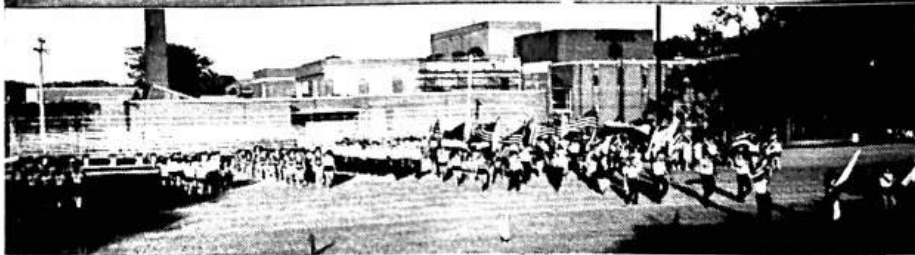


AMERICAN SOKOL



Publication of the American Sokol
Educational & Physical Culture Organization



CENTRAL DISTRICT 1988 SLET



C.D. President
Charles Borvansky

Women's Dir.
Pat Satek

Men's Director
Dave Harlan



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436



AMERICAN SOKOL
1989 SLET
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AMERICAN SOKOL ORGANIZATION
6424 West Cermak Road
Berwyn, IL 60402

Sokol _____

Name _____

Old address _____

Zip _____

New address _____

Zip _____

Our Sokol Credo:

To build a healthy and beautiful human body —
To cultivate a harmonious and total person —
To develop firm character, a well rounded disposition and
A love of truth and justice —
To produce strong, lovely and honorable people,
That is the goal of a "Sokol" education.

What is a "Sokol"?
Sokol is falcon in Czech language,
it is our symbol of swiftness,
courage and strength.



"Zdravé a krásné lidské tělo — souladné vypěstění celého člověka,
povahy ucelené, neoblomné, pravdymilovné a spravedlivé —
lidé silní, krásní a dobří — to je cíl sokolské výchovy."

AMERICAN SOKOL

VĚSTNÍK AMERICKÉ OBCE SOKOLSKÉ

Ročník - Vol. CIX

July-August — 1988 — Červenec-srpen

Číslo - No. 7-8

SELF EXAMINATION

As we examine the membership of the American Sokol Organization over the past 5 years, we see a decline in adult membership. The Board of Instructors has consistently reported a decline in class participation, particularly in the Junior Classes. We know the Sokol program — past and present. Frequently we say that the competition — Little League, Y's school activities, Scouts etc., — offer much more than we can or do. Do we ask why? or How?

Each unit, active or inactive, in every district must take a physical examination of itself and ask what can be done to increase participation in our Sokol programs. Let us look at our "gym" classes first — the seed we are germinating for tomorrow.

1. Do we offer the best possible instruction available?
 - A. Do classes meet regularly
 - B. Are classes interesting
 - C. Is leadership being developed — especially in youth classes
 - D. Are classes developed to accommodate the majority
 2. What do we offer those that attend our classes in addition to "gym" time?
 - A. Unit activities — socials etc. where both youth and adult can attend to make it a family organization
 - B. Class parties — Christmas, Halloween etc.
 - C. Junior Socials
 - D. Outings — Swim nites, campouts, hikes, concerts, theatre, bowling, golf etc.
 - E. Fund Raisers
 3. Do we encourage our classes to take part in all Sokol events?
 - A. District, National, Unit and other Sokol competitions
 - B. Schools, clinics, courses etc.
 - C. Provide assistance for those attending any of the above
 4. Are our classes held in the correct time period to encourage increased attendance?
 - A. Take into consideration both parents working
 - B. Where possible, are daytime as well as evening classes considered?
 5. Are our youth encouraged to advance from Tots to First Class etc. to the adult level?
 - A. Do we have a class "graduation" or recognition program for advancement?
 - B. Are we using peership to help in moving to a more advanced and challenging program?
 6. Do we always make a gymnast feel wanted and an important part of our Sokol?
 - A. Encouragement
 - B. Praise
 - C. Followup on class absents — illness, injuries, etc.
 - D. Do we allow an attendee of a course, clinic, school etc., to use attained knowledge in classes?
 7. Do we encourage parents who are not adult members, but send their children to classes, to become involved in Sokol?
 - A. Make them feel welcome and wanted
 - B. Involvement with the classes of their children
 - C. Join adult Sokol classes
 - D. Attend Sokol functions
 - E. JOIN SOKOL
- Another area that must be thoroughly examined is our administrative section. The first question to ask is — Are we electing officers for their leadership abilities, or someone "to fill a slot?" Do we allow new blood to penetrate into our executive board positions to encourage participation and avoid stagnation? Do we attempt to assist and encourage our leaders instead of installing stumbling blocks or road blocks? When we answer these truthfully, then we must review what our obligation to a membership is.
1. Do we just hold monthly meetings and approve committee reports, or do we
 - A. Analyze our unit
 - B. Provide assistance in troubled areas
 - C. Encourage and sponsor activities that will involve participation
 - D. Become a part of our "total" community in which we operate and function
 - E. Encourage our youth activities
 - F. Is our program as total and complete as we can possibly offer?
 - G. If changes in program and or activities are necessary, are we willing to extend ourselves to make these changes?
 - H. Have we taken time to look at our records and invite people who once were a part of the fold to rejoin?

- I. Do we let our community know about Sokol, its activities and invite them to attend or participate?
- J. Is our unit, considered by our local community leaders, an organization that is to be looked up to for its involvement within the community?
- K. Are we waiting for people to come to us instead of extending ourselves and going to them and ask them to become a part of our organization?
- L. Do we teach and instill the true meaning of Brothers and Sisters in Sokol?

On a District level, we should be willing to share the burden of encouraging the district units in their endeavors. The District not only should but must provide leadership when and where necessary. The district should also provide a means to join together the units in activities. These could be — schools, courses, clinics, competitions, slets, socials, tours, cultural events, etc. Does each district feel satisfied with its own programs, and the unit programs being offered, or is there room for improvement? Are we willing to change, enhance or improve the Sokol program when and where necessary?

Do we as a district stand at the side lines waiting for a group or community to say — “Let’s start a Sokol”, or do we actively research areas that would be or could be encouraged to start and establish new units. Have we examined the inactive units in our district to see if we can reactivate them gymnastically? When we do, it is necessary to pursue these, and provide the guidance necessary to maintain these units.

We as Sokols are a “uniformed” organization. We should, when and where possible, encourage the wearing of the proper and correct Sokol uniform whenever possible. How many of us recognize a Shriners or scout uniform, but how many Sokol outsiders recognize a Sokol uniform? Are you wearing yours at the times you are officially representing Sokol? When someone asks about the uniform, do we explain what the organization is about and attempt to attract participation in our organization?

The easy road out to any of the above questions is the common road taken — “We are doing our best. Those that are involved are overburdened with work loads, extending themselves to the utmost. In today’s society, people do not want to become involved, yet alone accept duties and responsibilities of an organization. We are a society that picks up and moves our family around the country frequently.” Truthfully, we can and should really say that these are not necessarily facts in most cases, but excuses. Are we really doing our best? Have we taken the time to check every resource available to us to help make our program better? If overburdened, have we made an effort to train and share burdens and tasks with others. Do we offer such a terrible program that people do not really want to become involved? Are we not willing to allow others a crack at trying to execute various positions?

Can we afford the Czech saying, “Tak to je, a tak to bude”? (That’s how it is, and that’s how it will be.)

If we examine our history, Sokol was always a leader and an innovator Sokols have always answered their call, be it by their nation, their unit, their district, their national organization and their community. What did our predecessors have that we do not have, or what do we have that they did not? Certainly, we have to say that we are in a better position to not only reestablish ourselves, but once again to be the leader and innovator in our activities. The challenge belongs to each and every member of the American Sokol Organization. Are you willing to carry your load? Let us hope your answer is in the affirmative, and try to see new life instilled for our Slet 89, and an upward surge of growth by our 1990 convention. YOU can make the difference. YOU have the knowledge, the resources, the program and our support.

Nazdar!

Fred G. Kala, Membership

John Žižka — hero of Czechs



On April 17, 1988, children of Sokol Žižka in Dallas, Texas, presented an educational program about John Žižka (1360-1424). This was the second from the series of important people of the Czech nation. The first play was a musical, created around the famous carol “Good King Wenceslas (sv. Václav)” at Christmas time. The director was Mar-tea Scott.

The John Žižka pageant consisted of a narration and children’s play with two scenes from his life. Children wore Hussite costumes and bore realistic weapons. We all greatly admire Žižka’s bravery, extraordinary leadership, and his ability to unite different factions of the reformist movement, both at home and at the battlefield, where even a hymn was enough to win a battle. That Sunday afternoon, he was back with us, warm, human, and a spiritual giant. Play was directed by Jitka Hinecek.

On the picture of actors, the names are as follows: Front Row — (from L.) — Nicole Fiedler, Jennifer Sokol, George Kent, Veronica Komarek — Back Row — (from L.) Veronica Geczi, Thomas Kent, David Kent, Bryan Hynecek, Robert Hynecek.

Sincerely, *George Kent, Unit Ed. Dir.*

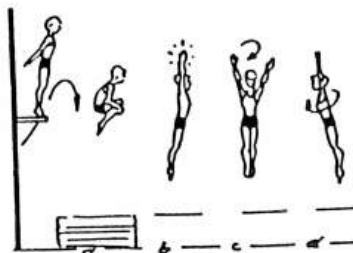
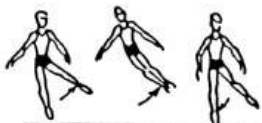
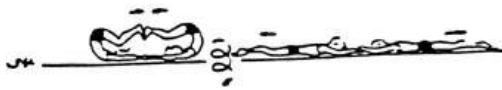
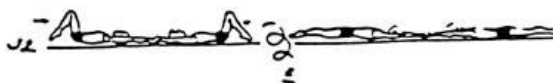
AMERICAN SOKOL ORGANIZATION

GYMNAST

JULY-AUGUST 1988

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

CAN YOU DO THIS?



Safety inspection sheet

Your Gymnastic equipment should be the finest high quality equipment in the field. But even the finest car is safety checked periodically. For the safety of your gymnasts, make it a point to safety check your gymnastic equipment, too.

This safety check should be done approximately once every two months and just before the heavy use of equipment that occurs during a meet or an exhibition. However, the habit of conscientious inspection whenever gymnasts are using the equipment should be the goal of instructors, and they should develop this habit in their pupils. Develop the habit of everybody vigilance for loose fastenings and improperly adjusted equipment.

To assist your inspection when there is more than one piece of equipment, assign it a unit number on this sheet and paint or stamp the same number on the apparatus to which it refers. When you make your inspection, enter a check mark for OK or "R" for repair or replacement. Act immediately on the "R" items and always take such equipment out of the program until repairs are completed.

ITEM	Unit Number				
	#1	#2	#3	#4	#5
1. Location of equipment (should be suitable distance from wall, sharp corners on chairs, benches, etc.) Keep in mind that a man landing off balance may take a few steps and then fall.					
A. Rings _____					
B. Horizontal Bar _____					
C. Side Horse _____					
D. Parallel Bar _____					
E. Tumbling Mats _____					
F. Free Exercise Area _____					
G. Long Horse _____					
H. Trampoline _____					
I. Climbing Ropes _____					
J. Mats placed to eliminate Crevices _____					
K. Mini-Tramp _____					
L. Buck of Vaulting Box _____					
M. Miscellaneous _____					
2. Safety Equipment					
A. Hand Belts					
1. Condition of main belt _____					
2. Condition of all stitching — buckle to belt, sliding pad to webbing _____					
3. Condition of webbing where ring to rope contacts webbing _____					
4. Rope snaps and rope at- tachment to snap _____					
B. Overhead spotting suspension					
1. Glider clamp—bolts tight _____					

	Unit Number				
	#1	#2	#3	#4	#5
2. If a traveling suspension, metal-to-metal wear of hooks, turnbuckle, and cable _____					
3. Condition of pulleys—grease pulley wheel axles _____ Condition of rope _____					
5. Belt (see 2-A) _____					
3. Horizontal Bar					
A. Examine Bar for evidence of a "set" — downward bend of the bar. Test with the bar UN- MOUNTED by using a straight edge or tightly stretched chalk line. If permanent set is more than 1/2"m bar should be re- placed. Under no circumstances should you reverse the bar _____					
B. If bar is adjustable, examine efficiency of pin for height ad- justment and knob for tighten- ing height adjustment pin _____					
C. Fastening of Horizontal Bar to vertical supports (examine pins or bolts) _____					
D. Fastening of cables to uprights _____					
E. Condition of cables (and chain), look for cable damage _____					
F. Fastening of cables to end hard- ware (turnbuckles) _____					
G. Condition of hooks and turn- buckles _____					
H. Floor Plates (watch during work- out for any signs of loosening) _____					
4. Rings					
A. Test clamps which are fast- ened to girders (tight, no play)					
B. Examine all hardware between girder and rings _____					
C. Examine cable for wear and ropes for fraying (replace ropes that show aging — old fibers are easily torn) _____					
D. Condition of webbing and buck- les and hooks on rings _____					
E. If adjustable Rings:					
1. Examine well fastening bolts (no play) _____					
2. Examine fastening for chain _____					
3. Examine chain _____					
4. Condition of chain to rope fastening and rope itself _____					
5. Pulleys — oil axles, exam- ine all parts for wear and all fastenings to wall or ceil- ing _____					
5. Climbing Rope					
A. Clamp to girder or beam; all fastenings and entire unit solid (no play) _____					

	Unit Number				
	#1	#2	#3	#4	#5
B. Examine carefully all hardware between clamp to girder and the rope _____					
C. Examine rope carefully at hardware contact points _____					
D. Examine length of rope for fraying and old age _____					
6. Trampoline					
A. Examine all parts of frame for firm bracing and evidence of play _____					
B. See that safety pads of frame for firm bracing and evidence of play _____					
C. Examine shock cords and springs and rotate cables periodically to prevent wear by sliding around through ring of hook _____					
D. Examine bed for need for sewing and condition of loops around the edge _____					
7. Parallel Bars					
A. Note condition of wooden bars. If cracking occurs, rub in boiled linseed oil, wipe off excess, allow to dry 3 days (weeend) then lightly sand and chalk bar _____					
B. Note especially metal fastenings to wooden bar (no play) _____					
C. Examine height and width adjustment _____					
D. All nuts, bolts, and screws (tight and no play) _____					
E. Rollers free of lint, easily raised and lowered (if built into base); lightly grease center swivel for easy of movement _____					
F. Examine pads under base to prevent slipping and to protect floor _____					
8. Mats					
Check all edges, handles, tufting, sewing and note wear _____					
9. Side Horse					
A. Check pommel surfaces _____					
B. Check fasteners which hold pommels tight _____					
C. Condition of body of Horse _____					
D. Fasteners of body to base _____					
E. Height adjustment mechanism _____					
F. Rubber base pads _____					
10. Buck					
A. Condition of body _____					
B. Fasteners of body to base _____					
C. Rubber base pads _____					

	Unit Number				
	#1	#2	#3	#4	#5
11. Sprinboard					
A. Condition of wood — any splits or breaks _____					
B. Take-off surface rough enough to prevent slipping _____					
C. Examine all fastenings _____					
12. Mini-Tramp					
C. Condition Frame _____					
B. Condition of bed _____					
C. Condition of cables and fastenings _____					
D. Frame pads intact _____					
E. Frame floor pads solid _____					
13. Vaulting Box					
A. Top surface firm and intact _____					
B. Examine joints for solidity, wood surface for splits and breaks _____					
14. Physical Educator					
A. Ropes and webbing sound _____					
B. Examine for metal to metal wear _____					
C. Tighten all nuts and bolts and screws _____					
15. Physical Exerciser					
A. Examine all parts for solidity of support _____					

Goodness & Nobility

Dr. Jonas Salk, famous for developing a vaccine from killed viruses to immunize the human race from the dread of the crippling polio, has been working on a formula for the future: Courage, Love, and Forgiveness. In an article published two years ago, he is quoted "As I see increasing evidence of more and more inhumanity, terrorism, crime, I also see the countervailing responses that will, hopefully, take hold and dominate those influences. You see, I think that goodness and nobility are genetically inscribed, but they need to be *evoked*. They need to be taught — not as reading, writing, arithmetic and biography are taught, but by example and experience. They cannot be taught passively. They must be *taught actively* — in the same way as we speak of active immunization as distinct from passive immunization. Passive immunization transfers antibodies from one person to another, but it doesn't last. In active immunization, you form your own anti-bodies; you evoke your own *potential for nobility*." (*Chicago's Parade magazine*, Nov. 1984)

Central District Competition

HELD AT NAPERVILLE CENTRAL
ON MAY 21, 1988

1st Class — Low Division — Team Results

1 Brookfield 1	656.1
2 Slavsky 1	642.9
3 Brookfield 2	614.0
4 Stickney 1	603.1
5 Naperville 1	553.0

2nd Class — Low Division — Team Results

1 Brookfield 1	673.8
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2nd Class — Intermediate Division — Team Results

1 Naperville 1	421.0
2 Stickney 1	414.1
3 St. Louis 1	391.9
4 West Suburban 1	245.2

2nd Class — High Division — Team Results

1 St. Louis 1	284.6
2 West Suburban 1	260.4
3 Tabor 1	250.7
4 Slavsky 1	143.0
5 Slavsky 2	142.7

1st Class — Low Division

1 John Trevino, Slavsky 1	134.9
2 Robert Kos, Brookfield 1	133.9
3 Shawn Leece, Brookfield 1	133.8
4 Mark Serduik, Brookfield 1	133.7
5 John Simon, Slavsky 1	133.1

1st Class — Intermediate Division

1 Ray Kaczmarek, Stickney	137.2
2 Joshua Wittorf, Naperville	134.6
3 Colin Mulacek, Naperville	130.7
4 Robert Dickens, Stickney	125.2
5 Jeff Michalek, Brookfield	123.3

2nd Class — Low Division

1 Crag Kos, Brookfield 1	139.2
2 Scott Leece, Brookfield 1	132.1
2 Peter Vanecek, Brookfield 1	132.1
4 Adam Schar, Brookfield 1	131.7
5 Robert Yearling, Slavsky	131.0

2nd Class — Intermediate Division

1 C. J. Thompson, Naperville 1	137.7
2 Jerry Khant, Naperville 1	135.9
3 Mike Newburg, Stickney 1	134.9
4 Tom DeGroh, Naperville 1	134.3
5 Mike Kucera, Stickney 1	133.2

2nd Class — High Division

1 Dominic Mongello, Slavsky 1	143.0
2 David Lowery, St. Louis 1	141.8
3 Travis Peterson, Naperville	135.4
4 Matt Booth, St. Louise	126.4
5 Tom Stahulak, West Suburban 1	126.0

*Have you brought a friend to
Sokol with you yet?*

Central District

JUNIORS & SENIORS COMPETITION
SATURDAY, JUNE 11, 1988 — SOKOL TABOR

Jr. Boys — Low "B" Division

1 Joe Pajer, Slavsky	116.0
2 John Becker, Slavsky	111.4
3 Scott Simik, Slavsky	92.8
4 Tony Tumbarello, Tabor	80.8
5 Tom Adamson, Slavsky	73.9

Jr. Boys — Low "A" Division

1 Greg Vondra, Stickney	125.4
2 Mario Mongello, Slavsky	124.1
3 Glenn Pelko, Slavsky	115.3
4 Ric Tibor, Slavsky	107.8
5 Al Dumanovic, Slavsky	104.7

Junior Boys — Intermediate Division

1 Tom Pajer, Slavsky	117.1
----------------------	-------

Mens — Low "B" Division

1 Ray Fron, Tabor	118.3
2 Mike Kulhanek, Tabor	117.1
3 George Kulhanek, Tabor	113.7
4 Paul Gerhart, Tabor	106.9

Mens — Intermediate Division

1 Jay Vondra, Stickney	121.6
------------------------	-------

Mens — Masters Division

1 Frank Michalek, West Suburban	126.9
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Southern District Slet

The Southern District Slet was hosted by Sokol Zizka, Dallas, 19, 11, and 12 June at the Sokol Athletic Center in Dallas.

Volleyball championships were held on Friday evening in the Junior Mixed and Senior Mixed Divisions. Winners in the Junior Mixed were Sokol Corpus Christi and Sokol West won the Senior Mixed Division.

Compulsory and optional competitions for all divisions were held on Saturday with judging by USGF rated judges in all divisions and on all apparatus. Marching and calisthenics were judged by Sokol judges.

Special number competitions held on Saturday afternoon, Sokol Karel Havlíček Borovský, Ennis, the winner in the Children Division, and Sokol Fort Worth the winner in the Adult Division. Competition in field events was held following rehearsals on Sunday mornings.

The Slet program was held on the Sokol grounds. Master of ceremonies was Bro. Podhrasky, President of Sokol Zizka. Bro. Dick Ptacek and Sis. Sylvia Pistorius, greeted the group as representatives of the American Sokol Organization. Bro. Larry Laznovsky, District President, presented Bro. Ben Maca, a plaque in recognition of his 10 years of service as President of the district.

Slet winners:

Children Special Number: 1. Ennis, 2. Fort Worth, 3. Corpus Christi.

Adult Special Number: 1. Fort Worth, 2. Ennis.
 Volleyball Championships: Junior — Mixed:
 Corpus Christi; Senior — Mixed: West.
 Relay Team: Ennis.

Sylvia Laznovsky
Southern District Women Director

A.S.O. — Southern District Competition

JUNE 10-11-12, 1988
 DALLAS, TEXAS

Boys I — Low Division — Team Results

1	Bryan Cofer, Dallas	62.80
2	Dwight Toth, Ennis	61.10
3	Robert Dumke, Fort Worth	57.70
4	John Hartnett, Fort Worth	53.10
5	James Smisek, Dallas	52.50

Boys II — Low Division

1	Ryan Mullican, Ennis	58.00
2	Robert Hynacek, Dallas	57.80
3	Trey Rambo, Corpus Christi	57.60
4	Bryan Hynacek, Dallas	54.10
5	Brian Smisek, Dallas	2.60

Boys I — High Division

1	Kevin Lucas, Dallas	65.30
2	Seth Archer, Dallas	60.10
3	Lucas Nikeska, Houston	56.20

Boys II — High Division — Team Results

1	Fort Worth	177.30
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Individual Results

1	Derrick Fleece, Fort Worth	61.30
2	Boris Palchik, Dallas	59.90
3	Phillip Podhrasky, Dallas	58.90
4	Ky Cleveland, Fort Worth	58.70
5	Mathew Czechowitz, Fort Worth	57.30

Open High Boys Div. Championship

1	Chad Lawler
---	-------------

Junior Boys Low B — Team Results

1	Houston	183.90
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Individual

1	Kevin Pucketo, Houston	63.70
2	Douglas Bowen, Houston	62.10
3	Kenneth Chladek, Houston	58.10
4	Stephen Bufford, Fort Worth	57.50

Junior Boys — Low A Division — Team Results

1	Ennis	173.70
---	-------	--------

Individual

1	James Hansel, Houston	62.70
2	Gavin Perry, Dallas	59.70
3	Jason Stout, Ennis	59.20
4	Charles Kalat, Ennis	58.90
5	Troy Kerr, Fort Worth	58.80

Junior Boys — Intermediate Div. — Team Results

1	Fort Worth Team I	179.70
2	Fort Worth Team II	167.80

Individual

1	Les Garrett, Fort Worth	64.50
2	Troy Gaawin, Fort Worth	64.30
3	Mark Leatherman, Fort Worth	62.90
4	Josh Milan, Fort Worth	60.80
5	James Lkutts, Fort Worth	54.00

Junior Boys Championship

1	Jesse Trayham, Fort Worth
---	---------------------------

Girls I — Low Division — Team Results

1	Dallas Team I	187.45
2	West Team	185.05
3	Corpus Christi Team	169.75
4	Ennis Team	169.35
5	Dallas Team II	162.30

Individual

1	Jessica Isom, Ennis	50.80
2	Kandy Cox, West	50.60
3	Charlotte Boule, Dallas I	49.35
4	Shannon O'Neil, Dallas I	49.20
5	Tiffany Rambo, Corpus Christi	47.60

Girls II — Low Division — Team Results

1	Corpus Christi	190.90
2	Ennis	171.50
3	Fort Worth	169.30
4	Fort Worth	131.30

Individual

1	Jana Podrasky, Dallas	51.55
2	Heather Howard, Corpus Christi	49.55
3	Donnell Rolan, Corpus Christi	48.80
4	Taylor Kiklens, Ennis	48.45
5	Dawn Pate, Dallas	47.80

Girls I — High Division — Team Results

1	Fort Worth	157.50
---	------------	--------

Individual

1	Tina Avery, Ennis	49.00
2	Bethany Larson, Ennis	48.50
3	Sara King, Fort Worth	41.75
4	Trisha O'Connor, Fort Worth	39.60
5	Kaptie Spurrier, Fort Worth	38.15

Girls II — High Division — Team Results

1	Ennis	191.05
---	-------	--------

Individual

1	Melodee Hansel, Houston	52.45
2	Heather Larson, Ennis	51.75
3	Amy Cliny, Houston	50.00
4	Danita Fuller, Ennis	47.80
5	Kristi Kubin, Ennis	47.70

Girls Open High Division — Championship Team

1	Fort Worth
---	------------

Individual

1	Leslie Mitchell, Fort Worth
2	Carla Wooten, Fort Worth
3	Stephanie Patton, Fort Worth
4	Kelly King, Fort Worth
5	Dawn Delp, Fort Worth

Junior Girls Low "B" Division — Team Results

1	Ennis Team	119.95
2	West Team	113.35

Individual

1	Christen Norum, Ennis	40.35
2	Wendy Stout, Ennis	40.20
3	Patti Kalat, Ennis	39.40
4	Stacy Stoermer, West	39.40
5	Christine Cepak, West	37.50

Junior Girls — Low A Division — Team Results

1	Fort Worth	101.05
2	Corpus Christi	74.25

Individual

1	Kathi Keys, Houston	39.40
2	Tracie Keeks, Corpus Christi	37.80
3	Jenny Sears, Fort Worth	36.80
4	Melissa Casarez, Corpus Christi	36.45
5	Shelly Mitchell, Fort Worth	35.45

Junior Girls Intermediate Division — Individual

1	Jessica O'Bannon, Ennis	30.35
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Womens Low A Division — Individual

1	Laurie Southwell, Ennis	43.45
2	Rhonda Liska, Ennis	42.90

Womens Intermediate Division — Individual

1	Gerilynn Sijansky, Corpus Christi	39.35
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Womens Championship

1	Mila Waldas, Fort Worth
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Junior Girls Championship

1	Tracie Wooten, Fort Worth
2	Kelly Hill, Fort Worth

Mens Masters

1	David Mikeska, Houston	61.80
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Mens Low A Division

1	Mark Frogge, Corpus Christi	52.90
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Mens Intermediate Division

1	Chris Gartrell, Fort Worth	66.10
2	Rome Milan, Fort Worth	62.30
3	Jay Molina, Fort Worth	56.00

Mens Championship Division

1	Jon Conrad, Fort Worth	66.60
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A Winning Team

"You teach them the fundamentals. That's one thing. The guy's got to know the basics of his game . . . Then you keep the boys in line . . . They play as a team, not as one individual guy . . . The third ingredient: That if you're going to play together as a team you've got to care for one another. You've got to love each other . . . Team spirit. When the guys are imbued with that, then you know you've got a team."

— The late Vince Lombardi

The Ten Commandments of Sokol

- I. Thou shalt not drill for exercise alone, but should exercise your mind at the same time.
- II. Thou shalt not be late to attend drills.
- III. Thou shalt not be austere at the gymnasium, but reasonable and play the right way.
- IV. Thou shalt not provoke your instructor.
- V. Thou shalt not smoke or take alcohol.
- VI. Thou shalt not gamble. Abhor such company.
- VII. Thou shalt not use abusive language nor imperil others with slanderous remarks.
- VIII. Thou shalt not establish hostility among your fellow Sokols.
- IX. While at practice, you should use Czech only.
- X. Thou shalt not omit participation in our country's affairs when you reach maturity.

It takes all of the above to command recognition as a perfect Sokol. By so doing we shall have gained the priceless respectability and physical attraction that is due every man, woman and child. How many of you recall Tyrš' words of Sokolism?

"Sokol idea does not mean physical training only - Sokol's aim is to educate our people to the highest efficiency, to nobleness and to morality."

We are constantly urged to show the American public the results of our endeavors. What do we display in our demonstrations? Well, we present a clean body, a clean mind and a clean soul.

The Czech of today in America has the same high principles of success as the Englishman has. We have Czechs today who are successful lawyers, businessmen, writers, college professors, etc. What more can be expected of Czechoslovakia? And yet, we endeavor to show still more of the Czech's mind and soul.

We find that to be a Czech, should mean to be a Sokol, for it will not suffice to see only a small fraction of our nation cultivating its prowess. We must see every man and woman assembled under our standards and train their bodily vigor and indomitable spirit on our fields of contest.

In closing I wish to say that I have, at certain times, been connected with newspapers (English) and singing classes and I have yet to find the variety of songs that bring more contentment than do our own Sokol hymns. As for our beloved publication - it just can't be better. But I always see the truth in Tyrš' words and would suggest that everyone of us obey the Sokol standards and be ever ready to draw a sword in defense of Democracy, Liberty and Humanity. To all brothers and sisters and all ASO, a hearty "Nazdar!"

Edwin D. Holchak, East Bernard, Tex.
May, 1930 - Sokol Americký

RULE INTERPRETATIONS

Girls Gymnastics

These interpretations of the National Federation Rules do not set aside nor modify any rule

SITUATION #20: The judges on vaulting sit close to each other and confer on nearly all the scores.

RULING: Incorrect procedure.

COMMENT: Judges are to sit apart from each other and mark their scores independently. (2-2-1b(2), 2-2-2b(3))

SITUATION #21: During a judges' conference, the next competitor warms up on a beam that is next to the beam used for competition.

RULING: Legal.

COMMENT: A gymnast may warm up on equipment that is not used in the competition. (2-2-1b(13)g)

SITUATION #22: At a state meet where a draw method is utilized for determining order of competition, Gymnast A draws last on floor exercise and vaulting.

RULING: Legal.

COMMENT: The Rule states that no competitor or team shall perform first in more than 1 event in qualifying and state meets. (3-5-3)

SITUATION #23: In a nonqualifying dual meet, a coach has an all around gymnast compete last in each event.

RULING: Legal.

COMMENT: Rule 3-5-3 refers only to qualifying and state meets.

SITUATION #24: A coach decides to wait until after his team has completed all events to submit his inquiries.

RULING: Incorrect procedure.

COMMENT: All inquiries must be submitted in writing no later than 5 minutes after all scores are recorded for that event (5-1-2)

SITUATION #25: A gymnast's back touches the apparatus as she take one step out to set her board.

RULING: No deduction.

COMMENT: The gymnast is allowed to measure the proper distance for her board; however, she may not grasp the equipment and/or jump on the board. (5-2-4b)

SITUATION #26: During a FX routine, a gymnast's teammates clap their hands along with the music and cheer when she performs her major tumbling passes. The SJ deducts 1.0 from the team's final score for deliberate disruptive behavior by the team.

RULING: Incorrect procedure.

COMMENT: Crowd and/or team support is ruled disruptive only when it is loud enough that neither the performer nor a judge can hear the music or a beam competitor or judge cannot hear the warning from the timer (5-1-5d)

SITUATION #27: A coach who is standing between the bars, touches the gymnast during her front salto from LB to HB. The gymnast falls. The total neutral deduction is 0.8.

RULING: Correct procedure.

COMMENT: There is a 0.3 deduction for the coach standing between the bars and 0.5 for the spot/fall. A gymnast is not deducted for both the spot and the simultaneous fall on the same skill. (6-2-6d,f,h and Note)

SITUATION #28: Prior to performing her bar routine, the gymnast jumps up on the bars and swings into the LB to check her setting. The superior judge takes a 0.5 deduction from her average score for taking an extra warmup on the competitive equipment.

RULING: Correct procedure. (6-3-7f)

SITUATION #29: A gymnast performs a clear hip circle on the HB, cast to wrap LB, eagle catch HB. She is credited with 2 superiors and a back-to-back superior.

RULING: Correct procedure.

COMMENT: The back hip circle or wrap is a part of the eagle catch skill which the gymnast performed. [6-4-2b(3)]

SITUATION #30: A gymnast on the uneven bars performs a sole circle 1/2 turn beat LB, uprise (hips below level of HB) to sole circle, full twist dismount. She is awarded back-to-back superior credit for this combination.

RULING: Incorrect procedure.

COMMENT: A gymnast must achieve a clear support position with hips above the HB in order to receive credit for an uprise. [6-4-6a(1)]

SITUATION #31: A gymnast executes a side salto dismount from the beam to conclude a routine containing full difficulty. The dismount is void because it requires a sideward landing and the gymnast receives a deduction under MDR for no dismount.

RULING: Correct procedure.

COMMENT: If the gymnast had obviously been trying to perform a salto with a twist and landed sideward, an execution deduction for incomplete twist would have been the deduction and there would be no deduction under MDR because the salto dismount is a superior. (7-3-2d)

SITUATION #32: A gymnast dismounts the beam immediately after the second time signal. She performs a front salto dismount which would have been her third superior. When her coach checks the judges' scoresheets at the scoring table, she discovers that 2 judges gave her full difficulty and 2 did not so she writes an inquiry. During the judges' conference, they discover that the 2 judges who awarded full difficulty had given credit for the dismount, so they each reduce their score by 0.5 and the lower score is the gymnast's final score on her beam.

RULING: Correct procedure.

COMMENT: No deduction is taken for the inquiry since the score was changed. (7-2-1d, 5-1-4)

SITUATION #33: A gymnast attempts a handstand mount onto the beam but falls before bringing her legs to the vertical. She receives no difficulty credit for the mount and will receive a deduction under MDR for no mount.

RULING: Correct procedure. (7-2-6, 7-3-2d)

SITUATION #34: A gymnast cartwheels into a handstand on the beam, switches one hand to complete a 1/2 turn. She receives medium credit for this skill.

RULING: Correct procedure.

COMMENT: The handstand # turn must have at least 2 hand changes to receive superior credit. [7-4-2b(4)]

SITUATION #35: A gymnast performs a stretch jump full twist on the beam. It is not a high superior because it is not knee level, so the gymnast receives no difficulty credit.

RULING: Incorrect procedure.

COMMENT: If the gymnast performs the full twist while airborne, it should be awarded superior credit. [7-4-4c(1)]

SITUATION #36: A gymnast begins her run for a vault, the coach notices that the vaulting board is not placed at the correct distance and signals for the gymnast to stop. The judge allows a second trial of that vault based on interference not within the control of the performer.

RULING: Incorrect procedure. (8-4-2)

COMMENT: Proper board placement is considered within the control of the gymnast.

SITUATION #37: In performing a handspring-full vault, the gymnast does not complete the twist and lands sideward. She is deducted 0.1-0.5 for an incomplete twist.

RULING: Correct procedure. (8-4-2d)

SITUATION #38: A gymnast would receive 0.2 under back-to-back superior on floor for this tumbling pass: Barani, 2 back handsprings, back salto.

RULING: Incorrect procedure.

COMMENT: The gymnast can only earn 1 back-to-back superior for a single tumbling pass. (0-3-2i)

SITUATION #39: A gymnast performs a forward roll, step, front walkover pass, then later performs a back walkover, back extension, back handspring. She receives credit for tumbling in 2 different directions.

RULING: Incorrect procedure.

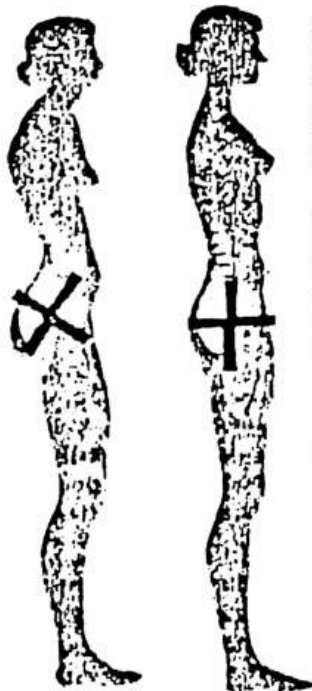
COMMENT: The first pass does not contain 3 directly connected tumbling skills. (9-2-2)

SITUATION #40: In taping a gymnast's floor exercise music: (a) the coach splices 2 musical number together and the splice is obvious because of a stop in the music and abrupt change in key; (b) the end is accomplished by simply letting the music slowly fade.

RULING: The judges would deduct 0.2 for discord of music in (a). In (b) the judges would deduct 0.3 for exercise and music not ending simultaneously. (9.3-4c,d)

Where we moderns are weak

The average modern man uses his muscles as little as possible, and today's labor-saving gadgets really pamper him. The resulting muscle weakness shows in three places.



First, many men and most women are weaklings in hands, arms, shoulders, and upper trunk muscles. Consequently their chins protrude and shoulders sag.

Second, weak abdominal muscles accented by a layer of fat allow the pelvis to sag. This tips the spine forward in the lower back, and the resulting sway-back invites low back pain.

Third, many people have weak, aching, and deformed feet so they cannot enjoy movement of any kind. Instead of walking with every foot muscle and pressing the tips of five toes to the ground with every step, they just stomp along. With their feet encased in poorly fitting shoes they seem to walk over their feet as over solid clods on the ends of stilts—and high heels don't help matters.

With age in all gets worse. Soon a person leads with his chin, his belly, and his bunions. This need not be. It can be prevented and corrected with simple exercises.

**Make plans
for next year's
SLET
in Omaha, Nebraska
1989
NOW!!!**

Dear Editor:

It seems "Emilie" did need some editing for her article "50 years ago":

#1. 1938 was the X Sokol Slet in Prague — not XI. I was a participant from Vienna.

#2. The Sudeten were occupied in the fall of 1938

#3. The rest of the country March 1939

#4. WW II — attack on Poland Sept. 1, 1939.

Those are all dates easily ascertained and it is annoying to read something in your Journal that is misleading — people usually believe what is printed.

Nazdar, *Stella E. Tatro*

A Sokol in every suburb!

An ambitious Goal. The growth of shopping centers set in strategic areas indicate that people still prefer a central or neighborhood location for activities. Businesses do well when they cater to their customers. Sokol is no exception. Survival may well depend on the ability to fill the need of members (customers). Growth is a measure of health. This, then, is an opportunity leave a legacy of worth for society to build on. A Sokol in every suburb. What an ambitious goal to be challenged by! The sales industry knows that ambitious goals are the ones worth achieving. Why aim for the lamppost, you might miss and shoot yourself in the foot. Aim for the moon and at least you stand a chance of hitting the lamppost!

There are four essential ingredients to have in order to start this goal.

1. The goal. Define it explicitly with pictures and details. Why is a Sokol needed in the community? Who will benefit? What purpose will it serve? Sokol Naperville's motivation was the rapid growth of the community with very limited activity resources for the youth. High cost of private clubs was another factor. Four teenage suicides within two years in the community ignited the spark needed to start the project.

2. The plan. How the goal can be achieved. Building or leasing a gym is financial unfeasible for most new ventures. Consider the local high school gym. Sokol is non-profit, therefore, special consideration may be in order. Sokols Milwaukee, Naperville, and West Suburban, (all part of the Central District, operate successfully utilizing community resources. School districts are very concerned with the youth crisis today and Sokol offers a sound and proven system of planned youth activities. Sell Sokol to the community!

3. The group. The leaders who will be the master mind energy. The most important ingredient common to everyone in this group must be "oneness of purpose". People of principle will keep the goal in perspective. Sokol Naperville's organizers had limited gymnastic instruction knowledge so they looked for people with training in the physical education field or former competing gymnasts because there were no Sokol instructors in the area. The non-

Sokol instructors soon became caught up in the excitement of being in on the ground floor of a new gymnastics organization in the area. They all became Sokol members and attended district instructor courses. The original organizers kept interest up front through local news articles, public relations with the parents, and close contact with all district events.

4. The supporters. Participants, their parents, grandparents, and the general community make up this vital area. If the plan is sound and the group acts as one, the supporters will rally around and sing the praises of the organization's efforts. Remember, it is better to have others speak highly of you than you for you to brag of your accomplishments.

With this in mind, who among you would deny that today's Sokol has within in the ability and the talent to rise to the challenge of duplication and expansion that could rival the past Sokol history. America is still the bastion of hope, opportunity, and humanity, just as it was to our predecessors. The Sokols ideals are timeless, without nationality boundaries, true to the universal principles of truth, justice, and opportunity for all.

The winds of change are upon us; and we need the courage to adjust.

Lynda

The Pledge of Allegiance "For Kids Only"

Millions of children in the United States begin each school day by saluting the American flag and reciting the following words:

"I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

This meaningful pledge has its own niche in American history, dating back to its publication in a magazine called *The Youth's Companion* on September 8, 1892.

The words belong to the schoolchildren of the United States. The pledge is part of their heritage as Americans because it was first written for schoolchildren and first recited by schoolchildren.

The creator of these impressive words was Francis Bellamy, a writer-editor for *The Youth's Companion* and an ordained Baptist minister. He and James B. Upham, another editor of the magazine, wanted to help youngsters feel proud of their country.

The year 1892 found the two men working together to promote a national celebration for the four hundredth anniversary of the discovery of America by Columbus. Upham thought a flag should wave in front of every school building and another flag should hang in every classroom. Francis Bellamy worked on the words for a pledge to the flag.

ASO FINANCIAL REPORT

MAY, 1988

RECEIPTS:

Dues	\$ 3,574.00
Convention Fund	40.00
Special Assessment - Central District	14.00
Subscription "American Sokol"	4.00
Resale of Jewelry	357.25
Refunds from USGF — Safety Certification Clinic	80.00
Song Books	25.00
Educational Booklets	4.00
"Highlights of Czech History"	2.25
U.P.S. Charges	3.00
Miscellaneous	40.00

A.S.O. Uniform Division - Rent, Salaries, etc.	\$ 4,143.50
	766.90
Total Receipts	\$ 4,910.40

DISBURSEMENTS:**ADMINISTRATIVE**

Salaries - Office Employees	\$ 761.61
Salaries - Membership	—
F.I.C.A. & F.W.T. for April, 1988	217.36
Rent, Janitor Services, Phone, Electric	978.52
Office Supplies	7.60
Postage	29.12
Travel Expense	524.99
Insurance (Fire & Casualty)	232.00
Canon Copier	4,413.71
Presidents' Conference	492.94
Czech Nat'l. Council — George & Anne Basta	50.00
	\$ 7,707.85

BOARD OF INSTRUCTORS

Salaries	\$ 502.08
F.I.C.A. & F.W.T. for April, 1988	97.46
Editor "Sokol Gymnast"	30.00
Add'l. copies - "Sokol Gymnast"	58.00
Office Supplies	103.20
Postage & Phone	23.51

Travel Expense	140.00
Miscellaneous	19.01
	\$ 973.20

EDUCATIONAL DEPARTMENT

Salaries	\$ 62.20
F.I.C.A. - April, 1988	32.00
	\$ 94.20

SOKOL PUBLICATION

Printing "American Sokol" - May, 1988	\$ 975.04
Editor "American Sokol" - April, 1988	125.00
Postage - "American Sokol"	685.71
Salaries - Computer - Mailing Publication	132.75
Prepaid Postage	200.00
	\$ 2,118.50

MISCELLANEOUS

A.S.O. Uniform Division - Salaries, F.I.C.A. - April, 1988, F.W.T., April, 1988 & Phone	\$ 502.03
	\$ 502.03

Total Disbursements	\$11,395.84
Balance brought forward:	
Affiliated Bank/Western National - Checking Account	\$10,410.43
Receipts - May, 1988	4,910.40
	\$15,320.83
Disbursements - May, 1988	11,395.84
	\$ 3,924.99

FUTURE SOKOL LEADERS FUND

MAY 1988

In memory of Sis. Anna Falta — Anna Falta's Family	\$100.00
In memory of Sis. Anna Falta — Joseph and Agnes Sotka	10.00
In memory of Br. Gustave C. Cisar — Gary J. Masek Family	10.00
In memory of Br. William Kozak — Sokol Schenectady	25.00
	\$145.00

— Donations are tax exempt —

Calendar of Events

- AUGUST 5-7** — Sokol Stickney Jr. Board Camping Trip
- AUGUST 14** — Sokol Gr. Cleveland — "Obzinky" Fall Harvest Festival
- AUGUST 20** — Sokol Gr. Cleveland Clambake
- AUGUST 21** — Sokol and Sokolice S. Omaha Family Picnic at Sokol Park
- SEPTEMBER 6** — Sokol Naperville Class Registration
- SEPTEMBER 9-11** — CENTRAL DISTRICT Gymnastic Progressions Instructors clinic
- SEPTEMBER 10-11** — Czech Festival, Czech village, Cedar Rapids, Ia.
- SEPTEMBER 8** — Sokol Stickney Class Registration
- SEPTEMBER 25** — Sokol Stickney Pork, Dumplings, Sauerkraut Dinner

OCTOBER 7-9 — CENTRAL DISTRICT Skills Improvement Clinic

OCTOBER 22 — Sokol New York, Banquet commemorating 70 years of Czechoslovak Independence, Astoria Manor

OCTOBER 28 — New York — Concert at the Metropolitan Museum of Art commemorating 70 years of Czechoslovak Independence

OCTOBER 28 — EASTERN DISTRICT Commemoration, Sokol Hall, N.Y.C. 3 p.m.

OCTOBER 29 — EASTERN DISTRICT ANNUAL MEETING Sokol Hall, N.Y. City 11 a.m. preceded by B.O.I. at 10 a.m.

OCTOBER — 70th Anniversary month of Czechoslovak National Republic

FUTURE EVENTS

JUNE 20-24, 1989 — AMERICAN SOKOL NATIONAL SLET, OMAHA, NEB.

MAY 5, 1990 — Sokol Slavsky 100th Anniversary

JULY 5, 1990 — Czechoslovak Sokol Abroad VII Slet, Paris, France

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When the two men were finally satisfied with their efforts, the magazine printed both the pledge and their suggestions for honoring the flag. Their ideas were accepted with overwhelming enthusiasm. Teachers and children used the plans and the pledge in special programs for Columbus Day in October of 1892.

Francis Bellamy had visited President Benjamin Harrison to ask for his support, and the President issued a proclamation saying, in part, "Let the national flag float over every schoolhouse in the country."

The Pledge of Allegiance had also been recited in Chicago, as part of the World's Fair. This brought still more attention to the eloquent words of the pledge.

The original words were changed slightly by the First and Second National Flag Conferences in 1923 and 1924. On December 28, 1945, the United States Congress officially recognized the words as the "Pledge of Allegiance to the Flag."

Nine years later, on Flag Day — June 14 — President D. Eisenhower signed House Joint Resolution Number 243, a law that called for another change in the wording. The words *under God* were inserted into the pledge.

As he signed the bill, President Eisenhower said, "In this way we shall constantly strengthen those spiritual weapons which forever will be our country's most powerful resource..."

When Americans recite the Pledge of Allegiance, they promise from the heart to obey the laws of the nation and to be loyal to the ideals of their country. The words are a challenge. The pledge reminds Americans of their duty to make sure that the nation truly offers "liberty and justice for all."

Highlights for Children, June 1988

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