



# INTERNATIONAL KOJOSHO KARATE FEDERATION



Volume XXVII N1

IKKF Newsletter

Spring 2010

## KOJOSHO Old Castle Pine

All Karate has its roots in China. This is a statement which is coming more and more to be accepted as true. Although each region may have had an indigenous fighting art, that was, generally, either incorporated into an imported Chinese style or supplanted by one. Each region then added its own interpretations and philosophical overlay to the Chinese art until it became 'native'. Those styles of karate that still acknowledge their Chinese roots are collectively known as Kempo, the Japanese reading of the Chinese characters 'Quan Fa' (Fist Method).

If we take a quick look at Kempo styles we will see that most of them can give reliable histories back to a period around 1900 to 1920, or about two generations of a style's leadership. In many ways we are lucky to know as much as we do about our history. One of the biggest problems encountered by anyone attempting research in the martial arts is the lack of written documentation. What little knowledge there is is either hidden away in a style's book of 'secrets' or written down by people outside the school who were usually foreigners and may not have spoken the language very well. Most of the information is from the latter source as many of those secret teachings books have been destroyed over the years by neglect and wars. This leaves oral histories written down by enthusiastic, well meaning people as the primary historical documentation available. One result of this is a confusion even of the names of the style heads. Evidence of this can be seen by looking at the name of the Chinese teacher of the founder of Goju Ryu, Kanryo Higashionna. In different publications this Chinese teacher's name, Xie Zhongxiang, has been written in the following ways: Ryu Ryu Ko, Liu Liu Ko, Doroku, Doruko, and Ruruko. Remember that this is just one of possibly many Chinese masters who taught the Okinawans.

The multiplicity of names may seem unlikely to the reader at first, but looking at Okinawa's history shows how this is not only likely but almost a necessity. Okinawa has had relations with China since at least 1392, had been a 'province' of Japan since 1609, and was a major trading stop between south-east Asia and Korea. Even with this multi-cultural influence the Okinawans have maintained their own identity and language. Japan, China and Okinawa also share the Chinese ideograms as a common written language. The same character can be pronounced in different ways depending on which language one is using. Thus the character for 'hand' can be read as sho (Chinese), soo (Korean), te (Japanese), ti (Okinawan). A further difficulty arises when one realizes that even in Japanese a name can be pronounced in different ways. Gichin Funakoshi's last name can be, and originally was, pronounced Tominakoshi. Finally, it needs to be pointed out that on Okinawa nick-names are very common. Funakoshi was called Shoto, hence Shoto-kan karate, and such men as Sokon 'Bushi' Matsumura, who was also known as 'Buseitatsu' and 'Unyu', and his teacher 'Satunushi' or 'To-de' Sakagawa figure prominently in Okinawan martial histories.

Because of the trading opportunities, many Okinawans became conversant in other languages without full mastery and often spoke them with heavy Okinawan accents. We see similar effects on language in the way many who don't speak Okinawan say 'kah-rotty'. Now if all those associated with martial arts were literate and written histories abounded, there would be no problem. But in the real world the Okinawans would learn from a Chinese teacher and might just be able to pronounce his name in such a way that the teacher would recognize it. This information gets brought back to Okinawa where others cease correct pronunciation, memory dims, and then, much later the exportation of Kempo/Karate starts and someone who wants to know the 'true history' of a particular art. It is no wonder the history of most karate goes back little more than 100 years.

The first concrete evidence of Kempo's Chinese connection comes when the Kojo family established a school at Fuchou in the Okinawan Compound. Isei Kojo (1832-1891), traveled to Fuchou with his father at the age of 16 to study Confucianism and Martial Arts, later becoming known for his skill with the spear and the bow and arrow. He learned Chinese boxing from a military attaché called Iwah and was assistant at Iwah's dojo. At the age of 36, Isei Kojo returned to Okinawa, having spent a total of 20 years at Fuchou.

Kaho Kojo (1849-1925) was born in Fuchou. An excellent student, he mastered the Chinese language, and eventually became a skilled translator as well as a master calligrapher. As a young man, Kaho had the opportunity to meet the Chinese boxing master, Iwah, who seeing that Kaho would make a promising student, taught him Chinese boxing. On being granted independence from Iwah, Kaho Kojo opened a dojo at Fuchou. The dojo became well known and many famous Okinawan martial artists stayed

國際古松空手道連盟

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**Begin With the End in Mind**

In Japanese this concept is described as *Mokuteki o Motte Hajimeru* and the kanji translates as – see, target, hold it, and begin; or in other words to see the target, hold it in the mind and then begin.

**Dream**

Believe in your dreams. The more dreams become attainable in your mind, the more willing you will be to overcome any obstacle in the way.

**Resolve**

Resolve to do what you love and commit to be excellent. Resolve to persist until you succeed. Be willing to endure the problems that you are going to face. Persistence is your belief in yourself and your ability to succeed.

**Believe**

Believe in yourself. Identify your unique talents and abilities. Only when you are learning something that is important in life do you feel alive and in touch with your world. Remember that excellence is not a destination, but a life long journey.

**Honesty**

Be honest with yourself. Accept responsibility for who and where you are in life. You are where you are because that is what you have chosen. You are what you are and where you are because of your past behaviors. All actions are a choice.

**Effort**

Refuse to engage in the idea that the laws of cause and effect will ignore you. Success only comes from paying in full, in advance. Action without thought is the cause of most failures.



**KOJOSHO - The Philosophy of a Kempo Karate System** by Soon Fook-Leong

The first Kojosho edition of this Kojosho System book was published in 1982. It has been reprinted several times since then. The latest revised edition is now available which reflects newly discovered historical information as well as documents the “heritage” katas *Hakutsuru*, *Hako*, and *Hakuryu*. To order send a check or money order for \$20.00 US to:

IKKF PO Box 688 Tijeras, NM USA 87059

**This is the 27th consecutive year of publication of the IKKF Newsletter.**

If you would like to have your article, book or movie review, or personal experience regarding the IKKF, the Kojosho Shinkokai, or any other traditional Martial Art considered for publication please send a copy of your manuscript to the Newsletter Editor at the address below.

You may contact any IKKF affiliated school or individual in any country through the IKKF World Headquarters. Enclose your correspondence to the school or individual you wish to contact in an envelope addressed to:  
(name of School or Individual); C/O IKKF Headquarters; PO BOX 688; TIJERAS, NM USA 87059

**THE INTERNATIONAL KOJOSHO KARATE FEDERATION**  
**in on the World Wide WEB at**  
**<http://www.kojosho.com>**

**BLACK & BROWN BELT PROMOTIONS**

The annual winter Kojosho Black & Brown Belt Testing was held on Saturday, January 9, 2010 at the Kojosho Moon School Dojo in Albuquerque. Mr. Absher conducted the event, assisted by the Kojosho Board of Regents. The day-long test covered basics, hard-line forms, Kojosho Forms, self defense, and sparring. Mr. Absher announced these promotions at the traditional awards banquet that evening:

**NIDAN**

**Second Degree Black Belt**  
Steven Sanchez Jr

**First Kyu Brown Belt**

Mateo Agueo  
Tayler Caulder  
Victor Chacon  
Peggy Salas  
Peter Salas

**Second Kyu Brown Belt**

Joshua Brusuelos

**Sho Dan Ho**

Fortuna Sebaroa  
David Burr  
Nathan Salas

Congratulations from the Kojosho Board of Regents

**BOARD OF REGENTS COMMITTEES**

The Board of Regents is assuming the 'day to day' operations of the System for Mr. Absher. Each of the System activities has a Board Member over-seeing the operation.

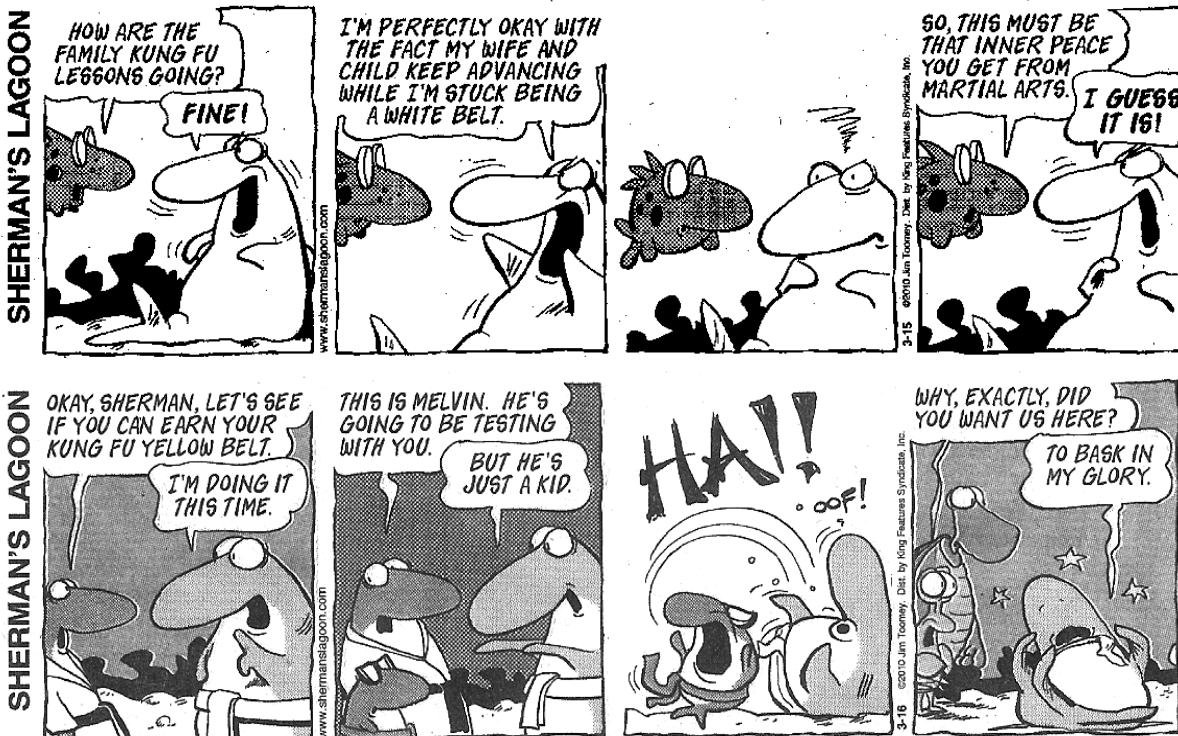
**School Operations and Certification:**

- Mrs. Dona Absher donal@swcp.com
- Newsletter: Mr. Gary Vaughn GV Vaughn@q.com
- System Website: Mr. Joe Paranto paranto@comcast.net
- Black Belt Dues & Special Awards: Mr. Mike Pierson
- Apple Valley Ranch Maintenance: Mr. Toby Gordon ms02051@yahoo.com
- Spring Camp: Mr. Peter Renna Prenna1901@yahoo.com
- Black Belt Testing: Mr. Chuck Sheldon Sheldon@Lewinger.com
- Fall Camp: Mr. Jack Diehl and Mr. Howard Cothorn [jacknlori@zianet.com](mailto:jacknlori@zianet.com) or cothernhd@peoplepc.com
- Instructor Seminars: Mr. Richard Levin & Mr. Art Minser [RickLeopard33@aol.com](mailto:RickLeopard33@aol.com) or minser@comcast.net
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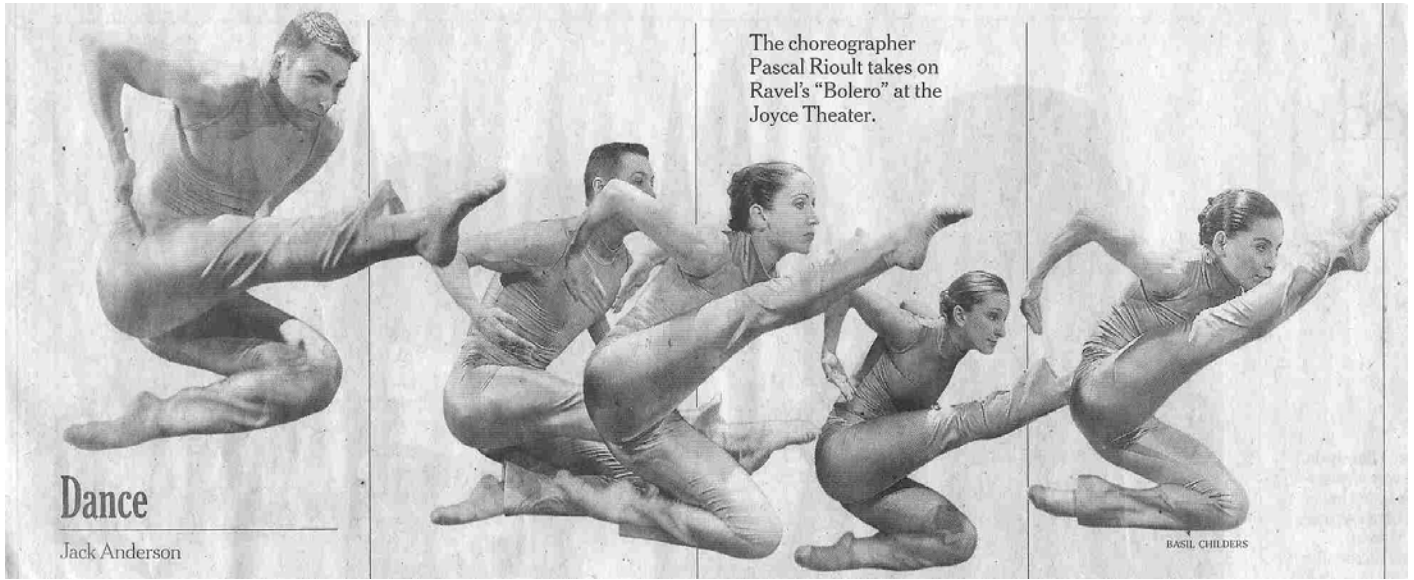
Please contact the people listed above with questions, concerns or offers of assistance [especially the assistance part]. We are thrilled to help both Mr. Absher and you.

Kudos to Toby Gordon and Peter Renna for organizing Spring Camp. Peter founded and funded a scholarship program for kids needing assistance to attend Spring Camp.

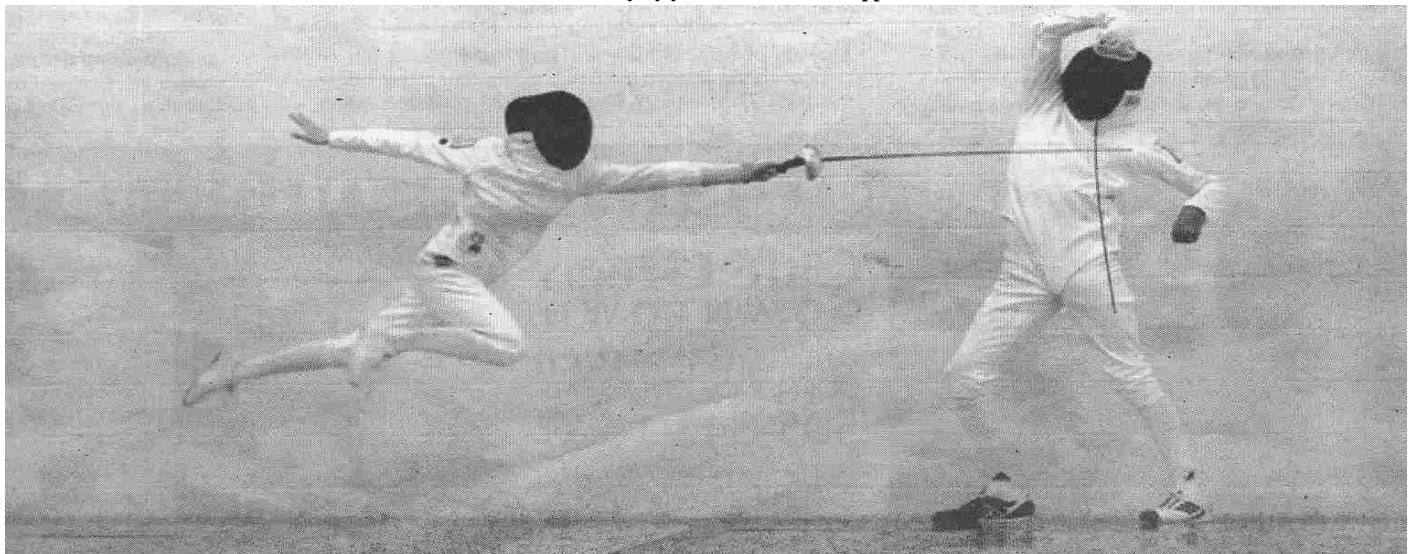
July Testing is just around the corner. Please be sure to check the requirements for rank promotion if you are considering testing. If you do not have a testing form or list of requirements please contact Mr. Sheldon.



Your study of motion, timing and distance



will be limited only by your own failure to appreciate



the amazing dances going on all around you.



The dancing sifaka lemur of Madagascar, which Richard Dawkins calls "possibly my favorite species in all the world."

**NEW MEXICO KOJOSHO CLASS SCHEDULES**

ALBUQ Heights Moon NE—1 Blk N of Indian School 505-228-5592	MWF	5:00 - 6:00	Juniors	Fred Absher & Staff
	MWF	6:00 - 7:00	Mixed Adults	
Cedar Crest	T TH	5:00 - 6:00	Juniors	Shane Absher
	T TH	6:00 - 8:00	Mixed Adults	
	W	6:45 - 7:45	Juniors	Shane Absher
	W	7:45 - 8:45	Adults	
Sat	11:00 - 12:00	Juniors	Adults	
Sat	12:00 - 1:00	Adults		
Apple Valley Ranch 505-281-5294	T TH	5:00 - 6:00	Juniors	Fred Absher
	T TH	6:00 - 7:00	Adults	
Deer Mountain Training Club 3821 Hawkins NE 505 710-2500	T TH	6:00 - 8:00	Mixed	Peter Renna & Jack Renna
Las Cruces NMSU	MW	7:00 - 8:00	Mixed	David Barnhart
	MW	8:00 - 9:00	Advanced	
Cuba H.S. Kojosho	Schedule Varies			Victor Velarde
Roswell H.S. Kojosho 500 W Hobbs	M T W TH F	7:15 - 8:00 AM		Mike Kakuska
	M W	6:00 - 7:00 PM		
Clayton Kojosho 14 South 2nd 505-374-2168	T TH	5:30 - 6:30	Juniors	Tim Hodo
	T TH	6:30 - 7:30	Begin	
	T TH	7:30 - 8:30	Advanced	
	Sat	7:30 - 8:30 AM	Open	
Alamogordo Kojosho Powerhouse Gym	T TH	6:45 - 7:30	Juniors	Rick Guidry
	T TH	7:30 - 8:30	Adults	
Durango Kojosho Durango High School	M T W TH F	7:00—8:00 AM		Greg Spradling

**KOJOSHO SYSTEM CALENDAR**

2010		2011	
May 29 —31	Spring Camp	January 8	Black / Brown Belt Testing
June 4	Colored Belt Testing (Albuq)	January ( )	KICKS
July 10	Black / Brown Belt Testing	February 19	Instructor's Seminar
August 4	Tournament (Albuq)	March 7	Colored Belt Testing (Albuq)
August 20	Colored Belt Testing (Albuq)	April 2	Tournament (Albuq)
October 16-17	Fall Camp	May 28 - 30	Spring Camp
November 13	Instructor's Seminar	June 3	Colored Belt Testing (Albuq)
November 26	Colored Belt Testing (Albuq)	July 9	Black / Brown Belt Testing

and trained there for brief periods. It was here that Kosaburo Matsu began his study and years later, when he formulated his system he deferred to this lineage.

The technical theories discussed in this book stress simplicity. Since Kempo was developed to be an art form, some of the techniques may seem ineffective to the uninformed. However, as you begin the practice of Kempo the effectiveness of the technique will become obvious. The main difference between Kempo and other forms of self-defense is that it is an exercise of gesture and encourages flexibility, good muscle tone, through movement and was designed to enhance agility. In a strict self-defense sense it emphasizes kicking and punching at greater distances and grappling when one's opponent is very close.

Simplicity, concentration, and the economy of motion have always been the distinguishing features of most Martial Arts. Proficiency in Martial Arts does not depend on secret tricks. Only by the mastery of technique is proficiency gained. An Art requires careful study for the reader to become proficient. A word of warning—reading a book by itself is not enough. Effective instruction calls for a partnership between teacher, student and daily training.

Kempo originated as a stylized routine of punching and kicking movements practiced by Chinese weaponless fighters. Its purpose was to enhance their agility and to perfect their motion, timing & distance. To be effective you must also walk their path—there is no short-cut in the Art.

Simplicity of principle and diligent practice promote learning. Complexity in movement too early is a stumbling block to success. It confuses the mind, restricts free natural movement, compounds the difficulty of learning new technique and disrupts the learning process. Students must translate what they see and do into a language their minds and muscles can remember. Only in this way can they coordinate thought and action automatically into response in a real situation. Otherwise, when confronted with a situation that requires optimum performance and correct response, their attention can be divided between eagerness to respond and efforts to remember technique. This is when the mind and the body must merge if students are to respond appropriately. The body must join the mind simultaneously. If students haven't engaged in the necessary repetition and focused strongly chances are the response will not be adequate.

Kempo exercise should make students conscious of the connection between thinking about movement and performing movement. Students conceive of themselves as performing graceful actions, thinking of each gesture as an expression of their total being and, if practiced in this manner, then students will learn the routines as a language and will move toward mastery of an Art.

These routines originate in the soft-style and have been made more suitable for the study of an art by eliminating those movements, however effective, that impede the learning of good motion. These routines are a series of postures connected by smooth flowing movements. The rhythm is natural and continuous—a strong fluent style of movement that the body can translate into self-defense moves. F. Absher

## KUDOS & ANNOUNCEMENTS

\* Annual Black Belt dues are a part of the responsibility of being a Black Belt in all traditional systems. All Kojosho System Black Belts share this tradition. Kojosho Black Belt dues are quite modest compared to the amounts required in most other organizations. In recent years the income from these annual dues has been used to fund improvements at the IKKF World Headquarters, and to help support System tournaments and special classes.

### All Black Belts please note that annual Black Belt dues for 2010 are now due.

Dues can be sent to:

**Mr. Michael Pierson**  
**PO Box 51416,**  
**Albuquerque, NM 87181**

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## STATIC STRETCHING CAN HURT YOUR WORKOUT

Many people take it for granted that they should start their exercise routines with some serious stretching on the spot, perhaps hoping it will loosen them up for their workout. Most fitness experts now agree that this kind of static stretching before exercise is not just counterproductive but potentially harmful.

Traditional stretches, like bending over to touch your toes or stretching your legs on a rail, often cause the muscles to tighten rather than relax—exactly the opposite of what is needed for physical activity. Stretching can help with flexibility, but you should only do it when you aren't about to exercise, like after a workout or at the end of the day.

When you stretch before exercising, your body may think it's at risk of being overstretched. It compensates by contracting and becoming more tense. That means you aren't able to move as fast or as freely, making you more likely to get hurt.

In the past few years, several studies have found that static stretching before playing a sport makes you slower and weaker. Based on over 100 papers reporting stretching studies, experts found that people who stretched before exercise were no less likely to suffer injuries such as a pulled muscle, which the increased flexibility from stretching is supposed to prevent.

Research shows that static stretching doesn't work as well as more active kinds of stretching that incorporates movement. Instead of stretching, many experts recommend warming up with a light jog or sport-specific exercise (*like kata*) which increases the heart rate and blood flow to the muscles, raising the body temperature. Elite athletes in all sports are increasingly ditching static stretching, and using other warm-up techniques instead.

*From an article by Maria Cheng - Associated Press*

## PRACTICING THE FORMS VS EXPLORING THE FORMS

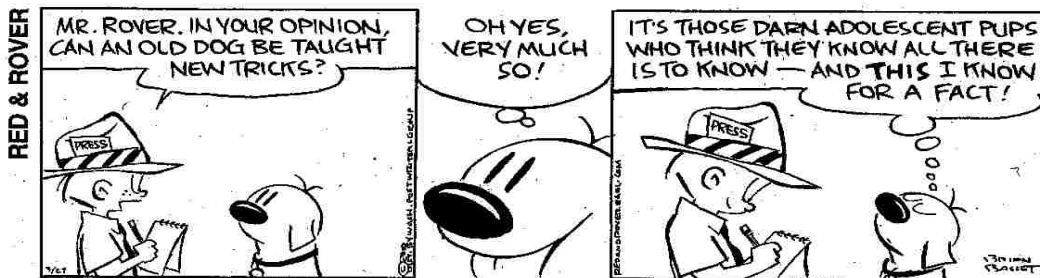
'In The Footsteps of the Master' is the theme of Spring Camp 2010. How do we get there—how do we follow in those footsteps? Although the term 'martial artist' applies to anyone who puts on a Gi, most who practice only ballistic technique will never become Martial Artists, remaining at best excellent practitioners. Artists emerge from those who find a method to explore.

After the love affair with ballistic Kata and competitive free-style fades, the Artist will search out the next step along the path. Slowing and smoothing technique is often required to discover the intent of the Kojosho Forms. Why then put in long hours of repetition, forcing every degree of exactness, only to alter the form twenty years later? Here comes the tricky part: we do not alter the form, we explore the situations and opportunities structured in the form.

Just as we practiced the 'hard-line Kata', we are required to practice the 'Kojosho Kata'. Approached with that same degree of exactness, the prearranged path allows the mind to translate what the eye sees. The lessons are critical for self-defense, and equip us for the implementation of both the two and the three person applications. Find the path the animal follows. Use the Posture, the Element, and the Kata. Look for the flow of power. We say 'if it feels good it is probably wrong'. So Jedi—now the time is to the Form become.

Two and three person form is impossible without exactness of technique. Further, practice without exactness will not produce the results we need to continue on the path. At some point the 'patty-cake' kata transforms into a profound lesson, and the intent of the form becomes clear. Each form has a design. Interpretations will change as experience lends insight, and as more information becomes available. Like self-defense and freestyle, look not to the exactness of the Bunkai but to the repetition of significant lessons provided by the form. Each form grouping has a design: Tiger and Crane have nine techniques; Snake and Hawk have nine sets; Dragon and Deer have nine theories. As we are told—you are what you practice.

Applications of Kojosho Forms require cooperation and boundaries to produce valuable outcomes. Cooperation requires two or three people with the same goal. The boundaries are the Forms. Good Luck—we will see you on the mat. DA



## HOW TO STRETCH A SENIOR STUDENT'S BRAIN

It's not hard to notice that middle aged brains get more easily distracted. Aging brains, even in the middle years, can fall into what's called the default mode, during which the mind wanders off and begins daydreaming. Given that, the question arises, can an older brain still learn—and remember what it learns? Put another way, is this a brain that should be in school (or in a dojo)?

As it turns out, the answer is yes. While it's tempting to focus on some of the shortcomings of older brains, that overlooks how capable they've become. Over the past several years, scientists have looked deeper into how brains age, and confirmed that healthy brains continue to develop through and well beyond middle age.

Recently, researchers have found even more positive news. The brain, as it traverses middle age, gets better at recognizing the central idea, the big picture. Such a brain can continue to build pathways that help its owner recognize patterns and, as a consequence, see significance and even solutions much faster than a young person can. "The brain is plastic and continues to change, not in getting bigger but allowing for greater complexity and deeper understanding".

Teachers say that for mature adults, one way to nudge neurons in the right direction is to challenge the very assumptions they have worked so hard to accumulate while young. With a brain already full of well-connected pathways, adult learners should "jiggle their synapses a bit" by confronting ideas that are contrary to their own.

Older brains need to move beyond facts and rote information, and challenge their perception of the world. Such 'Brain-Stretching' is exactly what scientists say best keeps a brain in tune: you have to get out of your comfort zone to push and nourish your brain. "As adults we have these well-trodden paths in our synapses. We have to crack the cognitive egg and scramble it up. And if you learn something that way, when you think of it again you'll have an overlay of complexity you didn't have before—and help your brain to keep developing as well". One professor has proposed that adults learn best if presented with what he calls a "disorienting dilemma", or something that "helps you to critically reflect on the assumptions you've acquired".

What does this have to do with the study of Kojosho? Our System—to a remarkable degree—has access to specialized tools custom designed to stimulate the brains of our accomplished senior students. The results can be—and often are—amazing. If you think you could benefit from stretching your brain or jiggling your synapses or cracking your cognitive egg, then join us in studying Kojosho three-person Kata—but only if your brain is old enough!

*excerpts from Adult Learning Neuroscience by Barbara Strauch*

GV

# INTERNATIONAL KOJOSHO KARATE FEDERATION

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## INTERNATIONAL KOJOSHO KARATE FEDERATION

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Membership Inquiries

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