



Growing Judo

March/April 2013

A publication of the
Club Support Services Committee of the USJA

United States Judo Association
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In this month's issue:

- * **FOUR** Articles to Improve Your Coaching!
- * Referee Examination Review
- * Details about **TWO** great Summer Camps
- * Testimonials about *Kelly's Capers*
- * New! *Growing Judo* Article Collection
- * Judo News From Around the Country,
Upcoming Events, and more Regular Features



(Above) After only an hour of judo experience, Mallory demonstrates a "Kelly's Capers" avoidance skill as Vincent attacks with Osoto-gari.

(Below) A fun group photo at the Kelly's Capers clinic in Arkansas.



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Please contribute your news to *Growing Judo*! Make sure your submissions are:

- * CONCISE, well-written and proofread.
- * Contain correct details (dates, contact information, etc.) and include hyperlinks to event forms.
- * In WORD format (not PDF!) or in the body of the email.
- * Send photos as separate attachments in JPG (preferred) or another standard form (GIF or bitmap OK).
- * Your original work, or submitted with the permission of the creator.
- * If possible, includes a few quality, interesting photos; be sure that you have permission to submit photos of others, ESPECIALLY minors.
Try to include ACTION shots!
- * Has "**Growing Judo**" or "**GJ**" in the subject line of your email.

Thanks for your support!

Joan Love, Editor, *Growing Judo*
Vice-President, USJA
Chair, Club Support Services/Regional Coordinators
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EDITOR'S NOTES: Our sincere thanks to the many individuals have shared their stories and photographs in this issue. Please note that they have given permission for their work to be published in USJA's *Growing Judo* only. All rights are reserved. Articles and photographs seen here may NOT be reproduced without permission.

Submissions to *Growing Judo* become the property of the magazine and may be edited and utilized at the discretion of the editorial staff.

The next issue of USJA's *Growing Judo* will be the May 2013 issue. If you have any news and/or any planned events, please submit your information PROMPTLY--by April 22nd or earlier if possible. Please understand that it may not be possible to include information submitted after that date.

NEW! *Growing Judo* Resources Page

Over the past three years, a number of individuals have contributed high-quality articles with valuable and enduring information about teaching/coaching judo and running a dojo for publication in USJA's *Growing Judo*. I would, first of all, like to express my sincere appreciation to these authors for freely sharing their knowledge and their time; they include distinguished Sensei, accomplished competitors, and individuals with special expertise in exercise and training.

If you wish to refer back to one of these great feature articles, you may now find them quickly and easily on the newly constructed [Growing Judo Resources Page for Club Leaders and Coaches](#). For your convenience, this page is also linked through the [Club Support Services Committee](#) and [Coaching Education Committee](#) pages of the USJA website.

I hope that you will find these resources helpful, and that you will access them often!

--Joan Love, Vice-President, USJA; Editor, *Growing Judo*

Special thanks to these new Life Members for their commitment to the USJA

- ★ Rameen Almozaffar, Fox Valley Judo/Jujitsu Club WI, Oshkosh, WI
- ★ James Bollentin, Jita Kyoei Judo Klub, Toms River, NJ
- ★ Pete Braun, Round Rock Martial Arts, Round Rock, TX
- ★ Heidi Buyak, School of Hard Knocks, Spring, TX
- ★ Alex Campo, Samurai Judo Association, Goose Creek, SC
- ★ Sean Carmack, Checkmate Self Defense, Manchester, NH
- ★ Helen Chong, Wall 2 Wall Martial Arts, Fredericksburg, VA
- ★ Timothy James Clark, Bushido Kai, Penfield, NY
- ★ Guy A. Clement, BMA Judo Club, Hamden, CT
- ★ Raymond DeLuca, Jita Kyoei Judo Klub, Toms River, NJ
- ★ Eugene Deren, Jr., Southam Dojo, Lebanon, PA
- ★ Viet Dinh, Shinbukan, Campbell, CA
- ★ Julia A. Dobbs, The Den/Panthers Judo and JiuJitsu, Nashville, TN
- ★ Ryan A. Estelle, Kuma Judo, Collegeville, PA
- ★ Marek Flis, Rafael Family Mix Martial Arts Academy, North Kaia, Afghanistan
- ★ Christopher Garber, Philadelphia Judo Club, Philadelphia, PA
- ★ Elijah Geeze, Texoma Judo/Jujitsu Academy, Wichita Falls, TX
- ★ Joshua Geeze, Texoma Judo/Jujitsu Academy, Wichita Falls, TX
- ★ Ian M. Gerrard, School of Hard Knocks, Spring, TX
- ★ Konstantinos Gkikas, Goltz Judo, Upland, CA
- ★ Dominick Gonzalez, Jr., Dr. Iglesias MMA Academy, Bronx, NY
- ★ Win Harshaw, Kuma Judo, Collegeville, PA
- ★ Justin Jackson, Kawa Shi Judo Kai, Decatur, AL

- ★ Jonathan Jones, White Dragon Judo, Saint Louis, MO
- ★ Ethan Jovet-Ocasio, Rafael Family Mix Martial Arts Academy, North Kaia, Afghanistan
- ★ Ryan Jovet-Ocasio, Rafael Family Mix Martial Arts Academy, North Kaia, Afghanistan
- ★ Shad Knopik, Rough Rider Judo Club, Dickinson, ND
- ★ Stephanie Lee, Rafael Family Mix Martial Arts Academy, North Kaia, Afghanistan
- ★ Joshua Love, Budokan Judo Club, Dunkirk, MD
- ★ Shane McKeal, Tetsu Nezumi Judo/Jujitsu Club, Granite City, IL
- ★ Jayson Mence, Stevens Point Judo Club, Stevens Point, WI
- ★ John Merwin, Samurai Judo Association, Goose Creek, SC
- ★ Anthony J. Morgan, Kawa Shi Judo Kai, Decatur, AL
- ★ Shayleen Ocasio-Rammirez, Rafael Family Mix Martial Arts Academy, North Kaia, Afghanistan
- ★ Lewis Owens, Virgil's Judo Club, Indianapolis, IN
- ★ Frank Pavia, Jita Kyoei Judo Klub, Toms River, NJ
- ★ Ian Phillips, New London Judo Club, Uncasville, CT
- ★ John Powell, III, School of Hard Knocks, Spring, TX
- ★ George Putnum, Unidos Judo and Karate Club, Murrieta, CA
- ★ Jeremy Rayborn, Wall to Wall Martial Arts, Denham Springs, LA
- ★ Luke Raybuck, New Castle YMCA Judo Team, New Castle, PA
- ★ Jacob Ritchart, Clarksville Budo Club, Clarksville, TN
- ★ Shaun Roberts, East Texas Judo-Jujitsu Club, San Augustine, TX
- ★ Jonas Robledo, Unidos Judo and Karate Club, Murrieta, CA
- ★ Rinald A. Rossi II, Warrior Elite Combatives, Bordentown, NJ
- ★ Justin H. Smith, Sakura Judo Club, Las Vegas, NV
- ★ Carla Spooner, Wall 2 Wall Martial Arts, Fredericksburg, VA
- ★ Steven Spooner, Wall 2 Wall Martial Arts, Fredericksburg, VA
- ★ Reginald E. Sutton, BMA Judo Club, Hamden, CT
- ★ Ryley Swift, Goltz Judo, Upland, CA
- ★ Gary Troxell, Southam Dojo, Lebanon, PA
- ★ Ronald Vaughn, North Raleigh Judo Club, Raleigh, NC
- ★ Carlos F. Vega, Kino Judo Dojo, San Ysidro, CA
- ★ Iain Vette Moseley, Fox Valley Judo/Jujitsu Club WI, Oshkosh, WI

Editor's Note: The USJA is offering a special Life Membership promotion through March 31st, 2013. During this time, you can become a USJA Life Member for just \$200 instead of the regular \$400. Now is the time to take advantage of this great offer!

A WARM WELCOME to Our NEW USJA Chartered Clubs!



March, 2013

Club Name: **Coast Guard Judo Club (Class C)**
Head Instructor: **Peter Mantel**
Email: judo.bum@hotmail.com

Location: **New London, CT**
Phone: **757-897-0222**

Club Name: **Jemni Judo (Class Regular)**
Head Instructor: **Anthony Irl Potter**
Email: trustretracer@aol.com

Location: **Las Vegas, NV**
Phone: **702-610-1836**

Congratulations to our Newly Certified USJA Coaches

- ★ Ben Bergwerf, Tori Ryu, Isle of Palms, SC
- ★ John E. Borsch, School of Hard Knocks, Spring, TX
- ★ Jason Mathew Campbell, American Martial Arts, Noblesville, IN
- ★ Blade Ducote, Wall to Wall Martial Arts, Denham Springs, LA
- ★ John P. Hampton, Anderson YMCA Judo Club, Anderson, IN
- ★ Matthew A. Jones, Orange County Judo Training Center, Anaheim, CA
- ★ Lauren Loftley, Samurai Judo Association, Goose Creek, SC
- ★ Edward M. McLaughlin, Samurai Judo Association, Goose Creek, SC
- ★ Charles McNamara, North East Arkansas Judo and Jujitsu, Jonesboro, AR
- ★ John Merwin, Samurai Judo Association, Goose Creek, SC
- ★ Brian Mills, Charleston Martial Arts, N. Charleston, SC
- ★ Craig M. Minitier, Samurai Judo Association, Goose Creek, SC
- ★ John Renger, Solano College Judo Club, Fairfield, CA
- ★ Edgardo Rodriguez, Samurai Judo and Jujitsu, Melbourne, FL
- ★ Jose Varela, Samurai Judo Association, Goose Creek, SC

We would like to express our sincere appreciation to the following individuals for their generous support of the United States Judo Association:

- ★ **Andrew Connelly, School of Hard Knocks Judo Club, Spring, TX**
- ★ **Brian Lee Money, Riverside Youth Judo Club, Riverside, CA**
- ★ **John Oglesby, Stallion Springs P.A.L. Judo Club, Tehachapi, CA**
- ★ **Jerome Vessichio, East Coast Black Belt Academy, Middle Island, NY**
- ★ **Herbert C. Webb, Venice Judo Club, Culver City, CA**

Mental Preparation & Sports Psychology for Judo

A Primer by Mark Lonsdale

Sports psychology helps athletes control their minds and bodies to produce optimum sporting performance. It is also a critical part of coaching, communications and team building. Sports psychology is all about mental toughness, focus, confidence, stress management, optimal arousal, motivation and commitment.

In any sport, including judo, the mental aspects of competition are every bit as important as the physical aspects, but often neglected. These mental skills are not just for the high performance elite athletes, but also for the recreational competitor struggling with the stresses of training for competitions and *shiai*. As Henry Ford said, "Whether you think you can, or think you can't, you're right." In other words, if you do not wholeheartedly believe in yourself, then you will probably fail. Thinking or, more importantly, believing that you can, is the first step towards achieving a goal or winning a tournament.

At the international level, it is assumed that elite athletes are all at a similar level of physical fitness, strength, endurance, technical proficiency, and experience. Look at the winning results in almost any Olympic sport and you will see that races and competitions are won by a hundredth of a second or a tenth of an inch. So in looking for that winning edge, it often comes down to mental preparation and attitude.

In addition to fitness, technical & tactical skills, and experience, winning requires desire, determination, dedication, and sacrifice, all of which require mental toughness. Mental toughness is the psychological edge that helps an athlete to perform at a consistently high level.

Mentally tough athletes commonly exhibit four characteristics:

1. A strong self-belief (confidence) in their ability to perform well
2. An internal motivation or drive to be successful
3. The ability to focus thoughts and feelings without distraction
4. Composure under pressure

To aid in mental preparation, there are a number of skills to be studied, learned and applied to training and competition. The six mental skills for successful athletes are:

1. The ability to concentrate and refocus
2. Visualization and mental rehearsal
3. Energizing
4. Relaxation & breathing
5. Maintaining a positive attitude
6. Self motivation and being goal oriented

In training, the coach and athlete need to set a series of attainable goals and markers. Mental attitude will improve as these markers are achieved. Successful athletes set short and long-term goals that are realistic, measurable, and time-oriented. You and your coach should be aware of your current performance levels and be able to develop specific detailed plans for attaining the next level. You must be highly committed to your goals and to the daily demands of your training programs. Knowing that you have trained harder and smarter than your opponents will put you in a positive frame of mind.

Pre-competition, an athlete must eliminate all personal issues and problems well before the championship. You cannot afford to be distracted by financial debts, rocky relationships, or

personal conflicts. Your weight management routine must be on track to make your fighting weight category. From experience, you should have established a pre-tournament routine that begins the afternoon before the event. This may include a light workout, sauna, massage, carb-loading, or just relaxing, resting, and packing your gear bag for the next morning. Pre-tournament rituals are an important part of mental preparation.

On competition day, be prepared to arrive early, rested and focused on the event. Allow time for warming up, stretching and taping. Know any changes to the IJF rules and have your coach attend the coaches brief and referees meeting for any updates. Keep thinking positive – this is no time to be having doubts.

On game day athletes will perform better at optimum arousal, the mental state that puts an athlete “in the zone.” This is also known as the Individual Zones of Optimal Functioning (IZOF) since the model suggests that the zone of optimal emotional and physiological intensity varies for each individual athlete. Anger, as one example, is a double edged sword since it can increase drive, energy, and power, but clouds thinking and decreases thought processes necessary for planning and game strategy.

When you enter the arena or step onto the mat, do so with a positive attitude. Recite your mantra, “This is my day, this is my purpose....,” and maintain the proverbial *Eye of the Tiger*. Focus on fighting each fight, not thinking about the finals or the medal ceremony.

Successful athletes know what they must pay attention to during each game or sporting situation. They have learned how to maintain focus and resist distractions, whether they come from the environment or from within themselves. They are able to regain their focus when concentration is lost during competition, and have learned how to play in the “here-and-now,” without regard to either past or future events. In judo, conscious thought process is too slow when fighting. Attacks, combinations and counters must come from conditioned response and reflex. Seeing an opponent’s attack and thinking what you can do to counter it will be too slow. Judo is about confidence and feel – the confidence that comes with hard training and the feel that comes from repetition and experience.

Dominating and winning in any combat sport requires that the fighter respond reflexively to the opponent’s attacks. What is often termed muscle memory is in reality conditioned response to external stimuli. It is also not wise to worry about the opponent’s strategy or tactics. By taking your fight to him or her, and by attacking relentlessly, you are keeping the opponent off balance and reacting to you.

To conclude, just as the following apply to most successful athletes, they could work for you:

1. Choose and maintain a positive attitude
2. Maintain a high level of self-motivation
3. Set realistic and attainable goals
4. Deal effectively with other competitors and officials
5. Use positive self-talk (mantra)
6. Use positive mental imagery (visualization)
7. Manage anxiety & emotions effectively (coping mechanisms)
8. Maintain concentration (focus)
9. Fight each fight and then move onto the next one
10. Manage your time and energy wisely between matches

Developing a Winning Judo Technique

by Mark Lonsdale

Ever wonder how champions such as Tokuzo Takahashi from LA Tenri Dojo could run a ten-man slaughter line using only one or two techniques? I wondered the same thing when former World Champion and Tokai University coach Nobuyuki Sato bounced me all over the mat for 10 minutes using nothing but *tai-otoshi*. Granted, I was only 20 years old at the time, but if you want to learn their secrets, read on....

Developing a winning judo technique and becoming a champion is not rocket science. In theory it is quite simple, but in practice is not so easy. It is in the attempted implementation of the following that the judoka will discover whether or not he or she has the dedication and perseverance to make the grade.

The short answer to the *Super-waza* puzzle is to simply train harder, longer, more often, and smarter than your opponents. To expand on that, here is how it works:

1. Select and develop a nice clean technique, for example *uchi-mata*
2. Practice two or three different lines of attack, such as a direct entry, a circular entry to the right, and a step-back spinning entry (just examples).
3. Do more *uchi-komi* than the other judoka in your club. If they are doing 100, then you do 200 or 300, but keep the movements clean and correct. *Uchi-komi* can also be done at home with a belt around a post or a strong hook in the wall.
4. Incorporate forty or fifty *nage-komi* each day, throwing into a crash pad, so that you can throw at full speed and full power.
5. Practice applying this technique relentlessly in *randori*, to the exclusion of other techniques while you are perfecting this one. Begin with easier opponents and work your way up to more experienced fighters.
6. Develop several setups and combinations (*renraku-waza*) that end with this technique, for example, *ouchi-gari* to *uchi-mata*, or *sasae-tsurikomi-ashi* to *uchi-mata*, etc.
7. Develop the stamina and endurance to attack relentlessly for 5 minutes in a match. Keep in mind that endurance in judo is a combination of both aerobic and anaerobic capacity.
8. Develop the physical strength equal to other competitors in your age and weight division; this includes arms, legs and core.

And there you have it! Within a few months you will become a superior athlete, with a superior technique, that will come reflexively in competition. The more you make the conscious effort to attack with this technique, the sooner it will come automatically in *randori* and *shiai*.

If this sounds simplistic, it is. But if you are not willing to follow this advice, then you will fail at the higher levels of competition. Why you may ask? Because the other serious competitors are already doing this, therefore you need to be doing more than them. So train hard, train often, train smart, and listen to your coach.

Mark Lonsdale (Judo93561@aol.com) is an active judo instructor, USA Judo, USJA & USJF certified coach, a former international competitor in both judo and shooting, and has trained extensively in Europe.



What Makes a Good Martial Arts Instructor?

by Michael McLaughlin

To be a great instructor, you must firmly understand the characteristics of learning. Learning can be defined as a change in behavior resulting from experience. Behavioral changes can be physical and overt (a beautiful seoi-nage {shoulder throw}, for instance) or psychological and attitudinal (better motivation, more acute perception and insight). The learning process may include any (or all) of the following elements: verbal, conceptual, perceptual, motor skills, emotional, and problem solving. While learning the subject at hand, a student may be learning other useful things as well. This incidental learning can significantly impact on the student's total development.

Everything that I have learned to do well I have strived to teach. I learned about the six laws of learning while studying to become a Certified Flight Instructor. While these laws are not absolute, they do offer important insights into effective teaching.

The **law of readiness** states that if a student is ready to learn and has strong purpose, clear objective, and well-fixed reason for learning, he or she will make more progress than if lacking motivation. Readiness implies single-mindedness.

The **law of exercise** states that a person best remembers or performs those things most often repeated. The basis of this law is to provide opportunities for a student to practice and then direct this process towards a goal, such as mastering judo.

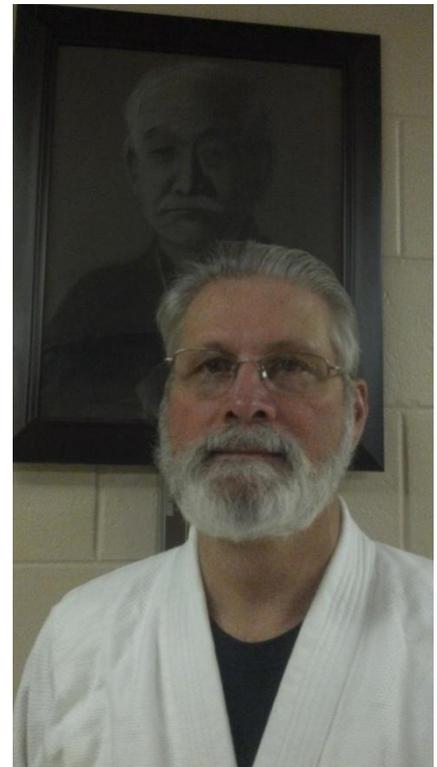
The **law of effect** relates to the student's emotional reaction. Learning strengthens when accompanied by a pleasant or satisfying feeling. Learning weakens when associated with an unpleasant feeling.

The **law of primacy** states that things a student learns first often create a strong, almost unshakable impression. This means that the instructor must teach and demonstrate things correctly the first time, because bad habits learned early are hard to break. Instructors thus must insist on correct performance from the outset of each task.

The **law of intensity** states that a vivid, dramatic, or exciting experience teaches more than a routine or boring experience. The law of intensity implies that a student will learn more from the real thing than from a substitute.

The **law of recency** states a person best remembers things most recently learned. Instructors recognize this law when they determine the relative position of lectures within a course syllabus.

Instructors need to understand students' perception and insight. Perceiving involves more than the reception of stimuli from the five senses. Perceptions result when a person gives a meaning to sensations being experienced. Thus, perceptions are the basis of all learning. A person's basic need to maintain, enhance, preserve, and perpetuate the organized self (*his/her self-concept*) greatly influences the total perceptual process. Fear, the elements of threat and the resulting anxiety narrow a student's perceptual field and may limit the ability to learn. Insight occurs when a person groups associated perceptions into meaningful wholes, i.e., when one "gets the whole picture." Instructors can speed the learning process and promote the student's



development of insights by teaching the relationship of perceptions as they occur. An instructor can help develop student insights by providing a safe learning environment.

Forgetting and retention are parts of being human. The **theory of disuse** states that a person forgets those things that are not used. The **theory of interference** holds that people forget because new experiences overshadow the original learning experience. In other words, new or similar subsequent events can displace previously learned facts. The **theory of repression** states that submerging ideas or thoughts into the subconscious causes some forgetting. Forgetting what is unpleasant or anxiety-producing is a subconscious and protective response. In contrast, **praise** stimulates remembering because people tend to repeat responses that give them a pleasurable return. It is very important that the instructor praise only what is earned. Overuse of praise diminishes its value.

Things learned previously may either be an aid or hindrance. This process is called **transfer of learning**. Positive transfer occurs when learning one judo technique aids in learning another. An example is learning uki-goshi (floating hip) and applying that knowledge to tsurikomi-goshi (lift-pull hip). Negative transfer occurs when performing a judo technique interferes with the learning of another technique. An example of this is trying to use the same technique for okuri-ashi-harai (sliding foot sweep) with a sasae-tsuriikomi-ashi (stop lift-pull foot throw). Negative transfer hence agrees with the interference theory of forgetting. By making certain that the student understands that what he or she has learned can be applied to other situations, the instructor helps facilitate positive transfer of learning. This is the basic reason for the building block technique of instruction, in which a student acceptably and correctly performs each simple learning task before the instructor introduces the next. Introducing instruction in more advanced and complex operations before the student masters initial instruction leads to development of poor habit patterns in the elements of performance.

It is very important that the instructor understand the **levels of learning**. Learning occurs at any of four levels. The lowest, **rote learning**, is the ability to repeat what one has been taught without necessarily understanding or being able to apply what has been learned. At the **understanding level**, the student not only can repeat what has been taught but also comprehends the principles and theory behind the knowledge. Being able to explain (not demonstrate) is the understanding level. At the **application level**, the student not only understands the theory but also can apply what has been learned to actually perform the task. This is the level of learning at which most instructors stop teaching. At the **correlation level**, the student is able to associate various learned elements with other segments or blocks of learning or accomplishments. The instructor should continue to teach and guide the student to this level.

The best way to prepare a student to perform a task is to provide a clear, step-by-step example. Students need a clear picture of what they are to do and how they are to do it. It is the instructor's job to paint that clear picture with words that are in the student's frame of reference. Learning typically follows a pattern that, if shown on a graph, would be called the learning curve. The first part of the curve indicates rapid early improvement. Then the curve levels off. This normal and temporary leveling-off of an individual's learning rate is called a learning plateau. When a student reaches this plateau, the instructor should explain its meaning to reduce anxiety.

It is the instructor's job to quickly evaluate how the student learns, whether the student thinking or learning processes are random, abstract, concrete, or sequential or any combination of these. With experience it is not difficult to determine how a student learns. Typically students exhibit a combination of either random abstract or concrete sequential. Once the instructor has determined this, it is easy to modify the teaching technique to each individual's needs.

Chunking for Judo Instructors

by Mark Lonsdale

No, this is not the popular mid-west sport of launching pumpkins from an air-powered canon, but the art of delivering information in manageable blocks of instruction, or chunks.

A commonly observed weakness with some teachers is talking too much – often jokingly referred to as “being in love with the sound of their own voices.” And yes, there are judo instructors out there who can talk a class to death, particularly at clinics. We have all heard participants at poorly structured judo clinics complain that the presenter demonstrated “twenty-six techniques or variations before letting the class practice.” These clinicians need to understand that teaching is not about stroking one’s own ego, and more importantly, that this goes against the accepted doctrine of 15% teaching & 85% doing, particularly in skills-based sports such as judo.

Coming into a class unprepared is bad enough, but inundating students with information is equally egregious. In both cases the principles of teaching and laws of learning are being violated. When teaching skills, particularly new skills, the learning process is most effective if the information is delivered in manageable chunks. So what is a manageable amount of information?

It is generally accepted that students can remember about seven points, plus or minus two, and depending on the individual and complexity of the subject. This is part of the reason that telephone numbers have seven digits and social security numbers have nine.

With this in mind, it is recommended that instructors teach judo in chunks of no more than four points at a time. For example, in approaching a new standing technique (*tachi-waza*), the instructor will demonstrate the technique in its totality, from grip and *kuzushi* to completion of the throw. This also conforms to the first step in the recommended Whole-Part-Whole method of teaching. The instructor will then break the technique down to its component parts. This begins with the optimum stance, grip and body position, and then moves to the initial hand and body movements to initiate the balance breaking.

Once the students have had a chance to practice the grip and balance breaking the instructor will introduce the foot movement, often by comparing its similarity to previously learned techniques. For example, *ippon-seoinage*, *morote-seoinage*, *o-goshi*, and several *koshi-waza* all have similar initial foot placement. The role of the pulling hand (*hikite*) is also similar, but the placement and role of the lifting hand (*tsurite*) can be quite different – around the waist for *o-goshi*; around the neck for *koshi-guruma*; or under the arm for *ippon-seoinage*.

Once the *kuzushi* and *tsukuri* have been dealt with, the instructor may demonstrate the correct head position, turning motion, and finishing technique (*kake*) to complete the throw in a safe, balanced and controlled manner. So while the technique is broken down into four chunks of information, each chunk is made up of three or four finer learning points.

Once the basic teaching/learning process has been completed, and the students are able to demonstrate a solid grasp of the technique, then the training process begins. But the key is not to begin drilling until the technique is perfected, at least to a level appropriate for age and grade.

In judo, training and drilling is usually achieved through repetitions in the form of *uchi-komi* and then *nage-komi*. The recommendation with *uchi-komi*, particularly with children, is to begin with fewer reps but expect and encourage good form. It has been observed that the more *uchi-komi* children are given, the sloppier the techniques become. In other words, the first three or four reps will look good, and then the next dozen are poor. So the result is that the student is repeating and

reinforcing a poor technique. It is better to do fewer repetitions but to try and do them perfectly. In this manner the correct form and neuro-muscular conditioning are being reinforced.

Once static *uchi-komi* and *nage-komi* have been mastered, the students can move on to doing the newly learned technique on the move. Again, the instructor is encouraging **quality** over quantity. As the old saying goes, "It is not practice that makes perfect; it is perfect practice that makes perfect."

This brings us back to the teaching-learning process. Good practice begins with effective age-appropriate teaching, delivered in reasonable chunks, by dedicated and competent teachers.

Editor's Note: the following review of key points, provided by Dr. Martin Bregman, IJF International Referee and Chair, USJA Referee Committee should be helpful to referees planning to take the National Exam, as well as to coaches. It has been updated to include the latest rule interpretations.

2013 REFEREE EXAMINATION REVIEW

Medical Procedures:

1. When a contestant suffers a bloody nose & the Referee considers this to be a minor medical incident, the referee's signal in this case after the accredited physician has been summoned with a bent arm gesture is to point to the injured contestant & indicate to the physician to take care of him/her quickly.
2. In the case of the Referee suspecting a knee injury, the Referee should determine at the appropriate time, by asking, if the contestant has an actual knee injury & needs an examination by the team doctor.
3. In the case of a persistent bleeding nose, that the Referee has already allowed a first medical incident visit by the accredited physician, should call for & allow the physician on for a second medical visit so the bleeding nose can again be properly treated & packed but uses no additional signal since it is the same injury as the first visit.
4. The Referee **may not** allow the team doctor to treat an injured contestant by using an anesthetic cream or spray before taping an injury.
5. If the cause of an injury is not attributed to either contestant, & the physician determines that the injured contestant cannot continue the contest, the Referee shall indicate the uninjured contestant the winner by **KIKEN-GACHI**. The injured contestant may continue with subsequent matches in the tournament if the same physician who disallowed his/her participation in the earlier match, okays the contestant to play in later matches.

Referee's Procedures:

1. According to the IJF Contest Rules the Referee has the sole responsibility of **conducting the contest & administering the judgment**.
2. If any throwing technique is applied simultaneously with the signal ending the contest it **shall** be counted as a valid technique.
3. The Referee should call **MATTE** when he/she perceives that a contestant is experiencing pain from a possible injury.

4. If one contestant executes a technique & the Referee is uncertain what score should be called, the Referee should **make a judgment call**, after making eye contact for confirmation with the judge who has the clearest view, quickly after the execution of the technique.
5. In **TACHI-WAZA**, one contestant has started to execute a technique, but one of the Judges is standing. The Referee should generally **wait to take action until after the contestant has completed the action**.
6. The contestants are in **NE-WAZA** & no **OSAEKOMI** has been called, but one contestant has a definite advantage. One Judge stands up. The Referee should call **SONO MAMA at the appropriate time**, making sure no advantage is lost, then call the Judges for a conference.
7. After having consulted with the judges, when awarding HANSOKU-MAKE, the Referee shall turn to the violator, demonstrate or announce the prohibited act, then point to the violator, & announce **HANSOKU-MAKE** then face front, & announce SORE MADE, then indicate the winner with the appropriate gesture.
8. The Referee shall raise one hand above his head towards the front & wave it from side to side 2 or 3 times **while signaling a score** with the other hand when the Referee must change a called value on a throw.
9. When Blue is injured & cannot continue, & the Referee & Judges, after consultation, have established White committed an infraction which was the cause of the injury, after the team doctor leaves the competition area, the Referee shall penalize the uninjured contestant with **HANSOKU MAKE**, say **SORE MADE & award the contest to the injured player**.
10. If a contestant has received the third **SHIDO** & the opponent subsequently scores & receives **WAZA-ARI**, the Referee should allow the contest to continue.
11. In the case when both contestants simultaneously merit the score of IPPON the proper call is **IPPON, SORE MADE, then start new match**.
12. When Blue attacks with **O UCHI GARI** & White begins to counter with **O UCHI GAESHI** & both contestants subsequently land at the same time more or less facing each other the Referee **may not** give an appropriate score to both contestants.
13. From **NAGE-WAZA** if the Blue contestant bridges (head & feet on the mat) upon landing to prevent White from scoring, the Referee must always call **IPPON** for any type of bridge.
14. In all but Grand Prix events, in the Golden Score round, if the Blue contestant performs a prohibited act normally penalized with **SHIDO**, but had not been penalized in the original round, the Referee should call Matte, consult with both Judges, & **after penalizing Blue with SHIDO, announce SORE MADE & award the contest to White**.
15. If the Referee & Judges, after the measurement with a caliper, agree that the judogi of a contestant does not comply with the contest rules, the Referee, after consultation with the Judges must award **KIKEN-GACHI** to the opponent of the contestant who does not comply with the contest rules.
16. If the Referee believes the Blue contestant performed a “head dive” while doing a technique (like **UCHI MATA**), & during consultation with the judges it is determined that one judge disagreed & the other could “not see” as the White contestant’s position blocked his view, the Referee may:
 - a) Do nothing & restart the contest.
 - b) Penalize the Blue contestant with **HANSOKU MAKE**.
 - c) Consult with the Jury.

17. Blue moves back towards the edge of the contest area drawing White with him & begins lateral movement along the edge of the contest area, & then Blue executes a **TOMOE-NAGE** where all but one of Blue's feet goes outside during the throw, but Blue controls White causing him to land largely on his back with considerable force & speed. The Referee shall call **IPPON**.
18. During **NE-WAZA**, the contest **will not** be stopped when both contestant's bodies are totally in the safety area if an **OSAE-, SHIME-, or KANSETZU-WAZA is in progress**.
19. If, while doing **NAGE-WAZA**, the Blue contestant's hand or knee touches the safety area supporting weight on it before White's body lands on the safety area, though there is no alteration of the continuity of the throw started within the contest area, the Referee should indicate the score, while the closest Judge indicates "inside".

Judge's Procedures:

1. The ideal time for the Judges to check the scoreboard after the Referee has awarded a score is as soon as possible after the Referee awards the score at the first break in the action.
2. When a Judge wishes to talk with the Referee, other than to disagree on judgment calls (such as an incorrect score or unwarranted penalty on the scoreboard), he/she should stand up as soon as appropriately possible. The other Judge should stand immediately upon seeing the first Judge standing. Should the Referee not notice the standing Judges, the closest Judge should approach the referee & ask the Referee to stop the action as soon as appropriately possible.
3. The Referee awards a **WAZA-ARI** & both Judges indicate **YUKO**. The correct procedure is for the Judges to remain seated both holding the **YUKO** hand-signal. If the Referee doesn't see their seated signal after a few seconds, they should stand while maintaining their signal, & if still unacknowledged, the closest Judge should approach the Referee & tell him/her to change the call.
4. If a contestant is permitted to leave the contest area during the contest, then the contestant, under normal conditions, **must be accompanied by one of the Judges of that contest**.

Team Procedures:

1. Any situation not covered by the IJF Contest Rules shall be dealt with & the decision rendered by the Referee & Judges (though consultation with the Jury may be prudent before rendering the decision).
2. The responsibility to see that the scores & penalties as announced by the Referee are properly designated on the scoreboard belongs to the Referee & the Judges.
3. If at any time, the Referee & the Judges all hold a different opinion of the value of a score for **NAGE WAZA**, with one Judge expressing an opinion of a higher score & the other Judge an opinion of a lower score than that of the Referee, the Referee shall maintain his/her original decision. If at any time, the Referee & the Judges all hold different values of a score, the Referee shall award **the middle** value of the three opinions.
4. When opening the competition area, after the Referee team bows in at the edge of the safety area, they should walk to the inside edge of the contest area & bow, then the Judges turn & face each other, the Referee steps back & the team bows again.
5. If the Referee erroneously calls **MATTE** during **OSAE-WAZA**, causing the advantage to be lost & the contestants therefore stand up, the Referee should consult with the Judges, then with their

assistance, put the contestants back in the **OSAE-WAZA** position achieved at the time that the **MATTE** was called, & then restart the contest from the time the original **OSAE-WAZA** was stopped.

Scoreboard Procedures:

1. What action should the Referee take if at the end of the contest, the scoreboard indicates: White: **2 SHIDOS, 1 YUKO**; Blue: **1 YUKO**? Award the match to Blue.
2. What action should the Referee take if at the end of the contest, the score-board indicates: White: **1 YUKO, 1 SHIDO**; Blue: **1 YUKO, 2 SHIDOS**? Award the match to White.
3. With no other scores in the match, after scoring a **WAZA-ARI** Blue receives 3 **SHIDOS** in a row. The recorded score should be: White: No score; Blue: **1 WAZA-ARI & 3 SHIDOS**.

Penalties:

Generally, if Blue is found to be wearing a hard or metallic object, the Referee may indicate to Blue to remove the object without penalty should the object not have caused any injury to White, since it should have been found at **GI**-check. However, if it had injured White the Referee must penalize Blue with **HANSOKU MAKE**.

1. In the standing position, a contestant will be initially penalized with SHIDO if he/she grasps the opponent's sleeve, collar or lapel on the same side with both hands, without attacking immediately.
2. If both contestants infringe upon the rules at the same time with the same level infractions, the Referee must call **MATTE** & assess an appropriate penalty to both contestants.
3. If Blue puts a hand or arm (from the elbow to the wrist), foot or leg (from the knee to the ankle) directly on White's face, the Referee may immediately call **MATTE** (or **SONO MAMA** if White is in the advantageous position) & penalize Blue with **SHIDO**, or should White have an advantage, wait until the advantage is lost or at the appropriate time.
4. Blue pulls White down into **NE-WAZA**, not in accordance with the rules. White takes advantage of this situation & continues into **NE-WAZA**. The Referee should call **SONO MAMA** at the appropriate time, assess a **SHIDO** against Blue, then restart the contest with **YOSHI**.
5. The following prohibited acts are **all SHIDO** violations:
 - a. Refusing to take hold of the opponent
 - b. To be excessively defensive after **KUMI KATA** is established.
 - c. False attacks.
 - d. To hold the opponent's sleeve ends in a defensive posture.
 - e. Finger-locking the opponent to prevent action.
 - f. Intentionally disarranging the **GI**, or untying the belt without permission.
 - g. Pulling the opponent down into **NE-WAZA** without skill.
 - h. Finger in the sleeve or pants cuff.
 - i. Abnormal grips without immediately attacking (cross grips, two-handed grips, gripping the belt, etc.).
 - j. Non-combatively (no attacks for 25 seconds).
 - k. Illegal gripping (pistol grip, cat's paw grip).
 - l. Bear Hugging.
 - m. Encircling with the belt or **GI** any part of the opponent's body
 - n. Taking the **GI** in the mouth.

- o. To put a hand or arm (from the elbow to the wrist), foot or leg (from the knee to the ankle) directly on the opponent's face.
 - p. To put a hand or foot in the opponent's jacket or belt, collar or lapel.
 - q. To apply chokes using the belt or bottom of the jacket.
 - r. To intentionally go outside the contest area.
 - s. Scissoring the trunk, head or neck of the opponent (**DOJIME**);
 - t. Kicking with the knee or foot to break a grip, & kicking the opponent's leg or ankle.
 - u. Bending the opponent's fingers back to release a grip.
6. The following prohibited acts are **all HANSOKU MAKE** violations:
- a. **KAWAZU GAKE.**
 - b. **KANI BASAMI.**
 - c. **KUSABE GARI.**
 - d. **KANSETSU WAZA** to any joint other than the elbow.
 - e. **DAKI AGI** (to lift the opponent who is lying on the **TATAMI** off the **TATAMI** to drive him back onto the **TATAMI**).
 - f. To disregard the Referee's instructions.
 - g. To make unnecessary or derogatory remarks or gestures to the opponent or officials.
 - h. To make any action to injure the opponent (especially to the opponent's neck).
 - i. To fall directly to the ground while doing techniques like **WAKE-GATAME.**
 - j. Head dives (eliminates player from the match, but not the tournament); back-falling **KATA GURUMA.**
 - k. To fall backward while controlling the opponent who is clinging to the back
 - l. Wearing a hard or metallic object.
 - m. Gripping or blocking below the belt, throwing with a throw requiring a leg grip.
 - n. Any action against the spirit of Judo.

Miscellaneous:

1. During **NE-WAZA**, Blue attempts to secure an **OSAE-WAZA** on White. While trying to escape that technique, White's hand very briefly makes incidental contact with Blue's face. The Referee should do nothing.
2. Blue works into an **OSAE-WAZA** & the Referee calls **OSAEKOMI**. The **OSAEKOMI** shall be effective even if Blue maintains complete control of White & both bodies go entirely outside the contest area.
3. The sleeves of the jacket must reach to the wrist as a maximum & 5 cm. above the wrist joint as a minimum. A space of 10-15 cm. shall exist between the sleeve & arm (inclusive of bandages), on the entire length of the sleeve.
4. The Contest Area must be at least 10 meters on a side.
5. The Safety Area should be 18 meters on a side
6. When Blue loses a contact lens & it cannot be found quickly & Blue complains to the Referee that he/she cannot compete without the lens, the Referee's proper decision would be, after consulting with the Judges, to award **KIKEN-GACHI** to White.
7. **OSAEKOMI** cannot be called if Blue is above White & holding White, but in-between White's legs, or if one of Blue's legs is entangled by White's legs.

USJA News From Around the Country

Wisconsin, January 26

At this year's Wisconsin Judo Hall of Fame Dinner in Milwaukee, USJA Life Member Tom Gustin presented Olympic Gold Medalist Kayla Harrison with a hand-carved Native American flute. Below is his speech for the presentation

We are Pioneers

1675 - My ancestors came to America. They were pioneers.

1776 - 56 delegates signed the Declaration of Independence, these 56 men were pioneers.

1861 – 1865 - Abraham Lincoln with the 13th Amendment made us all free and equal, he was a pioneer.

1882-Dr. Jigoro Kano developed Kodokan Judo, he was a pioneer.

1945 – Returning WWII service men that brought home Judo were pioneers.

1964- Jim Bregman won the Bronze Medal at the Tokyo, Japan Olympics, he was a pioneer.

1988 - Lynn Roethke won the Silver and Margaret Castro-Gomez won the Bronze Medal at the Seoul, Korea Olympics, they were pioneers.

All of us have seen our own mountain and have attempted to reach the top. Our goals have been met along the way or we took a different path but have not given up on our journey.

Kayla Harrison saw the mountain, started the climb, determination and challenges in her path, she kept her eyes on the top. She made the climb and can see the other side.

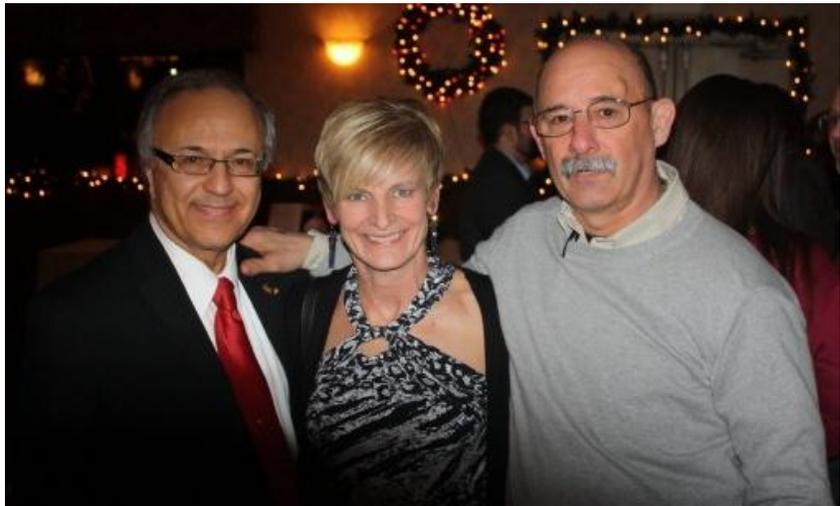
2012 –We saw the “Harmonious development and eventual perfection of human character”, when, Kayla Harrison won the Gold Medal at the London, England Olympics. She is also a pioneer and our “**First Lady**” of Judo.

A tradition with the Stevens Point Judo Club in Stevens Point, WI is to give a guest coach a hand crafted style of Native American Flute. The judo students of Wisconsin would like to present too you one of the flutes. This flute is made from a 300 +/- years old white pine, from the John Week's Mill in Stevens Point, WI. These men were pioneers too.



2013 Inductees to the Wisconsin Judo Hall of Fame were Margaret Wood-Taylor and USJA Life Member Jon W. Sanfilippo, 7th dan, founder and head Sensei of the West Bend Judo and Korean Karate Club and director of the longest-running judo tournament in Wisconsin.

Sensei Jon holds a Bachelor's and Master's degree in Education, and, with his brother Joe, co-produced two judo educational programs for school systems.



Jon Sanfilippo with his most famous student, Lynn Roethke (1992 Olympic Silver Medalist) and Tom Gustin

California, February 8

Deleon Judo Club, under the direction of Sensei Henry Kaku, provided a judo demonstration for the children at COTS (Committee on the Shelterless), a shelter for homeless families in Petaluma, CA. The demonstration began with a judo video and a live demonstration. Then the real fun began when the children donned gi tops. They were shown basic rolls and given one-on-one instruction, which culminated in their throwing the Senseis with O Soto Gari and O Goshi.

For some of these youths, being homeless causes low self-esteem. The aim for us is to develop their self-confidence and self-respect while teaching them Judo. There are many activities available to most children: baseball, soccer, basketball, band, dance, and of course Judo. But for reasons that are beyond them, these kids are not able to partake in any of these. The Deleon Judo Club has decided to reach out to those children who might otherwise miss this wonderful opportunity in our neighborhood by offering free membership in the dojo to them.

The Children's Program Coordinator at COTS said *"I just wanted to thank you SO MUCH for your amazing demonstration yesterday!! The kids had a blast and they are all very excited about learning more Judo..... I have spoken to several of the parents and kids who are interested in taking your class ... Thanks so much for this incredible opportunity....we are so excited!"*



South Carolina, January 26

Seventeen black and brown belts, ranging from 9th dan to 3rd kyu, and from as far away as Virginia and Florida, attended the most recent Coach Education Course in Goose Creek, led by Dr. Ronald Allan Charles. With classroom and mat sessions, participants had opportunities to learn, demonstrate, and share teaching skills. The course lasted all day and covered topics such as foundations of learning, goal-setting and planning a lesson, what motivates students, how people process information and learn, feedback, safety and liability, and how to facilitate these processes.



Every brown and black belt should take this course. To earn certification, participants also must pass a background check and take the online Safe Sport course (SafeSport.org). Some do that before the course.

Several participants sent comments about the value of the course. Here's one:

I feel privileged to have been able to avail myself of your thorough knowledge on the subject. Your delivery of the topic was simply excellent and kept everyone attentive at all times. I feel that every element covered was a must for every aspiring coach. I am convinced that you could profit fairly from offering this great course. Yet I admire your disinterest in making profit and your generosity in making this course available to everyone who is interested in entering the coaching world.

I enjoyed meeting your students and the other senseis that also offered their time to assess everyone's performance and make constructive critiques.

To sum up, I am really pleased and delighted that I made the trip to Goose Creek. It was one of the best Judo investments that I have made on myself.

--Ed Rodriguez





Arkansas, February 9

TK Martial Arts in Lowell hosted Joan Love and Bill Montgomery for a two-part clinic on February 9. Nearly 30 participants from different dojos across Arkansas, Oklahoma, and Missouri participated on the 1400 square-foot mat space for an entire day of exciting judo!

The morning session was a workshop on Kelly's Capers presented by Joan Love. Participants learned the importance of tai sabaki and practiced various drills created by Sid Kelly. A quick demonstration by one of the participants (who had never done judo before) showed the immediate effectiveness of the program (*see cover photo of this issue*).

The afternoon session was a "Competitor's Workshop" led by Bill Montgomery. This session emphasized the importance of drill training and dynamic practice. Coach Montgomery stressed the importance of mental flexibility so that one is prepared for any situation on the mat. After an hour and a half in tachi waza, each participant learned new newaza techniques and attacks for breaking down a stalled opponent.



The "Bull and Matador" exercise teaches avoidance & following up with a counter attack.

Overall, the clinic was a great success, and our thanks go out to Joan Love and Bill Montgomery for their efforts!



Joan--I wanted to touch base with you and let you know we immediately started with the Kelly's Capers. It is going great!! Students of all ranks have truly enjoyed it! We are trying bits and pieces on our younger kids. We even had a guest with 50 years in Jujitsu, Aikido, and Hapkido and he was amazed at the program!! Thank you for your help in this!!

--Justin L. Weston, Christ's Community Judo; Joplin, MO

Credit for photos on the cover and this page go to Ben Andrews. For more information and photos from the event, please go to arkjudo.com.

SOME MAKE THE DISCOVERY

by Sid Kelly 8th dan Judo

Unless a person is somewhat athletically inclined, judo, as it is usually practiced, is just too arduous for most people. This is especially so at the beginning. Those of us who are really aware of the potentiality of Kelly's Capers (KC'S), know that when given a chance, it works. It works because the system of KC'S gradually introduces randori by giving each partner a different challenge to focus on; instead of each partner being challenged with the same thing, as is normally done now. This turns the dynamics of introducing and the playing of judo completely upside down. This upside down approach of introducing judo will appeal to a much larger audience. But as beginners, they will not know the difference. They will think all this fun is the judo norm. They will think that it is quite normal to laugh and enjoy oneself as they freely moving around the mat. Movement that is natural and light hearted, as they attempt to throw, and avoid (not pre prevent, or block) and throw each other. However, after a little reflection, some beginners may become a little baffled. They may start wondering, "Why is it that what we are having so much fun is not very popular and not even on the public's radar screen?"

It is at this point, the last thing we want to do is show them why!

Here are two recent emails attesting to the effectiveness of Kelly's Capers:

Hi John;

Wanted to drop you a line or two regarding the class sessions so far. I have not seen so much INTEREST and ENTHUSIASM as I have in the past 3-4 years as a Sensei for Discover Judo. This program "Kelly's Capers" (KC'S) has sparked an interest not only in me but more so in our students, both beginner and advanced! It's fun to see the new people actually enjoying Judo! When was the last time we saw brand new judoka showing so much interest in Judo? I can't remember!!! To see smiles on their faces at the end of class is wonderful. That tells us, "I'll be back".

Now for the "old students:" there too is an interest that has given them a renewed "spark" in the learning aspect of Judo. I can see some of their techniques improving in such a short time..amazing! They actually enjoy it!!!! WOW.

If you see or speak with Sensei Kelly please send a Thank you to him from one of your Sensei's.

And, thank you John for bringing this program/training into our class.

Helge "Hal" Helgesen

John,

It's great to see someone being converted into the cult (in the best possible meaning) of the Capers.

As you continue to use it, keep the following in mind:

The transition from the Capers games to randori is subtle and your new students do not need to understand the difference. Once they have been doing the Bull and Matador with both people attacking at the same time, they have already begun the journey. When they can fall without fear of injury and attack with some technique, you may experience the magic moment when they are suddenly doing randori without knowing what it is. There will be no need for an introduction to this foreign activity that's different from the static uchikomis they've been grinding out, because you're not running your class that way anymore. At that point, your attitude will change from the current joy of watching everyone have fun and you having fun teaching, to one of sheer amazement.

Good luck,

Bill Myers *(a KC presenter who has used the approach for several years at Cornell University)*

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with **Olympian Jason Morris** SATURDAY MAY 25

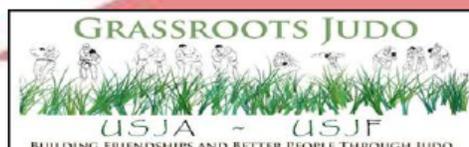
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The Greatest Camp on Earth: All the Judo You Can Eat!

by Ronald Allan Charles

So many restaurants feature buffets these days that it's a wonder people are not overweight! But I know a place where you can fill yourself with something with absolutely NO CALORIES, where every offering is fresh and wholesome, and where you walk away better than you arrived.

The location for this feast is Matthews, North Carolina. Matthews is a lighthouse beckoning drifting martial artists, offering shelter, and meeting every visitor's need.

I refer to The Greatest Camp on Earth. And if you are still on the planet June 20 - 22 (way past when Earth was supposed to end), why not trek to Matthews? Three full days of martial arts beats watching TV while working on your black belt in tae bo.

Camp is where we discover that we haven't mastered it all. We make new friends, schmooze with old ones, and return rejuvenated with new tricks up our ample judogi sleeves.



Igor Yakimov excites kids about martial arts.

Though most of the 300+ that attend are judoka, other martial artists practice their arts. Many are skilled in multiple arts, and The Greatest Camp caters to all. There are more arts than you can shake a stick at; some arts do exactly that.

Observe different ryu (styles) of jujitsu and striking and other arts, so you know what they are about, even if you don't practice them. And rather than go at each other's throats (which martial artists could do), practitioners respectfully share techniques in an atmosphere of mutual welfare and benefit.

If you hold green or higher belt rank you should take the Coach Education course, which teaches how (not what) to teach, ways to impart your knowledge to others. Covering how to plan classes and lessons, manage students, and control mat activities, it includes safety, liability, and running an effective club. If you help out at all in your club, you need this course.

Some love kata the way Southerners crave barbecue. Kata hounds feast at camp, with instructors to evaluate even obscure forms. Dr. Kano considered kata, along with randori and shiai, one of the three basic training methods of judo. Learn or brush up on kata and even become certified as an instructor or judge. Judges earn the same payment -- free food for officials -- at a tournament as referees. That's an incentive.

And speaking of refereeing, there's no better place to learn and become licensed. With classes followed by actual refereeing, participants improve skills under watchful eyes of national referees.

Sufficient competitors make this possible. At other clinics, attendees may learn rules without practical application. Hajime! Waza-ari! Ippon! Catch up on the latest, ever-changing rules.

We never want to break anything, but if we do, it behooves us to be able to fix it. Camp offers training and some certifications in First Aid, CPR, kappo, massage, and healing arts.

We cannot eat everything at a buffet; hence we discriminate. The same goes at camp. With ongoing activities (judo competitor classes; jujitsu; juniors; kata; martial arts other than judo and jujitsu; and a special sessions mat) on six mats and courses (coaching and refereeing) in two nearby classrooms, deciding which to attend is challenging. Best bet -- ask Sensei. It takes black belt level skill and intelligence just to decipher the schedule!

Except for lunch and supper breaks, activities run all day. You'll be amazed at how much you can learn in nine hours on the mat!

From the best teachers come the best students. Camp attracts highly skilled practitioners, such as Nick Lowe from the United Kingdom and Igor Yakimov from Russia, and from every American judo organization. Olympian Ryan Reser and other instructors are tops in their fields.

Short kids don't get shortchanged! I was pretty surprised to see national and international champions teaching very young children. Instructors adapt material to reach youngsters through junior competition, junior jujitsu, and judo games sessions.

If you are ready to be tested for promotion (and your sensei concurs), rank examiners await you, even providing a partner if yours stayed home.

There's even the popular Flip 'em and Lick 'em session. Flip judo coins and lick judo stamps, that is. Most martial artists don't know that stamps, coins, and phone cards showing their art(s) even exist. View items from the world's largest collection (www.judostamps.org) while discussing this injury-free, safest aspect of martial arts.

This non-profit camp aims to keep costs low. Bring friends to split room costs. Plan early and reserve one of the deeply discounted motel rooms. The Camp provides delicious, plentiful lunches and dinners. The three camp motels provide large free breakfasts.

The Greatest Camp also features the Greatest Cams live! Mom and Dad can virtually experience camp watching their teenager on the main mat and their small junior in Kiddy Judo at the same time from their smart phones. Last year one mom put Camp Cam Live on her company's conference room big screen and worked Thursday and Friday while watching her child train. Coaches can observe their players; wives can watch their honeys. No sweat (for the viewer). How neat is that?

Everything is set. Mats await you. Instructors are honing lesson plans. The only thing missing from this scenario is YOU! Experience camp. I want to connect with you. So do others.

Camp website: <http://greatestcamp.com>

Save \$30 on 3-day full camp fee (excluding lodging) by registering BEFORE May 15. Includes T-shirt. Lower prices if you attend fewer days.



Nick Lowe keeps them sweating.

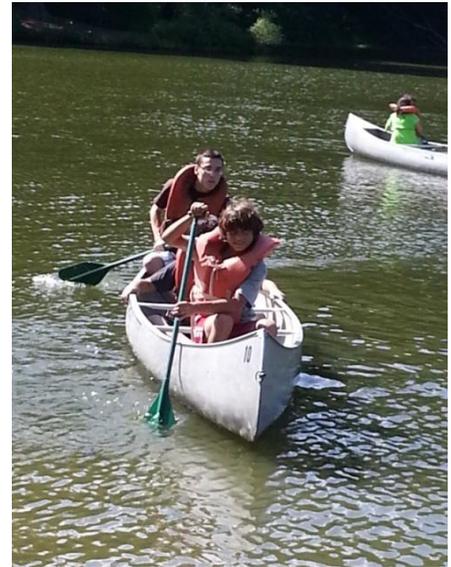
2013 YMCA International Judo Camp: Celebrating Its 41st Year

The YMCA International Judo Camp, founded by George Harris and George Pasiuk, just keeps getting bigger and better!

Jason Morris, Olympic Silver Medalist (1992) and Olympic and International Coach, will be our featured instructor at camp this year. We are honored and excited to have him and look forward to the skills and knowledge he will bring to camp. Over the past two years, the largest increase in the camp population has been among young teen competitors and promising national-level competitors with high aspirations. As you may be aware, Jason has had many world-level players under his instruction, including two members of the 2012 U.S. Olympic team. With the jubilation of capturing our first Olympic Gold Medal in judo last summer and our best team performance ever, the timing couldn't be more perfect for having Jason at the camp to inspire our young hopefuls.

We will, of course, continue our camp theme of *Judo for Everyone*. Each day, a variety of great judo instruction from many distinguished Sensei, lots of randori partners, Kata classes, Referee certification, and USJA Coaching Certification (at the Club, Coach and National Coach levels) are all offered to all at the YMCA International Judo Camp! This year's camp will also be a great time to learn about the new rules that will be in full effect. Jason will be able to give perspective and strategies for those competing under the new rules, and Rick Celotto will provide valuable insights for referees and coaches to cope with the changes.





The camp features a beautiful setting, good food, and plenty of activities for kids of all ages *in addition* to judo--swimming, fishing, canoeing, wall climbing, arts and crafts, and more! Special camp events for teens in the nightly Kool Zone include Karaoke and an Ice Cream Social/Dance Party. The staff of YMCA personnel and judo volunteers is excellent, providing a safe, supervised and supportive environment for a truly positive camp experience.



For adults, the YMCA International Judo Camp is also a wonderful time to reconnect with old friends and make new ones.

No matter what your aspirations in judo may be, you won't want to miss this camp! We promise the best camp facilities anywhere, great food, activities geared for kids and teens, a six competition area mat, and lots of great people to share them with!

**This year's camp is scheduled for August 11-17, 2013--
We hope to see you there!**

For more information, go to www.newyorkymcacamp.org/judo

For team discount rate see

<http://www.newyorkymcacamp.org/judo/datesandrates.php>

Financial aid information is available at:

<http://www.newyorkymcacamp.org/forms/Financial%20Assistance%20Packet.pdf>

Through growing up at this camp, I look forward to it every year. I have been coming since I was 4 or 5; I am 16 now and everything is just great-- great judo, great people, and great memories. Everyone was crying after leaving this year because in the span of a week all the kids had grown so close; we felt we were one big family.

--Brianna, August 2012

Free listings in the Upcoming Events section of *Growing Judo* are offered for USJA-sanctioned events. Domestic events (tournaments, clinics, etc.) that are open to USJA members but sanctioned by other organizations can be published with a nominal advertising fee:

- \$15 for a text-only listing in "Upcoming Events" (up to 5 lines) formatted as below.
- 1/4, 1/2 or full-page paid ads are also available.

For either of these options, please contact USJA Executive Director Katrina Davis.

Upcoming Events

*If you are a USJA club and have any **Upcoming Events** that you would like listed in USJA's *Growing Judo*, please send your information, in the format below, to Joan Love at: judolady210@aol.com*

Month & date of event

Official Title of the Event, location (building/institution, street address, city, STATE)

A couple of sentences of pertinent information, if applicable (description of the event, presenter's credentials if a camp/clinic, etc.). Please be concise; include time/schedule & price; Contact person with phone number & email; url for forms if available.

Please send this information in a text format. Event flyers and PDF documents cannot be included.

MARCH

Classes open to guests in observance of "Visit Another Dojo Month"

Budokan Judo Club, Northeast Community Center, 4075 Gordon Stinnett Avenue, Chesapeake Beach, MD: Mondays, , 6:30-8:30 pm. (March 4, 11, 18, 24); Thursdays, 6:30-8:30 pm. (March 21, 28); Fridays, 6:30-8:30 pm./-9:30 pm for Seniors (March 1, 8, 15, 22, 29). Karen Whilden, National and International Judo Kata Champion, will be visitng on March 1st. Contact Marshall Coffman, mrcoffman1@comcast.net

Norwich Judo Dojo, 43 North Main St., Norwich CT. Guests from other dojos welcome. Mat fees waived for March. Please visit our website for schedule and contact us to confirm: www.norwichjudodojo.com

March 2

2013 Louisiana State Judo Tournament, Live Oak Middle School Gymnasium, 8444 Cecil Dr., Denham Springs, LA. Contact James Wall, 225-612-0934

March 3

FREE Judo scrimmage, Hicksville Athletic Center 167 Broadway (Rt.107) Hicksville, NY, 1:00-3:00 p.m. Contact Dave Passoff, dpassoff@hotmail.com.

March 16

CHP Broderick Crawford Club Tournament, Alexander Hughes Community Center, 1700 Danbury Rd., Claremont, CA. Contact Gary Goltz, 909-399-5490, gary@goltzjudo.com

March 23

2013 O. J. Helvey Kentucky State Championship, Hillvue Heights Church, 3219 Nashville Rd., Bowling Green, KY. Contact Clint Brizendine, 270-781-8896, bgjudo@gmail.com

APRIL

April 14

FREE Judo scrimmage, Hicksville Athletic Center 167 Broadway (Rt.107) Hicksville, NY, 1:00-3:00 p.m. Contact Dave Passoff, dpassoff@hotmail.com.

April 20

Ryoku Judo Invitational Tournament, Las Vegas High School, 6500 E. Sahara Ave., Las Vegas, NV. Contact Sergio Sanchez (702) 234-1165, Cftspn@aol.com; www.RyokuJudo.com.

April 20

Stevens Point Judo Tournament, UWSP Berg Gym, 4th Ave., Stevens Point, WI. Tom Gustin, 715-343-0665.

April 20-21

The Midwest Regional Judo Tournament and Mixed Martial Arts Clinic, North Dale Rec Center, 1414 St. Albans St N, St. Paul, MN. Contact Dan Hoffman, 651-208-5650; Ken Otto, 651-774-4041 k-d-otto@msn.com

MAY

May 4

2013 Wisconsin Sr. & Jr. Judo Championship, West Bend Judo Club, U.W. Washington County, 400 University Dr., West Bend, WI. Contact Jon Sanfilippo, 262-644-8211.

May 25-26

AM-CAN International Judo Challenge, Grand Island High School, 1100 Ransom Rd., Grand Island, NY. Visit www.amcanjudo.org for entry forms and complete information. Additional events include a USA Judo Coaches Certification Clinic and a Competitors' Clinic with Jason Morris (5- time Olympian/1988 Olympic Silver medalist).

JUNE

June 20-22

The Greatest Camp On Earth, Next Level Center, 4317 Stevens Mill Rd., Matthews, NC. www.greatestcamp.com.

AUGUST/SEPTEMBER

August 3-4

"Fight Like A Girl" Camp, 2013 Southside Dojo, 8534 Portage Rd. Portage, Mi. For the 9th year, this camp will provide an opportunity for female Judoka to network, play and have fun. Open to Juniors, Seniors & Masters. All but your sleeping bag and personal items will be supplied. Contact Deborah Fergus, 269-208-1068 or defrgs6@att.net, mention FLAG Camp in subject.

August 11-17

INTERNATIONAL JUDO CAMP, 300 Big Pond Rd., Huguenot, NY. <http://www.newyorkymcacamp.org/judo/>

Sept. 20-22, 2013

9th All Women's Judo Championship, Cloverleaf Recreation Center, 8525 Friendsville Rd. Lodi, Ohio. Kata and Shiai open to female competitors of all ages. Referee, Kata and Technical Clinics open to all (male & female). Referee volunteers requested. Contact: Deborah Fergus 269-208-1068, defrgs6@att.net.

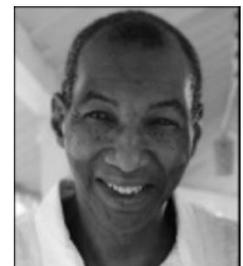
In Memoriam

Albert George Nevin, Head Coach of Morris Curtis Judo Club in CT (Feb 5, 1949 – Jan 10, 2013)

A wise Asian man raised his hand with widely spread fingers, to which he pointed and said "If you can count just five good friends on one hand, you've lived a full life!"

George was one of my five.

I met "G" (as some of us called him) in 1970 when I was 18 years old. His brother, David, invited me to a Judo workout. I wasn't interested as I was a formidable Karate-ka who sported a Black Belt in Kenpo. I had no respect for this "Gentle Art of Judo." However, out of appreciation for the invitation, I showed up.



Morris Curtis ("Moe") was the teacher, a highly respectable Judoka in his own right who defeated the infamous Phil Porter in a 1952 United States Air Force shiai. Moe invited me to attack him, which I did half-heartedly. He admonished me to do it for real, so I complied with much enthusiasm. All I remember was seeing my world literally spin around quickly, followed by a controlled thump that brought everything to an abrupt halt. Moe suggested I try my skill against George, who was a brown belt at that time. I felt my odds would be better since I was a Black Belt after all. I was badly mistaken as the end result was the same.

Between George and Moe, I gained a respect for Judo, fell in love with it, and made it a lifelong pursuit.

George and I were close in stature and weight, so we became competitor training partners, which deepened our friendship. We loved to compete. At the shiai, we would play a game to motivate each other. When "G" stepped onto the mat, he would "size up" his opponent, then turn to our club and hold up some number of fingers that represented how many seconds he would need to throw the guy for ippon. Two hands with 10 fingers plus a follow-up hand of 5 meant 15 seconds. Failure to achieve this prediction was not good, so we were careful to make an accurate assessment. Anything over 30 seconds was considered too long. Yes, we were cocky in our youth.

Out of the myriad of students that Moe taught Judo to, George and I were the only two who carried the torch on to others. "G's" passion for Judo was very deep, never wanting to get paid for sharing what he knew. He reached out to people of all ages, with the greatest affinity for the kids and underprivileged. For George, Judo truly was a "Way of Life," as was Jigoro Kano's intention. It never was about the money.

It is often said that Judo is the "poor man's martial art," but you would never get George to agree with that. In fact, to him, if you embraced the essence of Judo in its entirety, you were a "rich" man!

So in light of the joy and encouragement for the many lives that Albert George ("G") Nevin touched, we bid you a fond farewell. Perhaps now you can get some 1 on 1 time with Jigoro Kano Sensei to show you how to execute some of the throws that frustrated you all these years ;-)

You will be greatly missed, and more greatly - not forgotten!

With love from your beloved family, devoted friends, and fellow Judoka,

--Stephen "Lucky" Luckingham, stephen.luckingham@gmail.com

Edwin Eng (March 29, 1951 -- January 8, 2013)

Edwin passed away after a long illness. He was a loving husband, father, grandfather, a brilliant entrepreneur, and a dedicated judo instructor. He was one of the founders of Buckeye Judo Club and an avid hunter, fishermen, and martial arts enthusiast.

We have lost a friend, teacher, father, husband, brother and grandfather. He will live in our hearts forever.



USJA Promotions: March 2013



Congratulations to the following individuals on their achievements:

Judo

Shodan

- | | | |
|------------------------|----------------------|-----------------------|
| ★ Robert C. Baxter | ★ J. W. Didier | ★ Marshall N. Maor |
| ★ Zackery R. Bickford | ★ Noel Dominguez | ★ Justin H. Smith |
| ★ Dan C. Burgdorf | ★ John F. Folkestad | ★ Mike L. Space |
| ★ Eli Z. Clarkson | ★ Carl Gilfillan | ★ Arash R. Valizadeh |
| ★ Vincent A. Colicchio | ★ Shawn Hammonds | Soofiani |
| ★ Matthew L. Crank | ★ Louis F. Henrick | ★ Jose L. Zamora, Jr. |
| ★ Nancy L. Cronk | ★ Jeffrey A. Johns | |
| ★ Michael D. Dailey | ★ Anthony C. Johnson | |

Nidan

- | | | |
|------------------------|------------------------|--------------------|
| ★ Willie F. Abney, Jr. | ★ Mark Flynn | ★ Demonn L. Smith |
| ★ Brandi Ash | ★ John D. Harwood | ★ Harold E. Wright |
| ★ Greg L. Becker | ★ Joel Patchen | |
| ★ Eugene Deren, Jr. | ★ Mauricio F. Quintana | |

Sandan

- ★ Chaye Thompson

Yodan

- ★ Stephen E. Nisewander

Godan

- | | |
|--------------------|--------------------|
| ★ Darren E. Barnes | ★ Sheridan Simmond |
|--------------------|--------------------|

Rokudan

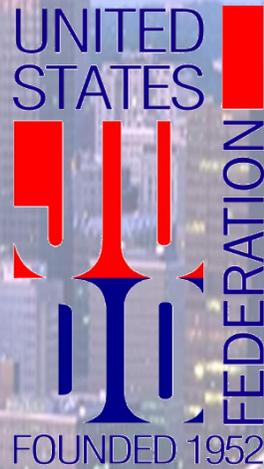
- ★ Mark D. Oermann

Jujitsu

Shodan

- | | |
|-------------------|------------------------|
| ★ Gerard A. Brown | ★ Edward M. McLaughlin |
|-------------------|------------------------|

2013 USJA/USJF Junior National Judo Championships



Coming to Pittsburgh, PA -- *the City of Champions*

**Mark Your Calendars!
July 5th, 6th and 7th
Robert Morris University**

**Bantam through IJF Junior,
Novice and Open, Kata Competition**

GRASSROOTS JUDO™



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