

# LIDICE MASSACRE June 10, 1942

On June 10, 1942, the Bohemian village of Lidice was the site of one of the atrocities of World War II. The Nazi German occupation forces in Bohemia became enraged when their governor was assassinated. As they did in other countries they occupied, the Nazis announced that one town in the region would be completely destroyed and its people killed as punishment for the assassination.

German troops descended on the mining village of Lidice and machine-gunned all the men of the village to death – hundreds of them – as well as 56 of the women. The rest of the women and children of Lidice were taken to concentration camps or to Germany where they were brainwashed of their Czech origins and forcibly germanized. Then, the Nazis bombed the village. Finally, they bulldozed the entire village to the ground. The Germans were proud of what they had done to Lidice. They even filmed the entire process.

Czechoslovak Americans protested the murder of the people of Lidice and its destruction by erecting a monument to the martyrs just outside of Joliet, Illinois, in a village they renamed Lidice. Today, it is part of the city of Crest Hill, Illinois.

Anniversaries of this massacre have been conducted annual since, in most recent years by the Czechoslovak American Congress, composed of representatives of 42 Czech, Slovak and Moravian organizations of the Greater Chicago Metropolitan area.

# American Sokol

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10th of the month prior to published month.

# CALENDAR of EVENTS

## JUNE

- 7 Sokol Los Angeles Public  
Exhibition
- 21 Sokol Slavsky Picnic with  
Bohemian-American  
Concertina Assn. -National  
Grove #2, N. Riverside, IL
- 21 Sokol Detroit Summer Gym.  
Exhibition at Sokol Camp
- 26-28 Sokol Canada Slet - Toronto

## JULY

- 4 Sokol Detroit 4th of July Picnic  
at Sokol Camp, So. Lyon, MI
- 11-12 Czechoslovak American  
Festival, Yack Arena,  
Wyandotte, MI
- 17-26 ASO Instructors' Course at  
Sokol South Omaha

## AUGUST

- 15 Sokol Greater Cleveland Folk  
Dancers at Ameriflora,  
Columbus, OH

## AUGUST

- 16-23 Sokol Fresno Family Camp in  
Dinkey Creek
- 22 Sokol Greater Cleveland Clam  
Bake

## SEPTEMBER

- 13 Sokol Minnesota  
Czechoslovak Day
- 13 Sokol Detroit Grape Festival at  
Sokol Camp, So. Lyon, MI
- 25 Sokol Minnesota Pot Luck  
Supper

## SPECIAL ANNIVERSARY DATES

- October 2-4 Sokol New York 125th  
Anniversary
- October 24 Sokol Berwyn  
Reunion
- November 15 Delnicky Americky  
Sokol 100th Anniv.

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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.*



*"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."*

## From Your Editor...

I truly agonized this month about the cover story for the magazine, but once I came across the Lidice information I knew it deserved no less than the cover. Though it takes up only one page and has no accompanying photos or graphics, it nonetheless conveys a strong and important message. The recent

events in L.A. have unfortunately reinforced the harsh reality that we as a people have a long way to go toward a realization of true peace and harmony.

**NA ZDARI**  
Sls. Patricia Satek  
1922 S. 57th Avenue  
Cicero, IL 60650-2143

*Those who cannot  
remember the past  
are condemned to  
repeat it.*

❖ *George Santayana*



## FOR THE RECORD

Minutes of the April 28, 1992 meeting of the A.S.O. Executive Board

The meeting was started by Bro. Borvansky at 7:35 p.m. and the pledge to the flag was recited. Members present were Bros. Borvansky, Babka, Satek, Michalek, Milan, Kalat, Masek, Lebloch and Dalton and Sis. Pros, Kourim, Wojcik, Pajeau, Satek, Jurew, Kalat and Dalton. Excused were Sis. Sedlacek and Bro. Podhrasky.

Bro. Borvansky asked for the results on the nomination of Sis. Jurew as an alternate and Sis. Satek as editor. Since two-thirds of the units have responded with a favorable vote, Bro. Milan moved to accept the nominees, seconded and passed. Sis. Jane Jurew will be the new alternate to the board and Sis. Pat Satek will be the new editor for the publication.

The minutes were approved on motion by Sis. Wojcik, seconded and passed, with the following corrections. The price of the ad for Sokol New York is \$150, Sokol Detroit visited the office on March 26, 1992 and Bro. Borvansky was unable to attend local unit exhibitions.

The office has received minutes from the Eastern, Central, Northeastern and Pacific Districts. The secretary reported that very few unit financial forms have been turned in to the office. This will be addressed at the next Board of Governors meeting. She has taken care of mail and other necessary office work.

The BOI report was presented in written form. Bro. Milan moved,

seconded and passed to approve \$132.50 in Special Assessment Fund request from the Central District. Bro. Satek moved that the local directors be reimbursed one day per diem during the District Directors Conference, seconded and passed. The Merit Award forms are starting to come in to the office, Canada Slet information is continuing. Units should bring only their Unit flags to Canada. The 1993 Slet is progressing. The board is discussing the computerization of the competitions. Calisthenics are being tested and other areas are being finalized. They are working with the Executive Director to better define programs.

Bro. Lebloch reported for the Educational Committee. Bro. Barcal's "History of the American Sokol Organization" is almost ready for printing. Requests for pen pals in Czechoslovakia will be put in publication. They will hold an art contest in conjunction with the Slet. Since Sis. Schabowski would like more time, Sis. Jane Sterba will assist as librarian and Sis. Schabowski will take care of Archives. Bro. Satek moved to approve Bro. Lebloch's recommendation, seconded and passed. Membership had no report. Publicity had no report. Treasurer had no report.

Editor Sis. Satek has had favorable response to her first edition. The May issue is at the printer. She asked some questions about

equipment, repairs and supplies. Bro. Milan moved that unless the editor needs the computer, it will remain with the Executive Director, seconded and passed. Sis. Pros moved to reimburse editor for supplies, to be paid out of the publication's budget, seconded and passed.

Sis. Pros reported on the Financial Secretary. After a long discussion, Bro. Babka moved to spend up to \$3,500 for a new copier, seconded and passed. Bro. Kalat moved to purchase a service contract to include drum for at least one year, seconded and passed. Sis. Pros will also look into having floors in office cleaned, lights fixed or replaced and air conditioner serviced before the summer.

Bro. Masek reported on the Foundation Fund. There was a new deposit of \$500, bringing the savings total to \$2,222.11 and the CD total is still \$15,000. We are still working with the John Hancock Company to get the wording of a letter in an acceptable form. Bro. Kalat moved to list donors to the Foundation Fund, not amounts, in the publication, seconded and passed.

Sis. Kourim continues to sew blouses. Bro. Borvansky has taken care of correspondence. He talked with the Executive Director and to Bro. Riha about the property in Seattle and set up next Board of Governors meeting. It will be July 17-19, 1992.

*Continued on page 9*

## FUTURE SOKOL LEADERS FUND

*Purpose: To train and educate young people to assure able administrators, the best of idealistic instructors and educational directors for Sokol Units and Districts.*

### FROM SOKOL CHICAGO

In Memory of Deceased Members .....\$100.00    Honoring Bros. Stanley Barcal & Charles Zdenek ..\$50.00

### FROM WESTERN FRATERNAL LIFE ASSOCIATION

For 1991 .....\$3,125.00    For 1992 .....\$3,125.00

### FROM SOKOL SLAVSKY HONORING 55-YEAR MEMBERS

Honoring Elsie Grepling .....\$5.00    Honoring Libbie Starek .....\$5.00

## LIBRARY AND ARCHIVES FUND

FROM SOKOL CHICAGO Honoring Bros. Stanley Barcal & Charles Zdenek...\$50.00

## GENERAL FUND

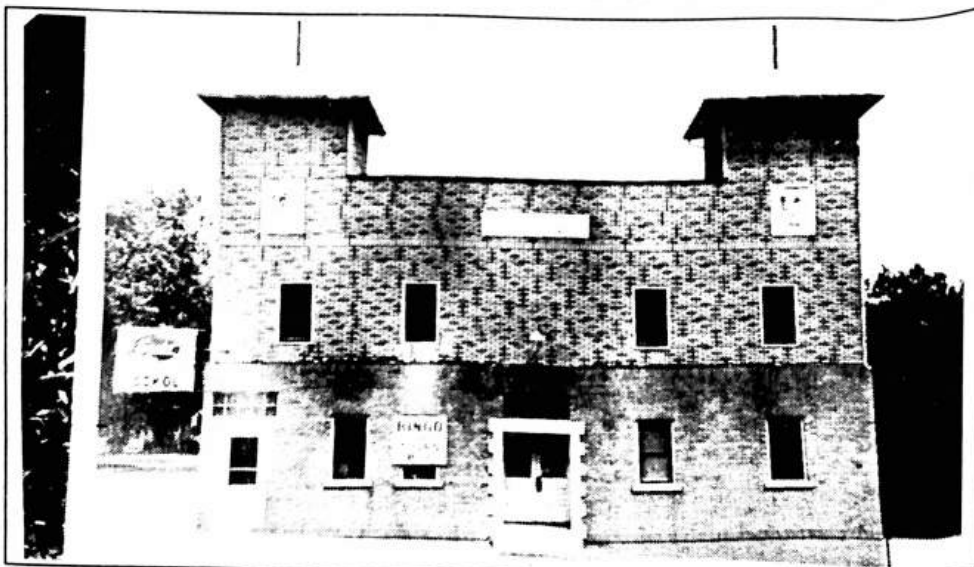
From Sis. Emilie Jedlicka .....\$50.00

## ❖ MEMORIAM ❖

Sokol Greater Cleveland is mourning the loss of 58-year member, Bro. Karel J. Vavra, who passed away on May 5, 1992 at the age of 75. Born in Pilsen, Czechoslovakia, Bro. Vavra was an outstanding gymnast, who expected to compete on his country's gymnastics team in the 1940 Olympics, but the games were not held because of World War II. In 1947, Bro. Vavra was recruited by the president of the American Sokol to teach for two years in Cedar Rapids, IA. The Tyrs Sokol Organization brought him to Cleveland in 1949. Bro. Vavra met his wife Martha while travelling on a bus to a gym meet. He was the last president of the Tyrs Sokols and the first president of Sokol Greater Cleveland. Bro. Vavra is survived by his wife, Martha, daughter Karen, son Charles and five grandchildren.

*~ Edited from information submitted by Dorothy Cummings*

## Another GREAT Sokol Hall!



*The Original Sokol South Omaha, Omaha, Nebraska, 1904-1975*

In January, 1888, Sokol South Omaha was started. At that time, they had 23 members and had a long way to go toward becoming a fixture in South Omaha.

In 1890, Sokol South Omaha asked to be chartered with the National Sokol Organization. In 1902, their Sokolice unit was started. In 1904, land was purchased and their hall was built. In 1910, Sokol South Omaha and another Sokol, Sokol

Tyrs, merged and became Sokol Fuegner-Tyrs South Omaha. In 1975, tragedy struck and Sokol South Omaha's hall was destroyed by fire, but in 1977, a new hall was opened and is still going strong.

**NOTE:** Sokol South Omaha will be the site of the National Instructor's School, July 16-26, 1992. We wish a speedy recovery to Bro. Bud Benak, Course Director, after his recent heart attack.

# Willa Cather and the Bohemians

From the Desk of Libbie Krivanek, Sokol Slavsky Educational Director (*Reprinted with permission.*)

American author, Willa Cather (1873-1947) became famous for the novels (between 1913 and 1931) set in Nebraska and the southwest. She came to Red Cloud, Nebraska in 1881 from Virginia. Her father had purchased a Nebraska ranch; Willa was eight years old. The lovely red-haired child loved the outdoors and roamed the Nebraska prairie. It was her great delight to visit a prairie dog town where "the gophers crouched at the burrows, their tails arched tensely, and their forepaws tucked against their breasts."

"Free land" was the lure to Nebraska in the generation following the Civil War. The Homestead Act of 1862 provided that any person who was an American citizen, or who had declared his intention to become one, could claim 160 acres of government land. After the Civil War, thousands of homesteaders streamed into Nebraska, many of them from Bohemia, Russia, Germany and Norway, to stake out claims on the wild prairie. But claim stakes did not make a farm, and "free land" was not free from toil, hardship, loneliness and great deprivation.

In her second novel "My Antonia" (1918), Willa Cather depicts both

the loneliness and friendliness of this endless prairie country. Because of its distances, pioneer families felt an instinctive bond with each other. So, in the novel, it was natural for the Burdens (ranchers) to befriend their new neighbors from Bohemia. They could not speak the Shimerda's language (Šimrda), but they could bring gifts of food and clothing, and when the despondent Mr. Shimerda took his own life, they conducted his funeral.

*The girls...  
slept in peřiny  
(feather beds)  
brought from  
Bohemia...*

As so many other Nebraska families did, because the prairie was treeless, the first human dwellings were dug out in the side of a small hill and covered with prairie sod. From their dry, cave-like room, they projected a chimney for a stove and built a window and a door into the front wall. The roof was supported by hand-hewn poplar logs given to them by neighbors. Inside, the Shimerda girls, Antonia and

Julka, slept in peřiny (feather beds) brought from Bohemia and placed into a little inside cave. It took about five years before a pioneer could build his own house.

As were all heroines of Willa Cather's books, "strong, hardy, but sensitive women who matched their strength and determination against the hard and lonely life of the prairie during pioneer days," Antonia Shimerda, a mere girl, after the death of her beloved father, leaned her shoulder to the plow to save their homestead. There was no more time for education or childhood life. Eventually, she found her way to the town of Black Hawk (Red Cloud, Nebraska) where she worked as domestic, only to return to the prairie as an unwed mother, eventually to marry a Czech immigrant and raise a Catholic family of many strong and handsome children, all speaking the Czech language.

Willa Cather wrote other novels in her "later" home in New York. She travelled much to central Europe and her house was filled with pictures of famous people and beautiful lithographs of Czechoslovakia, a land she loved almost as much as her own Nebraska prairies.

# THE CZECH FOLK DANCERS OF Sokol Greater Cleveland



This November, 1992, the Sokol Dancers will celebrate their 20th anniversary. The last twenty years have reflected the zeal and desire of this group to preserve and share their Czech heritage. Four of the 25 dance members are the original founders of the group. Several others joined the dancers at age twelve and have danced through adolescence to adulthood.

The Sokol Greater Cleveland Czech Folk Dancers have had the unique opportunity to present their Czech heritage and the Sokol movement through folk dance to audiences across the United States, including EPCOT in Florida; the Ennis, Texas Polka Festival; Wilber, Nebraska Czech Days and in many states where Sokol Slets have been held.

On August 15, 1992, the Sokol Dancers will perform at AmeriFlora '92 held at Franklin Park in Columbus, Ohio, to add to the 500-year celebration of the discovery of America by Christopher Columbus.

Each year, the Sokol Greater Cleveland Czech Folk Dancers have been in existence, there have been unexpected challenges, unexpected persons touching their lives, the attainment of unreachable goals and the lingering of pleasant memories. Sokol and the Sokol Greater Cleveland Czech Folk Dancers have much for which to be thankful.

*~ Nazdar! Dolly Baca*



## Pre-school Gymnastics

# Teaching Pre-school Gymnastics

### Purpose

The purpose of a quality pre-school gymnastics program is to provide children, under the age of six, with productively positive learning experiences within a physical environment that is structured and stimulating. These learning experiences will help the children to develop their physical and mental capabilities. They will learn skills that will enable them to better relate to the world around them.

The most important goal of any pre-school gymnastics program should be to provide the children with a positive learning environment. This type of experience will help to develop self-confidence in the child. The main goal should be to provide a positive, opportunity-filled environment where a child can become familiar with his potentials, his limitations, and where he can develop a willingness to attempt new and challenging tasks. This environment will build confidence and a healthy self-image. To establish this positive learning environment, one must create a situation where there is constant encouragement, through verbal praise, giving each child a feeling of continued success. Even the slightest attempt made by the child in the desired direction should be rewarded. For many children the attempt is the goal rather than the actual completed task. Therefore, the praise should be given to them for their attempt to perform the task, rather than for the actual outcome of their attempt. This kind of verbal reassurance will increase a child's self-confidence and enhance the student's self-image. This is one of the most important contributions that can be made during the formative years of growth and development in a child's life.

The format of the pre-school gymnastics program is a combination of general movement education and specific gymnastics skills. Many of the elementary skills taught in pre-school gymnastics

programs are fundamental to the development of all sport-type activities. These skills are valuable aids in a child's growth as he learns about the physical world surrounding him. The general movement education allows for plenty of movement exploration. This will enable the children to discover movement possibilities. Through movement exploration children learn about their bodies. They learn the different body parts, how they move, and what their bodies can and cannot do. The format also lends itself to the social development of the children. They learn to work in groups and with partners as well as improving their individual growth. Social skills are an important part of a child's development.

The structure of a pre-school gymnastics program is crucial to the success of the individual club, but more importantly, to the children who will be affected by the program. The structure should enable the child to be successful in his/her learning attempts. The pre-school program should remain non-competitive in nature. Children should not be compared to one another in an attempt to motivate them. They will be motivated by their own curiosity to discover what their body is capable of doing. The amount of time allowed for each activity is a vital part of the planning of the class. The children need to have enough time to experience the activity, but not so much as to become bored with it.

### Preparation of the Preschool Instructor

The instructor should have a definitive lesson plan prepared either by himself/herself or by a senior instructor who is familiar with the needs of children and the equipment that is available. The lesson plan should be logical in the progression of skills within a class and from week to week. It should be written up to provide the instructor with

Rebecca E. Thompson  
Napa College  
Napa, CA



*The purpose of a quality pre-school gymnastics program is to provide children, under the age of six, with productively positive learning experiences within a physical environment that is structured and stimulating.*

*Though it is sometimes difficult, the instructor needs to be just as enthusiastic the second, third and fourth time when giving instructions, as the first time they are given to the child.*

the name of the skills to be taught, the purpose behind the teaching of the skills, the equipment necessary and specific instructions for the actual teaching of the skills. It is important to be able to gear the lesson plan to each specific age and ability level of the students. Any necessary spotting techniques should be listed and carefully explained in the lesson plan. All safety concerns should be pointed out and closely followed to insure the safe participation of all children in the program. The written lesson plan is an important part of a successful pre-school program.

The professional conduct of the instructor is an important part of the program that must be stressed. The instructor should always arrive ahead of the scheduled class time to check on the equipment, the set-up, look over any last minute changes in the lesson plan and to register or welcome new students. During the class the instructor's posture indicates his/her feelings towards the students and the material being taught. It is important to maintain an active stance to communicate to the students and parents the commitment to the program and the children involved in the program. The instructor's rapport with the children and their parents is also a crucial part of being a professional. The instructor needs to be an individual who can develop a positive rapport with both the students and their parents. After class is completed, the instructor needs to use discretion in any discussions in the gym, the dressing room, or the office regarding any individual in the program. It is all too easy to let one's emotions take over and say something that may be misunderstood or misquoted and could cause the child's or parent's feelings to be hurt.

The professional dress of the instructor is also an important part of the successful program. The instructor is being viewed by parents of current students as well as any guests who might be observing the class. The dress of the instructor should be comfortable enough to allow for the ease of movements necessary in the teaching process. It is not necessary to have expensive outfits for teaching, but they should be clean and tidy. The way in which the instructor presents himself/herself in both dress and carriage can influence the amount of respect that will be given by potential and current customers.

## Communication in Class

The instructor will communicate with the students with body language as well as verbal instructions. The enthusiasm of the instructor will enhance the class and be "catchy". A show of enthusiasm takes place through vocal inflections, facial expressions and the physical posture of the instructor. The instructor needs to speak on the child's level of understanding and make all directions clear and concise. It will often be necessary to repeat instructions. Though it is sometimes difficult, the instructor needs to be just as enthusiastic the second, third and fourth time when giving instructions, as the first time they are given to the child. The child needs to

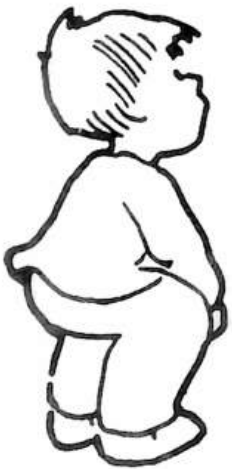
hear words of acceptance and/or approval throughout the class. Demonstrations given by the instructor can be a good source of communication to the student. Whatever methods are utilized, they must be kept simple and clearly understood by the child.

## Class Conduct

Discipline is necessary in the pre-school gymnastics class. The instructor needs to be firm in a positive sense. The children should have fun in class, yet the instructor must maintain a structure to provide a safe learning environment. There should be designated areas to work and to wait. Children need to learn to wait for their turn. However, it is a good idea not to expect them to wait too long for their turn. Pre-school age children have a very short attention span and can not be expected to sit still for great lengths of time. Probably the two most important qualities an instructor needs to have are a good SENSE OF HUMOR and PATIENCE. Children oftentimes say and do things that might be misunderstood by an adult. It is beneficial to the class for the instructor to have the ability to laugh with them on these harmless incidents, and yet maintain control of the class.

## A Few Guidelines for Behavior Problems

The consequences of negative behavior must be understood by the child prior to an action being taken by the instructor. That is to say, the child should be given a "warning" with an explanation of what action will occur if the misbehavior continues. When there are two students who are "troublemakers" in the same class and they can not be put into different classes, try to keep them separate in the class line-up to avoid continued problems. Eye contact from the instructor to the student is necessary to be sure they are listening to the directions and/or reprimand being given. Occasionally, light physical contact is needed to get the point across. Holding the child lightly by the shoulder or arm usually gets their attention. Sometimes a "time-out" or having the child "sit out" of the activity for a short period will help the child to understand the importance of the proper behavior. "Time-outs" should be short and the child should be kept within listening range of the instructor, yet removed from the group. "Skipping a turn" is also an effective way to impress the importance of proper behavior upon the child. Be careful with this one, however, because the child now has to "wait" longer for a turn and may not be able to do so quietly. Remember that the pre-schooler has a very short attention span. Whenever there is a significant problem with a child, the instructor should discuss the problem with the parent(s). Parents are usually quite supportive and willing to work together to reinforce the good behavior and discourage the child's poor behavior.



# Fear and Refusal to Participate

The fearful child is a special one, and not all that uncommon. There are several methods to help the fearful child to conquer their unhealthy fears. Most importantly, all progressions should be simplified so that the child completely understands what is expected. Breaking down the skills and allowing the child to perform only one portion of the skill, the least fearful part first, often helps the child to progress towards eventually doing the entire skill. Again, it is vital to reward the "attempt" rather than the completed skill. PATIENCE is a key word here. Taking the time to encourage and praise the child without letting the personal frustrations of the instructor show through is necessary for the child's success. The use of verbal reassurance is the most helpful aspect of gaining their confidence. Moving the child to the lower level of the progression of the skill where he/she is already successful helps build their confidence and their desire to go on to the next step.

There are a few instructional guidelines that will be useful with the fearful child. Physically helping the child through the skill should be a facilitative tool. It is never advisable to push, force, or excessively coax the child into doing any part or all of a skill. Sometimes it is a good idea to have the child sit out and watch the other children doing the skill or progression. It helps to choose the courageous child to go first in a group so that the others will be able to witness the "possibilities".

Discussions with parents can be fruitful. The instructor needs to honestly and non-emotionally explain the problem to the parents. It is helpful to teach the parents what they can do at home to help their child to conquer their fears.

Sometimes the use of sympathy is necessary for the fearful and/or crying child. Holding the child or touching the child in a tender way helps them to

know that someone understands and cares about their feelings. Many times the situation can be cured with a simple trip to the drinking fountain. It is amazing how medicinal a simple drink of water can be to a child. Whatever the problem, always try to solve it within the class structure. Sending the child out of class to their parent is always a last resort.

## Safety

An instructor must have multi-lateral perception. The instructor should know where the children are at all times. Children should be taught to ask permission from their instructor to leave the group for a drink of water or a trip to the bathroom. This practice will ensure that the instructor will always know where the children are during class. The instructor must be positioned to see the entire working area at all times. The instructor should be able to recognize potential safety hazards before they occur.

In choosing appropriately sized equipment for the pre-school class, the age and size of the child should be taken into consideration. All equipment should be kept in good repair. Items such as exposed wood, metal, loops, etc. should be recognized as potential safety-hazards and corrected.

## Summary

A pre-school gymnastics program should remain non-competitive in nature. It should be carefully designed to insure that the children receive maximum benefit from their experiences. The class size, structure and lesson plans need to be carefully designed to insure the children's positive self-image. In such a healthy learning environment the children will learn concepts and skills that involve the mind and the body in the gym and in the real world around them.

### DONOR INFORMATION

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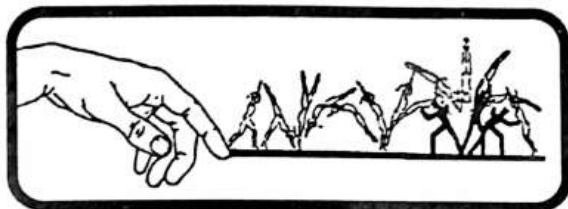
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By taking small steps along the way you can learn to reduce stress to a more productive level. Reducing stress can prolong your career, make it more enjoyable along the way, and make celebrations of success a little bit sweeter. The end result is a safe training atmosphere where gymnasts and coaches can be most productive.

The 12 suggestions were adapted from an article by the National Association for Sport and Physical Education (NASPE).



### TRAIN FOR BALANCE

Margarita Protasova, Candidate,  
Pedagogical Science  
*Fizkultura i Sport*, 6:36-37, 1984\*

We are often amazed at the ability of circus acrobats to walk blindfolded on a tight-wire, to balance on a tiny board mounted on rollers, or to ride a unicycle, turning the pedals alternately with their arms and legs. Or, what about gymnasts' most difficult exercises—jumps consisting of complicated twists, and somersaults done on a narrow balance beam?

How do these athletes acquire the sense of balance that allows them to keep from falling?! Answers the athlete or acrobat: "Training, or, more accurately, special training."

Is there any need to train one's sense of balance for everyday living? Yes. And not just to avoid a first-aid station. And not just to avoid falling down too many times on skis or falling into the water while crossing a stream on a log. A good sense of balance is valuable for health, for high productivity at work, for sports, and for everyday living.

The constant striving to maintain equilibrium is inherent in every living thing. Gravitational force affects everything alive. It even affects fish, which can turn belly up. Human beings, being supported on their two legs as they walk, need to maintain stability as they move along. Awareness and consciousness help a person develop this stability. But before we give specific advice about developing balance, we will look at the function of equilibrium itself, its components, and the dynamics of a person's equilibrium over his/her life span.

A person's body is never absolutely fixed or immobile. The body is constantly losing and recovering its balance. The ability to maintain one's body in a comfortable posture becomes so habitual that we take it for granted.

Upon what does one's control of bodily posture depend? For this purpose, the computer is the central

nervous system. Information flows into the cerebral cortex from the vestibular apparatus in the otic cavity, from the visual analyzer, and from joints, tendons, muscles. Upon receiving information about the status and vital tonus of these organs, the central nervous system automatically adjusts the person's posture and movements.

The functioning of the organs of equilibrium strongly affects an athlete's success in various sports. This is particularly true in complex motor skills such as figure skating, acrobatics, rhythmic gymnastics, artistic gymnastics, shooting, and diving.

A well-developed sense of balance is especially important in the for vehicular drivers, steeplejacks, pilots, ship captains, contractors, ballet artists, and machine tool operators.

The balance function develops at its fastest rate from the age of 7-10. It reaches its fully matured level by the age of 12-14. Later, one's equilibrium fluctuates with age, physical development, health status and environmental conditions.

Researchers ran a large-scale study of 26- to 70-year-old women enrolled in health groups at the National Scientific Physical Culture Research Institute. This study revealed the age-related changes in their equilibrium function. The study identified three stages: first, from 26-45, women's balance function is relatively stable; second, from 45-50 it tends to slip; after 55, a significant decline sets in. This is why prevention should start during the 36-45 period.

The most common sign of loss of balance is dizziness upon changing positions. For example, when swinging on a swing or even when riding in various types of vehicles. Concurrent with a feeling of dizziness, one's sense of well-being worsens. The heart rate quickens and nausea sets in.

Deterioration of one's sense of balance often leads to falls. People have a natural fear of falling; it is one of our basic self-preservation instincts. Such fear arises in conditions in which there is a real or imagined danger of losing one's balance and orientation. For example, when a person approaches the edge of a cliff. One cause of dizziness is general fatigue, such as after a stressful day of work. The amount of oxygen in the blood drops sharply, which, in turn, affects the cerebral vessels and leads to loss of control over one's movements.

According to World Health Organization figures, 40-60% percent of fatal accidents, whether personal or occupational, involve falls. Most of them, alas, involve women. The deterioration in equilibrium and coordination that occurs with age impedes the body's normal vital activity. In some senior citizens and elderly people, this deterioration is one of the causes of their decline in, or loss of, the ability to work. Improving an adult person's organs of equilibrium is important for two reasons: first, to protect the person from falling; second, to improve his/her motor activity. One's ability to main-

tain balance is responsive to training. Balance-enhancing exercises help improve coordination, attentiveness, confidence in one's strengths, and even a degree of daring.

For a person to have good control over his/her body, the individual needs to nurture within oneself special abilities and skills that allow him/her to consciously control one's body equilibrium. To do this, one should focus special attention on exercises designed to maintain a proper vertical position of the spinal column, to strengthen the pelvic muscles, the abdominals, the neck, and feet.

One should focus attention on lifting the head high—a position that evokes what we call "posing" reflexes, increasing general muscle tone and promoting a straight spinal column. Sensory perceptions from a proper, erect body position are achieved by using exercises performed against a wall and exercises that involve holding a weight on one's head.

These exercises improve posture, which, in turn, have a positive effect on the body's equilibrium. Performing exercises while blindfolded also helps develop what we call a "muscle sense." These exercises improve the activity of the vestibular apparatus.

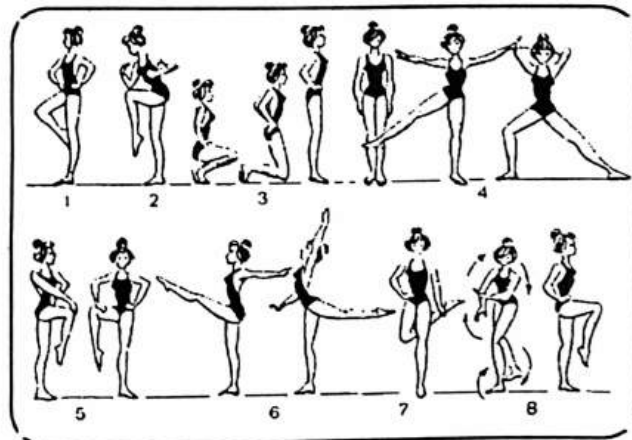
To train for equilibrium, one should walk flatfooted and tiptoed along a line drawn on the ground, on a beam, or on the edge of a sidewalk. It is useful, while standing on one leg, to do different movements with the arms and trunk, to run with frequent changes of direction and with turns, to perform jumps, throwing, and simple acrobatic exercises such as rolls and half rolls.

To train the vestibular apparatus, use exercises involving bends, turns of the head and trunk, turns with overstepping, performed with different ranges and speeds. When using gymnastic exercises such as these, add one to two repetitions each week.

To check your ability to maintain balance, you can do the following control exercise. Place your feet one in front of the other. The toe of one foot should be touching the heel of the other foot. The knees are tight, and the arms are extended forward. The eyes are closed. If you can maintain your balance for 30-40 seconds, you don't need special training. You have good body control. However, if you can't maintain your balance for 30-40 seconds, start training immediately.

I advise you to learn beforehand how to fall properly. At the instant of falling it is important to tuck and tense your muscles so that the contact with the ground is spread over the largest possible body area. Moreover, a fall should be accompanied by rolling. The higher your level of training, the easier it will be to adapt your movements and body positions to changing conditions. An optimal sense of balance will allow you to efficiently carry out your various day to day activities and work responsibilities.

\*This article is reprinted from: *Fitness and Sports Review*, Ed. M.Yessis, December, 1990, p.157-159. The *Fitness and Sports Review* is published quarterly by M.Yessis, Ph.D., P.O. Box 460429, Escondido, CA 92025. (619) 480-1277.



### A model exercise routine for training the organs of balance is as follows.

1. Place the foot of your bent leg on the knee of your support leg, with the arms forward or at the waist. Stand on one leg for 10-15 seconds with your eyes open and closed (Fig. 1).
2. Twist to the left, touching the left knee (which is raised) with the right elbow. The hands can be held toward the shoulders or behind the head. Do the same exercise, twisting to the right (you can hold a stick behind your back) (Fig. 2).
3. Alternately press the knee of the right and left flexed leg to the chest (can be done with the help of a stick).
4. Do an "eagle" stand backward and to the side with different starting arm positions. To make it easier you can first place your leg backward on the toes and then do the balance. You can use anything to hold onto or lean on a pole against the floor.
5. Drop down onto your knees with your toes toward yourself, with your arms at your waist. Stand up without support from your arms (Fig. 3).
6. Do a deep lunge to the right, with your arms held behind the head. With a snap, lift your right leg to the side in a quick movement while standing on your left leg, and with the arms out to the side. Then bring your right leg in and the arms down. Repeat on the opposite side (Fig. 4).
7. Place your right hand on the inside of your right knee (elevated), with your left arm at the waist. Horizontally abduct the thigh outward. Do the same with the other leg. Later, you can do this exercise with a weight resting on your head (Fig. 5).
8. While standing on one leg, swing the other leg. You can accompany the exercise with various sorts of arm movements (Fig. 6).
9. Grasp the foot of your backward-bent leg with your arm. You can do this exercise with a weight resting on your head (Fig. 7).
10. Rise and lower on the toes of one leg, with your arms at your waist. Stand on your toes and hold for 10 seconds.
11. Doing step-overs in place, turn 360 degrees in each direction, with the head lowered and eyes closed. Also, stand on one leg, with the other leg bent, with arms at the waist, head straight, and eyes closed. You can assume the final position after doing several circular turns (to the Rt. & Lt.) (Fig. 8).
12. Move forward by jumping on one leg. If the exercise is hard at first, you can substitute by doing waltz steps to music.

# Judges - Beware of Greeks Bearing Gifts!

Gerald S. George, Ph.D.  
University of  
Southwest Louisiana

Illustrations by:  
James Stephenson

Even to the trained eye, certain gymnastics skills often appear to be nothing more than a myriad of flipping and twisting combinations. However a careful look at the subtle differences in movement patterns, particularly with reference to "when" they occur, will reveal that these skills are decidedly different in terms of "complexity" as well as "difficulty."

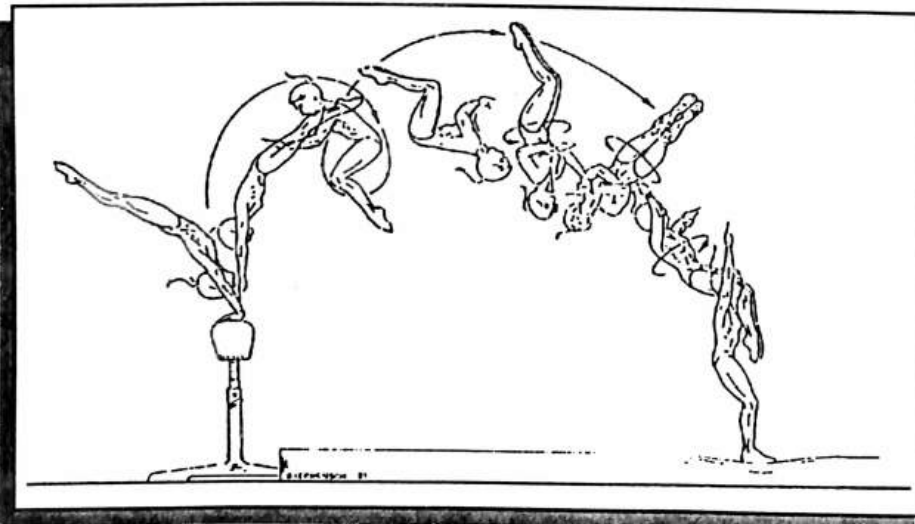
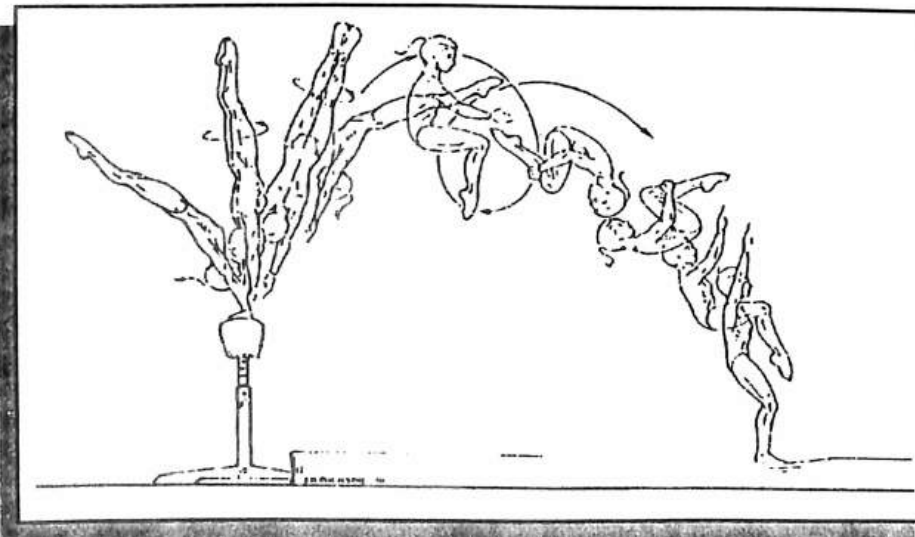


Figure 1.

Take for example the comparison of a Tsukahara Tucked with a 1/2 Twist to that of a Half-On Half-Off Salto Forward Tucked in the women's Vaulting Event. At first blush, both of these vaults may appear to be essentially the same. Careful study will reveal no significant technical differences in their run, hurdle, board contact, pre-flight and horse contact phases. Furthermore, the post flight phases of both vaults

Figure 2.



require that the performer execute a 1 and 1/2 salto with a 1/2 twist. And finally, both vaults require that the performer land in the "forward rotating" mode.

So wherein lies the difference? Why is it that the F.I.G. Code of Points rates the Half-On Half-Off Salto Forward Tucked with a 10.00 value while only awarding the Tucked Tsukahara with a 1/2 Twist a value of 9.50? Well let's take a second look and perhaps we can begin to see "Why."

It is a well-known and well-documented mechanical reality that somersault rotation is more important and more difficult to achieve than that of twist rotation. In skills involving elements of both, the wise coach becomes well aware that to insure safe and successful execution, the performer must first attain a sufficient quantity of somersault rotation before considering twist rotation. Successfully initiating the twist component prior to somersaulting is at best very difficult and requires advanced technical know-how.

Figure 1 depicts the Post Flight Phase of the Tsukahara Tucked with 1/2 Twist. Notice that the somersault component (tucked body shape) has been initiated devoid of any twisting. This set of affairs allows the performer to readily accrue the necessary somersault rotation prior to initiating the 1/2 twist. Furthermore, the delayed twist action affords the gymnast an opportunity to see the ground earlier and for a longer duration of time, thus enhancing the potential for a more controlled landing. Because of these inherent advantages, its difficulty rating is set at 9.50.

Figure 2 depicts the post flight phase of the Half-On Half-Off Salto Forward Tucked. As the name implies, the post flight phase of this skill requires that the performer first complete the entire 1/2 twist phase prior to "tucking" for the somersault phase. Such a requirement makes the vault more difficult to achieve for at least two good reasons.

First, and perhaps most important is the fact that having to initiate, execute and complete the entire 1/2 twist prior to somersaulting effectively negates any real opportunity to initiate appreciable somersault rotation off the horse itself. The performer must rely primarily upon whatever somersault rotation she initiated during the take-off phase. Consequently the vault's inherent technical requirements makes attaining an appropriate amount of precious somersault rotation significantly more difficult to achieve.

A second reason why this vault has a 10.00 value centers upon the fact that its post flight phase consists primarily of a forward salto. It

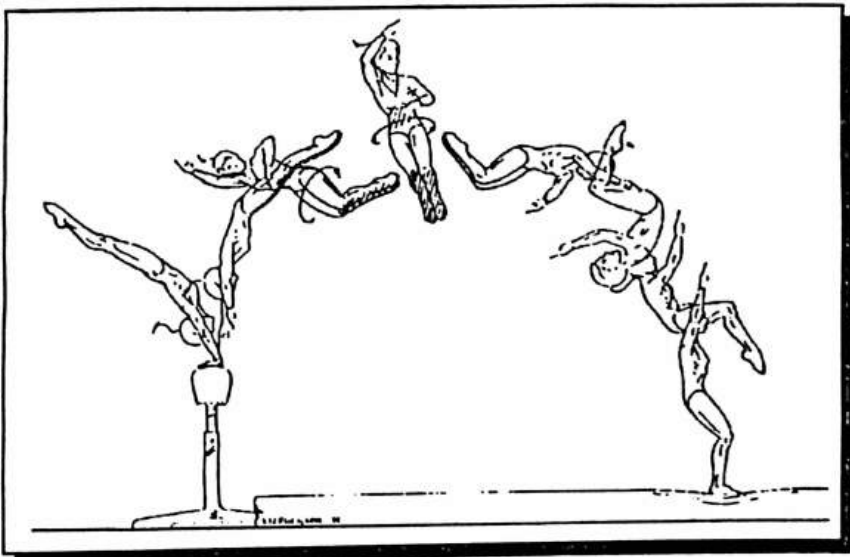
cause forward rotating skills severely limit the opportunity for early and/or continuous eye contact with the ground, the potential of the gymnast to "stick" the landing also becomes increasingly more difficult to achieve.

Figure 3 depicts what many gymnasts and coaches believe to be a Half-On Half-Off Salto Forward Tucked (10.00 value), but what in reality is a Tsukahara Tucked with an early 1/2 Twist (9.50 value). Because it can be quite deceptive to the unobserving eye, it will be called the Trojan Horse vault.

Careful observation will reveal that the "somersault snap-down" is initiated off the horse prior to the initiation, much less the execution and completion, of the 1/2 twist. Yet the twist is done early enough so as to render the illusion that the performer is doing a 1/2 twist immediately off the horse.

It is for these reasons that the Trojan Horse vault is not a Half-On Half-Off Salto Forward Tucked and as such should not merit a 10.00 difficulty. Careful observation will reveal that this Trojan Horse vault is actually a Tsukahara Tucked with an early 1/2 Twist and should merit a difficulty rating of 9.50.

Judges it's easy to see the difference. When you observe the vault, simply ask yourselves this ques-



tion: Did the performer initiate, execute, and complete the entire 1/2 twist prior to tucking for the somersault? If the answer is yes, then it qualifies as a Half-On Half-Off Salto Forward with a 10.00 difficulty rating. If the answer is no, then...

Figure 3.

**Beware of Greeks Bearing Gifts!**

## A WEEK IN THE LIFE OF USGF MEMBER SERVICES

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# Further Coaching Implications

At the inaugural Olympic Congress of the USA, an important session consisted of the presentation of a working paper commissioned by the Carnegie Council on Adolescent Development. This session was organized by the USOC Coaching Development Division.

## Carnegie Report

Dr. Vern Seefeldt and Dr. Martha Ewing of the Youth Sports Institute of Michigan State University co-presented their paper, "An Overview of Youth Sports Programs in the United States." This report has many important implications for how we structure our development programs. The report itself is more than 130 pages, and is based on a very extensive research project. In a previous issue of *Technique*, an attempt was made to summarize the major points and recommendations of the paper. In this article, some of the other findings of the study are presented.

It is interesting to compare students perceptions of important "concerns" from a survey taken in 1940 with that of the current study. (see Table 1)

**Table 1**  
Student "Concerns"

1940	1990
Talking	Drugs
Chewing gym	Alcohol
Running in the Halls	Pregnancy
Wearing improper clothes	Suicide
Getting out of turn in lines	Robbery & assault
Not putting paper in wastebaskets	Rape

The researchers were interested in gaining insight as to why student athletes participate in sports and why they drop out. The most significant responses are listed in Tables 2 and 3.

**Table 2.**  
What are the MOST important reasons for participation in sports?

1. To have FUN
2. To do something I'm good at
3. To improve their skills
4. To stay in shape... Get exercise
5. For the excitement of competition
6. For the challenge of competition
7. To learn new skills
8. To play as a part of a team
9. To go to a higher level of competition

**Table 3.**  
Why do kids drop out of sports?

1. No longer interested
2. The activity was no longer fun
3. The activity took too much time
4. Needed more time to study
5. There was too much pressure
6. The coach played favorites
7. The coach was a poor teacher
8. I was tired of playing
9. Too much emphasis on winning

The researchers were also interested in determining what kinds of changes might have been made that would have kept the kids participating. (Table 4)

**Table 4.**  
What would you like to change?  
(Asked of kids who dropped out)

1. Make the practices more fun
2. The practices and games should not conflict with studies
3. More play time
4. Coach understands the players more
5. Coach was a better teacher
6. Coach needs to understand the sport better
7. Less emphasis on winning
8. Coach didn't yell so much

## Implications

Recommendations and implications for gymnastics programs and gymnastics coaches:

- Clubs should learn why the athletes participate and why they drop out!  
Having FUN was cited as the most important reason for sports participation.
- Less time (week, month, season) should be devoted to practices.  
Gymnastics programs and coaches must understand and appreciate the other needs of the athletes and make an attempt to work cooperatively to better manage the athlete's time, including, paying greater attention to effective and efficient organization of practices.
- Coaches need to provide greater opportunities for ALL team members to participate. Beyond the team levels where most mem-

Dr. Vern Seefeldt  
Dr. Martha Ewing

Summarized by:  
Steve Whitlock and  
Dr. Tom Crawford



*The No. 1 reason kids participate in sports is to have FUN.*

## Czechoslovakia Video Available From A.S.O.

### CZECHOSLOVAKIA - *Triumph and Tradition*

*In this fairyland of medieval castles and architectural treasures, East meets West to weave a fascinating cultural tapestry. Tour the capital city of Prague, with its historic Old Town Square, the Prague Castle and the St. Vitus Cathedral. Listen to the haunting staccato of the shepherd's ancient fujara and delight in the artistry of a contemporary puppet play. Experience this proud nation and celebrate the awakening of its triumph and tradition.*  
(1991)

The American Sokol Organization Education Committee recently reviewed this 55-minute videotape. Although there are a few errors, the video presents an accurate, sympathetic picture of the country where Sokol was founded and where many of our members trace their heritage.

We recommend this videotape to our Units, Districts and members who have an interest in Czechoslovakia. It is an excellent educational tool for Sokol meetings and courses.

Copies are available from the American Sokol Organization, 6424 W. Cermak Road, Berwyn, IL 60402-2386 for \$30.00, including postage – or \$24.95 if you pick it up directly from the ASO Office. Make checks payable to: American Sokol.

~ Bro. Paul Lebloch

## CZECH FAMILY ORCHESTRA HAS TIES TO SOKOL



*Four generations of Majeks perform in the Majek Orchestra. Leo Majek, Jr. (front), John Majek (seated right) and (from left) Jerome, Martha, Michael, Frank, Charlie and Jerry Majek. Michael, Frank and Charlie are members of Sokol Corpus Christi.*

In 1897, when Leo Majek was 12 years old, he began toting his accordion around to weddings and parties around his hometown of Slavkov in the province of Moravia. That marked the beginning of a family orchestra that has spanned two centuries, two continents and four generations.

Today, four of Majek's sons, John, Leo Jr., Charlie and Frank, grandsons Jerry and Michael, great-grandson Jerome and Jerry's wife, Martha, carry on the family tradition in south Texas.

The Majek Orchestra is a fixture on the wedding and party circuit of South Texas. They've also toured five European countries, cut four record albums and recently even

recorded a video. Local Czech historians who have researched the group's history say the Majeks are the oldest known family orchestra in the United States.

Three of the band members in the photo above are members of Sokol Corpus Christi, with membership years totalling 81 years: Michael Majek (17 years), Frank Majek (32 years) and Charlie Majek (32 years). In 1997, just five more years, this family band will be 100 years old and there definitely will be a big celebration honoring the Majek Orchestra.

*Thanks to Sis. Norma Chudej Baker, President, Sokol Corpus Christi, Inc. for supplying the article from the Corpus Christi Caller-Times, February 24, 1992, from which this item was compiled, and for adding the information about the Sokol members.*

For most people, Memorial Day is a day for picnics, opening the summer hideaway, planting or painting around the house or launching the family yacht. But, for a hundred or so of us in the Chicago area, it was up at 6:00 a.m., dress in Sokol uniform, meet at the Sokol hall, get the flags and board a bus (or take our own cars) and drive to the north side of Chicago (about 45 minutes when they are not working on the expressways) to the bohemian National Cemetery to participate in the TRUE MEANING OF MEMORIAL DAY. We not only honor the men and women of the armed forces who paid the supreme price, but we remember Sokol members who have given a lifetime to our organization. It is sad that Memorial Day events were cancelled across the United States due to lack of interest. Is it "uncool" to be patriotic?

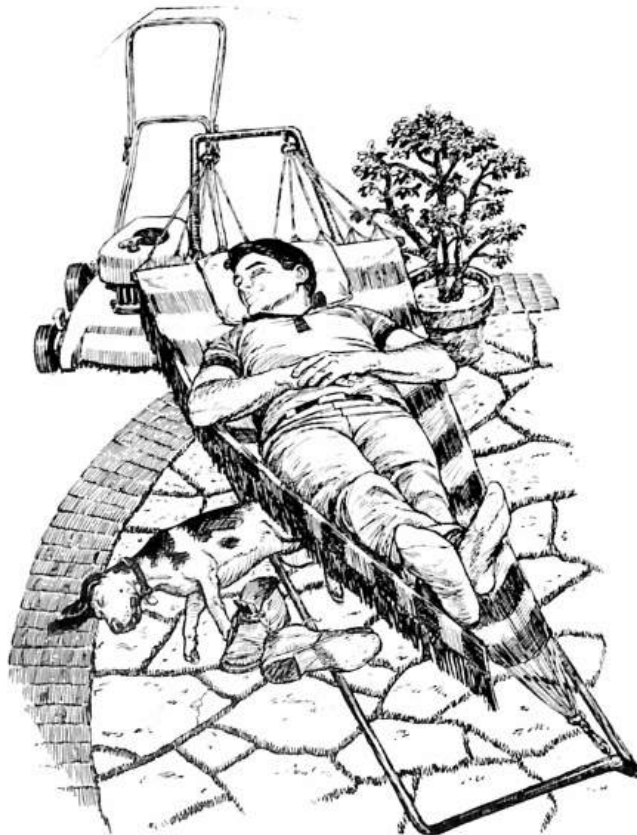
**1867~1992**

## **125 LAT SOKOLSTWA POLSKIEGO**



1992 marks the 125th anniversary of the birth of Sokol in Poland. Congratulations and best wishes are extended to our brothers and sisters of the Polish Falcons of America and to the recently reorganized Sokol units in Poland. Czolem! ~ Na Zdar!

**HAPPY FATHER'S DAY**



**June 21, 1992**

## **THE CONTINUING SAGA OF THE MARIONETTES**

As a result of the article appearing in William Miller's column in the Friday! Magazine on April 10, 1992, another family in the Czech community returned *five more* marionettes from the original set. This brings the total to 24. Needless to say, we are most grateful. At this rate, maybe even the devil will find his way back!

P.S. Some members have wondered where we got the devil which appeared in the show presented April 12. We use a woman(!), the sorceress, made a wig with horns to cover her hair and dressed her in a red devil's outfit, complete with chains.

*~ Dot Cummings*

## **Pen Pal Wanted**

20-year-old female university Physical Education Major seeks pen pal with American Sokol member to help better her English. Interests include sports, classical music and reading. She reads and writes English.

Ann Navratilova  
ul. Pokroku 16  
04011 Kosice  
Czechoslovakia

# Call for News from America for Czechoslovak Sokols

THE VOICE

Reader Quips, Comments & Queries

The Division of Foreign Affairs of the Czechoslovak Sokol Organization (COS) invites the receipt of interesting news and articles on the activities, events and happenings in the Units, Districts and Executive Board of the American Sokol Organization, to be regularly published in a special column "News from Abroad" in the periodical of COS "Sokolsky Vestnik" (Sokol Newsletter - COS). Please

direct your news or articles, written in English, Czech or Slovak language, to the following address:

Československá Obec Sokolská  
Oddělení pro zahraniční styky  
Attn: Sis. Dana Gallatová  
Újezd 450, Malá Strana  
11800 Prague 1  
Czechoslovakia

*This information submitted by Bro. Vratislav Zbuzak, Secretary, Eastern District ASO and Public Relations, Sokol New York*

*The new format and type style was quite refreshing and the contents most interesting. I look forward to your future issues.*

~ Louis H. Nicolay,  
St. Louis, MO

*Articles were interesting. (I) read everything! Keep it up.*

~ Millie Pultorak,  
Sokol Slavsky

*The new look is just great!*

~ Lillian Prihoda,  
Sokolice Tabor

*Nice job! Can I get two more copies to send to friends?*

~ Beth Hegeman,  
Alameda, CA

*Congratulations! Your first edition was great. Nazdar! to the ASO BOI.*

~ Sylvia Pistorius,  
Brooksville, FL

*I just had to drop you a line to tell you how impressed I was with the new American Sokol design. Keep up the good work.*

~ Lynne, Russ & Allison Aiken,  
Denton, TX

*Ahoj! Your first issue was a "knock-out!" If you're ever in Texas, come visit Sokol Corpus Christi.*

~ Mildred Elzner,  
Corpus Christi, TX

*There's no doubt that you made a "...bold first impression..." I'm looking forward to future issues.*

~ Dorothy K. Cummings,  
Broadview Hts., OH

*I must tell you how much I enjoyed this April issue of our Sokol magazine. All the business (is) in there - but so much more. Easter story beautifully told and many other articles of interest. Thank you so much.*

~ Helen Kupka,  
Crete, NE

## 4/28/92 ASO Executive Board Minutes (continued)

The Executive Director gave her report, which will be published in the official publication of the organization. She is working on the benefit for Senator Topinka, to be held in October. The ASO will request that the Central District participate in the Houby Parade and march as one organization. This will be the start of the activities, ending with the 1993 Slet.

Bro. Babka questioned the quarterly budget analysis and the membership report from Sis. Sedlacek that should have been published.

Sis. Kourim reported that there was a Slet meeting and most committees are starting to move ahead with projects. We still need a corresponding secretary. Looking into spectator insurance. Bro. Milan moved to accept recommended stationary design and poster, seconded and passed.

Bro. Vladislav Slavik wrote to Bro. Borvansky about activities in Czechoslovakia and to let him know

about 40-50 officers and gymnasts plan to attend the Canada Slet. Hopefully, they will attend the "Round Table" that usually follows a Slet.

The Czechoslovak videos have sold well. There are only three left and another dozen will be ordered. The secretary will write to the Chicagoland Building Association to see if we could use their sign along US 55 to advertise our upcoming Slet. Sokol Little Ferry has requested to use the ASO By-Laws. Bro. Babka moved to accept that the Women of Sokol Little Ferry will use the ASO By-Laws, seconded and passed. Bro. Michalek will attend the Czechoslovak National Council Convention and represent Bro. Borvansky.

The next meeting will be Tuesday, May 26, 1992 and Bro. Lebloch asked to be excused, as did Sis. Pajeau. Sis. Kourim will be taking minutes.

Meeting adjourned at 10:10 p.m.

~Sis. Nancy Pajeau, Secretary

# American Sokol Organization

## QUARTERLY FINANCIAL REPORT - JANUARY/FEBRUARY/MARCH 1992

### RECEIPTS

Dues .....	\$16,044.50
Convention Fund, 4th Qtr. 1991 .....	11,230.00
Special Assessment Fund, 4th Qtr. 1991 .....	5,611.00
TGM Dues .....	150.00
Dividends/Interest .....	270.54
Advertisers .....	2,500.00
Subscribers .....	25.00
Resale Jewelry .....	1,135.25
Souvenirs .....	5.00
Educational Booklets .....	80.50
ASO Seals .....	1,264.00
BOI Skills .....	3.00
Uniform Department, Salaries/Taxes .....	845.09
Uniform Department, Rent/Phone/Park Per. ....	624.71
Postage .....	33.95
Donation to WFLA (to be transf. to FSLF) .....	3,125.00
Czech Video .....	24.95
Scrap Paper .....	16.40
Mailing Labels .....	3.50
Council Aging Tickets .....	18.00
<b>TOTAL .....</b>	<b>\$43,010.39</b>

### DISBURSEMENTS

#### Administrative Dept.

Salaries, Jan., Feb., Mar. ....	\$1,960.88
FICA/Medicare, Dec./Jan./Feb. ....	346.94
FWT, Dec./Jan./Feb. ....	112.00
IWT, 4th Quarter .....	71.10
Petty Cash, Secretary/Financial Secretary .....	258.01
Office Supplies .....	243.98
Janitor Service/Supplies .....	65.82
CPA Fee .....	405.00
Illinois Bell .....	178.29
Commonwealth Edison/Electric .....	158.83
Rent, Jan./Feb./Mar. ....	2,406.00
Printing, Citation of Merit .....	62.39
Subscription .....	80.00
UPS Charges, 7/11/91-2/3/92 .....	60.36
Canon Copier Maint. Agree/Repair .....	826.02
<b>TOTAL .....</b>	<b>\$7,235.62</b>

#### Board of Instructors

Salaries, Jan./Feb./Mar. ....	\$1,653.19
FICA/Medicare, Dec./Jan./Feb. ....	270.60
FWT, Dec./Jan./Feb. ....	42.00
IWT, 4th Quarter .....	57.45
Petty Cash .....	26.35
Illinois Bell .....	315.16
Editor "Gymnast" .....	90.00
Printing "Sokol Gymnast" .....	330.37
Subscription .....	30.00
Directors Conference .....	295.34
UPS, 7/11/91-2/3/92 .....	88.46
Typewriter (New) .....	170.13
Flowers .....	20.00
<b>TOTAL .....</b>	<b>\$3,580.05</b>

### DISBURSEMENTS (cont.)

#### Education

Salaries, Jan. ....	\$36.74
FICA/Medicare, Jan. ....	6.32
IWT, 4th Quarter .....	1.35
<b>TOTAL .....</b>	<b>\$44.41</b>

#### Publication

Salaries (Mailing), Jan./Feb./Mar. ....	\$436.94
FICA/Medicare, Dec./Jan./Feb. ....	74.78
Editor, Jan./Feb./Mar. ....	450.00
Printing, Nov.-Dec./Jan./Feb. ....	4,482.05
Postage, Nov.-Dec./Jan./Feb. ....	2,901.62
Supplies .....	25.52
<b>TOTAL .....</b>	<b>\$8,370.91</b>

#### Uniform Department

Salaries, Jan./Feb./Mar. ....	\$1,5054.39
FICA/Medicare, Dec./Jan./Feb. ....	173.74
FWT, Dec./Jan./Feb. ....	35.00
IWT, 4th Quarter .....	36.45
Illinois Bell .....	48.79
Rent, Jan./Feb./Mar. ....	810.00
<b>TOTAL .....</b>	<b>\$2,158.37</b>

#### Executive Director

Salary, Jan./Feb./Mar. ....	\$2,158.37
FICA/Medicare, Dec./Jan./Feb. ....	306.00
FWT, Dec./Jan./Feb. ....	156.00
Illinois Bell .....	260.21
Workshop .....	150.00
Supplies .....	45.55
<b>TOTAL .....</b>	<b>\$3,400.31</b>

#### Miscellaneous

Membership Pins .....	\$2,373.26
Ads/Program Books .....	195.00
Subscriptions .....	30.00
Governors Conference, Travel/Hotel .....	470.17
Donation/Ads/Reservations .....	288.00
Czech Natl. Council Dues .....	120.00
Replace Lost Flag Carriers .....	32.01
Printing, Foundation Fund .....	93.00
Deposit, Topinka Dinner .....	500.00
<b>TOTAL .....</b>	<b>\$3,906.44</b>

#### Special Assessment

Eastern District .....	\$375.00
Northeastern District .....	2,926.00
Central District .....	240.00
Western District .....	488.93
<b>TOTAL .....</b>	<b>4,029.93</b>

Balance Brought Forward/Checking .....	\$4,062.01
Receipts .....	+ 43,010.39
	\$47,072.40
Disbursements .....	- 32,735.04
<b>BALANCE CHECKING 3/31/92 .....</b>	<b>\$14,337.36</b>

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Sokol Charm	\$3.00
Sokol Stud	\$2.00

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Gymnastic Skills Bars	.50
Boys' Skills Program Package	\$25.00

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Plain Pin (No Year)	\$5.00
5, 10, 15, 20-Year Pin	\$13.00
25-Year Pin	\$25.00
30, 40-Year Pin	\$8.00
35, 45-Year Pin	\$6.25
50-Year Pin (Gold-Filled)	\$15.00
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