



The

HARMONIZER

The Official Newsletter of the Shintani Wado-Kai Karate Federation



The Harmonizer

**Vol. 12, Issue 1
January, 2008**

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On the cover: Green-belt kumite action at the 22nd Annual Saskatchewan Wado-Kai Tournament (Rebecca Peters photo)

Message from the President

In memory of Master Shintani
Sensei Denis Labbé

Master Masaru Shintani was inducted into the official Canadian Black Belt Hall Of Fame on October 17th, 2007. Sensei's Sister, Joanne Kajiura and I accepted the award on his behalf. The following is a photo and a write up of Sensei which was presented on a ¼ inch foam board. The write-up reads as follows: (*Editor's note: see next page for the photo*)

Master Masaru Shintani

Born in 1927 in Vancouver, British Columbia, Masaru Shintani went on to develop one of the largest karate organizations in North America, spreading his positive teachings for more than five decades to literally thousands of students.

Master Shintani was first exposed to martial arts during World War II, when his family was sent to an internment camp in New Denver, BC. While there, he learned judo, aikido and kendo under his first teacher Akira Kitagawa. He remained devoted to Sensei Kitagawa until his death in 1956. At that time, Master Shintani had attained the level of Rokudan (sixth) in Shorin Ryu Karate.

In 1947, the Shintani family moved to Beamsville, Ontario to work for a local farmer. In just a few years, he began teaching judo and karate from a shed on the farm. Master Shintani opened his first formal karate club at the Hamilton YMCA. During the mid-1950s he traveled to Tokyo to compete in, and eventually win, a large All-Japan Karate Federation tournament. It was during that trip that he met Sensei Hironori Otsuka, a teacher who would hugely impact Shintani's life.

Over the following years, he trained in Sensei Otsuka's style: Wado-Ryu. In 1970, Sensei Otsuka asked Shintani to represent the art in Canada. This was an honour that Master Shintani accepted, becoming head of all Wado Karate-do in North America and receiving the title of Supreme Instructor. By 1979, Otsuka awarded Shintani an 8th-degree Black Belt, along with a 9th-degree Black Belt Certificate for the future.

Following a dream Master Shintani developed Shindo: "the straight or pure way". This fighting system used a three-foot long stick as an extension of the hands. It applies all the principles of Wado Karate, blending the ancient weapon with modern techniques.

Throughout his later life, Master Shintani taught the Shintani Wado Karate system and built up a circuit on Ontario schools, in addition to teaching seminars across the country. He also served as a member of the IKKF Executive Board and was one of the Founding Members of the World Union of Martial Arts Federations. Master Shintani passed on May 7, 2000 in Kapuskasing, Ontario (Hospital).

I would like to wish every one a Happy New Year and I am looking forward to seeing you soon.

Sensei Labbe would also like to remind those members who have not yet paid their 2007-2008 registration dues to please do so as soon as possible.

THE OFFICIAL
CANADIAN BLACK BELT
HALL OF FAME



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MESSAGE FROM THE NATIONAL COACH

By Sensei Ron Mattie

2008-2010 SWKKF NATIONAL TEAM SELECTION PROCESS

The following is a short summary of the process by which the team is selected through a weekend event. The candidates are selected based on various weighted categories, including level of fitness, coach-ability, adaptability, and an evaluation of kata and kumite. By the end of the weekend the highest scoring competitors will represent the team.

The team will remain at seven members, consisting of five men and two women. The men's weight categories will be: under 60kg, under 80 kg and over 80kg. The women's categories will be: under 60kg and over 60kg or combined. The two remaining men's positions will be called *wild cards*, and each will be from a different weight category. The wild card candidates may be selected from any weight class, and will be based on the weekend's events.

The selection committee will consist of five members; the team coach will be assisted by four other yodansha appointed by the senate. The competition evaluation judges will consist of black belt judges and/or committee members.

Alternate team members:

Alternate team members will be included in all communication that is sent out to the SWKKF team members. This will include training and competition schedules and nutritional guidelines. When training sessions are held in close proximity, alternates would be expected to attend. The **weekend** event is to be held **June 27, 28, and 29**. This time frame for the team selection will allow for preparation and would see candidates peaking in their training performance. The weekend events will begin on Friday evening and would conclude on Sunday afternoon with the announcement of successful candidates.

Sample itinerary for the weekend:

Friday, June 27, 2008	- 5pm to 7pm	Fitness evaluation- 1 st half
Friday, June 27, 2008	- 7pm to 10pm	Workshop - <i>format to be determined</i>
Saturday, June 28, 2008	- 8:30am to 10am	Advanced basics and kata evaluation - workshop
Saturday, June 28, 2008	-10am to 12noon	Fitness evaluation- 2 nd half
Saturday, June 28, 2008	- 1:30 to 5pm	Ippon kumite and kumite evaluation - workshop
Saturday, June 28, 2008	- 7:30 to 10pm	R&R time
Sunday, June 29, 2008	- 9am to 1pm	Kata & kumite competition evaluation
Sunday, June 29, 2008	- 2pm	Awards

Team Selection entry:

The competition is open to all registered black belts in good standings with the S.W.K.K.F. Information about the structure of the weekend's events will be disclosed in the selection package which will be available shortly. Information will go out through the provincial reps, the *Harmonizer* and will be listed on the website. The events will be held in **Olds, Alberta**.

Again..... the date is June 27th, 28th, & 29th, in Olds, Alberta. Further details will follow soon.

SENSEI DIANA KING PRESENTED WITH SWORD

Article and photo submitted by Sensei Michel Gosselin

It was at a workshop, on November 10th, that I finally had a chance to present Sensei Diana King, from Fort Frances, on behalf of the Shintani National Team, with the sword that she had won at the National tournament in May 2007. The support for this fundraising event was outstanding and I would like to thank all those who purchased tickets. A special thanks to Sensei Ron Mattie for donating the sword for the fundraiser.



SWKKF WEBSITE TO BE UPDATED

Submitted by Sensei Marco Reyes

www.shintani.ca has been around for several years and has served us very well. Like many projects the website was supported by members from within our organization. We are fortunate to have a dedicated group continue in these efforts.

This project, like the *Harmonizer*, needs your support. If you have comments, questions or things you would like to see on the website please submit them to marcoreyes@gmail.com. All correspondence would be greatly appreciated - it's your suggestions that make these projects successful!

Also if you like to have your contact information posted on the "**Club Listings**" send your email to marcoreyes@gmail.com with the following information (other than your name and email all other questions are optional):

- Your Name (required)
- Your Current Rank (optional)
- Location - be as specific as you like (optional)
- email (required)
- Website - if you or your club has a website list it here (optional)
- Comments - any comments that you feel are important (optional)

We look forward to your ideas and club listings. And check back in the early part of 2008 for updates to www.shintani.ca.

DELHI TOURNAMENT AND CLINICS— NOVEMBER 15-18, 2007

Editor's note: The Delhi event must have been good; I had two karateka write in to tell me about it. Thanks for your contributions. The first article was submitted by Sensei Shannon Kaye. Sensei Shannon is also a current member of the SWKKF National Team.

The third weekend of November: to most people, it is just another weekend. But to me, it signals the first tournament of the year, and what a way to kick it off. For years now, this weekend has been characterized by high ranking guest instructors who teach several clinics, a banquet on the Saturday night and the tournament on Sunday. This year was no different, with Sensei Brad Cosby, Sensei Ron Mattie, and Sensei Bruce Perkins rounding out our cast of instructors: all members of our Senate.

Thursday night we had the first clinic as part of Simcoe South club's regular class schedule, but this class was anything but 'regular'. Sensei Ron and Sensei Bruce were the instructors this night, and their lessons complemented each other's nicely. Sensei Ron started out teaching hip action with various techniques. Teaching both 'offensive' and 'defensive' hip actions, the lesson mainly concentrated on the hip on the same side of the body as the technique. According to this lesson, 'offensive' hip action is such that a counter technique can be readily thrown after the block. 'Defensive' hip action would still allow a counter technique to be thrown, but much more slowly. Sensei Bruce concentrated more on the 'back' hip of the technique, on the same side as one's kumai. It was mentioned that in karate we train as if we were fighting a group of people, not just one individual, and so we must always be aware of how exposed we make our stance to all of our opponents, not just the one we are engaged in combat with. So, his lesson involved bringing our back hip in, to protect the groin from an opponent to the side. As part of this we performed Pinan Shodan in a tightly spaced group so that we could more easily 'imagine' having opponents surrounding us. Saturday morning was the next clinic, and this one was for the future of our organization: the children. The clinic was held at Delhi club as were the clinics throughout the rest of the day, and there were about 15-20 kids out for the class. Sensei Ron started the class using crash mats, and teaching the children to throw effective kicks and other techniques: or 'how to break down your bedroom door if you have to get out' as he put it. The kids enjoyed making loud kiais and hitting the mats back and forth across the floor for an hour or so. Sensei Brad followed with some lessons on not walking through kata. He utilized Pinan Shodan again to teach and develop some explosive movements from the kids and they seemed to enjoy this also. It was nice for the kids to get exposure to two high ranking instructors that they may see only a few times a

year!

The shindo clinic followed, and there were quite a few adult students out to enjoy the instruction. Sensei Brad taught an evasive technique involving sidestepping timed with an attack and it worked beautifully when done properly. Sensei Ron used some techniques and pads to teach proper hand and arm positioning when striking, as well as the push-pull concept of shindo. Sensei Peter Ruch rounded out the teaching with some interesting takes on what to do if your opponent grabs the shindo instead of trying to attack you. With alacrity, Sensei Peter let his partner Sensei Craig Belsey take the shindo, took out his gun (in the form of his index finger and thumb) and shot Craig before he had a chance to use the shindo against Sensei Peter.

For the final clinic, Sensei Peter, Sensei Ron, Sensei Bruce and Sensei Brad all took turns teaching karate lessons. Sensei Bruce taught chi using a variety of techniques including palm strikes, a double zuki and others. Sensei Ron taught a takedown and then continued in a different vein with many different forms of shuto techniques. Sensei Brad taught a variety of techniques that can be used to attack an opponent that is proficient in sidestepping. Sensei Peter taught a number of easy-to-learn self-defense moves, but resorted to his gun, and again, comically shot Sensei Craig a number of times.

Saturday night marked the annual banquet used as a fundraiser to support our "Out West" trip every other year with young students from the region. It was held at the Delhi German Hall. The food was scrumptious, the silent auction went off without incident, and in general a good time was had by all!

Sunday was the day for the 27th annual Delhi Wado Kai Tournament. The Delhi club really pulled it together in spite of the absence of our two leaders, Senseis Jim Atkinson and Spring Kaye, who had work commitments and could not attend. Despite my rough start to the day on the microphone, the tournament progressed fairly smoothly. A good competition was had by the young kyu belts, the adult kyu belts, and finally the black belts. A shindo competition was held between the kyu belt and black belt events, and as always, nicely demonstrated Sensei Shintani's creation for the spectators. The day was capped with a team event where three teams of four competitors fought amongst each other for bragging rights.

All in all, it was an incredible karate weekend (as per usual) as anyone who attended a portion or all of the events could attest to. The weekends are few and far between so it was good to see all the participants out to take advantage of the instruction and competition!

DELHI TOURNAMENT AND CLINICS—NOVEMBER 15-18, 2007

The second Delhi article, along with photos, was submitted by Sensei Peter Ruch. Sensei Peter holds the rank of Schichidan (7th dan) and is a member of the SWKKF Senate.

The Annual Delhi Clinics and Tournament were held from Thursday November 15th to Sunday November 18th, 2007. I had the opportunity to attend the Saturday Shindo and Adult workout clinics. I was asked to put on some self-defence moves for both the Shindo and adult karate class.

The clinics were very well attended and it appeared that everyone had a great time. It was great to see the number of young students attending the Saturday morning clinic. The movements and stances that were being worked on showed the teachings of Sensei Masaru Shintani, and you could see the determination on the faces of the young people to learn the moves. The explosiveness of the techniques demonstrated was outstanding. I know that Sensei Shintani would have been proud.

I have attached four photos from the Shindo and Karate sessions; look at the determination on the face of Devon, the young green belt. (See photo at right)

I would like to thank the members of the Delhi Karate organization for their hospitality. The Saturday evening banquet was an outstanding success. It was great to see so many family members out to support this event. The organizers did a fantastic job. I really enjoyed the silent auction, not only did I get the chocolates for my wife, but an excellent calendar (The girls of Hawaii) for me. I thought the layout of the dates on the calendar was perfect.

Congratulations to the organizers on a job very well done.

Editor's note: Do you have any interesting tournament stories and photos to submit? The Harmonizer is always interested in hearing from you. Send your articles to me, Jeff Gervin, at jhgervin@mts.net.



EFFECTIVE PLANNING OF THE KARATE PRACTICE

By Jeff Gervin, Godan
Synthesis Martial Arts

Improvement in any sport skill is only brought about by effective practice. It has been said that “practice does not make perfect, but perfect practice makes perfect, permanently”. An effective practice is, at its best, a tool to allow athletes to hone their skills, improve their understanding, realize their potential, develop friendships, and have fun. Ineffective practices may leave the athlete confused, frustrated, bored, or injured. In addition, formal athlete-coach practice time is usually limited by logistical concerns. Therefore, it is essential that coaches and their assistants be well-organized and prepared for each practice session. The purpose of this article is to discuss methods of improving the quality of practice sessions. Much of the information and ideas presented here are derived from the National Coaching Certification Program “Introduction to Competition A” program. Where appropriate, I have adapted the information to suit a karate program. I would appreciate hearing about any questions, criticisms, and ideas that you might have regarding this article and your own programs.

Considerations in practice design

There are many factors to consider when designing a karate practice. The activities chosen, and the number and speed of repetitions, should reflect the needs of the sport and the athletes. I would encourage senseis to consider the following:

- 1) **What is the training philosophy of my dojo?**
- 2) **Who are my athletes?**
- 3) **How can I structure my lessons to maximize effectiveness?**
- 4) **What can my athletes do to improve outside of class time?**
- 5) **Closed vs. open skills**

1) What is the philosophy of my dojo?

I feel that it is important for the head of each dojo to have a clear dojo philosophy, or mission statement, which reflects his or her beliefs and expectations of the athletes. Is the dojo primarily for recreational purposes, or are students expected to take a more “serious” approach to training? How frequently are students expected to attend classes? As students of the SWKKF, we all aspire to similar philosophical

ideals within the dojo, but vary with respect to competitive goals, training methods, and frequency of training. The dojo philosophy should be communicated to athletes and parents.

2) Who are my athletes?

Athletes vary widely with respect to their ages, athletic skills, and reasons for studying karate. Student enjoyment and retention rates are improved when the training is consistent with their desires and expectations. Children participate in activities primarily to have fun with their friends. An adult might be motivated to improve fitness, to learn self-defense, or for social reasons. Other athletes in the dojo may be training seriously to win a tournament, or to earn a berth on the National Team. These disparate goals make planning a practice session difficult. Ideally, separate classes should be organized to meet the needs of the various types of students. Many dojos have separate classes for children and adults. In addition, the dojo might offer “competitive” vs. “recreational” adolescent/adult classes, cardio classes for fitness, self-defense classes, or classes for seniors. The possibilities are limited only by logistical concerns; if the club has only one or two sensei, it is difficult to offer a wide range of opportunities.

One of the easiest ways of discovering “who your athletes are” is to ask them directly. At the beginning of the year, each athlete should meet with the coach to discuss their goals for the upcoming season. It is helpful to designate some tournaments as “training tournaments” and other competitions as “major tournaments”. This allows the coach to plan the training year accordingly. Planning the training year is a science in itself and will not be discussed in this article.

3) Structure of the practice

Each practice should contain an **introduction, warm-up, main part, cool-down, and summary.**

Introduction (3-5 minutes): If possible, the instructor and or his assistants should arrive at the dojo ahead of the scheduled practice to prepare the dojo and any necessary equipment for the planned session. The dojo floor should be carefully examined for foreign objects and slippery surfaces that might present a hazard. Any training aids (whistles, stopwatches, focus mitts, etc.), should be made ready to avoid wasting time during the practice.

The coach should greet each athlete either as they arrive or after lining up for bow-in. When the sensei demonstrates that he or she is interested in the well-being of the athletes, their self-confidence and

eagerness to achieve improves. In addition, a brief conversation with each athlete is an effective way to assess their energy level and ascertain that they are injury-free.

The introduction concludes with a brief description of the planned events for the practice, and an announcement of upcoming events.

Warm-up (15-25 minutes): A proper warm-up results in increased heart rate, increased muscle tissue temperature, and improved joint lubrication and nerve impulse conduction. The result of these physical changes is to improve performance in the practice to follow and to reduce the risk of injury. A warm-up should not tire the athlete excessively or decreased fine-motor control will result. The warm-up should commence with general movements and then proceed to more karate-specific activities.

General warm-up (5-10 minutes): The general warm-up might consist of slow jogging, skipping, or games to loosen muscles and increase body temperature. Progressive stretching is also important. According to recent research, stretches during the warm-up should be held for only 5-10 seconds. These stretches are to prepare the body for agility and to reduce the likelihood of injury, not to improve flexibility. Stretches of longer duration to improve flexibility are performed in the cool-down. If stretches are held for long periods in the warm-up, short-term athletic performance may be impaired due to dampening of neural responses and muscle fatigue. The general warm-up should also contain some dynamic movements (pushups, straight leg kicks, arm circles, etc.) to further improve mobility.

Specific warm-up (10-15 minutes): The purpose of this part is to improve karate-specific agility and coordination. Chosen activities should be familiar to the athletes, and intensity should be gradually increased. It is helpful to choose activities that are relevant to the main part of the lesson; for example, if the main part of the lesson involves practicing some aspect of Pinan shodan, the specific warm-up might involve moving slowly and methodically through the kata. If two-step sparring drills are contemplated, athletes might perform the same basic movements in the specific warm-up. Following the specific warm-up, the main part of the lesson begins immediately.

Main part of the lesson (length of time variable; usually 30-60 minutes):

In this section, karate-specific abilities and fitness are trained. Here are some important points to consider:

- 1) Coaches should ensure that athletes receive plenty of practice for each activity. In my opinion, it is a mistake to train many different skills in a single practice session; learning is improved when fewer skills are contemplated. Instead of superficial practice of a large number of techniques or skills, have the athletes practice fewer techniques and apply them in varying situations.
- 2) Keep athletes involved in activity most of the time. Avoid line-ups and standing around unless needed for recovery from strenuous activities.
- 3) Keep athletes engaged by choosing activities that are adapted to age, fitness and ability levels. If the skills are too difficult, athletes may become frustrated; if they are too easy or too repetitive, boredom results.
- 4) When teaching a new technique or skill, observe the following points:
 - a) Make certain that each athlete can see the demonstration and is paying attention.
 - b) Demonstrate the technique from several angles.
 - c) Use the proper Japanese names for the techniques.
 - d) Explain to the students **why** the skill or technique is relevant to karate.
 - e) Following the demonstration, the group practices the technique.
 - f) After the initial practice, the instructor should bring the group together again to review important points and make key corrections.
 - g) The group should then go practice the technique one more time.
 - h) The group should then practice the technique in an open-skill drill format (see closed vs. open skills discussion below).

Cool down (5-15 minutes): The purpose of the cool-down is to begin recovery. This is accomplished by gradually reducing activity and stretching. Static stretches of longer duration (30-90 seconds) should be done at this time.

Conclusion (2-5 minutes): During this time, the instructor might ask for feedback from the students: was the practice a sufficient challenge? What can be improved? In addition, the coach can remind the athletes about the next practice or competition. Ideally, the sensei should speak briefly with each athlete before they leave.

4) What can my athletes do to improve outside of class time?

Adolescent and adult students in my dojo are expected to attend two classes per week. In contrast, members of the SWKKF National Team train twice daily, six days per week. I would like to offer more practice time, but cannot due to logistical concerns. To help students achieve their goals more readily, I encourage them to do the following **individual practice** on their own time:

1) Practice basics and kata

The SWKKF kata videos are extremely useful practice tools that students can use to improve kata without their instructor. If students are provided with initial instruction in the kata and periodic feedback during class time, they can markedly improve performance of their kata by practicing with the videos. Similar improvement in basic punching, kicking, and blocking techniques can be expected when students spend time practicing at home.

2) Improve physical fitness

Karate is a sport that requires a high degree of speed, flexibility, balance, agility, a high strength to bodyweight ratio, and moderate aerobic stamina. These physical and motor abilities can readily be improved by cross-training outside the dojo. Dr. David Brunarski, SWKKF National Team trainer, has provided recent articles describing methods he uses with the National Team (see Harmonizers July, October 2006, January, April, July 2007). It is also worth looking at previous Harmonizer issues for contributions from other instructors (see January 2002, February 2004, June 2004, and October 2005). I will provide some of my insights on cross-training in future articles. If feasible, hiring a personal trainer to assist with program design, motivation, and cultivation of proper technique is a tremendous asset to a cross-training program.

3) Practice with other instructors

I strongly encourage my students to practice with other instructors whenever possible, and I enjoy bringing other instructors into my dojo to share their knowledge. All coaches have their own special merits that are unique to them, and should have something of value to share.

4) Think about tactical concerns and performance issues

Self-reflection is a valuable tool. If, for example, a student has an exceptionally good or bad sparring experience during a tournament or in class, they should consider what happened. What techniques or strategies worked or failed to work, and why? Obviously, this is where the advice of an experienced coach is essential, but students should learn to constructively criticize their own performance as well. This will not only make them better athletes, but will also make them better coaches in the future.

5) Read and study

I suggest that students should spend some time reviewing Japanese karate terminology to increase their karate vocabulary. In addition, there are many great martial books on the market discussing technique and philosophy. Reading widely about the martial arts can only improve overall understanding.

In contrast, I like to reserve class time in the dojo for aspects of karate training that are best practiced with a partner. I refer to this as **partner practice**. These skills include timing, mobility, the ability to read and react, explosive blocking and countering, tai-sabaki, distancing, and tactical drills. I view this as a more efficient way to use valuable time in the dojo.

5) Closed skills vs. open skills

Athletic skills from a given sport can be classified as either open skills or closed skills. Closed skills are movements performed in a stable environment that is unchanging and predictable. Bowling is a good example of a sport that uses closed skills. Diving, curling, and archery are also examples of sports that use closed skills. Open skills are movements that are performed in an environment that is unpredictable. Team sports like hockey and football have primarily open skills, because the team aspect of play creates innumerable possibilities on the playing field. In karate, the practice of kata is an example of a closed skill; the kata is performed in the same manner without significant alteration during competition. Kumite, however, is a purely open skill. The significance of this distinction is the following: sports involving primarily open skills should be practiced using primarily open

Kumite skills will not be well-developed by practicing only basic techniques and kata, which are closed skills. Instead, instructors should attempt to develop drills that progressively bridge the gap between basic technique and kumite application. In karate, these types of two-step kumite drills exist, but are often under-utilized.

drills. This means that kumite skills will not be well-developed by practicing only basic techniques and kata, which are closed skills. Instead, instructors should attempt to develop drills that progressively bridge the gap between basic technique and kumite application. In karate, these types of two-step kumite drills exist, but are often under-utilized. Here is an example of a karate punching/blocking drill progressing from closed to open skill:

- a) Tori (attacker) strikes on command to uke's (defender) head area with reverse punch; uke blocks with jodan osoto-uke
- b) Tori strikes on command to uke's torso with reverse punch; uke blocks with chudan osoto-uke
- c) Tori strikes on command with reverse punch to head or body; uke has to "read" the punch and react with the appropriate osoto-uke
- d) Tori strikes on his own time with reverse punch to head or body; uke has to read and react appropriately
- e) Tori strikes with a one-two punch combination to head or body; uke reads and reacts with appropriate block/counter
- f) Tori and uke move about the floor freely; tori attacks with one-two punch to head or body; uke has to read and react with blocks/counter.
- g) Tori and uke move about the floor freely; tori attempts feints prior to throwing the one-two punch combination; uke reads and reacts with appropriate block/counter.

I hope that this article will be of assistance to instructors. I would appreciate hearing about the types of drills and skills that you utilize in your dojos.

22nd ANNUAL SASKATCHEWAN PROVINCIAL WADO-KAI TOURNAMENT

Submitted by Jeff Gervin

The annual Saskatchewan Provincial Wado-Kai Tournament and Workshops were held on November 23 and 24, 2007, in the town of Carlyle. Senseis Denis Labbe and Rathe Mokolky were present to lead children and adults in technical classes on Friday evening. The tournament event was held on Saturday, with 143 participants representing twelve clubs from Saskatchewan, Manitoba, and Alberta. At the end of the day, the host Moose Mountain club was successful in retaining the "club competition" title, with the Olds/Didsbury group nipping closely at their heels. Boissevain's Synthesis Martial Arts club captured third place.

In recent years the Saskatchewan tournament has become noted for treating the audience to demonstrations of other styles of martial arts. In the past, the arts of Hapkido, laido, and Brazilian jiu-jitsu have been shown. This year, Steve Smith and Jeff Gervin of Synthesis Martial Arts demonstrated Judo while fellow student Kevin Archibald explained the techniques to those assembled. We thank Sensei Jayson Humphries for providing us with this opportunity.

Another significant event at the Saskatchewan tournament is the presentation of the Clint Mc Farlane Memorial trophy. This award is given to a karateka that best exemplifies true karate spirit. This year's recipient was Moose Mountain's own Sensei Jason Duhaime.

On a personal note, I would like to congratulate the organizers of this tournament for a job well-done.

PHYSICAL TESTS USED IN SELECTION OF CANDIDATES FOR THE SWKKF NATIONAL TEAM

By Dr. David Brunarski, SWKKF National Team Trainer

Editor's note: The selection criteria to determine the SWKKF National Team members changed with the selection of the 2006-2008 team. Prior to that time, the team had been selected on the basis of performance in a traditional kata and kumite competition. The process is now more extensive, and is designed to evaluate each contestant more thoroughly. The following describes the nature of the physical tests used during the team selection. As a contestant in the 2006-2008 selection process, I can vouch for the validity of the process, and would also submit that participation in the event was very enjoyable. Those considering joining the National Team might also consider re-reading Dr. Brunarski's "Training with the National Team" articles (see July, October 2006; January, April, July 2007 editions of the Harmonizer.)

BACKGROUND:

Since the National Team is moving toward a weight classification system for international competition, selection criteria will need to be based upon additional criteria as well as qualification during competition.

Some sports use very extensive physical, biochemical and psychological procedures to screen potential members of their elite teams. These tests require expensive equipment, long time frames and multiple experts. Even so, these efforts do not guarantee the results that the organizers hope for. In the end, most trainers acknowledge using a small group of simple physical tests that reliably measure an athlete's speed, strength, flexibility, stamina, (endurance) and agility (co-ordination).

The selection of the physical tests for the Shintani National Team should be based upon typical karate training or cross-training activities. They should be safe, simple, fair, and reasonably difficult.

A specific physical test will measure one or more of the above components. The overall score will rank each athlete against the others and predict future success in training. Other important attributes which affect athletic performance such as age, personality, mind set, occupation, lifestyle, genetics, etc. are not included in this document.

It should be noted that to be fair and consistent, all tests should be conducted in the same sequence under the same environmental conditions on the same day for all candidates.

Procedure:

That the Shintani Federation National Team Advisory Committee include six physical tests as outlined in the attachment to rank potential candidates for team selection.

Tests of Strength and Speed (the anaerobic energy system tests)

TEST NUMBER ONE - VERTICAL JUMP

- ❖ **Description / Procedure:** the athlete stands side-on to a vertical wall and reaches up with the hand closest to the wall. Keeping the feet flat on the ground, a mark is made on the wall at the tip of the third fingertip. The third fingertip is chalked. The athlete then stands away from the wall, and jumps vertically as high as possible using both arms and legs to assist in projecting the body upwards. The athlete should attempt to touch the wall with the third fingertip at the highest point of the jump. The difference in distance between the

reach height and the jump height is the score. The best of three attempts is recorded on this score sheet followed by overall place in the group.

RATING	males (cm)	females (cm)
excellent	> 70	> 60
very good	61 – 70	51 - 60
above average	51 – 60	41 - 50
average	41 – 50	31 - 40
below average	31 – 40	21 - 30

FULL NAME	1ST ATTEMPT	2ND	3RD	PLACE
1.				
2.				

TEST NUMBER TWO – OVERHEAD MEDICINE BALL THROW FOR DISTANCE

Have the athlete assume a standing position one step behind a tape line with the ball held behind the head with both hands. The athlete is allowed to take one step forward, and then throw the ball overhead as far as they can without stepping on or over the line. The distance from the tape line to the spot where the ball hits the ground is measured and recorded on the athlete's score sheet. The best of three attempts (excluding toe faults) is recorded on this sheet followed by their overall place in the group. Deflections off walls, ceilings, obstacles do not count.

An average throw for females is 23 feet with a 5 kilo ball.

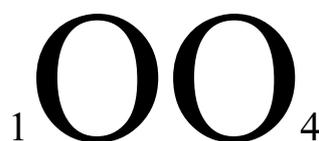
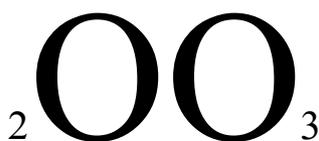
FULL NAME	1ST	2ND	3RD	FINAL	PLACE
1.					
2.					

Tests of Agility

TEST NUMBER THREE – THE FOUR CIRCLE PLYOMETRIC PATTERN

This pattern is composed of two rows of two tires secured to the floor and all touching. Bicycle tires work best. Have the athlete start in circle number one and jump in the order required (see diagram). When performing the patterns it is important that the athlete remain facing forward. Both feet must touch the inside of each circle to count. Each time the athlete returns to circle 1, counts as a completed repetition. If an athlete's foot touches any part of the tire or they miss a circle, the repetition does not count. Repeat each of the following patterns twice and record the total number of successful repetitions on the athlete's score sheet.

Circle 1 - 2 - 1 Maximum repetitions in 20 seconds
 Circle 1 - 2 - 3 - 1 Maximum repetitions in 20 seconds
 Circle 1 - 3 - 2 - 1 Maximum repetitions in 20 seconds
 Circle 1 - 2 - 3 - 4 - 1 Maximum repetitions in 20 seconds



	FULL NAME	1-2-1	1-2-3-1	1-3-2-1	1-2-3-4-1	TOTAL	PLACE
1.							
2.							

Test of Speed

TEST NUMBER FOUR – THE THIRTY FIVE METER SPRINT

Description / Procedure: the purpose of this test is to determine maximum running speed over a set distance of 35 meters. The starting position is from standing with no rocking movements allowed. A warm-up of no longer than ten minutes and two practice runs are suggested. The athletes should be encouraged to continue running hard past the finish line. The best time out of a maximum of three is recorded on the athlete's score sheet. The athlete can choose to accept the first or second attempt without completing all three. Only one score is recorded.

RATING	males (seconds)	females (seconds)
excellent	< 4.8	< 5.3
very good	4.8 – 5.09	5.3 – 5.59
above average	5.10 – 5.29	5.6 – 5.89
average	5.3 – 5.6	5.9 – 6.2
below average	> 5.6	> 6.2

FULL NAME	1 st	2 nd	3 rd	FINAL	PLACE
1.					
2.					

Test of Endurance (the aerobic energy system)

TEST NUMBER FIVE – THE 3200 METER RUN / WALK

For most adults this event should exceed ten minutes to ensure the energy demands are primarily supplied by the aerobic system. All participants can start together from a standing start. Time is recorded and entered on the score sheet.

FULL NAME	TIME	PLACE
1.		
2.		

Test of Flexibility

TEST NUMBER SIX – THE TOE TOUCH

After a suitable period of stretching the athlete is asked to sit on the track and bend at the waist with the arms extended toward the toes. The distance from the tips of the third fingers to the tips of the extended large toes is measured and recorded on the athlete's score sheet. Zero distance and negative distances can be recorded if the athlete can reach to or past the toes.

FULL NAME	MEASUREMENT	PLACE
1.		
2.		

**Do you have a
submission for The
Harmonizer?**

Contact me, Jeff Gervin, at
jhgervin@mts.net.

Advertisements, stories,
tournament reports, and
training advice are welcome.
Don't forget to send pictures!



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FROM THE EDITOR'S DESK

I received this email from Sensei Peter Ruch in October:

Sensei Jeff:

I received the Harmonizer back in October, thank you very much. I did read it and was going to reply to you then but got too busy.

I would just like to say that you are doing an outstanding job. The Harmonizer is very professional and it is a credit to your efforts and to our organization. If I get time in the future, I will write a little article.

In the comments to the Editor, I would like you to put the above in the next Harmonizer, just to let everyone know that I appreciate your work.

Peter Ruch

I would like to sincerely thank Sensei Peter for his kind words. I am especially thankful to individuals that have taken the time to submit reports, articles, and photographs for publication in this newsletter.

I apologize that the Harmonizer is often published a bit late. Unfortunately, my current schedule only allows me to work at the newsletter intermittently. It assists me greatly when submissions come in well-ahead of the due date. I apologize that this edition of the Harmonizer does not have a Senate interview or a "Self-defence in sixty seconds" installment; these features should be back in the next issue.

Keep well,

Jeff Gervin, Harmonizer editor

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