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Collegiate Karate Association
(JNCKA)

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Collegiate Karate Championships

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

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

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

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

The entire Publishing Format for the Journal of the National Collegiate Karate Association begins on page 34 and can also be found on the website www.iskf.com *Collegiate Karate*

Submitting the Manuscript

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

Papers must be submitted to Dr. Paul Smith by June 1, 2011 in order to be published in the November 2012 Journal. Further discussion will be at Master Camp the second week of June.

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January 2011

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Greetings NCKA Members:

We are happy to see the ISKF and NCKA are thriving and functioning in a responsive manner to the needs of our students and accomplishment of our goals. This has been possible largely through the efforts of Lois Luzi, Shihan Okazaki's Executive Assistant, and her tenacious attention to organization and detail. Our NCKA website has been updated to allow for direct access through the <http://www.ISKF.com> website that is ably managed by Mr. Hiroshi Okazaki. Those who would like to have their university websites added to the list of links should contact Mr. H. Okazaki at ISKF HQ. Further updates will be forthcoming and we are happy to have such capable support. Shihan Okazaki's enlightened leadership and support provides us with autonomy and freedom that is rarely found within any organization. I am also especially grateful for the particular contributions of Anthony Nakazawa, Judy Hargis, Sally Grimes, James Sim, Leon Sill, and Bruce Green to our organization. Their commitment, along with that of the ISKF, is critical to our operation. Judy, our Technical Editor, has been most generous and patient in dealing with complications of the shift in publication date of the JNCKA to January 1 and the delays incumbent with our (my) getting information to her. She is very much appreciated.

Our academic articles for this edition are centered on the application of philosophical principles to our perspective of how we deal with organizational change and the application of "energy" contrasts to karate techniques. The article on "Shu Ha Ri" by Gary Swain and Bruce Green relates a conceptual approach to the natural process and meaning of how we deal with organizational change in our environments. Their insights allow for a space for us to embrace new directions and endeavors necessary to meet challenges in our development, individually and as an organized entity. Paul Smith's article on "Entering the 'Twilight Zone'" relates to using the natural cycles of movement to make effective temporal use of the transition from periods of high and low energy stages when interacting with a training partner or opponent. In an informational article, "4-H, Karate and Today's Youth: A Brief Overview of Alaska's Experience," by David Walberg, Diana Stevens, Heather Foltz, and Tony Nakazawa relate how 4-H in Alaska has collaborated with our ISKF clubs and the similarities in their philosophies.

We are interested in publishing academic articles, public information articles, book reviews and short commentaries and encourage you to submit your work (Chicago or APA styles) for publication. If you are interested in submitting an article for publication in the JNCKA or serving as a reviewer, please contact me at psmith@wcupa.edu or (610) 436-2764.

Best regards,



Paul K. Smith

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



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January 2011

It is with great pride that I address the members of the National Collegiate Karate Association. A great deal of the growth of our International Shotokan Karate Federation is due to the inception and dedication of the National Collegiate Karate Association. Our founder, Master Gichin Funakoshi had the foresight to know that in order for Shotokan karate to spread the best way would be to begin in the colleges and universities. He began by traveling to various educational facilities and giving demonstrations. The young students were extremely impressed and worked just as hard at their karate training as they did their academic studies. Now after all these years, I am happy to say that what I have witnessed in our own NCKA has not changed. The instructors in our collegiate organization still teach the traditional values and techniques as Master Funakoshi. This is because he instilled in all of us as students and instructors that the very essence of karate is improving ourselves. It is the instructor's duty to help his students realize that our ultimate goal is to help people develop themselves as individual human beings through karate-do. And it is the responsibility of every student to understand and accept this. This is why we repeat the Dojo Kun after every class and after every tournament and event. If you say it from the heart you are acknowledging that responsibility.

I'd like to thank Dr. Paul Smith, Director of the National Collegiate Karate Association for his dedication to this very important division of the ISKF as well as Dr. Anthony Nakazawa and Mr. James Sim, all of whom volunteer tirelessly throughout the year to promote the NCKA. The success of the National Collegiate Karate Association is due to all of their commitment and perseverance along with all of the instructors in the colleges and universities. I am grateful to all of you and appreciate all of your efforts.

Best of luck to all of you for a successful future in the academic world as well as in your karate training.



Sincerely,

Teruyuki Okazaki
Chairman & Chief Instructor
International Shotokan Karate Federation

Shu – Ha – Ri

Obedience – Divergence – Transcendence

Abstract: This article is derived from a presentation given by Mr. Gary Swain at Master Camp 2010. Edited by Bruce Green, NCKA Board Member.

The title and term, borrowed from Asian culture, is thought to be the natural order of learning most things. We learn things, then we improve on these things, if possible, and then we move past the accepted way and make something better in our own way. Some would say that at that point we have “mastered” something.

We need to look at this process from the standpoint of the ISKF, what it is that we do, and what we want to accomplish in the future.

Some of the areas we may need to examine are:

- ✓ What do we teach?
- ✓ How do we teach?
- ✓ Etiquette and manners – what role will they play?
- ✓ How are we going to do things in the future?

When I was first asked to speak at Master Camp, it was proposed that I explain the ISKF Technical Committee’s views on these subjects. I said I would be happy to express my personal opinions on them, but that even though I am a member of the Technical Committee, I am not qualified to speak for the Committee. I am kohai on the Technical Committee. This means that even though I have been on the Committee for three years, I am a junior member. All of my seniors or senpai need to speak for themselves and I cannot presume to know their thoughts.

This brings us to one of the areas we need to look at with Shu-Ha-Ri. In the 38 years I have been in karate, there has been a shift in the interpersonal respect factor of our art. When I started, any time a higher ranking belt entered the dojo everyone stood and bowed. The same applied when passing them on the street. There was a pause in one’s step, a nod of the head, and an “Osu” was spoken. Over the years, this has been relaxed to the point of many not even standing or acknowledging a higher belt holder when they enter the dojo.

Let’s examine why this piece of etiquette is a good idea and what happens when it breaks down. The whole process is carried out for one simple purpose; to acknowledge that the higher belt has trained longer and therefore deserves respect for their efforts. Too many people today seem to think the senior student is the one who started the idea so they could get folks to bow to them. Of course, this is ridiculous. The custom started in Japan and has been handed down since martial arts started hundreds of years ago. Bowing to our seniors doesn’t degrade us or indicate that they are a better human beings than we are. It simply reminds us that there is more to learn and that karate is a lifelong endeavor. It also reminds us that we don’t know everything and, in order to learn, we must first be willing to humble ourselves and admit that we don’t have all the answers. It has often been said that pride comes before a fall, and this can sometimes be seen in a dojo very clearly. So etiquette is one area we should consider. Do we want to keep this practice or do we want to make our dojos like many schools today where there are no expectations of respect and manners, and we just teach kicking and punching. Or, are we teaching such characteristics as humility, esteem, sincerity, and integrity, to nurture better human beings.

My personal opinion might be obvious – I think karate is a microcosm of life and development and fostering of such characteristics is important. In life, we all have people over us in one way or another. Even if we become friends with the boss, they are still the boss and they have the right to be respected. If we become the boss, we should be respected and should remember that we need all those who work with us to make contributions. Isn’t this the same in a dojo?

This brings up the next area we can examine with Shu-Ha-Ri, and that is the way we train. Are we teaching and doing a martial art or are we teaching a sport for exercise and

competition? Master Funakoshi did not want tournaments. He feared that karate would become a game and the focus would be on competing and winning instead of striving for personal character development. Look what has already happened to many of the martial arts and other styles. Some tournaments now have electronic scoring, and all one needs to do is touch the pad of the other contestant and a point is scored. This is something I personally want nothing to do with but we, as an organization, need to ask ourselves if this is where we are headed. Is this the direction we want to go? Sport or martial art? What is the purpose of what we are doing? Master Funakoshi said it was not winning or losing, but the development of character that counted. We should examine his thoughts carefully before changing directions.

There is an old saying that says "Never tear down a fence until you know why it was built in the first place."

I'm not against change. It's part of the beauty and power of being human. However, change for change sake is not persuasive by itself. One of the other nice facets of being human is the ability to examine history and to look at the bigger picture before committing ourselves to change.

Another area we should examine is the way we teach. What is contact? How much is too much? When is it appropriate? Today, many people hear the idea that karate is "no contact" and they think that if they end up with a bruise on their arm from a block, this is too much contact and too violent. A martial art is, first and foremost, about real fighting – it isn't a video game. At one time, Tai Chi was considered one of the most powerful martial arts. Today, it is an exercise form for senior citizen centers. Is this what we want for our form of martial art? Again, my opinion is no, but it is a question we need to ask and answer. It isn't necessary to brutalize people, but it also isn't necessary to water down what we do into a form of aerobics.

Over the years, I have learned a great deal from my senpais. I really loved some of it and carry it with me and pass it on today. Some of what I learned I didn't like and will never pass it on. That is divergence or Ha. All of us need to examine what we want for ourselves, our students, and the ISKF. We have an organization that has a large proportion of college graduates. This doesn't guarantee intelligence, but it does show a willingness to explore and learn new things. We can use these abilities to make the ISKF even better than it is today. We need to be sure that we are not 'throwing the baby out with the bathwater,' however.

Shu-Ha-Ri is the natural order of things. However, I think we need to remember the saying about the fences. Fences are usually meant to keep things out, not to trap things inside. The rules and customs of the ISKF are meant to make us better in all ways, not keep us from growing. After all, if you think about it, we are learning and teaching an art that is unbelievably powerful. It can actually kill if used carelessly or foolishly. Don't we also need to teach the correct way to respect others and behave if we are going to pass this much power along to our students?

Right now, we have a wonderful organization and it is growing. Before we make any major changes, I think we need to examine and understand the reasons why we have done certain things in the past. OSU!

Entering the Twilight Zone

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Abstract: This article relates the general movement principles and suggested practices for effectively applying karate technique with a training partner/opponent. The principles are taken from widely accepted concepts involving cyclical transitions from one state of “energy” to another that have been taught by traditional martial arts masters throughout the world. They are presented in an easily recognizable, condensed format that will allow the reader to apply the concepts in training with a minimum of complication. The application of those principles is in the form of selected examples of techniques demonstrating how the principles may be used and a way of relating to those principles to everyday training.

Bio: Dr. Smith began training in 1967 at Lackland AFB, San Antonio, Texas. He graduated from the Instructor Training Program under Mr. Shigeru Takashina in 1980 and has been active with the ISKF Instructor Training Institute since 1985. He has been a certified MSF RiderCoach since 2003. Dr. Smith is also an associate professor of Kinesiology at West Chester University of PA and chair of the National Collegiate Karate Assn., Director of the East Coast Collegiate Karate Union, and has been actively involved in collegiate karate since 1972."

Many textbooks on martial arts talk about philosophical principles, movement, and applications of techniques for specific defenses, yet few give meaningful insight as to how the philosophical level of understanding can be directly related to movement and partner training. We are generally taught to apply our “strong points” to our opponent’s “weak points” and to “use your opponent’s strength to your advantage”. The details of the practice and execution of such are often left to the practitioner to figure out and develop training regimen on his/her own. These “principles” are often presented in the form of dichotomous descriptors such as hard-soft, fast-slow, strong-weak, high-low energy, day-night, etc. Students are taught that life and, specifically, movement is cyclical in nature and we progress through these cycles on a continuum only to end exactly where we began. As we progress through these “cycles”, it is not hard to imagine that a transition point must exist between those descriptive states. These transition points and the immediate intervals on either side of those points is what I am referring to as the “Twilight Zone” – “twilight” figuratively being the period between the light of daytime and the dark of nighttime. This “Twilight Zone” concept can be reasonably applied to most any set of descriptors representing one of the two extremes.



Figure 1. Yin-Yang symbol.

The Yin-Yang symbol, Figure 1., is often used to illustrate these relationships and characteristics by identifying masculine-feminine, hard-soft, dark-light, characteristic

dichotomies. For example, in discussing our total nature, we have a soft side and a hard side and both are part of the whole representation of our nature – sometimes we present more of our soft side and at other times we present more of our hard side, yet both are present to some degree. In noting that these descriptors are the extremes, it should be apparent that most of what we experience lies somewhere in between those extreme states. Therefore, we can think of life and each of its aspects, and, in particular, karate, as being cyclical in nature, including the transitions from one state to another throughout these cycles.

Nishiyama and Brown (1959) and later Nakayama (1966) cite the elements needed for quality movement: rhythm, speed, power, timing, focus, form, and balance. Distancing, *maai*, can be thought of as the distance relative to an opponent for effective movement interaction when two or more partner/opponents are involved, such as the distance relative to an opponent when one's attack can reach the opponent, but not vice-verse. This is the optimum distance at which an attack should be launched (Sill, L. J., Personal Communication, January 7, 2010).

Rhythm refers to the beat or period of movement and is characterized by the frequency of movement cycles. Sometimes we need to move fast, other times we need to be powerful. Timing is the coordination among our body segments and the movement cycles of each of the segments coordinated or timed for the most desirable effect. Focus, *kime*, is the concentration of energy and intent from our actions and muscles that allows us to generate forces needed to accomplish our tasks, such as delivering a powerful punch or kick. We cannot be “tensed” all the time or we would not be able to move effectively. When partner training, we coordinate or time our distancing from our partners for the purpose at hand. Balance is necessary to maintain a stable position (static equilibrium) or maintain equilibrium while moving (dynamic equilibrium) and give integrity or form, to our movements. Each of these elements must be present at optimum levels at specific points during a movement to generate the quality of movement necessary to perform our physical tasks and each can be thought of as cyclical in nature with high and low levels present at any given time.

Three contrasting descriptors are used by Nakayama (1978) to represent movement qualities in kata and these can be readily applied to movement of any type:

1. Proper application of speed and power describe the distinction of when it is necessary to move fast with when it is necessary to do work quickly. Speed can be thought of as getting into position rapidly or positioning one's self or body parts rapidly. Power refers to the ability to do work quickly, as with a deeply thrusting punch or blocking a strong punch. Because power is force times distance divided by time ($P=f*d/t$), speed is, of course, is directly related, and, of course, a contributing factor to power (Sill, L. J., Personal Communication, January 7, 2010).
2. Proper application of tension and relaxation has implications for moving quickly and the well timed contraction of musculature to literally tie the body together as one unit. If applied correctly, optimum levels of speed and power can be achieved, otherwise the movement's full potential will not be reached.
3. The proper application of expansion and contraction of the body makes use of the elastic qualities of the body's biological properties, as well as the ability to position the fist or foot at the appropriate position for blocking or impacting a partner/opponent. Contracting the body parts allows for the storage of energy to be released outwardly from the center in the appropriate simultaneous or sequential manner to deal with an attacker.

With the successful integration of these elements, a quality movement occurs. Whether this movement is effective or not depends on its purpose and the degree of awareness, *mushin*, we have in a particular situation; appropriate responding, *hen-o*, or reaction to partners/opponents; and the completely finishing actions, *zanshin*, of the attacking or defensive

movement, remaining aware and ready for another possible attack or opening (Sill, L. J., Personal Communication, January 7, 2010). To be aware of the surroundings and the partner/opponent it is necessary to quiet and clear the mindful space of distracting and superfluous stimuli that could interfere with the precise image of the attacker and his/her actions. The cyclical nature of awareness, conscious or not, and skilled movement requires precise and almost immediate reaction to a genuine perceived attack. With normal reaction times between about 0.125 s and 0.250 s; and movement time dependent on the necessary action; little time can be afforded to more timely processes of conscious thought and discrimination when responding to potentially lethal attack. To be effective in countering an assailant the execution of an effective defense must be carried out at near reflexive speeds. Reflexes, involuntary neuromuscular responses, are the fastest actions a body can make. Skills must be trained such that in any given attack stimulus, the appropriate response must be made “automatically”, without having to stop and think about what to do. This, of course, is one of the purposes of highly repetitious drills in many self-defense situations. Boring as they may sometimes seem, these practices do allow the karate practitioner to develop the skills necessary to respond, *hen-o*, with the near reflexive speeds necessary to put forth a viable defense. Conceivably, an entire attack-defense scenario, including the complete finish, *zanshin*, of making sure the attack is over and returning to a cautiously aware state of mind, may take place in one or two seconds or possibly less.

Having a sound conceptual understanding of the philosophy and principles of karate and self defense provides a foundation on which to train. However, what may be of equal benefit would be to know precisely where in the cycles of awareness and movement you and your partner/opponent are at any particular time and what are some of the cues to look for when addressing an assailant that would let us know how to respond. What are some weaknesses that can be observed or created with the attacker that would allow me to more safely deal with an attack? According to Shigeru Takashina (personal communication, Instructor Training Seminar, 1979), there are three weaknesses or *suki* you can look for in yourself and your partner/opponent: 1. Weakness of the mind, 2. Weakness of position, and 3. Weaknesses in movement. *Suki* of the mind can involve such things as concentration, fear, doubt, surprise, or confusion. Weak stance, balance, distance, or weight distribution would be examples of *suki* of position. Similarly, improper timing, or pathway of movement, or balance when moving, or even not covering one’s body while moving are weaknesses in movement. Mere knowledge of these openings presents no advantage over a partner/opponent if there is not a harmony or synchronicity between the combatants such that the situation can be accurately perceived, reacted to in an appropriate manner, and finish with assurance that the threat is no longer present.

With reference to Figure 1, one can readily imagine his/her state as represented by one side of the diagram and the partner/opponent as the other, with the thickness of the area as being the relative strength of each person’s position. Using energy as an example, near the top of the diagram the light side is relatively broad (strong) and the darker side relatively narrow (weak). And, as you progress down through the diagram the relative strengths of the relationships change, they are cyclical and follow a particular rhythm. It is logical for you to attack when your side is strong and the other side is weak, however, it is not quite that simple because it takes time to set up a situation where you are at an advantage over your partner. If you can correctly perceive where your opponent is and will be during a cycle, then you presumably can coordinate or adjust your attack/counter attack to your advantage by “picking the timing” naturally with his/her movement cycle weak points or creating an opening and then applying your defensive techniques. *Sen sen no sen, sen no sen, tai no sen, or go no sen* techniques can be used for this purpose. Considering the reaction time alone of you and your partner is about one eighth to one quarter of a second and you must adjust yourself to an “energy gaining” relationship with your partner’s “energy expending” state, careful attention has to be given to when to start your

movement. If you begin your movement when your partner is at a low energy state, it is likely he/she would have progressed in his/her cycle to a high energy state by the time your technique arrives. This timing relationship is dependent on the frequency of the rhythm of the cycle in which you are training. The frequency of an eye-blink recovery cycle will probably be faster than that of a breathing cycle or a bouncing movement cycle.

Entering the Twilight Zone is simply stated as making your attack or counter attack when your opponent is transitioning from his high energy state to his low energy state, though it is often more easily said than done. To do this effectively, one must be able to reflexively move in accordance with the opponent's movement or consciousness cycle. Near reflexive response time is necessary because, if your opponent perceives your attack, he/she can alter his state of preparedness timing to counter your attack before you can deliver it. If you have to "think" about your movements or responses, it is likely your opportune time will have passed before you can use it and you will not be able to enter the Twilight Zone at that time.

"Entering the Twilight Zone" can be practiced with any type of partner training: three step (*san bon*), one step (*ippon*), one step semi-free (*jiyu ippon*), or free sparring (*jiyu kumite*). In one step sparring, for example, the objective is to apply your block to the opponent's punch as the fist is just approaching contact with your body, the opponent's high energy state, when his forces are fully committed to the attack. 'If you wait for the attacker's fist to touch your body before blocking, i.e., your blocking wrist/member contacts his wrist or ankle at that time, it is too late. I recommend making blocking contact when the wrist or ankle is with range of a block in normal position – elbow one fist distance from body. At this point, the attacker is further from his focus point, and, in theory less 'connected' to his technique. To put it another way, his technique is in the speed phase rather than the kime phase, and therefore weaker from a leverage standpoint. All blocks should be done this way, even *nagashi*- or *sukui*-type blocks (passing blocks)" (Sill, L. J., Personal Communication, January 7, 2010). From this point, he/she must go through the entire energy building cycle to generate a forceful attack with that weapon (hand). You are, in effect, countering just as your opponent's energy is expended such that your attacker's technique energy is expended in empty space (assisted by the impact force of your block) and your counterattack power is assisted by his momentum into his attack. If you initiate your block-counter sequence too soon, your partner can change his/her target or use another weapon, such as a kick, to complete the attack.

Using the opponent's breathing cycle is another commonly used technique for entering the Twilight Zone. We generate our greatest strength when we are in the exhaling phase of respiration; when we can compress the air in our lungs and tense our bodies to form a rigid lever about which our bodies can act. Starting your counter attack when your opponent is very near the bottom of his breathing cycle would be the opportune time to allow you to adjust your movement to a high energy state and successfully complete your counter before he/she could effectively react.

In semi free and free sparring, some people like to establish a bouncing rhythm to their movement – up and down and/or forward and back. If you can time your attack to initiate your movement as your partner is at one of the transition points in this rhythm you will have a definite advantage in making a successful attack. Caution should be used in attempting this, however, because opponents often use these rhythms to lure you into attacking at a particular time and then adjusting their timing to catch you at your weak points in the movement. As with all martial arts applications, knowledge of yourself and your opponent gives you the best advantage. Your best advantage in this situation is to allow your partner to establish a visible movement rhythm and for you to establish your high frequency rhythm internally, with little or no outwardly perceivable movement. In this way you give your opponent a minimum amount of cues to when and how you are capable of moving.

With extensive training and experience it is even possible to perceive when your opponent is experiencing a break in concentration and using the time it takes to re-focus as an advantageous time to attack. This technique requires an advanced level of skill in “feeling your opponent’s “presence” with the situation. You may be familiar with this experience when playing the game of “hand slap”, where you hold your hands next to your partner’s hands and try to slap his/her hand before they can slap yours. It is very difficult to hold your “attention” for a long period of time and when you break your concentration stream is the best time for your opponent to slap your hand and *vice-versa*. This, by the way, is an excellent lead up exercise for training this technique.

In martial arts and, in particular, self defense situations, your physical integrity, health and safety, as well as those of your loved ones are likely to be at stake. To successfully defend yourself and your loved ones may demand access to a different level of consciousness than the psychic space in which we normally live. The ability to access this state of being at will or “on demand” could very well mean the difference between your health and safety and possible serious injury or death of you and your loved ones. In sport, the object of the game is to establish a level playing field in which to have fair play in the game. In self defense, there is no play, there is no game; the result is in surviving or not with the least amount of damage. The object in this situation is to bring your best advantage to your opponent’s least advantage.

Using conceptual diagrams, applying philosophical principles upon which martial arts are based, and conceptual constructs such as contrasting descriptors are often useful to communicate complex ideas into practice. The concept of the Twilight Zone, the space between or transitions between one state and another in the cyclical nature of movement, and how it can be practically applied can provide some insight in relating the chain of events from the philosophical level to the application level. The practical reality is that karate and its application are experiential in nature and must be experienced, rather than just discussed. The use of these words serve only to provide a framework on which to base our practice and gain a conceptual understanding of the elusive mastery of the art of Karate.

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4-H, Karate and Today's Youth: A Brief Overview of Alaska's Experience

by

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“The ultimate aim of karate lies neither in victory or defeat, but in the perfection of character.” – Gichin Funakoshi, founder of modern karate.

Abstract: This article presents the Dojo Kun and the 4-H Pledge as complementary guides for today's youth to leading a more fulfilling life. The techniques of karate-do, and the experiential learning model of 4-H, both go beyond the learning of solely technical skills, and with effort over time, can lead to the betterment of a person's character. Alaska's experience with traditional Shotokan Karate in combination with 4-H promotes the thinking that their values are complementary and in fact reinforce several character building attributes. Youth in Alaska as well as elsewhere, gain much more than just the associated physical aspects, as they embrace the underlying meaning of the Dojo Kun and 4-H Pledge.

On the surface, few people would associate karate with 4-H. But on further reflection, the following guiding principles reflected in the traditional dojo kun and recited as part of regular training by traditional Shotokan Karate dojos has much in common with the 4-H Pledge.

The Dojo Kun

Seek perfection of Character
(*Jinkaku kansei ni tsutomuru koto*)

Be faithful
(*Makoto no michi o mamoru koto*)

Endeavour
(*Doryoku no seishin o yashinau koto*)

Respect Others
(*Reigi o omonzuru koto*)

Refrain from Violent Behavior
(*Keki no yu o imashimuru koto*)

The *dojo kun* states the basic philosophy of karate, according to its founder, Master Gichin Funakoshi. Master Funakoshi believed that, for the true *karate-ka*, the *dojo kun* should not only be considered a set of rules of conduct in the dojo, but a guide to everyday life. Everything a *karate-ka* learns in the dojo, we should apply to everyday life.

As the *dojo kun* can be likened to an individual's compass, the 4-H Pledge can be considered a person's guide to conduct their life. Literally, thousands of 4-H clubs across in the US and internationally, including Japan, start their meetings with the 4-H Pledge as stated below.

The 4-H Pledge

I Pledge:

(*Seiyaku*)

My Head to clearer thinking,

(*Atamawa meiryouna shikou*)

My Heart to greater loyalty,

(*Kokorowa idaina seijitu*)

My Hands to larger service, and

(*Tewa ookina kouken, soshite*)

My Health to better living.

(*Kenkouwa yoriyoi seikatsu*)

For my club, my community, my country and my world.

(*Watahino kurabu, watahino shakai, watahino kuni soshite
watahino sekaino tameni*)

One of the earliest 4-H educators to recognize this now obvious linkage was U.S. National 4-H Hall of Fame member (inducted in 2010) Jim Douglas. He is a former 4-H program leader and Emeritus Professor of Extension at the University of Alaska, and said: "When I first heard students recite the *dojo kun*, I knew we had a perfect match of goals. Many youth would have

never become associated with UAF or 4-H if we had not had Shotokan Karate as a part of our program.”

4-H is a community of young people across America who are learning leadership, citizenship and life skills. The 4-H program is a part of the Cooperative Extension Service, a 100 year old partnership between the land grant universities in each state cooperating with the U.S. Dept of Agriculture. In the past many people would associate 4-H with livestock (cows, pigs, goats, chickens, rabbits, etc.) and sewing, gardening, and food storage. However, to meet the interests and needs of America’s changing youth, 4-H clubs are formed around a multitude of club activities, from the traditional to computers which is indicative of today’s changing technology, new tastes and preferences. America’s youth are indeed changing and if a person Google’s “4-H karate clubs” they would find 4-H clubs involved in karate from the East Coast all the way to Alaska.

In these 4-H karate clubs, we can find 4-H’ers starting at age 6 and going up to the college age club members training, and participating year-round in a traditional karate training atmosphere. Students learn basic Kihon techniques such as blocking, punching, kicking, and much more...which includes learning to recite as well as understanding the 4-H pledge as well as the dojo kun. In many of these clubs, karate-ka (students) also learn some of the Japanese vocabulary and cultural aspects associated with karate and the Japanese culture.

One of the very first 4-H associated karate clubs in the U.S. is the Juneau Shotokan Karate-do club, located in Alaska’s state capital in Southeast Alaska. They conduct training in their dojo (training site) in a safe and formal manner, stressing the courtesy and mutual respect of true traditional karate. The Juneau shotokan karate club has been in existence for over 25 years, where more than 1,000+ youth students have learned the basics of this ancient martial art form: kicking, punching, and blocking.

Across Alaska there have been 4-H karate clubs and members in addition to the Juneau experience. There has been clubs (dojo) in Anchorage, Palmer, Fairbanks, and Wasilla, with 4-H club activity most recently on the west coast of Alaska in Bethel, a hub community of 5,000 located at the mouth of the Kuskokwim River. As well as helping to co-sponsor the Alaska Shotokan Karate Summer Camp in Chugiak Alaska, which the Juneau club has been one of the major supporters for all of the summer camps 25 years of existence.

All of the Shotokan clubs in Alaska with links to the UAF 4-H program (Anchorage, Juneau, Bethel, and Wasilla) are members of the International Shotokan Karate Federation (ISKF), headed up by Master Teruyuki Okazaki, who was a student of karate’s founder Gichin Funakoshi.

Karate programs such as that in Juneau and other clubs across the country meet the interests and needs of America’s changing youth. (1) Today’s youth have many options for their leisure time activities, and to meet this challenge 4-H is one way to appeal to these youth and the youth of tomorrow. 4-H can be a pathway to provide projects that can help create a learning environment that involves youth in leadership and decision making.

Master Okazaki suggests that practicing, even 10 minutes a day, would contribute to a person developing self-discipline for life. (p.104) David Walberg, a former 4-H’er and a Nidan (second degree black belt) and now a graduate student, “...practicing karate kihon, kata, kumite are good experiences, and part of that training has always been the dojo kun, which I feel has contributed to my setting goals, self-confidence, helping me in my everyday life beyond the dojo too – as I did not pass the shodan test (first degree black belt) in my first attempt and training for my retest I eventually passed. While I enjoyed the success of passing the black belt test, I valued just as much the sweat and disappointment too.”

Although an individual endeavor, karate both teaches and demands teamwork, group learning, and sharing. We’re sure that Gichin Funakoshi, founder of modern karate, would be

proud of Alaska's 4-H karate program and how it has been adapted to meet the needs of Alaskan youth of today.

Indeed, the ultimate purpose of karate, as stated by Master Gichin Funakoshi, is the perfection of character, which very well involves aspects of 4-H — learning, leadership, citizenship and life skills, thus helping us to better deal with our changing communities, country and world.

As the 4-H program in the U.S. approaches its 100 year anniversary (2) and Shotokan karate in Japan is approaching 100 years also (3) with Master Funakoshi, the founder of Shotokan karate, coming from Okinawa to Japan in 1921, it is in a modern yet traditional intercultural exchange that 4-H and Shotokan karate have joined together to benefit multitudes of future youth here in Alaska, and also across the U.S.

Notes:

(1) *Information:* To find out more about 4-H Karate refer to: (or Google 4-H Karate)

http://www.juneashotokan.org/our_instructors.htm (last visited 03.23.11)

<http://www.ciskarate.com/about-2/> (last visited 03.23.11)

http://web.extension.illinois.edu/peoria/covernews/i5449_584.html (last visited 03.23.11)

To find out more about 4-H go to: <http://ag.udel.edu/extension/ncc/4h/4h-nUSA.html> (last visited 03.23.11)

To find out more about traditional Shotokan Karate, go to: <http://www.iskf.com/> (last visited 03.23.11)

- (2) The national 4-H organization was formed in 1914. When the United States Congress created the Cooperative Extension Service (CES) of the USDA by passage of the Smith-Lever Act of 1914, it included within the CES charter the work of various boys' and girls' clubs involved with agriculture, home economics and related subjects. By 1924, these clubs became organized as 4-H clubs, and the clover emblem was adopted.
- (3) Gichin Funakoshi (November 10, 1868 – April 26, 1957) is considered the founder of Shotokan karate, perhaps the most widely known style of karate, and is attributed as being the 'father of modern karate. He introduced karate to the Japanese mainland in 1921. He taught karate at various Japanese universities and became head of the Japan Karate Association upon its establishment in 1949.

References

Funakoshi, Gichin, *Karate-do: My Way of Life*, Kodansha International, 1925.
ISKF – Alaska web site... <http://www.iskf-alaska.net/> (last visited 03.23.11)
Okazaki, Teruyuki, *Perfection of Character: Guiding Principles for the Martial Arts & Everyday Life*, GMW Publishing, 2007.



Figure 1: UAF/4-H Shotokan Karate at the University of Alaska Fairbanks at -8°C [18°F] (David Walberg extreme left, Andy Krohn (now at Northern Arizona University Shotokan Karate Club), John Phillips, Zenith Kleine, Craig Lewis, Kelly Mendez (UAF Karate Club – 2001 photo)\



Figure 2: Juneau Karate-Do 4-H Karate Members with Sensei Diana Stevens

National Collegiate Karate Tournament

Team Kata Results

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1980	Philadelphia	U. of New Orleans	U.C. Riverside	Temple University
1981	Sioux Falls	Temple University	Arizona State U.	U. of New Orleans
1982	Denver	Temple University	Ohio University	L.S.U.
1983	Miami	Temple University	Drexel University	P.J.C.
1984	Santa Monica	Temple University	U. of New Orleans	Arizona State U.
1985	Cleveland	Temple University	Georgian Court	University of Alaska
1986	New Orleans	Temple University	L.S.U.	U.C. Riverside
1987	Phoenix	Temple University	Georgian Court	University of Alaska
1988	Philadelphia	Temple University	Drexel University	U.C. Riverside
1989	Sioux Falls	Drexel University	U.C. Riverside	Temple University
1990	Denver	Drexel University	U. of Chicago	Temple University Drexel University
1991	Miami	Drexel University	University of Alaska	Temple University U of Illinois-Chicago
1992	Anchorage	University of Alaska	Temple University	Santa Rosa Jr. College
1993	Denver	Delta State University	Temple University	St. Cloud State Univ.
1994	Santa Monica	U. of South Florida	Temple University	University of Alaska
1995	Santa Rosa	U. of South Florida	Temple University	College of Wm. & Mary
1996	Indianapolis	Temple University	Drexel University	Ohio University
1997	New Orleans	U. of N. Colorado	Drexel University	Illinois
1998	Phoenix	Drexel University	Louisiana State Univ.	University of Alaska, Anchorage
1999	Denver	Louisiana State Univ.	Univ. of New Orleans	Drexel University
2000	Philadelphia	Louisiana State Univ.	Drexel University	Temple University
2001	Sioux Falls	Tulane University	Drexel University	Penn State University
2002	Orlando	Drexel University	University of Alaska	Penn State University
2003	Honolulu	Penn State University	U. of N. Colorado	Drexel University
2004	Columbus	Penn State University	Drexel University	University of North Colorado
2005	New Orleans	<i>No tournament held.</i>	<i>No tournament held.</i>	<i>No tournament held.</i>
2006	Anchorage, AK	University of Alaska	Drexel University	University of South Florida

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National Collegiate Karate Tournament

Team Kata Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2007	San Francisco, CA	Penn State University	University of Central Arkansas	University of Alaska, Anchorage
2008	Los Angeles, CA	Drexel University	Penn State University	UCA Shotokan Karate
2009	Cherry Hill, NJ	Drexel University	Penn State University	Temple University
2010	Sioux Falls, SD	Drexel University	Ohio State University	Penn State University
2011	Denver, CO			

National Collegiate Karate Tournament

Team Kumite Results

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

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National Collegiate Karate Tournament

Team Kumite Results (continued)

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

National Collegiate Karate Tournament

Men's Kata Results

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

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National Collegiate Karate Tournament

Men's Kata Results (continued)

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

National Collegiate Karate Tournament

Men's Kumite Results

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

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National Collegiate Karate Tournament

Men's Kumite Results (continued)

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

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National Collegiate Karate Tournament

Men's Kumite Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2009	Cherry Hill, NJ	Martin Maquivar Ohio State Univ.	Dan Elliott Art Inst. of Philadelphia	Andrew Tooyak Univ. of Alaska Stephen Burgio Drexel Univ.
2010	Sioux Falls, SD	Stephen Burgio Drexel Univ.	Martin Maquivar Ohio State Univ.	Dan Elliott Art Inst. of Phil. Alex Devaux Penn State Univ.
2011	Denver, CO			

National Collegiate Karate Tournament

Women's Kata Results

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

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National Collegiate Karate Tournament

Women's Kata Results (continued)

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

National Collegiate Karate Tournament

Women's Kumite Results

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

(Continued on next page.)

National Collegiate Karate Tournament

Women's Kumite Results (continued)

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

Directory of Karate Clubs and Classes in U.S. Colleges and Universities

College & Instructor	Mailing Address	Phone / E-mail
ALABAMA University of South Alabama <i>No current information</i>	<i>No current information</i>	<i>No current information</i>
ALASKA University of Alaska D. Rogers	7280 Tree Top Circle Anchorage, AK 99507	(907) 244-7584 drogers@epsinc.com
University of Alaska Anchorage C. Holness	P.O. Box 105024 Anchorage, AK 99501	(907) 279-2410 Philh@umialik.com
University of Alaska Southeast D. Stevens	P.O. Box 34404 Juneau, AK 99803	(907) 790-4199 hooligan@gci.net
University of Alaska Fairbanks John Phillips & Joe Foltz	P.O. Box 750416 Fairbanks, AK 99775	(907) 451-0038 chevytruckjoe@hotmail.com
CALIFORNIA Napa Valley College (NVC) John Fitch	308 E. Berna Napa, CA. 94559	(707) 377-0719 asknvc@gmail.com
COLORADO University of Colorado Kambiz Khalili	Martial Arts Academy of Colorado Boulder, CO	(970) 396-3627 kambiz.khalili@colorado.edu
ISKF of Colorado State University Brian Davis	Fort Collins, CO	(970) 493-5987 info@iskfcsu.com
HAWAII Koloa Shotokan Karate-Do Tram Meadows	5521 Koloa Rd Koloa, HI 96756	(808) 639-3040 tbhvm@aol.com
IDAHO University of Idaho Tim Daulton	809 East B Street Moscow, ID 83843	(208) 882-0273 oldhuffalump@verizon.net

Directory of Karate Clubs and Classes in U.S. Colleges and Universities

College & Instructor	Mailing Address	Phone / E-mail
ILLINOIS No current information.		
IOWA Iowa State University David Halstead	314 Wilhelm Hall, ISU Ames, IA 50011	(515) 294-1943 halstead@ameslab.gov
MAINE Dexter Karate Club Charles Austin	15 Main Street Dexter, ME 04930	(207) 924-5697 austin2411@netzero.net
MARYLAND Frostburg State University Avalon Ledong Johns Hopkins University Janet Padgett	148 Depot St. P.O. Box 632 Frostburg, MD 21532 2315 East Cold Spring Ln Baltimore, MD 21214	(301) 687-4105 dzpced@fra00.fsu.umd.edu (410) 444-6021 jhu.karate@comcast.net
MASSACHUSETTS University of Massachusetts Sara Grimes	8 Clifton Ave. Amherst, MA 01002	(413) 219-7774 sgrimes@journ.umass.edu
MINNESOTA SW State University-Marshall Liz Hess	3274 290th Ave. Cottonwood, MN 56229	(507) 532-5478 jlhess@starpoint.net
NEW YORK Binghamton University Tamas Nagy Shotokan Karate Club at Cornell University Sybil Conrad University of Rochester Ksenia Dolgaleva	C/O Club Sports Office-East Gym P.O. Box 6000 Binghamton, NY 13902 118 Fieldstone Circle Ithaca, NY 14850 407 Quinby Rd. Rochester, NY 14623	(607) 227-2792 ojng1234@aol.com (607) 274-1172 sconrad@ithaca.edu (585) 424-4945 ksenia@optics.rochester.edu

Directory of Karate Clubs and Classes in U.S. Colleges and Universities

College & Instructor	Mailing Address	Phone / E-mail
NORTH DAKOTA University of North Dakota Dan Burkhart	1191 10th Ave Thompson, ND 58278	(701) 772-3184 (701) 777-2415 fax sensei_dan@hotmail.com
OHIO Ohio University Howard Beebe	113 Franklin Ave. Athens, OH 45701	(740) 594-8737 SenseiN@aol.com
Ohio State Univ Shotokan Karate Club Steve Mark Greg Hoplamazian	Dept of Rec Sports B106 RPAC 337 West 17th Avenue Columbus, OH 43210-1224	(937) 645-6243 smark@oh.hra.com (610) 804-2977 hoplamazian.l@aol.com
Athens/Ohio University	Athens, OH 45701	(740) 594-8737 SenseiN@aol.com
Shawnee State Shotokan Karate Club	Portsmouth, OH 45663	(740) 355-4609 SenseiN@aol.com
PENNSYLVANIA Bryn Mawr College Joanna Baker	2076 Strasburg Road Coatesville, PA 19320	(484) 364-6115 jbaker@lgardnerfox.com
Bucknell University Jason Haase	238 North Shaffer Hill Rd. Cogan Station, PA 17728	(570) 321-0729 JasonHaase@webtv.net
Drexel University James Sim	526 Fairfield Rd Plymouth MTG, PA 19462	(215) 222-1775 jsim@ucnet.com
Lycoming College Shotokan Karate William Bubb	1913 Blaire St. Williamsport, PA 17701-3833	(570) 321-9017 bubb@lycoming.edu
Neumann College Nyles A. Gray	130 Meadowbrook Lane Brookhaven, PA 19015	(610) 872-7667 grayn@neumann.edu
Penn College George Vance	151 Shaffer St. Duboisstown, PA 17702-6727	(570) 322-3642 psmith@wcupa.edu
Penn State University Kim Baran	135 Houser Lane Bellefonte, PA 16823	(610) 428-2957 kab386@psu.edu
Temple University Takamichi Maeshima	222 South 45th St. Philadelphia, PA 19104	(215) 222-9382 iskf@iskf.com
Thomas Jefferson University Thomas Weber	P.O. Box 2083 Haddonfield, NJ 08033	(856) 795-3372 tw9045@earthlink.net
University of Pennsylvania Patrick Vora	209 S 33 rd St. Philadelphia, PA 19104	UPSKC@gmail.com pmvona@sas.upenn.edu
West Chester University Paul K. Smith	Dept. of Kinesiology West Chester, PA 19383	(610) 436-2764 psmith@wcupa.edu

Directory of Karate Clubs and Classes in U.S. Colleges and Universities

College & Instructor	Mailing Address	Phone / E-mail
RHODE ISLAND Brown University Ahmed Abdullah	66 Gallatin St. #3 Providence, RI 02907	(401) 383-7196 Aabdullah@aol.com
SOUTH CAROLINA College of Charleston Shotokan Karate Club Mark Andreas	2503 Hartnett Boulevard Isle of Palms, SC 29451	(843) 583-6143 saka@iskfsaka.org http://www.cofc.edu/~shotokan/
TEXAS El Paso J.K.S. L. Dean Van Matre Baylor University John Callon	1530 Lomaland El Paso, TX 79935 Waco, Texas	ISKF E-mail: iskf@iskf.com Dojo Email: cynthia_wall@baylor.edu
VIRGINIA College of William & Mary Steve Pohle University of Virginia David Stackpole	P.O. Box 1537 Newport News, VA 23601	(757) 875-5339 or (757) 725-5536 POHLESJ@AOL.COM (434) 409-2125 karateclub@Virginia.edu
WASHINGTON Pacific Lutheran University (PLU) Marc Cordice Washington State University (WSU) Scott Randall / Tim Daulton	1641 121 st Street S. Tacoma, WA 98444 809 East B Street Moscow, ID 83843	(253) 537-4350 mcordice55@msn.com (208) 882-0273 oldhuffalump@verizon.net

Please let us know if there are any corrections/additions.

Send them to: Tony Nakazawa, P.O. Box 772205, Eagle River, AK 99577

Email them to iskfalaska@gmail.com

ISKF Camps for 2011/2012

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

INTERNATIONAL SHOTOKAN KARATE FEDERATION - U.S.A.

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ISKF / US Regions

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<p>Southern Region</p> <p>Dr. J-D Swanson (814) 880-7813 E-mail: jswanson@uca.edu</p> <p>Leon Sill (251)-626-5943 E-mail: leon_sill@yahoo.com</p>	<p>Mountain States Region</p> <p>Yutaka Yaguchi (303) 733-8326 http://www.uniques.com/shotokan</p>	<p>South Atlantic Region</p> <p>Dr. Kim Koo E-mail: kkoomd@earthlink.net</p> <p>Central Region Information: (215) 222-9382</p>
<p>East Coast Region</p> <p>Teruyuki Okazaki (215) 222-9382 E-mail: pskc@iskf.com</p>	<p>North Central Region</p> <p>Lee Doohen (604) 332-6572 E-mail: SFSHOTOKAN@sio.midco.net</p>	<p>Southwest Region</p> <p>James Field (310) 395-8545 E-mail: info@jkasm.com</p>
<p>Hawaii</p> <p>Tram Meadows (808) 639-3040 E-mail: tbhvm@aol.com</p>	<p>Northwest Region</p> <p>Cathy Cline Washington State University (425) 451-8722 E-mail: cathycline@comcast.net</p>	<p>Western Region</p> <p>Chuck Coburn E-mail: shotokan@karateaz.com</p>
<p>ISKF web: www.ISKF.com</p>	<p>ISKF E-mail: iskf@iskf.com</p>	<p>JNCKA web: www.ISKF.com</p>

Purposes of the NCKA

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

NCKA Eligibility Requirements

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

NCKA Activities 2011/2012

1. National Collegiate Karate Association 2011 Annual Meeting will be held in conjunction with the 2011 NCKA Tournament in Denver, Colorado, November 4-6, 2011. For location, dates and other information, contact Dr. Paul Smith 1-610-436-2764.
2. National Collegiate Karate Association 2012 Annual Meeting will be held in conjunction with the 2012 NCKA Tournament in November 2012. For location, dates and other information, contact Dr. Paul Smith 1-610-436-2764.
3. The 2011 NCKA Summer Meeting will be June 11 at the ISKF Master Camp – all U.S. Regional Representatives will attend.
4. Directory of Karate Clubs and Classes in U.S. Colleges and Universities. Please send your club information or any revisions to: ISKF–Alaska, P.O. Box 772205, Eagle River, AK 99577 or email them to iskfalaska@gmail.com
5. To submit articles to be considered for publication and peer review please send them to: Dr. Paul Smith, NCKA Academic Editor, psmith@wcupa.edu 1-610-436-2764. Articles must be submitted by June 1, 2011 and adhere to publishing format.

Publishing Format

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November 2009

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

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

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

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

Write in plain English. Avoid the passive voice.

Requirements

Brief biography, include experience in martial arts

Title

Length

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

Submitting the Manuscript

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

Papers must be submitted to Dr. Paul Smith by June 1, 2011 in order to be published in the November 2012 Journal. Further discussion will be at Master Camp the second week of June.

Instructions for Formatting Your Documents:

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

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

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

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

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

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