



Iyengar Yoga Association: Southeast News

PRESIDENT'S LETTER

Dear Friends:

As the end of the year comes into sight and also my term as president, I reflect on events both personal and collective in our region.

Looking around at our community, I am proud and humbled to be a part of an organization whose mission is to study, teach, disseminate, and promote the art, science, and philosophy of yoga according to the teachings and philosophy of BKS Iyengar.

After a life-threatening accident in November 2001, I realized I had to slow down, simplify my life and clarify what was most important to me. The first obvious change was to resign from the IYASE board. But after much discussion, prayer, and encouragement from others, I decided, instead, to put off other things like India and my next level of assessment.

I have learned so much since then about people, community, life and myself. I try everyday to balance the demands of family and livelihood with the desire to deepen my practice and enhance my skills and knowledge as a teacher.

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FUTURE ARTICLES

If you have information that you would like to be included in future IYASE newsletters, please send an email to: lyndasyoga@hotmail.com (*Next deadline: Jan 31, 2005*).

INTERVIEW WITH JOAN WHITE

— By Lynda Gill

Joan White has been a key figure in the development of Iyengar Yoga Certification in the United States since its inception in 1984. As the current Chair of Certification for IYNAUS, Joan is responsible for coordinating the many aspects of certification and assessment. The following interview took place last July during a five-day teacher training co-taught by Joan and Patricia Walden.

LG: I'd like to begin talking about how the certification process started and how it has evolved.

JW: The certification process started in England when teachers who wanted to teach in the adult education program in inner London were told that they couldn't teach there because they didn't have certification credentials. They needed to have a credential, so the English got in touch with Mr. Iyengar and said, "Can you give us a credential?" And that's how it all got started. Just like that!

LG: In the United States?

JW: No, it started in England. We didn't have certification until 1984 when Mr. Iyengar decided that certification should be brought to the United States. At that time there was no National Association, so we had a group of us who ran the assessments on the east coast, and then there was a group of teachers who were assessing on the west coast. The east coast was doing it in a fairly similar manner to the way it's being done today, while the west coast teachers were giving out certificates without actually testing the candidates' ability to teach.

LG: Were they just awarding certificates?

JW: Yes. They were awarding certificates basically on their own criteria.

LG: So was it similar to the way Mr. Iyengar awarded certificates?

JW: Originally?

LG: Yes.

JW: No. Mr Iyengar knew us. He had seen us teach and had repeatedly seen us in classes and practice sessions in Pune, so it wasn't all just instant awarding of certificates. It was after the 1984 Convention that he decided that he was going to start awarding certificates so he could start certification in the United States, and that's when he awarded our certificates. From there, the process started, and when the National Association was founded, that's when certification really started to come together as something that would be nationwide and would need to have

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some sort of standard for the whole country. And that's been evolving over the last 14 years – a little less, actually, 11 years.

LG: So this was after the '84 Convention.

JW: This was after. Between '84 and '93 there was no National Association. I think it was the Ann Arbor Convention [in '93] when we started.

LG: So during that whole time period there were these two, east coast and west coast –

JW: There were east coast and west coast certifications. I actually was chairman of the east coast certification for a long time, basically because no one else wanted to do it, and we were working from the English system. Then Mr. Iyengar said he wanted everybody in the country to be doing the same system. So everybody then had to start working from the English system.

LG: But we just awarded one Introductory level at that time, didn't we?

JW: Correct. We had one Introductory, one Junior Intermediate, one Senior Intermediate, and one Advanced. We had four levels.

LG: But then, in England, did they not have the two levels for Introductory at that time?

JW: Not originally. I don't know why they started with the different levels. I don't know what the catalyst for the different levels was, but I think it probably was because students found it was too much information to process at one time. For instance, there were 63 poses, I think, on the Introductory syllabus, and people had to do all of the poses. They were responsible for teaching all of those poses. A lot of students were complaining to Mr. Iyengar and saying that it was too much and that they couldn't learn all the information at once. The teacher trainers in England were saying the same thing, adding that the students weren't learning well enough. Mr. Iyengar started the changes in England, and then he wanted us to incorporate them. At that time Kristin Chirhart was the chair, and she was trying to figure out how to even begin to incorporate them. Then Laurie Blakeney became the chair, and she was kind of pushed into incorporating them because he really wanted the system to change. He wanted the system to be divided.

We made the transition over a one year period, and in that one year, the people who came up for Introductory level, if they didn't pass the entire exam, but they did reasonably on the part they did pass, were awarded the first level of certification which, of course, wasn't a real level. So they were actually people who hadn't passed, who were given something that was called Intro I. That was the beginning of Intro I and Intro II. Somehow, there was some kind of miscommunication between India and us. This miscommunication led to awarding of certificates to people who passed the first half of a two-part exam. I would imagine that the confusion came because Mr. Iyengar wanted people to be recognized with some kind of award for having passed the first part. He kept calling it a "learners permit" – that it would be like getting your learner's permit, and you would be allowed to start teaching at some point, that you would just be in the stage where your teaching would be watched by somebody. That idea is very common in India, so if you go to an awards dinner, you're given a certificate to say that you went to the awards dinner. I think he meant it in the best of spirits. What he didn't realize at the time was that the word "certified" led people to believe that they didn't have to go any further, that by passing the first part of a two-part exam, they could call themselves certified teachers. When that was brought to his attention, he was more than a little upset about it. And that was just at the time when I became certification chair. He said that under no circumstances were these people certified, and he couldn't understand why they would think they would be when they hadn't even been tested on *sirsasana* and that we were to immediately stop issuing certificates for them and that he would no longer sign anything that was presented to him unless it was a full Introductory certificate. That's what brought about the naming of the separation between "Teachers in Training" and "Certified Teachers." So this year we dropped the idea of Intro I and Intro II because what he was saying was that you weren't a certified teacher until you had passed the full Introductory level, and that was a way of basically disqualifying those people who were claiming that they were certified teachers. Of course, in his mind he never saw them as certified teachers. He never acknowledged them as certified teachers, and he was very upset that people would not honor his system by completing the exam.

LG: Well, I think that pretty much explains the question that came up about why we went from using Intro I and Intro II to Teacher in Training and Introductory. We also have multiple levels in the Jr. Intermediate and above. The Jr. Intermediate used to be just one level, now it is divided into Jr. Intermediate I, II and III.

JW: That's correct.

LG: Ultimately, this just makes it easier for people to go through the assessment process. As part of the assessment process, teachers who are candidates for assessment are required to have forms filled out by two recommending teachers. In the certification manual there is a distinction between a mentoring teacher and a recommending teacher. Could you clarify what the requirements are for those?

JW: I'm not exactly sure what you're after. If you're asking me the difference between a mentoring teacher and a recommending teacher, in this case, this applies only really to the Introductory and Teacher in Training levels. The idea is that the mentoring teacher should be the teacher that you study with on a regular basis, and the recommending teacher is an outside voice, someone from the outside who doesn't see you all the time who would back up the recommending teacher's recommendation.

LG: That helps a lot for me. As to the qualifications for how it is determined – as I understand it, it can vary depending on how accessible teachers are in certain areas of the country. For example, in our area, the Southeast, we have some states that don't have any Jr. Intermediate certified teachers.

JW: The certification committee has reserved the right to judge situations on an individual basis where there are not certified teachers at the Junior Intermediate level I and above for Introductory teachers. To be a recommending or mentoring teacher, you should be at least one certification level higher than the person you're recommending. What had caused some confusion in the past is that we felt the Introductory level teacher should be able to recommend the Teacher in Training

level, but Guruji said, "No." He doesn't recognize Teacher in Training as a level. So, therefore, that would mean that to recommend somebody at the Teacher in Training level, you would have to be Junior Intermediate I and above, but there are definitely exceptions to this. We reserve the right to judge on an individual basis when these exceptions should be made. An exception would be living in an area where there are no Junior Intermediate teachers readily available and your regular teacher is an Introductory level teacher. We look at how long that person has been an Introductory level teacher. In some cases people have been Introductory level teachers for 20 years. People apply to us and explain their situations, and then we make a judgement on whether we feel that person should be able to act as a recommending teacher.

LG: Where do you see the future of the certification process.

JW: In terms of future I can only judge by present, and in the four years I've been certification chair I've seen the applications go from 65 the first year to 205 this year. I'm hoping that a lot of these people who are coming up for Teacher in Training and Introductory levels will be inspired to go further and that it will just continue to improve the quality of the teachers in our community and that it will continue to breed community. I find that people who have gone or are going through the certification process the way it's set up now tend to group together. They tend to get together. It does bring people together in study groups, and we're seeing the level of the teaching go up.

LG: Well, I certainly feel that I've seen some excellent teaching at this teacher training that we're involved in this week. I've talked with a couple of people here at the training and at the Convention also about how there is much more clarity in what's expected, and how the whole standard and quality of the process is improving. What I've noticed is that, for example, the teachers that are teaching here at this training this year, compared to the teachers that were teaching here two years ago, are just of a higher quality across the board.

JW: That's right.

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LG: The proof is—

JW: The proof is in the pudding.

LG: Yes.

JW: A lot of the students that you're listening to this week have been trained by teachers who are certified to be teacher trainers and are putting a lot of time into teacher training, and that's making a big difference.

LG: At the Convention there was a meeting of the Assessors.

JW: Correct.

LG: Was that the first meeting of that nature?

JW: That was not the first time. It's the first time in the four years that I've been the Chair that we actually had a meeting like that, and it's the first time we've ever had a meeting that went for seven hours and really addressed all of the various areas that have come up in certification that we have been unable to address with the assessors as a group.

We are now this year starting an assessor-in-training program. Prior to this, assessors had been chosen by Guruji or by the certification committee.

LG: With respect to teacher trainers, as I understand it, those who are qualified to do teacher training are the Junior Intermediate II level and above.

JW: It was Junior Intermediate III and above, and we dropped it to Junior II teachers who have held their certificates for a minimum of two years and who have attended classes at the Institute in Pune at least four times.

LG: So, I assume that the teacher training programs a person went through to get to that level have prepared them to be a teacher trainer.

JW: We hope so. We're also working, and have been working for the last several months, actually several years, to try to get some kind of uniformity into teacher training. I have a number of people working on this. For instance, we have people on the west coast who have a teacher training program in southern California that is well established and helpful.

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LG: Gloria Goldberg?

JW: Gloria Goldberg has a very good teacher training program along with others in LA, and I've been working with Gloria, and Patricia has been working with Gloria. The three of us have been working together to work on teacher training and what we can do with teacher training to make it a better process.

LG: Yes, because it's certainly quite different teaching a class of students versus teaching a class of teachers, preparing teachers.

JW: That's true.

LG: I can see that as part of this evolution we'll have teacher training programs also. This week I've noticed that there are teachers here who are at a high level, who have held Junior Intermediate III certificates for several years or more. Is this their way of apprenticing and seeing how you and Patricia are doing this?

JW: Yes. There are some teachers here this week who are doing that. In some cases what we've found is that in some areas of the country, some of the students who are coming up for assessment have not had the kind of training that we're doing here or that they're doing in southern California or the midwest. That gives an advantage to the students who have had this training. So we're trying to make this training more widely available, and one of the ways is to have these teachers come from areas where they haven't had the same kind of training, have them come here and observe what we're doing. Then they can take that back to their areas, and they can have a better idea of what we're looking for in assessment, for instance.

LG: Well, I certainly feel fortunate to be here and to have you and Patricia giving feedback to all of us. I really thank you for taking time out to do this interview. I know how hard you've been working this week, and I'm sure I speak for many in expressing my appreciation for all that you do. ■

ARTICLE BY ADELE ROSE

July 19, 2004 was a watershed marker in my life. An orthopedic surgeon was going to replace my very seriously degenerative right hip with a mechanism made of titanium alloy that would do the trick. It was explained very carefully that this was a three month project and there are very strict rules that must be followed to protect the healing that surrounds this piece of metal which would be called my hip for the rest of my life. You see, they generally last 15-20 years, but I'm 82.

So preparation began. Make your bathroom handicapped access. Remove all rugs. Buy all kinds of appliances to help get you through this period. Generally, you use the walker for about six weeks, then switch to a cane for at least another six weeks or longer. In essence, I was told, "You'll do fine. You will face three very difficult months, but it will be worth it." This is what I was told from several of my friends, ages 57-75, who had undergone this exact operation.

But they all didn't take into consideration that I have been taking yoga for the past 10 years. In fact, up until the week before the operation I worked with Cindy Dollar, the teacher I've studied with for the past 10 years, adjusting my program and using the necessary props (and there were many) but staying for most of the hour and a half.

My yoga practice and all it taught me made it possible in my case for the predictions to be turned around 360 degrees. I used the mental attitude developed through yoga from the time I made my decision to have this done until this very day. I said "I will get through the three months by focusing on the moment as I do when performing my practice. I will do the best I can during the necessary physical therapy, realizing what my body can do, and use "ahimsa", kindness to the body. I will not compare one day to the other, but merely accept what is possible."

This mental attitude was developed slowly and surely through my work with Cindy. That in itself would have been a wonderful advantage. But through my years of practice my body responded beautifully. I attended religious services at my Temple 2 ½ weeks after surgery. I had learned how to use my body so that I could get into the car without doing damage and could use the walker with ease. I could sit for two hours and enjoy the services. Within the first six weeks, I attended services twice, went to Mars Hill to see a play, and had transportation to downtown Asheville, where I was dropped off, attended a movie and lunch, did some shopping and then was picked up and taken home. What bliss!

It is not quite two months, and I have discarded the walker (long ago) and now my cane. I walk without help in and out of the house. I can even take out the leash and walk my dog for short distances. My physical therapist (I go three times a week.) is astounded. In fact, I present a problem. He has to dream up different exercises that will challenge me. He puts weight on my ankle. We stress balance, so I say I can do this pose called Vrksasana, the tree pose. I use the lunge to pick up articles on the floor that I can't reach with my retriever.

Now I'm looking forward to the time, October 19th, three months after surgery when the precautions and rules can be discarded and I can pull out my mat. I've scheduled that for October 20th. Namaste ■

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“THE JOY OF TEACHING, THE ART OF LEARNING”

— By Lynda Gill

A five-day teacher training intensive with Patricia Walden and Joan White was held in Boston July 13-17. The I.Y.A.S.E. was well represented with at least twelve teachers from four different states in attendance. The schedule was quite full, beginning at 10:30 a.m. each day and ending at 5:30 or 6:00 p.m. We did break for lunch but sometimes had less than an hour. A few times we had a brief assignment to complete during the lunch break. Fortunately, there were ample coffee shops and a whole food café and grocery within a few blocks of the training site.

Each day Patricia led us in chanting selected sutras from the first two chapters, Samadhi Pada and Sadhana Pada, of the Yoga Sutras of Patanjali. For those of us who are studying the sutras without the guidance of a teacher, it was a great opportunity to refine our chanting skills as well as an inspiration to pursue our practice with renewed vigor.

On the first morning we did a demonstrated practice observed by Joan and Patricia. We arranged ourselves in the room according to the level of assessment for which we were preparing, from Teacher in Training all the way through Senior Intermediate I.

Next on the agenda was a discussion on demonstration of asana, specifically how to do an initial demonstration versus a teaching demonstration. That knowledge was then put into practice as we each did an initial demonstration of a pose selected from our respective syllabus. From that point on we participated in practice teaching of poses, ranging from Teacher in Training up through Senior Intermediate I. Almost the entire five-day period was one opportunity after another for teachers to receive feedback from Joan and Patricia. Everybody got to teach at least one pose, but since there were over 30 participants, most of the teaching was done by teachers scheduled to go up for assessment in 2004.

By the end of the week everyone had a clear idea of how to present an initial demonstration of the pose, what to say and not to say, and how to do a teaching demonstration that addresses the weaknesses of the students. Many other teaching skills were fine-tuned, and key points were emphasized as we heard them repeated throughout the week.

I had taken this teacher training with Joan and Patricia in 2002, and based on what I observed this year, I know that the teachers are becoming stronger at every level. What struck me as most significant is that I now perceive that the way we are being trained to teach for the assessment is no different than the training that makes us better teachers for our students.

Joan did a superb job of articulating the logic behind the syllabi, explaining why the poses are taught specific ways at each level and how that teaching lays the foundation for the next level. The whole process of training teachers for assessment has evolved, and is continuing to evolve, in such a way that the teaching reflects, more and more, the strength and purity of the method. As Mr. Iyengar says in his commentary on sutra II.46 in Light on the Yoga Sutras of Patanjali:

“From the very first sutra Patanjali demands the highest quality of attention to perfection. This discipline and attention must be applied to the practice of each *asana*, to penetrate to its very depths in the remotest parts of the body.” This is the art of learning which leads us to the joy of teaching. ■

ON MENTORING — By Suzie Muchnick Spencer

Many months ago, Joan White and I accepted a challenge: the National Board asked us for an article about *mentoring*. The article would appear in “Yoga Samachar”. I think I was more excited than Joan, because I had already adopted Joan as my own mentor. Working on the article meant that I could work directly with her! What could be better?

At first, we both wanted to co-author each piece, but as two busy lives have trouble intersecting, we found it nearly impossible. We decided to alternate columns. You read Joan’s story in the last issue, and now, here is my story. This is my story about my mentors, how you can choose mentors, and what you should expect from this special relationship.

I have been blessed with many special people in my life, starting as a young girl. I chose Cantor Sammy as my mentor before I was twelve years old! His advice and encouragement were invaluable to me. I was at Camp Beacon one glorious summer, sitting on the back steps

leading to my cabin. Sammy came to me, and during the conversation, he told me: "Whatever you do you in your life love it and the rest will follow." I don't know exactly why he told me this, but his words after that Shabbat Service remain the touchstone of my life. Memory fades with time, certainly, but in this case, memory has faded, becoming a fine recollection, an invariable remembrance, a wonderful envelope that invites me to safety each time I recall it.

Of course, I lovingly recall lots of other things about Sammy, although many details have faded. He loved to sing, and to cook, and to eat; and I remember that he had a huge chest! (like Guruji), developed from years of singing. Mostly, I remember how trusting I was. How trusting I *am*, now, thanks to him, trusting of myself, and of my own abilities. And for that one thing, telling me to love what I do, even though he has passed, he remains alive in my heart.

All of us have many mentors, and sometimes, we don't recognize the role they play in our lives. Look around at the people you know.

For example, my mother was also mentor to me, though I didn't really understand this role that she played in my life until I was an adult. I know, *now*, that she was a woman so far ahead of her time that she didn't even know the example she set for me. She was too busy leading her life, going forward professionally in a world dominated by men; and in doing so, she was showing me the way that I would take as I became an adult. I became a very independent woman, confident that every obstacle is merely opportunity, and I owe this state of mind to my mother's leadership.

And my dad! He's a remarkable man; successful without benefit of college. He was a young man in the New York of the 30's and 40's, where hard work and integrity were the currency of the day, and for that, my father was a very rich man, indeed.

With little financial opportunity, he persevered, becoming "self made" and became successful. He continues to teach me and to set an example, even today.

These three mentors were the most important to me; but there were others. I learned a simple thing from them: respect myself above all, and think independently. This is the course of my life and my mentors gave it to me, freely. How do we find mentors, and the gifts they offer? Certainly we meet people all the time! Some of these people cultivate the best in us, and they seem interested in us, and they

encourage us. This interest is a gift! Sometimes, these gifts are obvious, but sometimes they are less obvious. In order to cultivate these "mentor seeds", it's essential to be open to it. Remember, to have a mentor, you must reach out. You must step up and take responsibility. Show that you are responsible for your side of the bargain!

As the 2004 Assessment season winds to a close, the value of mentoring becomes accordingly apparent. Isn't it true that as we approach our assessments, we depend on our recommending teachers? And, perhaps, the other teachers who have guided us? Don't *you* already have a mentoring relationship with your teachers?

Remember, mentors don't choose us. We choose *them*. When a mentor accepts us as a student, we commit to study with that teacher on a regular and ongoing basis. This time frame may be very specific or may continue well beyond the achievement of set goals. This commitment should not be taken lightly as it is time consuming and long term.

You should elevate your teacher- your mentor- in your mind, and your heart. Support them. Do your part to sustain the studios, and classes, so that the teachers may practice the yoga, and have opportunity to serve. Yes, these things cost money, but the cost is modest, and we want to lift up our teachers and mentors. And it is a wonderful way for you to make the relationship with your mentor equally valuable. Choosing a mentor out of convenience or proximity is a mediocre reason. Choosing a mentor from the aspect of popularity may also confound your goals as some mentors take on more mentees than their time allows. It's important that you feel comfortable with your mentor and that you like your mentor as a person, not just as a teacher. Finally, be sure to consider Joan's points, "A mentoring teacher must always be loyal to his or her students.....likewise, the students must be loyal to their mentor; if this mutually binding contract is broken, the relationship will crumble." You want this relationship to be enduring, not short lived.

Developing a mentor relationship requires time, so do it early in your career, not at the last minute. For example, if you are considering the assessment process for next year, you should already have approached someone. Look to the local, regional and then finally national community before you ask a mentor to cross the threshold into your life. Finally, in the words of my greatest mentor, "The art of teaching is tolerance. Humbleness is the art of learning" — B.K.S. Iyengar ■



President's Letter: (Cont'd from pg 1)

Yet, I doubt that I will ever be able to attain the skill and mastery of our wonderful senior teachers. However, I believe our future comes from where we are right now and won't change until we look closely at our present.

Through our regular newsletters, Teacher Training Workshops, and web site, we continue to construct a network of personal and professional relationships. To all of you in our region, I encourage you to become a member if you are not, and those who are members, to fully participate and communicate with IYASE. In so doing, we can continue to spread the incredible teachings of Guruji, Prashantji, and Geetaji.

Finally, this is an election year not only for the President of the United States but also for new board members. Make yourself heard with your vote and remember to renew your membership at the end of December.

Many, many thanks go to all of you for your confidence in me and for your support. Be well and prosper.

Your out-going president,
Janie Strickland ■

TWO WHEELS, THREE WHEELS, FOUR WHEELS... MORE?

— Originally published in a local MS Society Newsletter

Brenda was diagnosed with MS in 1998. At that time she was a very energetic, physically active 29-year-old second grade teacher. Her first symptoms were weakness in her right leg followed shortly by some problems with her vision. Brenda's MS progressed very rapidly and was compounded by several very serious, albeit rare reactions to approved treatments and drug therapies. Using her cane to get around, she admitted herself to the hospital for intense steroid therapy.

Eighteen days later, Brenda left the hospital in a wheelchair (two wheels) due to a severe, rare reaction. Later she developed a blood clot in her neck due to a complication that developed when she underwent plasmaphereses. During this time, Brenda's physical and emotional health continued to decline. Her days of roller-blading, racquetball, and teaching riding lessons had completely ceased. It was necessary that she quit her job teaching second grade, a job she dearly loved.

By October, 1999 Brenda was in a wheelchair full time, which severely limited her independence. She obtained a (three wheels) motorized scooter in September of 1999 which allowed her a little more freedom in getting around. At that time, Brenda drove a small compact car and could not transport the scooter, so she began using Special Transportation Services.

By early 2001, Brenda was ready for a change...she was "tired" of being sick and tired, so when an MS Society brochure arrived by mail in her mailbox, she was ready to try anything. Brenda and her neurologist

had agreed that she had tried the conventional therapies: steroids, plasmaphereses, Avonex, Betaseron and Copaxone, and Brenda's body was not responding well to any of these. The brochure contained information about a one-day introductory yoga class/workshop.

The first half-day was for the purpose of educating yoga instructors on how yoga could benefit people with multiple sclerosis if the poses were adapted to the students' abilities and information about the disease was taken into consideration; the second half of the day was devoted to the yoga teachers working with people who have MS.

That day, six yoga instructors and 15 people with MS attended. The students were taught breathing techniques as well as some stretching poses. Brenda remembers that she did not like it at all. It "hurt", increased her fatigue, and she did not feel like she got a lot out of it.

Phyllis Rollins who had directed this special one-day introductory class/workshop, began a yoga class for people with MS that met once weekly at a local church. There were several students, some in wheelchairs, scooters, walkers and some who were ambulatory. Brenda came, and she kept coming. I asked her why (especially in light of the fact that she said she HATED it), and she said "Because Phyllis said it would help... and I just knew that something had to make it better." This describes Brenda very well. Brenda describes this characteristic as a stubborn streak...I think she is just very tenacious and determined (a benefit when you are dealing with a disease like MS).

2005 WORKSHOPS

Today, Brenda practices yoga several times a week as well as riding a recumbent bicycle. Early January, 2003, she BOUGHT A CAR (four wheels) which she is now driving herself! Although she still uses a rolling walker to get around, she attributes her much improved physical condition to the benefits of yoga. She defines these benefits as: increased stamina, increased flexibility, increased strength, a better outlook on life, feeling better, better skin color and a better ability to breath.

Brenda says "it makes me feel so much better because it has given me back some control." Brenda states the MS yoga group has had quite a bit of turnover in participants, but she attributes that to "folks are looking for a quick fix."

Brenda says she now loves her yoga class. One of the things she most wants people to know is how much FUN she and the other students have in class. It is so comforting to be with others who know your disease, understand your struggles and accept you for who you are.

Jeanette H. Day is a Registered Nurse who lives in Charlotte, NC. She has worked in the field of Chemical Dependency for 25 years and has a personal and professional interest in the treatment and research of Multiple Sclerosis. ■

Jan. 7-9	Gabriel Halpern <i>Boca Yoga, Boca Raton, FL</i> Marti Parker (561) 368-7368
Jan. 14-16	Dean Lerner <i>Audubon Yoga Studio, New Orleans, LA</i> Becky Lloyd, (504) 821-9885
Jan. 21-23	Cindy Dollar <i>Sunrise Yoga Studio, Clemmons, NC</i> Valerie Kiser (336) 778-1233, valerie@sunriseyoga.net
Jan. 25-27	Eddie Marks <i>Boca Yoga, Boca Raton, FL</i> Marti Parker (561) 368-7368
Jan. 28-30	Gloria Goldberg <i>YogaSol, Delray Bch Fl.</i> Colleen Gallagher (561) 272-8699
Feb. 4 - 6	Teacher Training with Dean Lerner <i>Teacher in Training & Introductory Syllabi, Cleveland, OH</i> Karen Allgire (216) 382-0592, info@greentarayoga.com
Feb. 19-20	Suzie - Geeta's teaching-Post India <i>Postures, Naples, FL, (239) 566-9642</i>
Feb.26-27	Lillah Schwartz - Yoga for a healthy back <i>Sunrise Yoga Studio, Clemmons, NC</i> Valerie Kiser (336) 778-1233, valerie@sunriseyoga.net
Mar. 11-13	Manouso Manos <i>Postures, Naples, FL, (239) 566-9642</i>
Mar. 18-20	Teacher Training with Joan White <i>(Teacher in Training, Intro & Jr. Int. I Syllabi)</i> <i>Mainstreet Yoga, Alpharetta, GA</i> Lynda Gill (678) 297-1229, lyndasyoga@hotmail.com
Apr. 29-31	Joan White <i>Postures, Naples, FL, (239) 566-9642</i>
May 5-8	Teacher Training with Dean Lerner <i>(Teacher in Training, Intro and Jr. Int. I Syllabi)</i> <i>Boca Yoga, Boca Raton, FL, Marti Parker (561) 368-7368</i>
May 6-7	Roni Brissette <i>Sunrise Yoga Studio, Clemmons, NC</i> Valerie Kiser (336) 778-1233, valerie@sunriseyoga.net
May 27-29	Swati Chanchani <i>Audubon Yoga Studio, New Orleans, LA</i> Becky Lloyd, (504) 821-9885



Iyengar Yoga Association: Southeast

C/O Harry Chittenden
P.O. Box 1797
St. Petersburg, FL 33701

WWW.IYASE.ORG

Our website, www.iyase.org, contains valuable info about our members. Certified teachers are listed by state. There are links to the National Association and Mr. Iyengar's website. If you have any requests or suggestions, send them to: lyndasyoga@hotmail.com.



2005 IYASE

MEMBERSHIP REGISTRATION FORM

Please Circle One: New Member Renewal

Name _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____

Email _____

Our membership year is Jan. 1 - Dec. 31, 2005.

Please send a check for \$50 made payable to IYASE with this registration form to:

Cindy Dollar, PO Box 7401, Asheville, NC 28802

NOTE: Certified teachers renew through IYNAUS, not IYASE.