normal" state of consciousness after such a long period of ecstatic light flow. When I opened my eyes, I would always look at the flowers that were on the stage and lean forward to sniff them. It was as if we had to completely let go of this incarnation and then incarnate again. We were very young and shy. (In fact, teachers gave us toys to play with, and we would need a chaperone to get back to our rooms.) In the beginning, it would take more than a half-hour to return, and we would lie behind the stage, not being able to walk until we "grew up."

As the school grew, I held the PS1 and 2 classes during the same weeks, and the PS3 and 4 at a different time. Later, I was able to find a space large enough for all four years to meet together.

Instead of the PS4 students apprenticing, we started a Teacher Training program for graduates, who then apprenticed in the first 2 years of PS classes. We outgrew the Bridgehampton Community Center and moved to the Radisson Hotel near Islip, New York, which is near MacArthur Airport on Long Island. This was our home for a number of years.

While at the Radisson, the Goddess continued to develop, and I asked Roseanne to sit on the stage to my left. (Marjorie was always on my right.) During the meditation, I would get off the stage and walk in front of each student, my hands giving them light where they needed it.

Various spiritual leaders were present, including spiritual figures from different world religions, and I had profound experiences with Christ and Mary.

During one Goddess, Mary appeared on my right. As I walked down the rows of chairs in front of the students, my hand reached up and she put a host in my hand. The host was about 6 inches in diameter. Then, as my hand went down toward the mouth of a particular student, the student (whose eyes were closed in meditation), put her head back and opened her mouth. In went the brilliant host!

This did not happen with all of the students in each row, only the ones before whom Mary appeared. The other students did not open their mouths or put their heads back.

Part of me was saying, "Is this really happening?" But "Surrender," said another part of me that was completely comfortable with it all!

That day, after the Goddess, I spent the entire day laying in bed, attended by Marilyn Schneider, while Mary stuffed my abdomen full of the brilliant, shining host.

I soon finished my second book, *Light Emerging*. A year after it was released, the PS1 class alone increased by 100 students, and our student body grew to 768 students. We were also able to add our own Anatomy and Physiology 1 course created by Sherry Pae. Later, when Kahea Morgan and Chris Sarubbi left the office, Laurie Keene and Sherry Pae took over and spent several years running the office in East Hampton. Kay Conboy was registrar for a number of years, Paula Stonemetz was our controller, and Scott Foster handled our database. Some time during this period, we reduced the number of classes per year to five, and increased the length of each class week so that students would not have to travel six times a year.

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Facing My Fears—and the Pain of Challenges to BBSH

Challenge #1: Among the many big challenges that BBSH has faced is the theft of intellectual property. This includes workbooks and other materials that have been illegally copied and used by people who have set up their own teaching schools. This has caused me much pain and is a reminder of the importance of honesty and integrity as the mainstay of our work.

I was particularly saddened when I met a group of graduates from another school who believed they had been attending a franchised version of BBSH. They were shocked to discover that no such enterprise had ever been approved by BBSH, and that they had not been properly trained in the more difficult advanced healing techniques or deeper personal process.

Challenge #2: Three years after moving to the Radisson, we faced our next huge challenge. Two weeks before the start of class, after about 768 students had registered, the Radisson was sold to Marriott and they informed us that they would not honor our contract. We had two weeks to find another hotel and book the same dates. Impossible.

We did find another hotel called the Legends in the mountains of New Jersey, but the dates were different. We lost more than 150 students overnight, because they could not come for the new class dates.

It turned out that the Legends had previously been a Playboy resort. When the male teachers heard of this, they all wanted to stay in the Hugh Hefner suite! (Dean Ramsden won.)

As the Goddess continued to develop, I found myself energetically marrying people. Since eyes were closed, I usually had no idea who I was standing in front of. I remember once commenting to myself, “Boy, I hope these two know each other!” Soon, without thinking about it, as channel of the Goddess, I was blessing babies and then entire families in the light. Students began putting pictures of people on the stage for healing. As the school grew, I was given guidance to remain on the stage while surrendering to the Goddess. It took me a couple of years to accomplish this because of the strong need for people to be physically touched. Finally I did. Then things started happening in the entire room at once.

Of course, much had always been happening throughout the room, but now the light/love coming through me sent energy wherever in the room it was needed. Hundreds of lines of light came out of each rapidly moving finger touching the center of one person’s chakra, while clearing another person’s hara line, while popping another’s core star open. This all still happens today. Sacred geometric forms began to build themselves in the room during the Goddess. They became very clear in the meditations and started developing through different stages of growth. As soon as one form was completed, a new form of healing occurred.

BBSH continued to thrive for several years while the classes were held in the Legends. The office remained in East Hampton, and during this time, some great things happened. Our faculty grew in strength and expertise, becoming more active in planning the programs and class activities. Class Deans grew into their own, and we created Assistant Class Deans and Class Administrators. Class handouts were turned into Student Workbooks. Later, Teaching Manuals were produced, and grading systems were created to give students feedback on how they were doing. Our database was made relational, and more office procedures were established. Our office staff grew. Publication schedules were created to handle the additional publications. We spent hours upon hours doing all this work.

In the meantime, I was struggling with my channeling. I had gotten very good at channeling answers while in an expanded state.

The “I” that is Barbara did not know the answers. The “I” that is Heyoan did. But the lectures still bothered me. I thought they were mediocre and I was always embarrassed to channel them. But guidance kept telling me to keep giving them and then to transcribe them. So I overcame my resistance and transcribed them.

The channeling still didn’t make sense to me. In my frustration, I started pushing the return button on the computer to break up the mass of entangled ideas. Suddenly, I got it! I was surprised to find out that, in fact, it *did* make sense. It just was not composed as normal speaking and writing are.

As I continued pushing the return button every now and then, wherever it seemed right, I began to understand the structure of the Heyoan lectures. They were created in spirals within spirals that curled inward to even more spirals, each focusing on an aspect of the subject at hand. Then suddenly the spirals turned outward into large spirals that encompassed all that had been presented before, until the next spiral veered off onto a tangent that spiraled into a whole new set of ideas, each another inward spiral until, once again, the whole was revealed through outward spirals connecting and encompassing the other greater spiral until all had been explained in a non-linear way that reached deep inside us.

So I started publishing the Heyoan channeled material each year in the *Seeds of the Spirit* series that started in 1998.

Challenge #3: In 1999, the next big challenge struck. This time, it was while the students were already in the air flying to school! This one was scarier for me. (Here we go again—more fear to face.)

We found out, quite by accident, that the New York State Education Department had cancelled all of its exemptions. This had nothing to do with us, but according to the BBSH lawyer, the fines and punishment for this were enormous: a \$75,000 fine for each illegal count and a one-year jail sentence for me. I also didn’t know how many “counts” there could ultimately be. (And FYI: no one else was in any danger.)

I was very inexperienced with such things, and didn’t want to face my fear on this one. There was no time to sort out the legalities. I just could not betray the students. So I faced my fear pretty much alone on this one as I had to keep the whole thing secret to all but a couple of people. This was one of the scariest things I endured. It lasted the entire year. Now, years later, I realize that I should have consulted another lawyer for a second opinion. I probably was not in as much danger as the BBSH lawyer had threatened.

Resolution: During that year, we searched for a state to move the school to. Kahea did the computer work for this one. The problem was that most states required a semester schedule. That meant we had to matriculate students twice a year for the 5 standard weeks of school. This was impossible, so we kept the search going.

There were only 3 possible states according to how we understood the state education laws of the various states we searched. Connecticut was one, but we couldn’t find a hotel large enough, so we chose Florida. We applied and received licensure there. In one way, it was good timing, because the next year the terrorists flew the planes into the World Trade Center towers. This happened during the teacher-training week that was taking place in Montauk. We ended the program early and helped the teacher trainees get home. They were quite frightened, and some dropped out of school out of fear. So, our first year in Florida was the year when students and teachers would not have wanted to fly to New York to come to school anyway.

Unfortunately, we lost another 150 students when we moved. As a result of challenges 2 and 3, we lost almost one half of the entire student body!

Florida brought other challenges, this time in the office.

With only one permanent office employee out of 26 (Di Dodge was the only one who chose to move down), the Florida office had some real challenges. Replacing practically the entire office staff

and moving the school the same year was very difficult. Sherry and Laurie moved down for 6 months to get the office off the ground, but we had some rough starts.

Several of our new hires didn't work out. In addition, there was much more work for the office because of all the state regulations that had to be followed. Not only does the State Education Department designate the employee positions that must be filled and what personnel must do, but they also regulate what types of services we have to offer, tuition, matriculation, grading, student records, etc. In addition, we have to reapply for a license every year. This means yearly recreating a two-foot-high stack of documents and going before the State Commission, which makes sure we've done everything correctly. So, we have had to change many of our office systems to match these regulations.

Now, with the school licensure come more state rules to follow requiring course credit hours, school grading systems, student feedback systems, budgets, office structure and personnel. Bonnie Brandt did a lot of work figuring out the credit hours of all of our courses. Since then, Sherry Pae for the Integrative Care program and Lisa Van Ostrand for the Advanced Studies program have continued the credit-hour work with me.

Now that Linda Tarbox has taken over as Chief Operating Officer, the office is the most professional and effective it has ever been. Denise Mollo is in charge of Student Affairs. Lisa Boris is in charge of adjunctive programs. Stuart Adams is in charge of publications and licensing. Ana Alvarrão is in charge of registration. Cande Braun is in charge of admissions. Di Dodge in charge of finances, as well as human resources. Glenn Nappi is in charge of computer systems. Ian Bain is in charge of marketing. We have two people in charge of logistics—Georgette Marshall for BBSH and David Poytinger for BBSHE.

And everything is running like clockwork!

We have a great office staff, our equipment is up to date, the database has been redone and is continually being reworked, and we have beautiful, professional office space. (Come see it sometime!)

Another area of challenge has been the Florida hotels. Many hotels in the state are being turned into condominiums, and we've been forced to find a new location every year for several years, as the hotels we had previously rented have since been sold to developers. So it is getting harder each year to find a good home for the school.

And, of course, there are the hurricanes! (We've moved the class schedule as late in the fall as possible to avoid them.)

Florida has also been *great* in many ways.

Sherry Pae has developed the Integrative Care Department so that it is a graduated program through each of the four years. HMDs are very interesting. Among other topics throughout the year, they also provide an open forum for the PS4 students to present their work.

Patricia Pfost followed Chris Tobin as Professional Practice Department Head, and that curriculum is also a graduated program through the PS years. Patricia has developed the ongoing weekend Alumni program, open to all alumni, and she is doing a great job with this newsletter.

Donna Evans-Strauss, as well as being PS4 Class Dean for several years and the Healing Science Department Head for 6 years, also created the Brennan Integration Practitioner/Supervisor Training program and ran and taught it for 5 years. Now, Michael Mervosh has taken it over since Donna has taken some time off to deal with significant family transitions. Michael is adding more hands-on work, practice sessions and student presentations.

Donna and I are now in communication about a new possible School Dean position for an as yet unannounced possible school in a new location.

The Advanced Studies Program was first started by Sherry Pae in Miami. At first it was only a 1-year program...we then

developed and expanded it to 2 years...and it has since morphed into an Advanced Studies in Leadership program for AS 1, and a following year of Advanced Studies in Education Teacher Training programs.

Our teachers are more highly trained and effective than ever before, and we also now have faculty working groups that meet in many areas of interest so our faculty can contribute their expertise to solving issues and developing more effective protocols and procedures.

As the school grew more formally, more surrender to my personal process was required. This time, it was all about family.

Moving from New York State to Florida was like moving to a different country. Here, we are surrounded by the Hispanic culture in which family and faith are central. We moved from a beautiful large house with lots of wild land around it that we had built to our taste, into a tiny bedroom in my husband's parents house while we renovated our Florida condo. I continually focused on and sent a lot of unconditional love to lots of family members.

After a year, with no progress on the condo, we moved into a 750-square-foot, 1-bedroom apartment for another 2 years. (The kitchen was a closet!) We were finally able to move into our beautifully renovated condo in 2004. It is also small, but nice and clean.

The light within continued to grow as I developed my family skills. I started doing a yearly workshop in Mexico City which Gisela Koidl set up, and the first time I went, it was very moving. While on the plane to Mexico City, we flew into a lightning storm. Although I was very used to flying from my NASA experience, I decided to align, pray and meditate for safe passage, since the lightning was getting close to the plane. While I was meditating, I saw a bright flash and heard a loud crackle as the lightning struck the plane. It jerked a little, and then all was okay. I noticed that the couple across the aisle on the plane kept looking at me. I didn't know them.

Gisela had set up interviews for me with some of the main TV personalities of the Hispanic TV world. (Many came to my lecture, including the couple on the plane.) Later, I found out the man told everyone that, because I was meditating, I had saved the plane from crashing when it was hit by lightning.

The workshop in Mexico City had 358 people in it, and it was wonderful! At the very end, I did the Goddess as usual. I went around the room to each student and gave 358 personal healings. Then, a Mariachi band appeared (a surprise present from Gisela), and everyone got onto the stage with me and danced. I was standing at the front edge of the stage when, to my surprise, one of the participants who was standing on the floor in front of the stage suddenly grabbed my hands and put them on the top of her head... asking for blessing. At first, I was embarrassed, but because of her faith, I surrendered. Then the next person came. Soon they were *all* lined up, all 358 of them, hands in prayer position, politely waiting their turn.

"How can I possibly do this again?" I thought.

Then, I saw the Virgin Mary of Guadalupe appear before me. She radiated gold and white light and was surrounded by roses. Others also saw her. I surrendered again. But when I saw that the whole mariachi band and hotel staff had joined the line, I thought, "Oh no! I'm too tired, I can't do this!" Then, Guadalupe said, "You're not doing this, I am," and she gently lifted my arms above the head of the next person. My arms came down, my hands clamped on the top of his head. The light rushed down to fill his body. She lifted my arms again and the next person took her place in front of me. Down came my hands, full of light. They clamped on her head and she was filled with light and love. And so it continued until everyone received Guadalupe's blessing.

At the end, I was so moved that I just sat on the stairs to the stage, crying and whispering to some of the IBHS team members,

continued on page 14

asking if they had seen what happened. They had.

The next class week at the Wyndham Hotel on Miami Beach, Guadalupe came to class and did the same thing again for the BBSH students. Many such wonderful events continue through the classes at the Goddess Healings.

BBSHE Europe Begins

As you know, BBSHE successfully started in Mondsee, Austria in 2003. Ellen Schuhmacher and Ludwig Brandstoetter found an old Benedictine monastery that had been turned into a hotel, and Laurie Keene, as School Dean, did all the groundwork of setting up the school there—along with the office staff in Florida.

It has been wonderful working in BBSHE in such a beautiful, clean environment. The townspeople were wonderful to us, and we have just loved being there. The teaching teams created the new energetic holding vessel for BBSHE, and these fine teachers and students have been the pioneers of BBSHE. My heartfelt thanks go out to you for being such great sports!

BBSHE is doing very well and has been a great deal of fun to work in. I have enjoyed it very much. Next year, we will have our first graduating class of BBSHE in Bad Neuenahr where we've moved the school because we ran out of space in Mondsee. We will have a big graduation celebration!

There have been many beautiful experiences during the Goddess Healings in Mondsee. During the first Goddess, I noticed I was pulling the Benedictine Monks who had died in a fire out of the astral ashes that were under the building. Once they were released from the ashes, they would hover at the rafters around the periphery of the room. At first, they were skeptical of us, but once they got used to our new ways, they were fine. Later, I checked with the locals and found that there had indeed been a fire in which many monks died. I saw a new Mary come to the Goddess, and Guidance told me that she had appeared there in Mondsee centuries ago during a crisis.

BBSH Japan...and More!

We plan to start BBSHJ in Tokyo in 2007–08! We've already rented the space, and hired two Japanese-speaking people for the office. I believe that there will be many BBSHs in the future.

My vision of future BBSHs? At least one on each continent. Eventually, one in each *country!*

The development of the BBSHs has been well worth all of the enormous effort that many people have put into it. I am so happy that the college is here now, present with us after all of these years. Hurrah for all of us! And congratulations with love to the first Bachelor Degree graduates.

It has been quite a trip, and yes, we have made it this far. Now I can see that each time I faced a new fear, through personal process, that fear became an entry into a deeper inner place of peace and light, and of being simply me. After so many years of surrendering to my personal process, constantly seeking the truth, working to grow the school and surrendering to the Goddess, I have been blessed in many ways. I am eternally grateful for the gifts of life, sight, healing and light I have been given. And as Heyoan just put it during Class 5:

*Sit now with us in silence.
Move into your core essence that is everywhere
following breath to center.
Know that in any life process,
luminous emptiness
is what you are reaching for.
Surrender inward.*

—Love and peace...Barbara

1. Would our subjects look different than non-trained people (i.e., normals in the database) when just sitting with eyes open?
2. Would they look different than non-trained people when holding hara?
3. Would they look different or the same as each other when holding hara?
4. Which, if any, were the underlying brain circuits involved in holding intention?

Simply sitting in the eyes-opened condition, our 3 faculty members each looked different than the database (non-trained people). The differences were in the same brain locations and frequencies that were later characteristic of hara. In other words, the normal resting state looked like a mild holding-hara condition when compared to non-trained individuals. This may be because each teacher was in positive intention to do well in the study. Or, because these faculty members have been practicing hara for a minimum of 10 years, this difference from non-trained individuals may reflect a change in their baseline, i.e., a permanent change in their brains due to repetitive practice of hara.

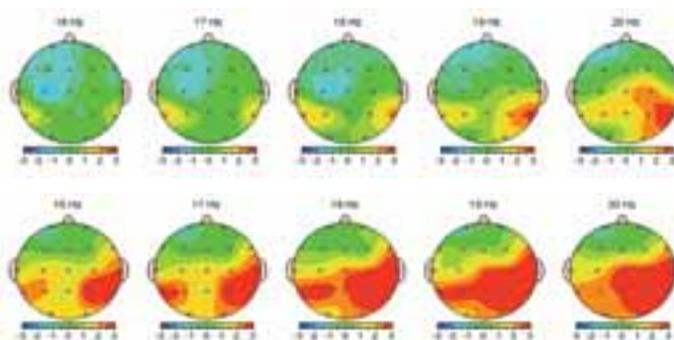
Scalp Site	EO Group Mean ABS Power	Hara Group Mean ABS Power
T4	281	875
P6/T6	97	449

When the teachers were holding hara, they definitely looked different than when they were in the eyes-opened condition. In the right temporal and right parietal areas of the brain, the power (amplitude squared) increased from 281 microvolts (mcv) to 875 mcv and from 97 to 449 mcv, respectively.

They definitely looked different from the database. Below are pictures of the different brain maps for each teacher (S1, S2, S3). Each map represents how different the subject was from non-trained people. The colors orange and red represent 2–3 standard deviations from the database. So in each case, while each subject looks somewhat different from the database in the eyes-opened condition (top row), the differences are very much more pronounced when the teachers are holding hara (bottom row). Furthermore, each subject while in hara looks different from the database in a slightly different way.

All of the subjects showed their greatest differences from the database in the same frequencies, beta, specifically 16–20Hz. This is a frequency range in the brain that is associated with an outward orientation, clarity, mastery and logic. For the most part, the temporal parietal surface areas were involved. Underneath the top surface of the brain, Subject 1 (S1) involved his temporal, frontal

Fig. 1 S1 Difference of Eyes Opened & Hara From Non-Trained People
S1 EO Z SCORES ABS. PWR. LAP
EO VS. HARA



Barbara Brennan School of Healing *Europe*

Farewell to Mondsee, Austria.

Greetings to Bad Neuenahr, Germany!



BBSHE bids farewell to Mondsee...and receives blessings and a heartfelt "Auf Wiedersehen" from the lovely people of this enchanting town and Mayor Otto Mierl (second photo from left). We will miss them immensely!

After 3 wonderful years in Mondsee, Austria, BBSHE will hold 2006–2007 classes in Bad Neuenahr, Germany.

Saying goodbye to Mondsee was hard—we had made so many friends! Being there was a very nurturing experience. It truly is very special.

In Class 5 we were incredibly moved by the farewell gift the town gave us. The mayor arranged a special dinner for Barbara and the faculty, with presentations, flowers, and a beautifully prepared meal as the town band played traditional Austrian music. We were asked to sign the town's "golden book," and then the mayor presented each of us with a pin...acknowledging us as honorary citizens of Mondsee.

In turn, the faculty created gift baskets to give to the people of Mondsee. It was our way of saying thank you, and the idea for creating the baskets took on a life of its own:

Each teacher brought items unique to their country or state. Gifts in the baskets included handmade chocolates from Munich and Italy, maple butter from Canada, jam from Montana, water glasses with a Ben Franklin quote from Pennsylvania, handkerchiefs from Bavaria, hot sauce from New Mexico, tee shirts from Florida, homemade olive oil and lavender sticks from Slovenia, tea and cakes from England, tea towels from Spain, roobois tea from South Africa, coffee mugs from New York, a poem, a copy of *Seeds of the Spirit*, as well as coasters, crackers, cookies, etc. After putting the baskets together, we delivered them to the mayor, the managers of the Schloss Hotel, the tourism board director, the priest of the Catholic Church, the health food store owner, restaurants, and various places where we had shopped.

In the end, it was such an abundant manifestation of the creative process.

Everyone cried, and throughout the week, everyone continued to express their gratitude. I thought that this was such a beautiful example of what it means to live in right relationship.

Now we look forward to the pastoral setting of Bad Neuenahr. It is a lovely spa town that rests on the bank of the river Ahr. It is close to the Köln/Bonn airport and is home to the mineral water *Apollinaris*. It is also in close proximity to The Netherlands, Belgium and England, and many people go there to take "the cure" in the old spa houses.

I am sure that our time there will be rich and meaningful, too!

As always, you are held in my heart, and remember that graduates are welcome to visit us at class. **Love...Laurie Keene**

and limbic areas. Subject 2 (S2) primarily involved her frontal lobe. And, Subject 3 (S3) primarily, underneath the top layer, the cortex, involved her temporal and parietal lobes.

Based upon a more complex analysis I would advance the hypothesis that based on these three cases of hara, our line of intention involves a brain state that is created by a temporary circuit in the brain. This circuit, like a temporary computer, involves the inferior temporal lobe and by connection the amygdala and hippocampus, and the parietal lobe and input from the occipital lobe with input also from the angular gyrus and terminating in the anterior Cingulate. Together these areas respond to visual, auditory and motor input, compare the content and the context of the input to memories and then ultimately determine the meaning of the inputs. Hypothetically, the circuit ends at the Anterior Cingulate

that has both cognitive and emotional regulatory functions in addition to which it helps to hold our attention fixedly outward, grounding us in paying attention to our environment. It also has the unique ability to permit us to generate behavior that is inconsistent with our present mood state.

This is interesting because one characteristic of hara is that we are able to maintain our attention and our intention, whatever feelings may be present in the aura. Thus the data supports the Barbara Brennan model of intentionality.

My conclusion is that in the 3 people studied, the haric dimension is reflected in a real brain state that can be voluntarily controlled and held by a trained person and that this state did not occur by chance. These results both call for and justify further research.

Fig. 2 S2 Difference of Eyes Opened & Hara From Non-Trained People

**S2 EO Z SCORES ABS. PWR
EO VS. HARA**

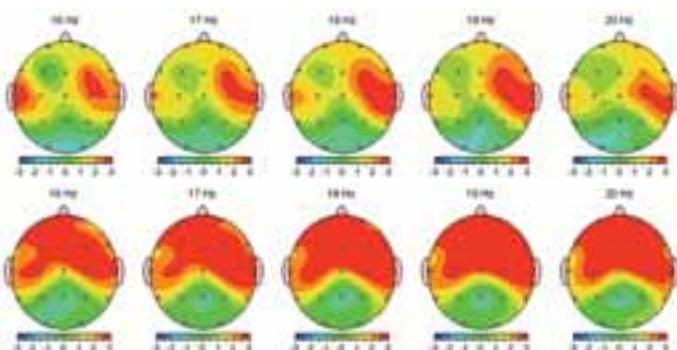
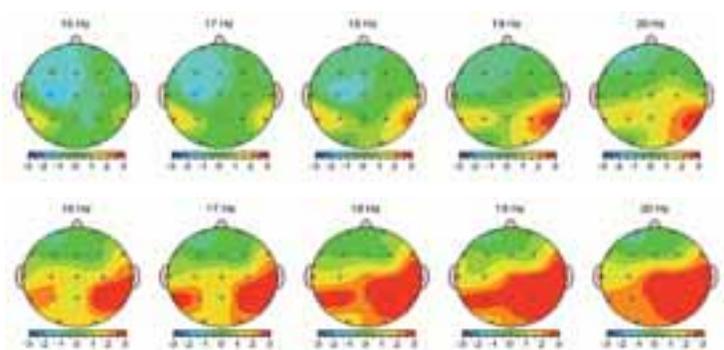


Fig. 3 S3 Difference of Eyes Opened & Hara From Non-Trained People

**S3 Z SCORE ABS. PWR
EO VS. HARA**





Barbara Brennan
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 October 31–November 5, 2006
 December 14–18, 2006
 February 14–18, 2007
 April 18–22, 2007
 June 13–17, 2007

Barbara Brennan
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