

Yoga Class Learns How To Relax

ADELINE DALEY

Total relaxation is one characteristic of true yogis that novice Torrance yogis are finding hard to achieve. A yogi is any person who practices yoga, a system of physical, mental, and spiritual training that originated in ancient India.

The 25 yoga pupils are taught and encouraged by Sue Pontier, Torrance Recreation Department leader-in-charge. The group meets on Tuesdays and Thursdays from 7 to 8 p.m.

Rewards for the stretching and self-discipline demanded by yoga include relaxation, greater flexibility, and clarity of thought.

POSTURES, breath control and mind control are the first steps in the class' pursuit of Hatha Yoga, that yoga of physical well-being.

Torrance yogis exercise on mats to the sound of soothing, relaxing music in the Victor School Cafeteria, 4820 Spencer St., Ages of class members range from 16 to 37. Perspective yogis wear bermudas, leotards, and other comfortable clothing.

Other types of yoga are Karna Yoga, a yoga of work and action; Njana Yoga, a yoga of study and knowledge and Bhaki Yoga, a yoga of self-less love and devotion.

ANIMAL sounds, vibrations, and repetition of invocations are incorporated in Mantra Yoga and Raja Yoga is the ultimate, that of complete consciousness and union of man (the finite) and the spirit (the infinite).

Miss Pontier previously taught yoga at Westmoor High and St. Rose's Academy near San Francisco and at Morningside High in Inglewood. Her opinion is that everyone can benefit from learning and practicing yoga.

For further information on Torrance Recreation Department activities call the Joslyn Recreation Center at 328-8362.

Wallace said the characters offer a challenge to the actors. The drama has three acts.

Holm said theatergoers will be given an opportunity to become actors themselves following each performance at the Deep Six. Members of the audience will be asked to take part in improvised scenes.

Technical and production personnel, as well as actors who are interested in joining the Player's Workshop are asked to attend the open audition and meet other members of the group.

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SUMMER WORK . . . Wilda Lang, Wallace Geer, and Mildred Pearsey, members of a school district committee developing a curriculum guide for teachers to use in the fall, discuss aspects of the social science program during one of the committee's afternoon sessions. Preparation for the new social science handbook, to be used in the seventh and eighth grades, began last fall.

Summer Meetings

Educators Work to Get Teachers' Guide Ready

The summer school day may end with the dismissal bell at 12:30 or 12:45 for Torrance youngsters, but for a group of teachers and administrators concerned with what they will be learning next fall, the business of education takes on a new dimension on summer afternoons.

Gathered in the professional library of the school district's Educational Materials Building for two hours each day throughout July are members of a committee which is revamping the social science course of study for seventh grade.

Another committee is working on eighth grade social science and still another committee is revising the science guide for grades four through eight.

COMMITTEE members, who met twice monthly during the school year, are putting the finishing touches on a project which began back in January.

How does a group of educators—in this case, a seventh grade social science teacher, a high school history teacher, a curriculum consultant, a principal, and an educational materials consultant who is familiar with available resource materials—translate the broad general framework set up by the state of California into a specific course of study? How do they implement ideas on how to teach the state requirements, activities to follow up on these studies, and suggested audiovisual materials to go along with the lessons?

Republicans to Attend Meeting

The local unit of the United Republicans of California will charter a bus July 30 to attend a conservative-liberal debate in Hollywood.

Members and interested guests are invited to attend. Reservations are available at FR 8-7634 or DA 6-3024. The FR 8-7634 or DA 6-3024. The round-trip transportation is \$1.50.

According to Mrs. Gertrude Aldershof, the committee coordinator, the group started the project by surveying what was already being done.

BEFORE THEY could plan areas to be studied in grades seven and eight, it was necessary to know what the students would be studying before they arrived in seventh grade and what they would learn after they went on to high school. Throughout the winter committee members worked on their own time between bi-monthly meetings reading everything that was being taught between fifth and twelfth grade.

They charted areas where they felt there was either repetition, duplication, or gaps in what was being covered.

Their survey completed, they were ready to create the course outline which will henceforth guide teachers in content to be covered.

FIRST STEP, according to Mrs. Aldershof, was "developing an overview" which summarized the content to be taught for an entire grade level. Once they had the overall picture, committee members were able to lay down the suggested time allotments to help teachers space units of study to be taught throughout the year.

One of their primary concerns was setting up objectives which would help both teachers and students know why they are studying what they are studying. "If students only know, for example, the dates the colonies were settled, they have not learned as much as if they understand the dependence of the settlers on their natural environment," Mrs. Aldershof explained. "In understanding colonial man's dependence on his environment, they gain insight into their dependence on their environment."

TO HELP teachers gain these objectives, committee members list problems for

children to solve which will make them think. Purpose of the problems is to make children apply what they've learned to specific situations. "In this way, the teacher can readily see if the student has learned 'Why' as well as 'What,'" Mrs. Aldershof said.

An additional task of social science committee members is to interweave six basic economic themes into the course content. In this way it is hoped that economics will be understood as past and parcel of life rather than a remote science. For example, students of colonial times are asked how the early settlers solved their economic problems.

Also woven into the historical studies are geographic skills.

BY THE TIME the elementary school student finishes eighth grade he will have traced history from the days of Medieval Europe through the post-Civil War period in the United States. The high school studies will pick up at the point his elementary studies leave off.

As a follow-up to the summer meetings of the curriculum committee, a series of social science workshops will be scheduled in October to give social science teachers guidance on how to use the new study guide.

"The guide is a takeoff point," Mrs. Aldershof stated. "The teachers go from there. Each teacher will use her ideas and her own creativity based on sound educational methods to interpret the curriculum to the students."

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