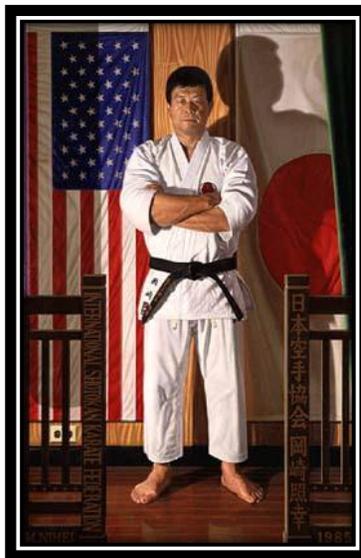


# 2011/2012 Journal of the National Collegiate Karate Association (JNCKA)



*Special Edition: Celebrating 50 Years with  
Teruyuki Okazaki, Shihan*



**33<sup>rd</sup> Annual ISKF/US National and Collegiate  
Karate Championships**

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## 國際松濤館空手連盟

Greetings!

It gives me great pride and joy to acknowledge the National Collegiate Karate Association. As you may already be aware, our founder Master Gichin Funakoshi began most of his first demonstrations of Shotokan karate within the colleges and universities. He understood that the young generation was the future. He also understood that their athleticism and ambition would be the foundation with which to build his organization. To this day this remains to be true. The National Collegiate Karate Association has played an enormous role in the continued growth of our ISKF organization. Many of our instructors today began their journey in the martial arts in the colleges and universities. I am most grateful that they continued to train and went on to teach and guide our students. Their fine example is apparent when I see how many of our collegiate members participate in ISKF activities such as our camps and tournaments.

I would like to thank Dr. Paul Smith, Director of the National Collegiate Karate Association, along with Dr. Anthony Nakazawa and Mr. James Sim who tirelessly volunteer their time to maintain and assist in the development and progression of the NCKA. Your continued guidance to our collegiate students helps to spread the Dojo Kun and Niju Kun to our youth which will contribute to a better future for all of us.

Best of luck to all of our National Collegiate Karate Association members and instructors.

Sincerely,

Teruyuki Okazaki  
Chairman & Chief Instructor  
International Shotokan Karate Federation



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Greeting NCKA Members:

It is rare and precious opportunity to work with a true icon, one who totally characterizes the spirit that represents the principles and values of our philosophy and karate. We have been particularly blessed with the example and leadership of one such person: ISKF Founder and Chairman, Shihan Teruyuki Okazaki. On celebration of his 50 years in the USA, we, the NCKA and JNCKA Editorial Board, have chosen to dedicate this entire issue to our strongest proponent and supporter, Shihan Okazaki. Taking the example of Master Gichin Funakoshi, Master Okazaki has given his full and continuous support for the development and promotion of collegiate karate in this organization and country. He has done this in accordance with the spirit of his beloved teacher, Master Funakoshi. It is to Master Okazaki that we owe our very existence as an organization and the genesis of many of our top karate participants, instructors, judges, and leaders over several generations. Fifty years is a long time to be dedicated to anything and we are indeed fortunate to have his example and leadership to show the way into the future. For us, he is truly, in the biblical sense, "a pearl of great price".

This issue of the JNCKA begins with a feature interview with Shihan Okazaki by Lois Luzi, his Executive Assistant. Who better than Ms. Luzi, who works with him on a daily basis, to do this interview? She tells me that he really had an enjoyable time reflecting on his experiences over the years. Following this and in keeping with the acknowledgment of our leader, Kate Norako, with Sarah Grimes, recount one of our most successful ECCKU Collegiate Camps at the University of Rochester. Kim Baran's article on "Karate in a One-Room Dojo" and Matt Baran's article on "Breaking the Mold" complete our offerings. Please note that all our selections are by instructors and students who are, or have been, active in our ISKF Collegiate Clubs.

I would like express my appreciation to Master Okazaki, Ms. Luzi, Mr. Hiro Okazaki, our contributing authors, Dr. Anthony Nakazawa (who is recovering from knee surgery), Heather Foltz, James Sim, and the members of the entire ISKF/NCKA family for your loyal and invaluable support of the JNCKA.

Thank you,



Paul K. Smith, Ph.D.,  
NCKA Chairman of the Board  
JNCKA Academic Editor

## ***Interview with Teruyuki Okazaki, Shihan: The College Years***

**Respectfully Submitted By: Lois Luzi, ISKF Honbu Dojo**

***L: Sensei, what was the name of the university you attended and the years you were there?***

**O:** I went to Takushoku University. I was there from 1947 to 1953 when I graduated. In my generation the educational system was based on the same as England which was high school for 5 years then college for 3 years but after the war the educational system was changed to the same as the United States. But since they were changing the rules when I was there they said I could go to the college after 4 years of high school so I was the youngest in my class in college because I went there 1 year earlier than my classmates.



Takushoku University (photo from [www.commons.wikimedia.org](http://www.commons.wikimedia.org))

***L: May I ask what your degree was in?***

**O:** Political Economics.

***L: When did you begin training in Shotokan, college or high school?***

**O:** College in 1947. Master Gichin Funakoshi used to come to all of the colleges and universities to teach once a week. At that time Master Masatoshi Nakayama was Master Funakoshi's assistant so when Master Funakoshi was not there, Master Nakayama taught. You know, at that time no one could go to Master Funakoshi to ask him any questions. If I had any questions I had to go to his assistant – Master Nakayama. Those were old fashioned times, and that is one of the things I changed which is to be more accessible to my students.

Before the war there were no other sports such as baseball, basketball, etc., only martial arts. It was militaristic. And the war was ending when I went to school so things were changing. During my school years I was in the old system but when I graduated it was the new system.

***L: It must have been a confusing time for you as well as everyone else.***

**O:** Yes it was. However, even though many things were changing, martial arts never changed. Karate as a martial art never changed. At the present time it is the same as at that time. It is *Budo*, and as you know *Budo* means to stop the fight, stop the conflict.

***L: Sensei, because it was the transition from the war, did it change the attitudes and way of thinking of the students then? Was the mentality different?***

**O:** Organization wise it changed. It changed to a democratic organization because before that everything was like a military. After the war we could not train in the dojo for 2 years. Martial arts training was not allowed because the authorities thought it was just for fighting. They did not know anything about martial arts. The Second World War was over but they thought we would want to fight but as you know the main purpose of martial arts is not to fight. General MacArthur was in Japan at that time. It is on record that all of the masters from the different martial arts – Master Funakoshi – karate, Master Kano – judo, Master Ueshiba – Aikido and Master Nakayama (same name but not our Master

Masatoshi Nakayama) – kendo went to General MacArthur and had a meeting with him to try to explain to him what the martial arts were really about and that martial arts are a culture of Japan, and that the main philosophy for martial arts is *Budo*, which is to stop the fight, and for self-defense if someone attacks you but it is never to start a fight or conflict. Technically it looks like just kicking and punching but all the real martial arts are for peace and self-preservation. For two years General MacArthur checked what we were doing and would send the MP's (Military Police) to come to check all the dojo's to see what we were doing. Of course at that time we were young kids and we liked to kick and punch and spar. We would have someone outside watching and if they shouted "hey, the MP's are coming" we would stop and do kata movements. They did not know and if they asked we would tell them we were doing a type of Japanese dance. After two years we were able to practice martial arts again in the open.



A young Okazaki Sensei demonstrates a textbook *yokogeri kekomi*, or side thrusting kick. (Photo from [www.okazakikarateacademy.com](http://www.okazakikarateacademy.com))

**L: Sensei, did you try other martial arts besides Shotokan karate at that time?**

**O:** Yes, at that time martial arts were mandatory. In grammar school before the war, it was mandatory to practice kendo. Kendo is the oldest Japanese martial art. The instructor always explained to us what a real martial art is; however, we were young and didn't listen. We just wanted to hit each other [*Master Okazaki laughs and displays a glimmer of youthful mischievousness here*]. But in martial arts you never fight anybody. I practiced kendo for 5 years then when we went to middle high school we could choose which martial art we wanted to study.

As I said, kendo is the oldest martial art in Japan and that is why they taught it in grammar school. And not just technique, they also taught how to bow correctly and those kinds of things. If you did not do those things correctly the teacher would yell at you. Then in high school I tried judo. I didn't like it very much so I went back to kendo again. I studied kendo for 10 years. Then, when I went to the university I studied aikido. A friend of mine was doing it and so I tried it and studied with Master Ueshiba. I went every day and tried the best I could. Then one day Master Ueshiba called me over. He knew why I was training and said get out. I was trying the best I could so I got very mad inside. Then I saw a karate demonstration and I thought it was the best fighting technique and I'm going to study karate and challenge Master Ueshiba. I was just a kid.

After that I started karate. We started at the beginning, how to bow, *mokuso*, step by step, everything just like we do now, how to make speed and focus, etc. In high school there was no ranking test. Master Funakoshi started ranking tests because he knew it would get people to train harder to get to the next step. When I first went to the university there were no ranking tests, then after 2 years we began to take tests. This challenged the students to be better. It is a mental attitude. When I was a brown belt we practiced morning, afternoon and evening. Then it was time for me to take my black belt test. After the test I said to my friend, "I think I did really well" and I asked him "what do you think, do you think I made black belt?" He said "yes, I think so." Then after the test, right away they gave the results of the exam and Master Funakoshi called the names. But he did not call my name. I told my friend "maybe he forgot my name." He said "maybe so." As I said, at that time you could not go to Master Funakoshi to ask any

questions, so I went to Master Nakayama and I asked if I could speak to Master Funakoshi because I wanted to know if maybe I needed some kind of special training to pass my black belt test. He said “ok, you can go to him and ask him.” I went to Master Funakoshi and I told him I needed help and asked him if I needed some kind of special training he said – “just train.” I expected some kind of technical advice and he just said – just train. Then my mind changed and I thought I did not care about the black belt anymore and just trained. Then I passed black belt and my mind changed again and I got a big head. After that, Master Nakayama did not have any assistant so he asked me to help him with the new members and I tried the best I could. Master Funakoshi’s house was about 15 minutes walking distance from the university and as I said, he would teach once a week, but sometimes he would just walk around to check to make sure everything was alright. On the day that Master Funakoshi would come to visit, Master Nakayama would stop and say *Shihan* is going to teach. Master Nakayama would make everyone stop and bow to Master Funakoshi and then we would start training. And Master Funakoshi looked at me and said “what are you doing?” I said “I am now teaching”. He said, “I don’t think so, I don’t think you know enough to teach, really you are a black belt?” I said “yes sir, I got it, you gave me the test”. Before when I was teaching I was very proud and had a big head, but after Master Funakoshi spoke like this to me in front of the students I felt like I was a lower level. Master Nakayama stopped the class; he knew what was going on. Master Funakoshi said “you cannot even punch, let me see how you punch, hit me.” At that time Master Funakoshi was in his 80’s, 86 or 87, an old man, and I thought because I was Master Nakayama’s assistant he would kill me if I did that. So I looked at Master Nakayama, and he said “go ahead,”—he knew what would happen. So I went in slow motion and punched but did not touch him because I thought, I cannot hit him, he is an old man. Master Funakoshi started laughing like “hahaha!” He said “that is not a black belt”. Then I said to myself, “ok, I am going to show him, I am going to knock him down.” So I went in really hard to punch and Bam! (I was a stupid college kid). But somehow I did not hit him and ended up behind him. I didn’t know how that happened, the students who were in the class said it looked like I went through his body without ever touching him. It looked like I went through him, and I thought—oh he is an old man, but his reaction was quicker and he turned around and went in front of me.



Master Nakayama (left), Master Funakoshi (center), and 26 year-old Okazaki Shihan (right).

At that time I needed a job and Master Funakoshi was a very famous calligrapher so Master Nakayama gave me the job of delivering requests to Master Funakoshi to do calligraphies and I would go and pick them up when they were finished to deliver them. One day I was at Master Funakoshi’s house and he had a cat. I did not like cats, and I was sitting in a chair and the cat came around and jumped on my lap and I wanted to hit it but I would say “oh you have a nice cat”. On another occasion the cat came around again when Master Funakoshi was not in the room so I pushed it away and the cat scratched me. Master Funakoshi saw the blood on my hand and said “you cannot defend yourself against my pussycat and you have to continue training until the scar goes away”. I still have some of the scar today so I have to keep training.

**L: Sensei, when you were in the university was there any rivalries with other colleges or universities?**

**O:** Yes, we did not have tournaments at that time but we would have a *shiai*, or special type of goodwill training. We had that kind of special training sparring with the other universities. And of course we wanted to beat the other teams. At that time Master Funakoshi was against tournaments because he said it is not a sport, it is a martial art. So we would have a *shiai* with all of the universities and we would travel all around Japan.

**L: Was karate an accredited course in the university?**

**O:** Yes it was.

**L: How many people did they have in the class usually?**

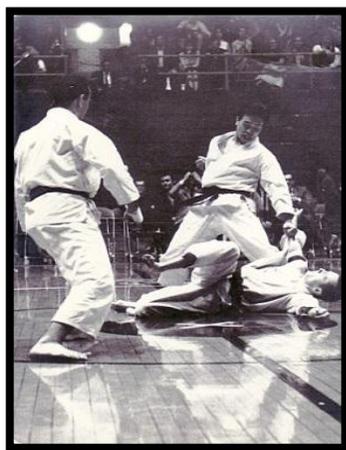
**O:** It depended on the university but I would say a minimum of 50 – 100. When it became one of the subjects for physical education many young people became interested. They already knew *judo*, *kendo*, *aikido* so this was fairly new because as you know Master Funakoshi brought it to Japan from Okinawa.

**L: Were there women in class at that time?**

**O:** At that time they did not accept women in the karate class. Women and men trained separately in martial arts. Women mostly practiced *Naginata* (stick fighting).

**L: When you first developed tournaments with Master Nakayama, did you see a difference in the way the students trained?**

**O:** When we first developed the tournament it was just for demonstration purposes. We traveled all over to do this but then after two years Master Nakayama explained to Master Funakoshi “if we have an event here and invite all of the public everyone can come to see it. It is a small island and easily accessible.” That was one of the reasons. We got Master Funakoshi’s permission to do it, sparring and kata but he said to make sure there are rules. After the two years Master Nakayama tested out many different rules, but the



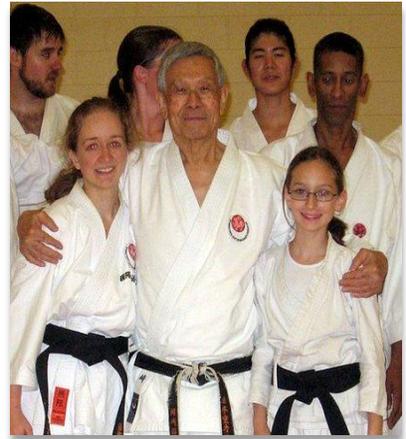
Okazaki Shihan executes a throwing technique during a tournament demonstration similar to those still performed in the tournament venue today.

most important rule was never to make contact. Martial arts are never to start the fight. It is good to test your skills in sparring and kata, but never make contact. At that time Mr. Mikami, Mr. Kanazawa, and others were all instructor trainees and were going to be in the first tournament; it was 1957. I wanted to participate to test my skills but Master Nakayama said “no, I need your help to judge.” I was disappointed but had to judge. In the tournament there was a lot of kicking and punching and not enough rules. Then Master Nakayama said we better change the rules to make them stricter. Master Funakoshi agreed to have the tournaments as a way to show the public what karate was about and also just like ranking tests it would motivate the students to train harder. Anything that made students train harder would give them a benefit. Unfortunately, some instructors began to teach how to make a champion and Master Nakayama began to notice that and every year when he came to Master Camp he would tell me to change the tournament again. But one rule we will never

change is that tournaments are good to test your skills but they are just like dojo training. That is why we line up, do *seiza*, bow and again at the end of the tournament and always say the *Dojo Kun*.

***L: Would you say there is a difference today when you teach at the university from when you taught then?***

**O:** It is the same. That is why when I teach at Temple University, you can see that even though it is a physical education course, we do it the same as dojo training. Everyone lines up, *seiza*, *mokuso* and after class we say the *Dojo Kun*. Every time I begin a semester everyone just wants to begin with punching and kicking but I explain to them about our founder, Master Gichin Funakoshi and that we cannot begin without starting the class this way. I tell them this is a special part of the Japanese culture and that they will learn many things about the culture besides the physical techniques. I tell them they are training to be a martial artist the same as in Japan. After a week or two, their attitude changes. Once they understand they follow the procedure. That is why I enjoy teaching there, I can see the change and progression as the semester goes on. Just to teach speed and focus and technique would be only sport—that is not what I am doing. We are learning the spiritual and the physical, which is a real martial art.



Okazaki Shihan poses with students at the College of William and Mary after conducting a testing/clinic in October of 2010. (Left) Alex Ruble, (Center) Okazaki Shihan, (Right) Eliza Spencer.

***L: Now that you have 50 years of experience teaching here and with all of the countries you have been to, if you could go back in time with all the knowledge you now have would you have done anything differently?***

**O:** I respect each country's culture; such as, in some countries instead of shaking hands, you bow, that kind of thing. But I always tell everyone, no matter what country you are in, in the dojo you have to follow the Japanese culture 100% at the same time respecting each other's culture. Outside the dojo you learn about the other cultures and respect it. It's funny, but even at Temple University, some of the students want to continue after the semester and they come here to headquarters to continue their training, and the funny thing is that some of their other professors tell me that the students forget where they are and instead of saying hello to their teachers they bow. But it is still showing respect no matter where they are and they appreciate that. I would not change anything.

***L: Thank you for your time Sensei, and sharing your history with us.***

## ***What Makes a Successful Collegiate Karate Camp?***

By: Kate Norako, Head Instructor

University of Rochester Shotokan Karate Club

**Editor's Note & Abstract:** *Kate Norako, head instructor at the University of Rochester, recently led her club in hosting a collegiate camp that received praise by both participating students and their instructors as offering a particularly valuable experience. A Ph.D candidate in English literature, Norako in the following article gives details about the months-long planning behind the 2011 event, the history of collegiate camps on the East Coast, as well as highlights of the event itself.*

-- Sara Grimes

**Bio:** *A 2nd-degree black belt who began her study of Karate under Sensei Steve Pohle, Kate has served since 2009 as the instructor of the Shotokan Karate Club at the University of Rochester, where she is currently working towards a Ph.D. in English Literature. Born in Hawaii, she has studied traditional Hawaiian dance since childhood and—among her many other contributions to the ISKF—offers a hula workshop at ISKF's annual Master Camp.*



Collegiate camp begins with *seiza* and *mokuso*, led by Sensei Steve Pohle.

As head instructor of the Shotokan Karate Club at the University of Rochester, I found planning a collegiate camp to be one of the most challenging tasks I have faced--but also one that taught me many valuable lessons and allowed both the club and myself to grow in ways for which I am truly grateful.

We began planning almost as soon as we committed our club to host a collegiate camp at the annual meeting in September 2010 of the East Coast Collegiate Karate Union. And, I am glad to say by Friday night, March 18, 2011, we were ready for our opening class in Spurrier Gymnasium led by Mr. Steve Pohle, 7th-degree black belt and head instructor of William and Mary College, with the assistance of several other high-ranking East Coast instructors, instructor trainees, and attendance by some 45 college students from colleges and universities throughout the East Coast.

Each fall, collegiate representatives meet at the East Coast Regional Fall Camp in Green Lane, Pa., where representatives volunteer their clubs for tournaments to be scheduled on their campuses throughout the school year, while one club also agrees to host the camp. The ECCKU tournaments, and the camp, are open to all college students

practicing Shotokan Karate.

The East Coast collegiate camp became a reality nearly a decade ago thanks to Steve Pohle. Convinced of the benefits of karate camps in general, Mr. Pohle had observed from his experience at William and Mary how difficult it was for college *karate-ka* to attend East Coast Regional Fall Camp and Master Camp because of the timing: the former occurs in early September, right after students return to campus, and the latter occurs in June, after students have left for the summer.

Mr. Pohle then approached Okazaki Shihan with the idea of hosting a camp specifically geared towards college students—one that would fit seamlessly into most academic calendars. With Sensei Okazaki's approval, the first collegiate camp took place shortly thereafter at The College of William and Mary. Enough karate-ka attended the camp to encourage subsequent ones, and Collegiate Camp has since become an annual event, one which we hope continues the vision of Master Funakoshi who—as Okazaki Shihan reminds us—taught karate at several universities in Japan because he realized that the future of karate rested in the young people who would embrace the art and carry it forward.



Anne Levy (University of Rochester) works on her kicks during a beginner class.

After checking our University's calendar for any potential conflicts, we settled on the 18th-20th of March as the best weekend for the camp, and my officers and I quickly set up a task list to ensure that all of the important details were accounted for throughout the coming months. Alex David and Casey Aten (President and Club Sports Representative) worked with the University to ensure we had the necessary spaces reserved for the weekend—from dining areas, to training spaces, to an on-campus movie screening room.

Yick Chong Lam (Vice President) worked with all club members to ensure that the incoming karate-ka had, if need be, a free place to stay.

James Morris, a graduate student (Ph.D candidate in chemistry) member of our club, helped immensely in ensuring the successful completion of all tasks prior to and during the camp itself.

Sarah Deperrior, our club business manager, carried the greatest responsibility of all, as she worked tirelessly for most of the year to ensure that the club raised the necessary funds for the event. Given that this camp gears itself towards college-students, many of



Students warming up before training.

whom are on fixed budgets, the costs for the event have been historically kept to an absolute minimum; collegiate karate-ka are typically asked to pay only \$5-\$10 for the entire camp, and the money collected from the event goes towards the food served throughout the weekend. A portion of our collected club dues, revenue from the clinics held during winter testing, plus the added income from the event itself (from t-shirt sales to the entry fees) all went towards covering the expenditures for camp. Sarah kept an eye on the income for the club and met with me regularly throughout the year to keep me informed of our budget and what we needed to do to ensure that we had enough income for camp weekend. We

had fundraising contingency plans in place in the event of an emergency, but we ended up not needing to resort to them. We only charged \$5 per student, but —particularly for smaller hosting clubs — \$10 per student (particularly if the hosting club is small) would not be all that much of a problem, provided that the hosting club announces the cost initially. The generosity of the visiting instructors (who graciously volunteered their time and paid for their own expenses throughout the weekend) also made it possible to keep the weekend as cost-free as possible for students.



Jason Haase (Bucknell) assists an intermediate student with foot placement.

As the instructor of the hosting club, I took on the responsibility of contacting various East Coast collegiate instructors early in the winter to ask if they would be able to volunteer their time and help lead the classes at this event. Besides Mr. Pohle, others who answered the bell were: Mr. Bob Hoffman, 7th-degree black belt and head instructor for the Westchester Karate Club; Professor Sara Grimes, 6th-degree black belt, University of Massachusetts; Mr. George Vance, 6th-degree black belt, Penn College; Mr. Bill Ruyechan, 6th-degree black belt from the Buffalo Shotokan Karate Club; Dr. Paul Smith, 5th-degree black belt from West Chester University; James Sim, 5th-degree black belt and Harvey Koon, 5th-degree black-belt, both from Drexel University; and Jason Haase, a 5th-degree black belt from Bucknell University.

With the help of Ms. Lois Luzi of ISKF headquarters, by late January I had sent invitations to all instructors, instructor trainees, and clubs with an RSVP date for early March.

By February, the commitment of the instructors allowed me to craft a weekend schedule amenable to all involved. On the advice of Mr. Pohle and others, the schedule closely modeled that used by the East Coast Region for its Fall Camp, and one of its goals was

to allow students to get a sense of what the larger camps are like and, as a result, encourage attendance at those camps:

Friday:

- 6-7:30pm: Opening Class, All Ranks
- 7:45-9pm: Pizza Party

Saturday:

- 9-10:30am: Split Trainings for Advanced, Intermediate and Beginner Karate-ka

(Spurrier Gym) Theme: *Kihon* (shifting and hip rotation)

- 10:30-11:30am: Break
- 11:30am-1pm: Split Trainings for Advanced, Intermediate and Beginner Karate-ka

Theme: *Kata* and *bunkai*



James Sim (Drexel University) instructs beginner students on the proper mechanics of side-kicking.

- 1-3pm: Lunch/Break
- 3-4:30pm: Split Trainings for Advanced, Intermediate and Beginner Karate-ka

Theme: *Kumite* Drills

- 4:30-7pm: Break
- 7-8:30pm: Dinner.
- 8:30-11pm: Movie Night in Gleason Theater.

Sunday:

- 9-10:30am: Final Training, All Ranks
- 10:45: Tournament Registration
- 11:30am: Tournament Begins
- Post-Tournament: Pizza and beverages will be served.

Every one of the classes at camp had its own energy and emphasis thanks to the diverse array of advanced instructors who journeyed to Rochester for the weekend. Ranging from the technical to the philosophical, each class allowed students to glean a fresh perspective on aspects of their karate. Moreover, the two social events —both the large dinner at The King and I (a local Thai restaurant able to accommodate large group reservations) and the movie showing, gave students and instructors opportunities to come together as a community and enjoy each other's company.

"I don't think I have ever been as pleased with a collegiate camp as this one in part because of the instructors," said Dr. Paul Smith, head of the ECCKU. "We shared what has proven effective for us." A professor in the Department of Kinesiology at West Chester University, Dr. Smith talked to advanced students about the importance of "sensing" or "feeling" an opponent in sparring.



George Vance explains the mechanics of punching and the importance of the "seika tanden" to the intermediate class.

Mr. Pohle set the tone on Friday night with a series of practices involving down-up, outside-inside, inside-outside techniques based on his adaptation of Okazaki Shihan's classic form incorporating the Heian katas. He also shared ideas about *zanshin* based on everyday life experience as well as a squeezing exercise introduced to him by his teacher, Mr. Greer Golden, as an excellent way to develop *kime*.

On Saturday, the camp was divided into beginner, intermediate, and advanced groups taught by rotating teams of instructors assisted by instructor trainees. This provided students at all levels the chance to work with different teachers with different backgrounds and areas of expertise.

"It's the type of event where there was just so much to learn and take in, not just about

the physical practice of karate, but also about the meaning about the principles of karate and what it means to be a karate-ka," Sarah DePerrior, a 3rd kyu.]

The format also provided an opportunity for several instructor trainees — including Teva Brown, Melissa McDowell, and Shaun Lee, who traveled to Rochester for the weekend—to take advantage of the unique features of Collegiate Camp. They benefitted from the even mix of regular training on Friday night and Sunday mornings, as well as instructor training during the Saturday classes.



Shaun Lee, (ISKF instructor trainee) assists students during the advanced kihon class.

Ms. McDowell commented:

"Prior to joining the Instructor Training program I had taken classes with some of the instructors who were at the Rochester camp, but I was focused only on my training and was not seeing the class with the perspective of an instructor. Teaching a wide variety of students in an immersive experience such as Collegiate Camp provided a different perspective, and I learned important lessons about how to focus my teaching more broadly when the number of students makes detailed feedback impractical due to time constraints. Having direct feedback on my teaching from senior instructors on a practical level was also of great benefit."



Judging and presiding at the Collegiate camp tournament. From left: Kate Norako (Rochester), Shaun Lee, Paul Smith (West Chester), Jason Haase (Bucknell), Sara Grimes (U. of Massachusetts), James Sim (Drexel), and Kim Baran (U. Penn).

Following the all-ranks class on Sunday morning, we concluded the camp with a final, "special training:" a tournament conducted under the expert management of James Sim, ECCKU coordinator, who has had extensive experience managing karate tournaments on the regional, national and international levels.

As with any large event, complications and unforeseen problems arose, but — by working together — we were able to handle them as they came our way and got them resolved swiftly.

"You learn to appreciate all the mechanics of these types of events when you have to set it up yourself," Alex David, our club's president from this past academic year, said. "It allows you to appreciate every tournament and camp you go to afterwards that much more. You also realize that these events, in one form or another, have been put together since the beginning of Shotokan [karate], and it gives you a sense of closeness with all of the karate-ka that have come before you."



Shaun Lee (center) serves as head judge during the advanced kumite portion of the closing tournament.

The first collegiate camp at William and Mary was relatively small -- only a handful of students and a few instructors -- and now the camp has grown to the point where we can anticipate about fifty attendees from a variety of colleges and universities, and at least five

to six instructors. Part of the continuing appeal lies in the newness of the experience for each generation of college students.

"Events like Collegiate Camp expose us to new ways of training that can be exciting for their novelty. Funakoshi mentioned in *Karate-do Kyohan* that oftentimes people become tired with an activity after one year or so, and camp provides a good change of pace to reinvigorate oneself," James Morris said.

From my perspective as a club instructor and instructor trainee, Collegiate Camp gave me the opportunity to grow and develop as a karate-ka, but also the opportunity to learn new and innovative ways of teaching karate to my students. It also allowed me to realize how fortunate I am to have the kinds of students who could help make an event like this possible!

In the end, I would encourage any of the ISKF regions in the U.S. to consider adding a camp like this one to their annual collegiate schedule. Even though the first one might be very small, the energy and enthusiasm of its participants will help immensely in encouraging future ones; as Pohle Sensei observed, the very first Master Camp had only twelve participants! On the East Coast, we have found that rotating the camp among the colleges, keeping the costs low for students, and depending on the generosity of our instructors (don't forget a small gift bag!) have contributed to a formula for success.



Women's advanced kumite at the closing tournament.

Photographs courtesy of Cristina Mason, Valerie B. Johnson, and James Morris.

## ***Karate Instruction in the One-Room Dojo***

By: Kimberly Baran, Head Instructor

Penn State Shotokan Karate Club

**Abstract:** *Martial arts instructors can learn from the approaches of the one-room schoolhouse. This article examines lessons learned from this teaching environment, including: allowing students to assist with teaching and motivating, exerting control over the training cycle of students, and adjusting lessons for the specific students in the club. The article will explore these in depth and relate them to the karate dojo, and will discuss lessons learned in the Penn State club as aspects of this model are implemented. The karate dojo is very similar to the one-room schoolhouse, and learning from the methods and lessons used to teach in that setting can have positive effects for both students and instructors.*

**Bio:** *Kim began her training in 2001 at the Penn State Shotokan Karate Club under the instruction of Dr. J-D Swanson. She has been involved in collegiate karate at the regional and national level, first as a competitor, then as an instructor and judge, since she started training. Kim has instructed the Intro to Karate kinesiology class at Penn State. She became the head instructor of the Penn State Shotokan Karate Club in 2005. She was awarded the rank of Nidan in 2009 under Shihan Okazaki.*

With students of all different ages and ability levels in one classroom, it is natural to draw parallels between the karate dojo and the one-room schoolhouse. This is not the first article to make a connection between martial arts and the one-room schoolhouse (“Advantages,” 2011). However, instructors often look to traditional educational references to assist in refining and improving teaching methods. Without a doubt, these traditional resources are beneficial and can have a very positive impact on instruction. Yet, in addition to traditional references, there are many potential benefits that can be experienced by examining some methods and lessons from the one-room schoolhouse and applying them in the dojo. This perspective on martial arts instruction may present some unconventional approaches, but can have positive effects for both students and instructors. There are many lessons to be learned from this approach to teaching, including: allowing students to assist with teaching and motivating, exerting control over the training cycle of students, and adjusting lessons for the specific students in the club. This article will explore these in depth and relate them specifically to the karate dojo. In addition, it will discuss lessons that we have learned as aspects of this model are implemented in the Penn State club.

### **Allowing Students to Assist with Teaching and Motivating**

No matter what composition of students is present in a club, the instructor can allow students in the club to assist with teaching and motivating other students. One of the first things required for this to work is for the instructor to acknowledge that they are

not the sole holder of knowledge in the room (Henderson, Busing, & Walls, 2008). The head instructor will inevitably hold the most knowledge in the club, but that level of knowledge and understanding is not required to teach everything to everyone at every moment. We can define “teaching” not just as one person in front of a class; teaching can now occur on a much smaller scale and in almost every interaction in the dojo. The head instructor must now give direction to students who assist with teaching, and in this way the instructor is still in control of the class and the direction of the lesson without performing all of the instruction. This already happens naturally in the dojo, with lower ranking students inevitably looking not only to the head instructor as an example and for guidance, but also looking to fellow students. In an interview with Sensei Yutaka Yaguchi, he acknowledges this when discussing the skill level at his university compared to some of the better-known schools. “At those schools there were many experienced senior students who taught the junior students, and therefore their skill level improved faster” (Banfield, 2008). While there is certainly value in seeing the masters perform, allowing beginner students to see the performance of their higher-ranking classmates at an high level provides great levels of inspiration and motivation (“Advantages,” 2011). We need to foster this relationship and train our students appropriately to get the most from this relationship.

Given the proper training, students can assist with teaching and can be quite productive in this role (Henderson et al., 2008). All students can benefit from having this role in the classroom, because as all instructors know, you need to know the subject well and understand it yourself to be able to explain it to others (Pocius, 2003). This subject is one that has been encountered and stated by many karate instructors. In an interview with Sensei Hiroyoshi Okazaki, he was asked about the benefits that he takes from teaching. Says Okazaki, “...becoming an instructor gave me the opportunity to improve myself physically and mentally. It forced me to go back to the basic so that I can teach correct basic technique for beginners. ...I have to work harder to explain, show, and remind them the proper basic training is important for their progression” (Banfield, n.d.-a). In an interview with Sensei Najib Amin, when asked about the benefits of the instructor program, he states “I occasionally remind students that teaching is in and of itself a great learning experience. As I continue to instruct I would like to believe that I am growing and learning with my students” (Willoughby, n.d.-a). Anyone who has taught a karate class can readily give many examples of how teaching has helped them to improve both their technique and their understanding of karate. To help our students fully develop, both in technique and understanding, it is important to provide them with opportunities to teach others when it is possible and practical so that they can experience these benefits.

A key aspect to making this work successfully is that we, as instructors, need to teach students how to teach and give them direction (Henderson et al., 2008). This is a completely new set of skills that is needed for an instructor to teach not only karate techniques, but also to provide direction on how to teach. By giving proper direction, the instructor can control the lesson in the class while allowing student-to-student teaching to occur. As an example, think about teaching Heian Shodan to a white belt. If a partner is given to the beginning student, the type of instruction he or she can provide would vary based on his or her level, and he or she would be helpful at different stages in the beginner’s learning process. The head instructor should understand the

teaching student's skills and abilities, and direct him or her accordingly how to teach the white belt. A yellow belt can stand side-by-side with the white belt and go through the movements to Heian Shodan to help the beginner to learn the basic movements when first learning the kata. A green belt may be able to count through the steps of the kata and fix the end position of the movements. A brown belt may be able to additionally fix the transitions between movements. And a black belt may be able to pick up on more subtleties when watching the kata and be able to give feedback that will help with performance of not only kata, but other karate techniques as well. All of these levels of feedback and instruction are important and valuable to the student's training.

Every student, and every instructor, is different. We all must be aware of how we come across to other students, since we are a model for the classroom (Kaida, n.d.). With such a breadth of knowledge and different approaches in any dojo, we should use these other perspectives to our advantage. If we limit a student's exposure to one instructor and one type of instruction, we also limit the appeal of the art to those who mesh with that one instructor. By allowing others who might teach differently to help teach other students, we can broaden our appeal to reach more students who may have different learning styles.

A final point regarding having students assist with teaching is perhaps one of the most important points. In this environment, the instructor needs to have complete control over the class to make sure that students understand their role at any given time during training. Students need to understand when their role is to be students in the class and just to train for themselves, and when their role is to be teaching other students. The instructor needs to set clear expectations in this collaborative learning environment so that he or she is always in control of the dojo and so that all students know what they are expected to do at all times.

### **Exerting Control over the Training Cycle of Students**

In the one-room schoolhouse, students of all ages and skill levels learned together under one roof. As time progressed, classes were broken up, primarily by age. Many dojos also start off similarly, with all students training together. But when it becomes possible, classes often get broken up by age and by rank. Having something like an advanced class can be quite beneficial to a club, since there are drills and exercises that can be taught in that setting that would not be practical to teach to beginners. However, breaking up classes too much, or having classes simply of beginner students, defeats some of the benefits that we had in the one-room schoolhouse approach. Beginning students benefit tremendously from having intermediate and advanced students to follow along with in class. Similarly, the higher ranking students benefit from revisiting the fundamentals and having the added pressure of knowing that beginners are looking to them as an example. From experience, I have noticed that new white belts can provide some of the best kumite training for advanced students because they do things that are totally unexpected and do not move as we would anticipate.

Having all of the students together, and having them train under the same instructor, or group of instructors, as they move through the ranks, allows for us to learn from the one-room schoolhouse about the control of progress of our students. Unless a

student comes in with previous experience, the instructor knows where the student came from and where he or she is going. The instructor has a clear idea of what is expected at each level before a student is ready to take the next step. The instructor has full control over the learning of the student, and can determine when he or she is ready to move on to the next level (Simpson, 2010). This directly translates to the dojo, where the instructor is responsible for determining when a student is ready to test to progress to the next rank level. Perhaps the most important aspect of this control over student progress that we can learn from the one-room schoolhouse is that students were allowed to progress at a rate that worked for them (Simpson, 2010). Progress was not determined by the age of the student, or by the amount of time a student had spent at a certain level, but rather on results. Translating this to the dojo, we can learn that not every student should be expected to test every time that a testing opportunity is available. Students should advance based on their abilities and the amount of time and effort that they have put into training, and not just on the amount of time that they have been at their current rank.

As there are certain expectations that come along with grade levels (Simpson, 2010), in karate there are certain expectations that come along with rank. As with testing, these expectations should not be based on age or length of time that a student has been training, but rather on a level of skill and ability that should be demonstrated at that rank. For an instructor to be able to make this happen, it is imperative for the instructor to have very clear expectations for each grade level, and to share those with any assistant instructors so that everyone is on the same page. Teachers are there to get the students to master the material, not simply for their “age (rank) appropriate progress” (Martin, 2008). Allowing a student to advance to the next level without the proper skills and understanding at his or her current level will only make things worse for the student in the future. “And the longer it goes on, the worse it gets. That is inefficiency with an exponential growth factor!” (Simpson, 2010).

In the one-room schoolhouse, as in the dojo, teachers are expected to get results (Martin, 2008). The instructor is completely responsible for their students. The instructor is responsible for students who are not up to par, and equally deserves the credit for good students (Simpson, 2010). As instructors, we cannot control all of the actions of our students. But as soon as we allow a student to take an exam, or to compete in a tournament, we are vouching for them and putting our own reputations on the line. Advice to instructor trainees from Shihan Teruyuki Okazaki in an interview sums up this idea very well: “If I see your students, I can judge what kind of instructor you are. Your students are your instructors. If they are not doing things right, that means you did something wrong and when that happens, don’t blame your students, you must blame yourself. Challenge yourself always” (Willoughby, n.d.-b).

### **Adjusting Lessons for the Specific Students in the Club**

As in the one-room schoolhouse, the composition of the dojo is not always predictable. Depending on which students show up to class, the class can be very different. But teaching in a one-room schoolhouse allows for adjusting to the current skill level and ability of all of the students in the class. It allows for us to teach karate to students, rather than just teaching karate (Simpson, 2010). As simple as that distinction

seems, it is an important distinction to make. It requires the focus to be on the learner, rather than the teacher (Baxter, 2000). There is no one drill or one way to teach that will get students to master the material. The teacher needs to understand the needs of all of the students in the class and be able to adjust to meet those needs. A teacher cannot just be someone who has mastered a subject level, but needs to learn how to teach students to be effective. No matter how well you know a subject, if you cannot get others to understand it, then you have failed as a teacher.

Teachers must be able to adapt to different student learning styles within the classroom (Sunahara, n.d.). They need to figure out how students learn and understand why their students are training to understand how to motivate those students. An instructor needs to have a great enough understanding of the course content to be able to use multiple approaches in one classroom, and be able to present material in multiple ways to get through to all students. The instructor needs to become familiar with the learning resources that are available and be able to point students to those resources as appropriate. In essence, each student in the classroom is working on an individualized lesson plan (Baxter, 2000). To be an effective instructor, a teacher needs to involve the students in goal setting and provide feedback. Instructors must work to develop their coaching skills in the same way as they work to develop technical skills (Marshall, n.d.).

An interview with Sensei James Field presents the importance of knowing your students. He states, "Once I opened a dojo and began teaching, my sensei [Yaguchi] said to me, 'The most important person in the dojo, James, is the student.'" When asked what makes a good coach, he continues with "A good coach needs to know his competitors/students. You need to understand their strong and weak points, their psychological make-up, their personality, what motivates them, what depresses them. With some people you have to understand their personal life as well. You can't treat everyone the same" (Banfield, 2007). This emphasizes the point that an instructor must know his or her students, and then use that information to teach those specific students, rather than just presenting a generic lesson.

To teach a varied group of students requires much more skill on the part of the teacher ("Advantages," 2011). As an example, when I began teaching, I taught the Introduction to Karate course, which consisted of a class of about 30 beginners. The syllabus was fairly set, and it was repeated semester after semester. Everyone started at the same point, was approximately the same age, and needed to learn the same material. It was much easier to teach that course than it is to teach the club where students vary in age and skill level. It is much more challenging to come up with content that will help all students in a varied class, to try to focus where they need the most work and to come up with a lesson that will get through to them and help them. But the students learn more from this model. I am amazed at how much faster our beginners in the club will learn than those in the introductory course. Being combined in a class with intermediate and advanced students helps them to pick up on techniques so much faster than they would otherwise. This aspect of the one-room schoolhouse is so beneficial in the karate dojo. Students have the ability to work with others, both more and less skilled than themselves, and they learn from both groups. By teaching to the students who are in our class, advanced students are able to practice at a high level, and lower ranking students are able to see this, and can discuss, ask questions, and

emulate their behavior (“Advantages,” 2011). But it takes a lot of effort and skill by the instructor to be able to teach a class that varies in skill level and to make sure that students of all levels are not bored, are not lost or confused, and are progressing in the art.

## **Lessons Learned**

As we strive to continuously improve our instruction, we have had some successes in our training in the Penn State Shotokan Club. I would like to present several examples that illustrate successful implementation of the one-room schoolhouse approach.

The first example is when students first learn their new kata after passing a kyu exam. We have begun to have students just run through the movements of the kata with a partner, just copying their movements as they go with very minimal explanation. Doing things in this manner, any student can “teach” the kata to one of their juniors. And our students are able to pick up the movements of the kata much more quickly and can get through the kata on their own after one or two sessions of this kind of training. This allows us to then have the entire class practicing their own kata, and the club instructors can go through and begin to correct movements.

As a byproduct of having all students teaching more often in the dojo, it has become important to also make sure that students are gaining the knowledge required to be effective in their teaching. We have begun to require all students to submit a short essay to the head instructor if they are thinking about testing in a given semester. There are a variety of topics available for them to choose from, spanning three broad categories: relating karate or karate philosophy to your life, thinking more deeply about karate technique, and learning about the greater karate world. These essays have been tremendous at getting students to think about karate outside of training, and to explore a topic more deeply. The essays are not long, but I have been very pleasantly surprised at the results and impressed with the insights and information that I have gained from reading these essays.

It is important to teach students to be analytical, to be able to think about their technique, to be self-critical, and to analyze their technique. This can help them to develop their skills as they seek guidance from the instructor (Banfield, n.d.-b). The efficiency of the learning process can be increased by encouraging students to think about their karate (Keeling, n.d.). One important area where we have implemented this idea is in our self-training time each class. Instead of our previous two-hour training, we now hold ninety minute group training, followed by thirty minutes of independent training time. I have seen nothing but great results and received only positive feedback from students about this change. During this extra time, students are free to train in areas where they need the most help: fitness, free sparring, kata, hitting pads, flexibility, etc. During this time, students have been very helpful to each other. Students approach not only the instructor, but also each other, for help and for feedback, which is building camaraderie and leadership in the club. This is also having the added benefit of reinforcing the sempai-kohai relationships in the club as students gain assistance from their seniors. In addition, students have been more willing to approach me as the instructor as well to ask questions.

During this time, we have been able to teach students different ways that they can train themselves that will work specifically on their individual areas for improvement. This time has allowed for students who choose to participate in tournaments to spend training time focused on preparing for tournaments. For students preparing for exams, they can focus their training on that preparation. Our advanced students have been taking the initiative to take this time to learn new katas that they might otherwise have struggled to find time to learn. Especially in a collegiate club where many students leave over holiday breaks or during the summer and may not be near a club, this helps to prepare students to be able to self-train when they are not in the dojo getting direct instruction.

Some suggestions have been provided for making the most of a situation similar to the one-room schoolhouse, including “open practice time and learning to teach” (“Advantages,” 2011). The open practice time concept allows students a chance to work on their own without a strict syllabus to be followed. As mentioned earlier, incorporating this idea into our training has been extremely beneficial. The concept of learning to teach is something that we have done on some level for a long time in our club, but that we have been working to improve more systematically. There are several examples of how this has been implemented in our club.

We have students watch each other perform a kata, and then students are given a chance to offer each other one comment. For example, if they are watching one of their seniors perform a kata, they can comment on something that they learned, something that the student did well in their performance, or they can ask a question to help them gain further understanding in their training. If they are watching one of their juniors perform a kata, they can give a comment on areas for improvement in the kata. In this case, we also give direction regarding what types of comments might be most helpful and encourage students to give a comment that relates to the most important thing that their partner needs to improve at his or her level of training. In doing exercises such as this, students become more aware of what they are doing, are able to see strengths and weaknesses in the techniques of others, and learn to prioritize areas for improvement.

When new beginners join the club at the start of the semester, each beginner is paired up with one of the higher ranking students in the club. The pairs will participate in the overall training, but the senior student is there to provide an example for the beginner to demonstrate the techniques and allow the beginner to follow along. While everyone is following the instructions of the head instructor, the senior students are acutely aware that they need to lead by example and perform their technique as precisely as possible for the beginners to see what they should be doing.

When teaching kata, it becomes impractical for one instructor to be able to work with all of the groups of students who are working on a variety of different kata. So, we will break the class into groups by rank and have one of the higher ranks lead each group to work on their kata. The higher ranks are often given guidance on what topic to focus on during this time, for example hip rotation, stances, or timing. This gives the group of students some individual feedback on their kata and allows them to learn some of the intricacies of the kata. But it also forces the higher ranks to think more critically about this kata to be able to teach it, and as a result improves their performance and understanding of the kata.

Groups are sometimes given the chance to think about applications to kata and present them to the class. Giving students a chance to think about their katas has helped students to gain a greater understanding of the movements, and to perform their kata with more intent. Some very interesting bunkai have been presented by students when they are given the freedom to explore the movements. When they present their applications to the class, the class is free to ask questions about the application. We have all learned a great deal from these exercises in the club. In all of these situations, it is important to note that the teaching does not necessarily happen with one person standing in front of the class, but rather on a much smaller scale throughout many moments during training.

Collegiate clubs often face some unique and interesting challenges. Turnover is one of our biggest challenges, since students often graduate and move on to another club. By implementing some of these ideas, we may be able to provide some continuity in the club even with students graduating (Henderson et al., 2008). Often our club composition fluctuates, where we may have a large group of beginners or may have more advanced students, or may have a mix. But we often have at least a few students at each level, and must be able to continue to have all of our students progress in their training.

In most collegiate clubs, we are limited in when we can get space and the number of qualified instructors that are available for the club. Given our constraints, we need to combine the class into one large group to teach in all of our classes. Learning from the lessons of the one-room schoolhouse can undoubtedly help us to be more effective. Often in collegiate clubs, if the instructor graduates or moves on, another student will take over the instruction of the club. Implementing these ideas can help to make that transition easier, since students have had some experience teaching before one of them inherits a club and is now responsible for teaching.

It becomes clear that the dojo is analogous to the one-room schoolhouse. Examining the methods and lessons of this approach to teaching can help us to be more effective when teaching in the dojo.

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## ***Breaking the Mold***

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**Abstract:** *This article explores the concept of transcending artificial rules and limitations that develop as we learn the art of karate. When we mature in our training we must revisit techniques we learned before and use our new perspective to reinvent our personal version of karate. This article is a philosophical exploration of the process of creating and transcending boundaries which is closely linked with the Ri element of the Shu-Ha-Ri cycle. References from karate literature and anecdotal experiences from the author's karate training will be used to illustrate this concept in karate practice. The goal of the article is to present a perspective on the process of learning and transcending karate skills to understand the cyclical nature of karate training.*

**Bio:** *Mr. Baran began training Shotokan in 2003 as an undergraduate at Penn State University. He has competed in collegiate karate at the regional and national level, and actively supports regional collegiate events through the East Coast Collegiate Karate Union. Mr. Baran has been an assistant instructor for the Penn State Shotokan Karate-do club since 2009. Also in 2009, he was awarded the rank of nidan in the ISKF under Shihan Okazaki.*

The motivation for this article comes from watching several brown-belt students that lost interest in training and were unable to reach the rank of *shodan*. It seems that after they achieved *sankyu* the students lost steam, their attendance became more sporadic, and in some cases they quit karate entirely. While it is impossible to determine the reasons why anyone loses interest in training, these students sparked some reminiscence of my own training around the *sankyu* level leading up to *shodan* and how that experience extends to *karate-ka* of all levels.

As an assistant instructor at my club, I notice that after about two years of training karate students have seen and memorized the external form of most karate techniques. Large scale issues such as hip position, weight distribution, and posture have largely been addressed and students have developed an eye for technique that allows them to recognize those elements in their own performance (Ohshima, 1998). This point in training is a crucial test of character: to advance to *shodan*, there are no more new techniques to learn and there is generally only one *kata* that is the focus of the entire brown belt level. To prepare for *shodan*, the student must revisit the techniques and *kata* they “know” and improve them all over again. This requires a student to have a measure of humility, to acknowledge the flaws in their karate, and to return to “basics” to face those flaws. This is a process described by the Japanese adage *shoshin ni kaeru*: “Return to the beginning.”

At the brown-belt level, a student must address his or her technique in ways that are not large-scale and obvious. Self-correction is no longer a simple matter of checking the mirror at the end of a technique. Corrections may involve a slight difference in the angle of a foot, a minute adjustment of timing, or a change in the dynamic portion of movement instead of the end position. To improve, they must trust their instructor and forget about any preconceptions they made as they learned karate the first time through (Banfield, 2007). The mind of a beginner applies to this situation exactly—the student must act as if it is the first day of class, and respond to the instructor with no preconceptions or boundaries. In fact, it is common for a beginner to take a correction too far, to the point of making a mistake in the opposite way. This is the mark of a flexible mind that considers all possibilities; this person can develop in karate rapidly.

The beginner's state of mind is necessary to make progress on techniques, forms, and concepts that we learned with a less mature outlook. *Shoshin ni kaeru* describes how we transcend the earlier version of our karate and emerge with new understanding. As we revisit techniques we must acknowledge that we never learn karate in pristine form. In fact, we are often given simplified lessons to avoid an overdose of information. Sometimes we are given generic information that acts as a starting point for technique under the assumption that we will later find the movement that works for our specific body. So as we learn we must make use of our new knowledge to refine our simplified techniques and adapt generic rules to our own body.

In my own experience, I have visited a nearby *dojo* for advanced training and I recall many sessions where I restricted myself to basic movements and rules to the detriment of free-flowing technique. My mind had created boundaries that restricted my movement to something resembling *kihon-ippou kumite* when I should have moved freely. I would often land my defensive posture too soon, then stand my ground and receive the brunt of an incoming technique. It had never occurred to me to simply move again to correct my mistake, since that is against the concept of *ippou kumite*.

Another example that comes to mind is the use of *go-no-sen* timing in *kumite*, with a distinct defensive motion separated from a distinct countering motion. When we learn basic sparring we are expected to practice *go-no-sen* timing to train proper coordination and connection of each technique. However, we eventually reach a point in training where we understand connection and timing well enough to execute *sen-no-sen*, *sen-sen-no-sen*, and other subtle changes in *kumite* timing. I distinctly recall training in classes where we practiced a well-known drill like *kihon-ippou* or *jyuu-ippou kumite* and I naturally fell into the standard pattern of *kihon kumite*: *go-no-sen* timing, and usually *gyaku-zuki* counter attacks. Meanwhile I would observe the more senior students executing a variety of timing, counter attacks, and movement patterns. It was later explained that *Sensei* may not explicitly state the rules of engagement for a drill, and if it is not explicitly forbidden then the senior students may take certain liberties in that training.

This concept of unspoken rules may seem a bit unfair or confusing, especially since American students tend to desire a clear, concise, and exact explanation of what we should do and why (Rielly, 2000). But I believe the unspoken rules of engagement are used to free the mind of the advanced students who are training. If the students are always given explicit and exact rules of engagement, the mind will always expect

boundaries and limitations, but with unspoken rules it gives the mind a chance to innovate and explore new possibilities. I believe this is the essence of having *mushin*, a free mind during a fight and this type of training is central to Master Funakoshi's *Niju- kun* number twenty, "Always create and devise" (Okazaki, 2006).

As long as we have the opportunity to train under an instructor, we can approach our training in this way. But in a similar fashion, the flexible beginners mind may be applied to the process of teaching karate as well. Even as we advance in rank and take on teaching responsibility we can continue to develop with an open and flexible mind. The difference is that the students are now the teachers. The instructor can see reflections of their own karate in the students and thus learn from them. The instructor can also develop in the area of karate instruction itself by learning from the students. This is the point in karate learning where the *karate-ka* has developed enough self-awareness and humility to take karate lessons from many situations and many instructors whether from the *sempai*, the students, or even outside the karate *dojo*.

Up to this point I have mainly discussed the point of transcending boundaries, but I do not mean that the boundaries are a useless by-product of training. In fact, I see the limitations we place on ourselves as analogous to the scaffolding used to construct a building. The scaffolding is not meant to be part of the final architecture, but is a necessary component to the construction of a building. Then, when the construction is complete, the scaffolding is taken down, in the same way that we revisit our technique when the time is right. For instance, there is value to limiting early training to *go-no-sen* timing and the three major stances. This limitation allows students to build a depth of knowledge in those areas which can be applied across *kihon*, *kata*, and *kumite*. Then, one day, the student has a significant understanding of those elements, and can begin to explore different timing, different stances, etc. and shed the previous limitations of their knowledge while applying what they have learned to new areas.

The beauty in training karate this way is the cyclical nature of our learning. First we learn a rough version of karate, then we train and train and train; through training we develop new perspectives and we return to our rough techniques to refine them with knowledge. Then we start the cycle over again. This process is known in Japanese as *Shu-Ha-Ri*, or Obedience-Internalization-Freedom and it is the key to continuous development in karate (Langley, n.d.). To accomplish *Ri* we continuously polish our karate and maintain a humble approach to our training. This is an important distinction over mindless repetition of karate movements – to gain deeper understanding at each cycle takes honest self-assessment and knowledge to break the mold of our earlier selves.

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## National Collegiate Karate Tournament Team Kata Results

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1980	Philadelphia	U. of New Orleans	U.C. Riverside	Temple University
1981	Sioux Falls	Temple University	Arizona State U.	U. of New Orleans
1982	Denver	Temple University	Ohio University	L.S.U.
1983	Miami	Temple University	Drexel University	P.J.C.
1984	Santa Monica	Temple University	U. of New Orleans	Arizona State U.
1985	Cleveland	Temple University	Georgian Court	University of Alaska
1986	New Orleans	Temple University	L.S.U.	U.C. Riverside
1987	Phoenix	Temple University	Georgian Court	University of Alaska
1988	Philadelphia	Temple University	Drexel University	U.C. Riverside
1989	Sioux Falls	Drexel University	U.C. Riverside	Temple University
1990	Denver	Drexel University	U. of Chicago	Temple University Drexel University
1991	Miami	Drexel University	University of Alaska	Temple University U of Illinois-Chicago
1992	Anchorage	University of Alaska	Temple University	Santa Rosa Jr. College
1993	Denver	Delta State University	Temple University	St. Cloud State Univ.
1994	Santa Monica	U. of South Florida	Temple University	University of Alaska
1995	Santa Rosa	U. of South Florida	Temple University	College of Wm. & Mary
1996	Indianapolis	Temple University	Drexel University	Ohio University
1997	New Orleans	U. of N. Colorado	Drexel University	Illinois
1998	Phoenix	Drexel University	Louisiana State Univ.	University of Alaska, Anchorage
1999	Denver	Louisiana State Univ.	Univ. of New Orleans	Drexel University
2000	Philadelphia	Louisiana State Univ.	Drexel University	Temple University
2001	Sioux Falls	Tulane University	Drexel University	Penn State University
2002	Orlando	Drexel University	University of Alaska	Penn State University
2003	Honolulu	Penn State University	U. of N. Colorado	Drexel University
2004	Columbus	Penn State University	Drexel University	University of North Colorado
2005	New Orleans	<i>No tournament held.</i>	<i>No tournament held.</i>	<i>No tournament held.</i>

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## National Collegiate Karate Tournament

### Team Kata Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2006	Anchorage, AK	University of Alaska	Drexel University	University of South Florida
2007	San Francisco, CA	Penn State University	University of Central Arkansas	University of Alaska, Anchorage
2008	Los Angeles, CA	Drexel University	Penn State University	UCA Shotokan Karate
2009	Cherry Hill, NJ	Drexel University	Penn State University	Temple University
2010	Sioux Falls, SD	Drexel University	Ohio State University	Penn State University
2011	Denver, CO	University of Colorado	Colorado State University	No 3 <sup>rd</sup> Place

## National Collegiate Karate Tournament

### Team Kumite Results

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1980	Philadelphia	U. of New Orleans	Temple University	Cornell University
1981	Sioux Falls	Arizona State U.	U. of New Orleans	L.S.U.
1982	Denver	Temple University	U.C. Riverside	Ohio University
1983	Miami	Temple University	P.J.C.	Drexel University
1984	Santa Monica	U.C. Riverside	Temple University	U. of New Orleans
1985	Cleveland	Temple University	Ohio University	University of Alaska
1986	New Orleans	Temple University	Tulane	U.C. Riverside L.S.U.
1987	Phoenix	U.C. Riverside	Ohio University	University of Alaska
1988	Philadelphia	Drexel University	U.C. Riverside	U. of New Hampshire
1989	Sioux Falls	Ohio State	Drexel University	University of Alaska
1990	Denver	U. of Arizona	Mt. States	East Coast
1991	Miami	Mankato State	Temple University	U. of Illinois-Chicago Florida State
1992	Anchorage	U. of Illinois	Mankato State	Temple University
1993	Denver	Delta State University	St. Cloud State Univ.	Temple University
1994	Santa Monica	Temple University	UCLA	University of Alaska
1995	Santa Rosa	College of William & Mary	Temple University	Santa Rosa Jr. College
1996	Indianapolis	Temple University	Drexel University	Ohio University
1997	New Orleans	Drexel University	U. of Northern Colorado	U. of New Orleans U. of Illinois
1998	Phoenix Women's Men's	Drexel University Drexel University	Louisiana State Univ.	University of Alaska
1999	Denver Men's	(Brown & Black Belt) Louisiana State Univ.	Drexel University	University of Alaska
2000	Philadelphia Women's Men's	(Brown & Black Belt) Tulane University Louisiana State Univ.	Penn State Tulane	Temple University Drexel University
2001	Sioux Falls Women's Men's	(Brown & Black Belt) Penn State University Drexel University	Tulane University Tulane University	Penn State University
2002	Orlando Women's Men's	Tulane University Louisiana State Univ.	Penn State University Penn State University	University of Alaska
2003	Honolulu Women's Men's	Penn State University Tulane University	Drexel University	Louisiana State Univ.

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## National Collegiate Karate Tournament

### Team Kumite Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2004	Columbus Women's Men's	Drexel University LSU	Penn State University Tulane University	LSU Drexel University
2005	New Orleans	<i>No tournament held.</i>	<i>No tournament held.</i>	<i>No tournament held.</i>
2006	Anchorage, AK Men's	University of Alaska	University of South Florida	Drexel University
2007	San Francisco, CA Men's	Penn State	University of Central Arkansas	University of Alaska, Anchorage
2008	Los Angeles, CA Men's Women's	Drexel University Drexel University	Penn State University Penn State University	OSU Shotokan UCA Shotokan
2009	Cherry Hill, NJ Men's Women's	Drexel University Drexel University	Ohio State University Penn State University	Penn State Univ. U of Central Arkansas
2010	Sioux Falls, SD Men's Women's	Ohio State University Univ. of Minnesota	Drexel University Drexel University	Penn State Univ.
2011	Denver, CO Men's	Ohio State	University of Colorado	Colorado State University

## National Collegiate Karate Tournament

### Men's Kata Results

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1980	Philadelphia	Tom Hyder Arizona State Univ.	Mike Urpschot Univ. of New Orleans	David Biggs Arizona State Univ.
1981	Sioux Falls	Hiroyoshi Okazaki Temple University	Ken Wang U.C.R.	David Biggs Arizona State Univ.
1982	Denver	Hiroyoshi Okazaki Temple University	Jerry Kattawar L.S.U.	Aaron Jacobs Temple University
1983	Miami	Hiroyoshi Okazaki Temple University	Mike Urpshot U. of New Orleans	John Caluda C.I.A.
1984	Santa Monica	Hiroyoshi Okazaki Temple University	Bob Shibasaki El Camino College	Stuart Smith Univ. of Arizona
1985	Cleveland	Hiroyoshi Okazaki Temple University	Jerry Kattawar Delta State Univ.	Greg DuBois A.C.C., Alaska
1986	New Orleans	Jerry Kattawar Delta State Univ.	Scott Johnson Metro State	P. Crapanzano L.S.U.
1987	Phoenix	Bob Shibasaki El Camino College	Tufic Akil Florida Int'l Univ.	Morris Lawrence Washtenau C.C.
1988	Philadelphia	Tufic Akil Florida Int'l Univ.	Morris Lawrence Washtenau C.C.	Paultz U.C. Riverside
1989	Sioux Falls	Hiroshi Yaguchi U. of Colorado	John Nunez Mankato State Univ.	Eric Renner S.S.U.
1990	Denver	Brian Treanor UCLA	Jamie Gisevius South	George Hernandez U. of Illinois-Chicago
1991	Miami	Kengo Inatu U. of S. Alabama	August Antenoracruz U. of Illinois	Paul Lapansri U. of S. Alabama
1992	Anchorage	Tomoya Kawasaki Temple University	Charles Baerlin Santa Rosa Jr. College	Chad Drachenberg Mankata State
1993	Denver	Tomoya Kawasaki Temple University	Hiroshi Ando Temple University	Victor Sein Arizona State Univ.
1994	Santa Monica	Masahiro Hori Taishou University	Takahiro Kimura Taishou University	Kouji Motoyoshi Kokushikan University
1995	Santa Rosa	Justin Nepo West Chester Univ.	Takamichi Maeshima Temple University	Joshua Rau Univ. of N. Colorado
1996	Indianapolis	Justin Nepo West Chester Univ.	Errol Mahoney Univ. of S. Florida	Kallan Resnick Univ. of Pennsylvania
1997	New Orleans	Ricky Supnet Univ. of Hawaii	Toshihide Nakamura Univ. of Illinois	Jorge Miangos Santa Clara
1998	Phoenix	Toshihide Nakamura Univ. of Illinois	Gary Ho Santa Clara	Phuc Nguyen E.C.
1999	Denver	Tony Nakamura Univ. of Illinois	William Huffstetler Newport Univ.	Satoshi Kuwahara Univ. of CA-San Diego
2000	Philadelphia	Steven Kiefer Santa Monica	William Huffstetler Newport Univ.	Nathan Smith Penn State
2001	Sioux Falls	Steven Kiefer California State	Dimitri Papadopoulos Tulane University	Arthur Derbes L.S.U.

(Continued on next page)

## National Collegiate Karate Tournament

### Men's Kata Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2002	Orlando	Jumbo Banaria UC Santa Cruz	Dimitri Papadopoulos Tulane University	Steven Kiefer Columbia College
2003	Honolulu	Dimitri Papadopoulos Tulane University	Jumbo Banaria UC Santa Cruz	Greg Hoplmazian Penn State University
2004	Columbus	Jumbo Banaria UC Santa Cruz	Dimitri Papadopoulos Tulane University	George Pappaas Penn State University
2005	New Orleans	<i>No tournament held.</i>	<i>No tournament held.</i>	<i>No tournament held.</i>
2006	Anchorage, AK	Jihone Du Arizona State	Alessandro Massaro Florida International U.	Andrew Tooyak University of Alaska
2007	San Francisco, CA	Ben Cheeseman University of Alaska	Pedram Rastegar George Mason Univ.	Marcus Fowler Penn State
2008	Los Angeles, CA	Ben Cheeseman University of Alaska	Pedram Rastegar George Mason Univ.	Aino Mercado
2009	Cherry Hill, NJ	Dan Elliott Art Inst. of Philadelphia	Stephen Burgio Drexel Univ.	Thomas Mellor Drexel Univ.
2010	Sioux Falls, SD	Andrew Tooyak University of Alaska	Stephen Burgio Drexel University	Dan Elliott Art Institute of Phil.
2011	Denver, CO	Andrew Tooyak University of Alaska	Michael Cornel Southwestern University	Dan Elliott Art Institute of Phil.

## National Collegiate Karate Tournament

### Men's Kumite Results

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1980	Philadelphia	There was no Men's Kumite competition in 1980.	There was no Men's Kumite competition in 1980.	There was no Men's Kumite competition in 1980.
1981	Sioux Falls	John Caluda U. of New Orleans	Fahmi Hasish Arizona State Univ.	David Biggs Arizona State Univ.
1982	Denver	John Caluda C.I.A.	Bobby Miles U.C.R.	Hiroyoshi Okazaki Temple University
1983	Miami	John Caluda C.I.A.	Hiroyoshi Okazaki Temple University	S. Montgomery, Drexel University  Patrick Geis, P.J.C.
1984	Santa Monica	Rene Vildosola Santa Monica College	Stuart Smith Univ. of Arizona	H. Morimoto Univ. of Arizona
1985	Cleveland	Jerry Kattawar Delta State University	Hiroyoshi Okazaki Temple University	Greg DuBois A.C.C., Anchorage
1986	New Orleans	Jerry Kattawar Delta State University	David Lukas Mesa Community College	Steven McDermott Temple University  Robert Schorr L.S.U.
1987	Phoenix	James Butwin Univ. of Arizona	Tufic Akil Florida Int'l Univ.	Steven McDermott Temple University
1988	Philadelphia	Mike Tan U.C. Riverside	Tufic Akil Florida Int'l Univ.	Harvey Coon Drexel University
1989	Sioux Falls	Samer Atassi Univ. of Miami	Dean Mori Univ. of Alaska, Anchorage	Eddie Ribinson South Central Region
1990	Denver	Jamie Gisevius South	Eric Renner Mankato	Moris Kennedy, Temple University  Brian Treanor, SWUCLA
1991	Miami	Morris Kennedy Temple University	Pete Johnson Delta State	August Antenoracruz Univ. of Illinois
1992	Anchorage	George Hernandez Univ. of Illinois	Morris Kennedy Temple University	Francis Foo Santa Rosa Jr. College  Tomoya Kawasaki Temple University
1993	Denver	Pedi Johnson Delta State Univ.	Tony Kelly Delta State Univ.	Steven Davenport Delta State Univ.
1994	Santa Monica	Takhiro Kimura Taishu University	Yasuhiro Minowa Kokushikan University	Norimitsu Yamamoto Komazawa University
1995	Santa Rosa	Tony Kelly Delta State Univ.	Norihito Kodama College of Wm. & Mary	Devin Fadaol Southern Region

(Continued on next page)

## National Collegiate Karate Tournament

### Men's Kumite Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1996	Indianapolis	Devin Fadaol Tulane University	Justin Nepo West Chester Univ.	Zak Cook UCLA
1997	New Orleans	Dan Dalio Univ. of New Orleans	Isao Nakayama U. of Southern Miss.	Gary Ho, Santa Clara M. Orhoa, U.N. Orleans
1998	Phoenix	Ricky Pampo L.S.U.	Tony Kelly Delta State Univ.	T. Nakamura Univ. of Ill. B. Towels, Drexel
1999	Denver	Satoshi Kuwahara Univ. of CA - San	Darryl Rappold L.S.U.	Frank Garcia Univ. of Texas
2000	Philadelphia	Steven Kiefer Santa Monica	David Armentor L.S.U.	William Huffstetler, Newport Univ. Alexi
2001	Sioux Falls	Dimitri Papadopoulos Tulane University	Steven Kiefer California State	Miquel Radillo Miami-Dade Comm.
2002	Orlando	Dimitri Papadopoulos Tulane University	Jarno Vinsencius Columbia College	Jumbo Banaria University of CA Sean Oliver Univ. of Louisiana
2003	Honolulu	Dimitri Papadopoulos Tulane University	Jean Dejace Tulane University	Jihone Du Arizona State University Lee Enibeam
2004	Columbus	Dimitri Papadopoulos Tulane University	Lee Guilbeau LSU	Korey Champayne LSU Barry Wise Penn State University
2005	New Orleans	<i>No tournament held.</i>	<i>No tournament held.</i>	<i>No tournament held.</i>
2006	Anchorage	Ben Cheeseman University of Alaska	Andrew Tooyak University of Alaska	Jihone Du Arizona State Diego Espinoza Univ. of S. Florida
2007	San Francisco	Pedram Rastegar George Mason Univ.	Garrett Quon Cal State Los Angeles	Jay Banaria City College of San Francisco Marcus Fowler <i>School Unknown</i>
2008	Los Angeles	Pedram Rastegar George Mason Univ.	Jay Banaria City College of San Francisco	Ben Cheeseman Univ of Alaska Stephen Burgio <i>School Unknown</i>

(Continued on next page)

## National Collegiate Karate Tournament

### Men's Kumite Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2009	Cherry Hill, NJ	Martin Maquivar Ohio State Univ.	Dan Elliott Art Inst. of Philadelphia	Andrew Tooyak Univ. of Alaska  Stephen Burgio Drexel Univ.
2010	Sioux Falls, SD	Stephen Burgio Drexel Univ.	Martin Maquivar Ohio State Univ.	Dan Elliott Art Inst. of Phil.  Alex Devaux Penn State Univ.
2011	Denver, CO	Michael Cornel Southwestern University	Abram Tooyak University of Alaska	No 3 <sup>rd</sup> Place

## National Collegiate Karate Tournament

### Women's Kata Results

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1980	Philadelphia	Laurie Endo U.C.R.	Jacki Spiro Rutgers Univ.	Karen Antonatos U. of New Orleans
1981	Sioux Falls	Karen Antonatos L.S.U.	Carol See Tai Florida Atlantic U.	Kim Young S.D.S.U.
1982	Denver	Carol See Tai Florida Int'l Univ.	Terri Bettemak Phoenix Comm.	K. Kirchner Ohio University
1983	Miami	L. Muso-Ris Univ. of Miami	Terri Bettamak Arizona State Univ.	C. Greenburg U.M.
1984	Santa Monica	L. Muso-Ris Florida Int'l Univ.	Terri Bettamak Arizona State Univ.	Carol Lombard U. of New Orleans
1985	Cleveland	Cynthia Eldridge Ohio University	Nancy Ding Arizona State Univ.	Cathy Lombard U. of New Orleans
1986	New Orleans	Sheila Red U.C.R.	Won Yee Cheng U.C.R.	Noel Haeglin U.C.R.
1987	Phoenix	Elizabeth Fanning Phil. College Pharm.	Rose Cooney Cal. State, L.A.	Shawn Sullivan Delta State Univ.
1988	Philadelphia	Dao Vuong Univ. of S. Florida	Amy Tompkins Georgian Court C.	Noel Haegelin U.C. Riverside
1989	Sioux Falls	Dao Vuong South Atlantic Region	Deanne Martinez Colorado Univ.	Christian Tupa Georgian Court C.
1990	Denver	Christina Blair Northwest	Maria Iwasu Drexel University	Michelle LaBlanc Univ. of Alaska
1991	Miami	Heidi Hegg Univ. of Alaska	Diane Bennett Univ. of New Mexico	Jennifer Sandvik Univ. of Alaska
1992	Anchorage	Heidi Hegg Univ. of Alaska	Diane Bennett Univ. of New Mexico	Michelle Lindstad Sacramento State
1993	Denver	Nicole Naylor Univ. of Alaska	Dona Rule-Petersen Western Region	Julie Petersen Western Region
1994	Santa Monica	Natalie Mladenov U. of South Florida	Patricia Mladenov U. of South Florida	Jennifer Kruszynski Santa Rosa Jr. College
1995	Santa Rosa	Natalie Mladenov U. of South Florida	Caryn Cravens Barry University	Patricia Mladenov U. of South Florida
1996	Indianapolis	Caryn Cravens Barry University	Jennifer Kurzynski Santa Rosa Jr. College	Ina Deasis Ohio State University
1997	New Orleans	Caryn Cravens Barry University	Tarra Kuusisto Univ. of N. Colorado	Rebecca Rako Harvard
1998	Phoenix	Josephine Valdes City College S.F.	Amelia Valero Drexel University	Raymunda Semana Univ. of New Orleans
1999	Denver	Amber Nakazawa Arizona State	Raymunda Semana Univ. of New Orleans	Amelia Valero Drexel University
2000	Philadelphia	Raymunda Semana Univ. of New Orleans	Abby Jefcoat Temple University	Edith Pike Tulane University
2001	Sioux Falls	Kristen Hoffman Temple University	Jennifer Baker Temple University	Dominique Langford Tulane University

(Continued on next page)

**National Collegiate Karate Tournament**  
**Women's Kata Results (continued)**

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2002	Orlando	Yvonne Clarabal Skyline College	Jennifer Baker Temple University	Elizabeth Randolph Franklin & Marshall
2003	Honolulu	Josaphine Valdez Skyline College	Elizabeth Randolph Franklin & Marshall	Kelly Doohen North Central
2004	Columbus	Kristen Hoffman Pittsburgh	Ashlie Junot Univ. of NW Louisiana	Kelly Doohen North Central
2005	New Orleans	<i>No tournament held.</i>	<i>No tournament held.</i>	<i>No tournament held.</i>
2006	Anchorage	Amber Nakazawa University of Alaska	Sarah Martin University of Alaska	Ashlie Junot Tulane University
2007	San Francisco	Jackie Hagan Univ of Washington	Phivan Ha Cal State Northridge	Tian Liang Penn State University
2008	Los Angeles, CA	Chelsie Smith AMA Sacramento	Abbe Kerrison <i>school unknown</i>	PhiVan Ha Cal State Northridge
2009	Cherry Hill, NJ	Chelsie Smith AMA Sacramento	Yoko Ishida Univ of Minnesota	Elizabeth Randolph Penn State University
2010	Sioux Falls, SD	Chelsie Smith AF Comm. College	Kelly Doohen Univ of Minnesota	Yoko Ishida Univ of Minnesota
2011	Denver, CO	Yoko Ishida University of Minnesota	Kelly Doohen University of Minnesota	LaRoyce Batchelor University of North Dakota

## National Collegiate Karate Tournament

### Women's Kumite Results

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1980 1981 1982	There was no Women's Kumite competition.	—	—	—
1983	Miami	Dian Dawson P.J.C.	Maylie Colon Georgian Court	Beatriz La Milia Georgian Court Carol Greenburg UM
1984	Santa Monica	Debbie Aguime Mesa Comm. College	Rose Shutt N.E. Louisiana U.	Ramona Meyer L.S.U.
1985	Cleveland	Jackie Piper Georgian Court	Cathy Lombard U. of New Orleans	Rose Shutt N.E. Louisiana U.
1986	New Orleans	Sheila Reed U.C. Riverside	Won Yee Cheng U.C. Riverside	Myriam Perez Georgian Court Rose Mary Clooney Santa Monica College
1987	Phoenix	Shawn Sullivan Delta State U.	Elizabeth Fanning Phil. Coll. Pharm.	Rose Cooney Cal. State., L.A.
1988	Philadelphia	Shawn Sullivan Delta State U.	Beth Hyatt UCLA	Noel Haegelin U.C. Riverside
1989	Sioux Falls	Shawn Sullivan Southern Region	Deanne Martinez Colorado Univ.	Amy Knecht Mankato State
1990	Denver	Cindy Wilkins U. of N. Hampshire	Michelle LeBlanc Univ. of Alaska	Maria Iwasu Drexel University Christina Blair Santa Rose Jr. College
1991	Miami	Heidi Hegge Univ. of Alaska	Amy Knecht Mankato State	Carol Reiger Univ. of Alaska
1992	Anchorage	Christina Blair Santa Rosa Jr. College	Heidi Hegge Univ. of Alaska	Diane Bennett New Mexico Jennifer Sandvick Univ. of Alaska
1993	Denver	Nicole Naylor Univ. of Alaska	Laurel Corpin Univ. of Alaska	Heather Cresceco North Central Region
1994	Santa Monica	Wendy Williams Glendale Comm. College	Boby Lou Bottu Santa Rosa Jr. College	Jennifer Kruszynsky Santa Rosa Jr. College
1995	Santa Rosa	Natalie Mladenov U. of South Florida	Boby Lou Bottu UC Davis	Debra Farnsworth Mankato State
1996	Indianapolis	Caryn Cravens Barry University	Wendy Williams Arizona State	Shana Wilcox Univ. of Mississippi
1997	New Orleans	Caryn Cravens Barry University	Tarra Kuusisto U. of Northern CO	Rebecca Rakow Harvard Amber Minoque U. of Northern CO

(Continued on next page)

## National Collegiate Karate Tournament

### Women's Kumite Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1998	Phoenix	Rebecca Rakow Harvard	Leah Santos CCSF	Raymunda Semana U. of New Orleans Shana Wilcox Washington Univ.
1999	Denver	Amber Nakazawa Arizona State	Teresa Marzolph Adams State	Amelia Valero Drexel University
2000	Philadelphia	Raymunda Semana U. of New Orleans	Edith Pike Tulane University	Dominique Langford Tulane University Amber Nakazawa Arizona State
2001	Sioux Falls	Kristen Hoffman Temple University	Jennifer Baker Temple University	Dominique Langford Tulane University
2002	Orlando	Irina Sherbaty University of Science	Madina Papadopoulos Tulane University	Dominique Durand Univ. of Louisiana Jean Tsai University of Arizona
2003	Honolulu	Lidja Jorio N. Virginia Comm. Coll.	Josaphine Valdez Skyline College	Hannah Moore Univ. of N. Colorado Elizabeth Randolph Franklin & Marshall
2004	Columbus	Ashlie Junot Univ. of NW Louisiana	Hannah Moore North Colorado	Deb Hoffman Westchester Kristen Hoffman Pittsburgh
2005	New Orleans	<i>No tournament held.</i>	<i>No tournament held.</i>	<i>No tournament held.</i>
2006	Anchorage, AK	Ligia Jorio George Mason University	Amber Nakazawa University of Alaska	Kelly Doohen Saint Benedicts Naomi Nemoto University of Michigan
2007	San Francisco, CA	Jackie Hagan Univ. of Washington	Ailin Liu Penn State	Tian Liang Penn State
2008	Los Angeles, CA	Chelsie Smith <i>school unknown</i>	Abbe Kerrison <i>school unknow</i>	Jackie Hagan Univ. of Washington
2009	Cherry Hill, NJ	Yoko Ishida Univ of Minnesota	Alexandria Ruble Christopher Newport Univ.	Christina Makain Drexel University Ramona Stammermann Drexel University
2010	Sioux Falls, SD	Yoko Ishida Univ. of Minnesota	Chelsie Smith Air Force Community College	Christi MacKaine Drexel University Kelly Doohen North Central
2011	Denver, CO	Yoko Ishida University of Minnesota	Kelly Doohen University of Minnesota	Haley Dell'Orso North Central

## Directory of Karate Clubs & Classes in US Universities

College & Instructor	Mailing Address	Phone / E-mail
<b>ALABAMA</b> University of South Alabama <i>No current information</i>	<i>No current information</i>	<i>No current information</i>
<b>ALASKA</b>  University of Alaska Anchorage Charles Holness  University of Alaska Southeast Diana Stevens  University of Alaska KBC Dean Sundmark  University of Alaska Fairbanks Joe Foltz	P.O. Box 105024 Anchorage, AK 99501  P.O. Box 34404 Juneau, AK 99803  533 Pioneer Ave Homer, AK 99603  P.O. Box 750416 Fairbanks, AK 99775	(907) 279-2410 <a href="mailto:Philh@umialik.com">Philh@umialik.com</a>  (907) 790-4199 <a href="mailto:hooligan@gci.net">hooligan@gci.net</a> <a href="http://www.juneaushotokan.org">www.juneaushotokan.org</a>  (907) 235-7743 <a href="mailto:indss@kpc.alaska.edu">indss@kpc.alaska.edu</a>  (907) 451-0038 <a href="mailto:chevytruckjoe@hotmail.com">chevytruckjoe@hotmail.com</a>
<b>ARIZONA</b> Northern Arizona University Andrew Krohn	NAU Field House University union Flagstaff, AZ 86011	(928) 523-4313 <a href="mailto:andrew.krohn@gmail.com">andrew.krohn@gmail.com</a> <a href="http://dana.ucc.nau.edu/~alk224/Shotokan/index.htm">http://dana.ucc.nau.edu/~alk224/Shotokan/index.htm</a>
<b>CALIFORNIA</b> Napa Valley College (NVC) John Fitch	308 E. Berna Napa, CA. 94559	(707) 377-0719 <a href="mailto:asknvc@gmail.com">asknvc@gmail.com</a>
<b>COLORADO</b> University of Colorado Kambiz Khalili  ISKF of Colorado State University Brian Davis	Martial Arts Academy of Colorado Boulder, CO  Fort Collins, CO	(970) 396-3627 <a href="mailto:kambiz.khalili@colorado.edu">kambiz.khalili@colorado.edu</a>  (970) 493-5987 <a href="mailto:info@iskfcsu.com">info@iskfcsu.com</a>
<b>HAWAII</b> Koloa Shotokan Karate-Do Tram Meadows	5521 Koloa Rd Koloa, HI 96756	(808) 639-3040 <a href="mailto:tbhvm@aol.com">tbhvm@aol.com</a>
<b>IDAHO</b> University of Idaho Tim Daulton	809 East B Street Moscow, ID 83843	(208) 882-0273 <a href="mailto:oldhuffalump@verizon.net">oldhuffalump@verizon.net</a>

## Directory of Karate Clubs & Classes in US Universities

College & Instructor	Mailing Address	Phone / E-mail
<b>ILLINOIS</b>  <b>No current information.</b>		
<b>IOWA</b> Iowa State University David Halstead	314 Wilhelm Hall, ISU Ames, IA 50011	(515) 294-1943 <a href="mailto:halstead@ameslab.gov">halstead@ameslab.gov</a>
<b>MAINE</b> Dexter Karate Club Charles Austin	15 Main Street Dexter, ME 04930	(207) 924-5697 <a href="mailto:austin2411@netzero.net">austin2411@netzero.net</a>
<b>MARYLAND</b> Frostburg State University Avalon Ledong  Johns Hopkins University Janet Padgett	148 Depot St. P.O. Box 632 Frostburg, MD 21532  2315 East Cold Spring Ln Baltimore, MD 21214	(301) 687-4105 <a href="mailto:dzpcled@fra00.fsu.umd.edu">dzpcled@fra00.fsu.umd.edu</a>  (410) 444-6021 <a href="mailto:jhu.karate@comcast.net">jhu.karate@comcast.net</a>
<b>MASSACHUSETTS</b> University of Massachusetts Jared Carver	38 Washington Ave. South Hadley, MA 01075	(413) 315-3320 <a href="mailto:jcarver@comcast.net">jcarver@comcast.net</a>
<b>MINNESOTA</b> SW State University-Marshall Liz Hess	3274 290th Ave. Cottonwood, MN 56229	(507) 532-5478 <a href="mailto:jnhess@starpoint.net">jnhess@starpoint.net</a>
<b>NEW YORK</b> Binghamton University Tamas Nagy  Shotokan Karate Club at Cornell University Sybil Conrad  University of Rochester Kate (Leila) Norako	C/O Club Sports Office-East Gym P.O. Box 6000 Binghamton, NY 13902  118 Fieldstone Circle Ithaca, NY 14850  407 Quinby Rd. Rochester, NY 14623	(607) 227-2792 <a href="mailto:ojng1234@aol.com">ojng1234@aol.com</a>  (607) 274-1172 <a href="mailto:sconrad@ithaca.edu">sconrad@ithaca.edu</a>  (585) 424-4945 <a href="mailto:lnorako@gmail.com">lnorako@gmail.com</a> <a href="https://sa.rochester.edu/clubs/Shotokan/about">https://sa.rochester.edu/clubs/Shotokan/about</a>
<b>NORTH DAKOTA</b> University of North Dakota LaRoyce Batchelor	2002 University Ave, #2 Grand Forks, ND 58203	(204) 299-2216 <a href="mailto:trinket68@yahoo.ca">trinket68@yahoo.ca</a>

## Directory of Karate Clubs & Classes in US Universities

College & Instructor	Mailing Address	Phone / E-mail
<b>OHIO</b>		
Athens/Ohio University Howard Beebe	113 Franklin Ave. Athens, OH 45701	(740) 594-8737 <a href="mailto:SenseiN@aol.com">SenseiN@aol.com</a>
Ohio State Univ Shotokan Karate Club Steve Mark Greg Hoplamazian	Dept of Rec Sports B106 RPAC 337 West 17th Avenue Columbus, OH 43210-1224	(937) 645-6243 <a href="mailto:smark@oh.hra.com">smark@oh.hra.com</a> (610) 804-2977 <a href="mailto:hoplamazian.l@aol.com">hoplamazian.l@aol.com</a>
Shawnee State Shotokan Karate Club Tim Ohrmstrom	14677 US Hwy 2 Portsmouth, OH 45663	(740) 355-4609 <a href="mailto:tgohrstrom@AEP.com">tgohrstrom@AEP.com</a>
<b>PENNSYLVANIA</b>		
Bucknell University Jason Haase	1134 Avalon Pkwy Williamsport, PA 17701	(570) 447-5750 <a href="mailto:jason@microlink.net">jason@microlink.net</a>
Drexel University James Sim	526 Fairfield Rd Plymouth MTG, PA 19462	(215) 222-1775 <a href="mailto:jjsim@ucnet.com">jjsim@ucnet.com</a>
Lycoming College Shotokan Karate William Bubb	1913 Blaire St. Williamsport, PA 17701-3833	(570) 321-9017 <a href="mailto:bubb@lycoming.edu">bubb@lycoming.edu</a>
Neumann College Nyles A. Gray	130 Meadowbrook Lane Brookhaven, PA 19015	(610) 872-7667 <a href="mailto:grayn@neumann.edu">grayn@neumann.edu</a>
Penn College George Vance	151 Shaffer St. Duboisstown, PA 17702-6727	(570) 322-3642 <a href="mailto:psmith@wcupa.edu">psmith@wcupa.edu</a>
Penn State University Veronica Vigilar		phone: 814-865-9202 <a href="mailto:mgy5030@psu.edu">mgy5030@psu.edu</a>
Temple University Takamichi Maeshima	222 South 45th St. Philadelphia, PA 19104	(215) 222-9382 <a href="mailto:iskf@iskf.com">iskf@iskf.com</a>
Thomas Jefferson University Thomas Weber	P.O. Box 2083 Haddonfield, NJ 08033	(856) 795-3372 <a href="mailto:tw9045@earthlink.net">tw9045@earthlink.net</a>
University of Pennsylvania Katrin Sproesser	5516 Osage Ave Philadelphia, PA 19143 West Chester, PA 19383	<a href="mailto:sproesser@wistar.org">sproesser@wistar.org</a>
West Chester University Paul K. Smith	Dept. of Kinesiology West Chester, PA 19383	(610) 436-2764 <a href="mailto:psmith@wcupa.edu">psmith@wcupa.edu</a>

## Directory of Karate Clubs & Classes in US Universities

College & Instructor	Mailing Address	Phone / E-mail
<b>RHODE ISLAND</b> Brown University JD Swanson & Patrick Chen	Mr. Patrick Chen 90 Carriage Hill Rd. North Kingstown, RI 02852	(401) 383-2526 <a href="mailto:patchenmail@yahoo.com">patchenmail@yahoo.com</a>
<b>SOUTH CAROLINA</b> College of Charleston Shotokan Karate Club Mark Andreas	2503 Hartnett Boulevard Isle of Palms, SC 29451	(843) 583-6143 <a href="mailto:saka@iskfsaka.org">saka@iskfsaka.org</a> <a href="http://www.cofc.edu/~shotokan/">http://www.cofc.edu/~shotokan/</a>
<b>TEXAS</b> El Paso J.K.S. L. Dean Van Matre  Baylor University John Callon	1530 Lomaland El Paso, TX 79935  Marrs-McLean Gym Room #230 Waco, Texas	ISKF E-mail: <a href="mailto:iskf@iskf.com">iskf@iskf.com</a>  <a href="mailto:cynthia_wall@baylor.edu">cynthia_wall@baylor.edu</a>
<b>VIRGINIA</b> College of William & Mary Steve Pohle  University of Virginia David Stackpole	P.O. Box 1537 Newport News, VA 23601  UVA Aquatic & Fitness Center Charlottesville, VA 22903	(757) 725-5536 <a href="mailto:karate@wm.edu">karate@wm.edu</a>  (434) 409-2126 <a href="mailto:shotokan@virginia.edu">shotokan@virginia.edu</a>
<b>WASHINGTON</b>  Washington State University (WSU) Scott Randall / Tim Daulton  Whitworth University Matthew Thomas	809 East B Street Moscow, ID 83843  300 W. Hawthorne Rd Spokane, WA 99251	(208) 882-0273 <a href="mailto:oldhuffalump@verizon.net">oldhuffalump@verizon.net</a>  (509) 777-1000 <a href="mailto:mthomas8199@comcast.net">mthomas8199@comcast.net</a>

**Please let us know if there are any corrections/additions that need to be made to the above listings.**

**Send Corrections To:** Heather Foltz

**E-Mail:** [h\\_foltz@hotmail.com](mailto:h_foltz@hotmail.com)

**OR**

**Electronically Submit Corrections via Google Forms:**

<https://docs.google.com/spreadsheets/viewform?formkey=dFFsM2k0UWtQMlp4WjNNdU5NX1RjYXc6MQ>

# INTERNATIONAL SHOTOKAN KARATE FEDERATION - U.S.A.

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National Collegiate Karate Association Chairman

***Dr. Paul Smith***

## ISKF / US Regions

<p><b>Alaska</b> Tony Nakazawa Phone: (907) 460-0825 E-mail: <a href="mailto:atnakazawa@alaska.edu">atnakazawa@alaska.edu</a> Website: <a href="http://www.iskf-alaska.net">www.iskf-alaska.net</a></p>	<p><b>Mid-America Region</b> Greer Golden (614) 261-8673  James Nelson (810) 635-7841 E-mail: <a href="mailto:SenseiN@aol.com">SenseiN@aol.com</a></p>	<p><b>Puerto Rico</b> Yarim Cros (787) 505-2659 E-mail: <a href="mailto:ichikarashotokan@yahoo.com">ichikarashotokan@yahoo.com</a>  Website: <a href="http://iskfsamurai.blogspot.com">http://iskfsamurai.blogspot.com</a></p>
<p><b>Southern Region</b> Leon Sill (251)-626-5943 E-mail: <a href="mailto:leon_sill@yahoo.com">leon_sill@yahoo.com</a></p>	<p><b>Mountain States Region</b> Yutaka Yaguchi (303) 733-8326  Website: <a href="http://www.iskfmountainstates.com">http://www.iskfmountainstates.com</a></p>	<p><b>South Atlantic Region</b> Dr. Kim Koo E-mail: <a href="mailto:kkoomd@earthlink.net">kkoomd@earthlink.net</a></p>
<p><b>East Coast Region</b> Teruyuki Okazaki (215) 222-9382 E-mail: <a href="mailto:pskc@iskf.com">pskc@iskf.com</a></p>	<p><b>North Central Region</b> Lee Doohen (604) 332-6572 E-mail: <a href="mailto:SFSHOTOKAN@sio.midco.net">SFSHOTOKAN@sio.midco.net</a></p>	<p><b>Southwest Region</b> James Field (310) 395-8545 E-mail: <a href="mailto:info@jkasm.com">info@jkasm.com</a></p>
<p><b>Hawaii</b> Tram Meadows (808) 639-3040 E-mail: <a href="mailto:tbvm@aol.com">tbvm@aol.com</a></p>	<p><b>Northwest Region</b> Cathy Cline Washington State University (425) 451-8722 E-mail: <a href="mailto:cathycline@comcast.net">cathycline@comcast.net</a></p>	<p><b>Western Region</b> Chuck Coburn E-mail: <a href="mailto:shotokan@karateaz.com">shotokan@karateaz.com</a></p>
<p>ISKF web: <a href="http://www.ISKF.com">www.ISKF.com</a></p>	<p>ISKF E-mail: <a href="mailto:iskf@iskf.com">iskf@iskf.com</a></p>	<p>JNCKA web: <a href="http://www.ISKF.com">www.ISKF.com</a></p>

## Purposes of the NCKA

1. To increase awareness of traditional Japanese karate as a sport in the U.S. college/university system.
2. To develop organized collegiate karate across all traditional Japanese styles.
3. To maintain and instill the mental and physical values and benefits of Karate-do.
4. To develop good will among people and places.

## NCKA Eligibility Requirements

1. Full time college student (undergraduate or graduate) in good academic standing (2.0 GPA for undergraduate and 3.0 GPA for graduate students on a 4.0 scale for the most recent completed semester). Individual and team event contestant rules follow the official ISKF rules.
2. All team members must attend the same University and/or College. (Teams may consist of members who attend multi-campus within one University system.)
3. Permission to compete from the Regional ISKF Director.
4. Collegiate contestants have 4 academic years in which to complete their NCKA eligibility. The 4 years may be non-consecutive, and without an age limitation (excepting that kumite age restrictions will be according to ISKF rules — 45 years of age).
5. Regional Directors will be responsible for insuring ISKF membership dues are current and validating student eligibility status as regards full-time attendance, academic standing, and number of participating years.

## ISKF Camps for 2011/2012

Camp	Date	Location	Information
Northwest Spring Camp	Late May	Washington	(425) 451-8722
ISKF Master Camp	Mid-June	Pennsylvania	(215) 222-9382
Mountain States Camp	Early August	Colorado	(303) 733-8326
Santa Monica Karate Camp	Early September	California	(310) 395-8545
Alaska Summer Camp	August	Alaska	(907) 460-0825

## **NCKA Activities 2011/2012**

1. The 2011 NCKA Summer Meeting was held June 11 at the ISKF Master Camp – all U.S. Regional Representatives were to attend.
2. National Collegiate Karate Association 2011 Annual Meeting was held in conjunction with the 2011 NCKA Tournament in Denver, Colorado, November 9-11, 2011. For location, dates and other information, contact Dr. Paul Smith 1-610-436-2764.
3. The 2012 NCKA Summer Meeting will be June 11 at the ISKF Master Camp – all U.S. Regional Representatives will attend.
4. National Collegiate Karate Association 2012 Annual Meeting will be held in conjunction with the 2012 NCKA Tournament in Pheonix, Arizona, October 6-7, 2012. For location, dates and other information, contact Dr. Paul Smith 1-610-436-2764.
5. Directory of Karate Clubs and Classes in U.S. Colleges and Universities. Please send your club information or any revisions to: Heather Foltz; PO Box 750416, Fairbanks, AK 99775, e-mail them to [h\\_foltz@hotmail.com](mailto:h_foltz@hotmail.com), or enter them at:

<https://docs.google.com/spreadsheets/viewform?formkey=dFFsM2k0UWtQMlp4WjNNdU5NX1RjYXc6MQ>

6. To submit articles to be considered for publication and peer review please send them to: Dr. Paul Smith, NCKA Academic Editor, [psmith@wcupa.edu](mailto:psmith@wcupa.edu) 1-610-436-2764. Articles must be submitted by June 1, 2012 and adhere to publishing format.

### **Submitting a Paper to the Journal of the National Collegiate Karate Association**

We welcome your submissions. Please follow our guidelines to facilitate review. Papers may be submitted for publication in the Journal of the National Collegiate Karate Association in any of the following categories as they apply to karate and martial arts:

- ✓ Research - i.e., Arts, Culture, Biomechanics, History, Nutrition, Pedagogy, International
- ✓ Studies, Philosophy, Physiology of Exercise, Psychology
- ✓ Reviews - Normally only by invitation from the editors
- ✓ Teaching Principles
- ✓ New Methods and Theoretical Perspectives

Regardless of the category of submission, papers must be carefully researched, proof-read and annotated. Articles will be peer-reviewed by at least two reviewers with expertise in the topic.

Write in plain English. Avoid the passive voice.

The entire Publishing Format for the Journal of the National Collegiate Karate Association begins on page 40 and can also be found on the website [www.iskf.com](http://www.iskf.com) under *Collegiate Karate*.

### **Submitting the Manuscript**

Manuscripts should be submitted to the Editor-in-Chief ([psmith@wcupa.edu](mailto:psmith@wcupa.edu)) by e-mail as an attachment, preferably as an MS Word document (.doc).

Papers must be submitted to Dr. Paul Smith by: June 1<sup>st</sup>, 2012

# Publishing Format

## Journal of the National Collegiate Karate Association

November 2009

### **Editorial Board:**

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#### **Publisher**

National Collegiate Karate Association (NCKA) in cooperation with the International Shotokan Karate Federation (ISKF)

### **Submitting a Paper to the Journal of the National Collegiate Karate Association**

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- Reviews – Normally only by invitation from the editors
- Teaching Principles
- New Methods and Theoretical Perspectives

Regardless of the category of submission, papers must be carefully researched, proof-read and annotated. Articles will be peer-reviewed by at least two reviewers with expertise in the topic.

Write in plain English. Avoid the passive voice.

### **Requirements**

- **Brief biography**, include experience in martial arts
- **Title**
- **Length**

- **References:** Be sure to include adequate referencing, either by attribution of sources within the text itself, or by endnotes.

### **Submitting the Manuscript**

Manuscripts should be submitted to the Editor-in-Chief ([psmith@wcupa.edu](mailto:psmith@wcupa.edu)) by e-mail as an attachment, preferably as an MS Word document (.doc).

Papers must be submitted to Dr. Paul Smith by June 1, 2012 in order to be published in the January 2013 Journal. Further discussion will be at Master Camp the second week of June, 2012.

### **Instructions for Formatting Your Documents:**

- Manuscripts should be written in English, double spaced in Arial 12 Font with normal character spacing.
- One-inch margins
- Unless otherwise specified in these Guidelines, the formatting style should conform to the guidelines in the American Psychological Association (APA) at <http://www.apastyle.org>, <http://www.wooster.edu/psychology/apa-crib.html#Examples> or Chicago -Style Quick Guide at [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

**Results of the Review:** You should be informed of the results of the review about six weeks after submission of your manuscript. On the basis of the review, your paper will be categorized as one of the following.

**Revise and resubmit:** The paper will be accepted if the concerns of the reviewers are addressed to their satisfaction. The paper will be rejected if the author(s) fail to make satisfactory responses to the reviewers' concerns.

**Accept with minor changes:** Authors must respond to the reviewers' concerns to the satisfaction of the editor and, in some cases, one or both reviewers.

**Accept:** The paper is accepted with only minor editing by the editor.

If you do not receive notification of the results of the review within eight weeks please inform the editor.

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Department of Kinesiology  
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West Chester, PA 19383  
Ph: 610-436-2764; Cell: 302-442-0540  
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