



Иван Тардара.

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Каждый карпаторосс должен быть членом Карпаторусского Американского Центра. Полный членский взнос на ціле життя есть 25 долларов.

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# Lemko Youth Journal



PUBLISHED BI-MONTHLY BY LEMKO YOUTH  
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## PRESS FUND DRIVE

The Press Fund Drive of the Lemko Association started on December 1, 1963 and will run for the next three months.

As you all know the Press Fund is for the benefit of the **"Karpatska Rus"** and the **"Lemko Youth Journal"**. Without the money that is collected during this drive we would not be able to bring you our publication at the present subscription rate.

The prices of paper, machinery, mail and labor are steadily increasing and it is becoming harder for us to meet our physical costs. It was for this reason that the price of the **"Karpatska Rus"** was raised this year.

As in every year we are asking you to donate any amount you can to the drive so that we can bring you a better more complete paper and journal.

You can also support the Press Fund by participating in the following functions:

Dinner and Dance to be held in Linden N.J. on January 12, 1964. Function is to start at 7:00 P.M.

In Passaic N.J. on Jan. 19, 1964 a Dinner and Dance will be held at Helen Wolchko's Hall at 159 3rd St. Passaic, N. J. Dinner will start at 5:00 P.M.

A Dinner and Dance will also be held in Cleveland, Ohio at the Lemko Hall starting at 3:00 P.M.

On Feb. 9, 1964 at Lemko Hall in Yonkers the Lemko Youth Club will sponcer a Film and Dance beginning at 4:00 P.M.

Again we urge you to donate money to the Press Fund and to support the funtions which are set up to aid the drive. Only in this way can we bring you the type of publictction you want to read.

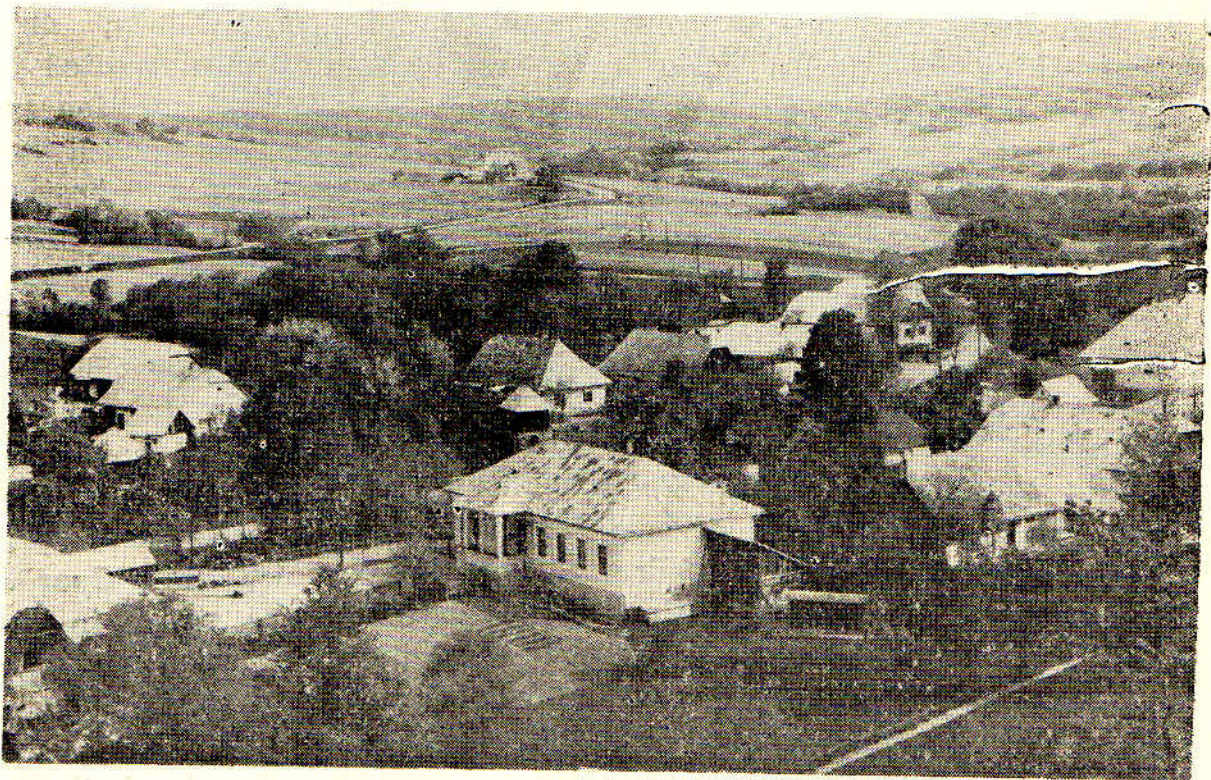


# The History of Carpatho-Russia

## Why the Czechoslovak Government Did Not Grant Autonomy to Subcarpathian Russia

When we or anyone else asks the Czechoslovak government why it, during these 20 years since World War I, did not fulfill its obligations which were included in an international treaty after the imperialistic war and signed by the representatives of Czechoslovakia, the central authorities of Czechoslovakia reply to us, and to all others who are interested, that the Carpatho-Russian people can not yet be granted autonomy because they have not yet matured enough for it, they have as yet no one capable of gov-

erning the country. And, during the first years after the war, one could agree with this argument of the Czechoslovak authorities, because we know in what condition we came out of the terrible oppression of the Hungarian nobility. In the first place the mass of the people was illiterate and politically ignorant. And the intelligentsia had completely crossed over to the camp of the rulers of Hungarian nationality. **In all of Subcarpathian Russia there was not an educated person who knew the Russian lan-**



The village of Becherov, on Czechoslovakian side of Lemkovina.

guage! There were no Russian schools, and all those who graduated from Hungarian schools accepted the Hungarian language as their native one and even in private life spoke only in Magyar. The Carpatho-Russian language remained only with the people, but it was so debased by the Magyar authorities and by its own national traitors, that even the masses of the people began to be ashamed of their own Carpatho-Russian language and in its place created a new, so-called "Catholic," or "Slovenian" language, that language which is spoken around Prygshov. This is not the Slovak language, but a mixed up Carpatho-Russian one (Lemko dialect).

It was clear, that in order for Subcarpathian Russia to receive autonomy, the right of self-government, it was necessary to educate new people from the masses with love for its downtrodden people and native language; it was necessary to awaken our people to national and social life. The Czechs, standing higher culturally, could have helped in the cultural uplift of the Carpatho-Russians. But those Czechs, who found themselves in power in the new republic, in truth were all either Austrian officials or politicians, and so it was not remarkable that they adopted the Austrian method of ruling a country—"divide and rule." And so, the Czechoslovak authorities, instead of helping the

Carpatho-Russian people lift themselves up culturally, began to take advantage of their cultural and national backwardness and economic poverty for their own, Czech, imperialistic and denationalizing purposes.

In the first place, in Carpatho-Russia before her annexation to Czechoslovakia there were no nationalistic quarrels, there was no Ukrainian question. The Carpatho-Russians in their long Hungarian bondage had preserved their old feeling of being Russian, their Russian nationality and old Russian language, which was neither Great Russian nor Ukrainian, but Carpatho-Russian. In order to divide the Carpatho-Russian people nationally and linguistically, the Czechoslovak politicians created a national and language question in Subcarpathian Rus, and divided the Carpatho-Russians into two hostile camps. In order to enroot Ukrainianism in Subcarpathian Russia, the Czechs sent there Galician emigrants, Ukrainian nationalists who insisted upon the use of Ukrainian. And in order that they might have worthy opponents, the Czech authorities also sent out Russian immigrants, White Guards or nationalists who strove to include the literary Russian language in the schools. And so, in Subcarpathian Russia, for this same Carpatho-Russian people, both of these nationalists promote each his own language, but neither one nor



**A most beautiful Lemko church, by its architecture,  
in the village of Mushynka, Nowy Sanch.**

the other is the people's. For this same Carpatho-Russian people in Subcarpathian Rus there exist two kinds of schools with Great Russian and Ukrainian languages, but there is no school with the Carpatho-Russian language. There graduate from these schools two kinds of people, some of them write in literary Russian, others in Ukrainian, but neither of them writes in Carpatho-Russian which they consider fit only for peasants.

Doesn't such a course of affairs seem to be deliberate, intentional in order to hold back progress, the

cultural progress of the Carpatho-Russian people? And in order more quickly to denationalize him? Because, besides these two kinds of Russian schools, the Czechoslovak authorities more and more, in the villages of Subcarpathian Russia, open up Czech schools and, profiting from this national and language battle, point to a way out of it in the Czech language and the Czech school. And, in order to attract more Carpatho-Russian children to Czech schools, they introduce an interesting system: We all know that the backward Carpatho-Russian parent would not, if he could help it, send his child to school at all, for the backward parent believes neither in schools nor in learning. And if he sends his child to school, rather than tend cattle, it is only because he fears a monetary fine. In Subcarpathian Russia and with this viewpoint exist two kinds of schools: if the child does not come to Russian school, the parent pays a fine; if he does not attend or is absent from the Czech school, there is no fine. For this reason, he registers his child in a Czech school.

When already such a language chaos was brought into being in Subcarpathian Russia, the Czechoslovak authorities wanted to show that they were not responsible and so announced that parents could vote for their choice of a school language. So, seventy-five per cent of the population of Subcarpathian

Russia voted in favor of having the literary Russian language in the schools of Subcarpathian Russia, while but twenty-five per cent voted for Ukrainian. It turned out that the drift or tendency toward Russian was far stronger; so that now the central authorities will support the Ukrainian learning or tendency.

How can one explain this attitude of the Czechoslovak central authorities towards the brotherly Carpatho-Russian people? Only thus is it to be explained: that, from the great success in the building of the Czechoslovak Republic, the heads of many Czechs were turned, became giddy; the thought that there was no power that could threaten their independence, and that they could govern their country without regard to the rights of other nationalities, especially the rights of the culturally weak Carpatho-Russian people. And those Czechoslovak chauvinists were, during those twenty years, in the majority in the Czechoslovak government. But now the majority of the Czechs in power already see that to govern such a multi-national state as Czechoslovakia, without regards for the rights of other nationalities, is impossible: that it is necessary to consider the wills and desires of all the different peoples making up the state.

From the negotiations going on, between the representatives of Subcarpathian Rus and those of the

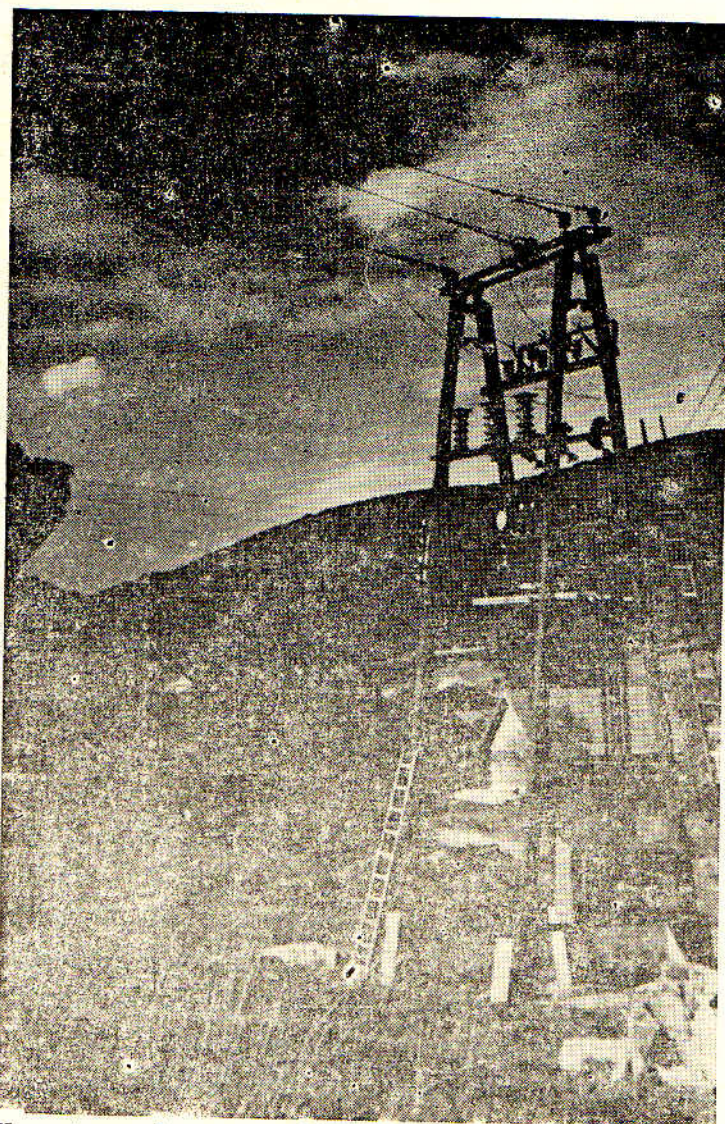
Czechoslovak government, it would seem that autonomy for Subcarpathian Russia is near. But although Subcarpathian Russia will receive the autonomy entitled to her, there still is a great distance to go before our people become satisfied with their situation. Our people will con-

(to be continued)

tinue to be dissatisfied so long as she does not receive national and economic freedom in order that our people can live on their land, which has enough resources for their livelihood. But these resources are in the hands of others.

(tr. by A. Yurkovsky-

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The transformer that brought light to the Lemko villages in vicinity of Bilanka. The backbone of this was the Lemko Relief Committee from USA.

## Talerhoff – the Russian Golgota



### The shooting of Dean P. Sandovich and his son.

It was very warm towards the end of August, 1914, especially on the twenty-sixth day. The grass, the fields were parched. The Germans, Hungarians, refugees and others picked vegetables in gardens not belonging to them. It was dry everywhere; rivers and streams were drying up; only the tears of the Russian people were not drying up. Their hot tears poured forth in torrents because near and dear ones were perishing. Without a

let-up the military court continued its work.

At nine o'clock, on the above-mentioned day, from the prison at Novy Sanch there were led out before the military courts martial seven "traitors," among them the Dean of Myshinsky District, Father Peter Sandovich . . . and his son, Anton, a philosophy student.

At the table sat a mixture of all the nationalities of Austro-Hungary: Major Mecheslav Bilsky, a

Pole; Lieut. in the Reserves, Ivan Dusha, in all likelihood a Russian; Ober-lieut. Josef Vondrach, a Czech; and Ober-Lieut. Julian Fulita, God only knows of what nationality. The latter was the official "defender" of the accused.

The act of accusation was read by the Czech, the proceedings were recorded by Dusha. The witnesses were Ukrainians who had been bought over by the authorities; Michael Hutsulak, a teacher from the village of Isby, Peter Klutchnik, a gendarme from Florinka, and

the priests Michael Dorotsky and Vassily Smolinsky, who were the Crown's witnesses in all of the lawsuits against the Lemkos . . . Reverend Smolinsky declared that Dean Sandovich worked for the Great Russian people because in his writings he used the word "Russian". The witnesses brought forth their declarations and revelations, under oath, that Father Peter Sandovich had been distributing among the Lemkos pamphlets of some kind of Orthodox Bishop, Nikon by name, who had been re-



The first Lemko martyr of Talerhoff Rev. Maxim Sandowicz from the village of Zdynia.

leasing from their oath of loyalty to the Austrian Emperor all of the Russians (Ruthenians). Helping Father Sandovich in this task, it was averred, was his son Anton. Hutsulak and Klutchnik "saw" all of this with their own eyes.

What loathsome lies!

Dean Peter Sandovich, a 56-year old man, in fact did not bother to defend himself, for he saw it was useless. He only demanded that the court or the witnesses bring forth the pamphlets of the so-called Bishop Nikon, who was completely unknown to him. And, understandably, the court could not produce a single because there were none in existence; and so the crooked vows of the two degenerates were for the "court" sufficient.

The student Anton Sandovich boldly knocked down the fabrications of the false witnesses and judges and did not fear to declare that he was the son of one mother—Rus, emphasizing that learning had nothing in common with war and politics. Judgment should be made for evil-doing, and not for historical truth, for an idea, for one's faith.

"The destruction of my father and myself, in fact of all Russian Galicians, can not save so great a state as Austro-Hungary. The army will decide that. History, clean and truthful, will some day

remember us, will some day remember these innocent victims; and so for this reason death is not frightful to me, the more so because in no way were either my father or I, or thousands of others unfaithful to the country. You have the power to judge, condemn, so profit from it if you will, but I, for the truth, am not afraid to die," ended the student . . .

Shortly afterwards the father and son were shot . . .

And what happened to the mother, the unfortunate widow-orphan with eight children? Who can tell about that?

What is significant about the course of events, prior to the trial and execution, is the participation in the entire ugly comedy of these stupid volunteer mercenaries of German Austria, who by their boundless stupidity and party zeal, to the delight of their enemies, denounced and informed against their own brother Rusins of another ideological orientation for the benefit of everything that was Russian, they shed the innocent blood of their own fellow-countrymen and spat upon that land which gave them birth and life. Together with the Germans and Hungarians, they paved, with the corpses of their own brothers and sisters, the road to the terrible German hell.

(tr. by A. Yurkowsky).

(to be continued)

# Men of Russian Science

## ALEXANDER POPOV, INVENTOR OF RADIO From Childhood to University

### THE TORPEDO SCHOOL

Popov himself wrote the syllabus of his lecture course. The compilers of "The Materials on the History of the Torpedo School" published this syllabus. It permits one to judge the level of development of this field of physics and about the trend which the young teacher tried to introduce into his lectures. Following the part devoted to theoretical principles, there is a section on the practical application of the theory of electricity. From the present-day viewpoint, the syllabus may seem very modest, especially the last part that deals with problems of electrical engineering.\*

Therefore the few lines that make up Popov's entire lecture program of the first course are certainly of interest: "Lectures on electricity. Electronics. The basic electrical phenomena. The C. G. S. system. The laws of electrical forces. Electric machines. The leyden jar. Electricity of contact.

\*(Peterovsky in the speech mentioned above wrote about this period as follows: "At that time, Russian electrical engineering 'was in swaddling clothes, as Popov himself put it, and the Electrotechnical Institute, the real disseminator of specialized knowledge, was yet to have its founder.'")

Galvanic cells. Magnetism. Basic magnetic phenomena. Distribution of magnetism in magnets. The laws of magnetic forces and magnetic measurements. Electrokinetics. On the motion of electricity in general. The electric discharge. The action of current on a magnetic needle. The laws of electric current. Measurement of resistance. Measurement of electromotive forces. Thermo-electricity. Heat action of current. Chemical action of current. Mechanical and physiological action of current. Magnetic action of current. The interaction of currents and the action of magnets on currents. The basic phenomena and laws of the induction of currents. Induction instruments. Terrestrial and atmospheric electricity and terrestrial magnetism. Certain practical applications of electric current. Galvanoplastics. Electrical transmission of work. The telegraph, telephone and microphone. The distribution and measurement of the energy of an electric current." Such, in general outline, were the courses in electricity of that time. As a rule, they contained information concerning practical applications in this field of physics, from the generation of electricity to the consumption of electrical energy.

It is true, however, that Popov's course did not embrace the whole field of contemporary electrical engineering. Generators (at that time they were dynamos, i. e., direct current machines) and drives (electric motors) were not included. The officers that were trained here did not have to deal (in actual practice) with the generation of electricity but with its distribution and consumption. However, it soon became clear that one could not be a qualified electrician without a thorough knowledge of the source of electrical energy, as well as the electric motor, the chief consumer of electricity. And Popov himself was one of the first in Russia to write a course on dynamos and electric motors, which became obligatory for the cadets. We are indebted to some of the cadets for preserving for us Popov's course on electric motors, which serves as valuable material on the history of electrical training in Russia. Up until Voronov's well-known course appeared, Popov's lectures were one of the few manuals in the Russian language that could help the students in preparing the subject of electric motors, which was one of the most important subjects in the field of electricity.

Even as a student, Popov had nothing to do with the trend whose motto was "science for science's sake." Like all other leading scientists, he was convinced that scientific research, especially in the field

of natural science, should be aimed at applying the achievements of the investigating mind. And throughout his whole life he acted on this principle. Popov taught in a school of applied science, and he gave a practical bent to the general lecture course in physics, which even officially was called "practical physics." In the **Materials** we find: "In September of 1888 instructor Kapustin\* was invited to Tomsk University and therefore could not continue instruction in the school; his subjects were divided up between instructors Stepanov and Popov, with Popov entrusted with the delivery of lectures and the conducting of laboratory work in practical physics, and Stepanov with laboratory work in electricity."

\*(Popov's immediate predecessor in the general physics course was Kapustin, Mendeleyev's nephew (the son of the great chemists' eldest sister) who studied at the same faculty and department of the St. Petersburg University as Popov. They were first friends and then later relatives. (Kapustin was married to Popov's sister, Augusta, who had come to St. Petersburg with Popov). Unlike Popov, Kapustin did not work on the application of scientific achievements: he was what was then called a "pure physicist." After his term at Tomsk expired he returned to St. Petersburg without having accomplished anything much in science.

His little-noticed activities in the Torpedo School are given but brief mention in the **Materials**.

The young instructor was engaged not only in teaching, but also in scientific investigation. Contemporaries recollect that Popov spent all his time in the laboratory, busy from morning till night, both on week days and holidays, with his research and without the help of any assistants. Petrovsky recalls that "despite the considerable number of obligatory lessons, Popov spent nearly all his free time in the laboratory. He didn't know what it was to rest. Every Sunday and every holiday, to say nothing of the weekdays, he could be seen in the Torpedo School. He himself did the greater part of the small jobs that were necessary in his research: he wound coils, bored holes, did the glass-blowing, and soldered the parts of his instruments. One can judge what skill he attained in this work by the fact that the first relays used in the experiments with wireless telegraphy were made from old voltmeters."

Though busy at Kronstadt, Popov was in no way cut off from active scientific life in the capital. He valued very highly his connections with the scientific institutions and organizations of St. Petersburg, such as the University, the Physical and Chemical Society, and participation in the work of the Sixth Department of the Russian

Technical Society with which he had been connected ever since his student years.

The Russian Physical and Chemical Society, the first scientific organization that acquainted the world of science with the practical possibility of transmitting signals without wires, occupies a prominent place in the history of Russian science. It was founded on the initiative of Mendeleyev in 1878 as a result of the merging of the Physics Society (founded in 1872) and the Chemical Society (founded in 1868).

The Society's **Journal of the Russian Physical and Chemical Society** published the works not only of its own members but also of other Russian physicists and chemists, and was for a long time the only periodical on physics and chemistry that reflected the scientific life of the country in this field. It is hard to name a single considerable event in the history of Russian physics and chemistry which was not reported to the Society or which did not appear in the pages of its journal. It is not possible here to dwell on the more outstanding achievements of the physical and chemical sciences in Russia during the second half of the 19th century. Suffice it to say that Mendeleyev's investigations which culminated in the periodic system of elements were the subject of his reports in the Physical and Chemical Society, and his memoirs on this subject

were first published in the Society's journal.

The documents and materials pertaining to Popov's activities during the period preceding the invention of radio are scanty. But the pages of the **Journal of the Russian Physical and Chemical Society** have kept for us valuable information concerning his speeches delivered in the Society. These speeches reflect Popov's scientific interests and they also show the direction of his own investigations . . . This is the way Petrovsky described him: "There are two types of people. The first have a weakness for the printed word, and attempt to publish every idea, even before it has fully taken shape; the second work in the quiet of their laboratories and only insistent requests force them to take up their pens. Popov was an extreme type of the latter. He didn't like to write."

A very large number of Popov's investigations were never published and mention of them can be found only in the science chronicle of the **Journal of the Russian Physical and Chemical Society**, which was careful to make note of all the speeches in the Society that merited attention. This source, which is so valuable for the history of Russian science, tells the story, though briefly, of the state of science at that time, of the interests that inspired the individual investigators who were quick to respond to the

problems of the day. This journal is especially valuable as material for Popov's biography. His biographer, who is forced to collect piece by piece data concerning the diverse activities of the inventor of radio, finds here unique facts, even though they are disconnected and scanty.

Popov's first paper was read in the Society in 1885, two years before he was elected member of the Physics Department. It was only much later that Popov again reported to the Society. To a certain extent this is to be explained by his shyness. However, later on, he began to speak at large meetings, sessions, congresses, and conferences rather often. In this his environment helped him. A considerable part of the intellectuals from among the commanding officers of the fleet, the ships and the coastal service (which had at its disposal large numbers of engineers and technicians), and the teachers of the naval schools were concentrated at Kronstadt. They were all connected through the so-called Naval Society. At Kronstadt, prominent personages in the Navy and teachers of the naval school often read papers that were devoted to different scientific topics. In selecting the topics, the lecturers kept in mind chiefly one aim, that of reporting the latest news of their field in which they were specialists. Popov, who by then was

already occupying a prominent position in the Torpedo School, could not participate in these meetings. He addressed the naval officers many times, and these speech-

es that began before the reports to the Physical and Chemical Society served as a sort of preparation for the latter.

(to be continued)

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## DANIEL KOBIALKA IN VIOLIN DEBUT

The 19-Year-Old From Hartt  
College Packs Recital Hall

Daniel Kobialka, a 19-year-old violinist who is a junior at the Hartt College of Music in Hartford made his local debut at Carnegie Recital Hall to a packed auditorium.

Mr. Kobialka has been concertmaster of the New England Music Camp Orchestra since he was 12 years old and he is a member of the Hartford Symphony. So he chose a big program, and for the most part played it quite well.

There were sonates by Pergolesi, Beethoven (Op. 12, No. 2) and Prokofiev (Op. 94a) and the Ballade-Sonate for solo violin by Ysaye, the Introduction and Rondo Capriccioso by Saint-Saens and the Rhapsody for Violin and Piano by Timothy Cheney.

Mr. Cheney was also the program's accompanist, and his work as a pianist was knowledgeable and deft, which was also true of his composing.

Mr. Kobialka was quite secure technically. His doublestops were clean and in tune, and he had good control over rapid bow manipulations. His tone in loud playing was strong and well-colored, but became weak and diffused in softer passages.

His musical attributes do not indicate much more than good training, for some phrases that a more penetrating interpreter would have emphasized were slighted rhythmically or tonally. His major quality, and one that was consistently appealing, was the youthful vigor, and in some cases naivete, that he evinced throughout. It will be interesting to hear Mr. Kobialka when he has more years under his belt to see if he can deepen musically, and not lose the enthusiasm.

Howard Klein.

New York Times



## ВЕСЕННИЕ ВОДЫ

Ө. И. Тютчев

Еще в полях белеет снег,  
А воды уж весной шумят —  
Бегут и будят сонный брег,  
Бегут и блещут и гласят. . .  
Они глясят во все концы:  
“Весна идет, весна идет!  
Мы — Молодой весны гонцы.  
Она нас выслала вперед!  
Весна идет, весна идет!  
И тихих, теплых, майских дней  
Румяный, светлый хоровод  
Толпится весело за ней.

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## SPRING WATERS

F. Tiutchev

Still in the field whitens the snow,  
And waters of the spring do stir —  
And run and awake the sleepy shore  
And run and glisten and purr. . .  
“They shout to all the very ends:  
“Spring is coming, Spring is near!  
We — its eager heralds wend,  
She sent us on merrily with cheer!  
Spring is coming, Spring is near!  
And crowding merrily after her  
Are days of dancing, fun and cheer,  
Then May days, quiet, warm, austere.

## НЕРЕИДА

А. С. Пушкин

Среди зеленых волн, лобзающих Тавриду,  
На утренней заре я видел Нереиду.  
Сокрытый меж дерев, едва я смел дохнуть:  
Над ясной влагою — полубогиня грудь  
Младую, белую как лебедь, воздымала,  
А пену из власов струею выжимала.



## A NEREID

A. S. Pushkin

Below the dawn-flushed sky, where the green billow lies  
Caressing Tauris' flank, I saw a Nereid rise.  
Breathless for joy I lay, hid in the olive trees,  
And watched the demi-goddess riding the rosy seas.  
The waters lapped about her swan-white breast and young,  
As from her long soft hair the wreaths of foam she wrung.

## Our Children

Many a parent has been troubled by the note on the report card saying. Does not work up to capacity.

How is one to inspire a child to put out all the effort possible on his work? I do not know. Often one wonders if it would be wise to do so even if one did know.

The teacher sees an intelligent child who gets a good passing mark with little effort, but he wants to stimulate that pupil so that he raises his mark to A.

What the teacher and the parents have in mind is College Entrance. Colleges today take only the top of the crop, and the crop at the top is labelled A's. That settles the fate of the B's.

Now the teacher, backed by the parents, tries to inspire the youngster to work hard enough to get to the top 10.

If you do not get an A-average these last 2 yrs. you cannot go to college. You surely don't want to fail?

Of course he does not want to fail. So for a couple of nights he sits at his study table a while

longer, getting up frequently to join in a conversation going on downstairs (his hearing is A with a star.) Driven back he looks at his books once more, studies a bit and remembers something he forgot to tell his father and mother.

In the first place, he being a child, does not understand the importance his parents give to this A business. Next, and it is highly important, this is a growing child and growth takes much of his energy. He is asked to study hard to concentrate on work that does not mean much to him, at a period of the day when his energies are at the lowest. Hard study must be done in the prime hours if it is not to drain too much from an already well drained body. If study hours could be moved to early morning many a student could accomplish more.

Family plans, family encouragement day-by-day not just once a month help.

Sufficient rest, nourishing food, play in season, good teaching are Musts.



# JOHN F. KENNEDY: A BRIEF BIOGRAPHY

BY DAVID M. SANDERS

John Fitzgerald Kennedy, inaugurated 34th President of the United States on January 20, 1961, was born 46 years ago in brookline, a suburg of Boston, Massachusetts. He is the second of nine children whose Irish forebears — including their father, Joseph P. Kennedy, Ambassador to England from 1937 to 1941 — were prominent in politics and public service in the United States.

The President's paternal great-grandfather, Patrick Kennedy, came to East Boston, Massachusetts, from the town of New Ross in County Kilkenny, Ireland, during the potato famine of the 1840's. He became a cooper — borrel maker. The youngest of his four children, Patrick J. Kennedy, was born in January 1862. He was a Boston politician, and the grandfather of the President.

Mr. Kennedy's maternal great-grandfather, Thomas Fitzgerald of the town of Bruff in County Limerick, also left Ireland for Boston during the potato famine. His son was John F. Fitzgerald, later Mayor of Boston and fondly known as "Honey Fitz." Patrick J. Kennedy met "Honey Fitz" Fitzgerald during their active political days in Boston. Kennedy's son Joseph married Fitzgerald's daughter Rose. The President-to-be was born on May 29, 1917.

President Kennedy's supporters and those who oppose him have, naturally enough, different views about him. But one thing seems pretty generally accepted — that he was a man of great personal magnetism and considerable force. This vitality was clearly indicated when he won his first seat in Congerss in 1946 by hard and intelligent campaigning, held it sucessfully for six years and then moved up to the Senate for an additional eight years, thereby becoming the third Democrat ever to be elected to the Senate from Massachusetts.

During World War II, Mr. Kennedy was twice decorated for gallantry. On one occasion, while commanding a Navy patrol boat, he saved the life of a badly burned crew member by clamping his teeth on a strap of the man's life jacket and swimming breast stroke for five hours.

The Presiden't education during his college years was a combination of study, travel and work, which began in 1935. Following his graduation from Choate School, John Kennedy studied for a time at the London States on January 20, 1961, was born 46 years ago in brookline, a suberb and chose political science as his feild of major study.

The following summer Mr. Kennedy toured France, Spain and Italy. And in 1939 he received permission from the university to spend a semester in Europe. After another short tour in Europe and the Middle East, he worked for a time on his father's staff at the American Embassy in London before returning to Harvard for his final year.

As a candidate for a degree in political science, Mr. Kennedy took extra courses in government and economics and was graduated with honors in 1940. As part of the honors course, he wrote a thesis based on his observations abroad before World War II. This thesis was later reworked into a book called **Why England Slept**, an exploration of why England was not fully prepared for that terrible and shattering war.

The **New York Times** reviewed this book in these words, "John F. Kennedy. . . is a little over a year out of Harvard and hasn't yet reached his middle twenties; yet he has written a book of such painstaking scholarship, such mature understanding and fair-mindedness and of such penetrating and timely conclusions that it is a notable textbook for our time."

Another book, **Profiles in Courage**, which Mr. Kennedy wrote while in the Senate, won the Pulitzer Prize for Biography — a top literary award in the United States. In this best-selling book, Mr. Kennedy told the stories of eight United States Senators who at one time or another risked, and some cases ruined, their public careers rather than abandon their principles under political party or sectional pressure.

Before and immediately following World War II, the President was a correspondent for the **Chicago Herald American** and the International News Service, covering the San Francisco United Nations Conference, the Potsdam Conference, and the British election in 1945.

President Kennedy's political career began in 1946 when he was elected to the U. S. House of Representatives from the 11th Congressional District of Mass. After three terms as a Congressman, he ran for the office of Senator in 1952 and defeated incumbent Senator Henry Cabot Lodge by 70,000 votes. He was re-elected to the Senate in 1958 by more than 870,000 votes, the largest margin ever accorded a candidate for any office in either party in the history of Massachusetts.

In July of 1960 — during his second term as Senator — he was nominated by the Democratic Party to seek the highest office in the land. On November 8, 1960, John Fitzgerald Kennedy was elected President of the United States. President Kennedy's achievements and frustrations since his inauguration are part of an official record which may well remain unclosed for another five difficult and critical years.

## ONCE A TEACHER

### Short Story

She didn't make these visits very often — once or at most twice a year. But as she made her rounds all doors were thrown open to her, even those that were jealously guarded by secretaries.

At the district office, everyone, from the snub-nosed, freckly girl messenger to the ill-tempered, liverish deputy chairman, noticed the arrival of Saima-apai. Soon she was surrounded by the usual group of polite, attentive people, none of them more deferential than the chairman's personal secretary, Aminya, a slim, active girl with large, dark-brown eyes.

"We're so glad to see you again, Saima-apai," said Aminya effusively. "It's been so long since you've been here. We've missed you, and wondered what had happened."

Saima-apai pushed back the wisps of grey hair that straggled from under her old head-shawl and her eyes appealed mutely for less fuss to be made of her. She could never get used to the fact that in her own little sphere she was a person of some distinction. Interrupting Aminya's flow of words she

nodded towards the door of the chairman's office and asked in a business-like tone: "Is he free?"

"Vali Burkhanovich was just going out," Aminya hastened to explain, "but now you're here, he's sure to find time for you. I shan't even announce you. Please go right in. It's so nice that you came."

As she watched the old woman enter the office Aminya thought: That awful tongue of mine! What-ever possessed me to gush like that? . . . It's a mercy she didn't tell me off in front of all these people.

One of the people in the ante-room, Shaibullah, who had been the chairman's chauffeur for only a week, turned to Aminya and asked:

"Who is that? The chairman's mother-in-law or something?"

"Nothing that's any business of yours."

"Oh, isn't it? I'll tell you straight why I asked. Here you are, a real independent young woman. I've always noticed that. And nothing wrong with it, either. Just as it should be. And yet with that old woman you're so meek, and

fussing all over her. What is she anyhow?"

"Well, if you want to know, she's a teacher," Aminya retorted.

"Whose teacher?"

"Vali Burkhanovich's, of course."

"Oh!"

That was true, except that a quarter of a century had passed since the chairman had been one of Saima-apai's pupils. But to her he was still Vali, just as other middle-aged ex-pupils of hers were still Gali or Kali, Vakhit or Gabit, Raul or Shamil. And she continued to keep a watchful eye on them and to treat them with that mixture of sternness and kindness that is the hallmark of every teacher who is devoted to her pupils.

She was no stranger to the chairman's spacious office. Now as always her pupil got up from his beige-covered desk of massive oak and walked over to greet her.

"Good morning, Vali," she said in her usual well-modulated tones. There could be no excessive emotion in the relations between teacher and pupil. Hadn't Anton Makarenko once said that one's favorite children should be kissed only when they are asleep? And her "Good morning, Vali" sounded exactly as it did quarter of a century ago when she would enter the classroom and see Vali at his school desk. Not only her words, but her whole bearing was as it had always been.

She had always impressed on her

pupils the evils of dawdling and told them that a friend could be an enemy of their time. So now as she sat down on the chair that Vali Burkhanovich had placed for her, she said:

"I know your time is precious. It is good that you do not waste it—and fortunate for you that your hours are well filled."

"I can always spare time for you, Saima-apai."

Ignoring the chairman's words, she went on:

"And that is why I shall not waste your time. . . . Today I have only one matter to discuss. In the spring your people began extensive repairs on a two-story wooden house just outside the park. Summer passed. Autumn arrived. The house still stands, roofless. What have you to say to that?"

"All perfectly true. It is a matter of concern to all of us here. Only yesterday my deputy—he is in charge of housing, you know—reported on the situation at a meeting of the executive. It was decided that the house be ready for occupation in two weeks at the very latest."

The answer did not satisfy the old woman. But she knew how to handle this Vali who was, in the words of the saying, "harder than stone and tenderer than a flower."

"A house is a home, not something on paper," she reproved him. "In your place I would make everything affecting people's lives my

own personal concern, and leave only the less urgent matters to my deputy. To my non-expert mind one week is enough, why should it take any longer?"

A saying he had heard somewhere that a teacher's sternness can do more good than a parent's kindness came to Vali Burkhanovich's mind. He realized that his old teacher never came to his office to seek any favor for herself or for anyone connected with her; she came only to teach her pupil to look after the interests of the people in general. That was the kind of heart to have!

"You are quite right, Saima-apai," he admitted. "We are to blame. I promise you we'll put it right. The house will be ready in one week."

"Have you a calendar?" the old woman asked him suddenly. "But of course you have. Well, just mark that date on it." With a quiet laugh she went on. "You often forgot to do your home-work and to bring your report card to school. Perhaps you don't remember these things. I do. I remember everything."

"If I were your pupil again, I'd never forget my home-work or anything else."

His attempt at jocularities brought no response. There was no longer a smile on her face as she got up.

"In seven days from now I shall make certain that the work has

been done," she told him. At the door she paused and added: I almost forgot. At night, when hard-working people are in bed, motor-cyclists start racing through the streets in the center of the town. Could they not be told to go outside the town where they could make all the noise they liked?" You have great power and great responsibility, make a regulation about this noise and the whole town will sleep in peace."

She paused again in the ante-room, felling that she ought to say a good word about her pupil Vali.

"Vali has always been one of my best boys," she said, and looking at Aminya went on: "And you, please, make it your duty to remind him when it is time for him to go to lunch."

To hear her chief referred to as a boy was too much for Aminya. The old woman, seeing the smile on her face, asked severely:

"Well, have I said something you disapprove of?"

When she had gone Aminya watched her from the window wondering what would be the old woman's next point of call.

Saima-apai turned into Pushkin Street and stopped purposefully at a taxi-rank. She wanted to say a few words to another of her pupils, Galimyan, driver of car No. BG7045. Well, many people complain about the taxis, she told herself. Impossible to find one at

night. High time that something was done about it.

There was no sign of Galimyan. She waited half an hour, an hour with no result. Other drivers kept telling her: Climb in, mother. I'll run you home. You'll be there before you know it."

"I am in no hurry to go home," she informed them. "There is someone I want to speak to."

As there was still no sign of Galimyan she decided to call on another of her pupils who lived close at hand, the painter Timer Baiturin. He had quite recently got a new flat and she had heard that his studio alone had a floor-space of 40 square metres. She found him at home.

"Good morning, Saima-apai," he greeted her. "Come in. Let me offer you a cup of tea."

Observing the school-room code, Saima-apai did not shake hands.

"Good morning to you, Timer," she said, running a critical eye over the room. "Yes, it could be said that you have equipped your flat well. But I did not come here for any house-warming celebrations. It is some time since I have inspected your work. Please show me what you have been doing lately."

"I have just finished a picture," he told her, throwing open the door of the studio and inviting her to enter. "If you'd come a day later you wouldn't have seen it. I've already sold it."

Saima-apai stood in front of the big canvas, examined it with and without her spectacles and from various angles and distances.

"So this is your latest work. Did it take you long? . . . A year? That's good. There must be no hurrying, no hasty work in painting." She paused for a moment, as if not quite certain how to express her thoughts, then continued in the calm, even tones of a schoolmistress: "I do not know how it is with you painters, but I speak my mind without making any apologies. . . . Now, those trees—I like them. You have done good work on them. They are true to life. And the leaves, too. Why should a woman in a white dress be reading a thick volume deep in the forest? Hasn't she got a home or somewhere else to do her reading? And that man lying on the ground is even worse. Obviously he is not listening. Is it the book he dislikes, or the woman? His mind is on something quite different. Perhaps he is studying the grass or the insects in it? These people of yours, are they unhappy or simply dull? Please explain what this picture means to convey."

Timer Baiturin had obviously not expected so severe a criticism. The disappointment on his face did not escape the keen eyes of the old woman, but telling herself that timely correction is always valuable, she said:

"In Yakutov Park yesterday I

witnessed a noble deed. No other word for it but noble. A little girl handed back to her father an apple he had given her and said: "You take one half, give another half to mummy and the other half to me." And the thought came to my grey-haired head: What an example of kindness and true nobility this little girl gives us. Don't you agree?—Well then, paint her! You yourself, Timer, must have met many wonderful people like that in your life. **They** are the people you must honor. Don't waste time on the dull, lifeless ones. What use are they to anyone? And save the autumnal forest for your old age. Perhaps then you will be in the proper mood to paint it."

She spent no more time in the home of her painter pupil. Declining his offer of tea she took her leave with the promise: "I shall call some other time with a housewarming present."

It was still too early for her to go home and she considered what would be her next call. Gatai Idri-sov? She did not know on which shift he was working and he might not be at home. But here in the center of the town there was yet another of her pupils, Karim Ish-tuganov, manager of a grocery store.

She climbed up the steep steps outside the shop and paused to regain her breath. Nothing had changed since she last visited the shop a year ago. The floor was dirty, the windows unwashed, flies

everywhere and the sales girls inattentive.

"Where is Karim?" she asked.

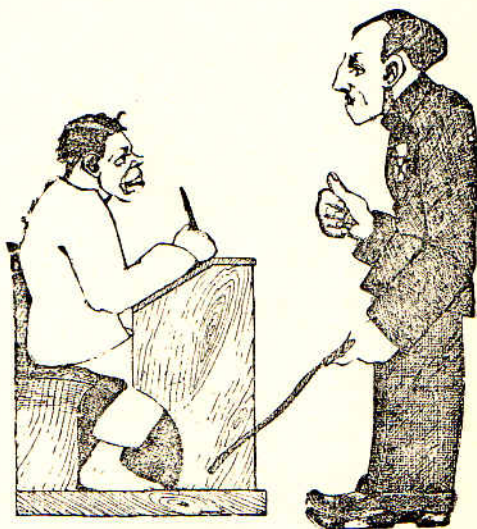
"How should we know? He doesn't report his movements to us," snapped one of the girls. Another one, without turning her head, remarked sarcastically: "Some people are the limit—any excuse and they demand to see the manager."

That was the last straw.

At school, she told herself, Karim had no sense of discipline. And now his workers take after him.

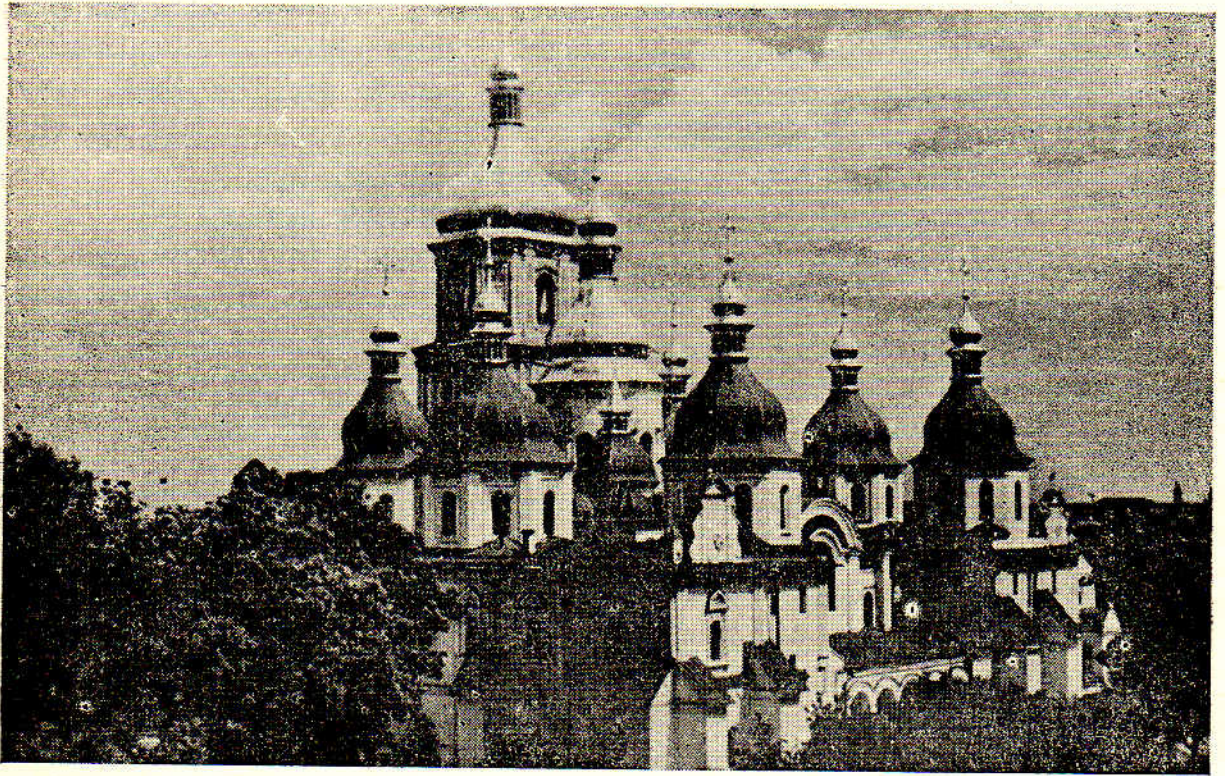
She swore that she would never set foot in the shop again and as she was leaving demanded that the complaints book be brought to her. On the first clean page she wrote a large D—the school mark for "poor"—and after it signed her name.

Returning the book to the now crest-fallen girls she said: "I don't expect that Karim has forgotten my signature. At school he got plenty of D's and plenty of samples of my handwriting."



# THE ORTHODOX CHURCH IN SOVIET RUSSIA

by Paul B. Anderson



St. Sofia cathedral in Kiev, now standing as a museum and reminder of exotic Russian architecture.

Rome emphasizes the word Catholic, or universal, the Greeks emphasize Orthodox, or right doctrine, and the Russians say Pravoslavny, or right praising. The essence of Russian Orthodoxy is glorifying God, with services of worship which elevate the spirit while impressing the mind. Humility, hospitality to strangers, help to the needy, but above all *kenosis*, the emptying of one's self in service to God—these are Orthodox virtues. A sense of the pervading

presence of God in man, in nature and in created things is characteristic, and is expressed in reverence for ikons, which are images of Christ, of the Ever-Virgin Mary, the saints, or events in their lives. Spiritual life revolves around prayers before ikons at home and in the liturgical cycle of the Church. Ethical concepts grow out of the spiritual experience of God, rather than being a primary element of religion, as in Protestantism. It is in terms of this kind of religion

that the status and practices of the Orthodox Church under the Soviets must be understood.

However, the nature of Orthodoxy is not the only reason for its emphasis on worship rather than on parish activities. Worship is the only "activity" permitted. Article 17 of the law of April 8, 1929, reads:

**Religious associations are forbidden: (a) to establish mutual aid funds, cooperative and productive associations, and in general to use the property at their disposal for any other purpose than the satisfying of religious needs; (b) to give material aid to their members; to organize either special meetings for children, youth, women, for prayer and other purposes, or general meetings, groups, circles, departments, biblical, literary, hand-working, labor, religious study, and so on, and also to organize excursions and children's playgrounds, to open libraries and reading rooms, to organize sanatoria and medical aid. Only such books as are necessary for the performance of services are to be kept in the church buildings and houses of prayer.**

This law must be read in the light of the provisions of the Soviet Constitution, Article 124:

**In order to insure to citizens freedom of conscience, the Church in the U. S. S. R. is separated from the State and the school from the Church. Freedom of religious worship and freedom of anti-religious**

**propaganda is recognized for all citizens.**

The Patriarchate's book published during the war, entitled "The Truth About Religion in Russia," commented on this article in the Constitution as follows: ". . . it may be said with complete objectivity that the Constitution, guaranteeing full freedom of religious worship, definitely in no way restricts the religious life of the faithful and the life of the Church in general. This is a hard saying for Western Christians to accept, feeling as they do that every Christian child should have an opportunity for systematic instruction in the faith and its meaning in life, that the congregation should be free to organize for activities by age or interest groups and for charity, and that the Church as well as individual Christians should be free to publish, and bookstores to sell, literature for the interpretation of religious truths as applied to community and world problems. When asked about these restrictions, Russian churchmen tend to say that such things are unnecessary—worship is the thing. Yet there is an occasional shrug of the shoulder or other indication of private longing for the prerevolutionary possibility of expression recorded in countless books, pamphlets and church magazines, and the thousands of buildings of former Church schools, charitable institutions and social service enterprises which covered the country in days gone by.

## Houses Today

Back before 1920 you could get a pretty fine house for three or four thousand dollars, and a lot of people did just that. A lot of those houses are still standing and you can be pretty sure that you couldn't buy one for even four times the original cost. As a matter of fact, we have a friend who lives in a house that cost him around thirty seven hundred dollars and is now worth close to twenty thousand. Whats more, our friend hasn't put much money into the place. This friend of ours knows when he has a good thing because he has increased the fire insurance on his house to keep up with increases in valuation of his property. We won-

der how many home owners are this well protected.

Housing costs have been going up pretty steadily for the past many years and it takes a lot of money today to get a good house. If you are under insured it would be wise to get hold of your insurance agent and talk to him about increasing the fire protection on your home.

At the same time you might also sit down with the rest of the family and figure out the house value of contents there in. You'll probably be surprised at how much it would cost to replace these items if they were destroyed by fire.

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## MODERN LIVING

Overweight teenagers tune in, you teens who eat heartily between meals are inclined to look upon good wholesome food as too, too fattening. Food isn't just something that goes on you, arring padding food is what you go on.

Perhaps you do not look about your three meals as the way to slim down. But your food habits and your exercise have everything to do with your weight, your pep and your happiness.

Now I can tell you that a well balanced diet and plenty of exercise will make a person lose weight.

All right teenagers all those who

want to eat to beat the pounds, start with the next meal. Tonight at dinner have one serving of everything your mother has planned for the meal, meat or fish, vegetables, a potato salad and milk.

If dessert is pastry, then ask if you can have a piece of fruit. Get up from the table while you are slightly hungry. During the study period munch on a big red apple, nothing else.

In the morning surprise your mother by eating breakfast. Have fruit juice, an egg one slice of toast, lightly buttered, cereal with milk.

Try it, its good for you.

# Lemko Recipes

By Mrs. Eva Yurkowsky

## KIDNEY STEW

- 1 beef kidney
- 6 cups boiling water
- $\frac{1}{4}$  cup flour
- $\frac{1}{3}$  cup cold water
- $1\frac{1}{2}$  tsp salt
- $\frac{1}{8}$  tsp pepper,
- 3 tablespoons butter or margarine
- 1 hard cooked egg, chopped.

Remove membrane from kidney. Split in half lengthwise, remove fat and white veins. Slice crosswise,  $\frac{1}{4}$  inch thick cut slices in pieces. Cover pieces with cold water, let stand 1 hr, drain. Place in 2 quart saucepan. Add boiling water, simmer 1

hr. Cover simmer  $\frac{1}{2}$  hr longer or until liquid is reduced by half. Mix flour and water to smooth paste, add to stew slowly, stirring constantly, simmer until thickened. Add remaining ingredients. Simmer a few minutes.

## GLAZED CARROTS

2 bunches small carrots 1 tablespoon lemon juice,  $\frac{1}{3}$  cup sugar,  $\frac{1}{2}$  cup water, tsp salt, 2 tablespoon butter.

Scrape carrots, cut in fourths lengthwise, place in heavy skillet. Add remaining ingredients, cover, cook over low heat, turning often until tender and glazed.

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## GRANDMA'S A GIRL AT HEART

We know what's happened to the old rocking chair, its in the White House, and just as well, for Grandma's given it up to the younger set. She has no time for rocking. That lady is rolling along with a whole new way of life that makes olden citizen.

Chalk it up to retirement planning to increased leisure and to the happy fact that Grandma no longer need look her age.

She brought up Daughter, now Daughters brought her up to date on the facts of beauty.

Daughter opens the door to beauty but once Grandma finds her way she needs no encouragement. She's glad to use a key marked glamor.

With time on her hands, she's up on the latest, knows the best creams and lotions substitute for Fountain of Youth.

✱                      ✱                      ✱

✿ ✿ ✿

## PUZZLE

## VOCABULARY

## This Month's Word—OUTGROW- ING

1. Words must be of four or more letters.
2. Words which acquire four letters by the addition of "s" such as "bats", "cats" are not used.
3. Only one form of a word is used.

4. Proper names are not used.

## Rules of the Game

(Outgrowing: OUT groe ing.  
Protruding.)

**Average mark—51 words.**

**Time limit—60 minutes.**

**Outgrowing :** Outing, outgoing, outgrow, grown, un-  
grown, unit, unite, unite  
again, grow, growing,  
outgrow, grown, un-

**PUZZLE ANSWERS**  
**ANSWERS: TO WORD**

## Russian Experiments in Extra-Sensory Perception

— At a Leningrad laboratory, Russian scientists believe they have established beyond doubt

- (1) that man possesses a sixth senses,
- (2) that it is activated by special brain radiations,
- (3) that the mentally ill perceive it most clearly,
- (4) that it resembles the telepathy through which animals communicate and
- (5) that its discovery is at least as momentous as that of atomic energy.



## НЕ ВШИТКО СЯ ЗМІНЯТ

(Проста бесіда)

Онуфрій вийшов з хижы поспомотрити на засніжену дорогу. До подвірця ввошол кум-прекум Тимко. Праві што ся привитали, як Онуфрій дизріл свою жену, котра напавала коровы, тай голосно скричал:

— Вяз коротше Брезаву, жебы Середаву не ребчила!

— А сте ся може гнеска посварили? — звідался Тико.

— Та де бы. Мы ся николи не свариме, хыбыль на Велию, бо она уж не хоче теперь варити киселицу, а я, знате, все за старым тягну. Як на Велию не ім киселицю, то мя цілый рок зага пече.

— Як иде справа про сварку, — повідат Тимко, то мі ся зараз припоминат о том, што-м колиси читал, же учены обчислили, же

на світі, што другий муж бье свою жену. . .

— А то не правда, перебил його Онуфрій, в нашом селі нікто не бье свою жену, а навет в Ряскові Векшым ест така баба, же мужа бье, коли приде п'яний домів.

— Мал у нас еден с повіту отчит о том, — рюк кум Тимко, — як боротися с алькоголизмом, то повіл, же на каждого припадат на рок три літры. . . А я, сами знате, николи не п'ю. Дакого до палюнкы тягне, аж пхае и дрылят го, але мене ніт.

Ту усіде, розсміялися, бо оба знають — кто в селі найбільше п'є.

Онуфрій попросил Тимка до хижы, сіли за стол и закурили. Онуфрій начал зас бесіду.

— Был такий магнат, який до-вюл, же його предкы тіж походи-

ли з магнатів и шляхтичов. Але знате, як бы так дальше выпроваджал родовод, дошол бы до кубяте, же його предкы, так само, як и иных людей, колиси мешкали разом в пещерах, не голилися, и прикрывалися от холоду медвежим футром.

— Як то світ змінятся — покивал головою прекум Тимко.

— А бай, та гей, змінятся. Колиси билися на шаблі, просто єден другого за обшивку брал, як война была, а гнеска, як бы была война, то лем натиснут на гузік и цілый світ летит в повітря.

— А де тот гузік єст? — зацікавился Тимко.

— Не знам, але деси на світі єст, деси он мусит быти, отгрызнувся кус здивлений от такого вопроса и от такой отповіди Онуфрий.

— Ой, та я кажу жені вшиткы гузікы з мойой загорткы оттяти, жебы го часом в мене не было, бо бы мя ани до пекла не приняли — зажартувал Тимко, — Волю ся крытником овязати.

— Все люде повідали, же их попередникы ліпше жили, меньше знали. И так тото, што єст днеска даколи тіж буде старе. Хоцкто все лем видит, же люде давно піше

далеко ходили, або гній в плахті на гору носили, але забыват о том, же мали гарды сады, гарді вышивали, же в селі были різьбаре, добры співакы або ковале вынаходці. Зрештом, ци можеме мати претенсии, же колиси в селі не было телевизорів, хоц гнеска маме? — поднесеным тоном, як бы то выповіл важну лекцию, заявил Онуфрий.

Тимко лем порушал шапку на голові и додал:

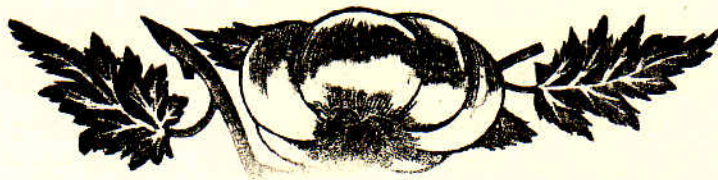
— Читал єм в нашой газеті, же лем в самой Франции єст моц магистрів, а перед войном их до чиста не было.

— Щиру правду гварите, але то ты магистры до нашой газеты не пишут, лем пишут все тоты, што нигде до школы не ходили, сами ся научили, або тоты, што ходили до школы ище перед войном — з гордостью рюк Онуфрий, же придумал таку мудру отповідь.

— А видите, не вшитко ся змінят, — доповіла жена, котра товкла в сінях на пенцакы и чула вшитку их бесіду.

Онуфрий с Паньком встали, закурили файкы, як даколи курили лем их дідове и поспішили на собрание “господарского кулка”.

М. Дзвінка, уч.



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