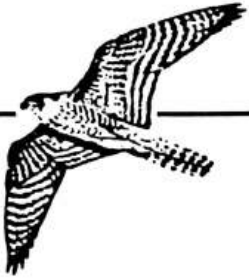


**AMERICAN SOKOL PUBLICATION**  
OF  
**GYMNASTIC AND CULTURAL EVENTS**



# AMERICAN SOKOL

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## NOTICE TO UNITS!

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Send your year's events  
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*Make Haste/Don't Delay  
Be Included/Not Secluded*

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## *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."*

## SOKOL MENTORS SPEAK OUT

### WHY WE NEED SOKOL EDUCATION AND DO WE REALLY UNDERSTAND IT

To become a follower or instructor in the Sokol program, we must presume its full understanding. We must keep in our minds that the Sokol Idea is composed from three important parts.

#### PHYSIOLOGICAL - MORAL - PATRIOTIC

To help build a better human being is a well deserved and respected job. To be a co-worker in such a program makes a life very useful and brings rewarding feelings to our conscience because we are helping young people to straighten their bent backs and improving their sloppy postures.

It is generally known that smoking is poisoning our lungs.

That uncontrolled drinking is destroying our organs and carelessness in eating habits is bringing us all kinds of diseases.

But how about our whole body structure? Our muscles need some elasticity and strength. They need some stretching and that is what exercise is for, regardless if you call it aerobics or calisthenics.

Even physically hard working people need some balancing to bring some unused parts of their bodies into the right condition, especially those whose only daily movement is to reach for the phone.

Sure, impressive and visible shoulders can be fixed with good padding from inside your coat, but that is a tailors job. Don't you think that our Sokol regular exercise is still the best and natural way to get your body into the right shape? Even when you are over the average age?

But even perfect and beautifully shaped bodies have deficiencies, when it is carrying an unmoral and unreliable character.

And this brings us to our brain. This part needs some exercise, too. Not only for memorizing and good cooperation with all other parts of the body, but imagine how many unnecessary problems and unpleasantness could be avoided if only our brain would work faster than our mouths.

Finally, people with "A SOUND MIND IN A SOUND BODY" are proud of themselves, they know how to behave and how to judge other people.

With your honest work for your own health and successful cooperation with the others in Sokol work, you are improving your personality and doing more for National Health than many noisy politicians.

These are the people that are needed and these are the people we want to raise in our Sokol education program.

**BUT, WE MUST BE A GOOD EXAMPLE FIRST!**

V. Zenisek

### MY ONE SUGGESTION FOR IMPROVING MY UNIT

The topic of this essay is one that has crossed my mind on many occasions, and I've wrestled with it to determine what is the highest priority to be addressed in improving all Sokol units. After much deliberation, many flashing thoughts make me think of some of our problems in the organization such as: membership retention, low enrollments in junior classes, competing with private gymnastic clubs and other organizations such as: park districts, Y.M.C.A.'s, health clubs, and other fitness oriented groups and organizations.

If there is one item that encompasses all that we do in our units, then that is our PROGRAM. My suggestion is that we must do a better job in selling our program. Just like any other competitive group tries to sell what they have to offer, whether it be material or intangible things. When I say SELL, I don't want you to take me literally. Probably the more appropriate words would be ADVERTISE, CONVINCING, INFORM OR EDUCATE, the public and make them aware of and expose them to what our outstanding program has to offer. Naturally, the program must be a true representation of the actual TYRS SYSTEM, conducted in the high quality fashion, under good leadership, with proper consideration to COMPETENT, CONSCIENTIOUS, DEDICATED instruction, in an ideal, safe and healthy environment. The program must be directed to reach all age groups with none being neglected. Lessons and instruction must be prepared to accommodate all levels of ability and provisions for individual differences.

HOW DO WE DO THIS? We must convince anyone that is not familiar with the AMERICAN SOKOL ORGANIZATION that we have a program for them or their children that is excellent, and has been around for 125 years. It is a program that was designed to model the golden era of ancient Greece. It is a program that has withstood the test of time. We must convince them that we can offer them something that they need in these modern days and times. A well rounded program to help them maintain TOTAL FITNESS, not only physical, but also mental, social, emotional and spiritual. With benefits of moral character, development, cooperation, leadership, friendship, brotherhood, loyalty, equality, and courage. Everyone in the organization works toward the betterment of the organization, and not profit or glory. This seems like an awful lot for one organization to offer, but ask any brother or sister, and they will tell you all the wonderful and marvelous things SOKOL has done for them. NAZDAR!

Bro. Frank H. Michalek  
Sokol West Suburban

## ABOUT SLOVAKIA

On June 29, 1991 the American Sokol Organization will be joining Sokol U.S.A. (Slovak Gymnastic Union) in Indianapolis, Indiana for its XXI Slet entitled appropriately - SLAVNOST - A CELEBRATION OF PEOPLE.

It seems to be an appropriate time to learn something about the history of the Slovaks, who after 1,000 years of Hungarian domination, joined the Czechs and Moravians to become the country of Czechoslovakia in 1918. During the post WWI negotiations about the restructuring of Europe, it was felt that because the Slovaks were part of the great Slavic nation, they belonged with the Czechs and Moravians instead of the Magyar nation of Hungarians.

There is little doubt that certain peculiarities of the Slovak character are at least partly due to Slovakia's long separation from Bohemia and Moravia. Ever since Slovakia was over run and annexed by the Hungarian invaders in the 10th century, the Slovaks have been exploited by their conquerors. They remained poor, making their living as small farmers, cottagers, shepherds, craftsmen and minor traders. Over 900 years later, when Hungarian nationalism reached its peak, the economic exploitation of the Slovaks was supplemented by severe cultural oppression. The policy of the Budapest government was to keep the Slovak people down by withholding educational facilities from them. Illiteracy was very common, and the number of elementary schools was inadequate; secondary schools were scarce; universities and institutions of higher education were non-existent. A Slovak who wanted to rise to a higher station in life had to go to Hungarian schools and was often denationalized in the process. Such was the past.

Under the new Czechoslovakian Republic (1918), much was done to improve the deplorable conditions in which the Slovak people had lived for 1,000 years. Intensive building absorbed a considerable part of Slovak manpower. New dwellings sprang up; schools, hospitals, factories were built; roads, railways and bridges were constructed to link the western parts of the Republic with the East. Gradually the primitive conditions in the Slovak agriculture gave way to more up-to-date methods of cultivation. Machinery, supplied by the first class engineering works of Bohemia and Moravia, was coming more and more into use. Industrial activity also increased, adding a new source of income to the hard-working people of Slovakia. At that time, also, President Thomas G. Masaryk, first president of the new Czechoslovakian Republic, encouraged sending help to the people of Slovakia even before he directed his attention to Bohemia and Moravia who had also suffered considerably under 300 years of Austrian-Hapsburg domination. Subsequently the eventual Nazi occupation and then the Soviet occupation has driven wedges again between all these good Slavic people. We hope that all can be peaceably resolved making Czechoslovakia a strong member of the European family of nations.

Libbie Krivanek

Educational Director Sokol Slavsky

## GREETINGS FROM THE PRESIDENT OF THE AMERICAN SOKOL ORGANIZATION AT THE COS CONVENTION IN PRAGUE JANUARY 25-27, 1991

On behalf of the American Sokol Organization and myself I greet you all, Sister and Brother Sokols, delegates of units, districts and the Executive Committee and I wish you a very successful convention. More than 43 years passed by since you held your last assembly. During these long years the entire world and with it the Czechoslovak Republic, changed so much that your assembly is indeed needed to enable the entire Sokolstvo to face the ever-changing way of life.

Even though the principles of the Sokol idea remain the same, their application is subject to a never ending process of innovating of the social structure of our society. These shifts occur in Czechoslovakia, as they do in the United States or anywhere else.

With exultation, the American Sokol Organization followed the events leading to a liberation of our old motherland. We admire your brave fight to free yourselves of the Communist yoke and we are proud to be called your green branch of our Czechoslovak tree here in America. Your skillful efforts to bring about freedom don't mean that your work has ended. Your convention is another contribution to a true resurrection of the nation.

Let this convention be the cornerstone of your task to renew Try's Sokolism. Without your success there will be no success anywhere else in our Sokol world. That's why we depend on you. I wish you a very fruitful assembly.

Zdar to all your endeavors,

Charles Borvansky, President of the ASO

### BANNED FILMS FROM CZECHOSLOVAKIA

### THE FOCUS OF FILM CENTER SERIES IN APRIL

On Fridays and Sundays throughout April, the Film Center of the School of the Art Institute of Chicago presents a nine film series, *THE BANNED AND THE BEAUTIFUL: Czech and Slovak Films 1963-1970*. All Films will screen in the Film Center theatre, School of the Art Institute of Chicago, Columbus Dr. and Jackson Blvd., Chicago. Admission is \$5.00 for a single screening or \$8.00 for a double feature. Memberships providing discount admission and many other benefits are available. For more information, call The Film Center at 1-312-443-3733.

## FALCON NESTS IN POLAND UNITE TO FORM ALLIANCE

By Robert Strybel Warsaw Correspondant

TORUN- The industrial Vistula River town of 200,000, the birthplace of Polish astronomer Mikolaj Kopernik, was recently the site of the first postwar national convention of the re-emerging Sokol (Falcon) Gymnastic Society. The Torun society, the movement's newest chapter, was entrusted with the task of organizing the gathering and the general feeling was that it did a fairly good job.

The convention succeeded in creating a national leadership for what up to now had been a loose federation of local societies engaged in promoting the Sokol ethos of physical fitness and patriotism. Zbigniew Okorski of Warsaw was elected president.

The convention also elted a board of directors and unanimously voted to confer honorary membership on Poland's Roman Catholic Primate, Cardinal Joseph Glemp/ For the first time since the Sokol movement was reactivated, a major gymnastic performance by 63 gymnasts was staged at the Torun gathering.

After Stalin's Red Army installed a Communist puppet government in Poland towards the end of World War II, all attempts to revive the Sokol movement were quashed by the regime. The Communist secret police, tax officials, paid propagandists and other government agents prevented the reconstruction of all democratic organizations throught various forms of intimidation and harassment. A similar fate befell the YMCA which had also enjoyed a large following in pre-war Poland.

Attempts to re-establish the Sokol Gymnastic Society were resumed in the late 1980's as it became increasingly evident that the Communist system was on its way out. The first group re-emerged in the southern city of Krakow and soon chapters began springing up throughout the country. The movement has since restablished friendly relations with it's trans-Atlantic cousins affiliated with the Polish Falcons of America.



More than 2,000 visitors from around the world are expected to attend the 35th annual conference of Sister Cities International, which will be held at Chicago's historic Palmer House Hotel July 17-20.

This national conference will be presented by Sister Cities International, administrator of the more than 900 sister cities programs in the U.S. As an organization dedicated to global peace through people-to-people exchanges, Sister Cities International is the largest volunteer organization in the world, with over one million volunteers.

This meeting will bring together sister cities volunteers from throughout the world. Many are business and civic leaders, including several former mayors. In addition, there are hundreds of volunteers in the 13-35 year age group who have participated in youth and education exchanges. Foreign dignitaries expected to attend include city council members and mayors, trade delegations, business leaders, and emissaries of arts and cultural organizations.

Workshops during this conference will cover training in the administration of local sister cities programs, such as fund raising, publicity, and recruitment. Youth programs will provide panels on career opportunities over seas as well as the challenges of working in foreign countries.

At the site for the 1991 Sister Cities Conference, Chicago is a multi-cultural city that will provide a world-class venue for this most international gathering. Pre conference by the Chicago Sister Cities Program July 15 and 16, as a prelude to the Sister Cities Conference. The seminars will focus on international urban issues, including the environment, urban redevelopment, health care, and international business. These seminars will have significance for large, industrialized metropolises, as well as smaller developing cities.

The host delegation from Chicago and more than 50 Illinois sister cities participating in this conference will also present an event-filled hospitality program. The 1991 conference will be a unique and exciting experience beginning with an opening reception at Navy Pier, the landmark lakefront facility that provides a spectacular view of the cities skyline. The opening night program will introduce sister cities guests to Chicago's famous cuisine and diverse cultural attractions.

Other hospitality programs include an international festival of food and entertainment at the city's histor Chicago Theater. And as a salute to Sister Cities Conference, the City of Chicago will designate the entire month of July as "Sister Cities" month, with free entertainment and exhibits to be scheduled, "Under the Picasso," at the Daley Center Plaza. Chicago's multi-cultural heritage will be showcased as varios ethnic groups perform their folk music and dance.

Chicago also offers a wide variety of tourist attractions, including award-winning theater, concerts, magnificent museums, art galleries, and shopping, as well as sports facilities nearby for tennis, golf, swimming and jogging. Chicago's vast number of ethnic restaurants offer dining choices that span the globe, including authentic Greek cuisine in "Greektown," Italian specialties in "Little Italy," Mexican food in Pilsen, and Chinese favorites in "Chinatown." All these ethnic enclaves are located near the Loop, just a short cab ride from the Palmer House.

With all that Chicago has to offer, this sister cities conference promises to be the best yet!

### ADDITIONS TO TYRSUV DUM FUND

These members names were not included in the January listing in the publication. They have been inserted in the list being sent to COS.

Mamie Cervenak, Ella Valek, Mildred Hartwell, Betty Otto

## WHAT DO YOU THINK?

### Where have all the juniors gone?

I would like to address the question as to what has happened to the juniors. The loss of juniors when they reach high school seems to be a universal concern. The youngsters give many reasons such as their grades suffer, they don't have time, they are too busy cheerleading, playing sports, studying, etc.

Are these valid excuses? Yes, in some cases they may be. In other cases they could be a "cover" for other reasons why the juniors "don't come back". We must be realistic and realize that in current times there is such demand and pressure on a teenager's time. Some feel "inadequate" as to their ability to learn the more advanced routines that have resulted from advanced trends in gymnastics. The opposite could also be true, they could feel that the Sokol program does not provide a program for advancement. (We should question ourselves! Do we provide a program for all levels?) Some gymnasts feel their schedules do not allow for the amount of workout time necessary to be competitive. Some feel they are not "advanced material", but they would love to continue to be involved. (Do we provide for this involvement?) We need to diversify our program and make it interesting so the juniors want to be a part of it.

It seems unreasonable to me to expect the teens to "make a choice" between coming to Sokol or being a part of school activities. School activities are something they experience only once in a lifetime. Their participation in these activities are experiences which they want to share with their peers. Their participation in these activities in many cases leads to recognition, leadership, and subsequent eligibility for honors and scholarships. This is more fun for them. What can we do? We must share them with these activities. We should be proud of their extra curricular activities and of the fact that they still want to be a part of Sokol. We must be understanding! We are unrealistic if we expect them to chose between the two.

What is the answer? Different ideas will work for different units. One thought might be to consider adjusting schedules, if possible, to make gym participation possible, i.e. week-end classes, classes in evenings or at hours when high school activities normally do not take place, etc. The ability to provide such adjustments, of course, depends on the availability of instructors and most instructors work at other jobs. But, with planning, something might be worked out.

Another problem I have seen - as the older juniors get busier and have less time - we find them in class with younger juniors, now 11 & 12, who are many times more suited for advanced work. This discourages the older juniors. A unit might consider separating their classes according to ability, could be beneficial in many ways-- the instructor could provide a better class, the more advanced would not get bored, and the less advanced would be more comfortable in working with others of their own ability level. We must provide for both. We should not hinder the advanced by slowing down for those re-

quiring more attention; and we should devote the time necessary to make the less advanced better.

We should not forget that the Sokol program "provides for all." This does not necessarily mean "provide the same thing for all." That's why Sokol has various divisions from Novice to Championship. Our program also provides for Track and Field, Volleyball, and the growing sport of Rhythmics. Our district has provided all of these activities, but the interest has not been great. I feel units are missing an opportunity to provide interesting programs in which many could excel. Our Board of Instructors should look into all of these programs. They help to provide a more varied program and more opportunities for all.

Each unit is different. What works for one, may not be feasible in another. The bottom line is that we should all keep working at a solution, try different things, and do what works best for our unit and the advancement of Sokol.

Sylvia Laznovsky, Southern District Director

## PATIENCE

Patience is a man's greatest virtue,  
Or so the saying goes.  
A gymnast must have said it,  
For a gymnast surely knows.  
That in the funny sport of ours,  
discouragement runs high,  
And at times the very best will find  
This virtue passes her by.  
When hands are ripped and throbbing  
When every muscle's sore,  
Can a gymnast still have patience,  
To limp back in for more?  
When you've lost old moves you use to do,  
and progress seems slow,  
Can you still have faith in better days,  
And not feel so sad and low?  
Can you admit you're frightened,  
Yet not give in to fears?  
Can you conquer pain, frustration,  
And often even tears?  
When someone else does something  
You've tried so long to do  
And when success seems far away,  
Your efforts all in vain,  
Can you force yourself to wear a SMILE,  
And disregard the pain?  
If despite tribulations  
You can say "I Won't Give In"  
Then maybe someday you'll discover  
That its now your turn to WIN!!!!



# Obtaining Maximum Height in Jumps

Exceptional vertical displacement (height) is a desirable quality when associated with the performance of various jumps. On the other hand, a jump executed with minimal vertical height is often linked with mediocrity. For example, a low straddle jump detracts from performance and is less exciting or exemplary, no matter how spectacular the position of body segments assumed during flight. It is quite possible to be unable to reach an exceptional jumping height even though a gymnast possesses superior strength, flexibility, reaction time, and kinesthetic awareness (sense of location). Jumping height will be greatly reduced without the implementation of related mechanical principles. There are several mechanical principles that will guide the gymnast toward improved jumping height.

## Important Mechanical Principles

1. Maximum lift is near the bottom of an arm swing.
2. The center of gravity (CG) should be as high as possible at the point of takeoff.
3. The projection angle should be at the vertical line.

## Lift

The point in the arm swing where the greatest lift force is generated is at, or near, the bottom where the arms pass below the shoulders (Hinricks & Cornelius, 1986; Knight, Wilson, & Hay, 1978). Newton's Third Law of Motion is particularly relevant in describing why lift is best generated at the bottom of the arm swing. The Law indicated that for every action there is an equal and opposite reaction (Kreighbaum and Barthels, 1990). The arm swing effectively presses the feet into the floor at the bottom point in the angular path of the arms. This results in an external force acting as a reaction force. It is sometimes argued that the top of the arm swing is where the greatest lift is generated. Rather than creating maximum force at a point near the top of the arm swing, the arms negatively accelerate resulting in reduced lift force.

## Center of Gravity

A gymnast can project their body the greatest vertical distance from support when the CG is at its highest point at takeoff. The CG or the center of mass represents the entire body and can be adjusted during performance while the body is in contact with support. A gymnast's CG is raised approximately four inches when the arms are moved from the sides to an extended position above the head. After takeoff, however, the path of the CG can not be adjusted. The only adjustment or change in the center of mass resulting after takeoff is in the position of individual body

parts about the CG (Kreighbaum and Barthels, 1990). Position of the CG at takeoff relative to the support is an important consideration in determining the effectiveness of vertical displacement in a jump. In fact, the path (trajectory) of the CG is determined at takeoff. Consequently, the last phase of the arm swing can best raise the CG when the arms are fully extended above the head at takeoff.

## Angle of Projection

Another mechanical consideration in determining the most effective technique for achieving the greatest possible vertical displacement during a jump lies in the angle at which the body is projected into space. When the resultant (net) force component is directed perpendicular to the ground, the external force exerted from the ground passes through the CG creating linear motion in a vertical line. Linear translation of the gymnast results best when skeletal alignment is truly vertical with the pelvis, head, and arms on the vertical line that passes from the base of support through the CG. All extraneous body movements that detract from body alignment must be minimized. Therefore, the force transmitted from the support to the body is in a direction that will provide the greatest vertical displacement. Linear displacement results best when a ground reaction force passes through the CG. An increased angle at takeoff, depicting a backward lean in leaving the support surface, will reduce the vertical force component, while adding to the horizontal force component, resulting in less vertical displacement.

## Summary

Extraordinary vertical displacement is an essential ingredient in accomplishing the artistic gymnastics performance. Implementing the use of mechanical principles in order to improve gymnastics jumps can help to maximize vertical height and the desired outcome. Minimizing the importance of understanding the effects of mechanical principles on improving technical execution, with little regard for virtuosity, will likely reduce desired performance.

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# Coaching Strategies on Horizontal Bar

Mark Wells Williams  
The University of  
Oklahoma

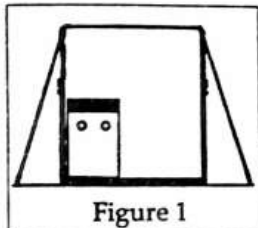


Figure 1

While coaching horizontal bar, the grassroots coach must develop activities which incorporate both long hang swing actions and in-bar work, both in regular and reverse grips. Along with these basic actions on the high bar, coaching preparations should include exercises which teach your gymnast hand changes and turns, dorsal hang or elgrip positions, release and regrasp skills, and dismounts. These movements are the fundamentals which make up the horizontal bar event. Even at an early age, your gymnast must be introduced to all the aspects of swinging horizontal bar. The better you train your gymnast at these preparatory drills, the easier he will progress toward using each of these elements in a competitive situation.

## Long Hang Swings and Giants

From the very first time your gymnast touches the high bar, you should teach him a basic beat or tap action for overhand grip giant swings. The tap action is developed through the bottom of the forward swing. As your gymnast descends from the peak of a low backward swing, he must delay the kick with his feet. The gymnast's chest opens up slightly, and his body position changes from a minute hollow to a minute arch. After passing through the bottom of the swing, your gymnast should drive his toes upward, with a scooping toe lift action, and alter his body position from an arch position to a hollow position. This tapping action is the basic beat swing for completing overhand grip backward giant swings.

Another skill in the overhand grip which your gymnast should work is the backward beat swing or the tap to a back uprise action. Because of possible grip problems which your gymnast may encounter while working the backward directional swing, you might utilize high bar hand straps when teaching this swing. (See the high bar hand straps section.)

To teach this beat swing, you should have your gymnast start with a strong backward swing. On the downward phase of the backward swing, your gymnast must have a tight and extended body position. As he reaches the bottom of the swing, his body position should be hollow, and his heel drive action should be delayed. After passing through the bottom of the swing, the gymnast snaps his heels backward to create a slightly arched body position. This beat action is the basic tap swing for the back uprise swing and for the overhand grip forward swing giants, otherwise known as wrong-way giants.

The preliminary action of the reverse or underhand grip forward swing action has to be taught with a little more swing than the beginning action of the overhand grip swing. The greater swing is necessary because of the difficulties involved with holding onto the bar when swinging back and forth in this reverse grip. From a cast above the bar or a high stemme action, your gymnast stretches his body into a straight body position. This position is maintained through the descending phase of the swing. After passing through the

bottom of the swing, your gymnast will slightly break his shoulder angle and create a more hollow body position. The gymnast's shoulders and upper back pull down on the bar, and his wrists shift on the top of the bar, up toward the handstand. Your gymnast can work on riding the swing up above 45 degrees and hopping his hands before jumping off the bar. With a reverse grip cast to handstand and additional swing through the bottom, this underhand grip swing will eventually develop into a forward giant swing.

## In-bar Moves

In-bar moves comprise the spectrum of skills that are close to the bar. Some of your gymnast's body angles must be broken in order to create a swing in close to the bar. The categories of high bar in-bar work include kips, back uprisers into the bar, hip circles, and stoop circles. The kip and back uprise skills embody overhand, underhand, and mixed grip kips. Hip circle skills include underhand grip stemme to handstands and free hip circles. Stoop circles incorporate stoop-in seat circles to a dislocate, and Stalter and Endo straddle circles.

The following section will discuss the application of these basic long hang and in-bar swings within a circuit rotation of high bar stations.

## Horizontal Bar Stations

In order to create an environment conducive to working the fundamentals of high bar swing, you should set up a rotation of horizontal bar stations and events where different skills can be worked. These stations must have activities which encourage the development of technically sound swing and in-bar skills. You must teach a variety of skill progressions at these stations to build the gymnast's horizontal bar skill base. This base is the foundation from which more advanced skills will be framed.

### Station # 1 - The High Bar with a Spotting Box

The first station is the standard high bar with a spotting box positioned next to one of the high bar uprights. (See Figure 1). While standing on top of the spotting box, you should assist and help manipulate your gymnast's body on the basic swing techniques. At the beginning of the gymnast's high bar workout, he should always work the previously discussed basic swings.

After performing these warm-ups and preparations for good technical swings, he should add a 1/2 turn to the front of the gymnast's swing. The beginning gymnast will perform a 1/2 turn to a mixed grip position, swing backward, and then change back the underhand grip hand. A more advanced gymnast will swing higher in the front swing, above horizontal, and change one hand and then the other hand before descending through the bottom of the swing. As the swings and turns become higher, your gymnast must shift the wrist of his turning arm in order to support his weight at the top of the turn. You should assist with the gymnast's turn by spotting him through the top of each turn. The gymnast should execute this blind change action turning toward you. This enables you to assist

him with the turn while also controlling his swing. The gymnast's swing can eventually be worked upward and high enough to perform a complete blind change where both of the gymnast's hands change to the reverse grip handstand position. To do this, your gymnast must increase his ability to scoop and swing with force through the bottom of the swing and shift his weight onto his post arm at the top of the giant. You should help spot him through the swing until he is completely over the top of the bar and finishes the blind change turn.

On a different turn while still spotting from the box, you should have your gymnast begin working dismounts at this station. Besides doing 1/2 turn jump off dismounts, you should teach your gymnast a flyaway or a salto backward dismount. To begin, you should have your gymnast swing through the bottom of the forward swing and bring his knees upward into a tuck position without releasing the bar. This is a timer swing for the release point. At the end of this tap swing and knee lift, the gymnast pulls slightly backward on the bar and will release his grip into the flip. You must provide a spot while your gymnast starts the turnover phase of the flyaway by placing one hand on his back and the other hand on his wrist or stomach. After helping flip the gymnast over, you should also assist with the gymnast's landing. Eventually, the gymnast should be able to perform the flyaway into the pit without a spot.

During another one of the gymnast's turns, you should have your gymnast work on some compulsory exercise sequences. The gymnast can begin from a long hang swing, kip to a support, cast backward into a backward hip circle, execute an underbar shoot, swing backward and swing forward twice, and perform a tucked flyaway dismount. Another sequence for the more advanced gymnast is to have him kip to a cast handstand and continue to an overhand grip giant. At the top of the giant, he then swings to an underbar shoot, swings backward, and swings forward to a tucked flyaway dismount.

### High Bar Hand Straps or Wrist Straps

High bar hand straps can be used at this station to work on giant swings. The hand straps facilitate an aspect of safety which may come in handy while your gymnast learns the actions necessary to perform giant swings. The hand straps are made of two pieces of sewn nylon webbing. The two sewn runners are draped over the high bar next to two sections of taped PVC piping. The PVC piping must be attached to the bar in a loose fashion to allow for it to freely rotate around the bar. Sometimes leather gloves or other strong materials are used in place of the PVC piping. To work with the hand straps, your gymnast places his hands through the loops of the webbing, without grips on, turns his wrist toward the PVC piping, and grasps the piping. The straps and the piping allow your gymnast to swing forward and backward without having to shift his wrists. The strapping also connects the gymnast to the bar and negates the possibility of your gymnast losing his grip and releasing the high bar. Your gymnast should work his swing up to the point where you can help lift him through an overhand grip backward giant swing. The straps may also be used for back uprise actions and overhand grip forward giants. (At the low bar, the straps are also useful for doing Stalter drills.)

#### Station # 2 - The Low Bar

The second station, the low horizontal bar, is especially useful for working on in-bar skills. (See Figure 2.)

The first time at the low bar, your gymnast performs a pullover and a backward hip circle. After a succession of turns, the back hip circle should develop into a free hip circle to handstand.

Occasionally, you will want to spot at the low bar to promote the development of the backward hip circle into a free hip circle to a handstand.

Kips can also be worked at this station. If your gymnast is just learning this skill, it may be useful for him to use a rope looped around the low bar and stand on it to support his feet on the upward phase of the kip.

You will have to attach a length of rope which is about four feet long around the bar and tie it into a big loop. The gymnast will then place his feet on the loop of rope, stand on the rope during the upward phase of the kip, and use it to help him reach the support position.

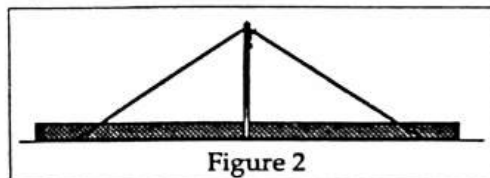


Figure 2

The rope acts as a spotter while you are at another station. Repetitions of the kip should be done with and without the rope. Once your gymnast learns the kip, he should work on a kip and cast to handstand. An underhand grip kip cast to handstand prepares the gymnast for cast handstand giant swings.

Also at the low bar, your gymnast should work straddle toe-on circles, Stalters, Endos, and seat circles. To begin, your gymnast must learn how to cast off the bar and set his feet onto the bar. From this hollow and straddled toe-on body position, the gymnast lets his body fall forward or backward, depending on the desired grip, and sets his body into a straddled and piked position. To enhance the turnover on the upward phase of the toe-on circle, tell your gymnast to compress his body into a very tight pike position through the bottom of the Stalter action. After doing a couple of toe-on circles, the gymnast should take his feet off the bar at the top of the swing and drop into a Stalter or Endo Stalter position. You should coach the gymnast to drop into a compressed straddle position without closing his shoulder angle. Tell your gymnast to let his feet press into the straddle rather than forcing his feet forward across the bar into the Stalter. The pressing and compressing actions will help keep his feet from popping out of the Stalter on the upward phase. The second half of the Stalter has your gymnast maintaining an open shoulder angle, holding his feet in while rising above the bar, turning his hips over through the bottom of the swing, and finally pressing and shooting out to a handstand position.

Seat circle skills are started by having your gymnast sit on the bar in an underhand grip and lifting his hips upward before dropping his feet forward and downward into the compressed seat circle. The circular action of the seat circle will rotate him around the bar and have him arrive in the original seat circle position. Eventually, you will want to encourage your gymnast to cast, stoop into a seat circle, and have your gymnast drop down and around into a jamming action. This jamming action will be a progression to the jam dislocate to an elgrip position. A preparation for the elgrip position is to have your gymnast hang in elgrip and swing backward and forward. While your gymnast is at the low bar, you might also want to familiarize him with the dorsal hang position or the German hang swing.

#### Station # 3 - The Low Parallel Bar With A Landing Mat

The low parallel bar station is used for body position drills and pirouettes. (See Figure 3.) With an 8" mat positioned next to a set of parallel bars, your gymnast

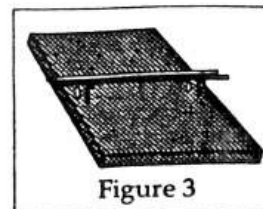


Figure 3

kicks to a handstand on one bar in an overhand grip and falls back down toward the landing mat with an extended and tight body position. Your gymnast will land on his stomach on the landing mat. If done correctly, his body will hit the mat simultaneously in a slightly hollow body position. The underhand grip cast to handstand drill is done in the same manner, except the gymnast will land on his back. These exercises are performed to promote the extended body position of the downward phase of each direction giant swing.

The next drill is to have your gymnast perform a pirouette before landing on the mat. The gymnast kicks to a handstand on the far bar and executes a forward turning pirouette. The gymnast may pirouette and then fall to the mat onto his stomach. To develop the early pirouette action, your gymnast should stand on the mat, kick up to an underhand grip handstand, just short of vertical, and turn to a mixed grip pirouette while falling to his back onto the mat. As the gymnast masters these progressions, you should add full pirouettes to this station.

#### Station # 4 - The Pit High Bar

At the high bar over the pit, your gymnast has the opportunity to do release skills and dismounts in a very safe environment. (See Figure 4.) All landings can be made into the foam pit to allow for a greater degree of absorption of the impact of these releases and dismounts. The releases and dismounts performed at this station do not have to be particularly difficult, but the idea is to acquaint your gymnast with elemental movements which emulate more difficult skills. The first release and regrasp skill is a hopping release and regrasp of the hands on the backward swing of the overhand grip swing. Next, the gymnast can cast forward from an above bar support position in underbar grip to a forward 3/4 giant swing, and on the upward phase,

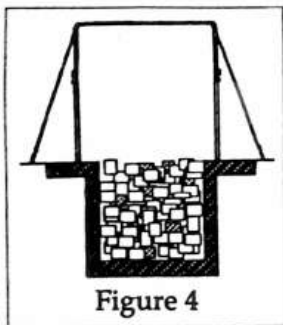


Figure 4

hop his hands to overhand grip. In order to hop his hands and not flip over, tell your gymnast to break the angle of his shoulders, hop his hands, and pull into the bar. Two other preparatory release skills are having your gymnast execute a straddle cut and catch and a swing 1/1 twist release and recatch. These actions help develop the gymnast's concept of the flight release move.

Dismounts into the pit include having your gymnast do straddle sole circle dismounts and forward and backward tucked flyaways. As your gymnast becomes more accomplished at these dismounts, he can change his body position to a layout and add a 1/2 or 1/1 twist to the flyaway. Finally, your gymnast can execute the basic actions of a Jaeger and a Gienger into the pit. The ability to regrasp the bar should not necessarily be expected at the beginning stages of these drills, but the beat swing and the releasing of the bar should be emphasized.

### Summary

These basic progressions on the horizontal bar are centered around the requirements which are listed in the F.I.G.'s *Code of Points*. Your gymnast must learn giant swings, in-bar actions, flight elements, dorsal hang or elgrip positions, and dismounts. As the grassroots coach, you must provide direction to your gymnast for accomplishing these various skills and make it a goal for him to develop a strong understructure of basic skills. These basics will become very important to your gymnast's future achievements on the high bar. As the coach, one of your responsibilities is to teach all these rudimentary actions to your gymnast in order to better prepare him for future optional routines. Creating many different stations while coaching these skills will help your gymnast attain more quickly these fundamentals of the horizontal bar.

### SELF-TREATING SPORTS INJURIES

The single greatest mistake made in self-treating a sports injury is to use heat on the affected area, says Marc Chasnov, a physical therapist in Rye Brook, N. Y., and author of *Healing Sports Injuries* (Ballantine Books). In nearly every instance, you should apply ice to soft tissue injuries rather than heat. *Reason:* A damaged tendon or muscle is usually inflamed and inflammation is heat. When you apply additional heat to the injured area, you direct more blood flow to that area, increasing the swelling and pain.

Even though a hot shower or heating pad may ease pain, it is only temporary - and when pain returns, it often feels more intense. Ice, meanwhile, works in the opposite way: It cools the injured area and reduces the inflammation and swelling, which promotes healing. Chasnov advises using ice as soon as possible to treat any soft-tissue injury that you're

likely to incur from running or other sports, such as shin splints, tendinitis or muscle strains.

The size of the injury determines the best way to use ice. If you have an injury in a small localized area, try this proven method: Fill a paper cup with water and freeze it. Then peel some paper from the cup to expose the ice and massage the affected area for 10 to 20 minutes with a steady, constant motion. When treating larger areas, such as a sore back or strained hamstring, pack a plastic bag with ice and apply it to the injury. You can also buy a chemical pack that can be used over again. Be careful not to ice too long or you could get frostbite.

Heat has its place in rehabilitating injuries, but Chasnov advises against it until at least four days have passed. If you still feel a throbbing ache, stick to ice. But after the initial inflammation has settled, heat can have a therapeutic effect on an injury. It increases blood flow and brings oxygen and nutrients to the damaged

area.

For example, the arm water in a whirlpool eases tight muscles, and the dry heat from a sauna has a soothing effect. Just be certain that the temperature of any heat you use (dry or wet) doesn't exceed 120 degrees F. Saunas can be particularly hazardous after a workout. Your body temperature increases during a workout and remains elevated for some time afterward. *His advice:* Take a cold shower before taking a sauna, and spend only 2 or 3 minutes at a time in a sauna before taking another shower. Too much sauna time, like too much time spent running under the sun, can result in dehydration and heat exhaustion.

*From Sept 1989/ Executive Fitness*

correction

Feb. Gymnast, Inside Exercise: The condition known as "plaques" was mis-spelled as plague. Please correct this.

## ALTERNATIVES TO THE "TOP 40"

by Rae Pica

Recently, a group of preschool teachers were discussing the matter of discipline. They talked about what worked and what didn't and what had been overused. They then turned to one teacher who hadn't contributed to the conversation.

"You!" one of them said. "You have the best behaved class in the school - you and your Handel's Water Music!"

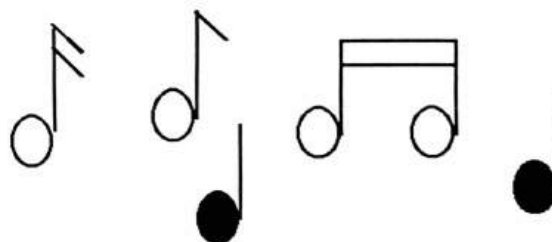
They all laughed good-naturedly. But its doubtful any of them realized they had actually hit on the solution to their dilemma - the calming effect of classical music.

It's indeed a fact that music "is" mood-altering. Children painting to the accompaniment of the soothing strings of Pachelbel's "Canon in D-Minor" can be seen using slow, smooth strokes. But, with jazz or rock and roll playing in the background, those strokes become short and staccato-like. Preschools and child care centers frequently use relaxing classical music selections at nap time, or at any other time a quiet atmosphere is desired.

Two points must be made: Not all classical music is soothing, and relaxation is not the only benefit to be derived from using classical music.

First, experience with this art form will familiarize young children with music other than the "Top 40." An acquaintance with the various periods that comprise classical music will ensure exposure to such elements as tempo, texture, rhythm, volume, and even the musical heritage of different nationalities. Both, in turn, will help establish a solid musical foundation upon which children can later build.

As teachers, therefore, you should be aware of the eras of classical music and should make an effort to provide examples from each. The Renaissance period, for instance, produced pieces such as "Greensleeves" (played often at Christmastime under the title, "What Child is This?"). Next, from the Baroque era, is Bach, who wrote selections to please nearly everyone-



children included. Much of it, in fact, was written for his young students. To add to its appeal, it's been performed in a number of varying textures (orchestral, strings, harpsichord, even electronically generated). Pachelbel's "Canon" was also a product of this era.

The classical period offers the works of Hayden, among them "Surprise Symphony." Not only is this piece perfect, for tiptoeing and pouncing, but its second movement provides a great diversity in its use of musical elements. Mozart's "Eine Kliese Nacht Musik" ("A Little Night Music") is another excellent example of a lively selection the children can enjoy.

Perhaps, though, it is the Romantic era which offers the widest variety. Among the choices here are the Strauss waltzes, Prokofiev's "Peter and the Wolf" (that delightful introduction to orchestral instruments), and the works of Tchaikowsky ("Swan Lake," "Nutcracker Suite," and the "1812 Overture").

The children, of course, are not going to enjoy everything they hear. Neither would most adults. But that doesn't mean they must be deaf to its existence.

You, of course, are not liable to possess a record collection encompassing all of these eras. Nor is it realistic to expect you to have the funding to purchase such a collection. That's why the public library is such a wonderful resource. The records are free, the librarian is there to share her expertise, and the variety--if you go to other than the "children's section"--is likely to be plentiful!

## PRESCRIPTION

1. Upon rising to do a few gentle stretching exercises, breathing deeply through the nose.
2. Do some simple, practical thing with your own hands.
3. Take a long, vigorous walk in the fresh air. get to know flowers and trees, insects and animals, children and neighbors. Walk tall, in good posture.
4. Close your eyes. Relax. Take a nap. Give yourself a few minutes of complete relaxation every day.
5. Establish a harmonious rhyhm of living. Go to bed befor you are overtired. Rise befor the sun gets too high in the sky. Avoid taking on more work or responsibility than you can comfortably handle.
6. Actively work to preserve the beauty of the natutal environment. Make the earth healthier for having trod upon it.
7. Think and act positively. Laughter, smiles, and kind words are powerful medicines. Feeling good is contagious. Infect other people with your own health and happiness.

## EULOGY - BR. JOSEPH JANECKA FEB. 25, 1991

Brother Janecka was a Sokol in his native country Czechoslovakia, immigrating to Canada in 1928 becoming a member of Sokol Stefanik in Winnipeg. In 1938 he was chosen to participate in the Cvicitelsky Kurs at Tyrsuv Dum in Prague. He participated in the 10th Vesokolsy Slet in Prague, as the only Canadian Sokol member, he was nicknamed "Canada".

When he moved to Chicago, he joined Sokol Havlicek Tyrs and was active for many years. During that time Brother Joe and his wife Sister Erma were chairpersons for several Sokol Slet Cultural Exhibitions.

He helped in many ways to further the Sokol movement and was well liked and respected by all Brother and Sister Sokols.

Brother Janecka, rest in peace and one final Na Zdar from all of your loving Brothers and Sisters of our Sokol family.

## CALENDER OF EVENTS

### Unit Exhibitions

Apr 21	Sokol Women of Little Ferry
May 18	Sokol Baltimore Competition/Exhibition
May 17	Sokol Milwaukee Graduation 7 p m
May 19	Sokol Los Angeles 2 p.m. Sokol Hall
May 19	Sokol St Louis at Sokol Hall
June 23	Sokol Detroit at Sokol Camp, South Lyon

### District Events

Apr 20	Central D Sp # Competition/Exhibition
May 11	Central D Boys', Jr Boys' and Mens' Gymnastic Competition at West Suburban Darien
May 11	Central D Girls Gymnastic Competition at Naperville E/R level, 1st and 2nd classes
May 18	Central D Jr & Women Gymnastic Competition all levels plus levels 2-7 for 1st & 2nd classes at Riverside-Brookfield
May 18*	Central District SLET 7 p.m. at R/B indoors
May 19*	Central D Awards Picnic
May 27	Memorial Day Ceremonies at Bohemian National Cemetery
June 2	Northeastern Exhibition, Odd Fellows Camp, Glenwillow, Ohio

\*Note NEW Slet date for 1991. Traditional date was 2nd weekend in June.

**Central District Information # 708-515-3809**

### Unit Events

Apr 20-21	Sokol Ennis Grand Opening
Apr 23	Sokol Baltimore St Wenceslaus
Apr 28	Sokol Greater Cleveland Band Concert
April 30	Sokol Havlicek-Tyrs Luncheon-Card Party Noon-Mid America Bldg 59th Cermak Rd
May 1	Greater Cleveland Card Party-Luncheon
May 6	Sokol Milwaukee childrens competition
May 11	Sokol Baltimore Sibrinky-Dozvuky Dance 8-12 pm \$10.00
May 11	Sokol Slavsky Pork, Dumpling and Sauer kraut Dinner at Piper House 3409 Grove Av 5-8 pm Contact the Babkas' or C Rocush
May 17	Greater Cleveland Fish Fry 5-7 pm
May 18	Sokol Baltimore Spaghetti Dinner/Awards Night
June 9	Sokol Gr Cl Cesky Den-DTJ Taborville
June 10	Greater Cleveland Gen Membership mtg
June 23	Sokol Slavsky "Fun Raiser" Picnic with Concertina Band
July 4	Sokol Detroit Picnic at Sokol Camp
July 12-14	Sokol Detroit Czechoslovak American Festival at Yack Arena, Wyandotte, Mi
Sept 8	Sokol Detroit Grape Festival
Sept 25	Sokol Slavsky Picnic Grove # 1 Riverside

### National Events

June 26-29	SOKOL USA NATIONAL SLET Indianapolis. Competitions in artistic & rhythmic gymnastics for girls and women, gymnastics for boys and men, volleyball. Calisthenics for all ages performed at the Slet.  Entertainment includes "Do the Zoo" for all competitors, a Golf Outing, Victory Dance, and a Banquet. Contact your unit's Board of instructors for details!
Oct 26-28	American Sokol District Directors' Conference in the Central District
June 23-27, 1993	ASO National Slet in the Central District

### BOI Video Tape Library

125th Anniversary Banquet  
 12-12-88 Prague Spring  
 100th Birthday Marie Provoznikova  
 1987 Gymnaestrada  
 1988 Progressions Clinic (2 tapes)  
 1990 USGF Gymnaestrada routines from Coaches Congress  
 1985 ASO Slet with Special Number Competition  
 Paris Slet & Prague gathering, Jan 7, 1990 Czechoslovakia  
 1938, 1953, 1957 ASO Slets  
 1941 ASO Slet  
 1948 ASO Slet  
 1938 Slet Competitions, Parade, & Prostnas  
 1989 ASO Slet & Special Numbers, Competition  
 Gymnastic Safety First, Second and Always  
 Skill Builder -R. Pendergast 1988

For information, please contact  
 American Sokol  
 Frances Malina, BOI Secretary

### Instructors Courses Offered this Summer

Sokol USA is planning a National Instructors Course immediately following their Indianapolis Slet. Instructors for this ten day course include many of your favorites from USA, D A Sokol, and our own American Sokol. The location has been deferred due to renovations at Slippery Rock University. Information will be forwarded to our units as soon as possible.

The Board of Instructors of the Southern District will hold an instructors course for their district August 2-11 at the new Sokol Activity Center, Home of Sokol Karel Havlicek Borovsky.

The District Director, Sylvia Laznovsky, has extended an invitation to other districts' members and gymnasts providing approval is given by that district's director.

This is not a National Instructors Course. For further information call - 214-875-3091.

Plan your summer now. Learn to be a Sokol instructor while you enjoy performing your favorite sport - Gymnastics!

# MINUTES OF THE AMERICAN SOKOL ORGANIZATION EXECUTIVE BOARD TUESDAY, MARCH 26, 1991

The meeting was called to order by President Charles R. Borvansky at 7:30 p.m. and the pledge to the flag was recited.

Members present were Bros. Borvansky, Babka, Satek, and Lebloch, and Sis. Pajeau, Wojcik, Pros, Kourim, Sedlacek and Kalat. On teleconference were Bros. Masek, Milan, Kalat, Dalton, and Sis. Dalton. Excused were Sis. Somolik and Bro. Podhrasky. Sis. Filipello arrived late.

The previous minutes were corrected to include the amount the editor will be receiving as an increase, which is \$25.00. The increase in fees for advertisement in the publication will be for one year at the rate of: full page \$1,800.00, half page \$900.00, quarter page \$450.00 and an 8th page \$225.00. The school board budget will be \$5,000 for 1991, \$3,000 for 1992, \$3,000 for 1993, \$2,000 for 1994 and \$2,000 for 1995. Also, it was approved that the guidelines for the Future Sokol Leader's Fund be presented to the board of governors and that Bro. Borvansky and Sis. Kourim meet with Bro. Riha to resolve the selling of the property on the West Coast.

Bro. Babak moved that district and unit minutes that arrive in the main office will not be mailed, unless requested, to board members to cut postage bills, seconded and passed.

Correspondence consisted of a thank you from the Ptacek family, invitation to Sen. Topinka's polka party, and Summer-faire of Berwyn information. A thank you was sent to WFLA for their generous donation to our organization.

Bro. Satek presented the BOI report. The Central District has a site for the District Directors Conference to be held in the Chicago area October 25-27, 1991. The Executive Board accepted their recommendation and also the use of Midway Airlines as their official airline for the conference. The Slet site committee met and made little progress. There might be a problem with dates and availability with sites. At the next BIO meeting they will commit to a date, which will include dates from Wednesday -Sunday.

Sis. Sedlacek had two more units answer her letter about membership. She shared with the board the brochure that Sokol Minnesota uses at all their functions to explain their group and to encourage others to join.

Bro. Lebloch reported that he obtained 26 pins representing the Sokol centennial stamp. Bro. Milan moved to offer the pins for \$5.00, seconded and passed. Bro. Lebloch and the educational committee continue to receive letters from Czechoslovakia and translate them, and keep reading all educational material that comes to office. The Polish Falcons recently had a convention for the first time in many years.

Bro. Milan reported he is writing an article for the publication about the Future Sokol Leader's Fund and is working on the booth with Bro. Benak for the USGF Congress of Coaches.

Sis. Dalton moved to give Sis. Filipello permission to get volunteers and a place to mail out the publication, seconded and passed.

Sis. Dalton moved to give Sis. Filipello permission to organize an editorial board for the publication, seconded and passed.

Sis. Pros stated there was an inner office audit on March 7th and everything was in order. Seldon-Fox conducted an audit of the books from March 11-15. The board recommends that we use Barnes for our 1990 tax forms and Seldon-Fox for the audit. Permission was given to update the zip code book in the office and when old membership forms are used up to go to a three part carbonless form. A number of pins and charms will be sent back to Bro. Milan to try and sell them.

Sis. Wojcik reported that since the Board of Governors decided to stay within by-laws, we are still looking for federally insured investments with the highest yield. She will continue to roll over CDs as they mature.

Bro. Masek stated that the Foundation Fund brochures are being mailed out and he is looking into grants from the government for non-profit organizations. Suggested that each unit hold a fund raiser for the Foundation Fund.

Sis. Kourim reported that women's blouses and men's hats are the biggest seller as of this time.

Bro. Borvansky reported on exhibitions he has attended or participated in recently. He has talked to Bro. Podhrasky about the printing of the by-laws. Bro. Babka moved to print 5,000 copies of the by-laws for \$3,060, seconded and passed.

Sokol West Suburban wrote requesting that the ASO either replace or compensate the unit for the flag carriers that were used on the trip to Paris/Prague and damaged. Bro. Satek moved that Bro. Borvansky talk to Sis. Pistorius and decide on a dollar amount or a replacement, seconded and passed.

Bro. Milan asked that a representative of the board attend the Southern District Slet in Corpus Christi on June 7-9, 1991. Bro. Laznovsky needs to know before April 8, 1991.

Sokol Crete asked for a representative of the board to attend the Western District Slet on June 1-2, 1991 in Crete, Nebraska.

The board of governors met and approved the recommended school board budget for the next five years and the guide lines for the Future Sokol Leader's Fund. They would like to continue the teleconferencing but at the lowest rates.

There is a company interested in providing insurance coverage for all units under one program. Sis. Filipello will look into this option.

Meeting adjourned at 9:08 p.m.

Sis. Nancy Pajeau  
Secretary

Have you volunteered lately?  
Have you asked for help lately?

QUARTERLY FINANCIAL REPORT  
JAN - FEB - MAR

<b>Receipts</b>	
Dues	\$16,413.50
Convention Fund	
4th Quarter 1990	11,365.00
Special Assessment Fund	
4th Quarter 1990	5,685.00
Dividends/Interest	423.58
Advertisers/Subscribers	77.00
Resale Jewelry	1,120.40
T.G. Masaryk Dues	95.00
Souvenirs	341.00
Educational Booklets	220.65
ASO Seals	1,307.00
Donations General Fund	113.00
Donation from WFLA	3,125.00
BOI Patches/Tapes	222.50
Uniform Department	
Salaries/Taxes	1,576.73
Uniform Department	
Rent/Phone	792.24
Check Exchange	15.00
Refund Computer 'Editor'	1,868.00
Postage/UPS	7.54
Insurance Refund	
Overpayment	6.00
	<hr/>
	\$ 44,774.14

**Disbursements**

<b>Administrative Dept.</b>	
Salaries Jan/Feb/Mar	\$ 1,918.16
FICA/Medicare Dec/Jan/Feb	347.96
FWT Dec/Jan/Feb	100.00
IWT	217.40
Petty Cash, Sec'y, Fin. Sec'y	147.83
Office Supplies/Printing	1,073.26
Janitor Service/Supplies	62.25
CPA Fee	375.00
Illinois Bell	328.96
Commonwealth Edison/Electric	170.88
Rent Jan/Feb/Mar	2,331.00
Advertising/Donations	156.00
Subscriptions	115.00
Travel COS Convention	656.00
Postage	72.50
Refund	117.00
Check Exchange	15.00
	<hr/>
	\$ 8,204.20

**Board of Instructors**

Salaries Jan/Feb/Mar	\$ 1,461.55
FICA/Medicare Dec/Jan/Feb	253.30
FWT Dec/Jan/Feb	34.00
Petty Cash	95.23
Illinois Bell	277.32
Editor "Gymnast"	90.00
Printing "Sokol Gymnast"	252.77
USGF/Fee/Booth Dep.	512.50
Travel	1,105.19
Judging Info	34.95
Skills Program Patches	475.53
Refund Overpayment	45.00
	<hr/>
	\$ 4,637.34

<b>Education</b>	
Salaries Jan.Feb/Mar	\$ 177.38
FICA	26.12
Supplies/Cabinets	498.60
Framing Czech Map	80.30
Bindery ASO Publication	455.00
Postage	.84
	<hr/>
	1,238.24

<b>Publication</b>	
Salaries (mailing)	\$ 436.81
FICA /Medicare	77.22
FWT	14.00
Editor	400.00
Printing Dec/Jan/Feb/Mar	5,846.60
Postage Dec/Jan/Feb	2,120.76
Computer/Software	2,905.27
Supplies	51.36
	<hr/>
	11,852.02

<b>Uniform Dept</b>	
Salaries	\$ 1,175.07
FICA/Medicare Dec/Jan/Feb	199.88
FWT Dec/Jan/Feb	66.00
Illinois Bell Telephone	48.57
Rent Jan/Feb/Mar	735.00
	<hr/>
	\$2,224.52

<b>Miscellaneous</b>	
Special Assessment	
Eastern District	\$ 2,250.15
Seals	160.00
Souvenirs	580.60
	<hr/>
	\$ 2,990.75

Balance brought forward, cking	\$ 3,067.37
Receipts	44,774.14
	<hr/>
	\$ 47,841.51

Disbursements	31,147.07
Check Printing	83.99
	<hr/>

BALANCE CHECKING 3/31/91 \$ 16,610.45

Correction to March General Fund donations: " In memory of Joseph Janecka, not Hanecka.

**Sokol Milwaukee Fares Well  
at Folk Fair!**

Director Jerry Zelenka reports that the Sokol Milwaukee gymnasts did a great job of public relations at Milwaukee's Folk Fair. The Tots performed on beam, the boys did a vaulting exhibition and girls performed the "Thornbirds" portion of the 1989 ASO Slet calisthenics.

**CLASS**

by Ann Landers

*Class never runs scared. It is sure-footed and confident. It can handle whatever comes along.*

*Class has a sense of humor. It takes its lumps and learns from past mistakes. Class knows that good manners are nothing more than a series of petty sacrifices.*

*Class bespeaks an aristocracy that has nothing to do with money. Some extremely wealthy people have no class at all while others who are struggling to make ends meet are loaded with it.*

*Class is real. You can't fake it.*

*The person with class makes everyone feel comfortable because he is comfortable with himself.*

*If you have class you've got it made. If you don't have class, no matter what else you have, it doesn't make any difference.*



**CZECH PRESIDENT WINS  
CULTURAL PRIZE**

Czechoslovak President Vaclav Havel won Denmark's Sonning cultural prize April 3rd for "his ability to unite artistic and political engagement," Copenhagen University announced. Havel, a writer and a leading political opponent of Czechoslovakia's former Communist regime, was elected president in December 1989. His civic activities "became a landmark for the resistance against the totalitarian state's oppression", said Ove Nathan, rector of the university. "Today Vaclav Havel stands as a pan-European personality, a living symbol for culture and tolerance."

This year forty girls are learning a ribbon routine and will perform it at their graduation exhibition May 17th. Womens classes are just beginning to take on a personality of their own with aerobic classes.

This editor would like to hear more, first hand, from your directors' about special promotions, community projects and more! My address and phone # is on the inside cover page.

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EDUCATIONAL MATERIALS booklets	SOUVENIRS	MEMBERSHIP PINS & KIT
Sokol and the Sokol Idea 2.50	Sokol Stick pin \$ 7.00	Plain (no year) \$ 5.00
Our Task, Aim and Goal 2.50	1989 Festival Coffee Mug 2.00	5,10,15,20 year 7.00
Dr. Miroslav Tyrs 2.50	Sokol Lucite clock 3.50	25 year 13.00
Dr. Josef Scheiner 2.50	Sokol coaster .10	30,40 year 8.00
Highlights of Czech History 2.50	Sokol felt tip pen 2.00	35,45 year 6.25
ASO 125th Anniversary Book 4.00	Sokol Stadium Cushion 4.50	50 year, gold filled 15.00
American Sokol Sings 4.00	Sokol scarf 7.50	
	Sokol flower postcard .25	55 years and over
Gymnastic Activities with 6.00	1989 Festival "T" shirt adult 3.50	"Citation of Merit" no charge
Hand Apparatus	Plastic Mug 1985 Slet .75	
by Marie Provaznikova	Sokol Charm "NEW" 3.00	Membership Kit 7.50
& Norma Zabka	Sokol Stud "NEW" 2.00	for new members,
plus shipping		includes
	Board of Instructors	Plain pin, By-Laws, Tri-fold,
Sokol SLET Plates \$ 22.00	Gymnastic Skills Patches 1.00	Parliamentary procedure,
XV Slet, 1985, XVII Slet 1989	Gymnastic Skills Bars .50	Sokol & Sokol Idea booklet,
plus shipping		car decal
TYRS Bronze Bust \$ 1,450.00		
100-115 lbs		
plus shipping		

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