



200th Anniversary



13th Anniversary



*National Encyclopedia*  
1987

David Whitmer





RICHARD P. BAILLARGEON

## HERE COME THE BAD GUYS

by Richard P. Baillargeon

Anyone exposed to the martial arts for a long time has heard black belts address negative remarks to other black belts about still other black belts. It seems fashionable to put each other down. When I hear such remarks, I shake my head and go along in my life as if I'd never heard them. Eventually, the whole ugly picture becomes too dark. It requires a response. Here is mine: a condemnation of the current attitudes that prevail among too many so called "Instructors"

To be sure, there are phoney black belts who deserve all the criticism they receive. Such phoneys have done alot to cause the problems in the martial arts, but that is another story. There are hundreds of instructors who teach the martial arts with integrity and skill. Some have their own school. Others teach in a recreation center or even in their garage. Most of these teachers seem "small time", neither basking in the self generated glory of their own advertisements nor hyping the public with demonstrations of an 18 wheeler rolling over them while they lie in a vat of acid. Popularity and legitimacy are not identical. The qualified "small time" teacher suffers from the bad hype associated with the "big time" publicity hound.

At a recent well advertised Karate tournament, I had the misfortune to witness the poor attitude and bad conduct of several of the black belts in attendance. I overheard some of them bragging about how much they marked up the prices on the uniforms and other goods they sold their students, and how they forced those students to buy all their equipment from that instructor or else they could not use it in class. Another so-called instructor said that if he did not like a student or if a student were a slow learner, he would drive him out of the school by publicly correcting him or by giving him extra push-ups or by forcing him to clean the dojo. An instructor who humiliates and bullies is suspect. Greed is the single motivator for such instructors. An instructor is entitled to a reasonable profit from the services he renders, but when he values money more than the students in his care, he has lost the martial way.

In judging Kata, these same instructors gave high scores to their own or their buddy's students and lower scores to other students. Since they were in my ring, I told them about that. They said that they would not give high scores to students from schools they didn't know. I called them assholes. They then gave fairer scores. The competitors in the ring appreciated my telling off those "hot dogs" out loud. Children and beginners are the future of martial arts. How can we tolerate their learning bad lessons from their teachers and still respect our art?

Large and small tournaments alike have begun to resemble a circus in which good Karate has become a mere side show. At one tournament I attended, gold and silver jewelry was sold. It had demonstrations with the instructor walking on broken glass or lying on a bed of nails while a slab of concrete was broken on his chest with a sledgehammer. The show lacked only a peanut vendor. Those "hot dogs" should have been out feeding the elephants.



The martial arts have a future. The quality of that future is not clear. It is up to each of us to help ensure that its quality will be high. Every time we support an activity sponsored by a shyster, we degrade our art. If you know that Arborg the Lion Eater, Chief of the Tai Do Zoo School of Champions, uses poor business practices, abuses his students, is an unfair judge or in any way demeans the best in your art, avoid him. Boycott his tournament. Don't attend his clinics. Even if he belongs to the same organization as you, if he is not honest, trustworthy and responsible, don't deal with him. To support such a person only lowers us all further into the mud. If enough of us take action, maybe tournament directors will get wise that poor policies and attitudes will not be tolerated.

Unfortunately, the same principle holds true in the N.K.J.U. We must keep our house in order. And we must do our best to keep our members informed of where the phoney's are hidden so we don't crawl into their tent.

For more than 14 years, the National Karate and Jiu Jitsu Union has been providing reliable service to all of its members both in America and overseas. We want to continue that tradition for the next 14 years and beyond.

This tradition of quality service is set in corporate values that guide our daily activities. The first such value is "Member Instructors and Students First." Reliable service means more than receiving the N.K.J.U. Newsletter and promotion certificates. It also means providing for the improvement of our member's and instructor's skills. It means having workshops in which our members can bring their martial abilities to a higher level. It means holding our annual summer camp with top notch senior instructors who each have at least 15 years experience in the martial arts. All of them are committed to providing the best instruction possible.

The N.K.J.U. will give the same service and consideration to a school of ten students as to a school of 100 students. Every school, every student, counts. Without all of you, there could be no N.K.J.U.

I appreciate your loyalty and trust in me as the Director.

#### HISTORY OF HAKKO RYU JIU JITSU by Kyoshi Lemuel Stroud

Hakko Ryu Jiu Jitsu is based on the philosophy of technique without strength. Oriental people believed there were nine bands of light in the sun's color spectrum. The ninth light represented the color purple which signifies royalty and honor in Japan. The purple light creates and develops the eighth light. The eighth light is the most important although it is the weakest. It's intensity is so weak that the other lights show it to be surprisingly strong. The eighth light represents the color red which symbolizes the land of the rising sun. The weakness of the eighth light is the philosophy upon which the idea of Hakko Ryu jiu jitsu was founded. The practitioner must cast away strength and learn to rely on the art.

Master Ryuho Okuyama founded Hakko Ryu June 1, 1941 in Tokyo, Japan. Since that time, Master Okuyama and the international headquarters of Hakko Ryu have moved to Omyia City, Japan. Master Okuyama observed that when a person is tense, he is easily manipulated, whereas, in a relaxed natural observing state, one is much more difficult to throw off balance. Thus the idea of giving way to an opponent's initial advances lends itself to eventual application of specialized principles designed to take advantage of the attacker's aggressiveness.

The precepts in Hakko Ryu are no challenge, no struggle and no injury. Hakko Ryu works on nerves. Master Okuyama says that when a student gets to the place that he can do one technique and do the other techniques from it, that's when a student is really progressing in Hakko Ryu.

In Hakko Ryu there are four degrees of Black Belt. After the rank of fifth degree is achieved, the purple belt is worn. The wearer of the purple belt is then referred to as Shihan or Master.

Hakko Ryu jiu jitsu blends philosophies of fighting systems. A jiu jitsu student may handle a situation gently or aggressively. A good martial arts student should understand the anatomy of the body just as he studies his techniques. With the proper understanding of the anatomy, the practitioner of the art of gentleness can cause a number of different reactions on the attacker and still not cause permanent harm. The art of Hakko Ryu jiu jitsu does not breed violence. The art believes that the human body is God's temple and should never be destroyed. The punishment delivered should fit the situation. Never maim or destroy unless your own temple is in danger.

Hakko Ryu jiu jitsu involves meditation, anatomy, shiatsu (Japanese massage), throws, take downs, arm bars, arms, wrist locks, body holds, leg take downs and head locks. Jiu jitsu works upon the nervous system.

Many techniques used in Hakko Ryu jiu jitsu are used by Japanese practitioners to reduce or increase the blood pressure and relieve tension. Shiatsu is based upon the lines or meridians (also known as channels) of the arms, legs, back, neck, feet and hands. Some of the same pressure points used to control an attacker are ironically some of the same pressure points stimulated in shiatsu. During shiatsu, the patient (one receiving the treatment) is made to relax to receive treatment.

Pressure is applied by the ball of the thumb in a steady pressure. Different pressure points control different organs of the body. There are 14 major meridian lines. They are divided into positive and negative forces - the Yang and Yin. The Yang lines begin at the top of the head, face and fingertips and descend toward the earth or to the center of the body. The Yin lines start from the toes and the center of the body and ascend upward toward the head and the fingertips. The six Yang meridians are the large intestine, stomach, small intestine, bladder, triple heater and gall bladder. The Yin meridians are the lung, spleen, kidney, heart, heart constrictor and liver. Heart constrictor term is used to describe the function of circulation while the term triple heater describes the system that produces heat to all parts of the body.

Once a student becomes aware of the energy channels and the ways in which they connect the different limbs, organs and muscles of the body, the student's entire concept of health will change. Thus the understanding of shiatsu helps the Hakko Ryu jiu jitsu student understand the application of techniques. Hakko Ryu is known as the art of gentleness. It is self defense. It is a way to defend without destroying. Those who practice the art place an important value on life.

#### HAKKO RYU JIU JITSU BASICS by Renshi Sensei Clayton Tucker

The heart of any martial arts is built on its basics. A strong foundation or basics makes for a strong art, so it is with Hakko Ryu jiu jitsu, the art of gentleness.

The system of Hakko Ryu was founded on Soke Ryuho Okuyama's (founder) belief that successful application of the technique based on certain principles (or basics) versus strength would overcome an attack. Hakko Ryu is a defensive art. It is not aggressive. When a jiu jitsu practitioner can avoid a confrontation, he does. By exercising self control, the practitioner can disarm the aggressor.



If the first fails, the student must relax in order to execute wazas (techniques) necessary to suit the situation. When an aggressor attacks, the student uses the attacker's movements against him. Techniques should flow like a river. Not every technique will work on everyone, thus the Hakko Ryu student learns several hundred techniques based on the Hakko Ryu four sets of basics.

Basics are important to Hakko Ryu jiu jitsu because they are what variations are built from. As with the 15 basics in Shito Ryu karate, there are basic principles and techniques in Hakko Ryu. Like karate, from the basics the technician builds and varies the techniques to establish balance and flow to make a continual and viable force.

Hakko Ryu teaches not to injure. It teaches how to control an opponent and discourage him from violence. The difficult aspect of Hakko Ryu is being able to effectively control an attacker without doing permanent damage. Techniques applied are painful, but they are dependent on the amount of pressure applied by the practitioner. The pain lasts only as long as the practitioner executes the technique properly.

In creating Hakko Ryu, Master Okuyama wanted techniques that could be applied with natural movements. Natural movements are instinctive. Most Hakko Ryu techniques are as easy as extending a finger. Techniques are practiced constantly so that the technician can rely on the basic and not on his or her strength. It is said that a relaxed person can think clearer. Also a relaxed person becomes like dead weight and is harder to move.

There are five main principles of Hakko Ryu: stance, balance, atema waza (light striking), yielding and gakun (type of hand movement.)

All five principles are interlinked and should be used together when possible. As in karate, proper stance is necessary to accomplish techniques. Balance is used in throwing or executing a technique. The balance of an attacker can be broken by gently pushing, pulling or a combination of both. The quick pain of atema waza stuns the attacker. Part of jiu jitsu is yielding to strength. Gakun is the unique method of Hakko Ryu for controlling attackers.

Gakun is believed to be stronger than any other grip. The power of the little finger, which makes a strong grip possible, is accented and the forefinger, which is the least important for a strong grip, is extended. Gakun is accomplished by dropping the hand from a level position and squeezing with the little finger. A Hakko Ryu student initially uses gakun to bend the wrist of an assailant. Later he learns to use gakun to apply a type of atema waza to the wrist of an opponent.

As with all arts, the practitioner must return to the basics. The four sets of basics in Hakko Ryu are Shodan, Nidan, Sandan and Yondan. The beginner starts studying the 18 basic techniques in the first degree (Shodan). Every basic technique contains important principles from which a student can derive variations. It is said that Shodan is the most important of all the degrees. Basic movements taught in Shodan are the same principles and movements that can be used in the upper levels. When learning Shodan basics, the practitioner comes to know the importance of moving quickly from one point to another, moving into the technique. The technician must control the technique and the attacker, not the other way around. When executing the Shodan wrist bend, a straight line is formed from the attacker's hand to his head causing extreme pain on his wrist and arm.

The main principles of Nidan are the Nidan wrist bend and konoha gaeshi (leaf turnover). With the Nidan wrist bend, the wrist is bent in a manner it is not physically able to do so. With the Konoha Gaeshi wrist bend, the attacker's elbow literally changes position from pointing to the floor to pointing to the attacker's head. One rule of thumb is when executing Hakko Ryu techniques, when the attacker is standing up, the technician's body should be lower. When the technician moves to an upright position, the attacker should be lower in a controlled manner. In other words, when the technician is up, the attacker is down and vice versa.

The main principle of Sandan is gakun. The gakun in this degree is applied to the lines (nerves) on the top of the wrist. It is also the grip of mochi mawari. When executing gakun, the technician forms a straight line from his hand to the attacker's arm in an "L" shape. The movement is similar to forming an exclamation point in the air and helps keep the attacker off balance.

In Yondan, the principle of the basic is shibori. Shibori is a gakun applied to the lines on the bottom of the wrist. Pressure is applied by driving the attacker's wrist up in a direct line and with a whipping motion bringing the attacker's wrist down in a controlling position.

Several of the same techniques are found in all four dan wazas. Only the principle is different. The jiu jitsu student not only practices jiu jitsu basics, but he relies on karate basics to enhance the art. As with everything we are reminded that a strong foundation must be laid before a structure is built. Only with constant practice will the jiu jitsu student come to understand the simplest of techniques and be able to execute them properly and smoothly where they will be most effective.

#### Martial Arts: Learning to Learn by Dan C. Pittman

Not very long ago a Western athletic coach who incorporated activities such as Eastern movement exercises, yoga, or meditation into the training regimen of his athletes was usually dubbed "a little eccentric" or, less kindly, even "weird, far out." Today, however, it's not unusual to see ancient Eastern philosophies meeting Western science in subjects as far ranging as particle physics and sports training.

More than one karate magazine has featured articles that focus upon the use of traditional martial arts training by professional football and baseball teams to hone their competitive edge. There seems to be a growing realization that education of the moving center of the brain, which controls the body's voluntary muscles, trains much more than just the physical body.

In recent years awareness has begun to develop outside the circle of martial arts devotees that martial arts training, a very effective trainer of the moving center, can have far-reaching effects that enhance the learning process in a variety of ways. This new awareness has encouraged many colleges and universities to offer martial arts as a regular part of their physical education curriculum.

Martial arts training has even moved beyond the classrooms of the Physical Education Department at West Georgia College (located about fifty miles west of Atlanta). In a unique new program now available at West Georgia College, martial arts training is being used as a supplement to other types of instruction provided to students who have been identified as under-achievers. Dubbed the Student Success Quarter Program, the class was developed in an effort to help college students learn to develop and make full use of their real potential.

The class focuses upon a number of topics essential to success in an academic environment, but for several hours each week students enrolled in this program set aside lecture notes and text books directed at helping them learn how to learn--then they focus effort on practice of the disciplines of tai chi, yoga, and karate.

#### The Lessons of Martial Arts

As might be expected, it is still a bit surprising to some of the more conservative scholarly souls in academia when they hear that martial arts disciplines are being offered as an essential ingredient to students participating in a program especially designed for academic underachievers; however, a brief objective consideration offers quite a few persuasive arguments for including martial arts training in a program of this type.



Consider just a few characteristics often associated with underachievers and the corresponding benefits which traditional martial arts training offers:

1. Academic underachievers are often tense and experience test anxiety; martial arts training teaches the student to relax by experiencing and using the breath as the vital link between the mind and body.

2. Lack of discipline is frequently a severe problem for underachievers, a significant missing ingredient since the very root of the word "discipline" actually means "to learn." The development of self-discipline through practice of traditional martial arts is certainly well-documented through anecdotal evidence if not laboratory research.

3. Academic underachievers often lack the ability to control their emotional responses—they simply haven't learned how to use sensory rich images of achievement fueled by the emotions to drive them to completion of long-term goals. Some scientists of creative psychology argue that the most accessible key to control of the emotional center lies in the moving center. And what better way to educate the moving center than through the performance of disciplines which have been refined through centuries of practice?

Since the emotional brain is the great motivator in man—the driving force behind our "games worth playing"—it seems wise to teach students how to attain some degree of mastery over the brain's two strongly connected centers, the moving and the emotional. Through attempts to learn the kata and basic stances and movement of the traditional martial arts disciplines, tai chi and karate, students are led to grasp an awareness of the intimate connection that exists between the moving brain and the emotional brain.

A student who is trying to learn new and difficult physical movements attains a new appreciation for the uninhibited emotions of a child—who approaches learning with great motivational energy and delight. It is a very meaningful and lasting experience when a student finally grasps the fact that emotion is expressed in muscular movement, particularly in the facial muscles—a muscular expression so intertwined with the "Feel" of an emotion that the two are often considered to be inseparable.

Karen Pittman, a math instructor at the college, also assists in teaching the students Tai Chi, karate, and yoga. Karen says, "The approach to hatha yoga that I teach emphasizes continuous movement within the posture, always opening up and stretching with the breath until the student comes right up to the very edge of pain. By learning to distinguish between real pain and simply discomfort—ignoring the discomfort and maintaining the posture through mental focus—the student is experiencing and developing qualities of self-discipline very helpful to success in college."

Karen observes that she can often tell which students will be successful graduates of the program by watching their progress in yoga—how much effort they can focus on the process and awareness they can maintain while in the posture—without a whole lot of consideration of the academic aspects of the program.

Another benefit in learning a motor skill such as Tai Chi or karate kata is that a student experiences for himself how the brain builds neurological pathways—effectively teaching how bad habits, whether physical or mental, become ingrained. Practice of difficult moving center disciplines develops whole-body awareness so that a student can realize firsthand that emotional obstructions—such as pain, or fear—affect the breath in a very observable way, which affects the chemistry of the body; which affects the clarity of the mind; which affects the quality of the learning process. The whole "field" and chain of cause and effect somehow seem to slip gradually into focus. Then the benefits are obvious.

"A few students have completed the program and vowed to continue their martial arts training—although admittedly most of them balk at continuing the practice of yoga," Karen says with amusement. "It appears that, usually, breaking eighteen years of habits rigidly formed—whether they are physical postural deficiencies or improper patterns of thinking such as giving chattering roof brain free rein—can be so demanding that you need the fun of movement offered by karate and Tai Chi rather than just the austere demands of yoga."

Nearly all students who have completed the program have insisted that they benefited from the introduction to training of their moving center. The instructors have tracked the program for over a year now, and at this point it is apparently successful. It is, they are quick to point out, by no means the answer to the monumental problems faced today by educators and many students, but it is one small step in one possible direction that might help some students learn how to learn.

No doubt the diminutive and gentlemanly school master, Gichin Funakoshi, would be pleased that karate as a Way has found its way into a West Georgia classroom.

## WHAT ARE LOW KICKS IN KARATE ???

By Gregory Johnson

Low kicks are kicks designed to land on the legs of your opponent. The attack can be accomplished on the outside or the inside of the legs. The attacker can execute the kicks with the ball of his foot, instep, or shin. The target area is the upper thigh area of the opponents outer leg or the inner thigh area. These kicks are very painful if executed properly and usually result in the opponent being injured or knocked to the floor. (ONLY EXECUTE THESE TECHNIQUES WITH EXTREME CAUTION AND ON A MATTED FLOOR.)

Training for low kicks can be accomplished by kicking the heavy bag. Place a heavy bag on the floor have your partner hold the bag, on the top with his hand and the bottom with his foot. Now stand in heiko dachi (Parallel stance) and execute round house kicks into the bag alternating legs. When you can do one hundred kicks full contact into the bag you are in pretty good shape.

To develop strength in the shin area of your legs you can practice kicking a car tire. Get a bald tire without the rim, have your partner hold it in his chest area and practice kicking it; ten reps at a time. Ten left then ten right. Kick with the muscle along the shin bone (NOT THE SHIN BONE ITSELF) Start softly and build up the strength as the weeks and months go by.

Low kicks can also be used as a counter attack to your opponents kick. This is accomplished by blocking your opponents kick and then kicking out the supporting leg knocking him to the floor. (AGAIN PERFORM THIS TECHNIQUE ON A MATTED FLOOR / USE EXTREME CAUTION)

The type of kick used for counter attack kicking is the front, side, round and rear kicks.

Low kicks are a very important part of a Karate fighters arsenal of techniques. As you get older it is more and more difficult to perform high kicks. Therefore, an alternative is the low kicks that can be used at almost any age.

To get proficient with the low kicks takes a lot of training and hard work. But the results are worth the effort.

Remember these low kicking techniques are not for most tournaments or dojo practice. They are for street fighting and self defense. After all isn't that why you joined Karate to learn to defend your self.

Good Luck in your low kick training.



by Richard P. Baillargeon

It is frequently difficult for an American budoka to experience the immersion in martial arts that is available to an Okinawan, Japanese or Korean karateka. Unlike the Japanese, we Americans have no complete university curricula in martial arts; unlike the Koreans, we have no thorough military training in Budo. Many American martial arts instructors teach only part-time; many of their students hold full-time jobs that allow them only a few hours a week for formal training. How are we Americans to understand the experiences and ideals that those few people who have trained in oriental dojo try to convey to us? How, if at all, are we to get a sense of what it means to fully "live" one's art?

There is a way in which we can at least attempt to discover what full-time study of budo is like-- the martial arts camp. Many of these camps have appeared throughout our country. They are usually sponsored by specific organizations. Their programs last anywhere from a week-end to a few weeks. Each usually offers a program of instruction focused on the art and style taught by that organization. All of them offer the budoka an opportunity to forget his or her worldly concerns and to devote himself entirely to budo. All of them afford the chance to share experiences with other people who have a common devotion to martial arts training. One such camp has been particularly successful for over fifteen years.

This year's annual NKJU Summer Camp, held at Chowan College in Murfreesboro, North Carolina, was an open camp. It was open to all styles and organizations. We had karate-kas come from Illinois, Pennsylvania, Massachusetts, Vermont, Maine, North and South Carolina, Florida, Georgia, Alaska, and several other States. They also represented a wide variety of Styles: Shito-Ryu, Shotokan, Goju-Ryu, Shorin-Ryu and Taekwondo. Three styles of Jiu Jitsu were also represented. The camp was to Men, Women and Children who ranged in age from 6 to 60. In all, over 152 resided at camp full time. This included parents and wives who did not train. We had over 137 training full time. At least a fourth of them held the grade of shodan or higher. The wide variety of styles, geographical backgrounds and ages of campers, ensured an excellent opportunity to learn.

Chowan College proved more than adequate for the needs of the campers. We lived in an Eight Story dormitory with over 125 two-person rooms. A 100,000 square foot sports complex with swimming pool, weight room and basketball court was our main training Area.

The dining Hall served cafeteria style and had a 20 item salad bar. There were second helpings on certain food items. There was no limit to drinks from a selection of Tea, Whole or low fat milk, coffee, and several kinds of Soft Drinks.

This year's camp ran from July 20 - 26, 1987. The first day was devoted to registration, room assignment, and payment of registration fees to cover the full week's room, board and training. The first assembly was held after dinner in the main training hall.

Each of the instructors then gave a demonstration of his skills, as did all of the dan ranks present. These demonstrations included kata, other various techniques and training exercises. It was in this way that the instructors were introduced. The instructors were:

Soke Shogo Kuniba  
Soke Richard P. Baillargeon  
Shihan Lemuel Stroud  
Renshi William Knoblock  
Renshi James Semmes  
Renshi Gregory Johnson  
Renshi Tola "Toby" Lewis, Jr.

The instructors had over 200 years of cumulative experience.

The daily training began at 6:30 AM each morning, with calisthenics followed by a mile run the first morning, which was increased a mile each day until five miles was run by all campers. After running, the campers had plenty of time to clean up before breakfast which was served at 7:30 AM.

The daily schedule included a balance between training one's body and training one's mind. It also allowed time in which to relax. There were three regular training periods. During those periods the campers were divided into groups according to their rank and interests. Each group attended classes in kata, jiu jitsu, kumite, kihon and weapons. The subjects taught in each class varied in the course of the week, so that each camper received instruction in a variety of areas. The first training session went from 9AM to 12AM; the second went from 2PM to 5PM; the third went from 8PM to 10PM. Each student, therefore, received a minimum of eight hours of formal instruction each day.

The formal physical training was supplemented by clinics. These were primarily for the higher kyu and dan grades, but they were open to everyone. The clinics covered, for example, how to judge kata and kumite at tournaments. They also dealt with katsu (first aid), shiatsu, and karate history and traditions. Further, the senior dans offered their ideas on the business problems involved in running a dojo. These ideas included how to advertise effectively at low costs, how to get and retain students, and similar issues. The senior dans also offered advice on successful training methods that their experience had shown useful. The clinics were an important part of the week's program. They were scheduled daily from 7PM to 8PM.

The National Karate and Jiu Jitsu Union summer camp was not all work, however. A completely exhausted karateka cannot train well, nor can he or she learn efficiently. The daily schedule allowed for relaxation too. The pool was available to campers.

Another major event during the week was the "SNEAK ATTACK", which has happened every year. A mysterious horde of invisible "Ninja" began to sneak onto the College campus. The alarm sounded "Sneak Attack". It was 2:00AM. Everyone rapidly jumped from their bed, put on their gi's and sped to the attacking area behind the dormitory. A 1½ hour battle against the unseen enemy raged with grim ferocity. Everyone, from the white belts to the high black belts, punched, kicked, retreated and advanced to punch again with great vigor until the enemy had retreated into the night. Even in the darkness the budoka must always be ready.

The camp program included several other special events, the first of these was on a Monday evening-- the Black Belt test seven (7) NKJU members tested before the High Dan Board for grades Shodan to Sandan in Karate and Jiu Jitsu. The tests were grueling. They included rigorous drills in the 15 NKJU basics for all ranks. The drills were followed by tests in ippon kumite and katas of their individual styles. After all of the aspirants had completed these parts of the test, free style kumite began. Sensei Nicholas Kass had to fight forty (40) men as part of his test for his Sandan rank in Koyohoshin style of karate.

On Friday evening there was another special event-- The Awards Banquet. All campers reported to the dining hall for ceremonies and the banquet meal. The high point of the ceremonies was the awarding of trophies. During the full week of camp, each instructor voted separately for the Karate ka whom he believed to be the best in each category. There are 7 awards with the most important one being the "Outstanding Camp Student". The winner of this award received a large trophy and the next year's camp free. (See awards photos for Winners.)

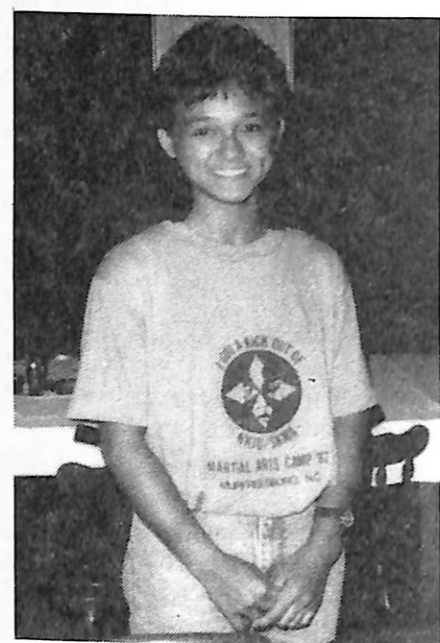
It was an exciting but exhausting week. It combined the hard training of a military atmosphere with the gentle recreation of a family atmosphere. It offered about 60 hours of training time, yet provided time for the making of new friends. It was an opportunity to indeed "live" one's art, to become immersed in it. Most important, it was an unexcelled chance to grow. This is what an NKJU Martial Arts Camp is all about.



**CAMP AWARDS 1987**



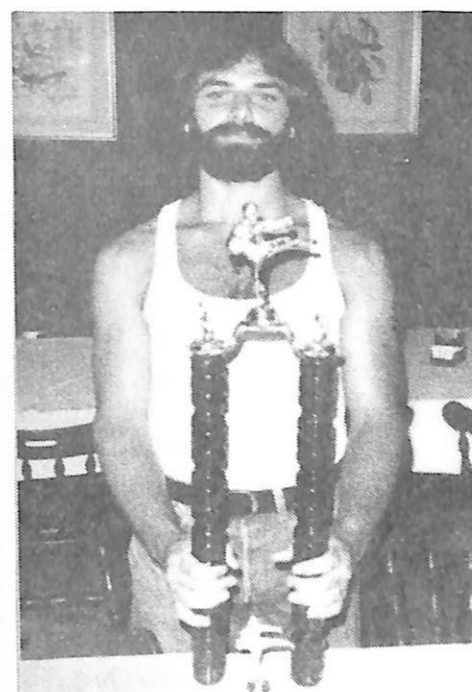
**Student of the Year  
Megan Betts**



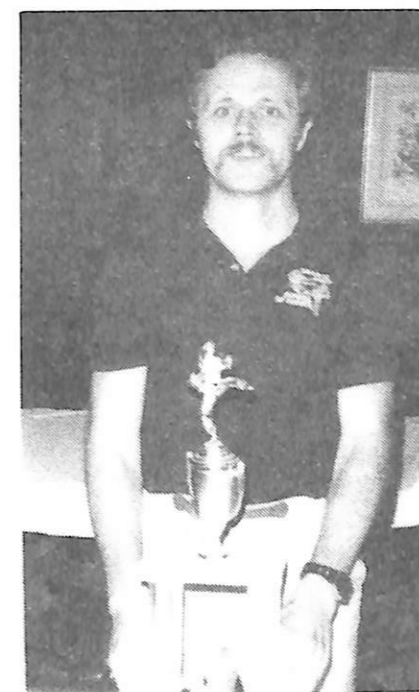
**Outstanding Female  
Kathy Fischer**



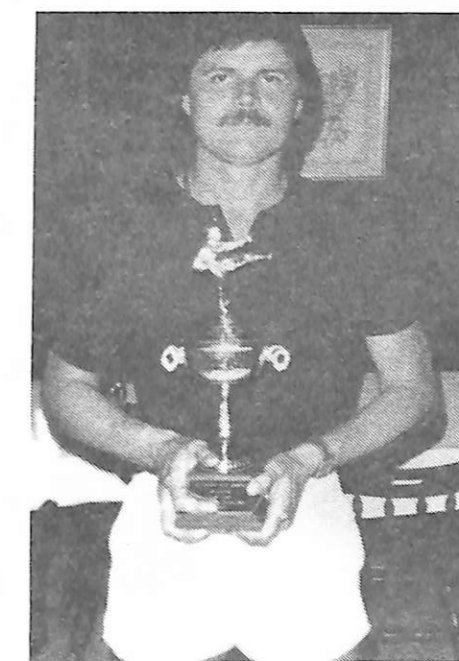
**Outstanding Young Female  
Elsie Wright**



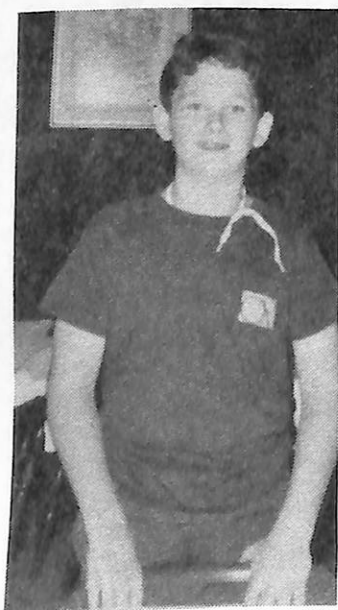
**Number 1 Camp Student  
Art Webster**



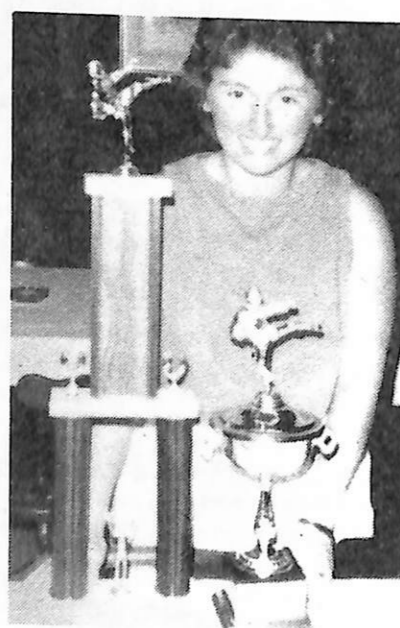
**Most Improved Student  
Alan Venus**



**Outstanding Male Black Belt  
Bobby Britton**



**Outstanding Young Man  
Ben Boise**



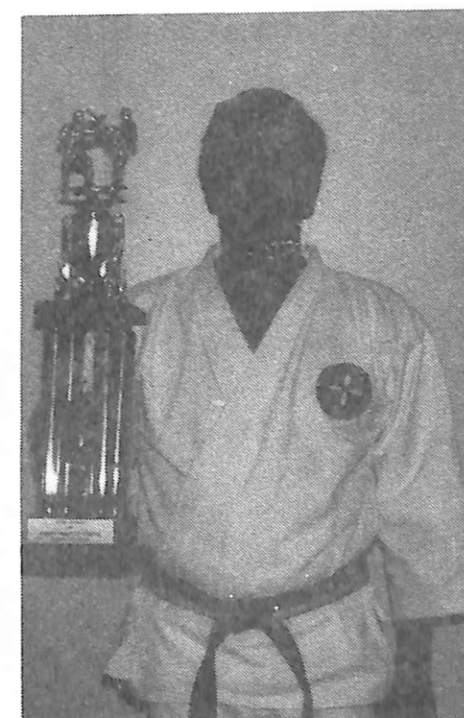
**Outstanding Female Black Belt  
Outstanding Female Instructor  
Richy Green**



**Outstanding Camp Instructor  
Lemuel Stroud**



**Outstanding Junior  
Andrew Crippen**



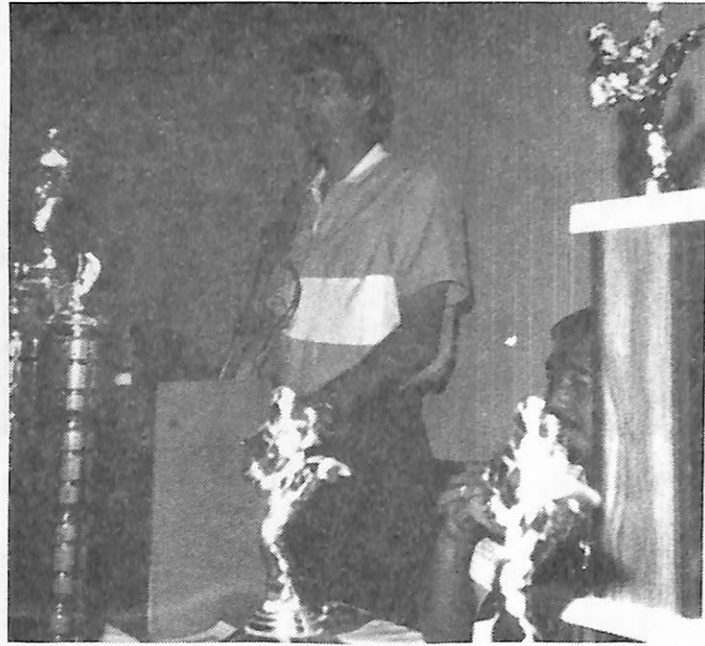
**Soke Award  
James Fischer**



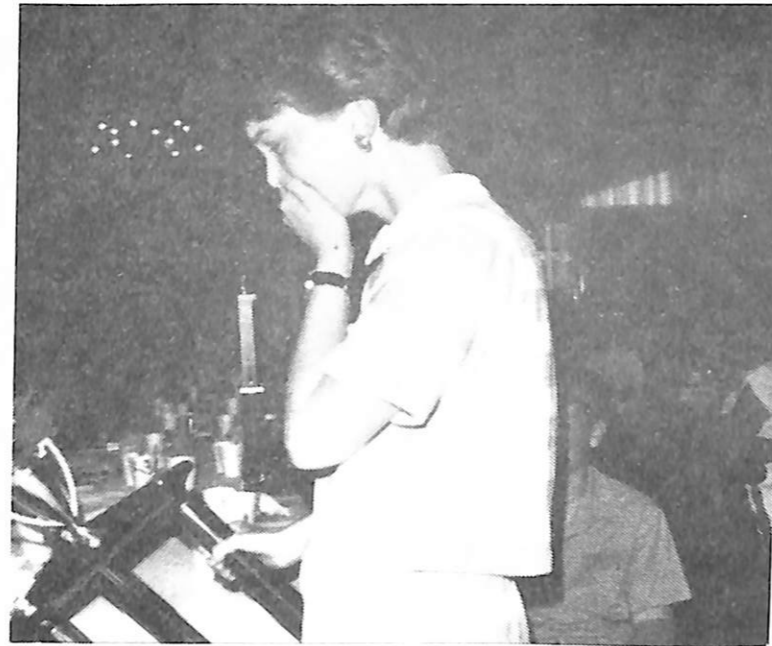
**Broken Foot Award  
Bill Knoblock**

**CAMP AWARDS 1987**





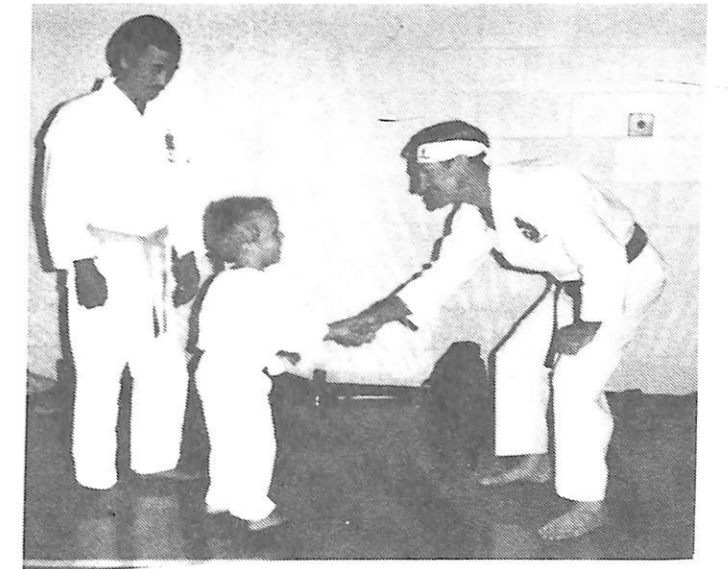
"I have been in Karate a week and won all these trophies."



We worked and sweated together and we cried together because we are Family!



Yea! Camp stores open!



"You two Sokies are oki doki"



It has taken me 2 years to get this dragon from the Chaplain!



"The Alphas & Omegas"



How about the "Broken Head Award?"



Greg! You only kick tires when you are buying a used car.



CAMP CANDID CAMERA 1987



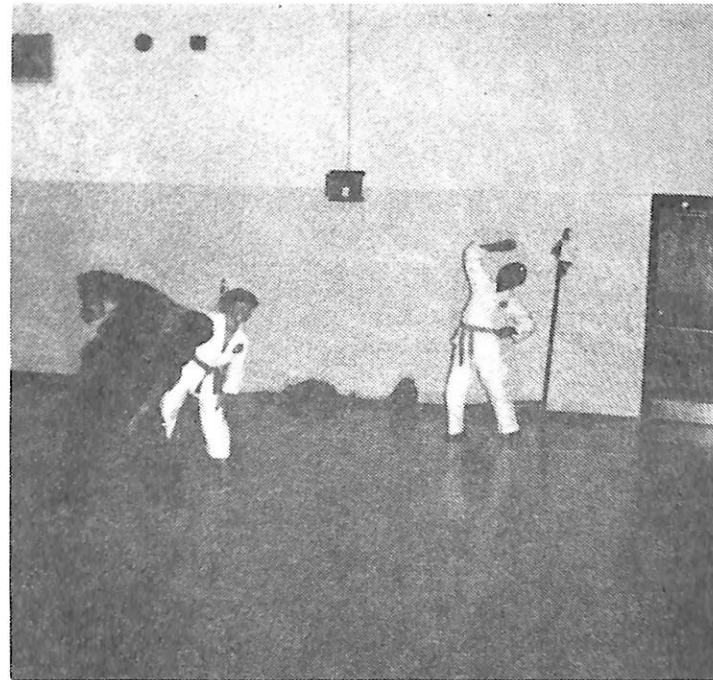
"On the road again." Trail to the Cafeteria.



"Monkeys, didn't your momma tell ya you'd need glasses if you kept doing that??"



"Sock it to him Honey!"

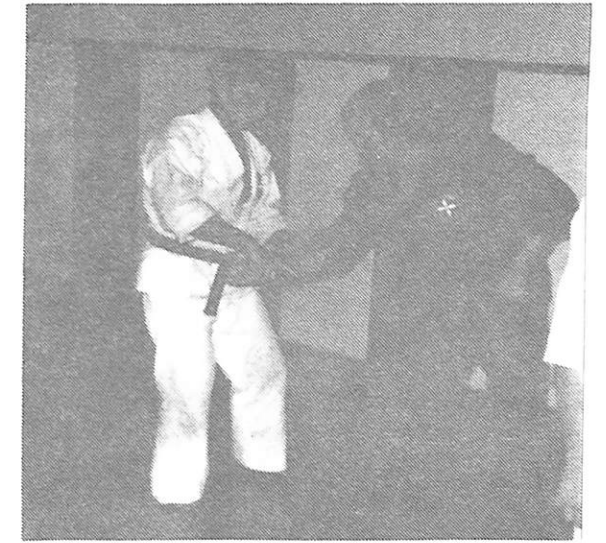


"See the karate guy by the door? Did you notice he had a funny accent!"

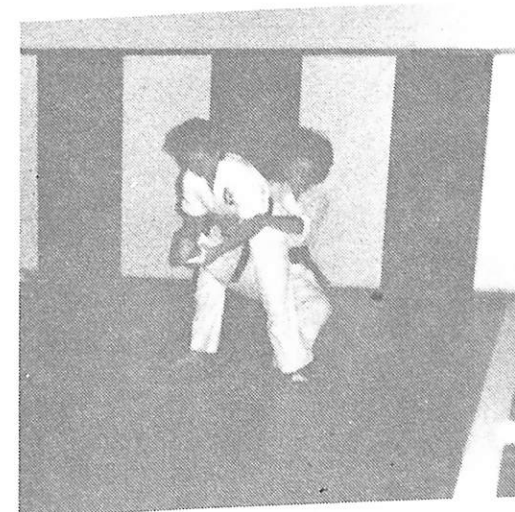
CAMP CANDID CAMERA 1987



"You're going to do what?"



"Wait a minute, is this going to smart?"

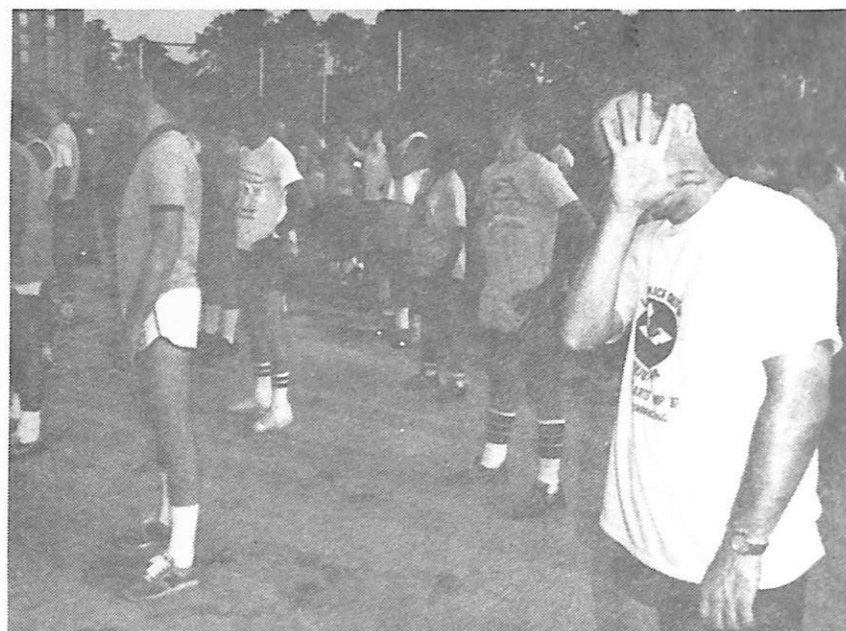


"I said, let me see your big foot!"



"I'm well! I'm well? I was well"

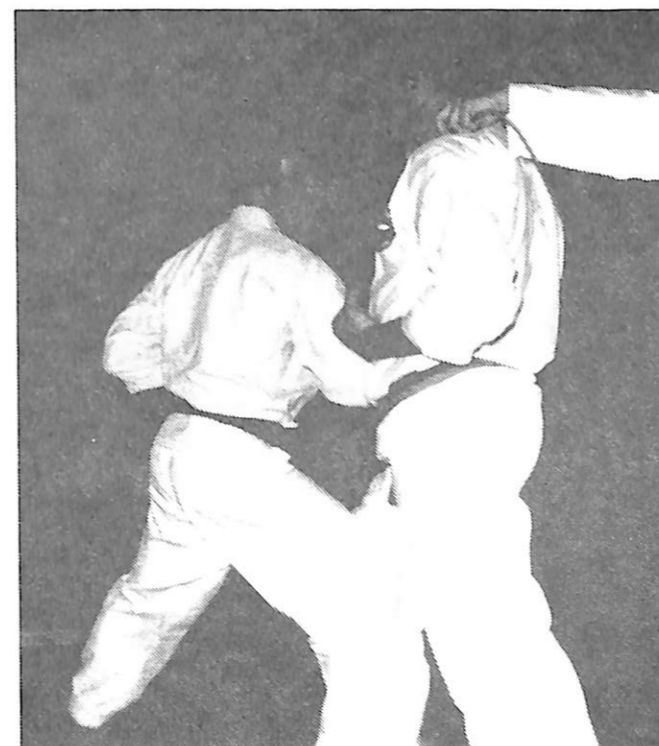




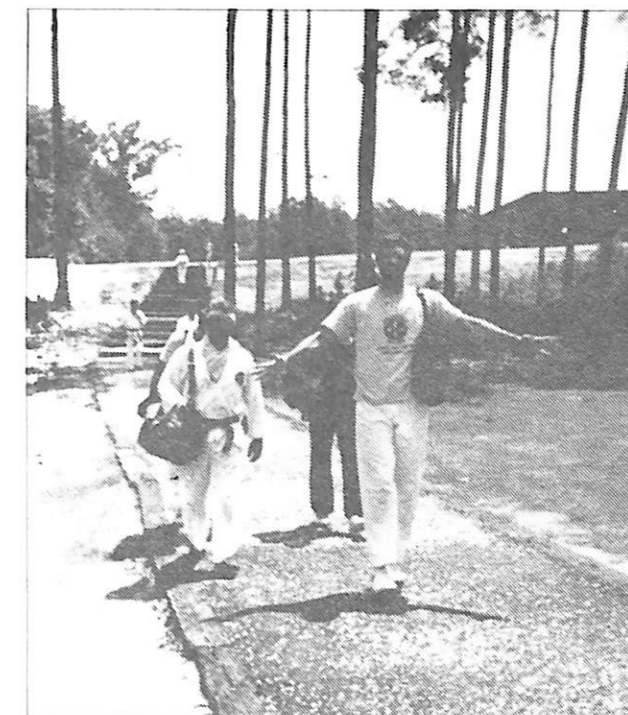
"I don't want my wife to know I am having a good time here."



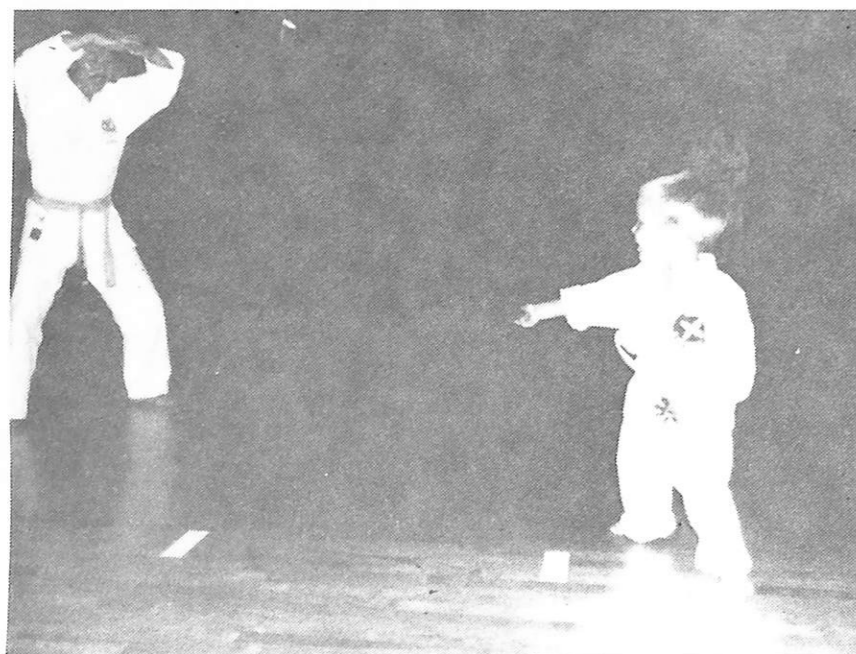
"Soke! Keep practicing, we will let you know when you have it mastered."



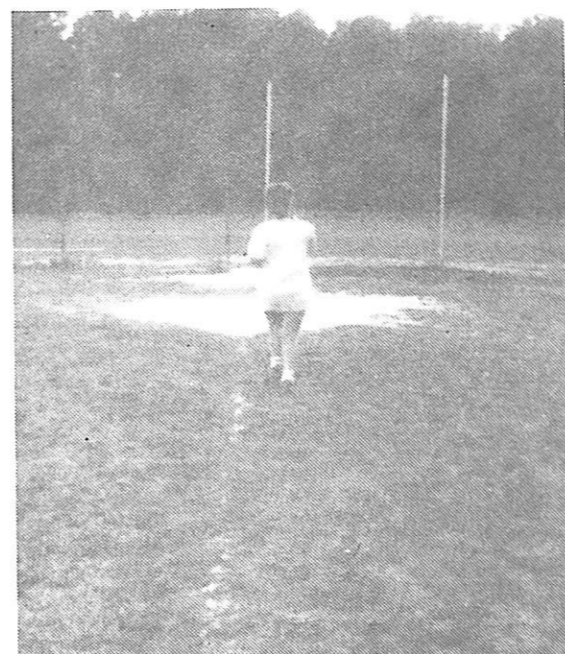
"Get your hand off my shoulder before you find out Knoblock, is my real name and not a nick name."



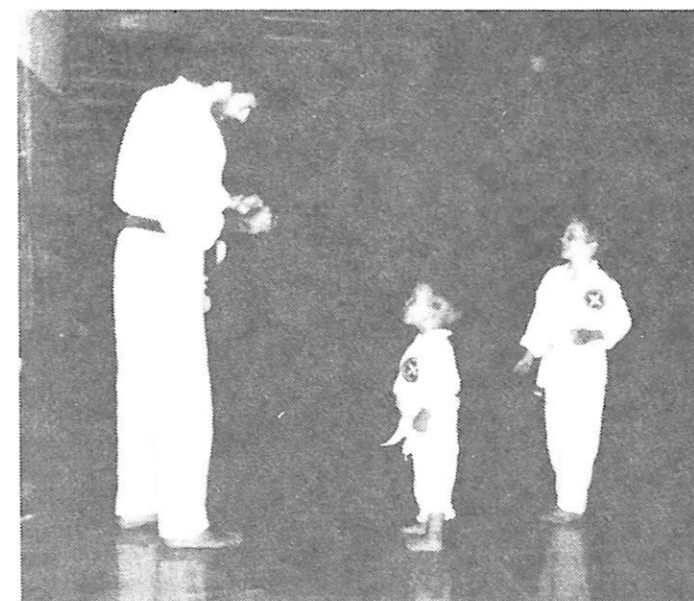
"Toby! Would you believe we walked all the way from Gahanna, Ohio to go to Camp?"



"Show me your defense against these Shuriken's Soke"



Being slow is not necessarily bad.



"You want my autograph!"



"How about I give you five!"



## FINGER SPRAIN



### GENERAL INFORMATION

**DEFINITION**—Violent overstretching of one or more ligaments that hold the finger joints together. Sprains involving two or more ligaments cause considerably more disability than single-ligament sprains. When the ligament is overstretched, it becomes tense and gives way at its weakest point, either where it attaches to bone or within the ligament itself. There are 3 types of sprains:

- Mild (Grade I)—Tearing of some ligament fibers. There is no loss of function.
- Moderate (Grade II)—Rupture of a portion of the ligament, resulting in some loss of function.
- Severe (Grade III)—Complete rupture of the ligament or complete separation of ligament from bone. There is total loss of function. A severe sprain requires surgical repair.

### BODY PARTS INVOLVED

- Ligaments holding the joints of the fingers together.

- Tissue surrounding the sprain, including blood vessels, tendons, bone, pericosteum (covering of bone) and muscles.

### SIGNS & SYMPTOMS

- Severe pain at the time of injury.
- A feeling of popping or tearing inside a finger or fingers.

- Tenderness at the injury site.
- Swelling in the finger.
- Bruising that appears soon after injury.

**CAUSES**—Stress on a ligament that temporarily forces or prizes finger joints out of their normal location. Finger sprains occur frequently in football, baseball, basketball and other exercise or sports activities.

### RISK INCREASES WITH

- Contact sports, especially "catching" and "throwing" sports.
- Poor muscle conditioning.
- Inadequate protection from equipment.

**HOW TO PREVENT**—Tape vulnerable joints before practice or competition.

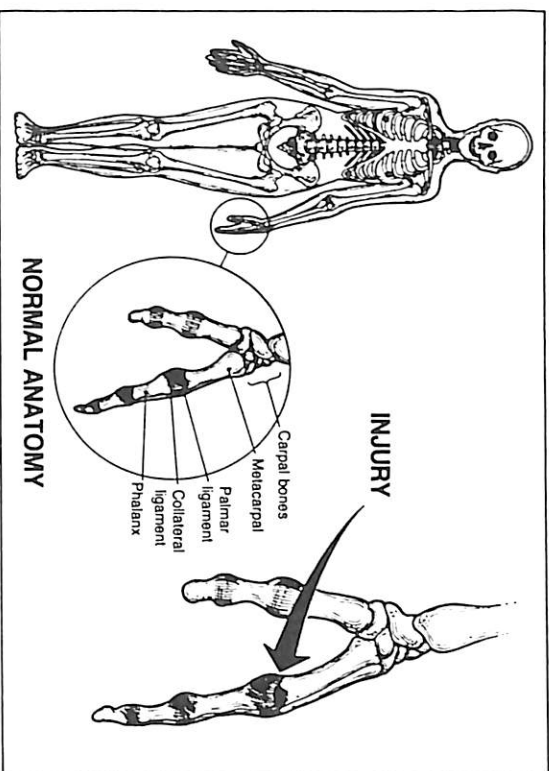
### WHAT TO EXPECT

#### APPROPRIATE HEALTH CARE

- Doctor's diagnosis.
- Application of a splint, tape or elastic bandage.
- Self-care during rehabilitation.
- Physical therapy (moderate or severe sprain).
- Surgery (severe sprain).

#### DIAGNOSTIC MEASURES

- Your own observation of symptoms.



- Medical history and exam by a doctor.
- X-rays of the hand and wrist to rule out fractures.

**POSSIBLE COMPLICATIONS**

- Prolonged healing time if usual activities are resumed too soon.
- Tenderness to repeated finger injury.
- Inflammation at the ligament attachment to bone (arthritis).
- Prolonged disability (sometimes).
- Unstable or arthritic finger following repeated injury.

**PROBABLE OUTCOME**—If this is a first-time injury, proper care and sufficient healing time before resuming activity should prevent permanent disability. Ligaments have a poor blood supply, and torn ligaments require as much healing time as fractures. Average healing times are:

- Mild sprains—2 to 6 weeks.
- Moderate sprains—6 to 8 weeks.
- Severe sprains—8 to 10 weeks.

**HOW TO TREAT**

**NOTE**—Follow your doctor's instructions. These instructions are supplemental.

**FIRST AID**—Use instructions for R.I.C.E., the first letters of rest, ice, compression and elevation. See Appendix 1 for details.

**CONTINUING CARE**—If the doctor does not apply a splint, tape or elastic bandage:

- Continue using an ice pack 3 or 4 times a day. Pull ice chips or cubes in a plastic bag. Wrap the bag in a moist towel, and place it over the injured area. Use for 20 minutes at a time.
- After 72 hours, apply heat instead of ice, if it feels better. Use heat lamps, hot soaks, hot showers, heating pads, or heat liniments or ointments.
- Take whirlpool treatments, if available.
- Massage gently and often to provide comfort and decrease swelling.

### MEDICATION

- For minor discomfort, you may use: Aspirin, acetaminophen or ibuprofen. Topical liniments and ointments.
- Your doctor may prescribe:

- Stronger pain relievers.
- Injection of a long-acting local anesthetic to reduce pain.
- Injection of a corticosteroid such as triamcinolone to reduce inflammation.

**ACTIVITY**—Resume your normal activities gradually after clearance from your doctor.

**DIET**—During recovery, eat a well-balanced diet that includes extra protein, such as meat, fish, poultry, cheese, milk and eggs.

### REHABILITATION

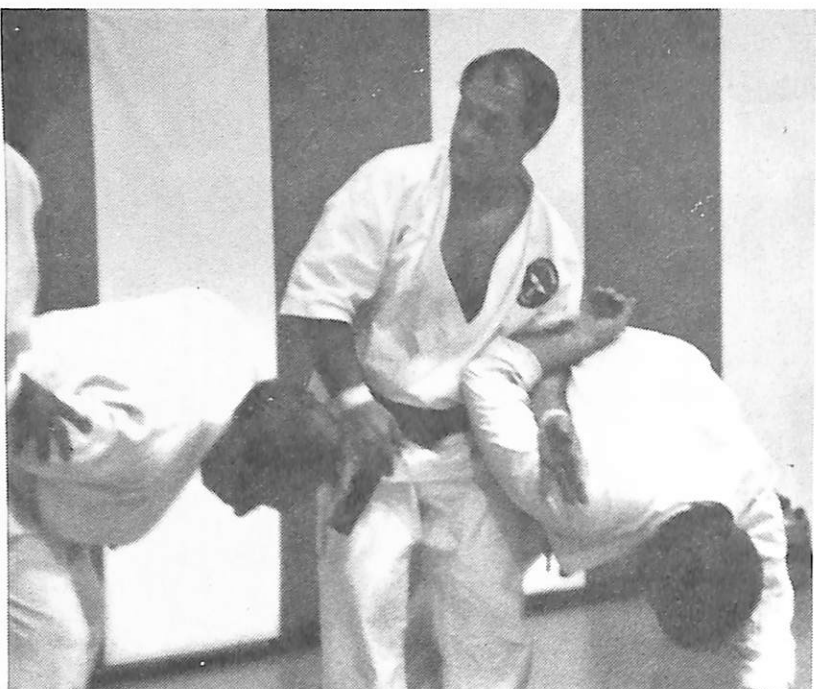
- Begin daily rehabilitation exercises when it splint or supportive wrapping is no longer necessary.
- Use ice soaks 3 or 4 times a day. Fill a bucket with ice water, and soak the injured finger for 20 minutes at a time.
- See page 457 for hand and finger exercises.

### CALL YOUR DOCTOR IF

- You have symptoms of a moderate or severe finger sprain, or a mild sprain persists longer than 2 weeks.
- Pain, swelling or bruising worsens despite treatment.
- Any of the following occur after splinting: Pain, numbness or coldness in the finger; Blue, gray or dusky fingernail;
- Any of the following occur after surgery: Increased pain, swelling, redness, draining bleeding in the surgical area.
- Signs of infection (fever, muscle aches, dizziness, or a general ill feeling with fever).
- New, unexplained symptoms develop. Drugs used in treatment may produce side effects.

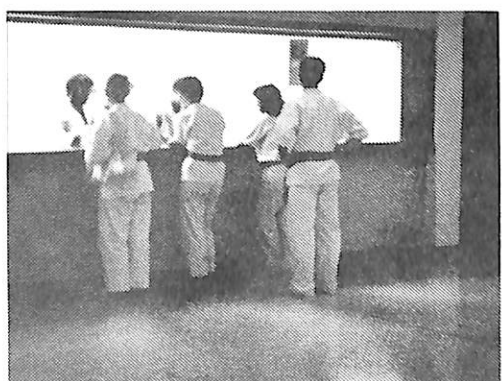


"This is our outstanding Camp Student"

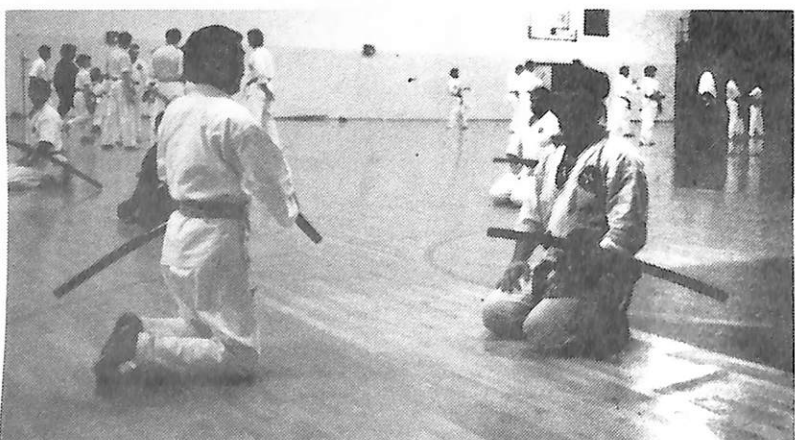


"Next time you will believe me"

"Try not to laugh at this kate."



"God bless you, Amway"



"This will cure your neck problem, Toby"



## WRIST SPRAIN



### GENERAL INFORMATION

**DEFINITION**—Violent overstretching of one or more ligaments in the wrist joint. Sprains involving two or more ligaments cause considerably more disability than single-ligament sprains. When the ligament is overstretched, it becomes tense and gives way at its weakest point, either where it attaches to bone or within the ligament itself. If the ligament pulls loose a fragment of bone, it is called a *sprain-fracture*.

There are 3 types of sprains:

- Mild (Grade I)—Tearing of some ligament fibers. There is no loss of function.
- Moderate (Grade II)—Rupture of a portion of the ligament, resulting in some loss of function.
- Severe (Grade III)—Complete rupture of ligament or complete separation of ligament from bone. There is total loss of function. A severe sprain requires surgical repair.

### BODY PARTS INVOLVED

- Ligaments of the wrist.
- Tissue surrounding the sprain, including blood vessels, tendons, bone, periosteum (covering of bone) and muscles.

### SIGNS & SYMPTOMS

- Severe pain at the time of injury.
- A feeling of popping or tearing inside the wrist.
- Tenderness at the injury site.
- Swelling in the wrist.

- Bruising that appears soon after injury.
  - X-rays of the wrist and hand to rule out fractures.
- CAUSES**—Stress on a ligament that temporarily forces or pries the wrist joint out of its normal location.

### RISK INCREASES WITH

- Contact sports such as boxing or wrestling.
- Bowling.
- Skiing.
- Pole-vaulting.
- Previous wrist injury.
- Poor muscle conditioning.
- Inadequate protection from equipment.

### HOW TO PREVENT

- Build your strength with a conditioning program appropriate for your sport.
- Warm up before practice or competition.
- To prevent reinjury, tape vulnerable joints before practice or competition.

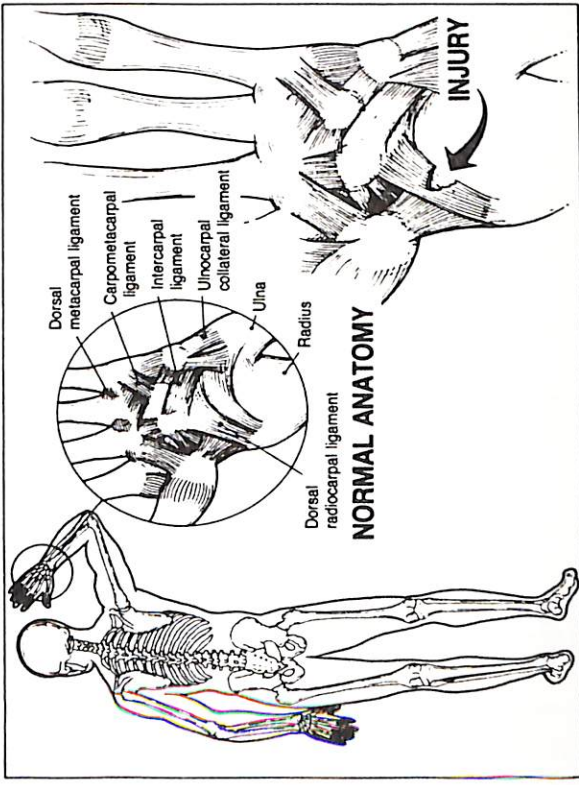


### WHAT TO EXPECT

- APPROPRIATE HEALTH CARE**
- Doctor's diagnosis.
  - Application of a cast, tape or elastic bandage.
  - Self-care during rehabilitation.
  - Physical therapy (moderate or severe sprain).
  - Surgery (severe sprain).

### DIAGNOSTIC MEASURES

- Your own observation of symptoms.
- Medical history and exam by a doctor.



- X-rays of the wrist and hand to rule out fractures.

### POSSIBLE COMPLICATIONS

- Prolonged healing time if usual activities are resumed too soon.
- Proneness to repeated injury.
- Inflammation at the ligament attachment to bone (periostitis).
- Unstable or arthritic wrist following repeated injury.

### PROBABLE OUTCOME

If this is a first-time injury, proper care and sufficient healing time before resuming activity should prevent permanent disability. Ligaments have a poor blood supply, and torn ligaments require as much healing time as fractures. Average healing times are:

- Mild sprains—2 to 6 weeks.
- Moderate sprains—6 to 8 weeks.
- Severe sprains—8 to 10 weeks.



### HOW TO TREAT

Follow your doctor's instructions. These instructions are supplemental.

**FIRST AID**—Use instructions for R.I.C.E., the first letters of rest, ice, compression and elevation. See Appendix 1 for details.

### CONTINUING CARE

- If the doctor does not apply a cast, tape or elastic bandage:
- Continue using an ice pack 3 or 4 times a day. Place ice chips or cubes in a plastic bag. Wrap the bag in a moist towel, and place it over the injured area. Use for 20 minutes at a time.
- Wrap the wrist with an elasticized bandage between ice treatments.
- After 72 hours, apply heat instead of ice if it feels better. Use heat lamps, hot soaks, hot showers, heating pads, or heat liniments or ointments.
- Take whirlpool treatments, if available.
- Massage gently and often to provide comfort and decrease swelling.

### MEDICATION

- For minor discomfort, you may use: Aspirin, acetaminophen or ibuprofen. Topical liniments and ointments.
- Your doctor may prescribe:

- Stronger pain relievers.
- Injection of a long-acting local anesthetic to reduce pain.
- Injection of a corticosteroid, such as triamcinolone, to reduce inflammation.

### ACTIVITY

Resume your normal activities gradually after clearance from your doctor.

**DIET**—During recovery, eat a well-balanced diet that includes extra protein, such as meat, fish, poultry, cheese, milk and eggs. Increase fiber and fluid intake to prevent constipation that may result from decreased activity.

### REHABILITATION

- Begin daily rehabilitation exercises when the cast or supportive wrapping is no longer necessary.
- Use ice massage for 10 minutes before and after exercise. Fill a large Styrofoam cup with water and freeze. Tear a small amount of foam over the injured area in a circle.
- See page 474 for rehabilitation exercises.



### CALL YOUR DOCTOR IF

- You have symptoms of a moderate or severe wrist sprain, or a mild sprain persists longer than 2 weeks.
- Pain, swelling or bruising worsens despite treatment.
- Any of the following occur after casting or splinting: Pain, numbness or coldness beyond the wrist; Blue, gray or dusky fingernails.
- Any of the following occur after casting: Increased pain, swelling, redness, drainage or bleeding in the surgical area.
- Signs of infection (headache, muscle aches, dizziness, or a general ill feeling with fever).
- New, unexplained symptoms develop. Drugs used in treatment may produce side effects.

## ANKLE SPRAIN, GRADE 1 (Mild or 1st Degree Ankle Sprain)



### GENERAL INFORMATION

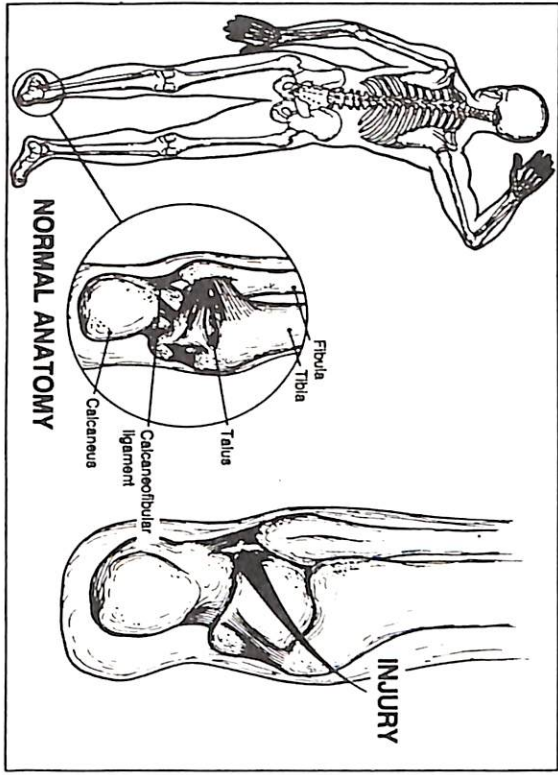
**DEFINITION**—Stretching and slight or partial tearing of one or more ligaments in the ankle. A two-ligament sprain causes more disability than a single-ligament sprain.

### BODY PARTS INVOLVED

- Ligaments that support the ankle joint.
- Three main bones of the ankle joint—the talus (heel bone), and the tibia and fibula (lower leg bones).
- Blood vessels, nerves, periosteum (covering of bone), and other soft tissue close to the injury.

### SIGNS & SYMPTOMS

- Ankle pain at the time of injury.
- A feeling of popping or tearing in the outer part of the ankle.
- Mild tenderness at the injury site.
- Little loss of function. The injured person can bear weight and walk without help for 30 minutes or so following injury. Then, depending on the extent of injury, the joint may seem to lose some of its stability.
- Swelling in the ankle.
- Little or no visible bruising for several hours after injury. Then some bruising may appear.



**CAUSES**—Stress imposed from either side of the ankle joint, temporarily forcing or prying the ankle or heel bone out of its normal socket. The ligaments that normally hold the joint in place are stretched and sometimes torn.

### RISK INCREASES WITH

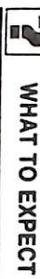
- Previous ankle injury.
- Any sport in which sideways displacement of the ankle is likely. Runners, walkers, and participants in such sports as basketball, soccer, volleyball, skiing, distance jumping and high jumping are prone to ankle sprains. When jumping, they often accidentally land on the side of the foot.
- Use of shoes with insufficient support to prevent sideways displacement when stress occurs.
- Poor muscle strength or conditioning.
- Inadequate strapping prior to participation in contact sports.
- Walking or running on rough surfaces, such as roads with potholes.

### HOW TO PREVENT

- Build your strength with a conditioning program appropriate for your sport.
- Warm up before practice or competition.
- Tape the ankle from midfoot to midcalf before practice or competition. If you cannot use tape,

wrap the ankle with elastic bandages or use an elastic brace.

- Wear proper protective shoes.
- Provide the ankle with substantial support during sports activities for 12 months following any significant ankle injury.



### WHAT TO EXPECT

#### APPROPRIATE HEALTH CARE

- Doctor's care only if discomfort is great or doesn't improve in 24 hours.
- Self-care after diagnosis.
- Whirlpool, ultrasound or massage (to displace fluid from the injured joint space).

#### DIAGNOSTIC MEASURES

- Your own observation of symptoms.
- Medical history and exam by a doctor.
- X-rays of the ankle, foot and knee to rule out fractures.

#### POSSIBLE COMPLICATIONS

- Prolonged healing time if activity is resumed too soon.
- Proneness to repeated injury.
- Unstable or arthritic ankle joint following repeated injury.

#### PROBABLE OUTCOME

The full extent of the injury cannot be determined for 12 to 24 hours. A first-degree ankle sprain usually heals enough in 5 to 7 days to allow modified activity. Complete healing requires an average of 6 weeks.



### HOW TO TREAT

Follow your doctor's instructions. These instructions are supplemental.

**FIRST AID**—The goal is to prevent further injury to the torn ligaments. Follow instructions for R.I.C.E., the first letters of rest, ice, compression and elevation. See Appendix 1 for details.

### CONTINUING CARE

- Continue using an ice pack 3 or 4 times a day. Wrap ice chips or cubes in a plastic bag. Wrap the bag in a moist towel, and place it over the injured area. Use for 20 minutes at a time.

- After 72 hours, apply heat instead of ice. Use heat lamps, hot soakers, showers, heating pads, or heat liniments.
- Take whirlpool treatments. If swelling decreases, keep the foot elevated whenever possible.
- Massage the ankle gently and often to provide comfort and decrease swelling.

### MEDICATION

- For minor discomfort, you may use non-prescription medicines such as acetaminophen or ibuprofen.
- Topical liniments or ointments.
- Your doctor may prescribe: Injection of procaine and hyaluronidase to decrease pain soon after injury.

### ACTIVITY

Except for very minor activities for about 72 hours. See 3 (Safe Use of Crutches). Resume activities gradually.

### DIET

During recovery, eat a well-balanced diet that includes extra protein, such as fish, poultry, cheese, milk and eggs. Increase fiber and fluid intake to prevent constipation that may result from decreased activity. Your doctor may suggest vitamin and mineral supplements to promote healing.

### REHABILITATION

- Begin daily rehabilitation exercise supportive wrapping is no longer necessary.
- Use ice massage for 10 minutes 10 minutes after exercise. Fill a lan-cup with water and freeze. Tear a : of foam from the top so ice protrud-firmly over the injured area in a cr-size of a baseball.
- See pages 446 and 462 for reha-exercises.



### CALL YOUR DOCT

- You have symptoms of an ankle does not improve within 1 week.
- Ankle pain, swelling or bruising i despite treatment.



## NOSEBLEED (Epistaxis)



### GENERAL INFORMATION

**DEFINITION**—Bleeding from the nose. This is common in athletes who participate in contact or collision sports, especially football, boxing, wrestling or hockey.

**SIGNS & SYMPTOMS**

- Blood oozing or gushing from the nostril. If the nosebleed is close to the nostril, the blood is bright red. If the nosebleed is deeper in the nose, the blood may be bright or dark.
- Lightheadedness from blood loss.
- Rapid heartbeat, shortness of breath and pallor (with significant blood loss only).

### CAUSES & RISK FACTORS

- Injury to the nose.
- Nasal or sinus infection.
- Nasal polyps or a foreign body in the nose.
- Use of certain drugs, such as anticoagulants, aspirin, or prolonged use of nose drops.
- Exposure to irritating chemicals.
- High altitude or dry climate.
- Dry nasal membranes from any cause.
- Atherosclerosis (hardening of the arteries).
- High blood pressure.
- Bleeding tendencies associated with aplastic anemia, leukemia, hemophilia, thrombocytopenia or liver disease.
- Hodgkin's disease.
- Scarlet fever.
- Scurvy.
- Rheumatic fever.

### HOW TO PREVENT

- Avoid injury if possible. Use appropriate equipment to protect the face and head.
- Obtain medical treatment for any known underlying cause.
- Humidify the air if you live in a dry climate or at high altitude.



### WHAT TO EXPECT

#### DIAGNOSTIC MEASURES

- Your own observation of symptoms.
- Medical history and exam by a doctor.
- Laboratory blood studies.

**SURGERY**—May be necessary in cases of severe bleeding to tie off the artery feeding the bleeding area.

**NORMAL COURSE OF ILLNESS**—Symptoms can be controlled with treatment. Severe bleeding requires hospitalization and usually is caused by an underlying disorder, such as liver disease, blood disease or hypertension. In these cases, the disorder must also be treated.

### POSSIBLE COMPLICATIONS

- Bleeding severe enough to require transfusion.
- Nasal and sinus infections.



### HOW TO TREAT

**NOTE**—Follow your doctor's instructions. These instructions are supplemental.

#### MEDICAL TREATMENT

- Doctor's or emergency-room treatment if there is a nose fracture or other injury, or if home treatment is unsuccessful. Gauze packing may be inserted to absorb blood, stop dripping and exert pressure on the ruptured blood vessels. Continued bleeding may require cauterization (see Glossary) and packing.
- Surgery (for severe bleeding only).

#### HOME TREATMENT

- If there has been no serious injury to the nose:
- Sit up with your head bent forward.
- Clamp your nose closed with your fingers for 5 uninterrupted minutes. During this time, breathe through your mouth.
- If bleeding stops and recurs, repeat—but pinch your nose firmly on both sides for 8 to 10 minutes. Holding your nose tightly closed allows the blood to clot and seal the damaged blood vessels.
- You may apply cold compresses at the same time.
- Don't blow your nose for 12 hours after bleeding stops because you may dislodge the blood clot.
- Don't swallow blood. It may upset your stomach, or make you "gag" or vomit, causing you to inhale blood.
- Don't talk excessively, laugh or sing. These may cause gagging.

**MEDICATION**—Your doctor may prescribe drugs to treat any underlying serious disorder.

**ACTIVITY**—Resume your normal activities when bleeding has stopped for 24 hours.

**DIET**—No special diet.



### CALL YOUR DOCTOR IF

- You have a nosebleed that won't stop with home treatment described above.
- After the nosebleed, you become nauseated or vomit.
- After the nose has been packed, your temperature rises to 101F (38.3C) or higher.
- Renewed bleeding or signs of infection (fever and a general ill feeling) begin after surgery.

## CONTACT LENS EMERGENCY

If possible, ask the victim to remove his own lenses. Most contact lens wearers—even injured—are far more adept at handling them than amateurs.

If the lens is on the cornea (over the colored part and pupil of the eye) it can be removed in one of several ways. Basically, the rules are always the same.

1. The eye must be opened so that the lens can get out.
2. The lid margins should be used to pry the lens away from the eyeball.

### METHOD 1

Place the fleshy side of the thumb between and against both eyelids. Keep the eye open and tighten the lids by pulling sideward. If possible, the victim should look straight ahead and then towards his nose or blink while the lids are pulled sideward.



### METHOD 2

Place the tip of the middle finger of one hand at the center of the lower eyelid while pulling it side-wards and towards the ear. Then push the upper lid against the top edge of the lens to trigger it out. If possible, the victim should look straight ahead. Try to avoid rolling eye movements during the process.



### METHOD 3

As an emergency measure, a lens may be removed with a suction cup—or, lacking one of these, the rubber end from a medicine dropper. Squeeze the suction cup as it is set flat against the lens surface, release the squeezing action slightly (this will make it suction on the lens), and lift the lens from the eye.



**In any contact lens emergency consult the doctor.**

## NKJU KARATE SCHOOLS



Strouds School of Martial Arts #4  
Adult Class



Strouds School of Martial Arts #4  
Children's Class



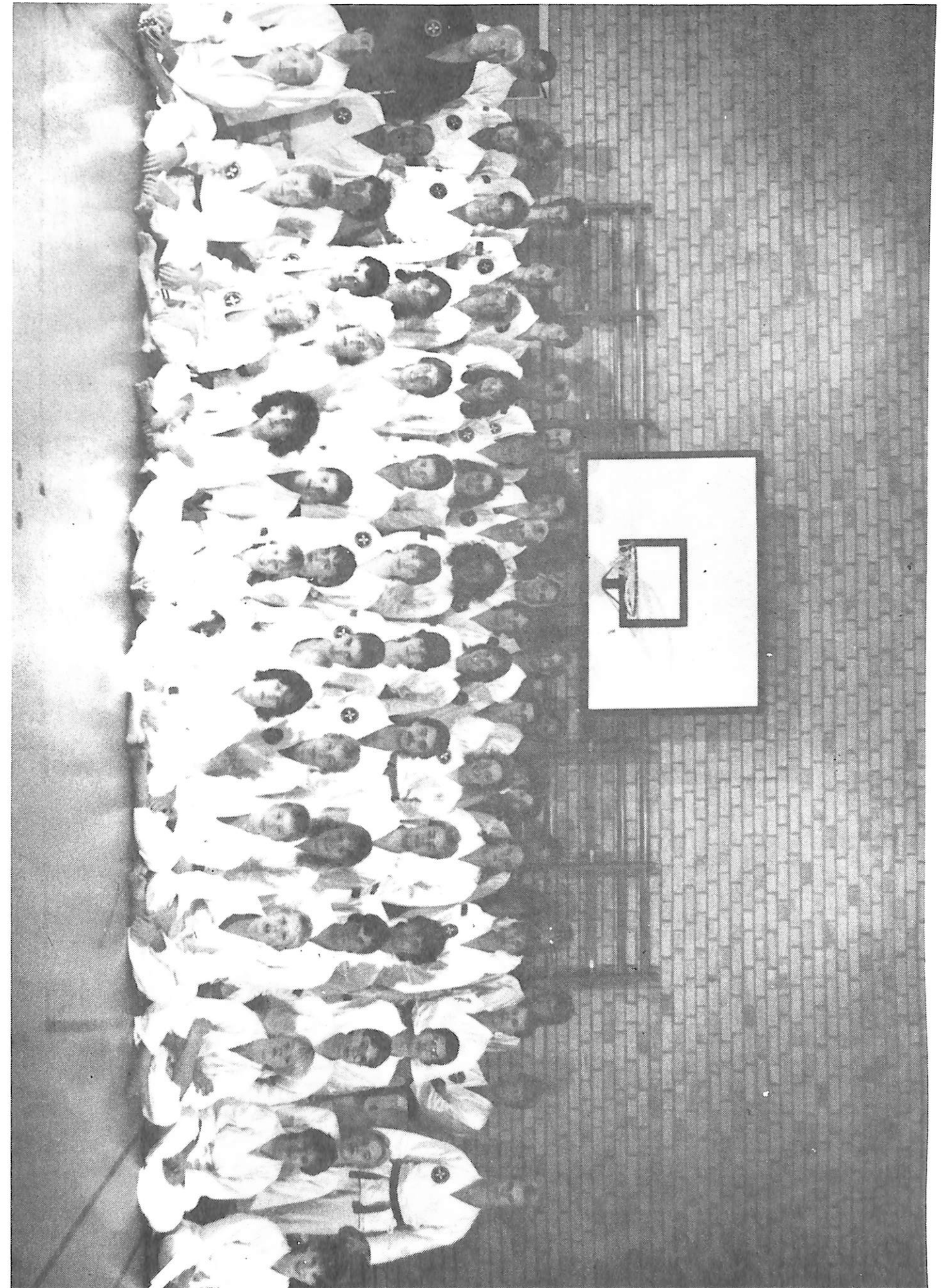
NKJU KARATE SCHOOLS



Stroud's School of Martial Arts #4  
Intermediate Class



Summit Karate Club #39  
William Courtwright Instructor



Moldals Funakoshi Karate Club N-1  
Sandor Nagy, Instructor



NKJU KARATE SCHOOLS



Johnstown Kempo & Jiu Jitsu Club #37  
Ray Lombardi, Instructor

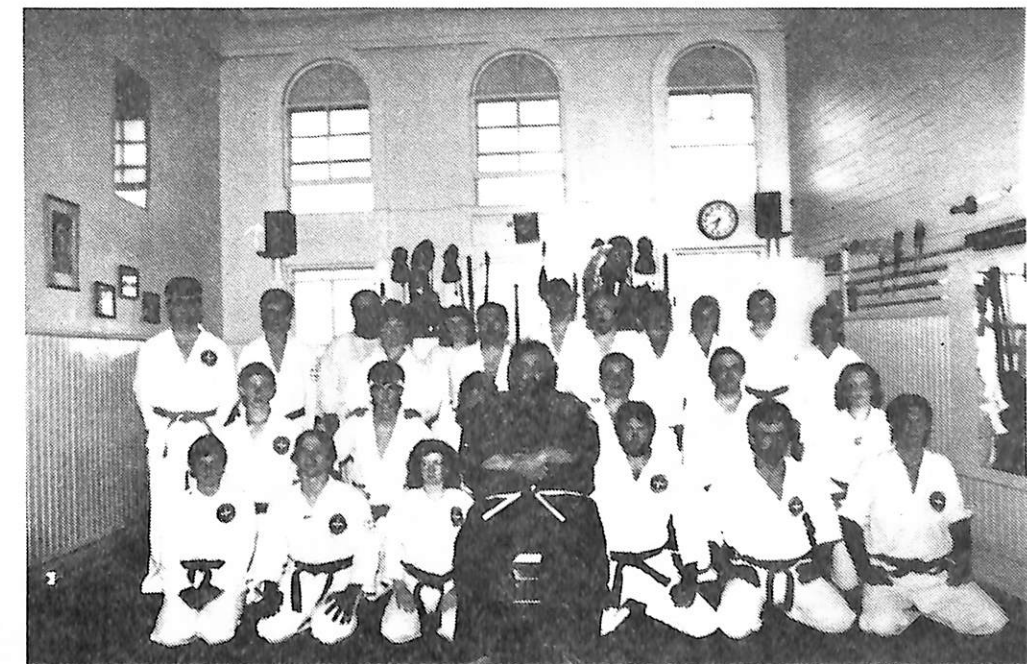


Sumner Park Karate Club #9  
Joe Eidson, Instructor

NKJU KARATE SCHOOLS



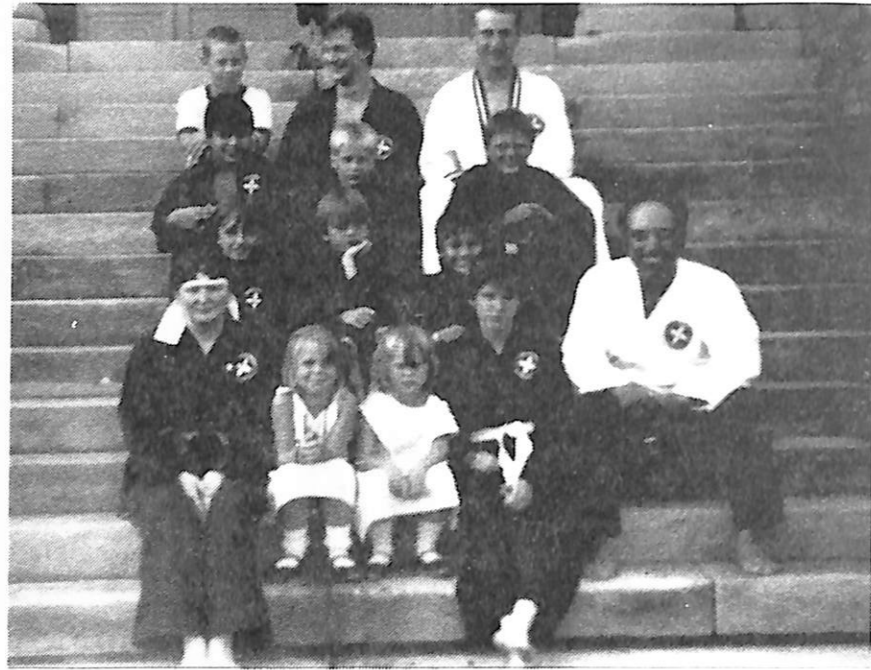
Wu Hsing Shan Academy #44  
Al Gardner, Instructor



Wu Hsing Shan Academy #44  
Al Gardner, Instructor



NKJU KARATE SCHOOLS



Villarreal Karate School #38  
Fillipe Villarreal, Instructor



Zen-Way Karate School #19  
Bobby Britton, Instructor



Roanoke Valley Karate School #30  
Fran Harvell, Instructor

NKJU KARATE SCHOOLS



Kan-To Bu Kai  
Michael Nielson, Instructor

Elizabeth City School of Karate Inc.  
Toby Lewis, Instructor



John K. Pickard's School of Karate  
Instructors, John & Tammie Pickard



NKJU KARATE SCHOOLS



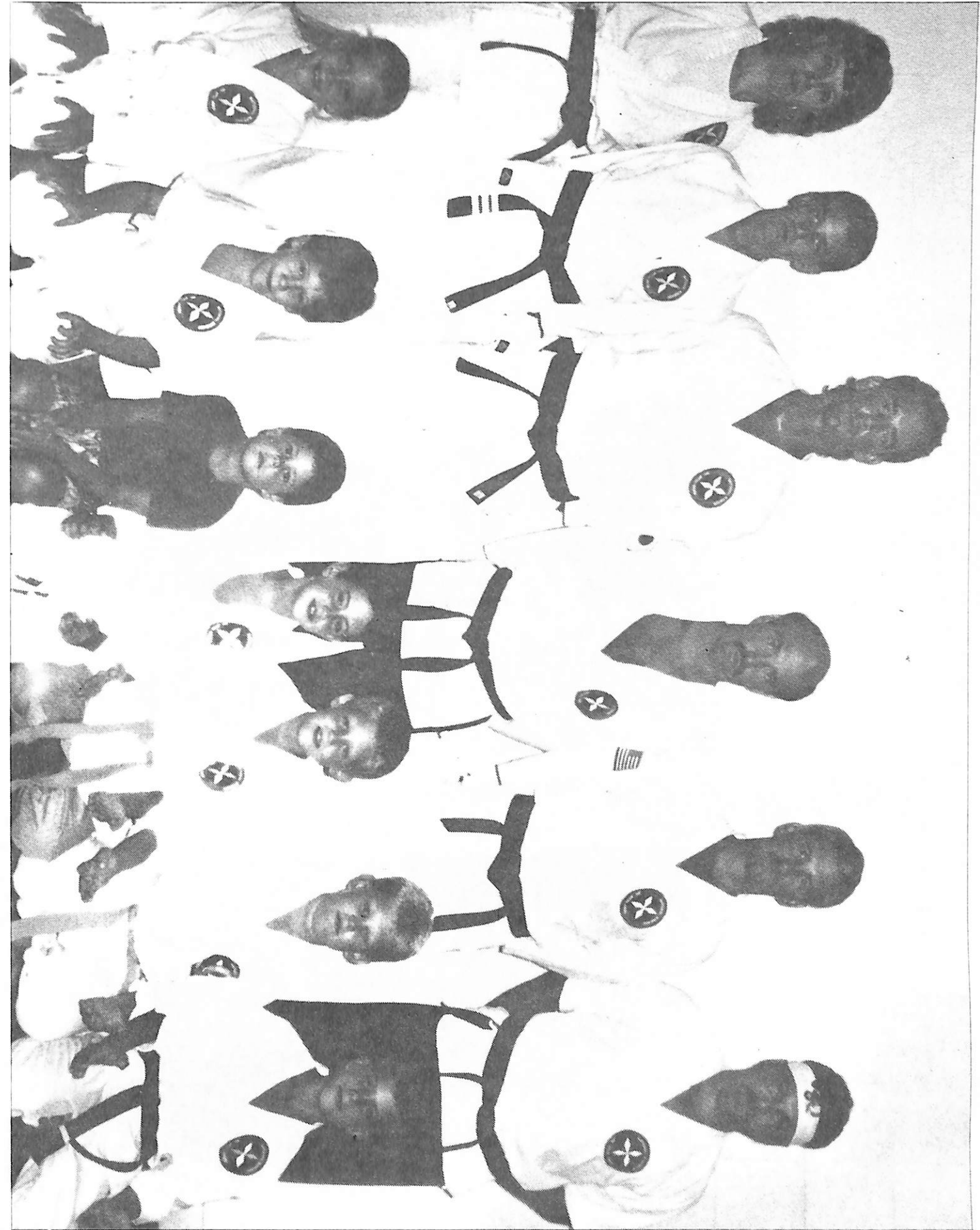
Knoblock's School of Karate  
William Knoblock, Instructor



Elizabeth City School of Karate Inc.  
Toby Lewis, Instructor



Pocahontas Karate Club  
Belinda Armstrong, Instructor



Sylvester School of Karate  
Gene Murphy, Instructor





Fischer's Karate School

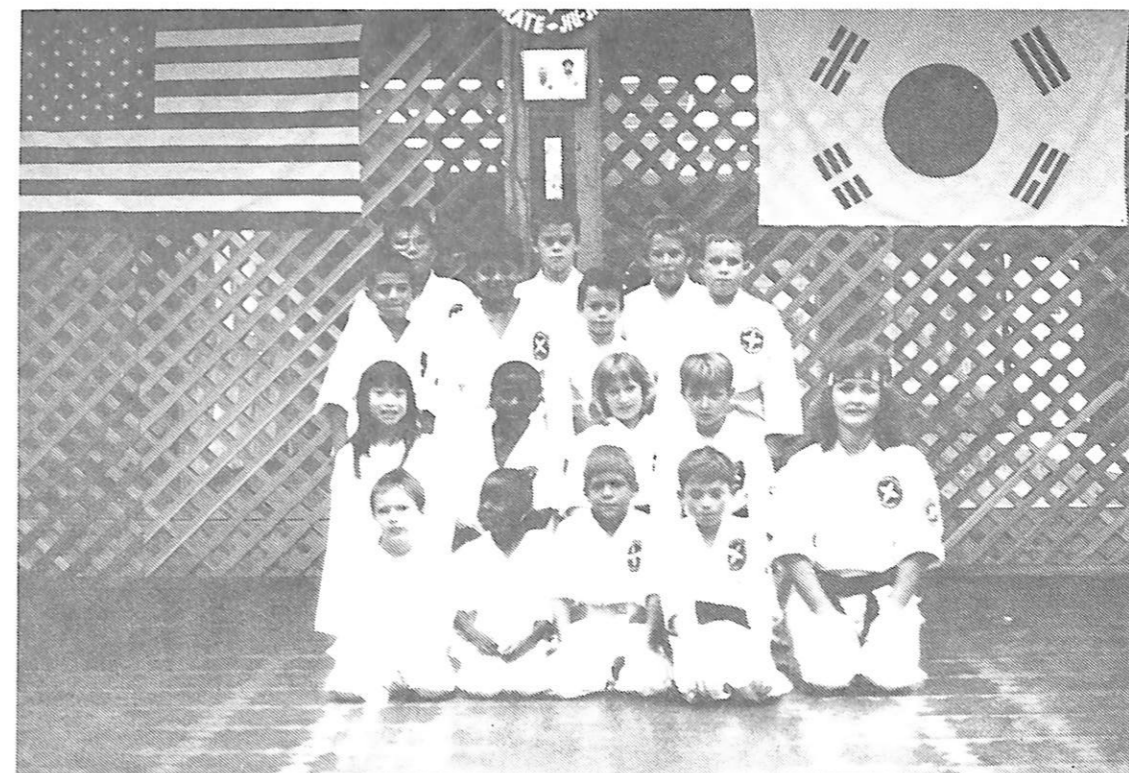


Valdosta Karate Club  
Instructor, Richard P. Baillargeon



Houma Taekwondo Academy  
Instructor, Mike Melum

NKJU KARATE SCHOOLS



Valdosta Institute of Tae Kwon Do  
Instructor, James Semmes Jr.



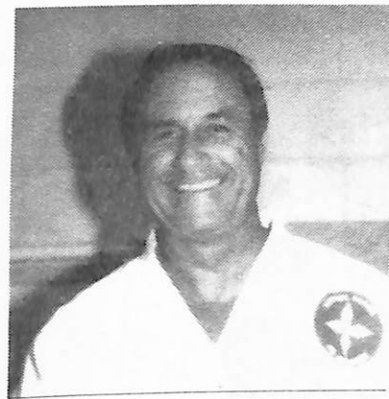
Institute of Tae Kwon Do



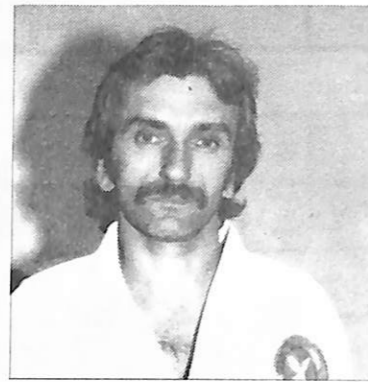
Fischer's Karate School  
Instructor, James Fischer



**NKJU BLACK BELTS**



Lemuel Stroud Rokudan



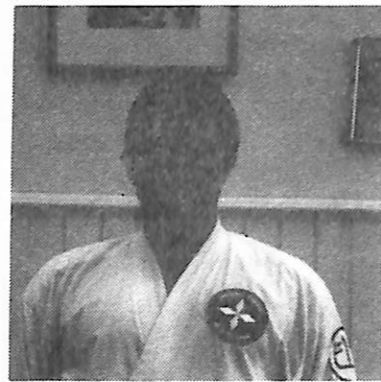
Clayton Tucker Godan



Barbara Tyndal Shodan



Richy Green Shodan



Albert Nelson Sandan



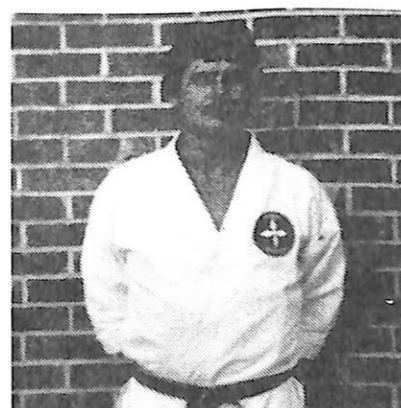
Larry Innes Nidan



Dennis Gordon Shodan



Katherine Ellis Nidan



Bobby Britton Sandan

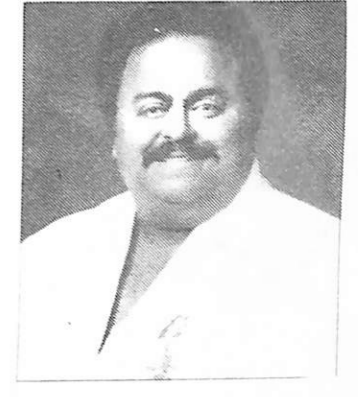
**NKJU BLACK BELTS**



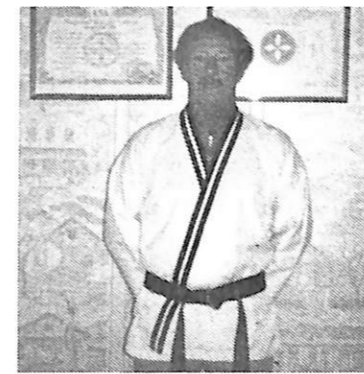
Alan Gardner Godan



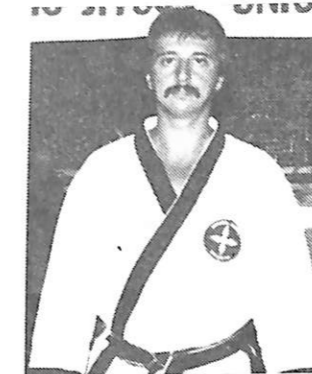
Mark (Fat) Moore Sandan



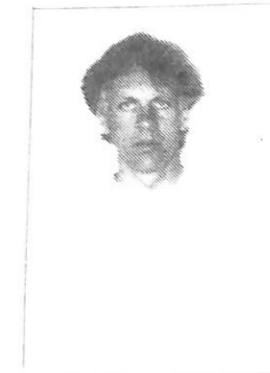
Carlos Velez II Nidan



Mike Mellon Sandan



William Courtright Nidan



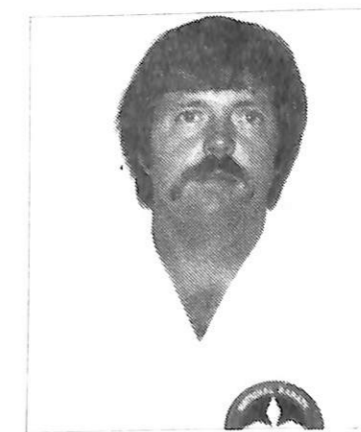
Arnet M. Hales Shodan



Michael Harrell Nidan



T. Gwen Van Duvn Shodan



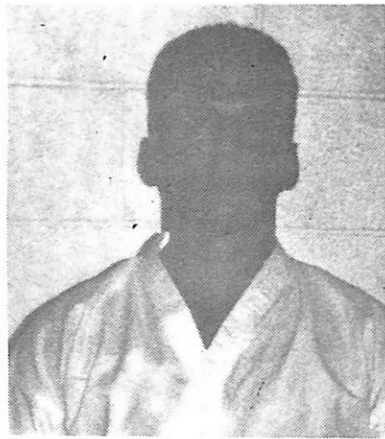
John Pickard Sandan



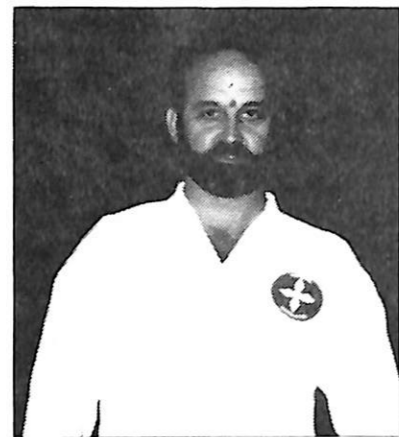
Tammie Pickard



NKJU BLACK BELTS



Nick Kass Sandan



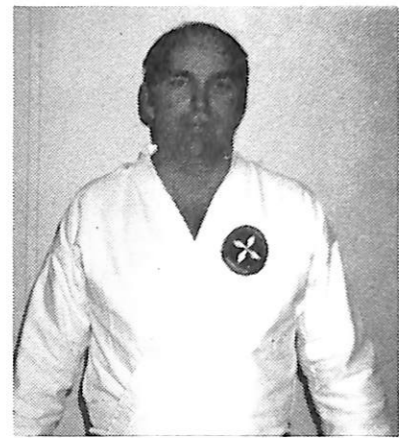
Joe Eidson Yondan



Toal Lewis Yondan



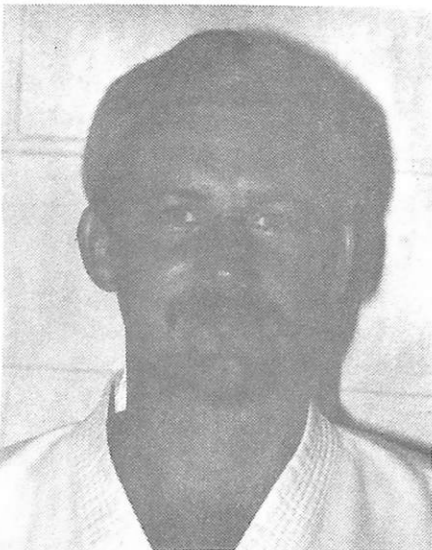
James Fischer Godan



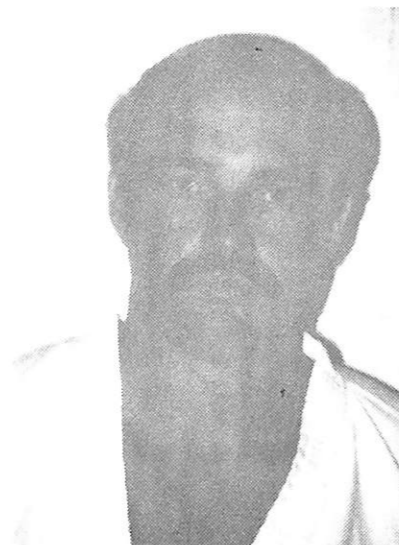
Al Stiles Nidan



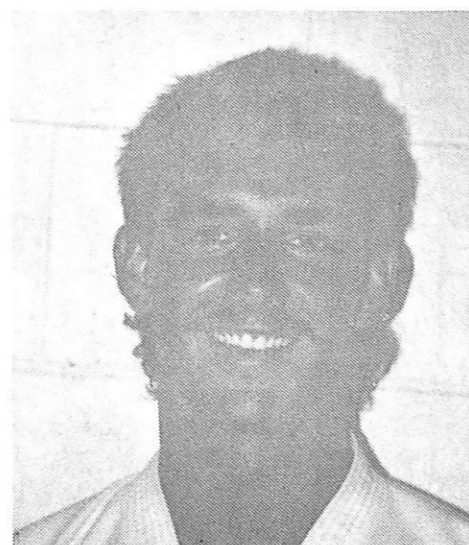
Kertis Bramlett Shodan



Gary McKibben Shodan



Gene Murphy Nidan



Sean Hollan Shodan

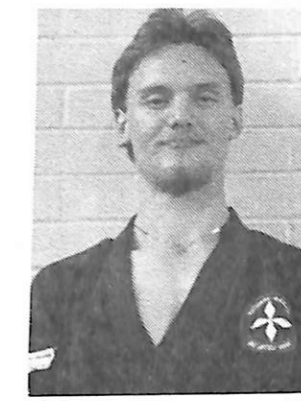
NKJU BLACK BELTS



Larry Griffin Shodan



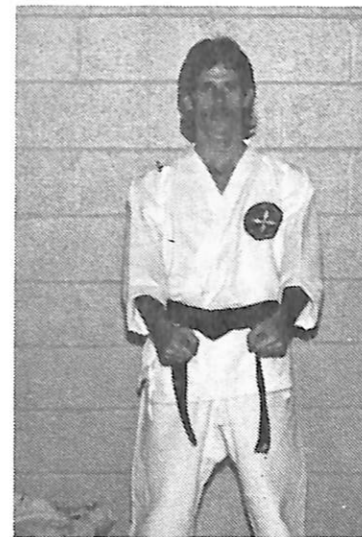
Chris Strom Black Belt



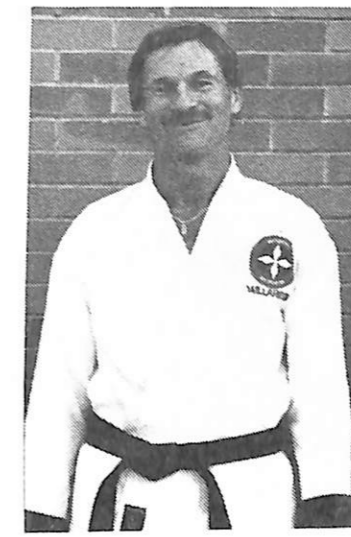
David Smith Nidan



O'dell Griffin Nidan



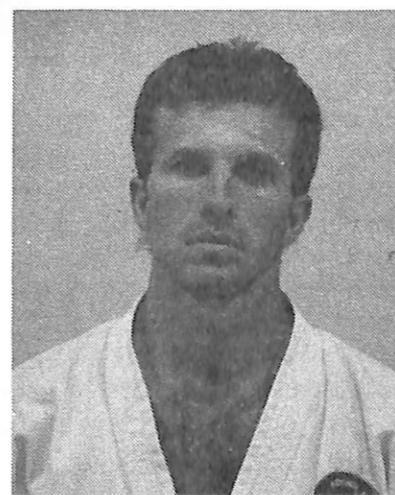
Michael Tudor Shodan



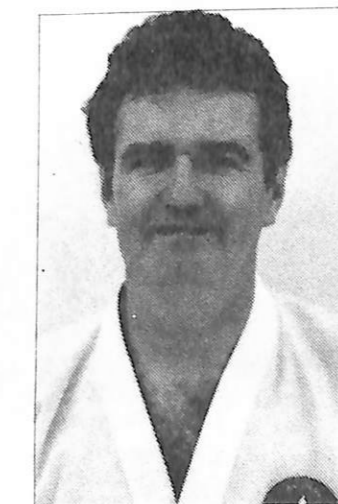
Richard Baillargeon Hachidan



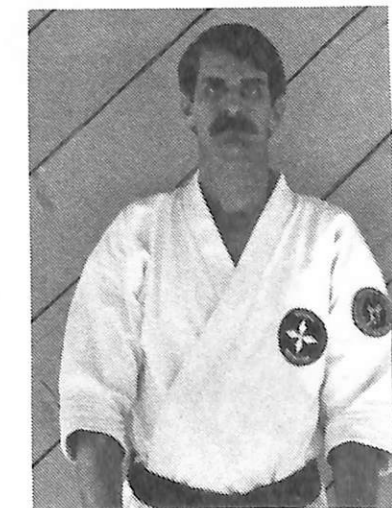
Mark Whitson Shodan



George Strimenous Sandan

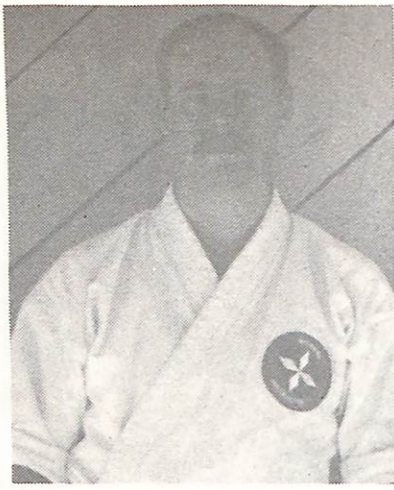


Gregory Johnson Yondan



James Semmes Jr. Godan





Ronald Carter Sandan



Susan Semmes Shodan



Frank Garza Shodan



I have a Godan in Wheelies

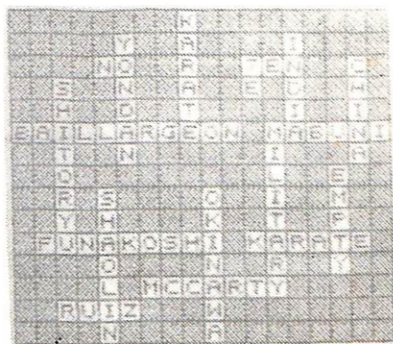


Bashful Mrs. Cartwright

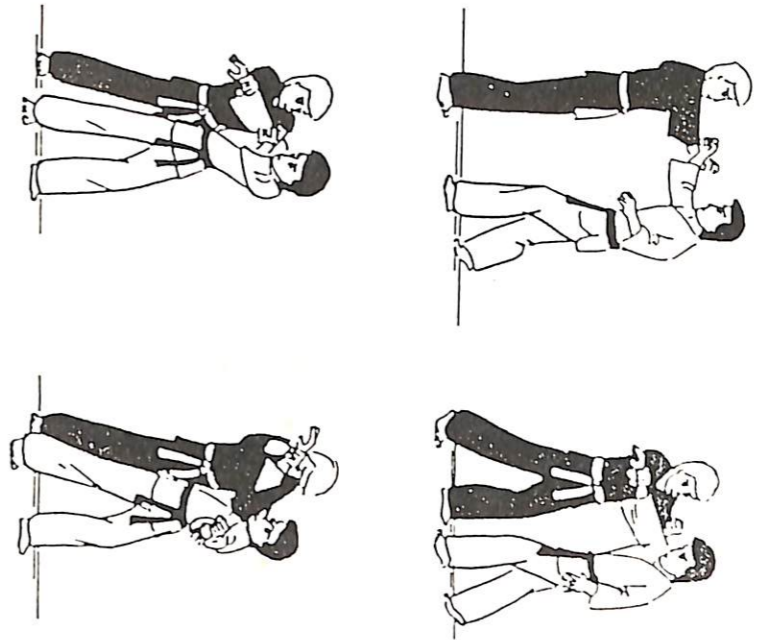


Beauty and the Beasts

Answer to Puzzle

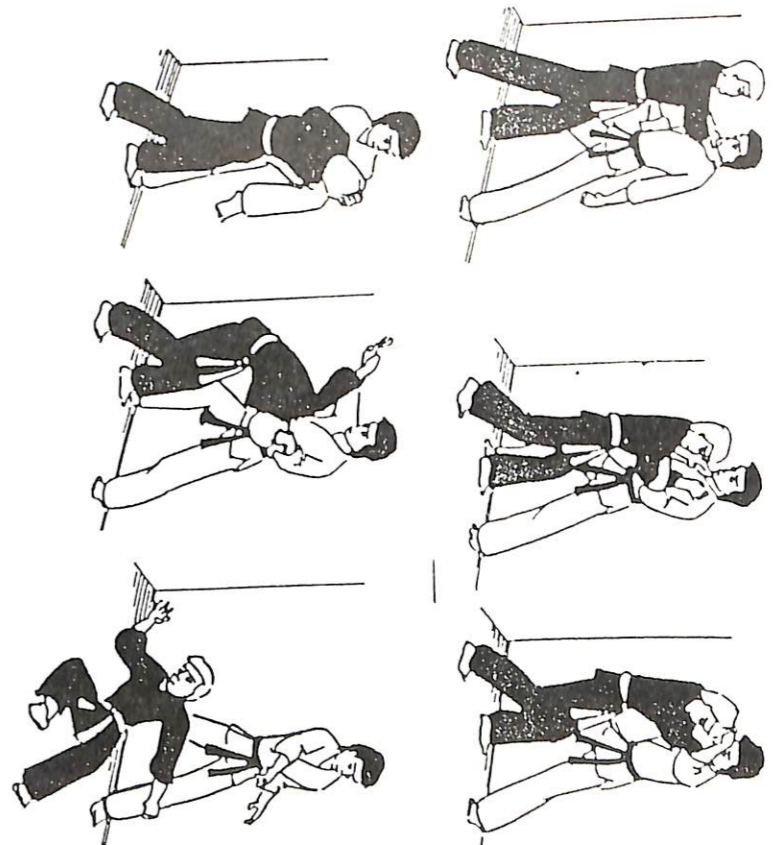


EQW & ARROW RELEASE



- 1-2. Opponent begins to apply a Bow and Arrow hold..
3. Reach up with your left hand and grab his left hand.
4. Pull his left hand down while raising your right arm. (Cross Arm Lever Lock)

FRONT CHOKE TECHNIQUE



1. Opponent is pushing on your neck with your back against a wall.
2. Push down on both of his elbow joints with your two hands.
- 3-4. Grab his hair and pull his head down and hit it with your knee.
- 5-6. Continue pushing his head down while bringing his arm in a circular motion across your chest. Opponent will fall.



SEXUAL HARASSMENT  
by Richard P. Baillargeon

The following article appeared in September 1987 issue of Black Belt magazine.

## Pair Indicted for Sexual Misconduct

LOMBARD, IL—Karate school owner Christopher Hardy, 29, and instructor and competitor Tony Orr, 21, were indicted here recently for allegedly engaging in sexual acts with their students.

Hardy, owner of the American Karate School, with loca-

tions here and in Naperville, Illinois, was also ordered by the Illinois attorney general not to liquidate any of the school's assets or records.

Orr is best known as a successful sport karate practitioner in *kata* (forms) and weapons competition. He placed second in weapons and fourth in forms in the 1985 KARATE ILLUSTRATED ratings. In 1986, the Professional Karate League (PKL) ranked him third in forms and fifth in weapons.

The indictment accuses Hardy of three counts of aggravated sexual assault, five counts of sexual abuse and one count of solicitation. Orr is charged with two counts of aggravated sexual abuse.

It is my policy that all NKJU members should be able to enjoy the Martial Arts free from all forms of discrimination, including sexual harassment. Sexual harassment infringes on an individual's right to a comfortable training environment and is a form of misconduct. No one should, male or female, be subjected to unsolicited and unwelcomed sexual overtures or conduct, either verbal or physical, overt, or subtle.

Sexual harassment does not mean occasional compliments of a socially acceptable nature. Sexual harassment refers to conduct which is offensive to the individual. Sexual advances constitutes sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly on terms or conditions concerning their promotion in the Martial Arts. This includes repeated offensive sexual flirtations, advances, or propositions: Continual or repeated verbal abuse of a sexual nature.
2. Any offensive or abusive physical conduct or contact while training in a Martial Arts class.
3. Such conduct has the purpose or effect of interfering with an individual's performance or creating an intimidating hostile or offensive Martial Arts environment. No instructor in the NKJU will so much as imply an adverse impact upon a student's promotion or any other condition as a result of refusal of sexual advances. Any member who believes that they have been the victim of sexual harassment, or who has knowledge of an instructor with that kind of behavior is urged to report such conduct immediately to NKJU Headquarters ASAP.

NKJU, P.O. Box 2175  
Valdosta, GA 31604  
Tel. 1-912-242-9955

## HUMILITY AND SELF RESTRAINT by Bob Gardner

When first learning unfamiliar, yet effective defensive techniques a large number of students are intrigued: Armed with enthusiasm, they seek further knowledge. Some try to advance too fast in their quest for defensive techniques, which actually hinders their progress. On the other hand, the enthusiastic student who works hard at one defense, and then goes onto another is the student most apt to retain these techniques, and use them effectively and without hesitation in time of need. Yet, regardless of how one proceeds to quench his thirst for knowledge, it is only common that some daydream, picturing themselves applying what they have learned to perhaps an immense neighborhood bully or a gang of ruffians and, of course, emerging the victor.

However, the mastering of these techniques, though important from the physical standpoint, is not the true objective of the Budoshin Ju Jitsuist! The physical techniques for preparedness develop confidence in a beginner, but as one studies the art in its deeper aspects, he will discover that self-confidence is just a stepping stone to humility and self-restraint. When this spiritual attitude is obtained, success in daily living is destined to prevail, and the true objective of Ju Jitsu will have been obtained.

Evidence of humble attitudes can be found not only in those having a knowledge of Ju Jitsu, but among other athletic greats in their respective fields. If a survey was to be conducted among these athletes, as to the origin of their humble attitudes, they would probably say that when the peak of their success was reached, they realized that their level of achievement was only the beginning of a new learning period. With yet many other levels to attain, one realized how little he really knows, and thus rids himself of that "know it all" attitude. This does not necessarily hold true in some competitive sports where there is team participation, but generally, applies to competition where the individual determines victory or defeat.

As a plea to the beginner, never use Ju Jitsu aggressively, or provoke anyone to attack you, thinking that this would justify defending yourself. Use the knowledge conveyed to you only in unavoidable defense of yourself, your loved ones, and in defense of your country.

NEVER DISPLAY YOUR TALENTS IN PUBLIC, JUST TO BE THE CENTER OF ATTRACTION, FOR SUCH A DISPLAY MAY INFORM OTHERS WHAT YOU DO NOT KNOW, OR HAVE NOT ALREADY LEARNED. AN ENEMY IN THE CROWD MAY REMEMBER?  
????????????????????

## Van Paepegem selected for Hall of Fame



Jane VanPaepegem

Worthington resident Jane VanPaepegem will be inducted into "The Karate Hall of Fame" July 19, 1987, at Cleveland, Ohio. This award is the highest honor given to those who have dedicated much of their time to the growth and development of karate.

VanPaepegem is a fifth degree black belt and the only female promoted to the master rank in the Japanese Gojukai under the authority of Grand Master Tadishi Aida. She is also a member of the USA Olympic Committee and World Union Karate-do Organization.

Jane has been involved with the martial arts since 1966 when she began instruction under Grand Master Don Madden of Chillicothe, Ohio. She has been instructing in the martial arts since 1969 and has helped pave the way for other women coming into the arts. Paepegem holds various degrees in other arts as well and is called on to instruct in Kobu Jitsu.

Her accomplishments include becoming one of the first females to start a club and instruct karate at an all-male school back in 1969. In 1971 she was one of the first women in the Columbus area to obtain a black belt.

She later went on to create female divisions in tournaments and became one of the first female judges in the sport.

VanPaepegem helped create a separate division for lady black belts in weapons, kumite and kata during the mid 70's and in 1977 she pushed to have martial arts accredited as a course in the Josephinum College Physical Education program. That accreditation was approved in 1984. In 1986 she became the second woman in Columbus to open a commercial school.

She has won numerous awards including the Coach Award in Ko Sutemi Seiekan in 1984 and 1985. In 1986 she was nominated for the "Governor's Cup" by Master Al Conway. Although preferring not to compete, Jane has also compiled an impressive record in competition over the years.

Currently, she is a part-time law enforcement officer for Commercial Point, Ohio, and an employee of Harding Hospital. She instructs karate in her spare time and is on the staff at the Josephinum College. Jane also enjoys teaching Bible lessons through her karate instruction.



## Logical Progress With The Martial Arts

by William K. Knoblock

Within one's art, there are logical levels of achievement one must make in order to advance within that particular art. Since I am more familiar with the Martial Art of Karate-Do, it is this discipline that I will discuss.

Have you ever noticed that in Karate, depending upon the system, that at least half of the Kata of the system are taught up to the Shodan level? In most systems, the time-in-grade requirements to reach the Shodan ranking is a total of 2½ to 3 years. On the surface, it would appear that one is expected to "know" ½ of the system's methods within this time frame! Fortunately, most serious practitioners of the art of Karate-Do know this to be false. We know this to be true because in most systems, the rest of the Kata are taught up to the Godan level, requiring another 11-15 years of diligent study and application to the discipline.

Let us examine the reasons for the logical progress as is taught to Karate students. First of all, a Shodan is a student who has been taught the basic concepts of the techniques of his system. With the basics having been learned, he or she is now ready to develop into the upper levels of the system. This is done by taking the basic concepts of the Kata taught to them at the Shodan level and furthering developing these techniques and adding to them gradually by adding, at a slower rate, the upper Kata of the system. In doing this, by the time you reach the Godan level, you are capable of having your Shodan level technique closely perfect so that you can start development and understanding of the techniques of your upper level Kata.

An important fact to remember is that learning a "pattern" and movements of a Kata is really only scratching the surface as far as knowledge is concerned, especially considering the applications of the theories of the Kata. As you grow into your Kata, through proper guidance you will start to become stronger with each technique in the Kata. These techniques are not only the punches, blocks, kicks and strikes of the Kata, but include proper application of stances and the shifting of the stances within the Kata.

For example, let's examine your basic forefist punch. It is the first technique taught in most systems-- by the time you reach Shdan, you should have developed 5 or 6 of the parts or components of the techniques of the punch, which are (1) the first two knuckles of the fist, (2) the fist turns over as it approaches the target, (3) you strike the same target area consistantly, (4) the hips turn as you punch, and (5) your rear leg drives your hip. Hopefully, at the Shodan level, these concepts have become a habit so that they are executed nearly every time you perform the punching technique.

If one has accomplished this exercise in punching, one is now ready to start using or applying the technique. This process takes a few years considering that one must learn to punch at different ranges, at different target areas, and one must also learn to "set-up" one's opponents in order to be successful over a wide range of circumstances. In the practical sense, one must clearly understand that no opponent will stand still and allow you to strike them!

Hip motions and stances will change at different ranges in order for punching to be effective. One will find, with work and experimentation, that punching at different ranges also changes the angle of approach of the punch to the target, and this is essential to understand in order to make the punch effective. Also, as the punch develops, the stances will develop to become stronger; you should start to pull or grip with your front leg as well as developing the push to the hip to make the punch stronger, and therefore the development of the stances and technique as well.

Consider that as a beginner, when learning to step and use a punch, for example, you are taught to first step into the stance and then execute the punch; this is like learning to walk as a child. You are taught in this fashion to teach the importance of balance and foundation ( stance ) before throwing any offensive technique, and to begin to develop some form of hip motion. As one advances in one's art, they begin to step and punch simultaneously, building the foundation of stance, hip, and punching technique in this fashion. Finally, at more advanced levels, one learns the theory of "start punch," which is to punch with the weapon first, then apply the stance motion; this development teaches you to attack and destroy before the opponent can see any motion of the body coming towards him. These are just a few of the things one develops as one continues to train diligently with one's art, and consider that this is just with one small technique-- punching! Imagine how many other areas there are to explore.

One should be able to see that there is a lot more to Karate-Do than merely learning patterns called Kata, and a few basic drills. To scratch the surface and reach Shodan takes a lot of sweat and hard work, but it takes much more dedication to progress further.

One of the hardest things to remember during one's progress in the Martial Arts is, that in the journey to the upper levels, one has to concentrate more on the particular parts of each movement and technique. This takes a lot more concentrated effort and sweat. You also find that you have made some bad habits along the way that need to be ammended and changed, and these are sometimes harder to break than learning something for the first time. Also, one finds progress slower and harder, and it is difficult to see improvement because of the development that you have already made becomes harder to enhance.

One of the worst things about our continued development is that we find ourselves getting OLDER!!! As you age, you find that it takes more effort to perform, and after years of training, it takes mental as well as physical dedication to get out on the floor to perform. Injuries take longer to heal, and the body does not want to rebound as fast as when one was younger, but this is all part of the discipline that should be forged in the Art of Karate-Do. If one seeks genuine improvement, one must learn to abide by the soreness that will come from the pursuit of one's art.

If one reaches a point when it becomes too much to put up with the pain and effort, that should be considered acceptable, but only if the individual understands that he or she should be considered "retired" from progress, and one should accept no further ranking as a result. Activity should breed progress, and those who are actively involved should, in all fairness, be the ones who progress physically as well as in recognition in the reception of advanced ranking. Merely "being" in the Martial Arts for 20, 30 or more years without effort and sweat should not make one eligible for advanced ranking.

Those who elect voluntarily, or by severe injury, to remain at one level also have one major factor to consider-- their students. If one elects to remain at one level, one must, in all fairness, tell their students to seek out another who can help them progress beyond a certain level of achievement. This is a very hard thing to do.

To remain even within one level of proficiency takes dedication and sweat just to maintain that ability, or one will start to decline overall; it should be unacceptable to any serious practitioner of the Martial Arts to lower their standards merely because their proficiencies have declined.

In closing, let us reflect upon what Funakoshi Gichin was rumoured to have said as he was dying: " I am just beginning to perfect the basic punch." This man, who developed the Art of Shotokan Karate-Do, and who is considered to be the Father of Modern Day Karate, spent most of his entire life training, and if he felt this way about his Art, then we should all take notice and approach our endeavors in the same fashion. If, however, we are still performing our Art as we did when we were Shodan, Nidan or other rankings, then we have no right to expect our peers to continue to promote us or to recognize that we have developed further.



Dojo of the Year, Shihan Knoblock Godan



by James L. Semmes, Jr.

The Art of Kobudo, or "Ancient Weapons Martial Way," has its roots in the Ryukyu Islands. These methods, learned from a variety of sources, taught a method of self-defense to the inhabitants of the Ryukyu Islands with native farming and fishing tools with which they could protect themselves from aggression.

The exact origin of the Bo or Kon in history is obscure. Early man naturally used sticks or clubs in many forms to help him to survive. Over the span of time, man has taken the simple shaft of wood and refined it into a variety of weapons which could be used both as a weapon of defense, and as a method to assist in the collection of food for survival.

Ryukyu Kobudo probably came into prominence around 1314 A.D., when the Japanese forces who were forcibly occupying Okinawa, the largest island in the Ryukyu chain, passed a series of laws that forbade the ownership of lethal weapons and levied monumental taxes. Deprived of any conventional means of defense, the people of Okinawa turned to the study of empty-hand disciplines, and to the utilization of farming and fishing implements such as the BO, the KAMA, the SAI, the TONFA, the EAKU, and the NUNTI-BO.

Although the actual size and dimensions of the Bo or Kon depend upon the individual student's height, the standard Bo is a straight, 6 foot long shaft. Most Bo are tapered from a 1 1/4" center, to an approximate 3/4" taper at the ends. Bo are tapered for better balance, and to allow for whipping actions in blocking and striking.

Bo come in other lengths and shapes as well. They range from the 4-foot ( YON SHAKU-BO ), 5-foot ( GO SHAKU-BO ), 6-foot ( ROKU SHAKU-BO ) up to a 9-foot ( KYU SHAKU-BO ). Shapes are many and varied, and practitioners commonly used round, 4-sided, 6-sided, 8-sided and other shaped weapons for combat. It is known that the weapons with the multiple edges were commonly used in combat because the edges provided a better destructive effect.

Today, most practitioners use the MARU ROKU SHAKU-BO, or the tapered round 6-foot Bo. Preferred wood is one of the hard-wood family, with red or white oak preferred. Bamboo is sometimes substituted as well.

The technique of learning the Bo is taught to practitioners in much the same manner as learning the Art of Karate-Do. Students are taught basic stances, or kamae, and then are taught basic blocks and strikes using a series of techniques by their Instructors. Dry techniques, without partners, are learned initially, and students then progress into one-step techniques with opponents. Some systems of Kobudo have 2-men Kata, or patterns, that are learned and practiced; these start with basic levels of technique and progress into difficult and arduous patterns. Finally, students learn the KATA, or patterns of the system.

Ryukyu Kobudo Bo Kata are exercises or forms consisting of a set sequence of Bo techniques and movements as developed by past masters of the weapon. Today, many of the Bo Kata that were extant in the past have been forgotten, but many of those that were passed down from Instructor to Student still exist today, and bear the names of the men who devised the Kata. Following are the names of some of the Ryukyu Kobudo Bo Kata that are still practiced today:

SHIU-SHI NO KON  
SHIU-SHI NO KON SHO  
SHIU-SHI NO KON DAI  
SAKUGAWA NO KON  
SAKUGAWA NO KON SHO  
SAKUGAWA NO KON DAI  
SHOUN NO KON  
HAKUSON NO KON  
YONEGAWA NO KON  
CHINEN-SHITAHAKU NO KON  
SUEZOKO NO KON  
URAZOE NO KON

SHITANAKA NO KON  
MIYAZATO NO KON  
SUEYOSHI NO KON  
ARAGAKI NO KON  
TENRYU NO KON  
SUNAKAKE NO KON  
TSUKEN BO  
TERUYA NO KON  
OSHIRO NO KON  
CHIBANA NO KON

Recently, at the NKJU Summer Camp at Chowan College in Murfreesboro, North Carolina, I was given the opportunity to attempt what many serious Kyokushinkai karateka often contemplate - a Sandan test with it's forty-man kumite match.

Kyokushin karate emphasizes free-style sparring as the application and refinement of kata and basics for combat. It therefore developed rules to allow kumite to approximate as closely as possible true combat conditions while minimizing the risk of serious injury. At the Southwest Academy of Karate, where I train under Sensei Gregory T. Johnson, Yondan, sparring for brown belts and above involves what Sensei Johnson terms "two-third contact", meaning contact to the face is prohibited while heavy contact to the legs and body is stressed. Since around 1982 the students at our dojo have used hand, foot, and (in some cases) body pads and headgear, de-emphasizing the bare-knuckle fighting traditional in the Kyokushinkaikan. This allows for significant contact punching to the head and provides protection for beginning and intermediate-level students when fighting among themselves and with higher ranking karateka. Contact kicking to the head, with caution, is permitted.

For rank-promotion tests contact and sparring requirements increase as the student advances. Nikyu brown belt demands a minimum of fourteen successive one minute matches with a fresh opponent each minute; Ikkyu, a sixteen minute minimum; Shodan, a similar twenty man contest; Nidan, thirty; Sanda, forty; and Yondan, fifty. Regardless of how proficient a student may be in kata, basics and self-defense, he will not be promoted without a satisfactory completion of his sparring requirement. This means he must win half of his fights and look good through the rest, a rule which applies to lower kyus as well.

My serious training began in January, six months before the test. I began running two miles each morning while going to the dojo at night. I doubled the distance after one month, and by mid April was running twice daily from four to five miles per run.

Since then my daily training schedule ran as follows: up at five-thirty in the morning for stretching, one hundred sit-ups, a run, and another set of sit-ups. After work at five thirty in the evening, I would repeat my morning exercise, adding three hundred push ups, weightlifting and another set of sit-ups. Then I would go to the dojo for training from seven-thirty to ten p.m. on Mondays and Thursdays. On Tuesday, Wednesday and Friday nights I would go through a workout devised by Sensei Johnson which included one-thousand kicks, a minimum of twenty minutes punching on the heavy bag, and bag kicking developing the Kyokushin specialty, the low roundhouse kick. Also, with the help of our brown belts and other willing students. I would get in an extra forty minutes of sparring at least once and often twice a week. Saturday evenings I shadowboxed and did more bagwork. On Sundays I took either a half or full day off. By the time camp opened my weight was down to between 192 and 195 pounds from the 230-plus that graduate school had seen accumulate around my waist.

Sensei Johnson and I worked out a strategy for the match which focused on movement, low kicks and left jabs. On defense I planned to bob and weave when necessary, change the distance from my opponent, and keep my guard up. However, my ultimate defense was conditioning, for I knew going in that fighting black belts that I would be hit repeatedly.

And that is the essence of the forty man kumite. For, more than just a display of technique and endurance, the test is meant to strip karate to it's core, demanding that the student exhibit his fighting spirit. The competitor is compelled to find out if he can take punishment and continue fighting while seriously fatigued. An extended kumite match is like a distance race where one's opponent is run in relays. While fresh opponents throw a seemingly endless stream of techniques the competitor must maintain his concentration, poise, and pace, make every attack count, stay loose, and ignore pain and weariness while fighting to win.





As I look back on the Dan test of July 20 I can feel the heat in the Jesse Helms Center that evening. After the test— about an hour and a half of basics, kata and one-step kumite, plus forty-one minutes of free-style sparring— my body, arms and legs were black and blue, the skin from the ball of my right foot had been worn off. For hours after I showered, my legs kept cramping up, and for the rest of the week of camp they simply would not function properly. But at the end I was still standing, and I felt good after fighting hard.

I have a recording of the test on videotape, and after the initial flush of excitement and curiosity about my performance I began to notice my mistakes glaring at me from my television screen, a vivid testimony to all the work I need to do for the Yondan test and it's fifty-man kumite.

In the past, given it's heavy combat style and undeserved reputation in some karate circles, Kyokushin has been subject not to direct attacks between men on the floor but rather to surreptitious, bureaucratic sniping by others. I have personally experienced this during my nearly thirteen years in karate in which selling black belts than teaching their students karate and how to survive in combat.

However, I am proud of my Sensei's association with the NKJU, and wish to thank Soke and the members of the High Dan Board for granting me the opportunity to test for Sandan in the Kyokushin manner. This thanks cannot be overstated. For, beyond their tolerance in allowing me to test for Sandan, I was honored to train under the NKJU's fine instructors, who continually demonstrated the true meaning of Budo. I would be remiss if I did not extend special thanks to Shihan Stroud and Renshi Sensei Knoblock, whose classes I attended during camp and from whom I learned much more than technique. For, just as with these teachers, the serious student is encouraged and enabled to integrate the lessons of one style with another as he proceeds on the road to true awareness through Budo.

Above all, I wish to thank Sensei Johnson, whose approach to karate I have always tried to emulate, and without whose guidance I simply would not have been fully prepared to test for Sandan.

Although we in the Kyokushinkai are often perceived as rigid in method and extreme in our training, we are always searching for new forms of expression, and efficient means to defeat the opponent, whether we find them in the dojo, the street, or within ourselves. This attitude was nobly expressed by the NKJU in permitting the forty-man kumite to be incorporated into it's program.

Without the integration and cooperation between wise men— the lack of which seems to plague much of the karate in the United States today— we would soon degenerate, like selfish monkeys, into a collection of units stepping over each other on the way to gorge fattening but not nutritious foods. After all, it is vital that we train for that moment when we shall be confronted in combat with the greatest question any warrior can face: How to survive, defeat one's enemies, and live a good life.

Thank you for your patience.

#### THE ORIGINS OF TAEKWON-DO by Michael Nielsen

To understand the history of Taekwon-Do you must consider the two main sources of origin. First, consider the origin of all modern-day organized Martial Arts. Buddhist Monks developed a system of physical meditation so that they could strengthen their bodies as well as their minds. This form of physical mediation or exercise was further developed into a form of self-defense that the Monks could use to ward off bandits on the road as they travelled about spreading the Buddhist religion. The physical meditation evolved into what is known as Chuan-Fa (Kempo); and was brought to Korea from China by the Buddhist Monk, Won Kang Bopso, around 200 A.D.

The second source of origin of Taekwon-Do was the "grassroot" Korean form of self-defense known as Tae Kyon. In Tae Kyon there was TOLLIO CHAGEE (roundhouse kick), KUL CHAGEE (crescent kick), BOK CHANG CHIRUGEE (stomach punch), DU BOL TANG SANG (jumping front snap kick with both feet); the basic Tae Kyon had eighteen movements. There were traditional martial-arts tournaments called TAN OH NOL (youth festivals), at which young Tae Kyon students would gather and pit their skills against one-another.

When Chuan-Fa arrived in Korea around 200 A.D., it blended with Tae Kyon to form Soo Bak Do, a martial art which emphasized the kicking techniques of Tae Kyon and the circular hand technique of Chuan-Fa. Over the next 1750 years martial arts in Korea continued to evolve under such names as Hwa Rang Do, Tang Soo So, etc. They also continued to be influenced by the Chinese and Japanese as those nations would periodically occupy Korea during its history.

In the late 1940's, the Korean government sought to organize the many small martial art schools and styles under one name. General Hong Hi Choi (pronounced Chae), known as the "Father of Taekwon-Do" is credited with coining the term Taekwon-Do. There were two main reasons for the acceptance of this name. First, in comparison with the Japanese term Karate which means Empty-hand Fighting; the Koreans sought a name which would imply not only the use of the hands but also the use of the feet. Hence, the term Taekwon-Do was accepted. It means, (Do) the art of, (Tae) the smashing of the feet, and (Kwon) the thrashing of the hands. Secondly, the term Taekwon-Do sounds very similar to the term Tae Kyon, the name of the "grassroot" martial art referred to as one of the origins of Taekwon-Do.

General Choi became the head of the Korea Taekwon-Do Association. By the late 1950's a number of Korean instructors had begun to travel throughout the world spreading Taekwon-Do; hence, the Korea Taekwon-Do Association became the International Taekwon-Do Federation, still under the direction of General Choi.

In the late 1960's, there were some Koreans who sought to change Taekwon-Do's primary emphasis from being a form of self-defense to become an international or Olympic-class sport. With the support of the Korean government, they formed the World Taekwon-Do Federation (WTF), and placed Dr. Un Yong Kim as its director.

General Choi and a number of other Taekwon-do instructors still believed that Taekwon-Do should remain first and foremost a form of self-defense, maintained the International Taekwon-Do Federation (ITF) and moved its headquarters from Korea to Canada.

The similarities between Taekwon-Do and Karate far outweigh the differences. They both share origins and upon a close look, one will see that their histories have influenced each other from time over the years. Though the origins of Korean martial arts, like the martial arts of Japan, Okinawa may stem back many hundred years, Taekwon-Do as it is known today is only about 40 years old.

#### HUMAN NATURE by Richard Baillargeon

Sooner or later a man, if he is wise, discovers that life is a mixture of good days and bad days; victories and defeat; give and take. He learns that it doesn't pay to be an overly sensitive soul: that he should let things go over his head like water rolls off a duck's back. He learns that he who loses his temper usually loses the fight, and he learns that carrying a chip on his shoulders is the easiest way to get into a fight.

For a pertinent example, the wise man who is a member of NKJU learns the quickest way to become unpopular is to carry tales and gossip about other karate instructors in NKJU. Gossip flung far and wide tends to boomerang.

A wise student of life who observes and learns will know that other martial arts instructors are generally as egotistical and ambitious as he is, and that they have as much intelligence or more. The wise student knows that hard training is not synonymous with cleverness in his pursuit of the secrets of success. Through hard-won experience the wise karate-ka has learned to feel empathy for the younger members of NKJU because he remembers that he, too, was bewildered when he initially began his studies in the Dojo.

He learns not to worry when he loses a match at a tournament because his experience shows him that if he always gives his best the average will break pretty well. And he understands that developing his ability to always give his best is really what the traditional martial arts provide if practiced with the proper aim.

All of us learn in life in general, and in that microcosm of life—the Dojo—that we are sometimes rewarded and supported, and sometimes we are not. We learn to live on and seek our personal goals, bearing the pain of not being recognized for accomplishments.

The maturation process of a human being is in some ways like the lengthy process nature moves through to produce a diamond. As a human being grows old, the wise ones discover that they are composed of many facets which must be carefully cut, shaped, and polished to reveal the brilliance. I have listed several qualities and traits to look for in an aged and wise man who has used martial arts as his Do, or Path.

BEARING: The ability to look, act, and speak like a martial artist whether or not these traits manifest one's true feeling at any given time. Some signs of good bearing are clear, plain speech; erect gait; and impeccable personal appearance.



**DECISIVENESS:** The ability to make decisions promptly and to announce them confidently. This trait guides a person to gather and examine all available facts, weigh them, and finally choose and confidently announce the decision. It is often better that a decision be made promptly than a potentially better one be made at the expense of too much time.

**ENDURANCE:** The mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship.

**INTEGRITY:** Soundness of moral principle; truthfulness and honesty. Nothing less than complete honesty is acceptable.

**KNOWLEDGE:** The understanding of a science or art. For us as martial artists, this refers to the ability to gain and retain current developments in the martial arts.

**TACT:** The ability to deal with others with respect. This includes the quality of consistently treating lower kyus and black belts with respect and courtesy. It is a primary sign of seasoned maturity.

**UNSELFISHNESS:** The avoidance of providing for one's own comfort and personal advancement at the expense of others.

**DEPENDABILITY:** To make sure reports requested by NKJU Headquarters are submitted and compiled with on time. Never procrastinate until the last minute.

**LOYALTY:** The quality of faithfulness to the NKJU and all its officers, as well as to your own school and other black belts.

A Zen Master was once asked how he could produce such beautiful and moving sculptures. Well," he replied, "The answer is really quite simple. Say I want to sculpt—to create—my ideal of a lordly lion. I take a mallet, a chisel, and a block of stone, and I simply chip away piece by piece everything that does not resemble a lordly lion."

Every human being has been given the opportunity to sculpt himself by chipping away undesirable traits and developing the ones I have discussed here. For us as traditional martial artists, the practice of our art is a vital tool used in creating our version of the Zen Master's lordly lion.

**Room to Fly—** There is a charming little story about a Japanese artist who painted a picture on a fairly large canvas.

Down in one corner was a tree, and on the limbs of the tree were some birds—but all the rest of the canvas was bare.

When asked if he was going to paint something more to fill in the rest of the canvas, he said: "Oh, no—I have to leave room for the birds to fly."

We so often fill our lives that there is no room for the birds to fly.

#### PROFICIENCY AS YOUR GOAL

by John K. Pickard

The martial arts teaches us many important things that carry through into every-day-life. Life and martial arts training are very much the same, and how we deal with one is usually the way we deal with the other.

In training we strive for proficiency, but benefit from a greater self-confidence; self-discipline; a strong character; physical fitness; and the obvious self-defense capabilities. You may have gotten into the martial arts for another reason, such as fellowship, but what you take home with you is much, much more. The amount of knowledge and ability you acquire depends on your attitude. Have you ever learned a kata or technique that you didn't like? It was probably one of the hardest katas or techniques you ever learned, even though technically it wasn't difficult.

Too many karateka today don't train with the spirit and drive that it takes to become the best they can be. They do little more than go through techniques the same as if they were performing a dance. Technique or kata, you should perform it with your spirit on fire and not hold back on power and exertion, while only controlling technique enough as not to injure your opponent in practice.

In working kata, half speed and power practice is important in order to work on form and fluid of motion. But, it must be understood that kata is fighting, and that you will perform the way you practice. Be it on the street, or at a tournament, or in the dojo, attitude and technique go hand and hand. Anyone who goes through a class without heavy perspiration isn't doing martial arts training. The benefits of self-confidence, self-discipline, strong character, physical fitness, and self-defense come through hard training!

Self-confidence is needed so as not to shy away from something hard and say: "I can't do that". Again remember, self-confidence is very useful in life as well as your martial arts, but don't confuse confidence with egotism. A balance between the two is essential for harmony between you and your instructor, and your friends.

Remember self-discipline, the need to be able to make yourself do something that is good for you, even when you don't feel like it. How can you expect to acquire this when class is made easy by not challenging yourself by going hard and pushing yourself for that extra speed and power.

A strong character is a combination of the two, self-confidence and self discipline. The type of person you are will determine how far you get in today's world. Will you quit or give up easily, or will you take on something that no-one else wants to do and get the job done.

Without the proper attitude in training, how can you go easy and hold back and expect to reach physical fitness and all the benefits that come with being strong, looking good, and feeling good.

Training hard with the proper attitude gives you many things, but the one thing that may benefit you the most may be in your future when you are attacked and successfully defend yourself or your loved ones, and you will be glad you undertook martial arts training and that you put more into it than the guy you just defeated who may have been in your martial arts class a long time ago, but he quit and didn't gain as you did.

So to quote a wise man: "Train hard with proficiency as your goal. Once you have obtained this goal, you will have become a person strong, yet gentle; stern, yet full of compassion for others. You can be "rugged" when the need arises, but also forgiving in nature."

#### VIOLENCE OR VALUES: TEACHING KARATE-DO TO TROUBLED YOUTH

by Arnet Hales

Violence, abuse, anger, out of control; words often heard by program coordinators for residential attendance programs with the One Way Adventure Foundation at Hedley, B.C., Canada. The words are used to describe the thirty some 13-18 year old children enrolled in the various programs at Camp Colonial, the rural treatment facility of the One Way Adventure Foundation. These children come to Camp Colonial assessed as socially maladjusted, under privileged, and delinquent. Camp Colonial is very often the last in a string of placements for young people in their mid-teens with little hope for rehabilitation, due to the lack of programs suited to meet their behavioural disorders.

Though the profile and needs of each student will differ, they are in most cases termed "delinquent" as the result of an arrest and/or a court action. Using Kraraceus delinquency prone check list, it is understood that these young people have some characteristics in common. In general they:

- a) show a marked dislike for school,
- b) resent school routine and restriction,
- c) are failing or have failed in several subjects,
- d) have attended several different schools, or are not attending school at all,
- e) intend to leave school as soon as the law allows,
- f) have vague academic or vocational plans,
- g) have limited academic ability,
- h) are children who seriously or persistently misbehave,
- i) destroy school materials or property,
- j) are cruel and bully others,
- k) have temper tantrums,
- l) truant from school,
- m) do not participate in organized extra curricular programs,
- n) feel they do not belong in the classroom.

The main focus of treatment in the Camp Colonial treatment facility is to turn these negative issues into positive values by aiding each youth in learning relationship building skills with peers and adults, and to help develop an understanding of him or herself, and potential. A required participation in a traditional Shotokan Karate practice is an integral part of that process.

1)Kirk; Educating Exceptional Children, quoted in One Way Adventure Foundation's Manual of Operation, 1972



The Karate practice has its opponents. There are those who only see the violent homicidal side to Karate, and wonder how such a violent activity can be of any real benefit to an already violence oriented life. They in fact attribute the Karate practice to a further deterioration in behavior as children become more sophisticated in their ability to perpetrate violent crime. These opponents seldom consider the benefits derived from the true practice of Karate as presented in a traditional format such as the Shotokan.

The One Way Adventure Foundation has used karate as a part of its' treatment process for the past ten years. A brief treatise follows on the benefits students have derived from the instruction they have received.

#### PHYSICAL

Atheletic endeavor and fitness: many of the young people arriving at Camp Colonial are under-nourished, under weight, and in poor physical condition. The regular practice of Karate combined with other treatment resources (food services drug free environment, counselling, etc.) improves appetite, weight and muscle tone is improved, and students are exposed to a balanced exercise program equally stressing flexibility, strength, and endurance. This improved physical condition benefits many other areas of life. They become more alert, more active, and better able to retain information; they begin to sleep better, and routines become more acceptable. Fitness has proven to be a contributing factor to many social and academic improvements in young lives.

#### MOTOR SKILLS

The complexity of movement in Karate dramatically improves gross motor skills and eye-hand coordination. Skills learned during a Karate practice spill over into many other areas improving the participant's ability in all other activities requiring eye-hand coordination skills.

#### MENTAL

Self Discipline: The lives of young people in treatment are in gross disarray. They are often correctly considered out of control. Adherence to the rigid mental discipline of Karate returns to young lives that lost control. They are enabled to once again take charge of their own lives. Children who are defiant and rebellious learn to listen and accept criticism, regulating their lives through introspection and correction, rather than the previous experience of anger and outburst. These young people begin to accept their lack of knowledge and strive to learn rather than pretending, to their own failure and embarrassment, to know it all.

#### GOAL SETTING

Poor or impoverished goals set without due consideration often result in failure. Through the continued regular practice and reward for hard work (the grading process) troubled youth begin to recognize that there are values associated with striving diligently toward a desired end. The grading process is a continually reinforced reminder that hard work results in visible rewards and recognition.

#### SPIRITUAL

"In fact true Karate-Do places weight on spiritual rather than physical matters. True Karate-Do is this: That in daily life, one's mind and body be trained and developed in a spirit of humility; and that in critical times, one be utterly devoted to the cause of justice."<sup>2</sup>

From Lao Tzu, to Zen; from Christianity, to the conflict of Luke Skywalker and Darth Vader in Star Wars, the value held important is one of spiritual significance. Troubled young people who have seen fighting as a proof of adulthood or power are brought in the Karate class, face to face with the true teachings of all true Karate-Do, "we will not become deadly weapons, but life protecting people." Spiritual values become the norm rather than the exception for life.

Karate requires faith in instructors, hope for ongoing improvement, love for life and integrity, a prudent acceptance of limitations, moderation in food and drink, and a sense of justice and courage. These are concepts often unknown to troubled young people, but brought to the forefront of their conscious thinking through the Karate class, its teachers, and its philosophy. Young people begin to consider others where they had once only considered themselves.

Violence and abuse are not common words in a Karate class; stress rather falls on personal improvement over defeating others. Master Funakoshi made the statement that, "The ultimate aim of Karate lies not in victory, nor defeat, but in the perfection of the character of its participants." We may not change the lives of every troubled youth who crosses the threshold of the dojo, but we can help him on the road to recovery.

But what of the many who study the art of Karate-Do and become more violent and more destructive? This writer would like to quote the old gentleman of the Karate Kid movies released, "There is no bad Karate, only bad teachers." Bad teachers can only reproduce themselves, we are all in the creative process. True Karate truly taught as in the formal traditional dojo's of the Shotokan will aid in the healing redemptive process in which troubled young people will become positive contributing members of society.

Many young people who entered the facilities at Camp Colonial have left the facility to return to their own communities, return to school, enter the work force, and positively add to their communities. This is not to say that Karate is solely responsible for the coming together of any young person. Months of treatment, counselling, consistent discipline, firmly held boundaries, and a balanced diet of work, chores, recreation, and expeditions have been working together to accomplish this goal, but Karate philosophy and the repeated rigid discipline of practice has built upon and reinforced all the good points of the treatment process. These young people no longer seem to need to prove themselves by violent means, but have found value in themselves. Karate has aided them in this process.

#### KARATE IN HAWAII

by Paul Ortino, Jr

During the beginning of the twentieth century many immigrants from China, Japan, Okinawa, Korea and the Philippines began to inhabit a small chain of islands in the Pacific Ocean. It was here that many of our dedicated ancestors of the martial arts began to share their knowledge with a few chosen people who had proven themselves worthy of learning.

It was an island of paradise, lavished with wild blossoms of plumerias and hibiscus, where towering palm trees guarded the pure white sands that lay beneath them, encompassed by a deep blue body of water that seemed to reach out until the sky itself formed an infinite blanket upon it.

Despite the intrinsic beauty of the islands themselves, there was much underdeveloped farmland of sugar cane and rice. On selected areas of land there were acres of pineapples emerging from the ground, waiting for the right moment to ripen. Those not toiling the land were usually wrestling the waters, accompanied by handmade spears and elementary fishing poles. With their hard work and aloha spirit of sharing, they managed to survive. On this land we call "Hawaii", our 50th State, lies the beginning of modern day Karate in the USA.

When one thinks of Hawaii today we think of Waikiki, grass skirts and macadamia nuts. Let us not forget Hawaii is a stretch of eight islands ranging some 350 miles apart. The capitol, Honolulu, is located on the more populated island of Oahu, but there are also Niihau, Kauai, Molokai, Lanai, Kahoolawe, Maui and the big island itself called Hawaii.

When one thinks of Martial Arts in Hawaii we seem to go back to James Mitose, Professor Cho and Ed Parker. The well known East Coast Kung Fu practitioner Daniel Pai had his early training here, and theroots of Kajukenbo are here.

Very few people, however, are aware of the two strongest karate organizations in Hawaii today. They are Hawaii Karate Congress (HKC) and the Hawaii Kodanshakai (formerly the Hawaii Karate Yudanshakai).

The HKC is the oldest existing martial arts organization in the USA. Founded in 1961, the Board of Directors consisted of such prominent senseis as Kanazawa, Kobiyashi, Murakami, Nishiyoka and many others. Its Board of Directors has now grown to 24 people, with the Executive Board consisting of Dallas Grady, Tomu Arakawa, Ed Louis and Sung Au.

Former presidents of the HKC have been Pat Nakata, James Miyaji, Ed Battad and Joe Bunch. Dallas Grady is the current President. Today history is in the making as these top senseis meet together every month, discuss forthcoming tournaments, elaborate on the traditions of the past, and how they can improve the future of the Martial Arts in America.

2)Funakoshi:Gichen, quoted in National Karate Encyclopedia, 1986, page 58



They have developed their own constitution, their own rules for tournament competition, and their own rating system that has been in existence since the early 1970's. One of their goals is to bring the different legitimate martial arts schools together; to recognize and respect each other regardless of whether their concepts conflict, and to share ideas and philosophies among each other so they may continue to grow in a positive manner.

The uniqueness of the HKC lies not only in its composition, but also in its character. If there are "living legends" in the martial arts today, then I will have to say many exist in the HKC.

Representing Mas Oyama's Kyokushin Kai is Shihan Bobby Lowe himself. Shihan Lowe who started training with James Mitose before training under Master Mas Oyama has over four decades of experience, as well as holding an 8th Dan. Shihan Tomu Arakawa, 8th Dan, represents Okinawa Goju-Ryu Senbukan. A humble, yet forceful Shihan James Miyaji shares his art of Zen Bei Butoku Kai Kenshukan. Miyaji Sensei (8th Dan) has been a former president of HKC for many years. Studying under the Great Master Chosin Chinbana himself, (8th Dan) Shihan Pat Nakata represents Okinawa Shorin-Ryu Karate Association. Then there is the famous Sensei Kenneth Funakoshi, former Black Belt Hall of Fame "Sensei of the Year". Funakoshi Sensei, a Shotokan stylist, is Chief Instructor for the Karate Association of Hawaii. Shito-Ryu stylist, Shihan Chuzo Kotaka is Chief Instructor for the International Karate Federation. Chief Instructor, Shihan Joe Bunch, heads the Hawaii Okinawa Kenpo Karate-do. Sensei Paul Ortino heads the Okinawa Kenpo Karate-Dharma Ryu Dojos.

Sensei Bunch and Sensei Ortino, both who have been promoted by the Great Master Seikichi Odo, run their own schools, but together have over ten dojos and well over 400 students. Sensei Bunch has trained in Okinawa, as well as with the Kajukembo system here in Hawaii, prior to joining the Okinawa Kenpo Karate Kobudo Federation. Sensei Ortino, presently a student of Shihan Richard Gonzalez, has trained with top senseis such as Al Smith, Charlie Lewchalemwong, Bob Dunn, Jack Choe, Don Howard and Dennis Decker. His first sensei was George Dillman.

A student of Sensei Pat Nakata, Sensei Ed Battad runs his own Okinawa Shorin-Ryu dojo. Sensei Jann Aki runs his own dojo in Kaneohe and teaches Okinawa Goju Karate.

Sifu Sung Au, an excellent competitor in weapons forms himself, represents the Siu Lum Pai Kung Fu Association. Shihan Masa Teruya, and Okinawa Shorin-Ryu stylist, runs a small but strong dojo. Sensei Teruya trained in Okinawa and is quite an historian on martial arts. Sensei Dallas Grady, presently a Shorin-Ryu stylist, has had many years of martial arts experience. He is the President of HKC and flies from the Island of Kauai twice a month to make meetings and represent the HKC at tournaments.

Students of Shihan Fusi Kise, both Sensei Percie Johnson and Sensei Dave Lockhart, run their own Shorin-Ryu dojos.

A top full contact fighter of the past, Sifu George Iverson runs a Kenpo Karate school in Mililani Town. Sifu Ed Louis, Sifu Rich Marquez, Sifu Marino Tiwanak, Sifu Tony Sotero and Sifu Matt Levi are all Kenpo stylists, however each are Chief Instructors of their own schools. Okinawa Shorin-Ryu is also represented by Sensei Richard Young at the Karate Hawaii Cultural Center.

A top Taekwondo stylist in his youth and a former student of Shihan Richard Kim, Shihan Tony Troche represents the Japanese Shotokan System. Last but not least is Sifu Daniel Medina, Chief Instructor for the Black-masters Sphinx Karate-Escrima. He has learned Escrima in the Philippines from some of the top teachers alive today.

These are the 24 top instructors who make up the Board of Directors for the HKC. A few of them such as Shihans BobbyLowe, James Miyaji, Joe Bunch, Richard Young, Masa Teruya, Tomu Arakawa, Dallas Grady, Percie Johnson, Ken Funakoshi, Tony Troche, Ralph Castro (Zen Bei Butoku Kan), Pat Nakata and Paul Ortino, Jr., are on the Executive Board for the Hawaii Karate Kodanshakai.

The Hawaii Karate Kudanshakai consists of Yondans and above representing traditional Okinawan or Japanese Karate. Formerly the Hawaii Karate Yudanshakai, the purpose of this organization is to unite Chief Instructors from various traditional Karate Dojos, to work together to develop a uniform ranking system and to bring together a better understanding of traditional Karate-Do.

In conclusion, Karate in Hawaii is stronger now than ever before, and what has been lost in many of the modern Karate dojos in the United States can still be found flourishing in the hearts and souls of most Karate dojos in Hawaii. As Gichin Funakoshi once said, "The Martial Arts begin and end with courtesy -- not in form alone but in mind and heart as well."

If, by chance, you should find mistakes in the 1987 National Encyclopedia, please consider them there for a purpose. We try to find something for everyone and some people are always looking for other peoples mistakes.

## Chinese Martial Arts: What's in a Name by Al S. Gardner

There is much confusion over the correct term, or terms, to use for the Chinese Martial Arts. This confusion exists not only in Karate circles, but also in the Chinese community. There are three major terms that must be understood--Kung Fu, Wu Shu, and Kuo Shu.

Kung Fu is probably the most widely used term as well as the most incorrect. It was first used by the non-martial arts community to describe martial arts. It has spread through popular culture beyond its original meaning of "skill gained through hard work over a long period of time". If you are a doctor it is said that you have good kung fu in medicine. The term "kung fu" came into extensive use for the Martial Arts in the colony of Hong Kong. To be correctly used for Martial Arts it must be written with the sense indicator li next to the character kung. This means work (kung) in the sense of physical strength (li). Its use has become so widespread that it is now part of the "lingua franca" of the Martial Arts.

Wu Shu is both the oldest and the most modern term. It encompasses all the arts of warfare from empty hand and weapons fighting to strategy and the deployment of troops in battle. The character wu is read as bu in Japanese (Budo, Bushi). The two parts that make up wu are spear and stop. These are used to imply protection of the nation from outside invaders. This was the generic term for war arts under which all other specific skills, i.e., empty hand and weapons fighting, archery, strategy, etc., fall.

After the 1949 Communist Revolution in China the term Wu Shu took on a new meaning. Mao Tse-tung felt that the traditional Martial Arts should be transformed from fighting arts to a system for instilling "vigor and strength" in the youth and maintaining the health of the general population. He wanted all fighting and military skills to be the property of the government. From 1950-1982 all fighting was taken out of Wu Shu. Competition became highly organized and centralized under the People's Sports Committee. Competition was exclusively in forms which were greatly changed from the traditional styles. Many of the forms were conglomerations of four or five styles. Even the Tai Chi form taught to the population at large was a mixture of four styles of Tai Chi.

Shaolin Chang Chuan (Long Fist) was used as the basis of many of the forms, but they were changed to make them more gymnastic and more exciting to watch. Wu Shu competition has until recently been almost exclusively the province of the young. National champions average 16-19 years of age and are mostly retired by their early twenties. Competition became a cross between gymnastics and Chinese Opera, beautiful to watch, but devoid of practicality.

Another change in the use and meaning of Wu Shu is underway right now. Since coming to power in the early part of this decade Deng Qao Peng has transformed China. He is personally responsible for bringing back to favor the remaining traditional Martial Arts masters and the incorporation of fighting competition. He has urged research into traditional styles and has even invited back to China three Martial Arts masters who had fled the Communist Revolution. The Wu Shu of the People's Republic, which had been exclusively a gymnastic exercise, is therefore undergoing quite a change and only time will tell what the term Wu Shu will come to stand



for.

The character Kuo translates as nation, therefore Kuo Shu, or "National Arts" has its origins in the early part of the twentieth century, just after the founding of the republic under Dr. Sun Yat-sen. The Martial Arts community, especially the Shaolin temples and the secret societies, had often been seats of rebellion against the central government, in defense of the common people.

In the late 1800's, the Dowager Empress and the Martial Arts community as represented by the secret societies entered into a short-lived alliance. The U.S. and the European powers had carved out "spheres of influence" in China. The Dowager Empress used the Martial Artists in an attempt to oust the foreign powers, in the "Boxer Rebellion" of 1899-1900. The "Boxers" were armed only with traditional weapons like swords and spears. They believed themselves to be impervious to gunfire because of magical properties they had acquired through their training. After some initial successes, the Boxers were slaughtered by the thousands by modern Western weapons, and those who survived were scattered throughout the nation. The common folk felt betrayed by the apparent incompetence and weakness of the Martial Artists.

To strengthen their image the remaining Boxers and other Martial Arts masters organized national competitions through the Beijing and Nanjing Cultural Association in 1909. In 1912 they adopted the term Kuo Shu to refer to the Martial Arts, emphasizing its indigenous Chinese heritage with the old implication of defending and strengthening the nation. The Kuo Shu Federation grew in size and strength throughout the early years of the Republic. Not only did the Kuo Shu Federation serve as a training ground for the Nationalist Army, but most of the Army's highest officers were also high officials in the Federation. Generalissimo Chiang Kai-Shek was a member and an ardent supporter of the Federation. He had started his Martial Arts/political career as an enforcer of a secret society. When the Communists took over in 1949 the Kuo Shu Federation went with the Nationalists to Taiwan.

Mao Tse-tung was fully aware of the historical role of Martial Artists in revolutionary activity. After coming to power, Mao undertook the extermination of a large percentage of Martial Arts masters. This oppression continued until the end of the Cultural Revolution. Many masters who had not been strongly associated with the Kuo Shu Federation fled to Taiwan, where they invariably fell in with the Martial Arts community headed by the Kuo Shu Federation.

The 1950's to early 1970's saw the Kuo Shu Federation at its height. In the 1950's the Federation even began district and regional championships in the U.S. usually centered in Chinatowns on the West and East coasts. In 1958 the U.S. China Kuo Shu Federation was officially founded in New York. By 1972, due to political instability in Taiwan and political infighting in the organization, the Taiwan Association fell apart and its U.S. counterpart quickly followed. About ten years ago, the U.S. Taiwan Kuo Shu Federation was formed under totally new leadership and a new charter from the government of Taiwan.

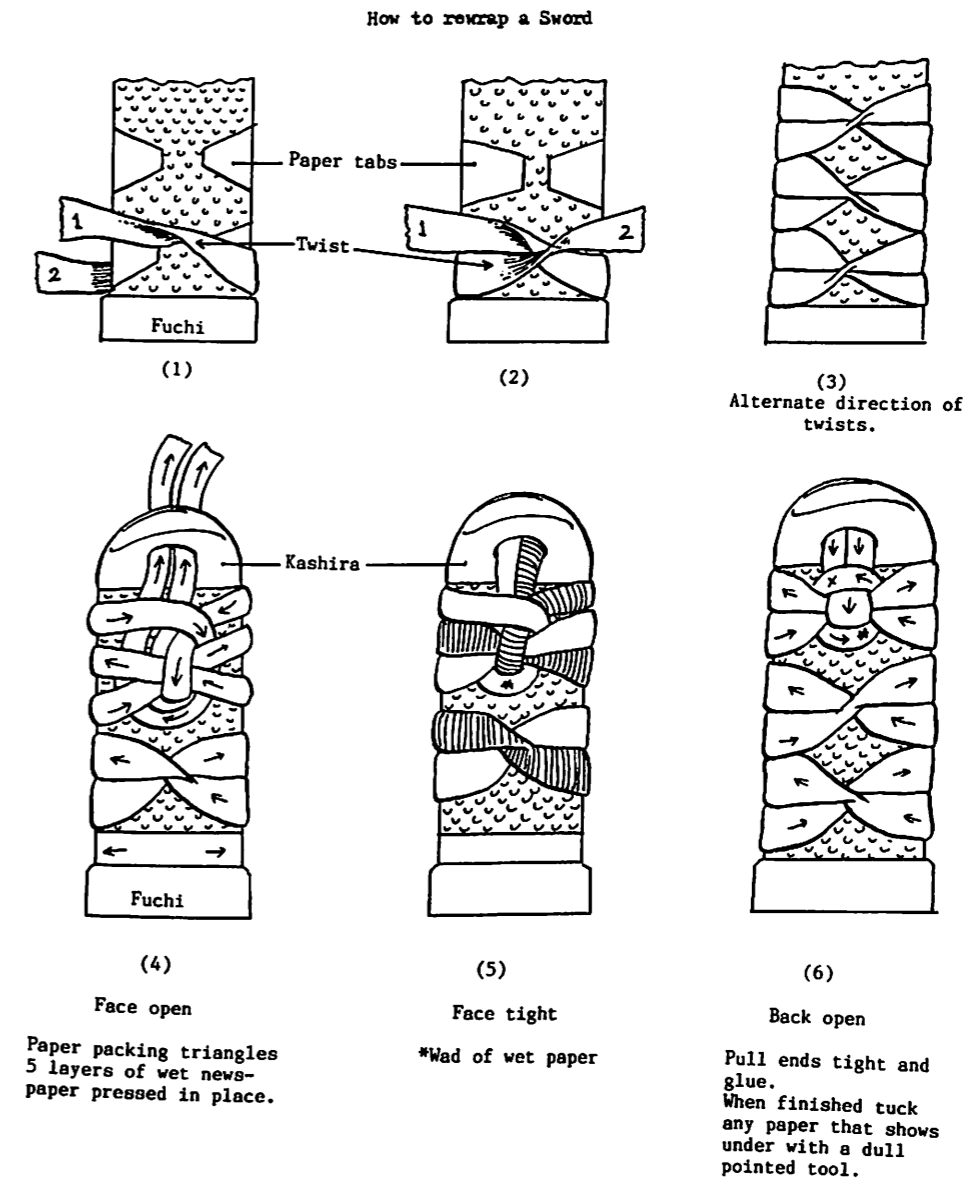
Kuo Shu competitions emphasize purity of style in forms and full contact fighting. A recent U.S. Martial Arts. publication ran an article on the 1986 Kuo Shu Championships in Taipei under the title "Bloodbath in Taiwan".

Kuo Shu is the most accurate term to describe the Chinese fighting styles, both internal and external, as handed down through generations of

instructors, the secret societies, the "Boxer Rebellion" and the establishment of the Nationalists in Taiwan.

Twenty years ago part of a Martial Artist's heritage was revealed by the term he used to define his art. If he used the term Kung Fu, it meant that his heritage came from Hong Kong. If he used the term Wu Shu, his heritage was based in post-Revolutionary Communist China. Kuo Shu meant that his heritage was based in pre-Communist China, and his loyalties were with the Nationalists on Taiwan.

If you are a Japanese, Korean or Okinawan stylist, a basic understanding of these terms will go a long way in helping you learn about the heritage of your art. China is the grandfather, the oldest continuing civilization on earth and the wellspring of most of the Martial Arts practiced around the world.







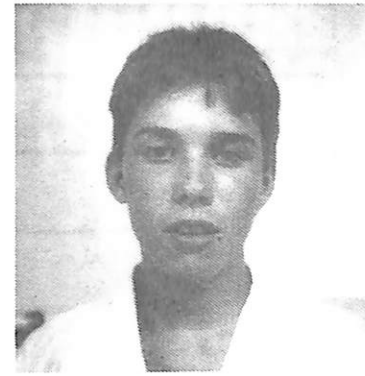
Megan Betts Gokyu



Larry Hall Student



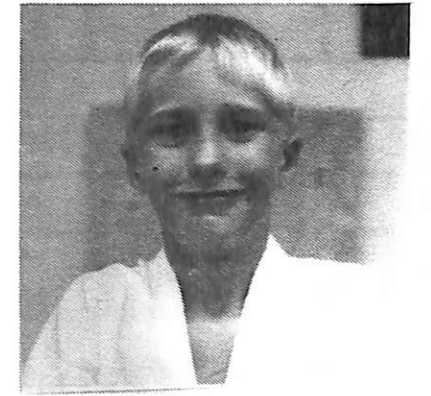
Greg Croom Roky



Joe Daniels Roky



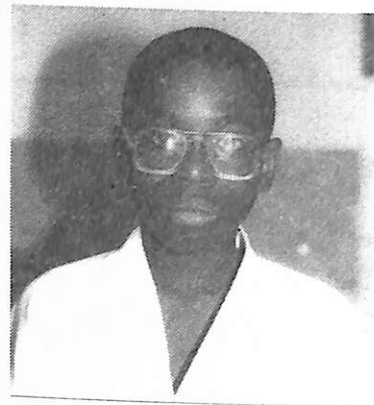
Eric Dawson Jr. Roky



Jeremiah Taylor Jr. Roky



Dax Smith Jr. Roky



Chris Edwards Jr. Roky



Lydia Parker Jr. Roky



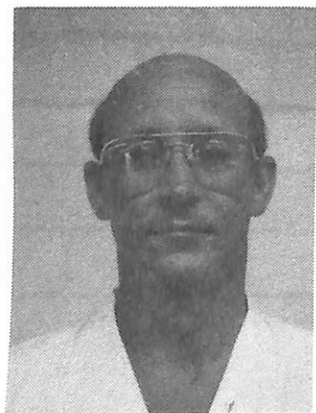
Bobby Daniels Student



Brian Horton jr. Goky



Kathy Lanning Student



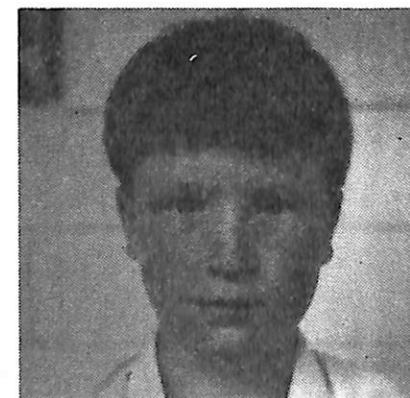
Sgt. J.C. Surles Student



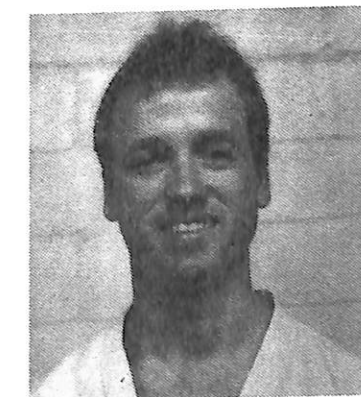
Michael Williams Student



Tyres Wooten Jr. Goky



Jeremy Smith Jr. Yonky



Bruce Sales Goky



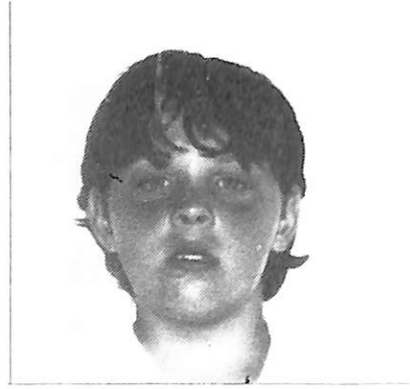
James Thomas Jr. Roky



NATIONAL MEMBERS



Kristen Jones Rokyu



Adam Warner 7th Kyu



Aaron Economo Gokyu



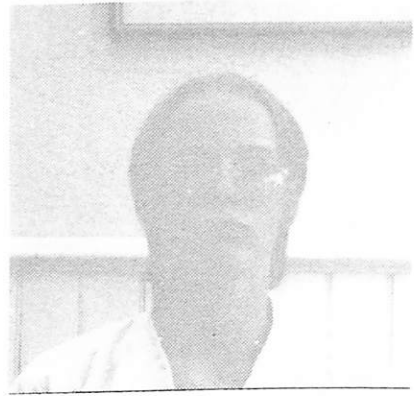
James Economo Gokyu



Donna Kelley Ikkyu



Margaret Allen Ikkyu



Preston Collins 8th Kyu



Joshua Watkis 7th Kyu



Alphonse Barter 8th Kyu



Patrick Maguire Gokyu



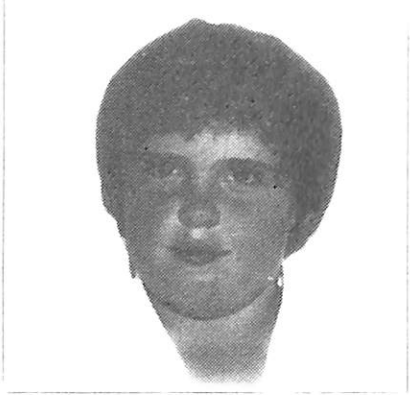
Richard Leonitt 9th Kyu



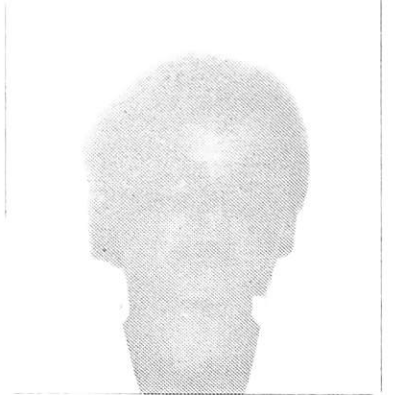
Jeff King Nikyu



Joe Fisher 8th Kyu



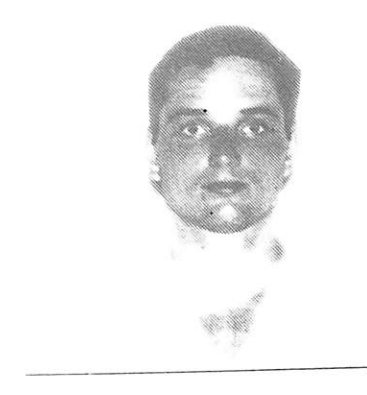
Derek King 9th Kyu



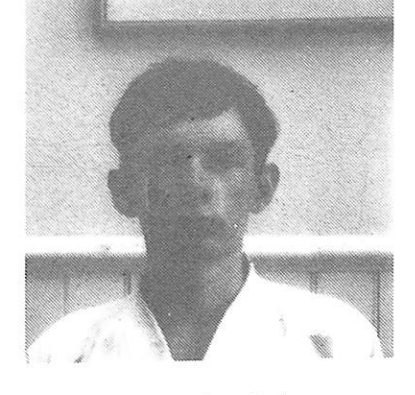
Tom Sturtenent 9th Kyu



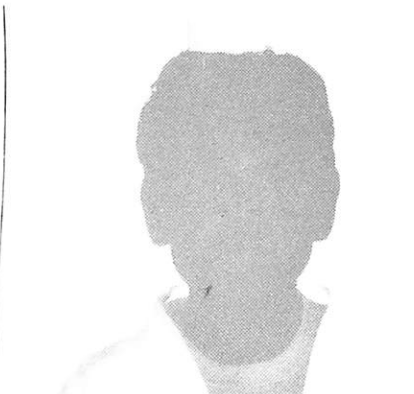
Cheryl Gardner Gokyu



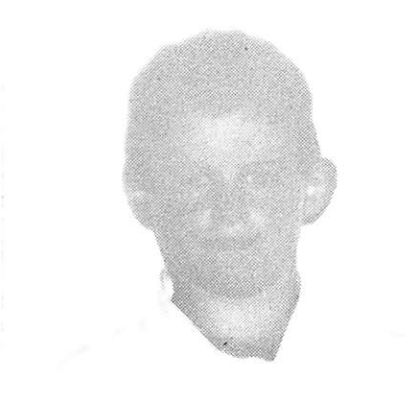
Mike Johnson Gokyu



Mark Jacobs Gokyu



Joe Galligher 9th Kyu



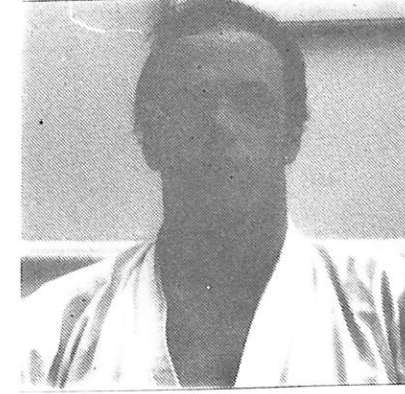
Jason Soule 9th Kyu



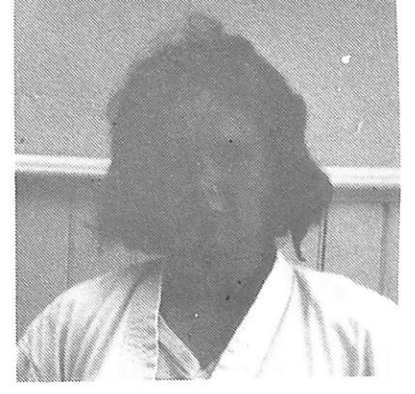
Ricky Sturtenent 9th Kyu



Aaron Young Gokyu



Jeff Crofts Rokyu



Stacey Jacobs 8th Kyu



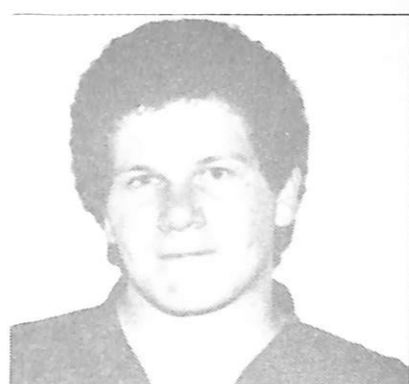
NATIONAL MEMBERS



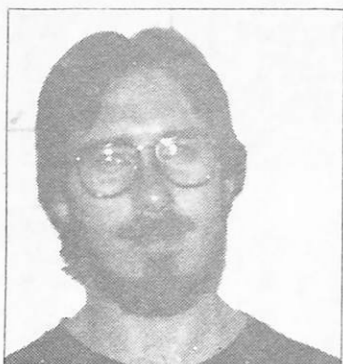
Kevin Campbell 8th Kyu



Scott Innes 8th Kyu



Steven Prince Yonkyu



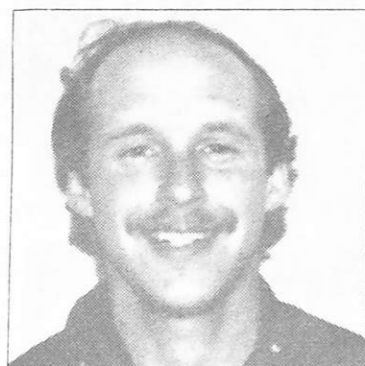
Peter Hutchinson Sidan



Chris Thing Sankvu



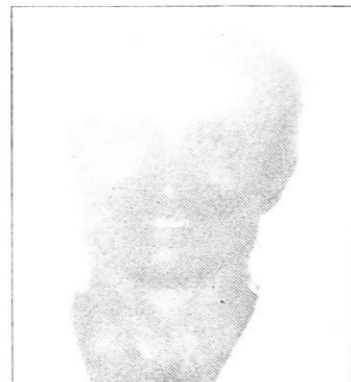
Lynn Langlois Sidan



David Pucker Sidan



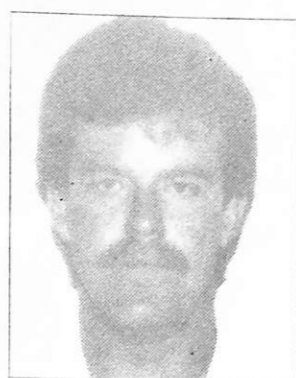
Jean Weatherbee Sidan



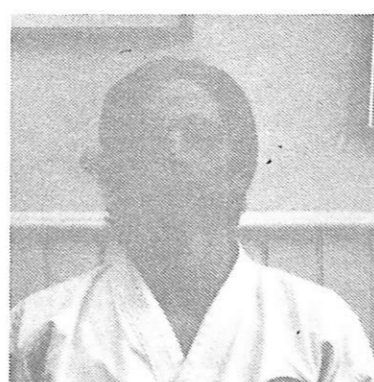
Robert Nelson Sankyu



Carlos Diaz Sankyu

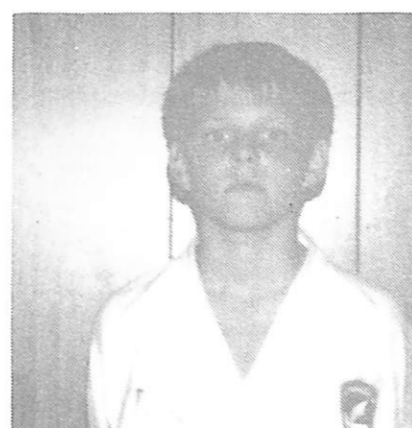


Richard Holbrook Ikkyu



Greg Siska Shodan

NATIONAL MEMBERS



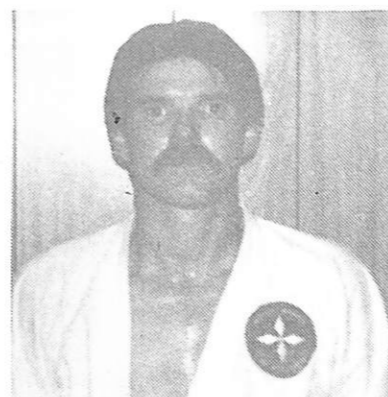
Lee Flythe Rokyū



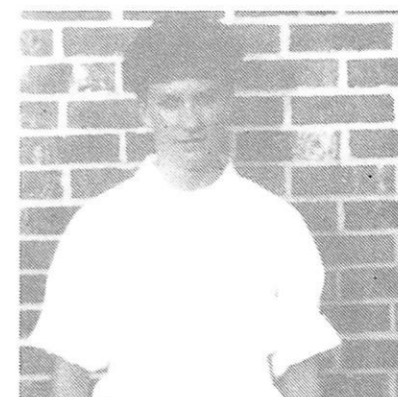
Dale Bridges 7th Kyu



Percy Millet Yonkyu



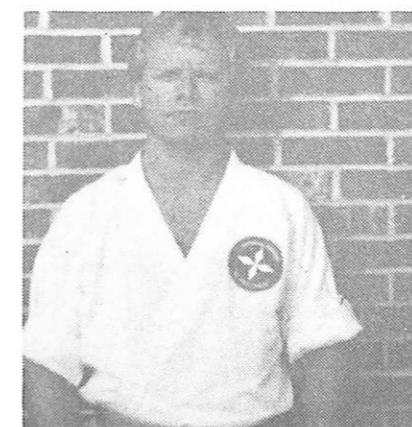
Karl Carey Yonkyu



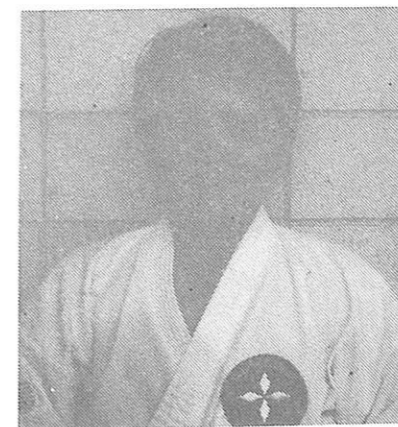
Kim Galloway Student



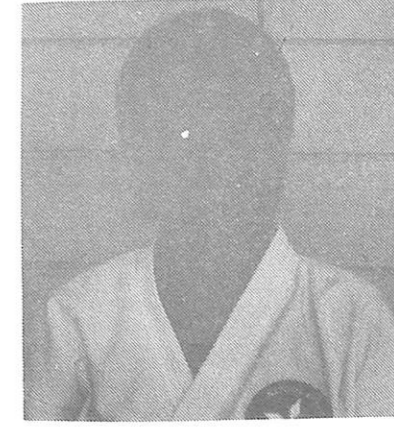
Freddie Cowan Ikkyu



Ronald Jernigan Gokyu



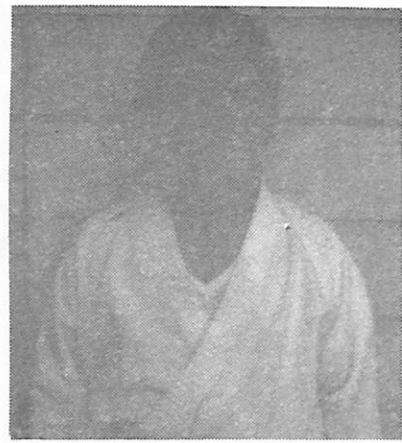
Jason Moore Rokyū



Mike Faison Gokyu



NATIONAL MEMBERS



Kent Blackway 9th Kyu



Ernest Johnson Rokyu



Charles Melton Gokyu



Wayne Cottrell 7th Kyu



Andy Rutsch Rokyu



Susan Naitwer Sankyu



Doug Rutsch Rokyu



Toby Lewis 8th Kyu



David Lowe 9th Kyu

NATIONAL MEMBERS



Kenneth Coleman Student



Brian Armstrong



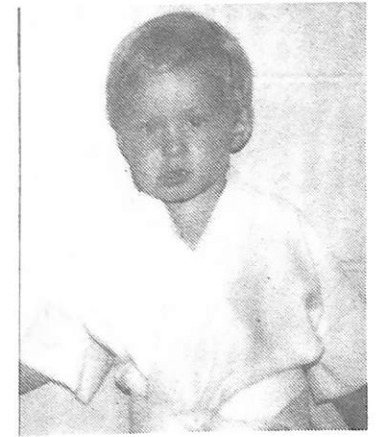
Garrett Van Dwyn 7th Kyu



Keith Frost 7th Kyu



David Whitner Sankyu



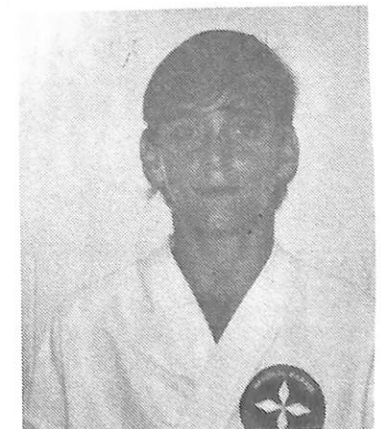
Keith Pickard Student



David Pickard Student



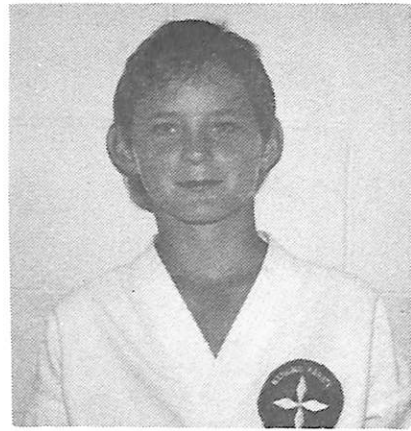
Pat McIntire Shodan



Brae McIntire Jr. Shodan



NATIONAL MEMBERS



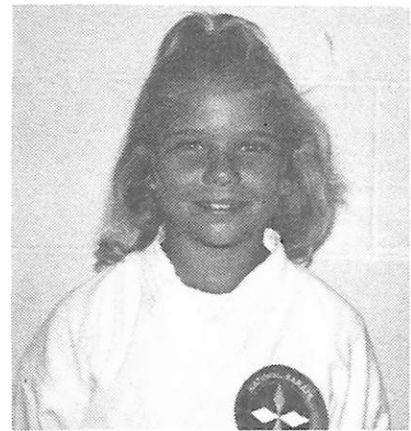
Adam McIntire Jr. Shodan



Karen Lynch Nidan



Cassie Cioci Nikyu



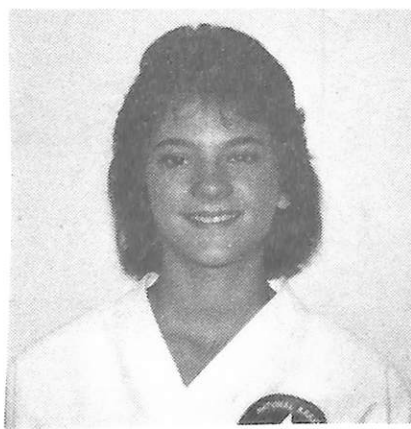
Christy Cioci Gokyu



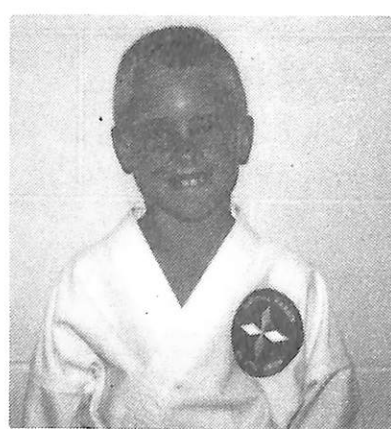
Cindy Cioci Rokyu



Michael Winship Ikkyu



Michelle Garrison Rokyu



Dale Garrison Rokyu



Chris Cauthan Rokyu

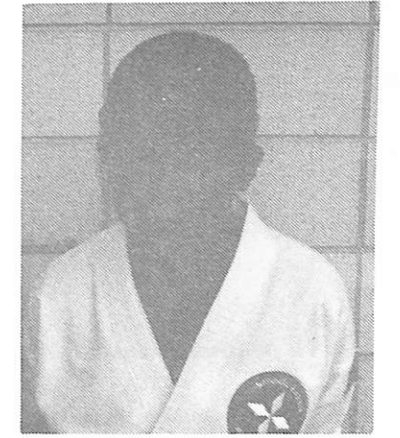
NATIONAL MEMBERS



Rod Grice Yonkyu



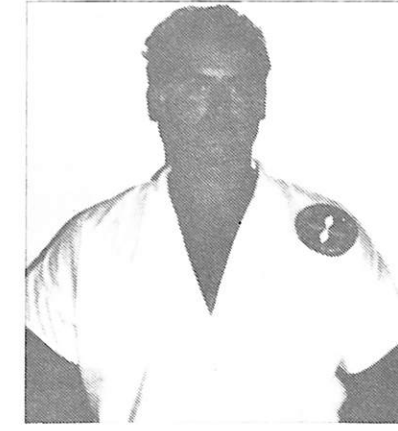
Ellis Crew 9th Kyu



Jamie Burroughs Yonkyu



Frank Pensa Rokyu



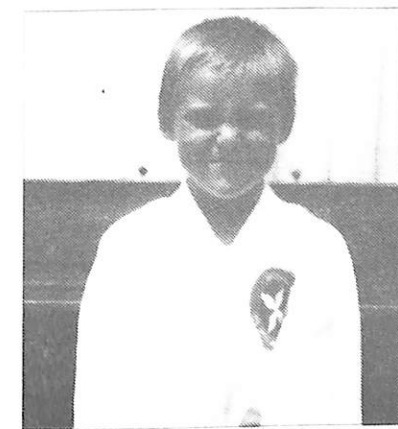
William Sorensen Rokyu



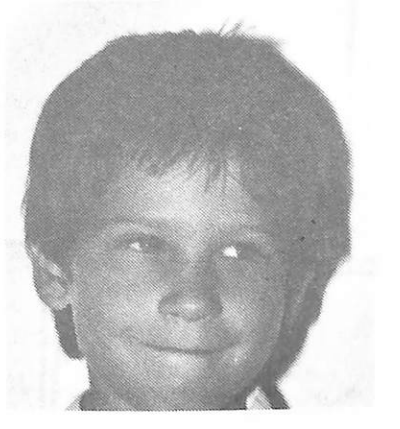
Lincoln Griffin Rokyu



Lucus Griffin 7th Kyu



Wade Griffin Student



Buck Davis Student



NATIONAL MEMBERS



Derrick Law 7th Kyu



Chris Law Sankyu



Mellissa Rowe Student



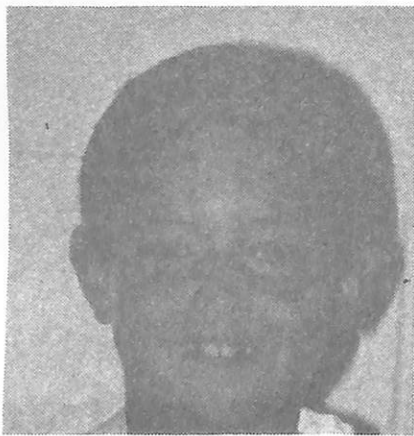
Patsy Rowan Gokyu



Bobbie Rowe Jr. Black



David Davidson 7th Kyu



Dustin Paulk 7th Kyu



Vicki Harrison Rokyu



Jamie McTyre 7th Kyu

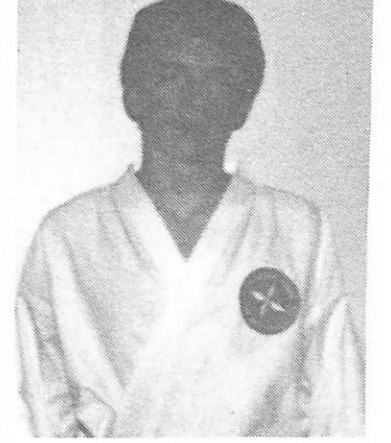
NATIONAL MEMBERS



Michael Dale Gokyu



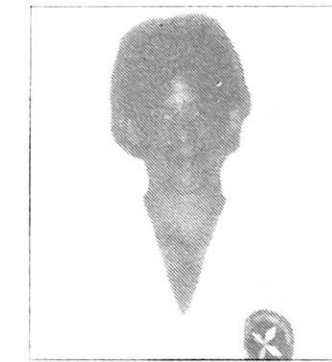
Jack Cagle Student



Wesley Leachman Student



Elois Fleming Sankyu



Phillip Harrison 7th Kyu



Kevin Harrison Gokyu



Glen Smith 7th Kyu



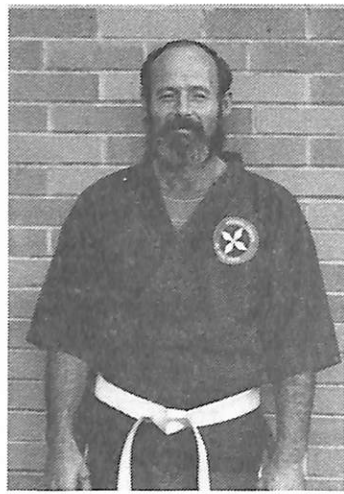
You don't have to be a clown to get in this book.



NATIONAL MEMBERS



Joel Harper Yonkyu



Marshall Harper 7th Kyu



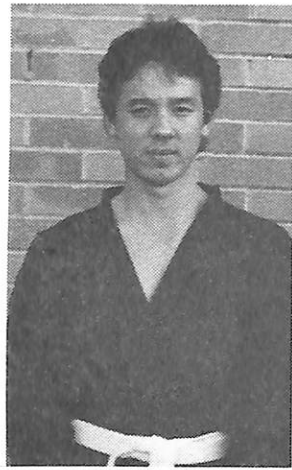
Angela Harper Yonkyu



Ian Haley Gokyu



Southwest Academy of Karate, Instructor Greg Johnson



Jeffery Johnson 7th Kyu



Michael Young 7th Kyu



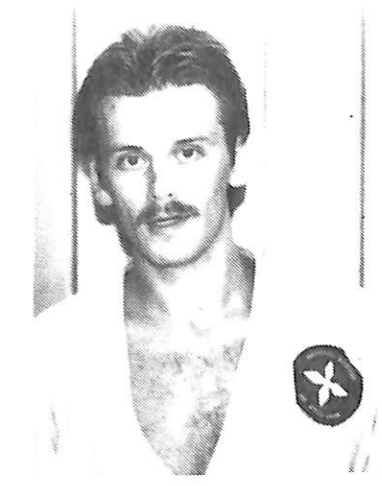
Laura Lawrence 7th Kyu



Skipper Rowan Student



Bill McCormick Gokyu



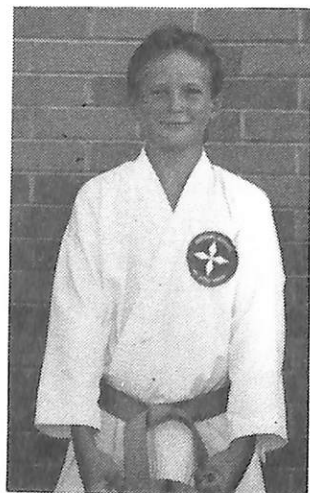
Scott Cochrane Nikyu



Dan Rodig Ikkyu



Jeffery Godwin Student



Dusty Dixon Gokyu



Garret Whitson Student



Phillip McGhin Nikyu



Keith Kalafut Yonkyu



Tom Klekamp Yonkyu



Matt McCormick Gokyu





Jamieliah Sharpe Jr. Black



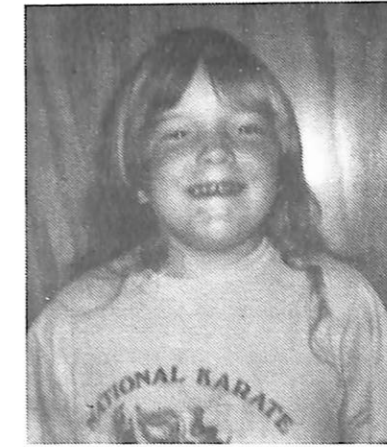
James Sharp Jr. Jr. Black



Jumacy Taylor 4th Kup



Eric Nash Rokyuu



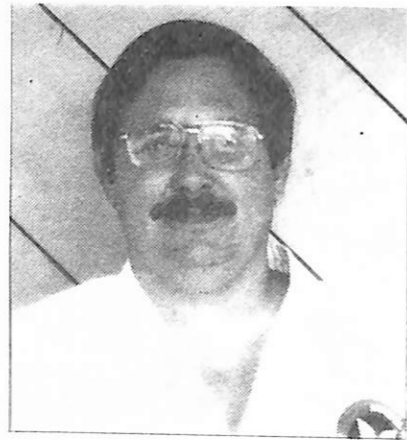
Carlee Whitson 7th Kyu



Junior Runions Gokyu



David Hall 4th Kup



Dennis Parker Sr. 9th Kup



Regina Parker 9th Kup



Eric Bennett 7th Kup



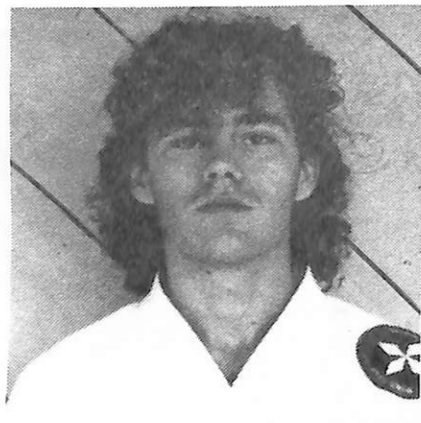
Michael Buffaloe 5th Kup



Toby Parker 9th Kup



Dennis Parker Jr. 9th Kup



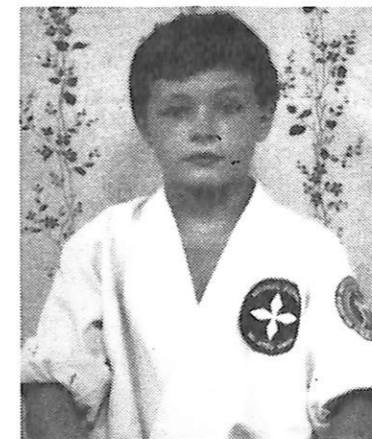
Bill Johnson 9th Kup



Darrell Brannam 9th Kup



Jason Bennett 7th Kup



Stacy McMillan 3rd Kup



Sharon Hilton 3rd Kup



Greg White 4th Kup





Mark Cofield Gokyu



Jeff Godwin Ikkyu



Jason McGhin Nikyu



Michael Lawrence 7th Kyu



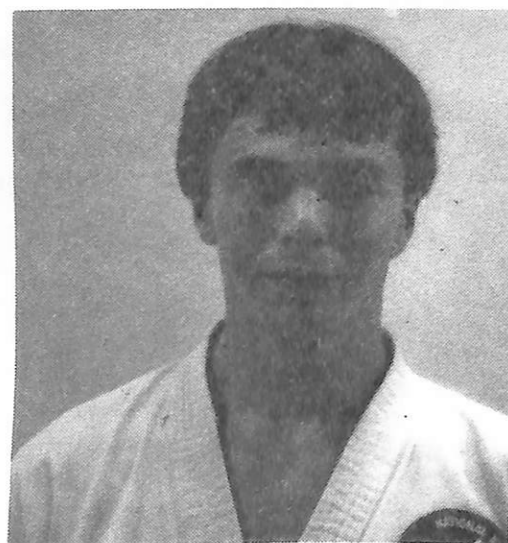
Shirley Wilkes 7th Kyu



Jim Sparks Jr. Black Belt



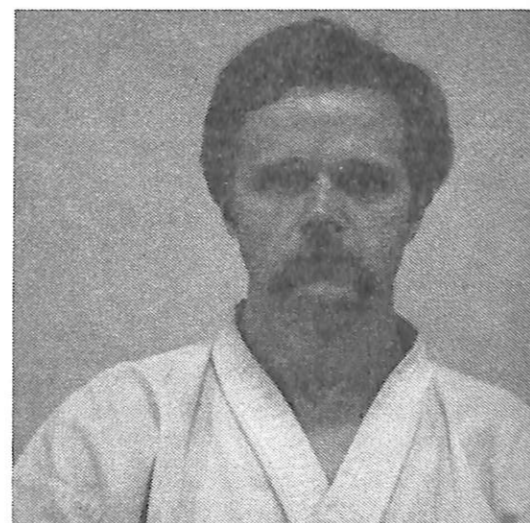
Sylvia Sparks Ikkyu



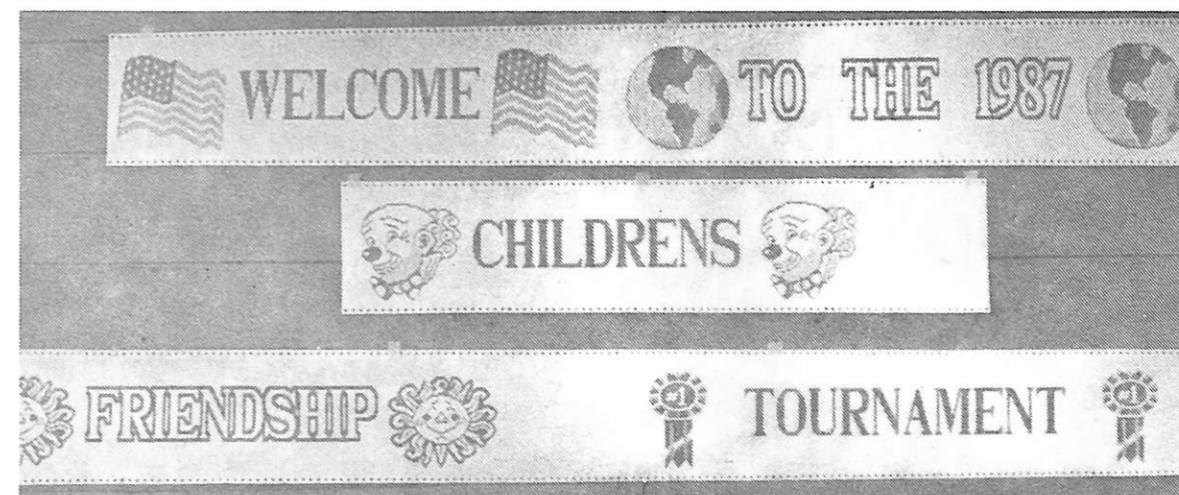
David Bonnett Nikyu



Eric Hoopes Yonkyu



Alan Venus Gokyu

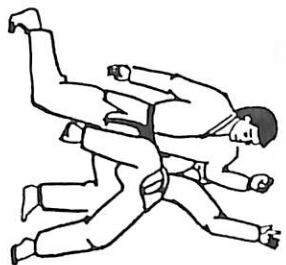
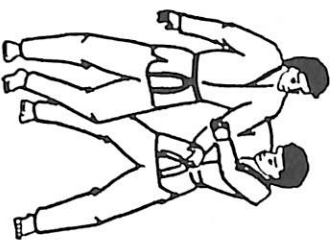
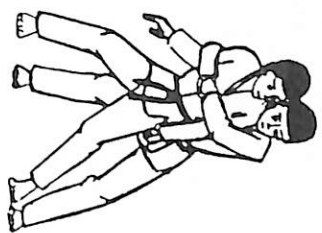
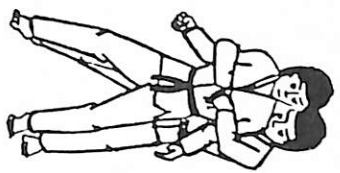


Soke Baillargeon's Children's Tournament  
Valdosta, Georgia — August 1987

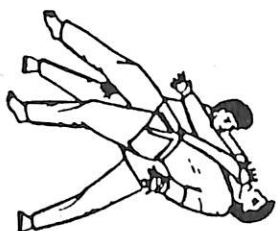
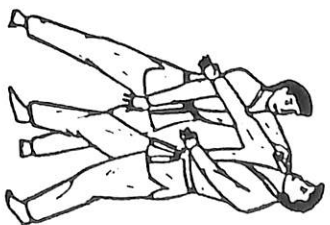
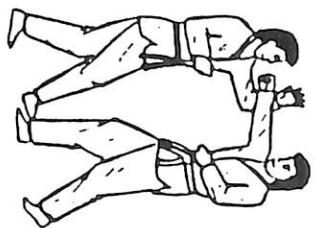




## Rear Bearhug Defense



## Parallel Arm Throw

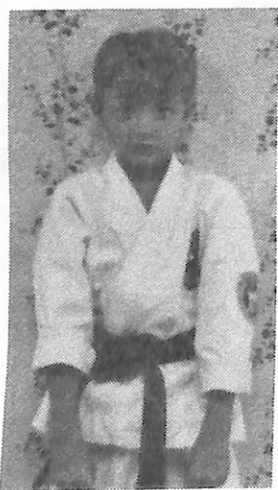
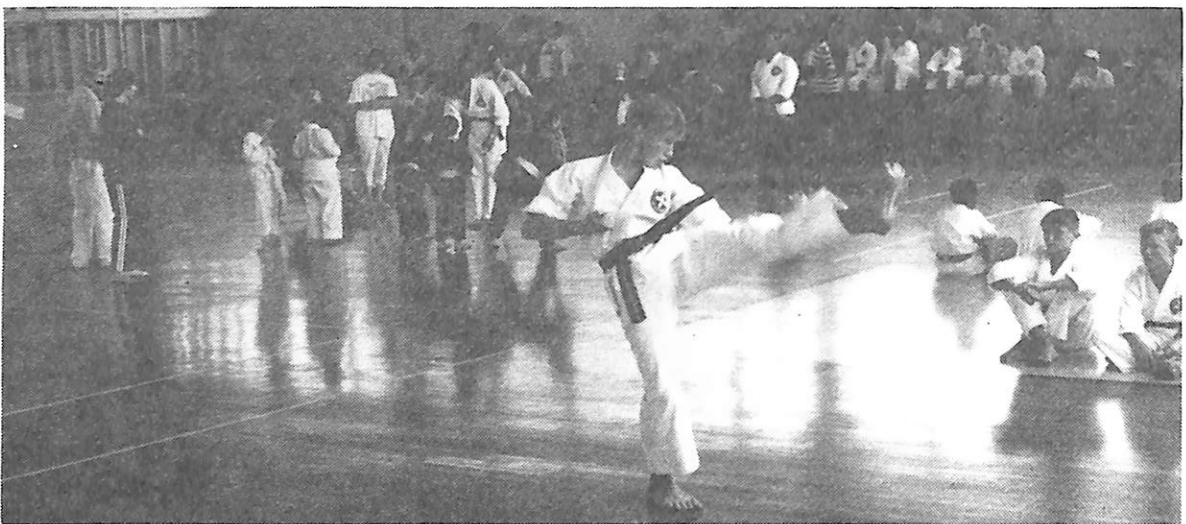


1. Parry opponent's strike to the inside while cross stepping with your right foot to his right outside.

2. Assume a side stance perpendicular to his right side and reach for his right knee with your right hand while sliding your left hand up his arm toward his neck.

3. Push his right leg forward and his head backward at the same time

4. To add force to the take down, while pushing in opposite directions with your arms, shift your weight to your left side by bending the left knee and straightening your right leg. Opponent will fall.



Jamie Semmes 1st Kup



Beth Semmes 3rd Kup



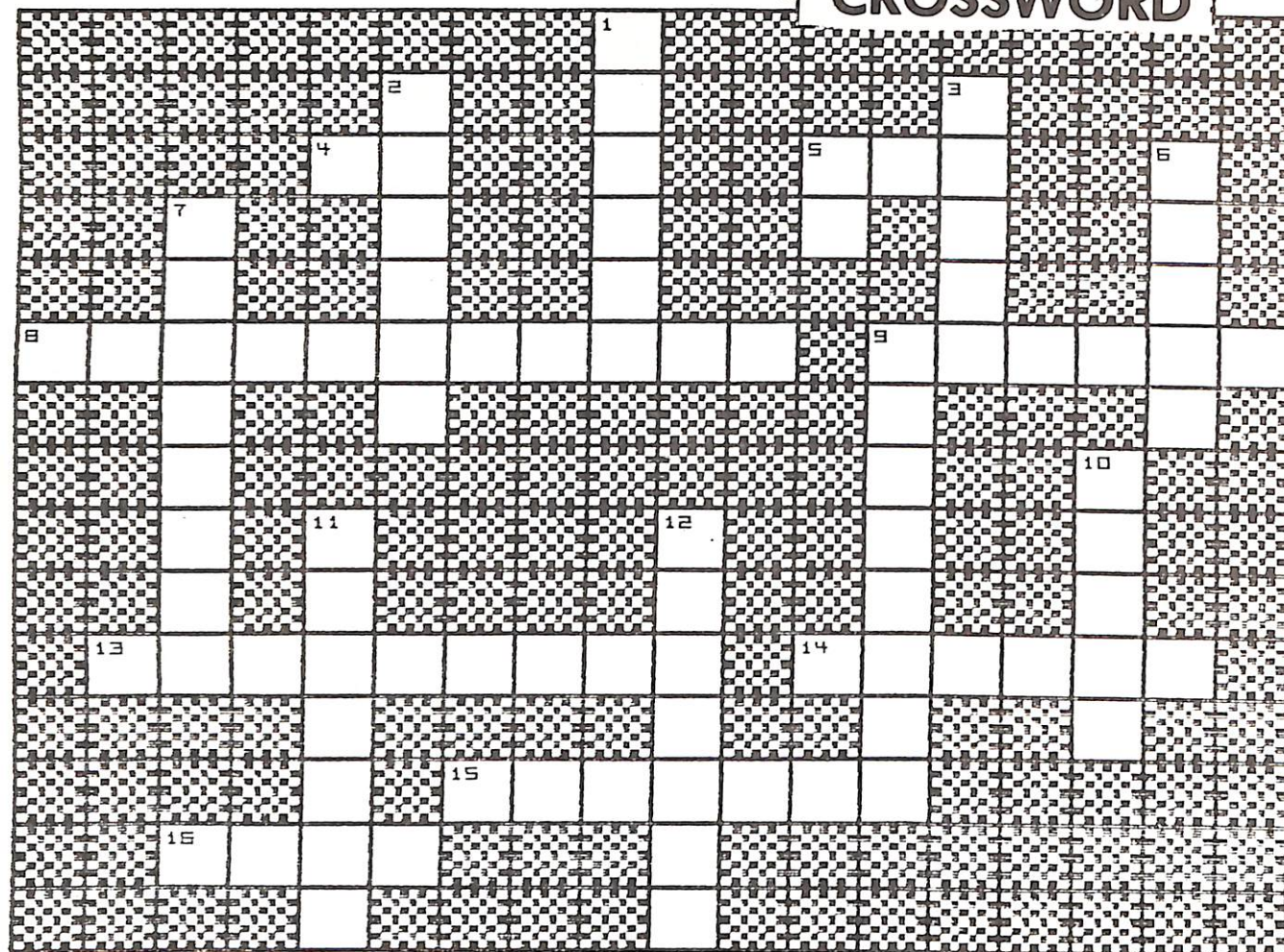
Douglas Semmes 9th Kup



Chris Hiers 9th Kup



# CROSSWORD



## ACROSS CLUES

4. Do you have any weapons?
5. The number of kyu ranks in our dojo
8. The director of NKJU
9. Who named our style of karate?
13. Who formally introduced karate to Japan?
14. What is your secret?
15. Sensei Lewis' Sensei when he first started training in Elizabeth City
16. Who is Sensei Lewis' sensei?

## DOWN CLUES

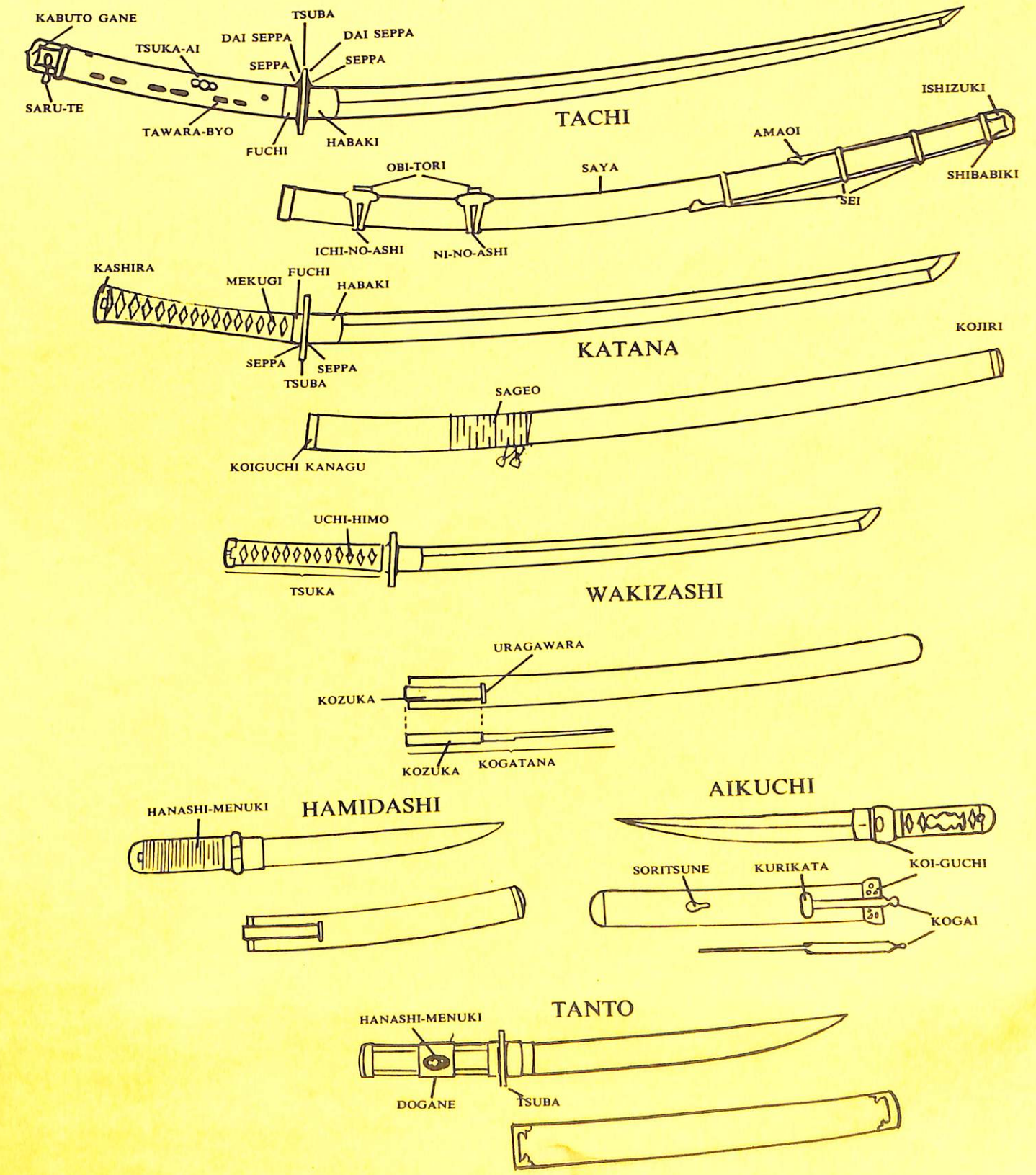
1. What do you pray you will never have to use?
2. Sensei Lewis' rank
3. Where Karate originated
5. Japanese for hand
6. What did the first character of karate stand for before Funakoshi changed it to mean empty?
7. The style of Karate we study
9. The group of individuals most responsible for bringing karate to the United States
10. The meaning of kara
11. At what temple did Bodhidharma teach the principles of Zen Buddhism?
12. Where did karate arrive in 900 A.D.?

BAILLARGEON  
CHINA  
EMPTY  
FUNAKOSHI  
INDIA  
KARATE

KARATE  
MABUNI  
MCCARTY  
MILITARY  
NO  
OKINAWA

RUIZ  
SHITORYU  
SHAOLIN  
TEN  
TE  
YONDAN

## JAPANESE SWORDS







Kenwa Mabuni