

THE DEVELOPMENT OF KARATE STANDARDS  
IN HIGHER EDUCATION

By

DANIEL RAY ZEROSKI

Bachelor of Science  
Northeastern State University  
Tahlequah, Oklahoma  
1979

Master of Education  
Northeastern State University  
Tahlequah, Oklahoma  
1980

Submitted to the Faculty of the  
Graduate College of the  
Oklahoma State University  
in partial fulfillment of  
the requirements for  
the Degree of  
DOCTOR OF EDUCATION  
July, 1984

Thesis

1984D

Z 58d

cop. 2



THE DEVELOPMENT OF KARATE STANDARDS  
IN HIGHER EDUCATION

Thesis Approved:

John G. Bayless  
Thesis Adviser

G. Masterson

Beth M. Edgley

Raymond

Norman D. Durham  
Dean of the Graduate College

## PREFACE

The successful completion of a doctoral program is the combined efforts of many. I share this accomplishment with my instructors, professional associates, and fellow students. Special appreciation goes to Dr. John Bayless, dissertation advisor, Dr. George Oberle, doctoral advisory committee chairman, Dr. Betty Edgley, and Dr. Moses Frye, committee members, for their constructive guidance throughout my doctoral program and the preparation of this dissertation.

I am grateful to Mr. Jim McGee for his assistance in the computer programming of the data for statistical analysis. Special thanks is extended to Mrs. Joanna Head for her enthusiastic support in typing this manuscript.

Recognition and thanks are given to Dr. Ken Minn, University of California, Berkley, California, Dr. Harold Aldridge, and Mike Murphy, Northeastern State University, Tahlequah, Oklahoma, for helping to obtain the mailing list for black-belt instructors in higher education. Also, I want to thank all the instructors on the higher education level who displayed their professional enthusiasm by responding and helping to obtain a high response rate for this survey.

Finally, I dedicate this dissertation to Dr. Don Herrlein, Northeastern State University, and especially to my wife, Peggy, for their encouragement, love and motivation to finish this research project.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	4
Significance of the Study . . . . .	5
Delimitations of Study . . . . .	5
Assumptions . . . . .	6
Limitations of the Study . . . . .	6
Definition of Terms . . . . .	6
II. REVIEW OF SELECTED LITERATURE . . . . .	11
Background of Karate . . . . .	11
Reasons People Study Karate . . . . .	13
Pedagogy . . . . .	15
Legal Considerations . . . . .	16
Curricular Need . . . . .	18
III. PROCEDURES AND METHODOLOGY . . . . .	24
Developing the Questionnaire . . . . .	25
Selecting the Respondents . . . . .	26
Administration of Questionnaire . . . . .	27
Letters of Transmittal . . . . .	27
Rate of Response . . . . .	28
Preparation of Data for Analysis . . . . .	29
Data Analysis . . . . .	29
IV. ANALYSIS OF DATA . . . . .	31
Demography of Respondents . . . . .	31
Objectives of a Karate Program . . . . .	34
Introduction and Orientation of a Karate Class . . . . .	37
Karate Skills Demonstrated in Class . . . . .	41
Fundamental Karate Skills Covered in Class . . . . .	43
Need for Standards in Karate . . . . .	46
Introduction of Defensive Techniques . . . . .	46
Introduction of Offensive Techniques . . . . .	51
Introduction to Formal Stances . . . . .	52
Introduction to Applied Practical Self-Defense Techniques . . . . .	55

Chapter	Page
Introduction to Form Practices and Pre-arranged Fighting . . . . .	57
Introduction to the Sport of Karate . . . . .	61
Incorporated in Belt-Rank Promotions . . . . .	61
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	65
Procedure . . . . .	66
Summary of Findings . . . . .	66
Conclusions . . . . .	72
Recommendations . . . . .	74
Future Studies . . . . .	75
BIBLIOGRAPHY . . . . .	77
APPENDIXES . . . . .	81
APPENDIX A - COMPLETED QUESTIONNAIRE RESULTS . . . . .	82
APPENDIX B - GEOGRAPHICAL DISTRIBUTION . . . . .	87
APPENDIX C - LETTER OF TRANSMITTAL . . . . .	89
APPENDIX D - SECOND LETTER OF TRANSMITTAL . . . . .	91
APPENDIX E - REQUEST SLIP . . . . .	93
APPENDIX F - FREE RESPONSES . . . . .	95
APPENDIX G - SUMMARY OF STANDARDS FOR A FUNDAMENTAL COURSE. . . . .	103

## LIST OF TABLES

Table	Page
I. Degree of Black Belt by Geographical Areas . . .	32
II. Distribution of Respondents with Teaching Experience . . . . .	33
III. The Objectives of a Karate Program Indicated in First-Choice Responses by Percentages . . . . .	35
IV. The Introduction and Orientation of a Karate Class Indicated in First-Choice Responses by Percentages . . . . .	39
V. The Karate Skills Demonstrated in Class Indicated in First-Choice Responses by Percentages . . . . .	42
VI. The Fundamental Karate Skills Covered in Class Indicated by First-Choice Responses in Percentages . . . . .	45
VII. The Introduction of Defensive Techniques Indicated by Most Important and Important in Percentages . . . . .	48
VIII. The Introduction of Offensive Techniques Indicated by Most Important and Important in Percentages . . . . .	53
IX. The Introduction to Formal Stances Indicated by Most Important and Important in Percentages . . . . .	56
X. The Introduction to Applied Practical Self-Defense Techniques Indicated by Most Important and Important in Percentages . . . . .	58
XI. The Introduction to Form Practices and Pre-Arranged Fighting Indicated by Most Important and Important in Percentages . . . . .	60



Table	Page
XII. The Introduction to the Sport of Karate as Indicated by Most Important and Important in Percentages . . . . .	62
XIII. Incorporated in Belt-Rank Promotion Indicated by Most Important and Important in Percentages . . . . .	64

## CHAPTER I

### INTRODUCTION

Historically, the citizens of the United States have benefited from education, sports, and general physical skills of the immigrant population. For example, the early German Americans, through their Turnvereins (athletic clubs), provided much of the basis for America's early physical education experiences. This club movement was later to evolve into the American Gymnastics Union, an early professional preparation school. Thus, in early physical education curricula, the activities focusing on gymnastics and formalized exercise were dominant. More recently, European influence has been vital in the development of soccer in the United States. Even more current has been the influence of new citizens from the Far East with their special interest and expertise in karate.<sup>1</sup>

The world population, with its ever increasing mobility, has in recent decades brought people to the United States with unique talents in specific sports and physical education activities that were largely non-existent in this country thirty years ago. Some examples of these new activities are soccer, yoga, judo, tai chi chnau, aikido, and karate. These new citizens, desirous of retaining their

skills, have formed clubs and, in some instances, commercial enterprises to perpetuate their activity interests. Certain individuals in these population groups hold the highest possible credentials in their area of expertise from their native countries. The impact of new citizens who are certified and/or strongly interested in new physical education activities has been reflected in the activity interests and demands of our college-age youth. Indeed, history appears to be cyclical in that expanding physical education interests are often rooted first in expertise found in new citizen groups.<sup>2</sup>

During these same recent decades, American youth have been attracted to activities that previously were not found in basic instruction programs. Among these new activities are scuba, skin diving, skiing, backpacking, rock climbing, sailing, hunting, fishing, equestrian activities, ice skating, yoga, and karate.<sup>3</sup>

During the past two decades, more than one thousand privately-operated karate schools have come into existence in the United States.<sup>4</sup> Across the United States students have demonstrated keen interest in the Oriental martial arts of karate by attracting well over seven million enthusiasts.<sup>5</sup> Although many of the karate classes are taught through commercial establishments, this has not diminished the demand for their inclusion in the basic instruction programs. This overview brings us to the conclusion that a combination of factors including

immigration, migration, visual media, increasing affluence, and other sociological factors have resulted in a college-age population with an increasing interest in karate.

Obtaining competent instructors is of primary importance in setting up a program in karate for a college basic instruction program. Significantly, most of the highly qualified instructors are either Korean or Japanese.<sup>6</sup> This situation may be attributed to the fact that there are no teacher-preparation programs in the Oriental martial arts offered in American professional programs.<sup>7</sup> It is a significant fact that Americans frequently learn to swim and may even take courses in beginning swimming, yet they spend most of their lives on dry land. Congruently, lifesaving courses for survival on dry land are certainly worthy of consideration. Karate is a means of self-defense that can save lives. Courses of this type would broaden and enhance<sup>8</sup> the physical-education curriculum.

In a discussion of recreation programming, Kraus and Curtis maintain that:

In terms of indoor sports, probably the most marked single shift has been in the growth of interest in self-defense activities; karate and judo are now part of the offering of many colleges and voluntary agencies and are offered by increased numbers of public recreation departments. A marked influence has been the fear of danger on the street, which impels many persons toward learning self-defense techniques. However, another influence has been the fresh interest on the part of young people (particularly of college age) in a more spiritual approach to life, which for many has led to the study of Oriental philosophy and religion--including yoga and Buddhism. As a result, such activities as judo and karate have become increasingly popular...<sup>9</sup>

A current problem faced by professionals in the leisure field is the lack of pertinent literature in curriculum development for karate. The knowledge of otherwise unexamined implications derived from literature sources may be used to assist administrators in more successfully facilitating the students. The apparent lack of qualified information continues to be recognized by writers, such as Lawson and Morford, in the recreation and leisure field:

The resultant dearth of basic knowledge coupled with the tendency of lay persons to take sport (activity) for granted has perpetuated a lag between sport's popularity and our understanding of it during its post-World War II period of unbridled expansion. Since our ability to effectively unravel some of the knotty, real world problems surrounding the organization and conduct of sport hinges largely upon our understanding of it, this lag has limited the effectiveness of the problem-solving efforts of sport administrators and planners.<sup>10</sup>

#### Statement of the Problem

Karate is a rapidly growing leisure activity of colleges and universities. However, many programs are seriously handicapped by an inadequate curriculum. General Choi Hong Hi, a Korean who is the president of the International TaeKwon-Do Federation, among others, recognized the importance of a highly organized and integrated method of teaching karate.<sup>11</sup> Since karate is a rapidly growing leisure activity and has attracted the interest of increasing numbers of students, there exists a need for more specific information on karate--information that could aid the instructors and administrators in

presenting a highly unified program of self-defense. Therefore, the purpose of this study was twofold. First, it was to find areas of agreement by karate instructors in higher education of what should be taught at the fundamental level of karate instruction. Second was the development of standards in higher education for a fundamental course that would aid the administrators in developing a program for institutions of higher education.

#### Significance of the Study

The development of new curricular patterns and programs is intended to bring educational purposes in line with contemporary needs and interests. Karate programs are representative of the radical shifts from traditional curricular offerings to more modern offerings. There has, heretofore, been a rationale for its inclusion in the physical-education curriculum; and despite the abundance of literature in the field, no model of instruction has been developed which has proved acceptable for a fundamental course. Developing standards for a fundamental course would be an effective instrument to aid the instructor in implementing a well-designed set of experiences for the learner.

#### Delimitations of Study

This study was conducted with the following delimitations.

1. The study focused exclusively on the learning skills necessary for the development of a fundamental course in karate.

2. The survey respondents were delimited to ten instructors per four geographical areas of the United States. The first ten responses received from each of the four geographical areas were used in the survey.

3. The time frame of the responses was delimited to the period of the spring and summer of 1983.

#### Assumptions

All documentary research was valid and reliable.

#### Limitations of the Study

1. One limitation of the study was the use of a survey type of research.

2. The use of an original evaluation instrument was a limitation of the study, because it was only used one time.

3. The percentage of returned questionnaires also limited the study.

#### Definition of Terms

1. Affective domain: Includes objectives which describe changes in interest, attitudes, values, and the development of appreciations and adequate adjustment. <sup>13</sup>

2. Qualified instructor: A person assigned to teach an activity in the basic instructor program who is fully

qualified. Minimally, this implies the possession of an academic degree in education and specialized preparation in the activity assigned to teach.<sup>14</sup>

3. Cognitive domain: Learning which is associated with the intellect knowledge.<sup>15</sup>

4. Curriculum: The body of courses and formally established learning experiences presenting the knowledge, principles, values, and skills that are the intended consequences of the formal education offered by a college.<sup>16</sup>

5. Dojo: The room where the karate students work out. Karate enthusiasts have great respect for the dojo, those people who use the room, and for the purpose of the practice hall.

6. General Choi Hong Hi: A Korean army commander who spent many years of research in developing and experimenting with the martial arts. He proclaimed the style of TaeKwon-Do to the world as a completely valid and unique martial art having a Korean origin.<sup>17</sup>

7. Karate: A Japanese term which means "empty-hand." In the United States it could be used to signify a particular Japanese art or as a term referring to martial arts in general.

8. Katas: Various fundamental movements, most of which represent either attack or defense techniques, set to a fixed and logical sequence.

9. Learning experience: It is a series of events which tend to merge, one into the other, but marked by a



beginning, a semi-determined procedure, a feeling of resolution followed with consummatory closure. 18

10. Martial arts: It is a term used to represent all the styles of weaponless self-defense known to man.

11. Non-qualified instructor: A person who does not have a record of having completed an academic degree in education, but who is assigned to teach such an activity. The person also has no record of having completed specialized preparation in the activity assigned to teach. The non-qualified instructor is referred to as an activity specialist and may also be a teaching associate or regular faculty member. 19

12. Psychomotor domain: Refers to the development of motor skills, activities involving movements of the body. Although the word motor indicates the dominant nature of the activity, all forms of the learning experience interact to produce the end result. 20

13. TaeKwon-Do: A Korean martial art which has been developed through centuries of Eastern civilization. The style has evolved into not only the most effective method of weaponless self-defense but an intricate art, an exciting sport, and a method of maintaining fitness. 21

14. Traditional activities: Those activities that have been traditionally taught in the great majority of basic instruction programs. Typically, physical education majors had the opportunity for specific preparation in the activities.

## FOOTNOTES

1  
NASPE (National Association for Sport and Physical Education), "The Use of Certified and Non-Certified Instructors in the Basic Physical Education Instruction Program in Higher Education," Journal of Physical Education and Recreation (Nov.-Dec. 1979), 19-22.

2  
Ibid., 19.

3  
Ibid.

4  
Leo Novan, "The New Fighter's Stable...Sport Karate's Off and Running," Karate Illustrated, Vol. VI, No. 5 (May 1975), 58.

5  
Kim Daeshik, "Karate--A New Physical Education," The Physical Education, V (Oct. 1969), 115-119.

6  
Ibid., 117.

7  
Ibid., 116.

9  
R. Kraus and J. Curtis, Creative Administration in Recreation and Parks (St. Louis, Missouri, 1977), 99.

10  
S. Lawson and J. Morford, "Sociology of Sport Revisited," Journal of Health, Physical Education, and Recreation (March 1979), 53-54.

11  
Choi Hong Hi, TaeKwon-Do: A Korean Art of Self-Defense (Toronto, 1978), 98.

12  
Hamada Heroski and Patrick Low, "Martial Arts--A Discussion of the Feasibility of a University Martial Arts Program," Journal of Physical Education and Recreation, Vol. 13, No. 11 (Feb. 1979), 47-51.

13  
Arthur Levine, Handbook on Undergraduate Curriculum (San Francisco, 1981), 519.

14  
NASPE, 19.

15  
Levine, 519.

16  
Ibid., 521.

17

Choi Hong Hi, 1.

18

Robert Mitchell, "Sport as Experience," Quest  
(Summer 1973), 28-29.

19

NASPE, 20.

20

Robert N. Singer, Physical Education: An  
Interdisciplinary Approach (New York, 1972), 119.

21

Choi Hong Hi, 2.

## CHAPTER II

### REVIEW OF SELECTED LITERATURE

The review of literature was divided into five different sections: (1) background of karate, (2) reasons people study karate, (3) pedagogy, (4) legal considerations, and (5) curricular need.

#### Background of Karate

The term karate is comprised of two Chinese characters: kara which translated means empty and te which simply means hand or fist. During its early development, karate was practiced in secret by an oppressed society that was forbidden to possess weapons. The practice of karate, therefore, served as a means of preparing the body for combat. Thus the body became a weapon: each foot a sword, each arm a spear, each hand a knife. The term karate, or empty hand, may be used to suggest the use of hands and feet in a form of self-defense.<sup>1</sup>

The origins of the term karate may be found in the Chinese language. However, the term has been similarly adopted into the Japanese language and finds common usage in Okinawa. Also, karate is a popular term in the United States (as well as in the rest of the world). However, the

actual use of the word karate may mean different things to different people.<sup>2</sup> The evolution of karate has caused the word itself to acquire many definitions. In the United States, for example, the term karate may be used to signify a particular Japanese art or as a general term referring to the martial arts.

The discovery of gold in California in the late 1800's and the subsequent railroad building boom were jointly responsible for the importation of thousands of indentured Chinese citizens by wealthy speculators and Chinese business groups. Upon completion of work contracts, many of the immigrant Chinese stayed in the United States in what was referred to as Chinatowns. It was in these Chinatowns during the time of the tong wars<sup>3</sup> that American citizens got their first glance at karate. Other than an occasional demonstration, individuals of non-Chinese ancestry were not permitted to receive instruction in karate by the Chinese community. It was in 1957 that a Mr. Tinn Chon Lee first opened his Kung Fu school to Caucasians on the islands of Hawaii.<sup>4</sup>

Just as Kung Fu had been introduced to the United States, the first Okinawan immigrants brought karate to the United States during the first years of the 1900's. However, the Orientals did not present their art to Americans, because, quite possibly, of the poor treatment they initially received. Thus karate was virtually non-existent in the United States (outside the Oriental society)

prior to the mid 1950's.<sup>5</sup> Perhaps the first open introduction of karate in the United States was presented by the United States Air Force in sponsoring instruction for its personnel in judo and karate. The tour, however, was presented only at Air Force bases on the mainland.<sup>6</sup>

The year 1954 documents the first commercial karate school in the United States. Edward Parker, a native of Hawaii, opened the first commercially successful karate school in southern California. In later years several Asian countries sent representatives to spread and teach karate and other martial arts in the United States. As Haines suggests, from 1961 to the present, karate has experienced a growth rate unrivaled in the United States by any other art or sport.<sup>7</sup>

#### Reasons People Study Karate

The results of studies show that the development of self-defense skills is the main reason for studying karate. As McGee has succinctly stated, "Fear is another motivation for Americans entering karate--fear of being mugged, of being killed, of being robbed."<sup>8</sup> McGee, who interviewed forty-five participants in six states, found that television, movies and magazines aided in attracting individuals to karate, although a desire for proficiency in self-defense seemed continually to be mentioned also. It is McGee's contention that "the growing crime rate" has resulted in considerable interest in the martial arts as a

9

personal form of retaliation against crime.

The publication of McGee's article in the January 1974 edition of Official Karate Magazine prompted much response from the martial arts community. One respondent, Robert Friedberg, has also conducted a study to ascertain participants' reasons for studying karate. Friedberg maintains that "People tend to study karate in reaction to the impersonal machine-controlled environment we live in; the martial arts teaches self-reliance...."<sup>10</sup>

Friedberg further contends that "another motivation has been the release in a controlled situation of pent-up emotions--achieved through workouts and sparring."<sup>11</sup> A third motivation that can be added to the previous list is that karate allows people to express themselves in katas (a form of shadow boxing), which they cannot do in everyday life outside the dojo in most situations. Friedberg's study of participants in karate instruction supports McGee's thesis that self-defense is the initial reason for a study of karate.

A series of surveys conducted over a three year period by Beasley and Bryant concluded that the desire to learn self-defense is the major factor for participation in karate. Physical fitness was second, and imitation of movie heroes was third.<sup>12</sup>

Zimmerman (1979), in a questionnaire study for Black Belt Magazine, related the growth of the study of karate to five things.

1. Interest of Americans in Oriental history and philosophy.
2. Increase in the crime rates.
3. Servicemen who were stationed in the Orient.
4. Awareness of the importance of physical conditioning and staying fit.
5. Film stars' utilizing dynamic karate techniques.

The studies, for the most part, summarize the current research on the reasons people study karate in the United States.<sup>13</sup>

#### Pedagogy

The physical education profession has generally agreed that the development of psychomotor skills and physical fitness is important. The profession also seeks to instruct in the cognitive and affective domains, with special attention to the concomitant learnings. It is acknowledged that such concern in teaching is the highest state of the art.<sup>14</sup>

Therefore, serious attention should be paid to these matters in professional preparation schools. For example, in respect to teacher qualification, it is logical to assume that the chances of students being the recipients of quality instruction are enhanced when the teacher is qualified. The non-qualified instructor may be technically proficient in karate, or may not be, but will lack the training in education that the professional preparation schools offer.<sup>15</sup>



An instructor who has an expertise in karate knows his own total body and the reasons why techniques work for him and not for others. Any avid practitioner can attain a black belt because of his athletic prowess, but it is the knowledge and understanding accompanying the body that is important. As Chuck Norris said, "The belt does not make the person; the person makes the belt."<sup>16</sup>

The system of certifying black belts and recognizing teachers differs from East to West. In the United States, it is possible to simply purchase a black belt at any martial arts store. There are, unfortunately, many self-proclaimed black belts who obtain their degrees through reading books and copying illustrated movements. Any individual can develop moderate skill through mimicking pictures in a book. However, instructors cannot learn, by this method, the effects of the techniques nor the correctness of their performance. By books alone, they cannot understand why some techniques work for some and not for others, nor differences between using strength and using leverage. The subtleties of karate techniques escape the lay person who sees only superficial gross movement patterns. He cannot determine the origin of a technique, nor the cause of a problem if the technique is defective.<sup>17</sup>

#### Legal Considerations

The courts have consistently given institutions considerable discretion in the establishment of

qualifications for vacant positions, as well as in determining whether or not a particular individual has met those qualifications. However, the courts have increasingly been willing to inquire into areas previously left to administrative discretion, and consequently, into departmental decisions with regard to staffing.<sup>18</sup>

Sometimes students are injured while participating in basic instruction programs. Frequently, these injuries are the result of an accident which all too often could have been avoided. Admittedly, the profession must therefore do everything possible to eliminate avoidable injuries. Over the years most physical education-related lawsuits have had their genesis in an injury. It is probable then that a reduction in the number of injuries would reduce the number of litigations in physical education. If the utilization of qualified karate teachers improves the chances of realizing these reductions, obviously qualified teachers should be used.<sup>19</sup>

The judiciary expects physical education departments to use due care in establishing karate programs. The due care cannot be described by identifying requirements and prohibitions. Due care occurs when all duties relating to planning and conducting the program are performed in a non-negligent manner and the safety and welfare of the students are protected. Institutions should use due care also in staffing courses. The due care is proportional to the amount of risk of injury involved in participating in a

certain activity. Therefore, more care would be expected by the courts in staffing a karate course than in staffing a ballroom dance class.<sup>20</sup>

Those instructors who are best qualified seemingly are the least likely to be involved in a lawsuit. The professional preparation programs are increasingly exposing prospective teachers to their legal responsibilities, appropriate instructional strategies and teaching methods. As a result of the increased awareness of legal consideration, it behooves the physical education department to hire<sup>21</sup> qualified teachers to teach in the karate programs. Such a policy serves as a basis for this study.

✓ Developing standards in karate will help administrators plan a program to provide qualified teachers in karate.

#### Curricular Need

For the basic physical education program to rely solely on the traditional activities is to invite eventual program disintegration. It is acknowledged that new activities are popular with students and should form the scheduling core of the basic instruction programs. It is concurrently recognized that student demands and interests are real and intensifying.

It appears then that karate courses are legitimate ✓ curricular offerings and, because of their extreme popularity in our time, will be well attended. It is incumbent upon administrators to recognize the value of the

current activity interests of students and plan to schedule these activities. To ignore student interests in these times is to invoke poor public relations with students. This stance will also render the profession of physical education, as judged by institutional authorities, negligent in goal orientation, lacking in broad perspective for future interests and ascertainment of innovations. Traditional activities are seriously deficient in achieving and sustaining a curriculum involving contemporary interests. Such a determination will be threatening to funding and, therefore, the existence of the physical education programs.<sup>22</sup>

Faculty members who do not have the skills are often not prepared to safely and competently teach the new activities. But this is not to say that faculties lack the ability to become qualified instructors.<sup>23</sup> They do, however, need to be made more aware of future trends in curricula changes and prepare themselves educationally to adjust to those changes. Unfortunately, institutions still refuse to offer valid curricular activities demanded by interested students. This situation may result either from lack of the necessary training of the faculty or lack of interest on their part to acquire it. As a result, institutions today are offering courses by non-qualified activity specialists who are clearly not experts in karate. But this situation need be only temporary, especially when it is the intention of physical educators to strengthen

their basic instruction programs through appropriate policy guidelines. The most common administrative solution to the dilemma currently is to employ non-qualified activity specialists on a part-time basis as a temporary maneuver. However, this solution poses certain problems of a serious nature as far as the faculty and curriculum are concerned.<sup>24</sup>

✓The non-qualified activity specialist may be technically expert in karate but may not be concerned with the total physical education experience.✓ Furthermore, supervision of the non-qualified instructors in matters pertaining to such duties as grading, equipment monitoring, and enforcement of regulations is needed and requires extra time and effort to achieve. When this condition exists, educational deterioration and faculty discontent are inevitable by-products.<sup>25</sup>

Finally, from a long-range viewpoint, there is a real economic threat to the profession. As enrollment declines in the 1980's and as appropriations correspondingly decline, chief administrators will be forced to reduce costs. In fact, some departments have a history of offering the highly popular activities at an instructional cost well below that of the traditional activities. It is reasonable to assume that institutional management will urge the retention of the popular and relatively low-cost activities.<sup>26</sup>

The profession should view karate as a valid curricular offering. During the past two decades, more than one thousand privately-operated karate schools have come into

existence in the United States. Across the United States students have demonstrated keen interest in the Oriental martial arts of karate, a sport which has attracted well over seven million enthusiasts. With this positive attitude, it will then be incumbent upon the profession to face the issue of preparing educators to teach in the curricula. The burden of challenge here rests with the professional preparation institutions. ✓

## FOOTNOTES

- 1 Peter Urvan, The Karate Dojo (Rutland, Vermont, 1967), 19.
- 2 Michael Anderson, "Will the Real Karate Please Stand Up?" Professional Karate, Vol. II, No. 2 (March 1979), 4.
- 3 Bruce C. Haines, Karate's History and Traditions (Rutland, Vermont, 1968), 109-110. Americans in the Western United States, and particularly California, came to know the Chinese secret merchant societies' battles as tong wars, because in the United States, the Chinese secret societies were called tongs.
- 4 Ibid., 114.
- 5 Ibid., 137.
- 6 Ibid., 130.
- 7 Ibid., 157.
- 8 J. T. McGee, "Why We Study Karate," Official Karate, Vol. X, No. 1 (1974), 64.
- 9 Ibid., 64.
- 10 John T. McGee, "Vigilante Karate," Official Karate, Vol. IX, No. 8 (1974), 46.
- 11 Ibid.
- 12 Jerome Lee Beasley and Clifton D. Bryant, "Karate Enthusiasts Survey," Black Belt, Vol XIV, No. 6 (June 1971), 33.
- 13 Richard Zimmerman, "The Martial Arts Paradox," Black Belt Yearbook, (January 1979), 9.
- 14 NASPE, 20.
- 15 Ibid.
- 16 Marilyn Cerny, "Understanding Karate," Journal of Physical Education and Recreation, Vol. XVII, No. 10 (Sept. 1979), 47-49.

- 17  
Ibid., 48.
- 18  
NASPE, 20.
- 19  
Ibid.
- 20  
Ibid.
- 21  
Ibid., 21.
- 22  
Ibid.
- 23  
Ibid., 22.
- 24  
Ibid.
- 25  
Ibid.
- 26  
Ibid.



## CHAPTER III

### PROCEDURES AND METHODOLOGY

The purpose of this study was twofold. First, it was to find areas of agreement by karate instructors in higher education as to what should be taught at the fundamental level of karate instruction. Second was the development of standards in higher education for a fundamental course that would aid the administrators in developing a program for institutions of higher education.

An exploratory investigation of the documentary sources in karate was used. The documentary analysis was supplemented with a survey method of inquiry to secure the needed information in the development of standards in higher education.

For organizational purposes in the survey, the procedures were arranged in the following sequence: (1) developing the questionnaire, (2) selecting the respondents, (3) administration of questionnaire, (4) letters of transmittal, (5) rate of response, (6) preparation of data for analysis, and (7) data analysis.

## Developing the Questionnaire

A questionnaire was constructed by the researcher based on substantial reading of related literature, consultation, and advice of professional colleagues, personal experience, and a pilot study of twelve karate instructors in higher education.

A draft of the questionnaire was developed to secure the desired information. This tentative draft was used in a pilot study of twelve randomly selected karate instructors who have taught on the higher education level. The twelve instructors used in the pilot study were: Harold Aldridge, Northeastern Oklahoma State University; George Baldwin, Northwestern State University; Helga Deutsch, University of Illinois; Yoan Kim, Temple University; Clark King, Virginia Military Institute; Bob Kinney, Central State University; Richard McCulty, Ohio State University; Mike Murphy, Northeastern Oklahoma State University; Gregory Olson, Montana State University; Y. C. Pak, Iowa State University; Richard Schmidt, University of Nebraska; and Holan Willis, Virginia State University. Each individual was encouraged to make comments that would make the questionnaire items more concise. The responses were analyzed and comments incorporated when one-third of the instructors in the pilot study agreed on the change.

The questionnaire cited a limited amount of demographic information. This information consists of name, belt rank, state, and years of instructing.

The first page of the questionnaire consisted of rank ordering of the questions. The second page consisted of the Likert scale: most important, important, undecided, unimportant, and least important in teaching each of the skills at the fundamental level. Fundamental level referred to a sixteen-week program with workouts for one hour, three times a week, for a total of forty-eight hours of formal instruction. The complete questionnaire is shown in Appendix A.

### Selecting the Respondents

This study was limited to forty karate instructors in higher education throughout the United States. The publication Karate Illustrated has the United States and Canada broken down into twelve regions for regional standings. The author arbitrarily combined the twelve regions (excluding Canada) into four geographical areas: East, South, Midwest, and West of United States, to get better response from the questionnaire. The division of the states into four geographical areas were as follows: (1) East (twelve states): Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and West Virginia; (2) South (thirteen states): Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia; (3) Midwest (twelve states): Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North

Dakota, Ohio, South Dakota, and Wisconsin; (4) West (thirteen states): Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. The division of the states into four geographical areas is shown in Appendix B.

#### Administration of Questionnaire

The questionnaire was mailed in the spring of 1983 to forty karate instructors who were randomly selected from a pool of names from the four geographical areas. The mailing list and addresses of the karate instructors in higher education were obtained from the National Collegiate TaeKwon-do Handbook, Black Belt Magazine, Century Martial Arts Supply Company Directory, and Karate Illustrated Magazine. Ten names and addresses were randomly selected from a pool of names from each of the four sources. If the same name appeared twice from that geographical region, then it was only used once. Another name was picked until ten different names and addresses were picked from each of the four geographical areas.

#### Letters of Transmittal

The researcher wrote a letter to each individual explaining the purpose of the study. The investigator was interested in the personal opinion of the instructors rather than a reflection of any stand taken by their associations. A copy of this letter is included in Appendix C.

One follow-up letter was mailed to those individual instructors whose original responses were not received in three weeks. The letter indicated that it was a duplicate in case the original had not been received. A copy of this letter is included in Appendix D. Another karate instructor was randomly selected from the same geographical area if the follow-up letter was not returned in two weeks. A follow-up letter was mailed to the second karate instructor picked if the original response was not received in three weeks. The researcher used this process until ten instructors responded to the survey from each of the four geographical areas. The first ten responses received from each of the four geographical areas were used in the survey.

A stamped, pre-addressed envelope was included for the return of the questionnaire. A request slip was also enclosed for those who desired to receive a summary of the study. A copy of the request slip is included in Appendix E.

#### Rate of Response

The demographic information and forty responses were transferred from the questionnaire to a key-punch card by experienced personnel of the Oklahoma State University Computer Center. A second key-punch run was performed to check for possible keying errors.

## Preparation of Data for Analysis

Each of the returned questionnaires was hand-coded to indicate the three demographic factors. First, numbers one through six were used to represent the degrees of black belt of the instructor, and NB was used if the instructor was not a black belt. Second, the states were coded one through four to represent what geographical area the return was from. Third, years of instructing were arbitrarily divided into three categories: (1) less than one year of karate-teaching experience, (2) one to three years' teaching experience, and (3) four or more years of karate-teaching experience.

## Data Analysis

The Oklahoma State University Computer Center was used to process the key-punch cards in a Computer Frequency Package to obtain the frequency analysis, percentages, means, and standard deviations of the responses for the various items. The Statistic Analysis System (SAS) was utilized to determine significant differences. Comparisons of percentages and means were made to determine the similarities and differences of responses by the instructors due to the belt rank, to the geographical area, and to years of instructing.

The items on the first page of the questionnaire were ranked in order of the frequency of the first-choice responses. The percentages and means were also compared to

rank the order of preference. The items on the first page were used if they were rated at least one time as the first-choice response.

The items on the second page were used in developing standards for a fundamental course if the majority of the responses on the Likert scale were rated most important or important. Additional comments were used if ten percent of the instructors made the same comment.

## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this study was twofold: first, to find areas of agreement by karate instructors in higher education as to what should be taught at the fundamental level of karate instruction and second, to develop standards in higher education for a fundamental course that would aid the administrators in developing a program for institutions of higher education.

The questionnaire was developed to secure the desired information and submitted to forty karate instructors in higher education throughout the United States. Frequencies, percentages, means, and standard deviations for the responses were computer processed. Percentages and means were used to determine similarities and differences in the positions taken by the karate instructors in higher education.

#### Demography of Respondents

Questionnaires were submitted to ten karate instructors in each of the four geographical areas. The first ten responses received from each of the four geographical areas were used in the survey. There were forty total respondents



to the questionnaire. Table I shows the degree of black belt by geographical areas.

TABLE I  
DEGREE OF BLACK BELT BY GEOGRAPHICAL AREAS

Degree of Black Belt	Geographical Areas				Total	%
	East	Midwest	West	South		
*NB	1				1	2.5
1	2	3	1	5	11	27.5
2	2	6	3		11	27.5
3	2		3	3	8	20.0
4	3		1	1	5	12.5
5			2		2	5.0
6		1		1	2	5.0
Total:	10	10	10	10	40	100.0

\*NB - Has not achieved Black-Belt Rank

Of the forty responding karate instructors, thirty-nine were black belts, and twenty-eight instructors were above first-degree black belt. The South and Midwest had one instructor each above fifth-degree black belt. The percentage of first-degree through third-degree black belts was quite similar in the four geographical regions, ranging

up to 75 percent of the responding instructors. The distribution of respondents with teaching experience is shown in Table II.

TABLE II  
DISTRIBUTION OF RESPONDENTS WITH TEACHING EXPERIENCE

Years of Instructing	Geographical Areas				Total	%
	East	Midwest	West	South		
Less than one year of karate-teaching experience			1	2	3	7.5
One to three years of teaching experience	1	1		1	3	7.5
Four or more years of karate-teaching experience	9	9	9	7	34	85.0

Of the forty responding karate instructors, three (7.5 percent) had less than one year of karate-teaching experience. Thirty-four instructors (85 percent) had four or more years of karate-teaching experience. The three instructors (7.5 percent) with one to three years of teaching experience were first-degree black belts. There were three instructors with twenty or more years of teaching experience. The East, Midwest, and West geographical areas

all had nine black belts, each with four or more years of karate-teaching experience.

### Objectives of a Karate Program

In order to determine what objectives should be used in the fundamental karate course, instructors were requested to respond to question number one.

1. Objectives of your karate program. Please rank in order of preference (1 thru 7).

- \_\_\_\_\_ To develop an appreciation for karate as an art.
- \_\_\_\_\_ To develop an appreciation for karate as a sport.
- \_\_\_\_\_ To improve general health and fitness through active participation.
- \_\_\_\_\_ To improve mental balance through active participation.
- \_\_\_\_\_ To learn self-defense and protection technique.
- \_\_\_\_\_ To develop a sense of responsibility for self and others.
- \_\_\_\_\_ To develop skills and understanding of the general principles of personal defense and safety.

Over 35 percent of all respondents ranked "to develop an appreciation for karate as an art" as number one. A very distant second in first-place rankings was "to develop a sense of responsibility for self and others" with 20 percent. The other five choices received from 2.5 percent to 17.5 percent of the first-place rankings. However, the instructors gave the lowest ranking of 2.5 percent to "to develop an appreciation for karate as a sport."

There were only small differences in the rankings by regions, with no region's differing by more than 7.5 percent from the ranking of all respondents. Those with four or more years' teaching experience gave "karate as an art" the highest percentage ranking of any of the other choices with 32.5 percent, ranking it as their first choice. Table III shows the percentages of first-place rankings for each choice by belt ranks, regions, and teaching experience.

TABLE III

THE OBJECTIVES OF A KARATE PROGRAM INDICATED  
IN FIRST-CHOICE RESPONSES BY PERCENTAGES

	Total % Possible	A	B	C	D	E	F	G
All respondents	40	14	1	2	3	5	8	7
Total percentages	100	35.00	2.50	5.00	7.50	12.50	20.00	17.50
Total means		3.15	5.12	3.65	3.65	4.17	3.92	4.30
<u>Belt rank</u>								
*NB	2.50	2.50	....	....	....	....	....	....
1	27.50	5.00	....	2.50	5.00	2.50	10.00	2.50
2	27.50	12.50	....	....	2.50	....	7.50	5.00
3	20.00	7.50	....	2.50	....	2.50	2.50	5.00
4	15.00	5.00	2.50	....	....	2.50	....	5.00
5	2.50	....	....	....	....	2.50	....	....
6	5.00	2.50	....	....	....	2.50	....	....
<u>Region</u>								
East	25.00	10.00	2.50	2.50	....	2.50	5.00	2.50
South	25.00	12.50	....	2.50	2.50	....	5.00	2.50
Midwest	25.00	7.50	....	....	2.50	7.50	5.00	2.50
West	25.00	5.00	....	....	2.50	2.50	5.00	10.00

TABLE III (Continued)

<u>Experience</u>									
Less than one year	7.50	....	....	2.50	2.50	....	2.50	....	
One to three years	7.50	2.50	....	....	....	....	5.00	....	
Four or more years	85.00	32.50	2.50	2.50	5.00	12.50	12.50	17.50	

- 
- A - To develop an appreciation for karate as an art.
  - B - To develop an appreciation for karate as a sport.
  - C - To improve general health and fitness through active participation.
  - D - To improve mental balance through active participation.
  - E - To learn self-defense and protection techniques.
  - F - To develop a sense of responsibility for self and others.
  - G - To develop skills and understanding of the general principles of personal defense and safety.

\*NB - Has not achieved Black-Belt Rank

---

"The development and appreciation for karate as an art" received a mean ranking of 3.15 by all instructors. The other six choices had mean rankings from 3.65 for "improvement of general health and fitness through active participation" to 5.12 for "appreciation of karate as a sport." Not only did all respondents give the "appreciation for karate as an art" a wide preference as their number one objective, but it was the clear choice by belt ranks, regions, and teaching experience. "To improve general health and fitness through active participation and to

improve mental balance" were tied for second choice by respondents as a whole, with means of 3.65.

Respondents were encouraged to comment on these questions relating to objectives of a karate program. These have been included in Appendix F and show a diversity of opinions.

### Introduction and Orientation of a Karate Class

In order to determine the preference of instructors in the introduction and orientation of a karate class, question number two was used:

2. Introduction and orientation of a karate class. Please list in order of preference (1 through 10) the following procedures:

- \_\_\_\_\_ History and philosophy
- \_\_\_\_\_ Aims and objectives
- \_\_\_\_\_ Safety and precaution
- \_\_\_\_\_ Rules of the sport of karate
- \_\_\_\_\_ Etiquette of karate
- \_\_\_\_\_ Unwritten laws of karate
- \_\_\_\_\_ Ranking systems in karate
- \_\_\_\_\_ Language in karate
- \_\_\_\_\_ Class procedure
- \_\_\_\_\_ Importance of self-awareness and self-control

The results indicated that the importance of self-awareness and self-control was the first choice of 25

percent of all respondents. The class procedure was a close second with 17.5 percent of the first choices and with history and philosophy, aims and objectives, and safety and precaution receiving 15 percent of the top rankings as shown in Table IV.

The first and second-degree black belts made the importance of self-awareness and self-control their number-one choice. The higher-belt ranks preferred safety and precaution as their first-choice responses. The East and South preferred self-awareness and self-control as their number-one selections. The Midwest preferred class procedure and the West preferred history and philosophy as their first choice. The instructors with four or more years' teaching experience preferred class procedure and self-awareness and self-control as their number-one responses.

The means of the ranked responses indicated a different preference pattern than the first-choice selections. Clearly, the top selection when all ranking levels were included was safety and precaution. The mean ranking for their method by all respondents was 3.70 as compared to 4.05, 4.10, 4.42, and 4.70 followed by other responses as shown in Table IV. Safety and precaution received the top ranking by four-degree black belts and the West region.

Three procedures were closely grouped in their mean rankings of 6.67, 6.70, and 6.97. They were unwritten laws of karate, language in karate, and ranking systems in karate, respectively.

TABLE IV  
 THE INTRODUCTION AND ORIENTATION OF A KARATE CLASS INDICATED  
 IN FIRST-CHOICE RESPONSES BY PERCENTAGES

	Total % Possible	A	B	C	D	E	F	G	H	I	J
All respondents	40	6	6	6	....	3	....	1	1	7	10
Total percentages	100	15.00	15.00	15.00	....	7.50	....	2.50	2.50	17.50	25.00
Total means		5.60	4.05	3.70	....	4.10	....	6.97	6.70	4.42	4.70
<u>Belt rank</u>											
*NB	2.50	....	2.50	....	....	....	....	....	....	....	....
1	27.50	2.50	2.50	2.50	....	5.00	....	....	....	5.00	10.00
2	27.50	2.50	5.00	....	....	2.50	....	2.50	2.50	2.50	10.00
3	20.00	7.50	2.50	2.50	....	....	....	....	....	5.00	2.50
4	15.00	....	....	7.50	....	....	....	....	....	....	2.50
5	2.50	....	....	2.50	....	....	....	....	....	....	....
6	5.00	2.50	2.50	....	....	....	....	....	....	....	....
<u>Region</u>											
East	25.00	....	5.00	5.00	....	....	....	2.50	....	5.00	7.50
South	25.00	2.50	2.50	....	....	7.50	....	....	2.50	2.50	7.50
Midwest	25.00	5.00	7.50	....	....	....	....	....	....	10.00	2.50
West	25.00	7.50	....	10.00	....	....	....	....	....	....	7.50



TABLE IV (Continued)

Experience

Less than one year	7.50	....	....	....	....	2.50	....	....	....	....	5.00
One to three years	7.50	....	2.50	....	....	2.50	....	....	....	....	2.50
Four or more years	85.00	15.00	12.50	15.00	....	2.50	....	2.50	2.50	17.50	17.50

A - History and philosophy

B - Aims and objectives

C - Safety and precaution

D - Rules of the sport of karate

E - Etiquette of karate

F - Unwritten laws of karate

G - Ranking systems in karate

H - Language in karate

I - Class procedure

J - Importance of self-awareness  
and self-control

\*NB - Has not achieved Black-Belt Rank

Rules of the sport of karate had a low preference rating with a mean of 8.15. The comments that the instructors included with question number two are shown in Appendix F.

#### Karate Skills Demonstrated in Class

The karate instructors were asked to rank in order of preference what karate skills they demonstrated in class from question number three, which states:

3. What karate skills do you demonstrate in class? Please list in order of preference (1 through 5).

\_\_\_\_\_ Live demonstration of karate's basic principles and skills.

\_\_\_\_\_ Demonstration of power of strikes and kicks.

\_\_\_\_\_ Demonstration of free sparring and practical self-defense.

\_\_\_\_\_ Demonstration of forms against imaginary opponents.

\_\_\_\_\_ Demonstration of slow-motion free sparring.

The results indicated that live demonstration of karate's basic principles and skills was the first choice of 75 percent of all respondents. The demonstration of free sparring with practical self-defense was a distant second, receiving only 12.5 percent of the first-choice responses. The other responses were demonstration of power of strikes and kicks and demonstration of forms against imaginary opponents, receiving only 10 percent and 2.5 percent of the top rankings as shown in Table V. All the belt ranks and regions gave live demonstration of karate's basic principles

and skills most of their first-place rankings, except fifth-degree black belts.

TABLE V  
THE KARATE SKILLS DEMONSTRATED IN CLASS INDICATED  
IN FIRST-CHOICE RESPONSES BY PERCENTAGES

	Total % Possible	A	B	C	D	E
All respondents	40	30	4	5	1	....
Total percentages	100	75.00	10.00	12.50	2.50	....
Total means		1.65	3.05	3.05	2.82	....
<u>Belt rank</u>						
*NB	2.50	2.50	....	....	....	....
1	27.50	20.00	7.50	....	....	....
2	27.50	22.50	....	5.00	....	....
3	20.00	12.50	2.50	5.00	....	....
4	15.00	12.50	....	....	2.50	....
5	2.50	....	....	2.50	....	....
6	5.00	5.00	....	....	....	....
<u>Region</u>						
East	25.00	12.50	7.50	2.50	2.50	....
South	25.00	22.50	....	2.50	....	....
Midwest	25.00	25.00	....	....	....	....
West	25.00	15.00	2.50	7.50	....	....
<u>Experience</u>						
Less than one year	7.50	5.00	2.50	....	....	....)
One to three years	7.50	7.50	....	....	....	....

TABLE V (Continued)

Four or more years	85.00	62.50	7.50	12.50	2.50	....
-----------------------	-------	-------	------	-------	------	------

- 
- A - Live demonstration of karate's basic principles and skills.
  - B - Demonstration of power of strikes and kicks.
  - C - Demonstration of free sparring and practical self-defense.
  - D - Demonstration of forms against imaginary opponents.
  - E - Demonstration of slow-motion free sparring.

\*NB - Has not achieved Black-Belt Rank

---

The live demonstration of karate's basic principles and skills received a mean ranking of 1.65 by all instructors. The other four choices had mean rankings ranging from 2.82 for forms against an imaginary opponent to 4.45 for slow-motion free sparring. There was only a small difference in rankings by belt ranks, regions, and teaching experience backgrounds. Additional comments to question number three are included in Appendix F.

#### Fundamental Karate Skills

##### Covered in Class

In order to determine what fundamental karate skills should be covered in class, instructors were requested to respond to question number four:

4. What fundamental karate skills do you cover in class? Please rank in order of preference (1 through 7) the

following procedures. Feel free to add any other fundamental karate skills.

- \_\_\_\_\_ Stances and postures
- \_\_\_\_\_ Balance and body development
- \_\_\_\_\_ Bowing
- \_\_\_\_\_ Footwork
- \_\_\_\_\_ Vital points of the body
- \_\_\_\_\_ Learning to make karate fists
- \_\_\_\_\_ Learning the striking surface of the hands, elbows, knees, feet and head.

Over 60 percent of all respondents indicated stances and posture as their first choice. A very distant second in first-place rankings was bowing with 22.5 percent. The other five choices received from 2.5 percent to 7.5 percent of the first-place rankings. The stances and postures received the most first-choice ratings by all belt ranks, regions, and teaching experience categories, except upper ranked black-belt instructors, with less than one year's experience, and the West region.

The stances and postures received a mean ranking of 1.92 by all instructors. The other six choices had mean rankings ranging from 3.12 for balance and body development to 5.12 for learning the striking surface of the hands, elbows, knees, feet, and head. The rank responses for question number four have been shown in Table VI.

TABLE VI  
 THE FUNDAMENTAL KARATE SKILLS COVERED IN CLASS  
 INDICATED IN FIRST-CHOICE RESPONSES  
 BY PERCENTAGES

	Total % Possible	A	B	C	D	E	F	G
All respondents	40	24	3	9	....	....	3	1
Total percentages	100	60.00	7.50	22.50	....	....	7.50	2.50
Total means		1.92	3.12	4.60	....	....	4.00	5.12
<u>Belt rank</u>								
*NB	2.50	2.50	....	....	....	....	....	....
1	27.50	22.50	5.00	....	....	....	....	....
2	27.50	10.00	2.50	7.50	....	....	5.00	2.50
3	20.00	12.50	....	5.00	....	....	2.50	....
4	15.00	10.00	....	5.00	....	....	....	....
5	2.50	....	....	2.50	....	....	....	....
6	5.00	2.50	....	2.50	....	....	....	....
<u>Region</u>								
East	25.00	20.00	....	....	....	....	5.00	....
South	25.00	10.00	2.50	10.00	....	....	....	2.50
Midwest	25.00	22.50	....	2.50	....	....	....	....
West	25.00	7.50	5.00	10.00	....	....	2.50	....
<u>Experience</u>								
Less than one year	7.50	2.50	5.00	....	....	....	....	....
One to three years	7.50	7.50	....	....	....	....	....	....
Four or more years	85.00	50.00	2.50	22.50	....	....	7.50	2.50
A - Stances and postures B - Balance and body development C - Bowing D - Footwork E - Vital points of the body F - Learning to make proper karate fists G - Learning the striking surface of the hands, elbows, knees, feet, and head *NB - Has not achieved Black-Belt Rank								

## Need for Standards in Karate

To determine how instructors promote the students to the next belt rank, instructors were requested to respond to question number five:

5. What belt rank and degree would the average student reach in karate class by completing the fundamental course?

Fundamental course referred to a sixteen-week program that consisted of a one-hour workout three times a week.

The responses ranged from tenth-degree white belt, all the way to fifth-degree green belt, out of a ten-degree system. The majority of the instructors rank the student at the eighth-degree yellow-belt level. There were only a few responses at the sixth and fifth-degree green-belt level. The wide variety of rankings could have been reflected by the difference in styles of martial arts and the ways of teaching karate.

Many responding instructors wrote comments that have been included in Appendix F. These comments to question number five, as well as others, reflected the concern for the development of standards in higher education for a fundamental course.

## Introduction of Defensive Techniques

The respondents were requested to use the Likert scale: most important, important, undecided, unimportant, and least important, in ranking the importance of defensive techniques at the fundamental level. Fundamental level referred to a

sixteen-week program with workouts for one hour three times a week, for a total of forty-eight hours of formal instruction. The defensive techniques were used in the fundamental course if a majority of the responses were most important and important. The defensive techniques included in the questionnaire were low block, middle block, rising block, inward block, outward block, wrist block, X-block and knife-hand block.

The low block was rated most important and important by 95 percent of all respondents. All three categories rated it most important by a very considerable margin. The East and South regions and instructors with four or more years' experience were the only categories that did not rate it 100 percent. The mean rating for the low block was 1.35 and all defensive techniques had a mean ranging from 1.35 to 3.62 for all categories studied. These results have been shown in Table VII.

The middle block had the third largest number, rating it as most important and important. Of all respondents, 87.5 percent rated it most important and important in a fundamental-level class. The first and sixth-degree black belts were the only instructors that did not give it a 100 percent rating. The Midwest gave it the lowest rating of the four regions. The instructors with one to three years of teaching experience gave it the highest rating of the three categories.



TABLE VII

THE INTRODUCTION OF DEFENSIVE TECHNIQUES INDICATED  
BY MOST IMPORTANT AND IMPORTANT IN PERCENTAGES

	Total % Possible	A	B	C	D	E	F	G	H								
Total per- centages	100	95.00	87.50	90.00	82.50	67.50	45.00	30.00	52.50								
Total means		1.35	1.52	1.42	2.02	2.30	2.97	3.62	2.92								
<u>Belt rank</u>																	
*NB	2.50	2.50	2.50	2.50	2.50	2.50	2.50	.....	2.50								
1	27.50	25.00	20.00	22.50	22.50	17.50	15.00	12.50	17.50								
2	27.50	27.50	27.50	25.00	22.50	15.00	12.50	7.50	22.50								
3	20.00	20.00	20.00	20.00	17.50	17.50	7.50	7.50	7.50								
4	15.00	15.00	15.00	15.00	10.00	10.00	5.00	2.50	.....								
5	2.50	2.50	2.50	2.50	2.50	2.50	2.50	.....	.....								
6	5.00	2.50	.....	2.50	5.00	2.50	.....	.....	2.50								
<u>Region</u>																	
East	25.00	22.50	22.50	22.50	22.50	20.00	12.50	2.50	5.00								
South	25.00	22.50	22.50	22.50	22.50	20.00	12.50	10.00	25.00								
Midwest	25.00	25.00	20.00	25.00	17.50	12.50	7.50	12.50	12.50								
West	25.00	25.00	22.50	20.00	20.00	15.00	12.50	5.00	10.00								
<u>Experience</u>																	
Less than one year	7.50	7.50	5.00	5.00	7.50	5.00	5.00	2.50	7.50								
One to three years	7.50	7.50	7.50	7.50	7.50	7.50	7.50	5.00	7.50								
Four or more years	85.00	80.00	75.00	77.50	67.50	55.00	32.50	22.50	37.50								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A - Low</td> <td style="width: 50%;">E - Outward block</td> </tr> <tr> <td>B - Middle block</td> <td>F - Wrist block</td> </tr> <tr> <td>C - Rising block</td> <td>G - X-block</td> </tr> <tr> <td>D - Inward block</td> <td>H - Knife-hand block</td> </tr> </table>										A - Low	E - Outward block	B - Middle block	F - Wrist block	C - Rising block	G - X-block	D - Inward block	H - Knife-hand block
A - Low	E - Outward block																
B - Middle block	F - Wrist block																
C - Rising block	G - X-block																
D - Inward block	H - Knife-hand block																
*NB - Has not achieved Black-Belt Rank																	

The rising block had all the instructors, except four, rating it most important and important. The West region gave it the lowest percentage, 20 out of 25 percent. The instructors with one to three years of teaching experience were the only group that gave it a 100 percent rating out of the three. A mean ranking of 1.42 by all respondents on the rising block was obtained.

The inward block received 82.5 percent of the respondents. The seven instructors that did not give it a majority vote range from first through fourth-degree black belts. The Midwest gave it the lowest rating, with the East and South giving it the highest. The instructors with four or more years of experience were the only group that did not give it a 100 percent.

The outward block was rated most important and important by 67.5 percent of all respondents. The outward block received a majority of the responses with only a slim margin, by belt ranks. The Midwest was the only region that did not give it a majority of the responses. The instructors with one to three years' teaching experience gave it the highest rating of 100 percent of the responses. The first five defensive techniques discussed were all used in the fundamental level course because they received a majority of the responses.

The wrist block and X-block were not used in the fundamental course, because they received 45 percent and 30 percent of the responses respectively. The first and fifth

degree black belts were the only instructors that gave the wrist block a 100 percent in their rankings. The Midwest rated the wrist block the lowest and the X-block the highest. The instructors with one to three years of teaching experience were the only group that gave the wrist block a majority of the responses.

The knife-hand block was also used in the fundamental course by the instructors with a rating of 52.5 percent. The instructors who did not have a black belt gave it the highest rating. The South was the only region that gave it a majority of the responses. Instructors with less than one year of experience and one to three years of experience gave the knife-hand block six out of six responses. Six out of eight of the defensive techniques were used in the fundamental course with the exception of the wrist and X-block.

A noticeable difference was evident in the ratings according to teaching experience. The instructors with one to three years of experience ranked all the defensive techniques 100 percent, with the exception of the X-block. The instructors with four or more years of experience were more conservative in their responses.

The West and Midwest were a little more conservative in their responses compared to the South and East. The instructor that did not have a black belt was in favor of all the defensive techniques with the exception of the X-block. The rank responses for question number six have been

shown in Table VII. Any comments by the instructors are included in Appendix F.

#### Introduction of Offensive Techniques

The instructors on question number six were requested to rate the offensive techniques that would be used in a fundamental karate course. The offensive techniques used in the survey were: back fist, reverse punch, knife hand, ridge hand, spinning back fist, front kick, side kick, round kick, hook kick, and jump kick.

The reverse punch, front kick, side kick, and round kick all received above 92.5 percent of the responses. All belt ranks gave at least 50 percent of the responses to the four offensive techniques. The South region rated all four the highest and the East region gave them the lowest. The instructors with one to three years of experience ranked the four offensive techniques the highest and instructors with four or more years of experience the lowest of the three categories. The mean rating range was 1.25 for the reverse punch to 1.85 for the back fist.

The back fist and knife hand were also used in the fundamental course receiving 82.5 percent and 70 percent respectively for the responses. The South rated the two offensive techniques the highest, and the West rated them the lowest. The instructors with less than one year experience rated the two techniques the highest. The instructors with belt ranking of second, third, and fifth

degrees all gave the two offensive techniques 100 percent of the responses. The mean ratings range from 1.85 to 2.27 for the back fist and knife hand.

The ridge hand, spinning back fist, hook kick, and jump kick will not be used in the fundamental course. The four offensive techniques received a range from 7.5 percent to 47.5 percent of the responses. The ridge hand was the only technique out of the four receiving a majority of the responses, which was with the fifth-degree black belt instructors. The ridge hand was also the only technique to receive the majority of the responses from the South region. The ridge hand and the hook kick were the only offensive techniques out of the four to receive a majority of the responses from instructors with less than one year's teaching experience. The mean range was from 3.02 for the ridge hand to 4.45 for the jump kick. These results have been shown in Table VIII. Any comments from the instructors on the offensive techniques were included in Appendix F.

#### Introduction to Formal Stances

The instructors were requested to rate the five formal stances in a fundamental karate course. The five stances included were: close/open stance, attention stance, walking stance, L-stance, and riding or sitting stance.

All five stances were used in the fundamental karate course with a mean ranging from 1.55 for the riding or sitting stance to 2.07 for the L-stance.

TABLE VIII  
 THE INTRODUCTION OF OFFENSIVE TECHNIQUES INDICATED  
 BY MOST IMPORTANT AND IMPORTANT IN PERCENTAGES

	Total % Possible	A	B	C	D	E	F	G	H	I	J
Total percentages	100	82.50	95.00	70.00	47.50	15.00	95.00	95.00	92.50	25.00	7.50
Total means		1.85	1.25	2.27	3.02	3.92	1.20	1.25	1.55	3.77	4.45
<u>Belt rank</u>											
*NB	2.50	.....	2.50	2.50	.....	.....	2.50	2.50	2.50	.....	.....
1	27.50	27.50	25.00	15.00	12.50	5.00	22.50	25.00	25.00	10.00	2.50
2	27.50	20.00	27.50	20.00	10.00	2.50	27.50	27.50	25.00	10.00	2.50
3	20.00	15.00	20.00	15.00	10.00	2.50	20.00	20.00	17.50	2.50	2.50
4	15.00	15.00	15.00	12.50	7.50	.....	15.00	15.00	15.00	.....	.....
5	2.50	2.50	2.50	2.50	2.50	.....	2.50	2.50	2.50	.....	.....
6	5.00	2.50	2.50	2.50	5.00	5.00	5.00	2.50	5.00	2.50	.....
<u>Region</u>											
East	25.00	20.00	22.50	20.00	7.50	.....	22.50	22.50	22.50	2.50	.....
South	25.00	22.50	25.00	20.00	17.50	5.00	25.00	25.00	25.00	10.00	.....
Midwest	25.00	22.50	22.50	15.00	7.50	7.50	25.00	22.50	25.00	5.00	2.50
West	25.00	17.50	25.00	15.00	15.00	2.50	22.50	25.00	20.00	7.50	5.00

TABLE VIII (Continued)

Experience

Less than one year	7.50	7.50	7.50	5.00	7.50	2.50	5.00	7.50	7.50	5.00	....
One to three years	7.50	5.00	7.50	5.00	2.50	....	7.50	7.50	7.50	....	....
Four or more years	85.00	70.00	80.00	60.00	37.50	12.50	82.50	80.00	77.50	20.00	7.50

A - Back fist

B - Reverse punch

C - Knife hand

D - Ridge hand

E - Spinning back fist

F - Front kick

G - Side kick

H - Round kick

I - Hook kick

J - Jump kick

\*NB - Has not achieved Black-Belt Rank

The riding or sitting stance received the highest percentages of the responses with 90 percent and the L-stance the lowest percentage with 72.5 percent.

All the belt ranks gave all five stances a majority of the responses, with the exception of two sixth-degree black belts giving no responses for the walking stance. The regions rated all five stances almost evenly. The three instructors with one to three years' teaching experience gave all five stances 100 per cent of their responses. These results have been shown in Table IX. Any comments from the instructors on the formal stances are included in Appendix F.

### Introduction to Applied Practical Self-Defense Techniques

In order to determine what self-defense techniques that should be used in a fundamental karate course, instructors were requested to respond to question number nine:

9. Please answer all of the following according to how you feel about teaching each of the skills at the fundamental level:

Front defense	Defense against multiple attacks
Side defense	Defense against armed attached
Rear defense	

The front, side, and rear defenses received a rating of 90 percent, 85 percent, and 70 percent respectively. The range of the means were from 1.42 for the front defense to 2.10 for the rear defense. All categories by belt rank,





TABLE IX (Continued)

Four or more years	85.00	67.50	72.50	65.00	57.50	75.00
-----------------------	-------	-------	-------	-------	-------	-------

---

- A - Close/open stance
- B - Attention stance
- C - Walking stance
- D - L-stance
- E - Riding or sitting stance

\*NB - Has not achieved Black-Belt Rank

---

The defense against multiple attacks and against armed attacks received only 37.5 percent and 40 percent of the responses respectively. The means of the two defenses had a range difference of only .03. Defense against multiple attacks only received a majority of the responses from two categories: third-degree black belts and instructors with one to three years of experience. Defense against armed attacks only received a majority of responses from first-degree black belts and instructors with less than one year's experience. These results have been shown in Table X. Any comments on defenses made by the instructors are included in Appendix F.

#### Introduction to Form Practices and Pre-Arranged Fighting

In order to determine what forms and if pre-arranged fighting should be taught in a fundamental karate course,

instructors were requested to respond to question number ten and rate the four skills. The four skills included the following: first form or kata, second form or kata, pre-arranged fighting, and semi-free sparring.

TABLE X  
THE INTRODUCTION TO APPLIED PRACTICAL SELF-DEFENSE  
TECHNIQUES INDICATED BY MOST IMPORTANT  
AND IMPORTANT BY PERCENTAGES

	Total % Possible	A	B	C	D	E
Total percentages	100	90.00	85.00	70.00	37.50	40.00
Total means		1.42	1.82	2.10	3.35	3.32
<u>Belt rank</u>						
*NB	2.50	2.50	2.50	2.50	.....	.....
1	27.50	22.50	20.00	20.00	12.50	17.50
2	27.50	27.50	27.50	20.00	10.00	12.50
3	20.00	20.00	17.50	17.50	12.50	7.50
4	15.00	12.50	12.50	7.50	2.50	2.50
5	2.50	2.50	2.50	2.50	.....	.....
6	5.00	2.50	2.50	.....	.....	.....
<u>Region</u>						
East	25.00	22.50	20.00	15.00	7.50	5.00
South	25.00	20.00	20.00	17.50	7.50	12.50
Midwest	25.00	22.50	20.00	17.50	12.50	10.00
West	25.00	25.00	25.00	20.00	10.00	12.50
<u>Experience</u>						
Less than one year	7.50	5.00	5.00	5.00	.....	5.00
One to three years	7.50	7.50	7.50	7.50	5.00	5.00

TABLE X (Continued)

Four or more years	85.00	77.50	72.50	57.50	32.50	30.00
-----------------------	-------	-------	-------	-------	-------	-------

- 
- A - Front defenses
  - B - Side defenses
  - C - Rear defenses
  - D - Defense against multiple attacks
  - E - Defense against armed attacks

\*NB - Has not achieved Black-Belt Rank

---

The first form or kata was rated 100 percent by all three categories. The mean ranges were from 1.10 to 2.67 for the four skills. The second form or kata was rated 80 percent most important and important on the Likert scale. The Midwest rated it the highest, and the South rated the second kata the lowest. The instructors with one to three years of experience rated it 100 percent in their responses.

The pre-arranged fighting and semi-free sparring were rated 67.5 percent and 57.5 percent respectively. The different belt levels ranked the two skills almost evenly. The Midwest rated the two the highest, and the West rated them the lowest. The results have been shown in Table XI. All comments the instructors made on form practice and pre-arranged fighting are included in Appendix F.

TABLE XI

THE INTRODUCTION TO FORM PRACTICES AND PRE-ARRANGED  
FIGHTING INDICATED BY MOST IMPORTANT  
AND IMPORTANT IN PERCENTAGES

	Total % Possible	A	B	C	D
Total percentages	100	100.00	80.00	67.50	57.50
Total means		1.10	1.92	2.37	2.67
<u>Belt rank</u>					
*NB	2.50	2.50	2.50	2.50	2.50
1	27.50	27.50	25.00	17.50	20.00
2	27.50	27.50	17.50	17.50	12.50
3	20.00	20.00	17.50	20.00	15.00
4	15.00	15.00	12.50	2.50	2.50
5	2.50	2.50	2.50	2.50	2.50
6	5.00	5.00	2.50	5.00	2.50
<u>Region</u>					
East	25.00	25.00	20.00	15.00	12.50
South	25.00	25.00	17.50	17.50	15.00
Midwest	25.00	25.00	22.50	20.00	20.00
West	25.00	25.00	20.00	15.00	10.00
<u>Experience</u>					
Less than one year	7.50	7.50	5.00	5.00	2.50
One to three years	7.50	7.50	7.50	5.00	7.50
Four or more years	85.00	85.00	67.50	57.50	47.50
<p>A - First form or kata  B - Second form or kata  C - Pre-arranged fighting  D - Semi-free sparring</p>					
*NB - Has not achieved Black-Belt Rank					

## Introduction to the Sport of Karate

The respondents were requested to rate four general areas of sport karate in question number eleven.

Contest rules and introduction to practical free sparring with a partner received a majority of the responses, with 55 percent and 52.5 percent respectively. The three categories of belt rank, region, and teaching experience rated both items almost evenly. The East and West gave the lowest responses, and the South and Midwest gave a majority of the responses for the two items. The mean rating was only .02 in difference between the two items.

Sport strategies and competition in tournament received only 37.5 percent and 30 percent respectively of the responses. They received a mean of 3.42 and 3.67 also respectively. The East and West rated them the lowest, and the South rated them the highest. Instructors with one to three years of teaching experience rated them the lowest. The results of the four areas are shown in Table XII. Any other areas not covered in the area of sport karate or comments are included in Appendix F.

## Incorporated in Belt-Rank Promotions

In question number twelve the instructors were requested to rank what they would include in a belt-rank promotion for a fundamental karate course. Basic punches and kicks and forms or katas received the highest responses

of 97.5 percent and 95 percent respectively. They had a mean of 1.07 and 1.32 also respectively.

TABLE XII

THE INTRODUCTION TO THE SPORT OF KARATE AS INDICATED  
BY MOST IMPORTANT AND IMPORTANT IN PERCENTAGES

	Total % Possible	A	B	C	D
Total percentages	100.00	55.00	37.50	30.00	52.50
Total means		2.87	3.42	3.67	2.85
<u>Belt rank</u>					
*NB	2.50	.....	.....	2.50	2.50
1	27.50	20.00	15.00	12.50	20.00
2	27.50	15.00	10.00	7.50	12.50
3	20.00	7.50	5.00	2.50	10.00
4	15.00	7.50	5.00	2.50	2.50
5	2.50	.....	.....	.....	.....
6	5.00	5.00	2.50	2.50	5.00
<u>Region</u>					
East	25.00	10.00	5.00	7.50	10.00
South	25.00	17.50	15.00	12.50	17.50
Midwest	25.00	17.50	10.00	5.00	15.00
West	25.00	10.00	7.50	5.00	10.00
<u>Experience</u>					
Less than one year	7.50	5.00	5.00	2.50	5.00
One to three years	7.50	5.00	2.50	5.00	7.50
Four or more years	85.00	45.00	30.00	22.50	40.00

A - Contest rules

B - Sport strategies

C - Competition in tournament

D - Introduction to practical free sparring  
with a partner

\*NB - Has not achieved Black-Belt Rank

One-step fighting, self-defense techniques, and advance punches and kicks all were included in the fundamental course promotion test, receiving 72.5 percent, 62.5 percent, and 52.5 percent respectively of the responses. The belt ranks were almost evenly distributed in their responses. Advance punches and kicks received the lowest number of responses from the East and South and the majority of the responses from the Midwest and West. The self-defense techniques and one-step fighting received half of the responses in all categories, with the exception of self-defense technique, from instructors with less than one year's experience.

Breaking, free sparring with a partner, and written examinations were not included in a fundamental class belt-rank promotion. They received percentage ratings of 22.5 percent, 42.5 percent and 15 percent of the majority of the most important and important of the responses. They had a mean response of 3.92, 3.22, and 4.12 respectively. The results have been drawn in Table XIII. The responses and comments for question number twelve are included in Appendix F.



TABLE XIII

INCORPORATED IN BELT-RANK PROMOTIONS INDICATED BY  
BY MOST IMPORTANT AND IMPORTANT IN PERCENTAGES

	Total % Possible	A	B	C	D	E	F	G	H
Total per- centages	100	97.50	52.50	95.00	62.50	72.50	22.50	42.50	15.00
Total means		1.07	2.80	1.32	2.47	2.05	3.92	3.22	4.12
<u>Belt rank</u>									
*NB	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	....
1	27.50	27.50	10.00	27.50	15.00	20.00	12.50	15.00	7.50
2	27.50	27.50	7.50	27.50	15.00	17.50	2.50	10.00	2.50
3	20.00	20.00	15.00	17.50	15.00	15.00	2.50	10.00	2.50
4	15.00	15.00	10.00	12.50	10.00	12.50	2.50	2.50	....
5	2.50	2.50	2.50	2.50	2.50	2.50	....	....	....
6	5.00	2.50	5.00	5.00	2.50	2.50	....	2.50	2.50
<u>Region</u>									
East	25.00	25.00	10.00	22.50	15.00	15.00	2.50	5.00	5.00
South	25.00	22.50	7.50	25.00	12.50	17.50	5.00	15.00	2.50
Midwest	25.00	25.00	17.50	25.00	15.00	20.00	12.50	15.00	7.50
West	25.00	25.00	17.50	22.50	20.00	20.00	2.50	7.50	....
<u>Experience</u>									
Less than one year	7.50	7.50	5.00	7.50	2.50	5.00	2.50	5.00	....
One to three years	7.50	7.50	2.50	7.50	7.50	7.50	7.50	7.50	....
Four or more years	85.00	82.50	45.00	80.00	52.50	60.00	12.50	30.00	15.00

A - Basic punches and kicks

B - Advance punches and kicks

C - Form or kata

D - Self-defense techniques

E - One-step fighting

F - Breaking

G - Free-sparring with a  
partner

H - Written examination

\*NB - Has not achieved Black-Belt Rank

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study sought (1) to determine areas of agreement taken by karate instructors in higher education of what should be taught at the fundamental level of karate instruction and (2) to develop standards in higher education for a fundamental course. To accomplish this twofold purpose, the problem was to determine and to compare the positions taken by the karate instructors in a survey.

The karate areas in the survey that dealt with the affective domain were asked in some of the objectives of a karate program in question number one. Also, affective domain were used in several of the areas in orientation of a karate class in question number two. The cognitive domain topics investigated dealt with introduction and orientation of a karate class and were asked in question number two, as well as overlapping in several other questions. The psychomotor skills were covered in questions three through twelve of the questionnaire. The topics investigated in these questions follow: (1) karate skills covered in class; (2) offensive techniques; (3) defensive techniques; (4) stances; (5) self-defense techniques; (6) pre-arranged fighting; and (7) the sport of karate. All twelve questions

were used in developing standards for a fundamental course in karate on the higher education level.

### Procedure

Forty higher education karate instructors in four geographical areas of the United States were surveyed. A questionnaire was developed and then administered by mail. The responses were computer processed to obtain the data needed. Percentages and mean rankings were used in comparing the positions of the instructors by belt rank, geographical region, and years of instructing karate.

### Summary of Findings

The analysis of data revealed the karate instructors who responded represented (1) ten instructors from each of the four geographical areas; (2) 55 percent of the instructors with a first or second-degree black belt; (3) 42.5 percent of the instructors with third through sixth-degree black belts; and (4) 15 percent of the instructors with three or fewer years of karate-teaching experience. It also revealed that 85 percent of all respondents had four or more years of karate-teaching experience.

In the questionnaire, twelve questions were asked. Those questions have been listed and the responses of the karate instructors have been summarized as follows:

1. What are the objectives of your karate program?

Given seven choices, 35 percent of all the karate instructors ranked "to develop an appreciation for karate as an art" as their number-one choice. It was also a wide preference by belt rank, region, and teaching experience. A fourth-degree black belt from the East region was the only person who rated "to develop an appreciation for karate as a sport" as an objective for a fundamental course. All seven objectives listed in the survey were used in the fundamental course.

2. What is the introduction or orientation of your karate class?

The importance of self-awareness and self-control were rated first by one-quarter of all responding instructors. Class procedures were a close second in the ratings. Rules of the sport of karate and unwritten laws of karate were not used in the fundamental course. Both were not rated by any of the instructors in any of the regions. The other six areas were used in the fundamental course.

3. What are the karate skills demonstrated in class?

All five skills were used in the fundamental course, with the exception of the demonstration of slow-motion free sparring in class. Live demonstration of karate's basic principles and skills was rated the highest and demonstration of forms against imaginary opponents the lowest. The only instructor to rate forms against imaginary opponents was a fourth-degree black belt from the East region.

4. What are the fundamental karate skills covered in class?

Stances and postures received the highest ratings from all regions. Learning the striking surface of the hands, elbows, knees, feet, and head received only one first-choice response from a second-degree black belt from the South region. Since footwork and vital points of the body were not rated, they were not used in the fundamental course. The other three skills covered in the survey were used in the fundamental course.

5. What is the belt rank and degree the average student reaches in karate class by completing the fundamental level?

The majority of the responses would promote the average student to eighth-degree yellow. The range of responses were from tenth-degree white belt to fifth-degree green belt in a ten-degree ranking system. Only a few responses were above seventh-degree yellow belt.

6. What are the defensive techniques introduced in a fundamental course of karate?

Using eight defensive techniques, with possible ratings of most important, important, undecided, unimportant, and least important, the instructors gave a majority of the most important and important rating to six out of eight defensive techniques. The six defensive techniques, in the order of preference of teaching them in a fundamental course, were low block, rising block, middle block, inward block, outward

block, and knife-hand block. The two defensive techniques that did not receive a majority of the responses and are not included in the fundamental course were wrist block and X-block. The East, South, and West were undecided, and the Midwest was strongly against the wrist block. The Midwest was undecided on the X-block, while the other three geographical areas were strongly against it.

7. What are the offensive techniques introduced in a fundamental course of karate?

The instructors chose six out of ten offensive techniques to use in a fundamental course. The six techniques, in the order of preference in teaching them in a fundamental course, were reverse punch, front kick, side kick, round kick, back fist, and knife-hand.

The four techniques the instructors rated against were ridge hand, spinning back fist, hook kick, and jump kick. The South and West regions were in favor of the ridge hand, while the East and Midwest were strongly against including it in a fundamental course. Instructors with less than one year's experience were for the ridge hand and hook kick, while all the other instructors were against using them in a fundamental course.

8. What are the formal stances introduced in a fundamental course of karate?

With five formal stances as choices, the instructors expressed all five stances as important to a fundamental course. The five formal stances are close/open stance,

attention stance, walking stance, L-stance, and riding or sitting stance. All of these received above a 72 percent rating from the instructors. The East region rated the five formal stances the lowest; and the Midwest, South, and West regions rated the formal stances evenly.

9. What are the applied practical self-defense techniques introduced in a fundamental course of karate?

With five self-defense techniques as choices, the instructors rated three out of five important for a fundamental course. The three techniques in order of preference were front defenses, side defenses, and rear defenses. The two self-defense techniques the instructors rated against were defenses against multiple attacks, and defenses against armed attacks. The Midwest was undecided on the defense against multiple attacks. The South and West both were undecided on using defenses against armed attacks in a fundamental course. The other regions were against using both defenses in a fundamental course. The instructors with one to three years of teaching experience were in favor of using both defenses in a fundamental course.

10. What are the form practices and pre-arranged fighting introduced in a fundamental course of karate?

The instructors had four choices to choose from, with first form or kata receiving a 100 percent rating. The instructors rated the other three areas in the order of preference as second form or kata, pre-arranged fighting,

and semi-free sparring. The East region was undecided in including semi-free sparring in a fundamental course, and the West region was against it. All four choices were included in the fundamental course.

11. What areas are introduced in the sport of karate for a fundamental course?

The instructors were slightly in favor of two out of four areas in the sport of karate. The instructors slightly favored contest rules and practical free sparring with a partner as inclusions in a fundamental course. The East and West were against the introduction of contest rules and practical free sparring with a partner. The South and Midwest were in favor of the two areas of sport karate.

The South was in favor of sport strategies in a fundamental course, while the other three geographical areas were against sport strategies. Also, the South region was undecided in stressing competition in tournament in a fundamental course, while the other three geographical areas were against competition.

The instructors with less than one year's experience were for all areas of sport karate with the exception of competition in tournaments. The instructors with one to three years' teaching experience were only against sport strategies in a fundamental course. The instructors with four or more years of experience were in favor of contest rules only.



12. What do you incorporate in belt-rank promotions in a fundamental course in karate?

The instructors were in strong favor of three areas and in slight favor of two other areas for belt-rank promotions. The instructors were in strong favor of basic punches and kicks, forms or katas, and one-step fighting in promotions. They were slightly in favor of advance punches and kicks and self-defense techniques in promotion tests.

The instructors were against breaking, free-sparring with a partner, and written examinations for promotion tests. The Midwest was undecided about breaking, while the other three geographical areas were strongly against it. The South and Midwest were in favor of free-sparring with a partner, while the West and East were strongly against it. All four geographical areas were very strongly against written examinations for belt-rank promotions. The instructors with one to three years of teaching experience were in favor of free sparring with a partner and breaking in a fundamental course. A completed summary of standards for a fundamental course is shown in Appendix G.

### Conclusions

Based on the findings of this study, the following conclusions seem justified regarding the positions taken by karate instructors in higher education concerning the standards for a fundamental course in karate.

1. The instructors favored all the objectives listed in the survey.

2. The instructors were in favor of all introduction and orientation areas of a karate class, with the exception of two. These areas were introducing rules of sport karate and unwritten laws of karate in a fundamental course.

3. The instructors were against slow-motion free sparring as a skill to be demonstrated in a fundamental class.

4. The instructors were in favor of all defensive techniques in the survey with the exception of including the wrist block and X-block in a fundamental course.

5. The instructors felt that footwork and vital points of the body were included in the other skills covered in class.

6. The instructors were against using ridge hand, spinning back fist, hook kick, and jump kick as offensive techniques to be taught in a fundamental course of karate.

7. The instructors were in strong agreement in all five formal stances used in the survey.

8. The instructors were against defenses against multiple attacks and armed attacks in the survey to be used in a fundamental course.

9. The instructors were in strong agreement in using the first and second katas in a fundamental course. They were in marginal agreement for pre-arranged fighting and semi-free sparring in a fundamental class. The East and

West were against using semi-free sparring for a fundamental karate class.

10. The instructors were in slight favor of contest rules and free sparring but were against sport strategies and competition in tournaments for students in a fundamental course. The East and West regions were against all four areas of sport karate. The South region was in favor of all four areas of sport karate, except they were undecided on competition in tournaments. The Midwest region was against using sport strategies and competing in tournaments for students in a fundamental course.

11. The instructors were in agreement, in all regions, in using basic punches and kicks, some advance punches and kicks, forms or katas, self-defense techniques, and one-step fighting in a fundamental course promotion test. All regions were against using breaking and written examinations for a fundamental course. The South and Midwest were in favor of using free sparring in a fundamental course belt test, and the East and West were against it.

12. The instructors were in strong agreement that the average student could reach an eighth-degree yellow belt by completing a sixteen-week program that consisted of a one-hour workout three times per week.

#### Recommendations

On the basis of the findings of this study and evidence from the related literature, the following recommendations

seem justified:

1. Karate instructors from various karate organizations and institutions should combine efforts to develop standards for instructors in a fundamental course in karate.

2. The various karate organizations and higher education karate instructors should be involved in planning, implementing, and enforcing the different levels of karate instruction to keep it unified.

3. Higher education institutions should adopt a unified system of minimum objectives and skills to be covered in a fundamental college course of karate.

4. Colleges and universities should implement well-organized karate programs, because TaeKwon-Do karate will be an exhibition sport in the 1988 Olympic games.

5. Since karate is a rapidly growing leisure activity and has attracted the interest of increasing numbers of students, there exists a need for specific information on karate.

#### Future Studies

The pursuit of this study suggested the following investigations:

1. A study to determine the retention rate of karate students with set objectives for students to reach.

2. An investigation to determine if the instructors' positions in this study reflect the views of all instructors

in higher education.

3. A study to discover if higher education is effective in meeting the increased demand for karate classes.

4. A study to determine how karate instructors rate the importance of reaching the developed standards before proceeding on to the next level of karate instruction.

5. A study to determine why a karate certification proposal has not been accepted and implemented in higher education.

## BIBLIOGRAPHY

- Allen, Mike. "In Japan, It's Their Life." Black Belt, Vol. XVII, No. 10 (1979), 39-41.
- Anderson, Michael. "Will the Real Karate Please Stand Up?" Professional Karate, Vol. II, No. 2 (March 1979), 4.
- Athens Crime Prevention Committee. Crime Fact Sheet. Athens, Georgia, Feb. 1968.
- Beasley, Jerome L. "The American Sensei: A Sociological Study of the Occupational Role of Karate Instructor." (Unpub. M.S. thesis, Library, Virginia Polytechnic Institute and State University, 1976.)
- Beasley, Jerome L. "Contemporary Karate: An Anlysis of Social Relations and Group Configurations for Administrative Programming in Recreation and Leisure Services." (Unpub. Ed.D. dissertation, Library, Virginia Polytechnic Institute and State University, 1976.)
- Beasley, Jerome L. and Clifton Bryant. "Karate Enthusiasts Survey." Black Belt, Vol. XIV, No. 6 (June 1979).
- Carlson, Robert B. "Discriminant Function and Hierarchical Grouping and Analysis of Karate Participate Personality Profiles." Research Quarterly, Vol. XIIL, No. 3, 405-411.
- Cerny, Marilyn. "Understanding Karate." Journal of Physical Education and Recreation, Vol. XVII, No. 10 (Sept. 1979), 47-49.
- Cho, Henry S. Korean Karate. Rutland, Vermont: Charles E. Tuttle, 1968.
- Cooney, Larry. "Sports Clubs." Journal of Physical Education and Recreation, Vol. XIII, No. 5 (March 1979), 40-41.
- Corbin, Dan H. and William J. Tait. Education for Leisure. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

- Crandall, Rick and John Lewka. "Leisure Research Present and Future: Who, What, When?" Journal of Leisure Research, VIII (Nov. 1976), 150-159.
- Denzin, Norman K. Sociological Methods: A Sourcebook. Chicago: Aldine, 1970.
- Fein, Judith. Are You A Target? California: Wadsworth Publishing Co., 1981.
- Funakosh, Gichin. Karate Do Kyohan. Tokyo, Japan: Kodan-sha International Ltd., 1983.
- Haines, Bruce A. Karate's History and Traditions. Rutland, Vermont: Charles E. Tuttle Co., 1968.
- Hamada, Hiroski and Patrick Low. "Martial Arts (A Discussion of the Feasibility of a University Martial Arts Program). Journal of Physical Education and Recreation, Vol. XIII, No. 11 (Feb. 1979), 47-51.
- Hi, Choi Hong. TaeKwon-Do (A Korean Art of Self-Defense). Toronoto: International TaeKwon-Do Federation, 1978.
- Jennings, Joseph. Winning Karate. Chicago, Illinois: Contemporary Books, Inc., 1982.
- Jessup, Harvey M. "The Little Known Olympian Sports." Black Belt, VIIIIL (March 1971), 19-21.
- Jordan, Carol D. "A Cinematographical Analysis of Selected Karate Arm and Leg Techniques." (Unpub. Ph.D. dissertation, Library, Texas A & M University, 1973.)
- Jordan, David. "Karate Keeps It Safe." Journal of Health, Physical Education and Recreation. (Jan. 1981), 61-72.
- Kim, Daeshik. "Karate--A Physical Education Activity." The Physical Educator. X (Oct. 1969), 115-119.
- Kraus, Richard G. and Joseph E. Curtis. Creative Administration in Recreation and Parks. St. Louis: The C. V. Mosby Co., 1973.
- Lawson, H. A. and W. R. Morford. "Ideal-Typical Models for Sport." Journal of Physical Education and Recreation. (Feb. 1979), 52-54.
- Lawson, S. and J. Morford. "Sociology of Sport Revisited." Journal of Physical Education and Recreation. (March 1979), 53-54.
- Levine, Arthur. Handbook on Undergraduate Curriculum. San Francisco, California: Jossey-Bass Publishers, 1981.

- Lowry, Dave. "Budo SaHo: Ethics and the Martial Arts." Karate Illustrated, 1982 Yearbook (Dec. 1982), 80-84.
- Lowry, Dave. "Reawa Kening, the Fighting Spirit with Kangeiko." Karate Illustrated, 1983 Yearbook (Dec. 1983), 84-85.
- Lucusinger, Judith A. H. Practical Self-Defense for Women (A Manual of Prevention and Escape Techniques). Minnesota: Dillon Press, Inc., 1977.
- McCormack, R. J. Analysis Methods and Techniques for Recreation Research and Leisure Studies. Canada: Ontario Research Council on Leisure, 1977.
- McGee, John T. "Vigilante Karate." Black Belt, Vol. IX, No. 9 (1971), 46.
- McGee, John T. "Why We Study Karate." Official Karate, Vol. X, No. 1 (1974), 10-12.
- Martin, Fred W. "Leisure Today: Selected Readings." American Alliance for Health, Physical Education, Recreation and Dance, Vol. II (1980), 80-81.
- Melograno, Vincent. "Status of Curriculum Practice: Are You a Consumer or Designer?" Journal of Physical Education and Recreation (March 1978), 27-28.
- Melton, James R. "Concentration: The Necessary Heart of the Martial Arts." Karate Illustrated, Vol. VII, No. 6 (Oct. 1982), 42-45.
- Merriman, Chuck and Glenn Hart. "Twenty Years of Kata Competition." Karate Illustrated, 1983 Yearbook (Dec. 1983), 21-24.
- Mitchell, Robert. "Sport as Experience." Quest (Summer 1975), 28-29.
- NASPE (National Association for Sport and Physical Education). "The Use of Certified and Non-Certified Instruction Program in Higher Education." Journal of Physical Education and Recreation (Nov.-Dec. 1979), 19-22.
- Novan, Leo. "The New Fighter's Stable...Sport Karate's Off and Running." Karate Illustrated, Vol. VI, No. 5 (May 1975), 58.
- Paul, William W. "Aggression, Control, and Nonverbal Communication: Aspect of Asian Martial Arts." (Unpub. Ed.D. dissertation, Library, Harvard University, 1979.)



- Phillips, Bernard S. Social Research: Strategy and Tactics. New York: The MacMillan Co., 1978.
- Pyecha, John N. "Comparative Effects of Judo and Selected Physical Education Activities on Male University Freshmen Personalitiy Traits." Research Quarterly, Vol. IXL, No. 3 (1969), 425-431.
- Pyecha, John N. "An Experimental Investigation of the Comparative Effects of Judo and Selected Physical Education Activity on Personality Traits on Male University Freshmen." (Unpub. Ph.D. dissertation, Library, University of North Carolina, 1968.)
- Salik, Tom. "Jhoon Rhee: From Pied Piper to Martial Arts Man of the Century." Karate Illustrated, Vol. VII, No. 6 (June 1968), 19-21.
- Singer, Robert N. Physical Education: An Interdisciplinary Approach. New York: MacMillan and Co., 1972.
- Urban, Peter. The Karate Dojo. Rutland, Vermont: Charles E. Tuttle Co., 1967.
- Van Dalen, Deubold. Understanding Educational Research: An Introduction. New York: McGraw-Hill Book Co., 1979.
- Welton, George E. "National Freedom and Wilderness Survival." Journal of Physical Education and Recreation (April 1978), 5-6.
- West, Glenn R. "The Coming of the Adult Physical Education Curriculum." Journal of Physical Education and Recreation (Feb. 1979), 55-56.
- Yiannakis, Andrew. "Doing Your Own Research: An Example With Judo." Research Quarterly, VIIL (1976), 7-15.

APPENDIXES

APPENDIX A

COMPLETED QUESTIONNAIRE RESULTS

THE DEVELOPMENT OF KARATE STANDARDS  
IN HIGHER EDUCATION

This investigator recognizes your school as having an outstanding karate program in your state. He is interested in determining your personal opinion, rather than a reflection of any stand taken by your organization. Most of the following questions will request a response based on your professional experience in teaching a fundamental class in karate.

In the area on the left, please rank in order your various choices. Please use each number only once, with one being your most preferred choice. Additional comments will be appreciated and may be noted on the questionnaire or on the back of this questionnaire.

Name \_\_\_\_\_ Belt Rank \_\_\_\_\_

State \_\_\_\_\_ Years of Instructing \_\_\_\_\_

1. Objectives of your karate program. Please rank in order of preference (1 through 7).

<u>35.0</u>	To develop an appreciation for karate as an art.
<u>2.5</u>	To develop an appreciation for karate as a sport.
<u>5.0</u>	To improve general health and fitness through active participation.
<u>7.5</u>	To improve mental balance through active participation.
<u>12.5</u>	To learn self-defense and protection technique.
<u>20.0</u>	To develop a sense of responsibility for self and others.
<u>17.5</u>	To develop skills and understanding of the general principles of personal defense and safety.
	Others: _____

2. Introduction and orientation of a karate class. Please list in order of preference (1 through 10) the following procedures.

<u>15.0</u>	History and philosophy	Others: _____
<u>15.0</u>	Aims and objectives	_____
<u>15.0</u>	Safety and precaution	_____
<u>0</u>	Rules of the sport of karate	_____
<u>7.5</u>	Etiquette of karate	_____
<u>0</u>	Unwritten laws of karate	_____
<u>2.5</u>	Ranking systems in karate	_____
<u>2.5</u>	Language in karate	
<u>17.5</u>	Class procedure	
<u>25.0</u>	Importance of self-awareness and self-control	

3. Karate skills demonstrated in class. Please list in order of preference (1 through 5).

- 75.0 Live demonstration of karate's basic principles and skills.
- 10.0 Demonstration of power of strikes and kicks.
- 12.5 Demonstration of free sparring and practical self-defense.
- 2.5 Demonstration of forms against imaginary opponents.
- 0 Demonstration of slow-motion free sparring.

Others: \_\_\_\_\_

4. Fundamental karate skills covered in class. Please list in order of preference (1 through 7) the following procedures. Feel free to add any other fundamental karate skills.

- 60.0 Stances and postures
- 7.5 Balance and body development
- 22.5 Bowing
- 0 Footwork
- 0 Vital points of the body
- 7.5 Learning to make proper karate fists
- 2.5 Learning the striking surface of the hands, elbows, feet, and head.

Others: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Belt rank and degree the average student reaches in karate class by completing the fundamental level? \_\_\_\_\_

Please answer all of the following according to how you feel about teaching each of the skills at the fundamental level. Fundamental level will refer to a sixteen-week program that will consist of one-hour workout, three times per week.

most important  
 important  
 undecided  
 unimportant  
 least important

6. Introduction of defensive techniques:

- 1 2 3 4 5 Low block
- 1 2 3 4 5 Middle block
- 1 2 3 4 5 Rising block
- 1 2 3 4 5 Inward block
- 1 2 3 4 5 Outward block
- 1 2 3 4 5 Wrist block
- 1 2 3 4 5 X-block
- 1 2 3 4 5 Knife hand block

Others: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

most important  
important  
undecided  
unimportant  
least important

7. Introduction of offensive techniques:

1	2	3	4	5	Back fist	82.5	Others: _____
1	2	3	4	5	Reverse punch	95.0	_____
1	2	3	4	5	Knife hand	70.0	_____
1	2	3	4	5	Ridge hand	47.5	_____
1	2	3	4	5	Spinning back fist	15.0	_____
1	2	3	4	5	Front kick	95.0	_____
1	2	3	4	5	Side kick	95.0	_____
1	2	3	4	5	Round kick	92.5	_____
1	2	3	4	5	Hook kick	25.0	_____
1	2	3	4	5	Jump kick	7.5	_____

8. Introduction to formal stances:

						80.0	Others: _____
1	2	3	4	5	Close/open stance		_____
1	2	3	4	5	Attention stance	87.5	_____
1	2	3	4	5	Walking stance	77.5	_____
1	2	3	4	5	L-stance	72.5	_____
1	2	3	4	5	Riding or sitting stance	90.0	_____

9. Introduction to applied practical self-defense techniques:

1	2	3	4	5	Front defenses	90	Others: _____
1	2	3	4	5	Side defenses	85	_____
1	2	3	4	5	Rear defenses	70	_____
1	2	3	4	5	Defense against multiple attacks	37.5	_____
1	2	3	4	5	Defense against armed attacks	40.0	_____

10. Introduction to form practices and pre-arranged fighting:

						100	Others: _____
1	2	3	4	5	First form or kata		_____
1	2	3	4	5	Second form or kata	80	_____
1	2	3	4	5	Pre-arranged fighting	67.5	_____
1	2	3	4	5	Semi-free sparring	57.5	_____

11. Introduction to the sport of karate:

1	2	3	4	5	Contest rules	55	Others: _____
1	2	3	4	5	Sport strategies	37.5	_____
1	2	3	4	5	Competition in		_____

most important  
important  
undecided  
unimportant  
least important

1 2 3 4 5 tournament 30 \_\_\_\_\_  
1 2 3 4 5 Practical free sparring with a partner 52.5 \_\_\_\_\_

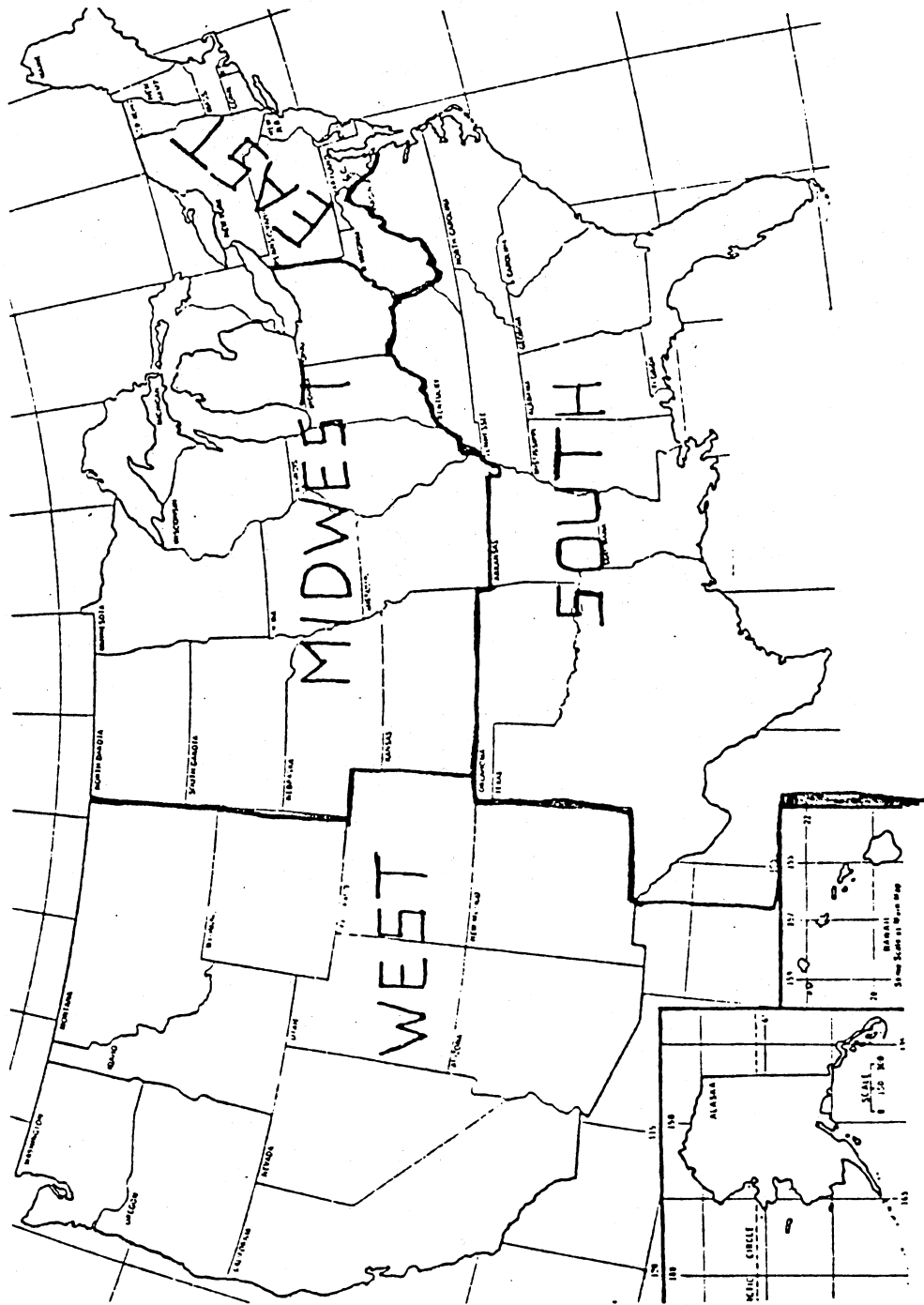
12. Incorporate in belt-rank promotions at the  
fundamental level.

1 2 3 4 5 Basic punches and Others: \_\_\_\_\_  
kicks 97.5 \_\_\_\_\_  
1 2 3 4 5 Advance punches \_\_\_\_\_  
and kicks 52.5 \_\_\_\_\_  
1 2 3 4 5 Form or kata 95.0 \_\_\_\_\_  
1 2 3 4 5 Self-defense techniques 62.5 \_\_\_\_\_  
1 2 3 4 5 One-step fighting 72.5 \_\_\_\_\_  
1 2 3 4 5 Breaking 22.5 \_\_\_\_\_  
1 2 3 4 5 Free sparring with a partner 42.5 \_\_\_\_\_  
1 2 3 4 5 Written examination 15.0 \_\_\_\_\_

APPENDIX B

GEOGRAPHICAL DISTRIBUTION

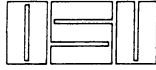




GEOGRAPHICAL DISTRIBUTION

APPENDIX C

LETTER OF TRANSMITTAL



# Oklahoma State University

COLVIN PHYSICAL EDUCATION CENTER

STILLWATER, OKLAHOMA, 74078  
ROOM 119  
(405) 624-5510

I am requesting your help as a karate instructor of the martial arts. The investigation recognizes your school as an outstanding group in your state. The enclosed questionnaire will examine your personal opinion, rather than a reflection of any stand taken by your club or association. This study seeks the most desirable criteria for teaching karate. Hopefully, the data obtained will provide direction to states in developing standards for karate instruction.

If you have lesson plans, unit plans, or a curriculum guide in karate available, would you please enclose them. The results will be available to you upon completion. If you desire a summary, please check and return the enclosed form with the questionnaire.

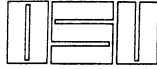
A pre-addressed envelope is enclosed for your convenience. Your comments will be welcomed and will be confidential. Thank you for your time and cooperation.

Sincerely yours,

Daniel Zeroski  
Grad. Assistant, HPELS

APPENDIX D

SECOND LETTER OF TRANSMITTAL



# Oklahoma State University

School of Health, Physical Education and Leisure Services

STILLWATER, OKLAHOMA 74078  
COLVIN PHYSICAL EDUCATION CENTER  
(405) 624-5493

The enclosed questionnaire is a duplicate of one that was recently sent to you which you possibly did not receive. This study should provide direction to states in developing standards for karate instruction. There has been good participation in this study thus far, but your informed responses will certainly add to the validity of the study.

I would appreciate your taking the time to respond to the items on the questionnaire and return in the enclosed, self-addressed envelope. If you have responded within the last few days, please disregard this request. Your time and consideration are certainly appreciated.

Sincerely yours,

Daniel Zeroski  
Grad. Assistant, HPELS

APPENDIX E  
REQUEST SLIP

REQUEST SLIP

If you wish to receive a summary of the results of this study, return this sheet with your questionnaire. Please furnish the zip code with the mailing address.

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_ Zip: \_\_\_\_\_

APPENDIX F

FREE RESPONSES



## FREE RESPONSES

Question 1:

We also teach a Tai-Chi class geared to the elderly.

Improve self-image, practice self-discipline, sense of belonging (team) and goal orientation (belts).

An appreciation for multi-cultural differences and an experience in multi-cultural education.

I believe a good instructor should present all aspects of karate. I allow the student to determine if he or she will benefit.

To help students to become complete martial artists and have them to teach others.

To learn about the history of karate, philosophy, etiquette, tradition, and vocabulary. It is difficult to list some of the objectives you have named in order of decreasing importance as some of them I consider equally important. The objective which I listed as most important is developing a sense of responsibility for self and others (especially others) is more of an idea than an objective which can be achieved in a one-semester course.

Confidence and the realization of one's strengths and weaknesses.

To understand each other.

Self-discipline, love and brotherhood, communication with one another and positive attitude.

This is difficult to answer; all of these facets of karate are important.

To develop self-confidence and improved self-image.

Question 2:

Introduction of class members, honor code, and warm-up.

Importance of developing own character, perseverance, and discipline.

The principle of karate, "Hand goes out, hold the temper; temper goes out, hold the hand."

Introduction should also include the explanation of the different approaches to karate by different schools. Our class is a mixture of all different types and ages, though we all share a common bond.

Respect of each person in the dojo and ideally respect for everyone in general.

Constant mention is made of the applicability of the history and philosophy of the art.

### Question 3:

Demonstrate how to use vital points.

Basic movement and training of the senses (eyes and ears).

For a beginning class: basic techniques and their correct position are most important.

Unification of mind and body in martial arts.

Demonstration of real life stories (fights) and how to avoid them, etc.

### Question 4:

Breathing and eye contact is top priority.

Footwork, balance, and body development is developed through practice and always covered indirectly.

Awareness of self and everything around.

Proper breathing and proper etiquette.

The total utilization of the body as a weapon circularity.

Techniques must be taught separately (strikes, blocks, kicks, stances, etc.) and then combine them together. Because no one thing is more important than another. To stress one aspect because it is an instructor's favorite technique will limit the students' awareness. No mention in the question is the underlying karate principles to generate power. I feel that even at a beginning level, it is important not only to learn individual techniques, but also to work on understanding how the body can generate power and how to focus these techniques. These concepts take years to understand and to apply but should be introduced immediately.

Basic blocks, kicks, and strikes. All of these skills are taught in a beginning class. Any attempt to rank them in order of importance would be arbitrary.

Break falls and roll recoveries, joint locks and breaks, and defense against grabbing techniques.

I do not consider bowing a skill.

Falling or breakfalls.

How to do karate with love in your heart, and learn to love and be friendly with karate.

Footwork.

Breathing techniques, center of gravity, and movement involving the center of gravity.

Each block is shown with its application to an attack, though none are taught in order of importance.

Blocking with the elbows against body blows. Good defensive coverage, that is, maintaining protective hand position.

Cannot be used by beginners in practice until the student learns the basic karate stances posture first.

#### Question 5:

We have four sashes in our style: black, brown, green and white. We start our students out at white level, and it takes a minimum of six months to one year for the average student to reach testing level for their green sash.

No belt, basic orientation of karate.

Fifth gups out of a total of ten gups.

Depends on the student--most leave the class with a basic realization of the strength and weakness of themselves and their opponent.

Two stripes on a white belt.

Our physical education classes meet twice a week for forty minutes for only ten weeks. Therefore, I am responding with the assumption that the student has continued through Karate II (which meets twice a week for 1-1/2 hours). These two classes combined seem equivalent in class time to the 16-week, three times a week program you mention. At the completion of both Karate I and II here at O.S.U., a student has usually covered material to about the 7th degree.

The student would move up from 6th KYU to 5th KYU. However, I don't offer a 16-week "crash course" but a multi-year plan.

Generally, it takes 3 to 6 months, even a year, to obtain the first belt. (Based on the person only.)

Purple belt which is 7th KYU in TaeKwon-Do.

Go KYU, represented by a yellow belt.

#### Question 6:

Basics are very important and should be repeated over and over again--the same techniques.

#### Question 7:

For practical self-defense kicks, we emphasize low side thrust kick to the foot, since these do not require exceptional balance and flexibility.

Emphasize attacks to vital points for practical defense.

Upper cut and back kick.

Back kick, straight punch and counter punch.

We classify all techniques as defensive and not as offensive, although the student is responding to aggressive action. We also teach the principles of avoiding physical contact and control methods.

Techniques should be taught stationary at first and then from a stance with movement, so a lunge or stepping punch is just as important as a reverse punch.

Side kicks should be both snap and thrust.

The use of combination techniques are taught.

Crescent and back kick.

Our emphasis is on the perfection of the basic techniques--those that students' bodies will still be able to perform even when they reach fifty and sixty years old.

Simple hopping techniques.

Lunge punch, elbow and knee strikes, and palm and heel strikes.

Question 8:

Fighting stances.

Sparring stance.

Cat stance, forward stance, and back stance.

Stance work is very important as it is the foundation for strength. The more difficult stances give a student the opportunity to better see his weaknesses.

Free sparring--transitions in stances is very important.

Long front stance and short front stance.

Attention and open/close stances only for formation of class.

Forward or front stance for delivering of power. I am confused about the terminology of 1st stance mentioned (close/open stance).

Fighting stance--which is a modified back stance.

Ninety degree stance, horse stance, end stance, and cat stance.

Formal stances are very important in order to generate power in delivering basic techniques.

Front stance, cat stance, and rooted stance.

Question 9:

Breathing low and staying relaxed.

Run away.

The unified power of attack (UPA) circularity in blocking and movement as straight line movement.

I usually take one or two class periods at a beginning level to introduce them to special defense situations. They are important, but not at this level.

Important to teach students to use good judgment, with confidence in a given situation.

Defense against grabbing techniques, joint locks and breaks.

Ground defenses.

Always use a weapon against a weapon unless no other alternative. Defense against a weapon (gun, knife, etc.).

Self-defense usually is not taught in our beginning level classes.

Question 10:

Heian forms.

No real emphasis on pre-arranged fighting.

Full contact (with exception to face contact) in full pads with mouth piece and cup.

Katas in slow motion.

Second form or kata only if we have time.

Semi-free sparring is not required at the beginning level.

Question 11:

Sport karate at this level can be good for some, but shouldn't be stressed.

Love to teach full-contact to those who want to fight full-contact.

The way I have answered this questionnaire might imply that I am opposed to sport karate, but I am not. However, I make it clear to my students that sport karate and the karate they learn in my classes are two separate things, neither one being inherently better than the other.

First-semester students are encouraged to compete in kata (forms) only.

Although many of my students compete and win in both kumite and kata, I don't encourage tournament participation.

Question 12:

Prearranged three times attack.

History and philosophy, ability to teach, and advanced weapons.

Stances and blocking techniques should also be tested.

The student's attitude and fitness are my strongest points in promotions.

Basic stances.

Circle fight, two-on-one kumite, and weapons kata.

On the ground techniques also.

When testing for black belt, the student must show his/her total knowledge of all basic techniques, kata forms through black belt, and a written exam in discessionable.

Oral response to general knowledge of style.

Beginners are tested on three step pre-arranged sparring.

Beginning level classes are characterized by a philosophy of trying to do less things with exceptionally high quality. Students are later introduced to advanced techniques.

APPENDIX G

SUMMARY OF STANDARDS FOR A FUNDAMENTAL COURSE



Summary of Standards for a  
Fundamental Course

Questions one through four were used in developing standards for a fundamental course if the items were ranked at least one time as a first-choice response. Standards are presented to you by rank order of importance.

1. Objectives of a fundamental karate course.
  - A. To develop an appreciation for karate as an art
  - B. To develop a sense of responsibility for self and others
  - C. To develop skills and understanding of the general principles of personal defense and safety
  - D. To learn self-defense and protection techniques
  - E. To improve mental balance through active participation
  - F. To improve general health and fitness through active participation
  - G. To develop an appreciation for karate as a sport
2. Introduction and orientation areas of a fundamental course.
  - A. Importance of self-awareness and self-control
  - B. Class procedure
  - C. History and philosophy
  - D. Aims and objectives
  - E. Safety and precaution
  - F. Etiquette of karate
  - G. Ranking systems in karate
  - H. Language in karate
3. Karate skills demonstrated in a fundamental course.
  - A. Live demonstration of karate's principles and skills
  - B. Demonstration of free sparring and practical self-defense
  - C. Demonstration of power of strikes and kicks
  - D. Demonstration of forms against imaginary opponents
4. Karate skills covered in a fundamental course.
  - A. Stances and postures
  - B. Bowing

- C. Balance and body development
- D. Learning to make proper karate fists
- E. Learning the striking surface of the hands, elbows, feet, and head

5. The average student could reach an eighth-degree yellow belt by completing the fundamental course.

Questions six through twelve were used in developing standards for a fundamental course if a majority of the responses were rated most important or important. A fundamental course referred to a sixteen-week program with workouts for one hour, three times a week, for a total of forty-eight hours of formal instruction.

6. Defensive techniques introduced in a fundamental course.

- A. Low block
- B. Rising block
- C. Middle block
- D. Inward block
- E. Outward block
- F. Knife-hand block

7. Offensive techniques introduced in a fundamental course.

- A. Reverse punch
- B. Front kick
- C. Side kick
- D. Round kick
- E. Back fist
- F. Knife hand

8. Formal stances introduced in a fundamental course.

- A. Riding or sitting stance
- B. Attention stance
- C. Walking stance
- D. L-stance

9. Applied practical self-defense techniques introduced in a fundamental course.

- A. Front defenses
- B. Side defenses
- C. Rear defenses

10. Forms and pre-arranged fighting introduced in a fundamental course.

- A. First form or kata
- B. Second form or kata
- C. Pre-arranged fighting
- D. Semi-free sparring

11. The sport of karate introduced in a fundamental course.

- A. Contest rules
  - B. Practical free sparring with a partner
12. Areas incorporated in belt-rank promotions in a fundamental course.
- A. Basic punches and kicks
  - B. Form or kata
  - C. One-step fighting
  - D. Self-defense techniques
  - E. Advance punches and kicks

VITA

Daniel Ray Zeroski

Candidate for the Degree of  
Doctor of Education

Thesis: THE DEVELOPMENT OF KARATE STANDARDS IN  
HIGHER EDUCATION

Major Field: Higher Education

Minor Field: Physical Education

Biographical:

Personal Data: Born in Mount Pleasant, Ohio, November 18, 1956, the son of Edward J. and Shirley Ann Zeroski. Married to Peggy Cochran Zeroski.

Education: Graduated from Buckeye West High School, Adena, Ohio, in May 1975; received a Bachelor of Science degree from Northeastern Oklahoma State University in 1979; received a Master of Science degree also from Northeastern Oklahoma State University in 1980; completed requirements for the Doctor of Education degree at Oklahoma State University in July 1984.

Professional Experience: Graduate assistant, Oklahoma State University, 1980-83; teacher and coach, Ardmore Middle School, 1983-present.

Professional Organizations: American Alliance for Health, Physical Education, Recreation and Dance; Southern District of the American Alliance for Health, Physical Education, Recreation and Dance; Oklahoma Association for Health, Physical Education and Recreation; Oklahoma Coaches Association; Oklahoma Football Coaches Association; Kappa Delta Pi; National Education Association; Oklahoma Education Association; and Ardmore Classroom Teachers Association.