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A SPIRITUAL APPROACH TO
PARENTING

Secrets of Raising the 21st Century Child



MARILYN C. BARRICK, PH.D.

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SUMMIT UNIVERSITY  PRESS

A SPIRITUAL APPROACH TO PARENTING:

Secrets of Raising the Twenty-First-Century Child

by Marilyn C. Barrick, Ph.D.

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www.summituniversitypress.com

Library of Congress Control Number: 2004103930

ISBN: 0-922729-96-4

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08 07 06 05 04 5 4 3 2 1

*I dedicate this book on the Aquarian family
to our families, children and youth,
who are the creators of the world of tomorrow.*

*May the family be a harbor of peace and harmony
and our children and youth richly blessed.*

*May life be bright with expectancy
and each one's talents marked for success.*

*May the soul be graced with courage
to overcome hazards on the road of life.*

*May each of us strive for excellence
and be victorious midst the strife.*

*When we meet the foe we call adversity,
may we overcome its ploy.*

*And when life is bright with promise,
let us celebrate our joy.*

*May the peace of God be with us,
and with God's love as sunlight's ray,
let us forge our daily victories,
as our guardian angels lead the way.*

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Acknowledgments

It is with a grateful heart that I acknowledge my family and friends who have provided the foundation for this book. And I bless the day that I met my spiritual teacher, Elizabeth Clare Prophet, who has guided my spiritual journey and introduced me to my inner teachers, the ascended masters.

I am forever grateful to my Lord and Savior Jesus Christ, who has helped me to “walk in his footsteps” throughout my childhood and youth and in the years beyond. And I offer my love and gratitude to Kuthumi, my spiritual mentor, who inspired me to write the spiritual psychology series. His inner guidance has been invaluable in bringing each of the books to fruition.

To my clients I owe a debt of gratitude for the inspiration and teaching I have received in the hours we have spent together. And some of you appear in this book, disguised in detail and appearance, of course. You have been key to furthering my understanding of family and children.

I am especially grateful to the special people who have helped me complete and publish this book: Dr. Joye Bennett, for her expertise in child psychology; Karen Gordon, my skillful and enduring editor; James Bennett, for the beautiful cover design; and Nigel Yorwerth, for his valuable sales and marketing input.

Preface

*Long were you a dream in your mother's sleep,
and then she woke to give you birth.*

—KAHLIL GIBRAN
Sand and Foam

As I contemplated writing this book on the Aquarian age family, I reflected on the extraordinary cultural shifts that have occurred since the turn of the century. We rang in the new age on New Year's Day 2000, and our lives changed dramatically less than two years later with the shocking events of September 11, 2001. It's been a time of fast-moving change ever since. And parents have concerns: How do we prepare our youth and children to feel secure and find their way in a crazy world? That's what the information and case examples in this book are all about.*

Fortunately, we also have good news! Amazing new souls are coming into embodiment and changing the complexion of family life. Even as families are running full speed ahead to keep up with cultural change, the Indigo, Crystal and "spirited" children are providing inspiration and inducing everyone to take lightning steps forward. Many of these children are advanced souls who know that they are here for a cosmic purpose.

*In the case examples in this book, names, places and details have been changed to protect the anonymity of the individuals whose stories are included.

They are coming in while we are at a spiritual crossroads in both planetary and personal life. We will either take a stand for higher values or stay stuck in the quagmire of political and economic turmoil, international conflict, terrorist attacks and the ever-present threat of nuclear war.

In the midst of worldwide unrest the Aquarian energy is prompting us to explore the facets of our Higher Self and to forge a higher destiny. And the family as the cradle of love and hope is where it all begins.

While we do not remember every detail of our growing-up years, every encounter has left its impression. Our character is molded by these formative experiences. Our opinions are developed within family norms and our habits installed in the family circle. Indeed, we are molded, for better or for worse, by who we are genetically and who we become as the result of early life experiences. Are these characteristics indelible? No, but they definitely influence us both consciously and subconsciously.

Life itself is the greatest teacher, and the lessons of life are typically a mix of ups and downs. Children are born with a sense of wonder and delight about exploring life. And the task of the family is to ready young people to meet life's challenges. Thus we are called to nurture, mentor and lend a helping hand as needed.

Some Teachers We Never Forget

When we reflect on our upbringing, we realize we had a few outstanding teachers who helped us take giant steps forward in our education and life skills. Do you remember a sterling teacher who touched your life in a profound way? What were the special qualities of that person? Why was he or she such a good teacher?

I realize that the teachers who helped me jump forward in my education were those who knew their subject backwards and forwards. They ignited my interest, related the subject to life experience, appreciated my talents, encouraged my efforts and rewarded my achievements. And they also shared a respect for young people, which helped to bring out the best in their students.

Actually these teachers were transformational mentors who helped us take a successful leap into the unknown. They were supportive, a sounding board for our ideas, and a source of help and encouragement when we were confused or downhearted. Their example and support helped us expand our minds and establish positive attitudes and skills for lifelong learning.

The most profound mentor I ever had is Elizabeth Clare Prophet, whose husband Mark L. Prophet founded The Summit Lighthouse, a worldwide organization that draws on the teachings of the world's great spiritual traditions. She has been an inspiration to me, and her wisdom is the foundation of much of the spiritual teaching in this book on family and children.

I remember the first time I met her, in 1973. It was at La Tourelle, a stately mansion in Colorado Springs, Colorado, where she and her husband had established The Summit Lighthouse headquarters.

I had driven down from my home in Boulder, Colorado, to pursue what was to become a life-changing journey. I looked up as I drove through the gates and saw a woman standing at a floor-length window on the second floor. What caught my attention was the glow of white light that surrounded her. In my heart I knew this was a magnificent woman I needed to get to know.

As I parked the car I reflected on my initial acquaintance with the teachings of The Summit Lighthouse. I felt the excitement all over again and laughed to myself as I remembered what had happened. I had been busy raising my three teenage children, keeping up with my private practice, and working at the University of Colorado as a clinical psychologist—counseling students and teaching graduate-level psychology courses. I was seeking enlightenment in my own way, but I wasn't chasing around looking for a spiritual teacher as a lot of the students were doing.

My friend Vickie and I had gone out to dinner at a little Mexican restaurant we both enjoyed. She began telling me about her experience at a spiritual conference that Elizabeth Clare Prophet had just conducted close to Colorado Springs. She had scarcely said a few dozen words when I lit up inside. I began to feel exhilarating energy pouring through me. And I started asking questions a mile a minute.

I don't remember the exact details of our conversation, but I knew I had to meet Mrs. Prophet and learn more about these teachings from the ascended masters, whoever they turned out to be. It was an instantaneous recognition of my next step on the spiritual path and a fitting prologue for the next thirty years of my life.

As I walked toward the front door of La Tourelle and looked up at the window again, the woman was no longer there. An attractive young woman, Marla, welcomed me at the front door. I was impressed with her graciousness and the beauty and vibration in this lovely place.

After an uplifting presentation, during which I have to admit I was enjoying the vibes more than taking in specific information, Mrs. Prophet greeted me with a big smile. And I had a humorous experience with my spiritual teacher-to-be.

She walked over to a table on which sat a huge pile of posters and proceeded to offer a large stack to me. “I would be so pleased if you would put these posters up for me in Boulder,” she suggested cheerfully. I was a bit surprised but found myself saying, “Of course, I’ll be happy to.” And that was the beginning of my relationship with Elizabeth Clare Prophet.

Yes, indeed, I put up the posters around Boulder and attended the event they were advertising. In those days posters were everywhere in Boulder because in addition to business announcements and university happenings, many young people were seeking enlightenment. And posters were the way most of us found out about interesting events.

Over the years since then I have occasionally remembered our first encounter and chuckled over it. Elizabeth Clare Prophet became my mentor on the quest for enlightenment and we have been friends and colleagues for many years. She has been a guiding spiritual light and I have had the privilege of sharing my expertise in psychology with her.

Mark and Elizabeth raised children of their own, and Elizabeth has always had a special interest in family and children. She has loved spending time with young people, answering their questions and supporting their projects. She has been a mentor to many who are moving on successfully in their adult lives.

Each of us can strive to become a mentor to the next generation. To do so we need to accent our spiritual strengths, continue a process of self-transformation, and focus on thinking out of the box. We can thereby make a worthy contribution to society and offer a legacy of love to our children and youth.

Mrs. Prophet introduced me to the ascended masters,

whom I came to know as advanced souls who lived on Earth, achieved enlightenment and made it home to the heaven-world. Her esoteric perspective combined nicely with my transpersonal psychology approach, which has been vastly enriched since I walked through the door of La Tourelle so many years ago. She has been a loving champion of my soul.

Kahlil Gibran "On Children"

Many people love the writings of Kahlil Gibran. In his stirring poem "On Children," the understanding of the role of parent strikes a chord in our hearts. Gibran's profound message can be our inspiration as we guide young people to fulfill their higher destiny.

You are the bows from which your
children as living arrows are sent forth.

The archer sees the mark upon the path
of the infinite, and He bends you with His
might that His arrows may go swift and far.

Let your bending in the archer's hand
be for gladness;

For even as He loves the arrow that flies,
So He loves also the bow that is stable.¹

Introduction

The more intensively the family has stamped its character upon the child, the more it will tend to feel and see its earlier miniature world again in the bigger world of adult life.

—CARL GUSTAV JUNG
The Theory of Psychoanalysis

In early twentieth-century America a child was nurtured in the protective and comforting cocoon of family and community during his growing-up years. Perhaps he lived in a little village in central New York, went to school there, played with the neighborhood kids and knew his parents' friends. He was friends with the grocer, the doctor, the paperboy and all the people who made up the community.

If he got an A on a test, the extended family rejoiced. If he skinned his knee in a scuffle, someone he knew quickly took care of it. On the weekend he and his family went to the movie on the corner of Main Street. As they took their seats they said hello to people sitting around them. People chatted about their kids, the weather and breaking news such as Charles Lindbergh's and Amelia Earhart's flights over the Atlantic.

To a large extent the innocence of the soul was protected in the bosom of family, church and community. Children played in the security of a neighborhood they knew and families who knew them. When they came home from

school, mom was there and they likely had chores to do. Dad came home a little later and the family had dinner together. On Sunday most families went to church to worship and have fellowship with one another.

Of course there was usually a neighborhood bad boy, but he was the exception, not the rule. Families lived by the values of their parents and grandparents, and these were days of love of God, family and country. To most children and youth the future was full of hope and promise.

Little boys dreamed of becoming inventors like Thomas Edison, ballplayers like Babe Ruth, aviators like Charles Lindbergh or explorers like Lewis and Clark. Little girls dreamed of being a teacher like Laura Ingalls Wilder (author of *Little House on the Prairie*), a social reformer like Carry Nation, a battlefield nurse like Clara Barton, or marrying their true love and living happily ever after.

Family Life: Yesterday and Today

In the United States and all over the world, family life has changed radically from the way it was when many of us grew up. Modern technology has advanced to the point where we are instantaneously aware of world events courtesy of the news networks. And these events are often unsettling, particularly to families.

Many of the changes have been exciting, mind expanding and culturally broadening. Yet we retain fond memories of our childhood in a time and place that was less complex and closer to nature. We were raised in an environment that was considerably safer and fostered our imagination.

In the 1930s and 1940s families relied on the radio for news and drama, which was great for imagining. I remember how I would see the action in my mind's eye as I listened to

the Lone Ranger galloping along on his horse shouting “Hi-Yo, Silver!” with faithful Tonto at his side. I didn’t wonder about the reality of what I was envisioning, and my creativity blossomed.

After school, children played alone or together with neighbors, and when it got dark they disappeared into their own houses. In the summer we kids would sleep on the roof of our hacienda-style house, and my father would point out the constellations. I remember wishing I could touch the stars that were so clear and bright in the Arizona sky.

Children in the country took a bus that slowly made its way to school or they walked or rode their bikes those several miles. I usually had my nose in a book if I rode the bus—and sometimes even when I was walking. Absorbing information from books was exciting to me and most of us learned about people in other parts of the world through literature. We daydreamed and sometimes playacted the characters and scenes in the books. And, as you might guess, all of this was foundational to my work as a writer today.

My father and mother loved books and passed that quality on to me. I remember when I was five my mother thought I had learned to read even though I hadn’t yet gone to school. She was very excited about it. Then one day she found me reading out loud with the book upside down. Oops! I had memorized the book from listening to my dad read the stories out loud. After that, Mother taught me how to sound out and read the words from the book. That was much more satisfactory to all concerned, and a whole world opened up—the world of literature.

Play was very important when we were growing up, and naps became the bane of our childhood existence. I have a clear memory from kindergarten of lying on my mat for nap

time, willing it to be over so we could play. I'd shut my eyes when the teacher came around, but I don't remember ever napping.

I have an amusing memory of my mother trying to get my sister and me to take a nap at home. As usual we were playing instead of napping, but when we heard Mother coming we pretended to be asleep. She figured it out and tickled our feet with a feather. Of course we giggled and then she reminded us we needed to take a nap. And I wondered, why?

Everyone in my generation remembers the "ice man" who would drive up in his wagon and put a large chunk of ice in the icebox, the refrigerator of the day. And the farmer would come by with fresh vegetables—they tasted really good, especially the corn on the cob. And best of all, the ice-cream man would make his way through the neighborhood with children excitedly chasing after him once they had talked their parents into a nickel for ice cream.

I remember pictures of my dad's shiny black Model T from the '20s, which would be left in a cloud of dust on the roads today. I was reminded of it recently when I found a picture of Henry Ford driving his Model T with Thomas Edison in the passenger seat.¹ My dad kept up with the times and regularly traded in his car for whatever new model was popular. From the point of view of us kids, the biggest adventure with the car was driving into Phoenix to see the bright lights of the city. And those lights seemed magical!

Do you remember how Ringling Brothers' circus used to come to town? I remember watching the long train of railroad cars and being amazed at how the elephants and their trainers unloaded everything. The circus was an adventure for children and parents alike, especially watching the trapeze artists, who leapt from trapeze to trapeze high up in the

tent above us as we sat mesmerized.

I used to like going for walks with Uncle Henry, who wasn't really an uncle but the man who did our yard work, and feeding apples to horses in neighboring fields. And I remember riding with my friend on her pony out into the desert and riding my bike for miles and miles along the canals and orange groves. I can remember the sun glinting off the water and the fragrance of the orange blossoms. When I think about the life we lived, it was much simpler than life is today. And there was plenty of time for daydreaming and imagination.

Yet we had our early twentieth-century traumas. I remember my dad talking about the Great Depression and how banks and businesses failed and people were out of work. It was horrifying to learn that some people got so scared they jumped off buildings and killed themselves. I wondered what happened to their families.

I remember when Pearl Harbor was bombed in 1941. Everyone stayed glued to the radio for news. We kids collected newspapers for the paper drive and practiced ducking under our desks in case a bomb dropped. It was a time of national mobilization and family tension. All of us were excited as we joined in the victory celebrations when the war was over. We thought that would be the last war ever.

But that was short-lived. There was Korea, Vietnam and the Gulf War. And since the turn of the century we have had the terrorist attacks of September 11, the wars in Afghanistan and Iraq, the railroad bombing in Spain and suicide bombers in Israel, Turkey, Saudi Arabia, Russia, Indonesia and other countries. Today's youth and children see war and terrorism as a part of life, and that breeds an underlying sense of fear and uncertainty.

Creating Security in an Insecure World

Families today experience a certain sense of insecurity, and not just because of what is happening on the other side of the world. Many neighborhoods are not necessarily safe places for children to play and explore. Schools are not so safe either. High school staffers are using metal detectors to screen for kids carrying guns or knives. And children can be exposed to violence on the playground or to gangs waiting around the corner.

Many parents drive their kids to and from school or escort them to the school bus for safety reasons. They set up after-school activities to limit neighborhood problems or their children roaming the streets. A number of parents limit their kids to TV channels that are wholesome for children, such as Disney, Travel, History or National Geographic, particularly when the parents aren't home.

We all realize it isn't practical to cushion young people to the point where they are not prepared to deal with what is happening in the world. Family and school discussions can help young people put into perspective what they see on TV and the Web or read about in newspapers and magazines. Whether it's war, crime, abduction, drugs, alcohol or date rape, we have a responsibility to teach our youth about the down side of life so they are not taken in by it.

We can also focus our attention on the up side of life. We can teach our children to choose friends and activities that are healthy and upbeat. And the family can make it a point to watch inspiring or amusing movies that remind us that good things happen too.

Families ask me questions such as: "How can we preserve our children's faith and values in a world where moral

imperatives are often replaced with expediency? How do we keep ourselves informed without our children being shocked by horrific happenings? How can we help children and youth feel secure in the middle of an insecure world?”

These are meaningful questions to which there are positive answers. Children follow the example of people they respect, particularly mom and dad. They notice what we do and how we do it; they model themselves after us. This is how they learn to be a good friend or neighbor. When we visit a friend who is sick, help a neighbor with shopping, take our turn in the car pool, sponsor a worthy cause, umpire a kids’ softball game, we feel good about ourselves. And our children and youth notice and learn.

Young people are growing up quickly in terms of access to information that in the past was reserved for adults, and they need to learn how to assimilate and find a constructive purpose for what they learn. Otherwise, they can feel overwhelmed by shocking events and complicated information. And that’s where parents and teachers can give a helping hand.

Throughout this book we will examine family issues, psychologically and spiritually, including the impact of the information explosion and how parents and teachers can help young people be true to higher aspirations in the face of changing cultural norms.

Life in the Global Village

Children and youth today live in a global village. They are aware of major events as they happen everywhere in the world. Many young people live in urban neighborhoods and come home from school ahead of working parents. They have instructions to get started on homework but are

tempted to turn on the TV instead.

When the news comes on they see a confusing and often scary side of life, with commentators analyzing the dramas: international unrest, scenes of war or terrorist strikes, criminal trials, families who have lost loved ones, corporate corruption, serious accidents or international health scares. And sometimes, as with the World Trade Center disaster, they see disturbing images over and over again. When they turn to sports or educational channels, they get a more upbeat perspective on the world. And that is a welcome relief to the soul.

Parents can mitigate problematic TV, magazine or newspaper images by reminding children that these events are happening in another city or country and that doctors and nurses are there to help people who get hurt. Parents can ask their children if they have questions and answer those questions simply and reassuringly. When the family discusses whatever they are concerned about, young people feel reassured and supported.

We can help younger children understand that when bad things happen they aren't happening to everybody all the time. We can explain that images on the TV screen are often blown out of proportion. Although it looks like terrible events are happening over and over again, many times it's one event being shown and analyzed over and over again by different newscasters.

We can answer the questions they have, discuss potential solutions, and reassure young people that the world is not falling apart. It just seems that way from the constant media bombardment. Although the world is in a state of chaos, out of chaos comes order. And order can herald a rebirth of civility.

Another essential task for parents today is to help young people pinpoint what they need to learn out of the

ever-growing stacks of information. Not only is there a wealth of knowledge but also multiple avenues of discovery: traditional schooling, home-schooling, schoolbooks, libraries, encyclopedias, and worldwide communication via travel, cell phones, the Web, chat rooms and e-mail.

In fact, there are so many ways to expand knowledge that the learning process itself can be overwhelming. Then it's time to take a quick breather: go for a walk, a run with the dog or whatever is the young person's favorite physical activity.

As young people explore, discover and become knowledgeable about the world's cultures and literature, historical events, scientific advances and modern technology, they ready themselves to make their contribution to the world. And as they interact electronically with young people from different countries, the world becomes their neighborhood.

Generations on the Move

Today's young adults and youth, known respectively as Generations X and Y,* are involved in diverse creative projects, scientific pursuits and humanitarian endeavors. And what they all share is an excitement about exploring the universe. Is there anyone who isn't fascinated by space exploration or pictures of an eclipse of the moon? Youth are typically glued to the screen watching space shuttle takeoffs. Many of them imagine themselves in space, and some will actually go through the rigors of becoming astronauts.

These young people's goals and vision of the future have been shaped by recent cultural, scientific and technological changes. Consider the world as they see it:

*Generation X refers to those born between approximately 1961 and 1982. Generation Y, the Millennial generation, are those born from approximately 1982 to the present time.

- A woman has always served on the U.S. Supreme Court.
- Computer games have always been a leisure activity.
- ATMs have always been a money source.
- Home movies don't require slide projectors and screens.
- Post-it Notes and Velcro are staples of life.
- Millennials look at the '60s historically—not nostalgically.
- Tattoos aren't gender based and there's more to pierce than your ear.
- Remote controls make it unlikely that they'll ever manually change a TV channel.²

Exchange students, sports enthusiasts, business people, tourists and families make regular treks to other countries. And many young people travel via television, movies and the Web. The world neighborhood seems somehow closer and more familiar. And the benefits of worldwide personal and cultural exchange are evident in the lives of young people today.

In my own family my son, his wife and children have had the opportunity to travel all over the world because of my son's business and his wife's church choir tours. The fruits of travel have been rich, including a deep friendship with a man in Poland and extensive first-hand knowledge of European culture.

Their daughter, fascinated by Japanese culture, qualified for a graduate-school program of technical communication in Japanese and a six-month internship in Japan. And their son, who experimented with his own business for a time, is now pursuing a college degree to top off his computer and

business skills. Their choices illustrate a breadth of interest and pursuit of knowledge that is typical of today's young adults, whether we identify them as X or Y.

Education through travel and life experience is not restricted to the youth of America. Many European young people, known as Generation E (for Europe), are multilingual and travel extensively. They are just as apt to take a quick trip from Sweden to Spain as New England students are to take a spring break in Florida. Young people everywhere are crossing borders to study and work, multiply their language skills and chip away at national stereotypes.

What does the future hold for these leaders of tomorrow? Will they create peace on Earth and goodwill toward men? I believe that much depends on the family because the family is the cradle of civilization.

Although today we live in a world of unrest, I see the future as bright with promise. Our youth and children are on the move. They view life as a challenge and the future as an unfolding drama in which they plan to play a major role. We as parents and mentors are learning how to champion their journey with love, support and guidance. And that is what this book is all about.

PART ONE

The Aquarian Family



1

Indigo, Crystal and Spirited Children



A little child shall lead them.

—ISAIAH 11:6

We are living in what is known astrologically as the Aquarian age, an age when souls with special gifts are being born to help the evolutions of Earth fulfill their divine destiny. These souls are advanced in wisdom and compassion and have high energy. I believe they are here to help us calibrate our consciousness so that we function in a more attuned way and recognize our inner oneness with God.

Although many of these souls are highly evolved spiritually, they need loving adults to help them develop their gifts and talents. Parents, families and teachers are meant to guide and support these children so that they will fulfill their mission.

Intuition and Wisdom: The Indigo Children

Have you heard about the “Indigo Children”? They are souls of light, children whose special nature is signified by the

deep violet-blue in their aura.¹ The Indigos started arriving in droves in the 1980s and range anywhere from seven to twenty-five years of age today. They are intuitive, active and wise beyond their years.

I believe the Indigos are the precursors of the seventh root race, which spiritual teachers believe is to begin embodying during the age of Aquarius. The Indigos themselves, by their own understanding, are ancient souls who have embodied again to prepare the way for a spiritually enlightened age.

These children may talk about having lived before—or even on a different planet. They are inherently spiritual and humanitarian. They know they are here for a spiritual purpose and can get very frustrated with people unconcerned about fulfilling that purpose. The Indigos are described as having been “born knowing.” When they are treated with respect, they flourish. When they are laughed at, ridiculed or disrespected, they withdraw or burst out in anger.

They can be likened to an emotional rollercoaster, going from elated to crestfallen in seconds, many times a day. Because of this they are often seen as difficult by normal standards and are sometimes ostracized by their peers.

Lee Carroll and Jan Tober, in their book *The Indigo Children: The New Kids Have Arrived*, describe ten of the most common behavioral traits of these wonderful, creative, and at times exasperating children:

1. They come into the world with a feeling of royalty (and often act like it).
2. They have a feeling of “deserving to be here,” and are surprised when others don’t share that.
3. Self-worth is not a big issue. They often tell the parents “who they are.”

4. They have difficulty with absolute authority (authority without explanation or choice).
5. They simply will not do certain things; for example, waiting in line is difficult for them.
6. They get frustrated with systems that are ritual-oriented and don't require creative thought.
7. They often see better ways of doing things, both at home and in school, which makes them seem like "system busters" (nonconforming to any system).
8. They seem antisocial unless they are with their own kind. If there are no others of like consciousness around them, they often turn inward, feeling like no other human understands them. School is often extremely difficult for them socially.
9. They will not respond to "guilt" discipline ("Wait till your father gets home and finds out what you did").
10. They are not shy in letting you know what they need.²

We can see that parents and teachers of Indigo Children have a challenge on their hands. And yet, these children are likely to be the next generation's explorers, inventors and entrepreneurs. They are strong willed but not from an ego stance. Rather, they seem to have an inner North Star to which they attune and set their course in life. They challenge adults from their own awareness of truth. And the amazing fact is they are often right in a most profound way.

These children need to be guided rather than controlled. In fact, trying to control an Indigo child is fruitless in more ways than one. The parent loses patience, the child is

discouraged and the moment of truth is lost. On the other hand, when these children are recognized, encouraged and championed for their unique gifts, they can be as bright lights in the family.

Many times the Indigo child relates better to the grandparents than to the parents. In part that is because the grandparents aren't usually involved in the day-to-day interaction and discipline that is necessary in raising any child. The Indigo child also seems to respect the wisdom of the grandparents because that wisdom matches the child's own inner knowing.

When Indigo Children are accepted, loved and guided with a respect for the truths they understand, they become more amenable to discipline. Much of the acting-out of the Indigo child seems to be caused by the frustration of being misunderstood.

When parents respect the child and focus on trying to understand what the child is attempting to express, family life is smoother. These children seem to be born with an acute awareness of subtle energy fields and a hypersensitivity to other people's emotions. They respond intuitively and relate better to adults who treat them as adults. I believe these children to be advanced souls in little bodies.

The Montessori environment, which allows a child to advance at his own speed, is a good place to begin the education of these children. Art and music, both of which speak the language of the soul, are beneficial in the learning process. Perhaps the most important guideline in teaching an Indigo child is to recognize the soul's higher purpose.

Many believe these children are here to take us to another level in our evolution. And those who are raising and guiding them need to have the emotional balance and sense

of self-esteem to give these children the support and understanding they need.

I believe that honoring the soul of the Indigo and the child's memories of past lives* is a necessary part of educating these children. Some of the Indigos are quite open about their remembrances of other lifetimes. And they may have a better grasp of spirituality than their parents and teachers. Yet their high energy, unless it is channeled appropriately, is a challenge for the child as well as for parents and teachers. The trick is how to direct the energy without dampening the child's spirit.

While many of the Indigo Children seem to be comfortable following their own star, they can become bewildered and depressed when they do not fit in with their peers. They are taken aback when their parents do not understand their past-life recollections. For these children this is simply who they are. Here is a brief glyph from one wise mother of an Indigo child:

Another time, my son told me that he didn't feel his name should be Jesse, that in his last lifetime it had been Thomas! This led me to start reading about reincarnation. Many of the things Jesse shared with me have changed the way I look at life and at God. . . .

From an early age, Jesse could quite often read our thoughts. I feel that he has wisdom way beyond his years—at age five and six, he was trying to solve worldwide problems such as starvation and housing for homeless people. It got to the point where we took him to a child therapist because he was so serious and [we]

* Our past-life memories are stored in the etheric body, one of the four energy sheaths of consciousness (physical, emotional, mental and etheric) that surround the soul.

felt he needed to have more childlike fun. Often he said things like, “Mom, it’s okay if we don’t have money because we have all the gold in the sun, and that’s all we need.”³

Parenting the Indigo Child

The Indigo Children seem different from previous generations and require careful parenting. They are intuitively aware, emotionally sensitive and intolerant of dishonesty or deceitful behavior.

Many believe that these souls are incarnating at this time to prepare the way for society to advance in spiritual values, integrity and compassion. Most parents of Indigos would agree that their livewire little ones push them to the maximum. They find it absolutely necessary to synchronize with their own higher values in order to relate to their children lovingly and honestly.

These children need to be prepared for their spiritual mission during their formative years. And to do so, parents and teachers are called to guide them by always telling them the truth. We can pray for guidance and speak the truth in a loving way. We can share our feelings with them at the same time that we refrain from shouting or accusing. When we are positive role models to the Indigos, we help them handle their fiery emotions.

To their detriment, some of these gifted children have been diagnosed as ADD (attention deficit disorder) or ADHD (attention deficit, hyperactivity disorder).⁴ Doctors may prescribe Ritalin or other medications helpful to ADD or ADHD children but frustrating to the Indigo child. To be medicated to damp down who you really are is not a positive message.

Parents of Indigos soon discover that when they get upset with their children's behavior, they do best to remove themselves from the situation and take a breather to regain their poise. They learn to take calming deep breaths and pray for spiritual intervention from the angels or the ascended masters. Of course, if the child has been indulging in a full-blown tantrum, tearing things up or throwing things around, the parents need to immediately give the child a time-out, and then go about composing themselves.

Some parents envision themselves turning the entire situation over to God. They visualize giving their emotional upset to the angels or their Higher Self for guidance and resolution. Once they feel peaceful, they consider solutions to the problem.

We need to remember that we agreed to bring in these special souls. We met with our spiritual overseers, known as the Lords of Karma, before embodying, and we inwardly understand exactly why we chose to be on Earth during the millennial shift. If we have an Indigo child, we chose to parent that soul. And when we experience our afterlife review in the heaven-world, we will consider the times we were loving and compassionate to our children to be among our greatest victories.

The Entrance of the Crystal Children

Another lifewave of advanced souls coming into embodiment are known as the "Crystal Children." These children, first identified by author Doreen Virtue,⁵ are souls of light, often called lightbearers, whose auras radiate an iridescent, multicolored, pastel hue. They are being identified from infancy up to approximately the age of seven, so they have come into embodiment very recently. This is another new

generation, and they live up to their name—they are intrigued by crystals and other stones.

These children seem even more advanced than the Indigos and are of a different temperament. The Crystal Children are upbeat, compassionate and forgiving. Idealistic in many ways, they personify the virtues of the Higher Self and point the way for the evolutions of Earth to accelerate spiritually.

Both the Indigo and Crystal Children have qualities that are similar. They both are intuitive, highly sensitive, and have important missions to fulfill. The main difference is their inner nature. I believe Indigos have a “warrior spirit,” as Doreen Virtue describes it, because they are here to clear the decks of whatever no longer benefits us. They are here to flag systems in government and society that fail to uphold decency, integrity and honesty. And to do this they need a fiery spirit.

In comparison, the Crystal Children tend to be happy and unruffled. Of course their tempers may flare up from time to time as happens with most children, but as a rule they are compassionate and understanding. The Crystals are the next generation following the Indigos’ system busting. Their mission seems to be to raise the consciousness of the earth to a higher vibration. Parents of Crystal Children say their children teach them how to be loving and kind.

Curiously enough, many of these children do not verbalize until age three or four, and therefore their spiritual gifts may be misunderstood. Parents of Crystal Children confirm that they communicate mind to mind, telepathically, with their little ones. The children also use sign language to communicate. The problem is that educational and medical authorities may consider them abnormal or even autistic. It’s likely no accident that since the Crystals began

coming in, there has been a noticeable increase in the diagnosis of autism,⁶ the most severe psychological disorder affecting children.

Yet those who understand Crystal Children and have telepathic capability have no difficulty communicating with them. I do not believe that these children are autistic. The diagnosis of autism includes the criterion of little or no language, either receptive or expressive. The autistic child may be mute, or if speech is present, it is an echo of other people's voices or what he hears on television. In addition, the child behaves as if blind and deaf even though sensory modalities are intact. And autistic children usually do not develop close loving relationships with their parents. In fact, they frequently throw tantrums and exhibit aggressive behavior.

The Crystal Children are quite the reverse. They are loving, concerned, sharing children who are also advanced spiritually. Once they begin talking, they communicate both verbally and telepathically, and they express love, kindness and sensitivity to their families and siblings. Totally unlike an autistic child, a Crystal child will freely embrace others.

In the world of the Crystal Children we will become more aware of our intuitive thoughts and feelings. We will be more compassionate and forgiving toward one another. And our communication will be faster, more direct, and more honest because it will be conducted mentally.

How Did We Forget Who We Are?

In her lovely book *Spiritual Alchemy: How to Transform Your Life*, Dr. Christine Page helps us think about who we really are, which is undoubtedly a part of the mission of the souls of the incoming Crystal Children:

There is a joke that says God created man because she got bored! Well, I certainly imagine we offer ample opportunity for divine and angelic amusement. But seriously, with the development of individual souls for the purpose of self-realization, there has been the tendency to fall asleep to our deeper essence entranced by the physical world we have created and all it has to offer. However, the memory of the Source and the desire to reconnect are inbuilt and hence each lifetime our higher self, the part that maintains the connection, gently nudges us towards unification. . . .

Prior to each incarnation, we are given the opportunity to decide where to direct our attention this time and to make agreements with others to turn up at specific times for particular events and develop a sacred contract. Then, in order to enter this denser environment, our spirit body has to reduce its vibration to match the energy of the three-D world causing varying degrees of *spiritual amnesia* and leading us to ponder:

“Now, why did I come here?”

As the little boy said when he was allowed to be alone with his newborn sister: “Quick, tell me what it’s like in heaven because I’m beginning to forget.”

Today’s children are thankfully far less prone to amnesia than their forebears, coming in on a higher vibration and hence retaining their universal connection. Indeed they find it very strange that many adults have forgotten their way, living incongruent lives where heart and head are not communicating with each other. These souls are here to remind us of our planetary purpose and to help us break free of the shackles of our lower mind and truly become multidimensional beings.

They instinctively know that it’s through the fulfill-

ment of their purpose they will come to know themselves and generate wisdom, *knowledge in action*. They also know that it's not possible, or indeed useful, to compare the value of one person's life with another as each is unique unto itself and hence to be celebrated. These children wonder at the logic of attempting to evaluate soul growth through the parameters of occupation, wealth, education or wellbeing for they know that none of this matters to our spiritualized self.

For example, a man lying in the gutter staring at the stars may be experiencing his last incarnation with only this one task to complete while those who *tut-tut* as they step over him in their dash to get to work may still have many petals to unfold.*

*It is not who we are or what we do that matters,
but how we live our life.*

When standing in front of a full-length mirror reflecting on how age, gravity and habits of a lifetime have left their impression on your sagging physical form, it's hard to remember that somewhere inside is a being of light!

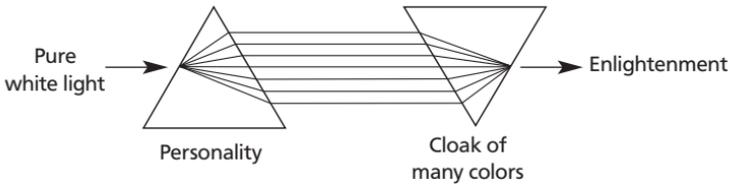
However, the primary essence of your soul is pure white light containing all the colors of the rainbow, each vibrating at its own frequency and collectively radiating at the vibration of white light. This vibrating energy source, also known as consciousness, is a synthesis of the wisdom gained from previous lives, the energetic union with other sentient beings, the vibratory blueprint of lives still to be experienced and the eternal connection to

*This story reminds me of tales of saints in India who were at a high level of spiritual development and would slip into *samadhi* from time to time. This appeared strange even to some of their devotees, when it was in fact the bliss of nirvana that so many on the spiritual path are seeking.

universal consciousness. When the soul's consciousness is fully expressed, pure white light is seen, an event termed *enlightenment*.

Light is consciousness and consciousness is light.

As our soul enters this incarnation it passes through the “personality cloak” which it has chosen for life with the latter acting as a prism, splitting the white light into its various colors known as the aura, each color representing a different aspect of the soul.



The goal or purpose of our life is to fully explore each feature using the personality provided as the vehicle of expression until a pure, coherent color radiates. When this occurs within all the facets of our being, the completed “cloak of many colors” acts as the second prism recreating the pure white light in the process of enlightenment.

Another way of expressing this is:

Out of the One comes the many expressing the diverse faces of the One and when they are fully expressed they naturally reunite, recreating the One.

You may now start to understand what is meant by the words *we are created in the image of the Divine*, for the journey we take from totality to diversity through experience back to totality is the story of the Creation. However, as with all good esoteric truths, even though

day follows night and inspiration follows expiration, in reality there is in fact nowhere to go for despite our numerous excursions we have always been one with the Source!⁷

Misdiagnosis of Indigo and Crystal Children

Dr. Page also writes about the risk of misdiagnosis of Indigo and Crystal Children and the deeper lessons to be learned:

At present there is an alarming increase in the number of children with Autism and ADHD (attention deficit, hyperactivity disorder). Although each of these illnesses exhibits different pathology, there is a common theme that suggests that these children relate strongly to this third function of awareness, i.e., they are able to see in pictures, merge easily with their environment, and often express telepathic tendencies. Most of these children find linear thinking and learning difficult, causing them to feel ungrounded and challenged to fit into social norms. And yet, I sense we are being offered an opportunity to expand our consciousness through these souls who are asking us to meet them in their telepathic, whole-brain thinking rather than insisting on breaking everything down into a language that makes no sense to collective thinkers.

There is also an increase in mental illness reflecting, I believe, more than merely a chemical dysfunction but a change in the functional capacity of neural pathways to accommodate greater interconnectedness and moving us steadily towards our inherent multidimensional existence. Rather than seeing this shift as a problem to be fixed we need to appreciate the magnitude of the change it heralds. We can accelerate its integration by paying

greater attention to the value of the arts which enhance creative inspiration and by increasing tolerance for those who live by a different creed.

It is also important to resolve rhythm in our lives similar to the rhythm of the heart finding time to rest, play and work in tune with a deep inner impulse.

At the same time, the future asks that we should re-establish a healthy co-operation with the planet and, with respect and honor, touch her gently with our hands, feet and humble hearts. It is only when we root ourselves within this world will we be able to withstand the winds of change, for the willingness to go into the depths of our being is directly proportional to the heights we can attain.⁸

Raising a Spirited Child

The Indigo and Crystal Children are not the only children who have been identified as different, who do not match our conventional perspective. Mary Sheedy Kurcinka, in her book *Raising Your Spirited Child: A Guide for Parents Whose Child Is More Intense, Sensitive, Perceptive, Persistent, Energetic*, offers an understanding of other children who do not fit the norms.

Kurcinka gives us an introduction to the “spirited child” and to the challenges to the parents raising these special souls. I believe that in some respects these children have similar characteristics to the Indigo Children we discussed. As Kurcinka’s book came out in 1991, well before the first book about the Indigos, she may very well have been describing the early Indigo Children.

Kurcinka tells us:

The word that distinguishes spirited children from other children is *more*. They are normal children who

are *more* intense, persistent, sensitive, perceptive, and uncomfortable with change than other children. All children possess these characteristics, but spirited kids possess them with a depth and range not available to other children. Spirited kids are the Super Ball in a room full of rubber balls. Other kids bounce three feet off the ground. Every bounce for a spirited child hits the ceiling.

It is difficult to describe what it is like to be the parent of a spirited child. The answer keeps changing: it depends on the day, even the moment. How does one describe the experience of sliding from joy to exasperation in seconds, ten times a day. How does one explain the “sense” at eight in the morning that this will be a good day or a dreadful one. . . .

Profound statements roll from his mouth, much too mature and intellectual for a child of his age. He remembers experiences you’ve long since forgotten and drags you to the window to watch the raindrops, falling like diamonds from the sky. On the good days being the parent of a spirited child is astounding, dumbfounding, wonderful, funny, interesting, and interspersed with moments of brilliance.

The dreadful days are another story. On those days you’re not sure you can face another twenty-four hours with him. It’s hard to feel good as a parent when you can’t even get his socks on, when every word you’ve said to him has been a reprimand, when the innocent act of serving tuna casserole instead of the expected tacos incites a riot, when you realize you’ve left more public places in a huff with your child in five years than most parents do in a lifetime.⁹

Kurcinka goes on to say that we probably haven’t heard of spirited children before and that’s because she coined the

term. As she says,

In 1979 when my son, Joshua, was born there weren't any spirited child classes or books. In fact the only information I could find that described a kid like him used words such as *difficult*, *strong willed*, *stubborn*, *mother killer*, or *Dennis the Menace*. It was the "good" days that made me search for a better word to describe him. On those days I realized that this kid who could drive me crazy possessed personality traits that were actually strengths when they were understood and well guided.

My Webster's dictionary defines *spirited* as: lively, creative, keen, eager, full of energy and courage, and having a strong, assertive personality. *Spirited*—it feels good, sounds good, communicates the exciting potential of these kids, yet honestly captures the challenge faced by their parents. When we choose to see our children as spirited, we give them and ourselves hope. It pulls our focus to their strengths rather than their weaknesses, not as another label but as a tool for understanding.¹⁰

As Kurcinka points out, all children and adults have a certain temperament. We are born with it; it's our instinctive manner of acting and reacting to people and events—our inherent way of responding to the world around us. Our temperament includes our energy levels, how quickly we adjust to new situations, the intensity of our emotional reactions and the sensitivity of all of our faculties—sight, sound, smell, taste, kinesthetic awareness.

Thus the spirited child, who is temperamentally active, not only likes to move but *needs* to move. When we tell such a child to sit still for long periods and punish him when he doesn't, the child becomes emotionally and physically

stressed. His active temperament is a strong inner urge that is very real. When a parent or teacher doesn't understand this and insists upon quiet sitting, a tantrum can be the natural result of the pent-up energy.

Spirited children have an emotional intensity, persistence in activities or ideas they choose, supersensitivity to stimuli, a tendency to be distracted, and difficulty handling change. Thus the road of life is challenging for them, and for their parents.

A Credo for Parents of Spirited Children

Kurcinka has written a credo for parents of spirited children:

1. *You are not alone.* According to the personality research, 10 to 15 percent of all children living in this country fit the description of the spirited child. That means that there are millions of parents who empathize with you and understand the challenges you face. Your child is not an oddity or a freak. You are not the world's worst parent. You are not the only one. You are among friends.
2. *You did not make your child spirited.* You are but one of many influences in your child's life. Other parent(s), relatives, siblings, teachers, neighbors, friends, life experiences, and the world at large all play a part. You make a big difference, but not the only difference.
3. *You are not powerless.* There is information in this book to help you understand your spirited child. You can read it and use it. You can strengthen skills you already have and learn new ones. You can reduce the hassles and live peacefully with your spirited

child—most days. Progress not perfection is your goal.

4. *You have permission to take care of yourself.* Your own need for sleep, quiet, uninterrupted adult conversation, lovemaking, a leisurely bath, a walk around the block, and time to complete your own projects is real and legitimate. It is not a sign of failure to ask a friend for help, to hire a sitter, or to allow relatives the opportunity to build a relationship with your child while you take a break. When you fulfill your needs you generate the energy to meet your child's needs.
5. *You may celebrate and enjoy the delights of your spirited child.* You can concentrate on her strengths, appreciate her tender heart and tickle your fancy with her wild stories and crazy creations. It is appropriate and right to tell her when she is good, instead of when she is bad, to teach her the right way to behave rather than to punish her for innocent errors. Your spirited child possesses personality traits that we value in adults. It is never too early to begin proclaiming her virtues.¹¹

If you do not have a child like this, perhaps you have a friend or neighbor who does or maybe you teach a spirited child. These children have tremendous potential. They simply need to learn by careful, loving instruction how to handle the tremendous energy that is flowing through them.

There are many methods of discipline. Most are intended to help the child learn respect for the boundaries of family members, neighbors and the broader community. And the way we manage ourselves in relating to our children speaks louder than our words. Children learn to be kind if we are

kind, to be respectful if we are respectful, to be self-disciplined if we are self-disciplined. We set the foundation of character in our children.

As Father Edward J. Flanagan, founder of Boys Town, taught, “The character of a child is like clay—it is pliable and can be moulded very easily. Place it in the hands of powers for good, it is moulded accordingly; placed in [an] environment that is poor, the results are shown in our prison records.”¹²

This beloved father to many is also known for his succinct appraisal, “There are no bad boys. There are only bad environments, bad examples, bad thinking.”¹³

Every Action Has Its Consequences

One of the most important lessons young people need to learn is that every action they take has consequences. If they do a good deed, they feel good about themselves. If they stay up too late watching TV, they are tired and sleepy the next day. If they are nice to their friends, they feel good and their friends do too. If they study and do their homework, they get good grades. If they don't, they get bad grades.

Children need to learn they can't control other people but that they are in charge of their own behavior. And their behavior affects other people's attitude toward them.

Let's say your son wants to quit losing his cool when his teacher is unreasonable. You might help him by role-playing teacher and student.

Put yourself in the place of teacher, advise your son that you are in charge of the classroom and you expect him to accept your decision. And explain that if he argues or gets mad, you will stiffen your position. However, if he accepts your decision *and* says he'd like to figure out a way to do

better next time, you will respond more positively.

Next practice the dialogue with your son (with you playing the role of teacher). No matter how effectively or poorly he does his part of the dialogue, praise him for his effort. Then switch roles: you play your son and let him play the role of the teacher.

In a best-case scenario your son will learn how to handle himself when he disagrees with his teacher. In a worst-case scenario—where the teacher doesn't bend and doesn't want to discuss it—your son will know how to handle a difficult situation without losing his cool.

Self-Awareness Exercise

To expand your skills as a parent, try this self-awareness exercise:

- Ask yourself: Is our home environment loving and supportive? Is it conducive to our children's well-being? Does it express our values and standards? If our minister or one of the children's teachers stopped by for a visit, would we be comfortable? If not, why not? What can we do about it?

Write down your answers and thoughts in response to these questions. If you see an area that needs improvement, there is no time like the present. Your children not only observe and respond to your behavior, they absorb the vibes in the home.

- Now ask yourself: What kind of an example do I set? Do I keep the standards I expect of my children? When my children copy my behavior, do I feel complimented or am I embarrassed? If I feel embarrassed, what do I need to change?

Make a note of your answers and thoughts. Be honest with yourself and focus on yourself rather than on your

spouse. It's an easy out to find a flaw in one's partner rather than focusing on one's own behavior.

Examine your thinking: Are my thoughts positive and constructive? Are they in keeping with what I say? What thoughts do I have that I wouldn't dare share with my spouse or my kids? What do I want to do about that?

Write down your answers, and give special attention to unruly thoughts that may be running around in your mind, even though you don't express them. These are the kinds of hidden thoughts that tend to pop out at a moment when you lose your cool.

- Practice transforming negative thoughts into positive aspirations. You will experience tremendous satisfaction in gaining self-mastery over the wild horses of the mind.
- Change your behavior in accordance with your aspirations. You will feel good about yourself and find it easier to keep your cool with the kids.

Notes

Preface

1. Kahlil Gibran, *The Prophet* (New York: Alfred A. Knopf, 1923), p. 18.

Introduction

1. This picture of the Model T is in *The Dictionary of Cultural Literacy*, 2d ed., by E. D. Hirsch, Jr., Joseph F. Kett, and James Trefil (Boston: Houghton Mifflin Company, 1993), p. 442.
2. "Make Way for the 'Millennials,'" *Bits and Pieces*, May 2003, p. 20.

Chapter One • *Indigo, Crystal and Spirited Children*

1. See Nancy Ann Tappe, *Understanding Your Life through Color* (Carlsbad, Calif.: Starling Publishers, 1982).
2. Lee Carroll and Jan Tober, *The Indigo Children: The New Kids Have Arrived* (Carlsbad, Calif.: Hay House, 1999), pp. 1–2.
3. Lee Carroll and Jan Tober, *An Indigo Celebration: More Messages, Stories, and Insights from the Indigo Children* (Carlsbad, Calif.: Hay House, 1999), p. 69.
4. For excellent information on ADD and ADHD, see *Driven to Distraction: Recognizing and Coping with Attention Deficit Disorder from Childhood through Adulthood*, by

- Edward M. Hallowell, M.D., and John J. Ratey, M.D. (New York: Simon and Schuster, Touchstone Book, 1995).
5. Doreen Virtue, *The Crystal Children* (Carlsbad, Calif.: Hay House, 2003).
 6. For a memorable treatise on autism, written by a remarkable, autistic woman, see Temple Grandin's *Thinking in Pictures: And Other Reports from My Life with Autism* (New York: Vintage Books, 1995).
 7. Christine Page, *Spiritual Alchemy: How to Transform Your Life* (Saffron Walden, Essex, U.K.: C.W. Daniel Company, 2003), pp. 28, 29–31.
 8. *Ibid.*, pp. 6–7.
 9. Mary Sheedy Kurcinka, *Raising Your Spirited Child: A Guide for Parents Whose Child Is More Intense, Sensitive, Perceptive, Persistent, Energetic* (New York: HarperPerennial, 1992), pp. 7–8.
 10. *Ibid.*, pp. 8–9.
 11. *Ibid.*, p. 13.
 12. Father Edward J. Flanagan, 1926, quoted in “Boys Town Education Model,” by Patricia L. Wells (Boys Town, Nebr.: Father Flanagan's Boys Home, 1990), cover. Also see *Common Sense Parenting: A Proven Step-by-Step Guide for Raising Responsible Kids and Creating Happy Families*, 2d ed., by Raymond V. Burke, Ph.D., and Ronald W. Herron (Boys Town, Nebr.: Boys Town Press, 1996).
 13. Wells, “Boys Town Education Model,” p. 1.

Chapter Two • *The Child Is Father to the Man*

1. These classics—Frances Hodgson Burnett's *The Secret Garden* and A. J. Cronin's *The Keys of the Kingdom*—are readily available in several editions from publishers.

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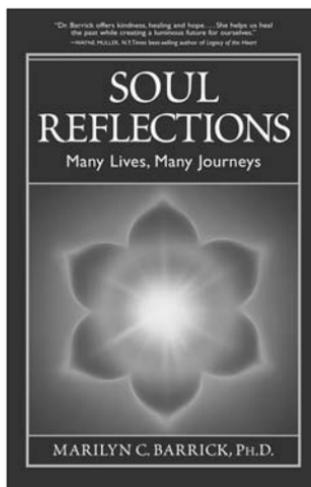
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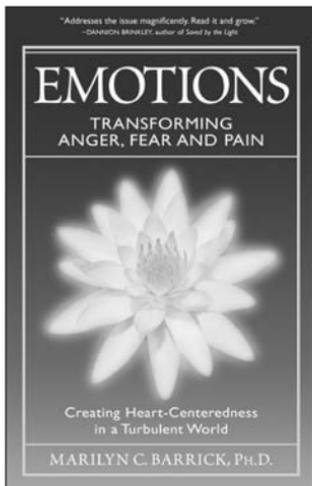
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Exploring the Secrets of Your Soul

Everyone and everything in our dreams is part of us . . . We spend one-third of our lives asleep—and most of that time we are dreaming. Dr. Marilyn Barrick's fascinating work shows that our dreams are not only meaningful and connected with events in our lives, but they also hold valuable keys to our spiritual and emotional development. In fact, our souls are great dramatists and teachers, and the scripts of our dreams often contain profound and valuable guidance.

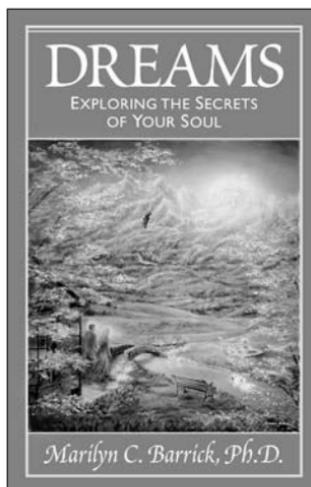
Dreams: Exploring the Secrets of Your Soul discusses Tibetan sleep and dream yoga, lucid dreaming and techniques to help you more clearly remember and understand your dreams. Learn how to interpret your dreams through the powerful insights in this book and the author's visionary analysis of actual dreams. And discover how to decode the metaphorical messages of your own soul.

"This unique book on dreams integrates the soul's development on the spiritual path with personal dream work. . . . It invites us to consider a greater potential of the self beyond life's ordinary conflicts and helps us open up to a greater understanding of the purpose of life."

—RALPH YANEY, M.D.,
psychiatrist/psychoanalyst and author of *10,001*

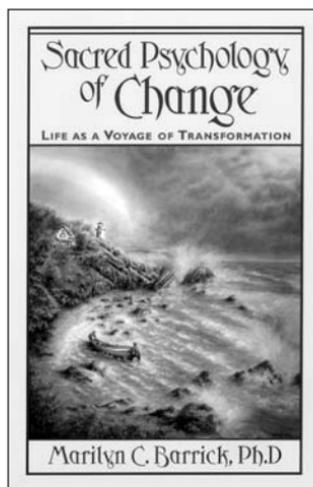
"Dreams. . . helps the reader unlock hidden secrets thereby opening new vistas to awareness, understanding, healing and finally, higher consciousness. . . . Dr. Barrick carefully, cogently and expertly enables the reader to understand the dream messages psychologically and spiritually."

—RICHARD FULLER, senior editor, *Metaphysical Reviews*



ISBN: 0-922729-63-8
Trade Paperback \$14.00

Sacred Psychology of Change



ISBN: 0-922729-57-3

Trade Paperback \$14.95

Catch the vision of your role in the 21st century. *Sacred Psychology of Change* shows how you can welcome cycles of change and even chaos as transformational opportunities. It is jam-packed with helpful information from cutting-edge change theories, psychology and spirituality.

Dr. Marilyn Barrick teaches us how to envision and explore the future while living productively in the present. Discover the importance of a creative mind-set, an open heart and the maturing of soul to successfully navigate the waves of change. Learn how to meet the challenges of endings and beginnings and emerge from the

darkness of grief and loss into a bright new day.

The storytelling chapters and exercises bring your personal journey to life and suggest practical approaches to the challenging scenarios of our fast-moving world.

“This book asks us to ‘focus our attention on the higher intelligence of our heart’ and then describes in loving detail ways of doing just that. Those interested in the heart’s ability to heal will find encouragement in these pages.”

—RUTH BLY, licensed psychologist, Jungian analyst, author

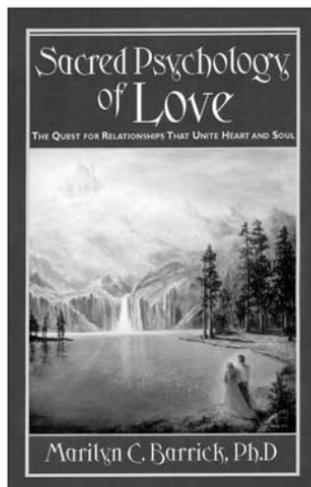
“A profound treasure of spiritual truths and their practical application based on the author’s many successful years of personal and professional experience. Written in the language of the heart and with remarkable clarity and sensitivity, this book will lead you, chapter by chapter and step by step, to a profoundly healing dialogue with yourself—and through an exciting spiritual and psychological journey of change.”

—KENNETH FRAZIER, L.P.C., D.A.P.A., A.C.P.E.

Sacred Psychology of Love

Searching for your perfect love? *Sacred Psychology of Love* unfolds the hidden spiritual and psychological dramas inherent in friendships, love relationships and marriage. It tells the story of each one's inner beloved and offers tender ways to spark divine love in your relationships.

After 39 years as a clinical psychologist and relationship counselor, Dr. Barrick is uniquely qualified to reveal the impact of childhood experiences upon adult relationships and to awaken us to the benefits of the reflecting mirror of the beloved. She shows the key role your inner "other half" plays in the eternal dance of love and gives practical self-help exercises to guide you on your quest for relationships that unite heart and soul.



ISBN: 0-922729-49-2
Trade Paperback \$12.95

*"A wonderful marriage of the mystical and practical,
this soul-nourishing book is beautiful, healing and thought-provoking."*

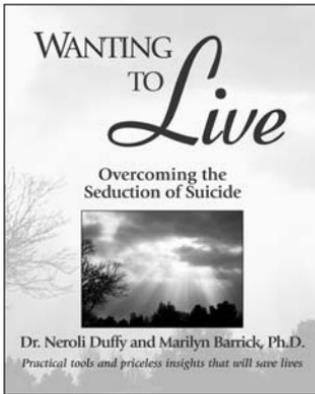
—SUE PATTON THOELE,
author of *Heart-Centered Marriage*

*"In our search for the Beloved, whether inner or outer,
we seek that mysterious blend of beauty and practicality
which Dr. Marilyn Barrick masterfully conveys on every page.*

*Synthesizing her knowledge of sacred text, her clinical
expertise and her life's wisdom, she has written a book for
anyone seeking to love or to be loved. With compassion and humor,
she gives us an important tool for enriching relationships."*

—ANNE DEVORE, Jungian analyst

Wanting to Live



ISBN: 0-922729-92-1
5 1/2 x 6 1/2 \$8.95

Practical tools and priceless insights that will save lives. . .

In this unique and inspiring book, a minister and former medical doctor along with a clinical psychologist part the veil for a startling look beyond the physical world into a realm we usually don't see: malignant spirits coaxing depressed but beautiful people into suicide; a bleak, painful existence in a dark, frightening level of consciousness; and lost souls

immediately coming back into a new lifetime to face the same test all over again.

Most important, *Wanting to Live: Overcoming the Seduction of Suicide*, by Dr. Neroli Duffy and Marilyn C. Barrick, Ph.D., tells us about powerful, life-changing partnerships with heavenly rescuers and offers priceless insights and practical tools for suicidal people and their loved ones. They shine the light of understanding to pierce the darkness and to bring hope to the despondent soul. This book is destined to save many lives.

The authors tell young people, "In reality there is no such thing as death. When we lay down the body, we do not die. Our soul and our spirit live on. The body is just a house, a temple for the spirit. If the near-death experience teaches us anything, it is the unreality of death and the reality of the continuity of the soul. . . .

"In reality, your soul wants to live—not just in the finite sense of this earthly existence, but in the infinite sense of the great spiritual being that you are at inner levels."

MARILYN C. BARRICK, Ph.D., minister, psychologist and transformational therapist, is the author of a valuable seven-book self-help series on spiritual psychology, six of which are already published and available in bookstores and on the Web:

*A Spiritual Approach to Parenting:
Secrets of Raising the 21st
Century Child*

*Soul Reflections: Many Lives,
Many Journeys*

*Emotions: Transforming Anger,
Fear and Pain*

*Dreams: Exploring the Secrets
of Your Soul*

*Sacred Psychology of Change:
Life as a Voyage of Transformation*

*Sacred Psychology of Love:
The Quest for Relationships That
Unite Heart and Soul*



In *A Spiritual Approach to Parenting: Secrets of Raising the 21st Century Child*, Dr. Barrick offers a unique approach of expert psychological advice and in-depth spiritual understanding, plus practical tips for families, children and youth. And Dr. Barrick's seventh book in the series—coming in 2005—will highlight energy therapy and past-life recall.

Dr. Barrick is also co-author with Dr. Neroli Duffy of *Wanting to Live: Overcoming the Seduction of Suicide*, a book written especially for today's teens and young adults.

In addition to her writing and private practice, Dr. Barrick conducts seminars and workshops in the U.S.A., Canada and Europe. Over her 39-year professional career, she has consulted as a psychological expert to schools, churches, government agencies, professional advisory boards and mental health facilities. She has also taught graduate psychology courses and served as a Peace Corps training development officer and field counselor.

Dr. Barrick's clinical practice includes individual, couple and family therapy, trauma release work, guided imagery, soul work and past-life analysis. For more information, visit Dr. Barrick's Web site: www.spiritualpsychology.com.

“As we welcome the Indigo and Crystal children who are our future leaders, Dr. Barrick has written a valuable and timely book. Drawing on ancient wisdom and personal experience, she offers sound advice to help parents support the growth and creativity of these wonderful young people.”

—CHRISTINE PAGE, M.D., author of *Spiritual Alchemy: How to Transform Your Life*

As we face the complexities of the dawning age, spiritually advanced souls are being born to usher in a prophesied time of peace and enlightenment. In this perceptive guidebook, Dr. Marilyn Barrick discusses the Indigo, Crystal and Spirited children, their mission to help Earth fulfill her divine destiny and the special challenges to the parents raising these extraordinary children.

Dr. Barrick also reveals the “cycles of life” we all pass through and shows how we can deal with their corresponding life lessons. She gives valuable insights into how karma and past-life records influence our marriages and families—and teaches us ways to master these important relationships.

“Filled with remarkable insights into the psychology of the child’s soul, this book goes way beyond current parenting approaches. By exploring children’s deep spiritual needs through their developmental stages and ways to raise up the inner genius, A Spiritual Approach to Parenting offers real healing and hope to the many sensitive, bright children that have been mislabeled as ‘learning disabled’ or ‘problem’ children.”

—DR. JOYE B. BENNETT, child psychologist and co-editor of
Nurturing Your Baby’s Soul: A Spiritual Guide for Expectant Parents

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