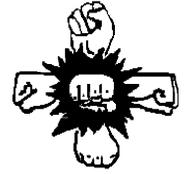


Kawara ban



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Editor's Note:

In this issue of the kawara ban, Sensei Anne Barnfield has given us an insight into the challenges as a teacher and a student at Dojo Byakko, the club she teaches at Robarts School where the students are Deaf. This is a relatively new club that continues to grow with success and students and hopefully, will continue to do so.

A number of people who competed at the 2004 Worlds have put their thoughts and feelings about their experiences into works and they are included here in Memories from the Dominican which was compiled by Sensei Randy Dauphin.

Finally, the usual features are included about what happened and is happening in and outside of our dojos, some information about our history and a little known indigenous ancient martial art from India called Kalaripayit that is very similar to classical Jujitsu

systems. Just as an aside, we saw a documentary about this art as well as 5 others on History Television last December called Deadly Arts - Kalaripayit. Josette D Normandeau, an Aikido and karate black belt in Montreal who travelled the world to study various martial arts including, Karate (Goju), Muay Thai, Capoeira, Aikido and Savate did this documentary. We taped all 6 episodes in case anyone is interested in watching it.

Anyway, here's this quarters issue of information. Let me know what you think.

Thank you.

Zena Nurse, Editor
Seishin Dojo



Correction:

In the last issue of the Kawara Ban, Winter/Spring 2003/2004, the Martial Art Work picture incorrectly indicated that the martial artists were have indicated that the 3 martial artists were Sokon Matsumura, *Gichen Funakoshi* and Shihan Gary Legacy for the answer to History question #1. The 3 martial artists are actually Sokon Matsumura, **Hohan Soken** and Shihan Gary Legacy. Revised issues sent out shortly following have this corrected but the initial issue distributed at the December 2003 St. Thomas grading and following online in soft copy were incorrect. My apologies for any confusion this may have caused.

--The Editor



Dojo Byakko - Karate at the Robarts School for the Deaf

Karate is a martial art with a centuries-old history. Within traditional styles such as ours, students are expected to have some knowledge of this history, down to the present day - the student's own *dojo*. This is the story of one karate dojo whose students are all Deaf.

Note: there is a distinction to be made between "deaf" and "Deaf". The first, deaf, simply signifies hearing loss. The capitalised form, Deaf, denotes a specific group. A person who is Deaf communicates with sign language and self-identifies as Deaf, as being a member of a particular socio-cultural group.

Background A Karate Club at Robarts

Over the past few years I have become interested in American Sign Language (ASL), and have taken a couple of courses. In 2001 the teacher of my sign class pointed out to me that the Robarts School for the Deaf, here in London, was looking for volunteers to run after-school clubs and activities. I proposed to the school that I run a karate club for the students. A ten-week trial was agreed upon, open to students from grades 3 to 6. The trial was a success, with enthusiastic participation from the dozen or so students enrolled and support from both the school and parents. It was decided that a regular karate club would go ahead in the new school year, starting in September of 2001. Training could be only one evening per week due to students' schedules. (Many of the pupils at Robarts participate in a number of activities, and residence students go home for the weekend on Friday afternoons.)

The new dojo needed a name, and as the *Sensei* I decided upon *Dojo Byakko*: White Tiger club. The new intake of "tigers" included some of the trial group and some new students. Participation was again enthusiastic. Several of the students were proud to wear the traditional karate gi, and it seemed to give them more of a feeling of belonging. Training during 2001-2002 was affected by a support workers strike, which interrupted the school year, but the club survived and continued to be part of the Robarts activities. We restarted again with the school term in September 2002 and completed the full academic year. Despite

disruptions in the first year and the once-a-week only schedule, we now have had students take a belt grading - from white to yellow belt.

Karate Training

Since at first the students at Robarts were all total beginners, the early sessions began with learning the simplest procedures - how to bow, to line up, training rules, etc. Warming up properly and stretching are important and exercises that increase fitness and have benefits for karate training, such as sit-ups, were shown and practiced during training sessions. Karate stances and how to punch were taught first, with gradual introduction of the other basics as the students progressed. As is usual, each training session begins with practice of the basics. Once students had acquired some ability in basic moves they were taught the simplest *kata*, Pinan nidan. Sparring was introduced gradually and safety and consideration for others were always stressed. Sessions often ended with simple self-defence moves such as how to pull away from a wrist hold, which are easy to learn and fun for the students to try.

One would expect that training was going to be affected by the fact that the students were Deaf, and ASL their primary means of communication. This was true to some extent, but in other ways training proceeded as with any other dojo.

Robarts School provided an interpreter to facilitate communication. This encouraged advance preparation for classes as a 'lesson plan' needed to be emailed to the interpreter at least a day ahead. ASL interpreters appreciate time to prepare, especially if unusual signs are to be used or stories translated. Interpretation was most used when (i) explanations were given, (ii) history or philosophy was discussed, or (iii) in answering students' questions. Once basic moves were learnt, however, the interpreter's role during physically active portions of classes was less as communicator and more as assistant, especially by keeping count. During performance of basics (e.g. moving forward punching or blocking) the instructor usually counts moves. At each count the students move forward, one count per move. Basics were 'counted' by the interpreter moving backward in

front of the line, visibly displaying the numbers by a manual count. A difference to a class of hearing karate students could be seen here. In a class where the students can hear, the instructor shouts out the count and can walk around the room watching his/her students and correcting if necessary. In a class with Deaf students the count must not only be visible, but it was found to be helpful to have an example to follow; for each count, a person in front of the line performing the technique. Early on, several black belts helped with this, particularly *Sensei* Victoria. Last year I had assistance from a brown belt, Carly Shack. During basics I would call out the number, the interpreter would signal the count and Victoria or Carly or I would move in time with the count. Thus although the counting of basics was as with any other club, it was more labour intensive in execution at Robarts.

The Robarts students would pick up the different techniques well, but were probably slightly disadvantaged compared to other clubs' students in that there was less time available to the instructor to move about the class giving individual correction. In contrast, the more 'hands on' learning style, which appears to exist in Deaf culture, was an advantage in actual correction of techniques. I was informed that it was quite acceptable to physically correct a move, by shifting a stance or straightening a hand position, for example. This occurs to some extent in any karate class, but was an important teaching technique with the Deaf students. A pattern of showing (with explanation), copying (students perform the technique themselves), and physically correcting emerged as the usual teaching strategy. The *kata* were somewhat easier to teach, since the students by then knew the basic techniques and simply needed to copy the instructors to learn the sequence of the moves. *Bunkai* (practical applications) could be demonstrated physically.

Communication

I mentioned earlier that the interpreter was most used for situations requiring communication. Although I have some ability with ASL, I am by no means an expert. As with children's speech, the students often used signs in a slightly different way, and they are capable of signing very quickly. During discussion times or question-and-answer sessions it was a benefit to have an experienced interpreter present. During discussions in class the students were informed of the history and philosophical

background to Shorin Ryu. We also had to come up with sign names for various persons and places. In ASL names are first fingerspelled - basically written out in the air with the fingers, using the ASL alphabet. After a name is known, an individual may be given a sign name. This makes communication simpler, especially with the longer Japanese names! The sign name must be assigned by the Deaf themselves, and is often the initial of the first name used with a sign for some attribute. The first sign name assigned, given by the class themselves, was Matsumura's. To "say" Matsumura in ASL one makes the sign for *power* (i.e. powerful; strong) with the letter *M*. Even Okinawa had to be provided with a sign name, as no name specific to the islands was known at Robarts. With the help of a Deaf teacher at the school we are working on sign names for other major figures in our karate history, and have by now a fairly full list.

ASL is a visual language, and this leads to other differences in training set-ups. The students have to be able to see the instructor and/or interpreter - whoever is signing - and often both need to be in view. If another student asks a question, both the questioner and the response need to be seen to make sense of the situation. (Imagine hearing your *Sensei* suddenly shout out "Yonomine Chiru". You would think "why?", "what for?", "why is her name important right now?") This then led to use of an arrangement with students in a semi-circle, rather than maintaining straight lines, to facilitate communication. An amusing situation relating to this is that when sparring, the *Ude-kake-shi* (roughly translated as "the challenge circle") also has to be a semi-circle (a semi-*Ude-kake-shi*?), to allow for explanations about good or poor technique to be seen by all.

One final point regarding communication relates to behaviour at gradings. The Deaf engage in sign communication freely, and the students may do so even in the midst of a grading. Also, students who can use voice may not realise how loudly they are doing so. I hope that as we have more experience with gradings from *Dojo Byakko*, the students will come to understand grading etiquette better. At the same time, hearing karateka will come to understand the Deaf better. I do ask that the Deaf students be granted this consideration at gradings: that

they be able to have a clear view. Being unable to hear makes it very difficult to know what is happening if one cannot see the event. For these students visual perception is paramount.

Outcomes

Teaching the Deaf students has been both a challenge and a positive experience. These students are like any other youngsters: their enthusiasm is gratifying, their occasional boredom or frustration can be trying. Overall, they are doing well in karate. With each school year, a few new students sign up, a couple of older ones quit. The quitting rate, however, appears comparable to that of other clubs. As a traditional style, Legacy Shorin Ryu requires significant learning for each grade level. This naturally takes time, and students are not grading frequently. Last year *Dojo Byakko* sent its first students to a grading. Both passed the test and we had two bright, new yellow belts at the head of the line-up. This was a boost not only to the two students who graded, but also to their younger fellows. There were now examples of achievement to emulate, and to encourage the next two little tigers to their grading in December of 2003.

One of the most gratifying aspects of teaching was watching the outcome of the first grading for our club. The two students themselves were extremely happy, but also demonstrated caring for others. The Robarts students congratulated others, people whom they had never met before, at the grading ceremony, and left a positive image of our dojo with other karateka. Members of other dojos were welcoming, and gave congratulations to the Deaf students also. Back at the school, the younger members of the class were happy for their friends and enthusiastic about their turn to try for the same achievement. The next two students were excited when their turn came to grade, and the older yellow belts came to the grading to support their friends. I hope that the students of Robarts School, *Dojo Byakko*, will continue to show that whether Deaf or hearing one can learn, achieve, and have fun in karate.

Sensei Anne Barnfield

Memories From The Dominican

Being a past competitor in the world cup I would have to say this one was the best by far. Not only did we dominate over the other clubs we surpassed our previous reputation of years gone by as a strong dojo. We came closer together and helped each other over the bumps and hurdles of tough competition, once again proving we are a close-knit family. We will be remembered by all those who came in contact with us. I met some old friends there and was introduced to many new ones. I couldn't be more proud of the students by not only their performance, but also by their behaviour after the competition was over (you can thank your parents for that). There were hugs for those who were overwhelmed with emotions and smiles and laughter that last night at dinner. Our younger students were the most well behaved kids you could ask for. They were always looking out for one another and travelled in groups.

If you ever have a chance to compete in the WFOMA you should. A special thanks goes out to Shihan Gary Legacy for pushing us to the limit, and to my coach, Shihan Scott Bowron. Next year Panama.

Janice Chaki

The World Championships couldn't have been set at a better time, or in a better place. Needless to say, sitting on the beach in the Dominican Republic while temperatures back home were definitely less than ideal, wasn't too hard to take. The competition itself was a great opportunity to meet new people and as a whole, was a lot of fun. I couldn't help feeling humbled wearing the red Team Canada Gi and knowing that we were all representing our country, not just our club. There were so many highlights of the trip, including the wedding, a jeep excursion around the island, Torri, Caiti and I spending a good deal of time un-braiding Sensei Sara's hair, Sensei Dauphin trying to teach me how to "catch a wave" (I wasn't too good at it.), the competition and spending time with friends, that if I were to list them all, I'm sure I'd be rambling on for pages. Overall, it was a great experience, and I've got my fingers crossed for going to Panama next year.

Andrea Hundt

There are two things I remember most about the tournament in the Dominican. The first is how everyone went out there and gave it everything they had. People that had been nervous the previous day got up there and showed everyone how much damashii we have. The second thing I remember is the awards ceremony. While the other members of team Canada were cheering for their people Sensei Dauphin started to cheer for the Texans. This was quickly taken up by the rest of our group. I thought that was the best example of sportsmanship and camaraderie I'd seen during the whole event. Hopefully, Sensei Victoria and I will be going to Panama. This time we need an even larger group.

Paul Edler

My experience in the Dominican was both incredible and one I will never forget. I had a blast on the beach, hanging out with fellow Karate people, and meeting new people while on the trip. The tournament was definitely an experience that has marked me and I came away from it with a few precious moments and lessons. I got to live the moment when all of the training I did paid off, but with loud applause and camera flashes it wasn't until a second of quiet reflection that I realized it wasn't paid off in a silver or bronze medal. I lived the moment when I could look back on all the money saving, worrying and training and know that it was all worth it to have the experience I did, one that not many people I know can share.

Simply knowing that I stood for a country I am very proud to live in suddenly meant more than winning in the name of that country. I also learned that when Sensei Dauphin says Legacy Shorin Ryu students are as good, or better than anyone at their level in the world is, he's telling the truth. And I got an opportunity to be publicly proud of being part of Legacy Shorin Ryu. I will never forget the moment that Sensei Dauphin and Shihan Michele triple crowned and all of the Legacy people stood up and started chanting "LEGACY, LEGACY!" It was definitely an experience I'll carry with me everyday.

Victoria Feth

The trip to the Dominican Republic was an incredible experience. In



the months leading up to the trip, my karate training intensified to almost every day of the week, so needless to say, by the time January rolled around, I was ready for a vacation! The tournament itself was a great chance to learn by seeing other competitors who have been working so hard to prepare. Paul and Victoria's wedding was definitely a highlight of the trip. It was beautiful. Also, the trip was a great opportunity to get to know my fellow Legacy students as well as students from other schools.

Dan Whittal

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Although not the first time I had represented my country internationally this time still stirred strong feelings of pride within me of being a Canadian. I am humbled at the opportunity to go to another country and represent my country, my school and myself with that which I love, Legacy Shorin Ryu. Thank you to Shihan Legacy for training us, leading us and providing this opportunity.

- I will never forget watching Shihan Michele performing Kusanku Dai and Shihan Chaki performing Patsi Dai both in red gi's with the words Canada written across their backs.
- I can not express accurately the pride I felt in watching the other Legacy Shorin Ryu students all perform classically bringing more to the tournament than it could have been without them.
- I will never forget the happiness I felt in watching my wife walk up to the stage, hold up the Canadian flag and receiving a silver medal for kumite.
- Personally I will never forget the feeling of being called to the stage with Shihan Michele in recognition of winning the "Triple Crown".
- I will never forget hugging Shihan Legacy and Shihan Michele on stage in front of three hundred cheering karateka and my wife Sara starting up the chant "Leg-a-cy".
- I will never forget the feeling of walking off stage and returning to my seat thinking it can't get better than this, only to have the person I love most, my wife, lean over and

whisper in my ear "no one deserves it more than you".

- I will never forget Shihan Legacy calling the Legacy Shorin Ryu black belts out onto the beach to demonstrate Karate to some local Dominican children and I will never forget their laughter and smiling faces in approval of our performance.
- I will never forget an impromptu White Crane training session with Shihan Legacy, Shihan Michele, Jeff and Ty in a rooster-fighting ring while out on excursion.
- I will never forget the opportunity to share our small gifts of candy, toys, crayons, pencils and books with the thousands of Dominican children who chased our jeep.
- I will never forget being present at the joining of two more Legacy Shorin Ryu students at their wedding. Victoria looked beautiful.
- I will never forget the people I went with, the ones I met or the ones who supported us from home.

Randy Dauphin



### Dojo News

**WFMA 2003 Canadian National Martial Arts Championships** held November 2, 2003. A number of Legacy Karateka competed in the Canadian Championships either just for the fun of it and/or to prepare for the 2004 Worlds.

Among the list that competed was: Shihan Janice Chaki, Sensei Victoria Edler, Sensei Randy Dauphin, Sensei Sarah Dauphin, Alicia & Kristal Bilotta & Dilani & Dilshan Pieris, Lynnette McInnes and Andrea Hundt. Many of who received medals in kata, weapons and kumite.



### WFMA 2004 World Martial Arts Championships

The beginning of January 2004, a large number of Legacy Shorin Ryu students (approximate 17) went to the Dominican Republic to compete in the WFMA 2004 World Martial Arts Championships. We did excellent bringing back 33 medals. Below are the results:

#### Results:

**Kata Weapons Kumite**

|                   |        |        |        |
|-------------------|--------|--------|--------|
| Michele Legacy    | Gold   | Gold   | Gold   |
| Janice Chaki      | Silver | Silver | Silver |
| Randy Dauphin     | Gold   | Gold   | Gold   |
| Sara Dauphin      |        |        | Silver |
| Victoria Edler    | Bronze | bronze | Gold   |
| Paul Edler        | Bronze | Silver |        |
| Dan Whittal       | Silver | Silver |        |
| Michael Parent    | Gold   | Gold   | Silver |
| Mike Russell      |        |        | Silver |
| Katie Brown       | Gold   | Bronze |        |
| Victoria Feth     | Bronze | Silver | Silver |
| Andrea Hundt      | Gold   | Gold   | Silver |
| Ryan McAuley      | Gold   |        | Silver |
| Catherine Herring | Silver |        | Bronze |

Two special awards were also given for Outstanding Sportsmanship - Junior to Sam Brown and Outstanding Sportsmanship - Adult to Jeff McGregor. A special award was given to Sensei Randy Dauphin for Outstanding Referee. So, to say the least we all had a wonderful time.

I was proud to be there and represent my Sensei. We should stop for a moment and thank him for our achievements and our coaches, family members and friends who trained us and wished us well. The family members who let us take the time to train when we should have been with them. Thank you to all.

I also wanted to retire from competition this year, but after a few (many) talks from Shihan Legacy and Shihan Michele, I may have to go one more year. I have to admit Panama looks really good!

Congratulations to all our participants and lets continue to train harder for next year.

Shihan Chaki



### Recent Black Belt Gradings:

On **Saturday, March 13, 2004** a number of black belts received Okinawan Karate Federation (OKF) black belt certificates:

|                       |                     |
|-----------------------|---------------------|
| Kyoshi Gary Legacy    | 8 <sup>th</sup> Dan |
| Shihan Michele Legacy | 7 <sup>th</sup> Dan |
| Shihan Janice Chaki   | 7 <sup>th</sup> Dan |
| Sensei Scott Watson*  | 4 <sup>th</sup> Dan |
| Sensei Anne Barnfield | 4 <sup>th</sup> Dan |
| Sensei Randy Dauphin  | 4 <sup>th</sup> Dan |
| *Absent               |                     |

The Okinawan Karate Federation was Hohansoken's association before he died in 1982 and gave it to Soke Glen Premru,

whom Shihan Legacy teaches the White Crane for. See [below](#) under *Notices* for more general information on this.

On **Saturday, March 13, 2004**

**Michael Russell** of St. Thomas Dojo was graded to Shodan at the St. Thomas Dojo.



#### Notices:

- **Dojo Marriages and Births:**
  - Sensei Paul Edler and Sensei Victoria Cukernic were married on **January 9, 2004** in the Dominican Republic. Congratulations to you both!
- We hosted an OAR (Eku) seminar by Sensei Ken Verbakel of Bonsai Martial Arts in Fergus, ON on Feb. 1<sup>st</sup>. Shihan Dai Tammy Milne and Shihan Dai Frank Verbakel assisted him. The kata Shorinkan No Eku and oar basics Eku Taiso were taught. See [Internet sites/ mailing lists](#) for location of his website. Anyone wanting to buy Ekus can get them from Sensei Verbakel for about \$120-\$139 plus shipping. See his [website](#).
- Black belts interested in becoming an associate member of the **Okinawan Karate Federation** (OKF) can join under Shihan Legacy' s charter and save \$. It will cost \$50 U.S. If you wish to get an existing dan certificate, with Hohan Soken' s, seal on it, the cost is \$60 U.S. This is an option only. You may be able to have your certificate presented to you by Soke Glenn Premru, 10th dan and head of the association.

**Reminder:** Sensei Barnfield is still looking to get more participants in her kata survey, so, please, if you have one, complete it as soon as possible and forward it to her in the self-addressed envelope included in the package. If you are interested in participating, anyone over 18 years of age can do so by contacting her or your sensei for a copy of the survey. The more people who complete the survey, the better for Sensei Barnfield's results. You may be helping her to get another article published in JAMA again (see Kawara Ban, Spring/Summer issue 2003) or

elsewhere, as well as getting a new perspective on your training practices.



## Upcoming Events

- **Saturday, March 27, 2004 Iaido seminar**, of Japanese swordsmanship will be held at the St. Thomas dojo with Sensei **Nicklaus Suino**, of Michigan. He is a former 4-time Japanese Iaido champion. Quite a feat for a non-Japanese (American). He has done a number of Iaido seminars for us in the past and has agreed to come back on a semi-regular basis to work with those of us who want to train in Iaido. The cost will be \$65. Contact Shihan Legacy or your sensei for more information.
- **Wednesday, April 7, 2004, UWO Karate Club end-of-year dinner.**  
Time: 6pm  
Location: Great West Steak House, 240 Waterloo St., London, ON.  
Cost: Tickets are \$25 each, which includes an all you can eat buffet, coffee, tea, pop, dessert, taxes and gratuity.  
Contact: Jason Sousa (jason\_sousa@hotmail.com) by Apr. 2<sup>nd</sup> with reservations and payment or Sensei Victoria Edler on Apr. 3<sup>rd</sup> at the Brown/black belt workout.
- **Saturday, April 17 to Sunday, April 18, 2004: Nunchuku seminar** with Kyoshi Willis and kids overnigher. Adults' seminar starts at 10am on the 17<sup>th</sup>. Kids seminar and overnigher at 3pm on the 17<sup>th</sup> until noon on the 18<sup>th</sup>. See Shihan Legacy or your sensei for details.
- **June 1, 2004, Team Canada workouts for WFMA 2005 World Martial Arts Championships** in Panama begin. Even if you are thinking of going, but not sure, you can start preparing now and then discontinue later, if necessary.



## Letters to the Editor and Submissions

As was mentioned in the prior editions of the Kawara ban, this section is for your letters, questions or comments.

If you have any comments, questions, corrections or additions for future editions of the kawara ban, please send them to: [znurse@golden.net](mailto:znurse@golden.net). You must include your

name and dojo in order to get published or answered.

Submissions for the next issue of the kawara ban should be submitted by, **May 15, 2004**. Show off your writing skills, poetry or artwork and take part in the creation of the kawara ban and the passing of the knowledge of the martial arts to your fellow karateka.



## Martial Arts History

Below is some brief martial arts history that you may find interesting. The information is just to give you an awareness of some aspects of our style and others' history in order to prompt you to do more research if you want to find out more details.

### Kalaripayit

This is a traditional ancient, rare and little known martial art similar to karate or jujitsu is from India that appears to have remained in India. Kalaripayit means 'battlefield training or practice'. Some researchers believe that Chinese martial arts originated from this style because Bodhidharma (see [History](#) question #7 below) probably would have known and taught this art to the Shaolin monks when he travelled there.

There are mainly 2 styles of kalaripayit: the first is the northern style, which stresses being able to rise up from the prone position to a high stance. It has a lot of high jumping and kicking techniques, long strides, low stances and strikes using the arms and hands fully extended. This style general focuses on perfecting ones form. The second is the southern style, which has more circular movements with the delivery of the strikes and blocks by the hands open and arms bent. The southern style focuses on moving effectively and with strength.

Both styles of Kalaripayit of 4 branches of combat techniques: training armed with bamboo or rattan sticks, with a range of weapons, unarmed and secret vital point techniques.

Kalaripayit practitioners aim to avoid having to fight but if they can' t, they try to use the least amount of force possible to defend themselves and only increasing the force as required.



## History Quiz:

**Do you know the answers to these history questions?** (See the last issue of the Kawara Ban for more history questions.)

1. Who is Satunushi Sakugawa and what was his nickname?
2. Who is the creator of the Shorin Ryu styles of karate?
3. Who is believed to be the person who gave Shorin Ryu Karate its name?
4. What year was Karate introduced to the Japanese mainland and by whom?
5. When was karate incorporated into the Okinawan school physical education programs and by whom?
6. Who is Ta Mo (Chinese) or Dharuma (Japanese) or Bodhidharma?
7. What does sensei mean?

Answers are at the end of this newsletter. How many of these did you get right?



## Martial Arts Library

Often, requests are made for suggestions on where to find information in order to complete resumes. Besides asking Shihan or your Sensei, some have found the following resources helpful, informative and just plain interesting.

Previous additions of the kawara ban included suggestions for your martial arts library collection of books. Here are some additions for your hardcopy library, as well as some online resources with brief descriptions of each, costs and where to find.

### Internet sites/mailling lists:

#### Martial Arts History Museum

<http://www.martialartsmuseum.com/>

Mike Cheliak Photography took a number of pictures at the **WFMA 2003 Canadian Martial Arts Championships**. They included a number of Legacy Shorin Ryu competitors. Check out this site to see them:

<http://www.photorelect.com/scripts/prs>

[m.dll?EventFrame?event=05CJ000X/](http://m.dll?EventFrame?event=05CJ000X/)

**Bujin Design** website in the USA that sells martial arts equipment and it gives instructions on how to tie and to fold a hakama. May be useful to newer black belts: [http://www.bujindesign.com/use\\_hakama.htm/](http://www.bujindesign.com/use_hakama.htm/)

The **Massachusetts Institute of Technology (MIT)** OpenCourseWare initiative provides free access to all educational course materials from all of MIT's 33 disciplines and professional schools. Although not directly martial arts related, courses include learning languages like Japanese and about foreign cultures and histories, just to name a few. <http://ocw.mit.edu/index.htm/>

#### Bonsai Martial Arts - Sensei Ken

**Verbakel**, who taught many of us at the oar seminar mentions above in the Notices, has a website:

<http://www.sentex.net/~shihan/>



#### Books:

#### Zen Kobudo – Mysteries of Okinawan Weaponry and Te

By Mark Bishop

ISBN: 0804820279

Publisher: Charles E. Tuttle Publishing Company

This book has some great information on history about Okinawan weapons and martial arts, including karate.

#### The Way of the Warrior – The Paradox of the Martial Arts

Howard Reid and Michael Croucher

Published by The Overlook Press

ISBN: 0879514337

This book is the basis for a 1980s BBC Television documentary series about the Asian martial arts. It's a very well written book with lots of history, information and pictures on various Asian styles including Kalaripayit (see Martial Arts History section), Karate (mainly Goju related), weapons, soft arts of china, etc.



#### Dojo Terms

Most of these terms can be found on the Legacy Shorin Ryu website under Misc. documents. Pronunciations can also be found for most terms on the website.

#### Term

Bunkai

Do

Ekku (Kai, Eiku,

Ekku)

Kobudo

Bushi

#### Meaning

practical applications

The Way

Okinawan Oar

Hand held weapons

training but literal

means "old martial arts"

warrior, honorary

Okinawan title



### Answers to History Quiz:

1. A noted Okinawan from Akata Village in Shuri who studied kobudo and related fighting arts who was one of Sokon Matsumura's teachers and a student of Takahara 'Peichin'. His nickname is "Tode" or "Karate" Sakugawa.
2. Sokon Matsumura.
3. Yasutsune "Ankoh" Itosu.
4. In 1922, Gichin Funakoshi introduced Karate to Japan and as a result is considered to be the 'Father of Modern Day Karate'.
5. In 1903, Yasutsune Itosu with the assistance of his top student, Kentsu Yabu implemented the program.
6. They are all believed to be different names for the same person: a monk from India who traveled around Asia, including to the Shaolin temple in China. He is believed to be the founder of Shaolin boxing and Zen Buddhism. It is believed that he taught the monks a form called 18 hands of Lohan to strengthen and enable them to handle the long hours of meditation required and to defend themselves. He is credited with being the one who introduced "martial virtue" to China, which are the qualities of discipline, restraint, humility and respect for human life. Many Chinese and Japanese fighting martial arts are believed to originate with Shaolin boxing, including Shorin Ryu.
7. The literal meaning is "teacher". It is a term of respect that we use our dojos for all black belts. A deeper meaning of sensei is "reflection" in that you are a reflection of your sensei who is your "teacher".

