

NOVEMBER 1987

VOL. CVIII - No. 11

# AMERICAN SOKOL

Publication of the American Sokol  
Educational & Physical Culture Organization

PHYSICAL FITNESS  
THROUGH GYMNASTICS



Ku předu, zpátky ni krok!

FORWARD!  
BACKWARD NOT A STEP

# AMERICAN SOKOL

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EDITOR - LYNDA FILIPELLO  
4401 Fender Rd., Lisle, IL 60532  
312-355-2572

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Jackie Kourim, Secretary

Meetings: 4th Tuesday - except July and August,  
at ASO Office

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## Change of Address for American Sokol

AMERICAN SOKOL ORGANIZATION  
6424 West Cermak Road  
Berwyn, IL 60402

Sokol \_\_\_\_\_

Name \_\_\_\_\_

Old address \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

New address \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

## Calendar of Events

- NOVEMBER 15 — Central District  
Annual Meeting, Sokol Berwyn
- NOVEMBER 21 — Central District Rhythmic  
Gymnastic Competition
- NOVEMBER 21 — Kateřinská Party,  
Sokol Washington, D.C.
- DECEMBER 2 — Annual Mtg. at Barton House,  
Arlington, Va., Sokol Washington, D.C.
- DECEMBER 5 — Sokol Stickney, 25th Annual  
Spaghetti Dinner
- DECEMBER 6 — Sokol Berwyn  
Bohemian-American Concertina
- DECEMBER 6 — Jaternicový Dinner and  
Christmas Party for children, Holy Cross Convent,  
Bethesda, Md., Sokol Washington, D.C.
- DECEMBER 6 — Sokol S. Omaha Bus trip to  
Minden, Ne. Christmas Lights & Pageant
- DECEMBER 11 — Central District Boys & Jr.  
Gymnastic Competition
- DECEMBER 31 — Sokol Brookfield  
New Years Eve Party
- FEBRUARY 6 — Sokol Brookfield  
Annual Spaghetti Dinner
- FEBRUARY 7 — Sokol Berwyn  
Bohemian-American Concertina
- FEBRUARY 13 — Sokol Berwyn  
Spaghetti Dinner & Raffle
- MARCH 26 — Sokol St. Louis 3 "D" Dinner,  
Dance, Dough to Benefit Sokol Camp  
Swimming Pool

## CENTRAL DISTRICT EXHIBITION DATES:

- JAN. 30 — Česká Sň  
MAR. 4, 5 — Brookfield  
MAR. 6 — Naperville (Central High)  
MAR. 12 — Tábor  
MAR. 19 — Stickney  
MAR. 26 — Berwyn  
APR. 16 — West Suburban  
APR. 23 — Special Number Competition  
APR. 24 — St. Louis  
MAY 13 — Milwaukee

## FUTURE SOKOL LEADERS FUND

Br. James A. & Sis. Jarmila M. Zenisek	\$100.00
Bud Benak, Jr. - Return of Merit Award	200.00
— Donations are tax exempt —	\$300.00

# AMERICAN SOKOL

VĚSTNÍK AMERICKÉ OBCE SOKOLSKÉ

Ročník - Vol. CVIII

November — 1987 — Listopad

Číslo - No. 11

## A.S.O. Executive Board Minutes

Tuesday, September 22, 1987

Members present: Sis. Vlasta Zitny, Marie Ptacek, Sylvia Pistorius, Jackie Kourim, Lynda Filipello. Bro. Chuck Borvansky, Fred Stankovsky, Paul Lebloch, Roy Zitny, Fred Kala, Bob Barcal, Dick Ptacek, George Basta, and John Satek. Members excused: Bro. Gary Masek, Jerry Milan, Jerry Rabas, Ed Jelinek, and Sis. Emilie Ruzicka and Mildred Pinc. Guests: Sis. Emily Stankovsky.

District minutes received: none. ASO minutes approved with corrections; under correspondence, Round Table Forum should read "Pan Sokol Federation". Last sentence of Treasurer's report should read "tax sales number".

Correspondence: Sokol Zizka, 75th anniversary Sunday Nov. 1. Approval to send Br. and Sis. Basta as our representative, also letter and picture for Ad book. VIII Sokol Canada Slet, Montreal, 1988 invitation. Sokol Washington D.C. 40th anniversary invitation. Br. Borvansky to be one of guest speakers. Sokol Women of Little Ferry letter update. Br. Capek has resigned as president of Eastern District, Br. Slavik, I.V.P. has responsibility. Bill and letter from Grotefeld and Asso. re: Blanche Flossman, v. Morton High School et al, Br. Riha will be sent copy to peruse. Christmas seal shown for Executive approval.

COMBINED: DIRECTOR OF WOMEN — Sis. Sylvia Pistorius and DIRECTOR OF MEN — Bro. Dick Ptacek: Letter from Br. Jiri Liska advising that Sokol Los Angeles is having difficulty in finding competent instructors for their earlier classes and is asking assistance from the ASO BOI. Permission given to advertise in the GYMNAST. FINAL REPORT FORMS: Eastern District Sokol USA instructors school, supporting documents received, \$750.00. Central District: Rhythmic Gymnastic clinics of Apr. 6, May 4, at Sokol Berwyn with 75 students attending; instructor Sis. Helen Onni, \$30.00 approved for payment. 1989 ASO SLET: Sis. Schnabl and Balas presented the 1st and 2nd classes calisthenics to Board. All girls and boys will drill with implements i.e.: 1st girls, 12" hoops made of 1/2 in. plastic tubing; 1st boys, dumbbells; 2nd girls, large white hoops (rhythmic size approx. 28" in diameter); 2nd boys, wands 3 ft. long 1/2 in. diameter (dowel rod). Br. Ed and Sis. Anne Halik presented Tots drill. Sis. Pat Satek and Br. Paul Gilea presented the original copy of the junior calisthenics. Sis. Judy and Br. Dave Harlan advised the

senior calisthenics is complete and is being put into proper terminology. A concerted effort is being made to promote the 1989 Slet in Omaha, using the GYMNAST to advertise the various events that will be on the calendar. Br. Jan Waldauf approached the ASO regarding the use of the 1989 junior and senior calisthenics for their VIII Canadian Slet in Montreal, 1988. It was decided that it would not be to our best interest to allow the use of the calisthenics prior to our own Slet. Br. Waldauf has been advised and we await their written material. Long discussion regarding competition exercises, USGF vs. ASO, how to implement the use of both to encourage more participation.

1987 District Directors Conference: Permission was granted by the ASO BOI to request that the Central District host the 1988 District Director Conference. Annual reports received from Bro. Satek, Benek, Sis. Schnabl, Laznovsky and Riddle.

MEMBERSHIP CHAIRMAN — Br. Fred Kala: Attended the Central District Unit Presidents' Conference. We need greater and more diversified activities amongst our membership to help develop our membership growth. Long discussion on satellite and new units. Was encouraging to listen to their ideas.

EDUCATIONAL CHAIRMAN — Br. Paul Lebloch: In the future meetings will be held on second Tuesday monthly. Sis. Schabowski gave detailed report on Gymnastrada and her extended trip to Czechoslovakia and Europe. Numerous donations were received and acknowledged. Various Sokol educational material sent to the Lorain, Ohio public library at their request. Letter to be sent to Br. Rome Milan regarding status of various ASO films to be video taped. Approval given to purchase book, "The Slavs in European History and Civilization" by Frances Dvornik. Would like to send a portrait of T. G. Masaryk to the Masaryk Memorial Building to be built in Israel. They are soliciting funds and memorabilia. A huge complex is being built in his honor.

PUBLICITY: CZECH: Br. Jerry Rabas: excused.

PUBLICITY: ENGLISH: Sis. Lynda Filipello: History of our organization should be submitted to newspapers and magazines, also Slet information.

FINANCIAL SECRETARY — Sis. Mildred Pinc: The financial report has been distributed to board members. A second membership printout has been mailed. Per request, special assessment balances as of July 31st were sent to all District secretaries, copies to all district BOI directors.

**TREASURER** — Bro. Bob Barcal: Bank statements in order.

**EDITOR** — Sis. Lynda Filipello: Suggestions made that we publish District minutes. Per convention, minutes can be published but should be current. In addition, each district should send separate letter to editor of edited minutes that highlight historical and special interest items only.

**SECRETARY** — Sis. Jackie M. Kourim: Christmas seal mailing is top priority now. CSA donated office desks and furniture to ASO. **POSTCARDS** with the SOKOL emblem and flowers (1,000) and 500 packages of the notepaper (10 to pack) approved for printing and sale.

**II. VICE PRESIDENT** — Br. Gary Masek: excused. Just returned from Czechoslovakia. Confirmed that the 110th anniversary banquet for Sokol Omaha was cancelled at this time.

**I. VICE PRESIDENT** — Br. Charles Borvansky: Nothing to report, but will attend the Washington, D.C. banquet with Nancy.

**PRESIDENT** — Bro. George C. Basta: Attended Central District Presidents' conference morning session. Many interesting topics. Talked with Br. Slavik about Little Ferry via telephone.

**UNFINISHED BUSINESS:** No Slet reports received.

**NEW BUSINESS:** Discussed the possibility of calendars as fund raiser for SOKOL. More information to be brought in next meeting.

Respectfully submitted, *Jackie M. Kourim, Sec.*

## MEETING MINUTES Historical or Incidental

### *An Editorial*

Have you read your minutes lately? Many members of most organizations would probably answer, "No, because they're boring," or "No, the information is outdated." Valid answers if we mean that we already know about an action already taken or an event taken place. The recorded minutes of any organization, committee, etc. was never intended to be amusing or of novel potential. They are of historic potential when truthfully recorded and preserved for future members, citizens, governments, and civilizations.

Where would our American History of the Philadelphia convention be if not for the prudent recordings of James Madison during those months in Philadelphia while the state delegates prepared the most unique document concerning the rights of the people to govern themselves. Because of Mr. Madison's tenacity and his law background, he was an excellent recording secretary.

Today, historians are ever grateful to those persons, male and female, who recorded events as they happened, not as they thought it should have happened. Historians depend on the accuracy of the past historian and have noted that some are less accurate than others.

Does this imply that our recording secretaries should be historians? Yes, because they are recording the events taking place at that time in the history of the organization. What may seem unimportant to one member, may prove of vital importance to the membership 50 years in the future. It may prevent the illegal sale of a building, list ownership of properties, and prove membership rights. We know of one unit who researched their minutes back 30 years to discover that the sokolice had controlling interest in their building, contrary to what they had been told. Another interesting aspect of recorded minutes is that they sometimes strongly reflect the group personality of the voting membership & commitment level of the officers.

Who is responsible for an organizations minutes? The organization is responsible for the recording and storing of all recorded minutes and financial records. We should elect responsible persons to this historical office of recording secretary. The financial secretary is of equal importance for the recording of financial history. We refer to past minutes for clarification of decisions made at regular and special meetings. How can we prove our abilities as leaders and accomplishments as organizations if we do not have some record of historical value.

Unit events such as exhibitions, competitions, social outings, etc. are important because they prove the life of the unit at that recorded time. All committee reports are briefly included with facts only.

The following excerpt from the May 1987 SVU bulletin on the topic of "Archives of the Czechs and Slovaks Abroad", best sums up the historical purpose of minutes:

"Archives contain written and printed documents, photographs, films, records and tapes. Printed documents are books, brochures, musical scores, anniversary publications, periodicals, newspapers, almanacs and programs. Written documents are manuscripts, memoirs, letters and minutes of societies.

"History is written on the basis of available documents. Those who do not leave written sources will be disregarded by history. Historians utilize records of fraternal, cultural, artistic, religious, political and scientific societies. Records are needed for genealogical and anthropological studies. The history of Czech and Slovak immigrants is needed to evaluate accurately and logically their contributions to the building of the country in which they settled."

Many Sokol members are not of Czech or Slovak descent, so your membership records are very important to show that the Sokol philosophy is universal in its appeal. Dr. Tyrš was not limited in his vision. He encompassed all humanity when he set his philosophy in print in "SOKOL TASK, AIM, AND GOAL".

Your historical minutes can continue the heritage that the first Czech immigrants carried in their hearts. Your task, aim and goal is to be accurate. History will be forever grateful.

*Inspired by discussion at Central District Presidents Conference 9/12/87*

AMERICAN SOKOL ORGANIZATION

# GYMNAST

NOVEMBER 1987

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Editor: Frank H. Michalek — 10 S. 020 Lorraine Dr., Hinsdale, Illinois 60521

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## VIII. SOKOL CANADA SLET MONTRÉAL 1988

C.P./P.O. BOX 457 STATION N.D.G., MONTRÉAL, QUÉ., CANADA H4A 3P8  
TÉLÉPHONES: (514) 482-4739 — 482-0741 — 684-7975 — 671-6761

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Dear Brothers and Sisters:

On behalf of Sokol Canada — a district of Czechoslovak Sokol Abroad, we are sending to you this heartfelt invitation to the **8th Sokol Canada Slet 1988** which will be held at Montreal from June 24 to 26 of the next year.

We sincerely hope that you will be able to meet with us in Montreal in 1988, and contribute thus to the continuing success of Sokol endeavors in Canada. Your presence in Toronto on our two previous Slets is a living part of our memories, and your participation at our next one will be a pleasant surprise for all. So why not plan your next years vacation around our slet dates? A preliminary sketch of the slet events, as shown below, should help you in planning your stay:

**DATES:** June 24, 25 and 26, 1988      **CITY:** Montreal, Province of Quebec

Friday, June 24 — all day: apparatus competitions for women, volleyball — men,  
— evening: official slet opening, short musical program,

Saturday, June 25 — all day: men's apparatus competitions, women's volleyball,  
— evening: Slet Dance, Victory Dance with award presentation,

Sunday, June 26 — all participants rehearse and practice in the morning,  
— afternoon: public slet displays and mass calisthenics.

In the weeks to come, we shall be mailing to you details of our Slet programs and further information on competitions, mass calisthenics, accommodations in university dormitories and at a Holiday Inn in downtown Montreal. In the meantime, please keep our dates in mind and take them into consideration when planning your next year's vacations... and invite your friends to come along with you!

Year 1988 is an important anniversary for all of us — seventy years from the birth of Czechoslovakia, and many more — all so full of meaning for Sokols of Czech and Slovak origin. Let us remember them all together in Montreal next year!

NAZDAR!

Karel Pinke, Sokol Ottawa  
President, Sokol Canada

Vladislav Zajic, Sokol Montreal  
President, Slet Commit.

Alois Fogl, Sokol Montreal  
Unit President

# WOMEN'S GYMNASTICS

## Teaching and Learning Progressions

GAIL REIKEN

The importance of incorporating logical progressions into lesson and unit plans is frequently stressed to inservice and preservice teachers of sport and movement skills. A progression is a sequence of skill elements with gradually increasing difficulty. When followed, progressions aid in mastery of prerequisite tasks, thereby increasing likelihood of success for students attempting new movements. Furthermore, when a progression is followed, the *risk of injury should decrease* because students are less likely to try to perform movements for which they are unprepared. Additionally, if the progression of skills is posted and explained to students, they can use it to set performance goals and to guide practice.

The following progressions for the four events of women's artistic gymnastics originally were developed for a basic gymnastics class in a professional preparation program, and presently are being used in a private gymnastics school. They were deve-

loped to provide preservice teachers with a list of the movements they would be learning in class and which they might teach in future classes. The list was primarily organized to indicate the order in which the movements should be taught and learned.

The progressions consist, for the most part, of typical gymnastic moves. Some are more commonly thought of as leadups, but are included in the progressions as separate movements. Portions of the progressions include movements not actually necessary for the successful performance of the skill at the next level, but are used to develop strength for skills at subsequent levels. Such strengthening is necessary to safely recover from unsuccessful attempts of the more difficult movements.

### Understanding the Progressions

The progression for each event is organized into levels (columns) and blocks (rows). The simplest elements begin in Level 6 and increase in difficulty through Level 1. Blocks represent categories of movements. The basic blocks for each event are included in Level 6. In the tumbling progression, for example, Level 6 consists of five basic blocks: forward roll, backward roll, teeter totter, tripod, and bridge up.

Tumbling Progression

Block	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1	
A	F. roll to stand	F. roll to straddle					
		F. roll to step out					
		Dive f. roll					Layout dive f. roll
B	B. roll to squat	B. roll to pike	B. extension (legs bent)	B. extension (str. leg)	B. ext. (str. arm)		
		B. roll to straddle					
		B. roll with other leg positions					
C	Teeter totter (Kick up to handstand and immediately step down without changing legs.)	1-second handstand	Straddle up to handstand	Handstand to clear support			
			3-second handstand	Handstand pirouette			
			Handstand f. roll	Handstand f. roll (str. arm)			
			Handstand pop and Mule kick	F. handspring (& step out)			Dive f. hand-spring
		Basic roundoff (no run)	Roundoff with flight	Roundoff with flight and rebound	B. handspring	B. tuck salto	B. pike or layout s.
			Cartwheel	Near arm cartwheel or Far arm cartwheel	Dive cartwheel	Side aerial	Roundoff B. tuck salto
				Cartwheel with afterflight	Butterflies		
D	Tripod	Headstand	Headstand f. roll				
			B. roll to headstand				
E	Bridge up	Stand up from bridge and Handstand to bridge	F. limber	F. walkover or Trinsica	Switch-leg f. walkover	F. aerial	
				Dive f. walkover			
		Backbend from stand and Kick over from bridge	Backbend from stand with immediate kick over	B. limber or B. walkover	Valdez	Tick-tock	

B = back or backward F = front or forward s = salto str. = straight ext. = extension

Beginners should start with the first movement in any one block in Level 6, followed by those in the other blocks on that level. Once students consistently can perform the movements in any one block, they may then attempt the movements within that block at Level 5. The teacher may wish to form subblocks at each level as the student progresses to more difficult levels. For example, at Level 6 of the tumbling progression, Block C contains one movement—the the teter totter. At Level 5, Block C contains three subblocks: one-second handstand, basic roundoff, cartwheel. When students can consistently perform *one* of these movements, (e.g. one-second handstand) they may then begin to learn those in the corresponding subblock on Level 4 (e.g., straddle up to handstand).

Not all blocks include movements at each of the six levels. For example, in Block A for tumbling, learning progresses from the forward roll to a stand in Level 6, to the subblock, forward roll to straddle in Level 5. There is no Level 4 movement in this subblock, however. Students who master the forward roll to straddle would then begin, or continue

to practice other Level 5 movements in the block or any other movements for which they have mastered the prerequisites.

In preparing the progressions, the developers gave priority to listing the movements within a block from the simplest to the most complex, as opposed to ensuring that all movements within a level were of similar difficulty. Therefore, a movement in a block at Level 4 may be more difficult than some movements in another block at Level 3. In the tumbling progression, for example, a front tuck salto (Block A, Level 3) is more difficult for many students to learn than a switch-leg front walk-over (Block E, Level 2).

**Using the Progressions**

The progressions may be adapted for specific situations. For a preschool class, even simpler elements may be included to form a Level 7. For an advanced class or competitive team, more difficult elements may be added and the numbering of the levels changed accordingly. When time is limited a teacher may choose to include fewer movements in each block, perhaps only those serving as prerequi-

**Vaulting Progression**

Block	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
A	HURDLE AND TAKEOFF Run, 1 foot takeoff, land on 2 feet.					
	Same as above but onto board. Same as above but with immediate jump					
	Jump for height, not distance: straight jump, tuck jump, delayed tuck jump, straddle jump	Same jumps as Level 6 but emphasize use of arms to gain height				
	jump with 1/2 turn	Jump with full turn				
B	LEG LIFT Stand on board with hands on horse, jump high to lift hips up behind you, arms straighten, feet raise forward.	Same as Level 6 but raise feet near top of horse				
		Same as above but on third jump place knees on horse				
		Same as above but on third jump place feet on horse, hands come off immediately.				
C	PREFLIGHT AND REPULSION From stand on board, jump upward using arms, hips raise rearward, place hands on horse and immediately push body back to starting position. Should show flight.					
D	LANDING From squat on horse, jump high and land standing					
	Same, but land and forward roll					
E	WHOLE VAULT	Flank vault				
		From short run, hurdle and jump to place knees on horse				
		Same but place feet on horse				
		Same but hips stay high and hands immediately lift up	Bent hip squat	Horizontal squat	Layout squat	Inverted vault
		Same but straddle on horse	Bent hip straddle	Horizontal straddle	Layout straddle	
		Bent hip stoop	Horizontal stoop	Layout stoop		

Uneven Parallel Bars Progression						
Block	Level 6					
A	Hang from LB 10 sec.					
	Swing back and forth 5 x					
	Slide hands from one end to the other and back					
	Move hand over hand from one end to the other and back					
	Lift knees to chest 5 x					
		Level 5	Level 4	Level 3	Level 2	Level 1
B	Front support on LB 10 sec.					
	Sag in shoulders and push up 10 x					
	Slow forward roll to hang (hold legs off floor)	Back hip pullover mount				
		Underswing to floor				
	Cast and return. Cast and dismount	Back hip circle	Front hip circle	Free b. hip circle	f. hip circle mount	
		Cast and return with straight body to 45°	Straight body cast to 90°	Squat up to LB (1 hand LB, 1 hand HB)		
	Single leg shoot through			Double leg shoot through		
				B. seat circle		
		F. seat circle				
				Basket		
Hang from LB with legs straddled and feet on LB, swing 2 x	Jump from floor to sole circle dismount LB	Jump to SC dismount HB	SC HB ½t. beat LB	SC HB ½t. wrap LB (bhc)		
		Stand on LB, SC dismount	SC catch HB	SC catch w. ½ t.		
		Cast to straddle support	Cast to SC dis./LB	Cast to SC dis. HB	SC dis. w/twst	
			Straddle over LB mount			
C	Lean to one side, remove and replace hand (both sides)	Single leg flank				
		Single knee swing up				
		Single leg flank dismount				
		Drop to single knee hang	Mill circle	Mill circle catch		
D	Hang from high bar 10 sec, and Swing back and forth 10 x, and Swing with 1/2 turn 5 x	Swing so hips reach LB 5 x	Wrap swing	Wrap swing bhc, and	Cast wrap (bhc)	Eagle
			Cast to long hang from HB	Cast to beat LB		Hecht
			Swing ½t. bhc			
	Swing and squat or straddle over LB	Swing ½t beat and squat or straddle over LB				
E	From stand on LB jump to front support on HB and Slow, controlled roll to hang	Back hip pullover to HB	Stem rise			
		Underswing from HB to LB	Underswing dis. LB	Underswing dis. HB		
				Glide and lift toes	Glide kip	Long hang kip
			Kip between bars			

bhc = back hip circle f. = front or forward LB = Low bar HB = high beam B. = back or backward t. = twist or turn  
w = with dis. = dismount SC = sole circle

sites to subsequent skills. For a class in which students' experience in gymnastics varies, the first few lessons might focus on assessing each student's capabilities in each block. The teacher could then determine at which level to begin instruction in each block for each event.

Some teachers may prefer to begin a unit by forming a class of only one level, then introducing additional levels when students are ready to advance. There is an advantage, however, to presenting several levels at one time, particularly by posting them in the gym. Students could then select moves at the more difficult levels as performance goals and, by reading the chart from right to left, identify the moves which must be learned in order to achieve that goal.

The posted progressions could also guide practice. A teacher could simply assign to students the

block(s) they should prepare for each event. Students could then practice the elements for which they are ready in the assigned block(s).

It is advisable to identify short-term goals for determining when to permit a student to proceed to the next level. An example of such criteria might be a required number of consecutive successful performances. This type of goal is most appropriate for relatively basic movements (e.g., back hip pullover on the uneven parallel bars, forward roll on the balance beam, back walkover). More difficult and involved movements require more specific criteria. Additional standards may be set concerning the form with which the student executes the movement.

Situations may also arise in which it is advisable to deviate from a progression. A student may be permitted to try a movement although he has not

Block	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1	
B	Walk forward and backward	Walk forward and backward on toes					
		Run forward	Skip forward				
	Side steps side-ward	Cross steps side-ward	Gallop				
			Dip steps				
C	Pivot turn in squat.	180° pirouette	360° pirouette	Over 360° pirouette			
	Pivot turn standing.	Chaineé turn					
	Pivot turn on toes	Kick turn	Kick hop turn				Tourjete
D	Plough on low beam (lie on back, lift legs over head, touch toes to beam; return.)	Plough on high beam	F. roll	Continuous f. roll	Free f. roll	F. roll mount	
			B. roll to knees	B. roll to feet	B. extension		
E	Straight jump, ~	Tuck jump	Knee high tuck jump	Jump with full t.			
			Tuck jump with ½ t.				
			Split leap				
	Straight jump with forward movement.	Stride leap	Knee high stride 1.				
			Stag leap				
	Switch leg jump	Hitchkick	Knee high hitchkick	Cat leap with ½ t.			
			Cat leap				
			Cabnoie forward	Knee high cabnoie f.			
			Cabnoie backward	Knee high cabnoie b.			
F	One leg balance (5 seconds)	Scale (5 seconds)	Scale on toes (5 seconds)	Needle scale w/hand	Needle scale without hand		
	Knee scale (5 seconds)	V-seat (5 sec.)					
G	Jump dis. str. legs.	Jump with ½ turn dismount	Jump with full t. dismount				
	Jump dis. tuck.						
	Jump dis. straddle.						
	Jump dis. pike						
H	Cross support dis. from knee scale	Cross support dis. to horizontal	Roundoff dismount	Handstand ½ t. dis.	Barani dis.	B. tuck dis.	
			Cartwheel LB	Handspring dis.			F. tuck dis.
				Cartwheel HB	Roundoff LB	Roundoff HB	
				F. walkover LB	F. walkover HB		
				B. walkover LB	B. walkover HB	Valdez	
						Back handspring	
Side handstand (3 sec.)							

Balance Beam Progression						
Block	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
A	F. support to straddle seat, hook feet in rear to stand	Straddle seat to step on one leg	Straddle seat, swing up to squat	Swing up to 90° before squat	Swing to above 90°	Swing to handstand
		Scissor mount	Squat mount	Jump on mount		
			Straddle mount			
		Step on mount with hand	Step on mount (no hands)			

yet succeeded in performing the one preceding it. The progressions may not be applicable to all students. Exceptions may occur should a student succeed at a supposedly more advanced movement, even though the preceding movement cannot be consistently performed. In such situations, the teacher may decide to deviate from a progression.

The levels of the progressions have been used at the school in which the author teaches for grouping and evaluating students. The charts themselves can serve as tools for record keeping and evaluation. With a progression chart for each student the teacher can keep records indicating the moves the student is able to perform. The charts presented here include boxes for that purpose to the immediate left of each skill. Using the same chart over several years provides valuable information regarding the student's long-term improvement.

Progressions presented here provide a logical sequence of movements for the four events of women's gymnastics and may be used by teachers both to plan units and lessons and to group and evaluate students. Students may use them to identify performance goals and to guide practice.

## Help Our Sokol Grow



She was one of the four Merit Award winners for 1987-88.

### Correction:

We apologize: **DEBBIE UNIJEWSKI** was incorrectly identified in the October issue as Denise Wiegand.

Debbie is from Sokol Slavsky, Central District and is attending University of Illinois at Chicago.

## Over 100 Ways Exercise Will Enrich the Quality of Your Life

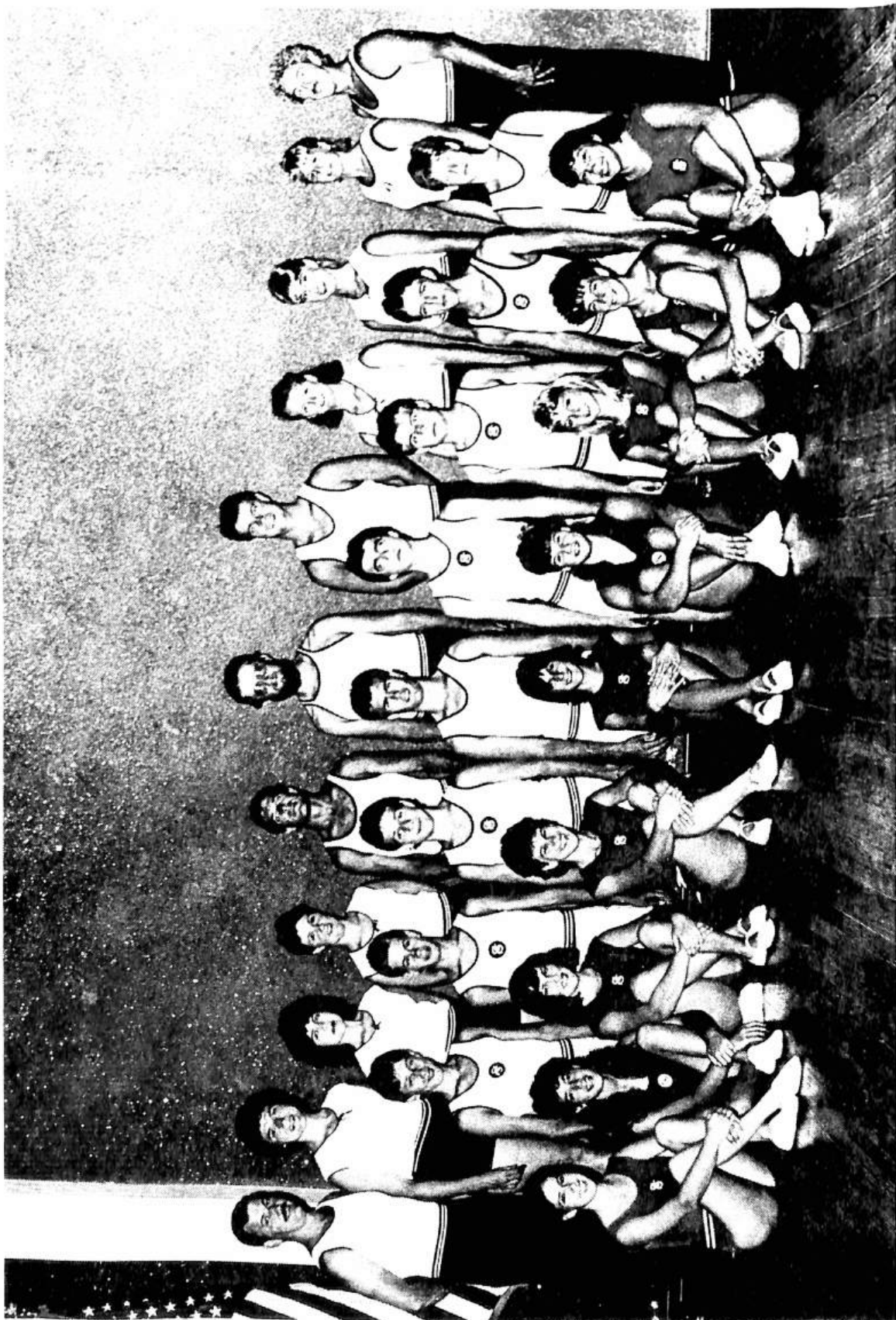
by SUSAN SMITH JONES, Ph.D.

### Exercise...

1. Increases your self-confidence and self esteem.
2. Improves your digestion.
3. Helps you to sleep better.
4. Gives you more energy.
5. Adds a sparkle and radiance to your complexion.
6. Enhances your immune system.
7. Improves your body shape.
8. Burns up extra calories.
9. Tones and firms up your muscles.
10. Provides more muscular definition.
11. Improves circulation and helps to reduce blood pressure.
12. Lifts your spirits.
13. Reduces tension and quells stress.
14. Enables you to lose weight and keep it off.
15. Makes you limber.
16. Builds strength.
17. Improves endurance.
18. Increases the lean muscle tissue in your body.
19. Improves your appetite for healthy foods.
20. Alleviates menstrual cramps.
21. Alters and improves muscle chemistry.
22. Increases metabolic rate.
23. Enhances coordination and balance.
24. Improves your posture.
25. Eases and can possibly eliminate back problems and pain.
26. Alters how your body uses calories — now more efficiently.
27. Lowers your resting heart rate.
28. Increases muscle size through an increase in muscle fibers.
29. Improves the storage of glycogen.
30. Enables your body to utilize nutrients more efficiently.
31. Increases the enzymes in the body which burn fat.
32. Increases the number and size of mitochondria in each muscle cell.
33. Strengthens your bones.
34. Increases the concentration of myoglobin (carries oxygen in muscles) in skeletal muscles.
35. Enhances oxygen transport throughout the body.
36. Improves liver functioning.

37. Increases speed of muscle contraction and therefore reaction time.
38. Enhances feedback through the nervous system.
39. Strengthens the heart.
40. Improves blood flow through the body.
41. Helps to alleviate varicose veins.
42. Increases maximum cardiac output due to an increase in stroke volume.
43. Increases contractility of the heart's ventricles.
44. Increases the weight of the heart.
45. Increases heart size.
46. Improves contractile function of the whole heart.
47. Makes calcium transport in the heart and the entire body more efficient.
48. Deters heart disease.
49. Increases the level of HDL (high density lipoprotein)
50. Decreases LDL (low density lipoprotein).
51. Decreases cholesterol.
52. Decreases triglycerides.
53. Increases total hemoglobin (carries the red blood cells).
54. Increases alkaline reserve (buffering capacity of the blood).
55. Improves the body's ability to remove lactic acid.
56. Improves the body's ability to decrease heart rate after exercise.
57. Increases the number of open capillaries during exercise as opposed to rest.
58. Improves blood flow to the active muscles at the peak of training.
59. Enhances the functioning of the cardiovascular system.
60. Enhances the functioning of the cardiorespiratory system.
61. Improves efficiency in breathing.
62. Increases inspiratory capacity.
63. Improves alveolar ventilation (greater oxygen consumption).
64. Lessens sensitivity to the buildup of CO<sub>2</sub>.
65. Improves breathing in that less ventilation is required per liter O<sub>2</sub> consumption.
66. Improves bone metabolism.
67. Decreases the changes of the development of osteoporosis.
68. Improves the development of and the strength of connective tissue.
69. Increases strength of ligaments.
70. Is inversely related to death from cancer.
71. Improves resistance to infectious disease.
72. Enhances neuromuscular relaxation thus reducing anxiety and tension.
73. Enables you to relax more quickly and completely.
74. Alleviates depression.
75. Improves emotional stability.
76. Enhances clarity of the mind.
77. Makes you feel good.
78. Increases efficiency of your sweat glands.
79. Makes you better able to stay warm in cold environments.
80. Helps you to respond more efficiently to heat in that sweating begins at a lower body temperature.
81. Improves your body composition.
82. Increases body density.
83. Decreases fat tissue more easily.
84. Helps you to achieve a more agile body.
85. Increases your positive attitude about yourself and life.
86. Increases the level of the hormone norepinephrine — boosts the spirits.
87. Increases the body's level of endorphins — boosts the spirits.
88. Stimulates hormonal releases which alleviate pain.
89. Alleviates constipation.
90. Increases the efficiency of utilizing adrenalin, resulting in more energy.
91. Enables you to meet new friends and develop fulfilling relationships.
92. Enables you to socialize while you are getting in shape at the same time.
93. Helps you to move past self-imposed limitations.
94. Gives you a greater appreciation for life as a result of feeling better about yourself.
95. Enables you to better enjoy all type of physical activities.
96. Makes the clothes you wear to look better on you.
97. Makes it easier to exercise consistently because you like how you look and feel and don't want to lose it.
98. Gives you a greater desire to participate in life 100%, to take more risks as a result of increased confidence and self-esteem.
99. Improves athletic performance.
100. Enriches sexuality.
101. Improves the whole quality of your life.
102. May add a few years to your life.
103. Is the greatest tune-up for the body.
104. Reduces joint discomfort.
105. Increases your range of motion.
106. Gives you a feeling of control or mastery over your life and a belief that you can create any reality you want.
107. Stimulates and improves concentration.
108. Brings color to your cheeks.
109. Decreases appetite when you work out from 20 min. to one hour.
110. Gets your mind off of irritations.
111. Stimulates a feeling of well-being and accomplishment.
112. Invigorates the body and mind.
113. Is a wonderful way to enjoy nature and the great outdoors.
114. Increases the body's own awareness of itself.
115. Reduces or precludes boredom.
116. Increases your awareness of your gait.
117. Enables you to move from left brain to right brain thinking.
118. Can change the electrical activity in the brain from beta to alpha.
119. Increases your ability to solve problems more easily and often effortlessly.
120. Gives you a clearer perspective on ideas, issues, problems and challenges.
121. Releases blockages and limitations in thinking.
122. Affords you the opportunity to experience your fullest potential.

**SOUTHERN DISTRICT INSTRUCTORS COURSE — CORPUS CHRISTI, TEXAS**





# ASO FINANCIAL REPORT

SEPTEMBER 1987

**RECEIPTS:**

Dues	\$ 6,219.00
Resale of Jewelry	100.00
Dividends & Interest	137.22
Postage	1.46
U.P.S.	2.19
Skills Patches	33.00
Novice Bars	12.50
Intermediate Bars	5.50
Miscellaneous	18.90
	<hr/>
	\$ 6,529.77
A.S.O. Uniform Division — Rent, Salaries, etc.	554.48
<b>Total Receipts</b>	<b>\$ 7,084.25</b>

**DISBURSEMENTS:**

**ADMINISTRATIVE**

Salaries - Office Employees	\$ 922.59
Salaries - Membership	85.50
F.I.C.A. & F.W.T. - August, 1987	208.16
Rent, Janitor Services & Phone, Electric	969.70
Office Supplies - Admin. & Computer	430.12
Travel Expense	553.52
Insurance (Fire)	750.00
Office Furniture	298.07
Gymnastrada - Crests	42.00
Christmas Seals - Stationery	480.00
	<hr/>
	\$ 4,739.66

**BOARD OF INSTRUCTORS**

Salaries	\$ 463.77
F.I.C.A. & F.W.T. - August, 1987	70.94
Editor "Sokol Gymnast"	30.00
Add'l. copies "Sokol Gymnast"	58.00
Postage	24.62
Phone	1.80
Travel Expense - Dis. Dir. Conf.	1,512.00
	<hr/>
	\$ 2,161.13

**EDUCATIONAL DEPARTMENT**

Salaries	\$ 88.62
Art Supplies	18.00
	<hr/>
	\$ 106.22

**SOKOL PUBLICATION**

Printing "American Sokol" - September issue	\$ 947.04
Postage "American Sokol"	515.31
Editor "American Sokol"	125.00
Salaries - Mailing Publication	112.50
	<hr/>
	\$ 1,699.85

**MISCELLANEOUS**

A.S.O. Uniform Division - Salaries, F.I.C.A., Aug. 1987, F.W.T., Aug., 1987 & Phone	\$ 342.79
Special Appropriations - Eastern District	750.00
Central District	30.00
	<hr/>
<b>Total Disbursements</b>	<b>\$ 1,122.79</b>
<b>Balance brought forward:</b> Western National Bank of Cicero — Checking Acct.	\$ 4,524.47
Receipts - September, 1987	7,084.25
	<hr/>
	\$11,608.72
Disbursements - September, 1987	9,830.05
	<hr/>
	\$ 1,778.67

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*Required by 39 U.S.C. 3685*

1A. TITLE OF PUBLICATION <b>AMERICAN SOKOL ORGANIZATION</b>		1B. PUBLICATION NO. 0 0 0 3 1 2 5 9		3. DATE OF FILING 9-25-87
2. FREQUENCY OF ISSUE Monthly, except bi-monthly July/August issue		3A. NO. OF ISSUES PUBLISHED ANNUALLY 11		3B. ANNUAL SUBSCRIPTION PRICE \$4.00
4. COMPLETE MAILING ADDRESS OF HEADQUARTERS OF GENERAL BUSINESS OFFICES OF THE PUBLISHER (Not printing)				
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5. COMPLETE MAILING ADDRESS OF THE HEADQUARTERS OF GENERAL BUSINESS OFFICES OF THE PUBLISHER (Not printing)				
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6. FULL NAMES AND COMPLETE MAILING ADDRESS OF PUBLISHER, EDITOR, AND MANAGING EDITOR (This form MUST NOT be filed)				
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American Sokol Educational & Physical Culture Organization - address above				
EDITOR (Name and Complete Mailing Address)				
Lynda Filipello, 4401. Lisle, IL 60532				
MANAGING EDITOR (Name and Complete Mailing Address)				
Executive Board, American Sokol Organization, 6424 West Cermak Road, Bervyn, IL 60402				
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187 - continued				
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C. TOTAL PAID AND/OR REQUESTED CIRCULATION (Sum of B.1 and B.2)		5284		5284
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PS Form 3526, Dec. 1983

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Let us welcome into our midst him who is dissatisfied in this sense — not one who harbors animosity that springs to the surface on every occasion; nor him who is always suspicious when suspicion and lack of confidence have no foundation; nor the man who makes no effort to help and improve, but consistently finds fault with every deed of those who do their best; not the man whose chronic emphasis on faults and deliberate understatement of the good that is wrought discourages the timid person from action, lest he be the next target of reproach — but

the critic who calls attention to mistakes and weaknesses in a tolerant, brotherly manner, in an obvious attempt to help, to lift, to strengthen; the critic who not only turns his perspicacity upon the work of others, but is as ready to listen to critical analysis of his own acts. *(To be continued)*

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*No one can leap higher than  
than their ceiling*

---

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