

British Academy of Fencing **ACADEMY NEWS**

September 2018
Issue 97

"Run by coaches for coaches"



SUMMER OF SUCCESS

High temperatures and fantastic weather greeted the participants on this year's residential coaching course held recently at Denstone College.

Numbers attending were pleasing; numbers up and once again attendees came from far and wide including; United States of America, Hong Kong, Switzerland, the Republic of Ireland and of course the United Kingdom. There were a number of returning participants and we welcomed a few new to the world of fencing coaching.

The course was housed in a newly opened sparkling accommodation block. Food was plentiful and excellent.

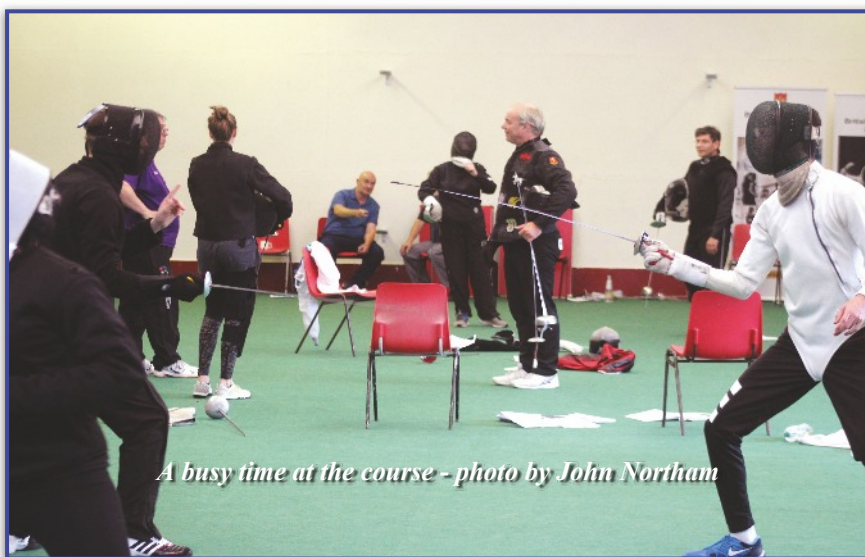
You might have thought that the hot weather might have lessened the enthusiasm to be in fencing kit for around 8 hours a day for a whole week. Not so; work rates were high, with many embracing the sentiment "you get out what you put in".

Coaches were advised to 'pace themselves' but a number had to be ushered out of the gym late into the evening!

The course focused more on the 'skills of a fencing coach' rather than simply providing answers to the coaching questions.

Participants remarked that they liked 'the less intense and more relaxed nature of the course', agreed that it was hard work, but very enjoyable nonetheless.

Examinations were held on the Saturday of the course and we would like to thank the examiners that attended. Examination passes were achieved at L5 (Diploma) Epée and Sabre, L4 (Advanced) Foil and Epée, L2 Foil and Epée, L1 Foil, Epée and Sabre.



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Articles and other material are welcome and should be sent to the Editor

Printed by BM Colour, Unit 20, Hillgate Business Centre, Swallow St., Stockport, Cheshire, SK1 3AU



Photos by John Northam

EXAMINATION SUCCESS

The following candidates achieved passes in their exams at the end of the Summer Course.

Diploma Epée

Jacqueline Redikin

Diploma Sabre

Stefan Leponis

Advanced (L4) Foil

David Browning

Kevin Nelson

Advanced (L4) Epée

Solange Emmenegger

Level 2 Foil

Kiron Austin

Level 2 Epée

Shane Wilson

Level 1 Epée

Elys Lancy

Level 1 Foil, Epée and Sabre

Michael Barnum

We send our congratulations to all these successful candidates and wish them well in their future coaching.

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WEB SITE**

**FOR ALL THE LATEST
INFORMATION GO TO THE
ACADEMY WEB SITE AT
WWW.BAF-FENCING.COM**

**EXAMINATION
FEES**

Level 1 Assessment £11.00

Level 2 to Diploma £21.00 (**£26.00**)

These are for "normal" exams - for
Special exams, consult the Course
Officer. Figures in **RED** are for
non-BAF members

**PROFICIENCY
AWARDS**

The current rates for awards
are:

BAF Members:

1 - 4 Awards £3.70 each
5 - 9 Awards £3.60 each
10+ Awards £3.40 each

Approved non-Academy Coaches:

1 - 4 Awards **£4.70** each
5 - 9 Awards **£4.10** each
10+ Awards **£3.90** each

A4 Study Guides:

1 - 4 £2.65 (**£2.90**) each (incl.
p&p)
5+ £2.30 (**£2.65**) each

Figures in **RED** are for non-BAF
members

DOCUMENTATION

The following documentation is available from Jackie Redikin (for contact details, see left)

Key Teaching Points Foil	}£7.35 (£9.45) each
Key Teaching Points Épée		
Key Teaching Points Sabre		
Key Coaching Points Foil		
Key Coaching Points Épée		

Key Coaching Points Sabre

Glossary of Terms (including Translation of Fencing Terms).....£7.35 (**£9.45**)

Employment Guidelines.....£7.35 (**£9.45**)

Teaching/ Coaching Tactics (2nd Edition).....£16.80 (**£21**)

CD-Rom Issue 6.1 – this contains all the syllabuses and current questions for BAF examinations, as well as other examination material.....£10.00

**

Examples of past written Papers – for the Advanced and Diploma examinations - **FREE**
- apply to Course Officer

All prices include p & p. Figures in **RED** are for non-BAF members

** Price of CD-ROM includes lifetime replacement guarantee - only buy once!

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The British Academy of Fencing Ltd

Company No. 8540066

A Company registered in England and Wales

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THE PRESIDENT WRITES.....



Well, another Denstone Course done and dusted and with heat I've never experienced before! Numbers up and passes at most levels, they did work hard. Thanks to the examiners and Andy Vincent for being the exam co-ordinator. We did have a real Professor on the course plus a distant relative of 'The Greatest Showman on Earth', Phileas T. Barnum!

Most coaches don't realise that becoming a Fencing Master *is only a basic qualification*. It marks the completion of a course of instruction that takes into account all fencing strokes and their application in tactical conditions. Different methods of delivering that information exist (linear/non-linear, constraints/free-play, project inquiry, whole-part-whole). There are also many fencing exercises to help a fencer become more effective (blade in hand footwork, sequential blade routines to include footwork, choice re-action, first intention/second intention). The list goes on and it covers Foil, Epée and Sabre. This course of instruction does not have a time limit, some coaches never complete it, others are only interested in one or two weapons.

On this basic qualification you then begin to hang the extras. Experiences gained from giving lessons, especially to national level fencers; running county, regional and national personal performance courses; running coaching courses, running clubs, running competitions; working with other Masters and learning from them; making mistakes and also learning from them! It is true to say that you never stop learning.

There are many ways to deliver a coach education system, I have seen our governing body use at least three different ones, they are now on the fourth! I am an old coach and when I hear another coach say that they have found the best and most effective method to teach fencing and everyone must use it, I am wary. What suits one coach does not suit another, what is effective in one area/country does not automatically transfer to another area/country. The Academy Coach Education System gives flexibility and allows any coach to pursue their own style of coaching. As I said at Denstone (tongue in cheek) you are here to pass an exam, it's up to you to go out and coach.

Which moves me to a comment from a candidate on the course who said, "I call myself Professor on my circuit, I feel that with all the other coaching qualifications I have, I am worth it. Not only that, the Academy does not own the word Professor". Our response was, "no, the Academy does not own the word "Professor" and you can call yourself whatever you like. We would object if you put BAF after it". What would happen if that coach was asked where he got that qualification from? And isn't that coach taking from the Academy some of its reputation and standing?

And this person is not the only one! "Professor" in the fencing world is generally assumed to be a member of the Academy who has passed the Diploma Examination in all three weapons. My view is that the integrity and honesty of any coach is paramount in building his or her reputation.

In my Manifesto prior to the AGM and election, I did say that I would like to promote a sort of 'phone-in' so that any member of the Academy can speak to me (or any member of the Committee). I would welcome phone calls/emails from those who wish to discuss any issue relating to Academy activity and their own training. My contact details can be found in this publication or on the website. This Academy has great resources and very experienced coaches who are more than happy to help a fellow coach.

Invest in your training, you will become a more valuable product.

Prof Peter Northam, President, British Academy of Fencing

Letters

From Donald Walker

Prof. Carson states in his article that the Academy “Focus on technique and call it coaching”. Having been on the majority of the courses run in recent years I can firmly state that’s rubbish. The courses I have attended have covered everything that a modern fencer needs including most of what he is advocating. I have never been on a course within the last ten years where I have not been introduced to new thinking. I have been coaching for 39 years and in that time fencing has changed enormously; if you don’t change with it you are selling yourself and your pupils short.

As for the charge that the BAF would become a classical fencing school. What is that? I’ve never seen one, been in one or heard of one. The Academy is composed of its members, most of whom are always trying to improve both themselves and their pupils, so there is always a dynamic of growth. There seems to be a perception that the Academy is behind the times; you can often hear it being spouted at the AGM by members who haven’t been on any of the courses, or people at competitions going on hearsay. Academy members are teaching competitors, attending competitions and attending courses every week, and, since the Academy is its members, we go from strength to strength. Yes, we can always improve and we need to be open to new ideas so we can go forward, but, we need to remember that there are seven different learning styles and one size does not fit all.

In all of this we also need to remember that the majority of fencers are social fencers, they are the base that hold up the competitive few. I would suggest that, while the reflected glory of a successful competitor is nice, it behoves us to put the same effort into social fencers as they pay their money to keep our sport going. I know of too many coaches who neglect them at the expense of their competitors. Without them fencing would wither.

Maître Donald Walker

From Bob Merry

I should also like to add my own comments here, but I should stress that these are not in any way related to my position within the Academy, nor are they an “official” reply to the article. They are simply my own opinions.

I watched the video that Phil recommended and had to ask myself whether the ideas in it were either “new” or “modern”. My conclusion was that they were not. Basically, it showed a variation on the project method, which coaches have been using for decades. I have used it myself quite a bit in class and individual lessons and touched on it briefly in an article for Academy News in May 2016 (“There’s More Than One Way”). I remember being introduced to such ideas over forty years ago, in sessions with Prof. Geoff Hawksworth. Once a coach is qualified, at any level, they should seek to add this and many other methods to their repertoire of skills, since not all pupils will respond to a particular style.

As for the suggestion that the Academy has focused too much on technique, I have to agree with Donald that this is not my experience. I have been involved with the evolution of our coach education system since starting at Basic under the joint AFA/BFA scheme, nearly fifty years ago. When the Academy moved to the current format in 2002, I was amongst the first to take an exam under it, my Diploma Sabre. Since then, I have been involved both as a mentor to new coaches and as an examiner at every level. I simply don’t recognise this characterisation of our focusing mainly on technique.

If one looks at the current questions (revised in 2016) for Special Lessons at Diploma Foil (Epée and Sabre follow parallel paths), you will find that thirteen out of the fifteen questions require the candidate to give a competitive and/or tactical lesson. The other two are based on continuity hitting exercises. Not one is focused on technique. Whilst a candidate may include some coaching to improve technique, it is highly unlikely that they would gain a pass, if this was the sole focus of the lesson.

The situation is similar at Advanced (Level 4), where the overwhelming majority of the questions require competitive and/or tactical answers. There is only one question that asks for the candidate to “improve the pupil’s technique”. The Academy has always made a clear distinction between Teaching and Coaching. The skills of teaching something from scratch are mainly developed at Levels 1 and 2, with coaching known actions being mainly introduced from Level 3. But, whatever the lesson, there is never one right answer or method. If the examination board are convinced that the lesson presented shows the candidate’s skills and knowledge to be of the right standard, the candidate can use any method that achieves the right result.

Prof. Bob Merry

KIDS' FENCING BOOK REVIEWS

And yes, these are their reviews

Below is a selection of kids' fencing books reviewed by some of my young fencers (in their own words)..

Learning Fencing by Katrin Barth & Berndt Barth

ISBN : 978-1-78255-113-3

I will start with the positives. I thought that the book used relatively sensible language for the fencing 8 to 12 year old. It also gives a very good instructions on the safety and

rules. I will give some negatives as well. Some of the blue quiz diagrams feet were a bit confusing, the book doesn't also give the answers in the text before. Personally I think they should teach before the quiz. Sometimes they give a little too much information for a child of my age or younger. .

Rosie C. Age 10

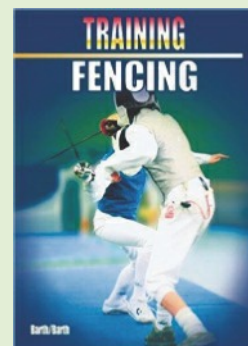


Training Fencing by Katrin Barth & Berndt Barth

ISBN-13: 978-1-84126-096-9

This book contains a lot of useful information which I believe would help fencers reach their full potential. A good feature of the book is how much detail it goes into, and also that it has parts to fill in. The illustrations are accurate, however personally I don't like the cartoon of a sword as it is frankly childish and could potentially be misleading.

Elsbeth C-J Age 14



Sabre Fencing for Kids by Michael Shender

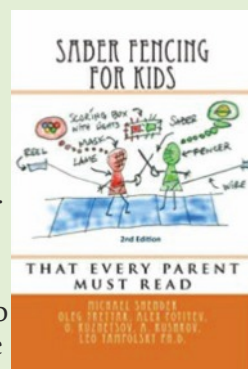
ISBN-13 : 978-1541241985

This book is a colourful and easy to read book with handwriting text to make it more understandable for its audience. I think this book is very good at explaining different moves very well, the pictures are very useful and definitely suit the theme of the book. The loose story line that continues through the book is a nice touch and will keep slightly younger readers more interested in the book.

Although there are definitely some spelling mistakes, and some grammar issues. It also uses descriptive words that are probably a little complicated considering the age range that this book is meant for. i.e. Bio-mechanical, and inertia. If these words are used then there should be a glossary.

In conclusion, I believe that this is a really nice book to read with a lot of valuable information and it would really benefit fencers who are just starting sabre.

Kezia N. Age 13



Broadly I would agree with what they have written. **Sabre Fencing for Kids**, has appealing childish cartoons, and there is a sensible amount of humour in them. The actual information contained is very good, and it has included some difficult concepts Its a good book for secondary school age group. Downside there is no interactive elements in the book, **Learning Fencing** and **Training Fencing** both have translation issues and suffer from inconsistent terminology. But the layout of the books is good with not too much text on each page, and plenty of pictures throughout the book, using background colours to highlight important information. The advice contained within each book is good, and appropriate to the age group.

Kevin Nelson.

SIMPLE COACHING - STARTING DISTANCE

By Prof. Liam Harrington

One question I'm fond of asking my fencers is this: "What happens in every single bout?" Obviously, I get a variety of answers: "somebody attacks", "somebody scores a point", "somebody wins/loses".

The thing that happens in every bout which I'd like to explore in this article is this: The fencers stand on the on guard lines, and Referee says: "On-Guard. Ready? Play!". The fencers then move from the on guard lines and get close enough to score a hit.

Getting into an effective distance, while maintaining the initiative over their opponent, is a necessary skill for any fencer to have. However, many fencing lessons ignore this, and tend to start with the fencer at the correct distance to perform whatever action the lesson is focusing on.

To help illustrate the point, I'm going to take a fairly simple exercise for foil as an example. In this lesson the pupil has to perform a preparation, then hit with either a simple or a compound attack depending on distance. Typically, it is performed like this:

Coach starts On guard in Sixte

Pupil starts On guard in Sixte at **Step-Lunge** Distance.

		Option A	Option B
Preparation	Pupil	Steps Forward and engages in sixte. Aiming to get inside the coach's reaction time for a simple attack.	Steps Forward and engages in sixte. Aiming to get inside the coach's reaction time for a simple attack.
	Coach	Remains Stationary	Takes a <i>small</i> step back so that they will have time to parry a simple attack
Attack	Pupil	Simple attack by disengage with <i>short lunge</i>	Disengage and feint
	Coach	Attempts to parry circular sixte but fails because the pupil's attack will arrive before the parry can be executed	Parry circular sixte
	Pupil	Hits	Deceives the parry with a counter-disengage and hits with a lunge

What is missing from the exercise is the pupil moving from their on guard line and getting close enough to their opponent, who will almost certainly also be moving, to start the action. Or in other words, the pupil never has to work out how to get to the correct distance to perform the preparation.

So why not try the exercise like this?

Coach starts On guard in Sixte on their on-guard line

Pupil Starts On guard in Sixte on their on-guard line.

(see next page for exercise details)

		Option A	Option B
Pupil setting up the Preparation	Pupil	On the command Fence, moves off their on guard line and manoeuvres close enough to the coach so they can step and engage in sixte	
	Coach	Also moves off their on guard line mimicking the movement of a fencer who intends to try and score with a parry-riposte	
Preparation	Pupil	Steps Forward and engages in sixte. Aiming to get inside the coach's reaction time for a simple attack.	Steps Forward and engages in sixte. Aiming to get inside the coach's reaction time for a simple attack.
	Coach	Remains Stationary	Takes a <i>small</i> step back so that they will have time to parry a simple attack
Attack	Pupil	Simple attack by disengage with <i>short</i> lunge	Disengage and feint
	Coach	Attempts to parry circular sixte but fails because the pupil's attack will arrive before the parry can be executed	Parry circular sixte
	Pupil	Hits	Deceives the parry with a counter-disengage and hits with a lunge

At this point let the pupil work out for themselves what they need to do to get to the correct distance. If the pupil makes a mistake, start over and give them another go. The coach can gradually increase the speed and variety of their own footwork to make it increasingly challenging for the pupil.

Once the pupil is proficient at the exercise you can gradually introduce some variations. One option would be to change the tactical situation. Is the pupil behind in the bout and running out of time so they need to score hits quickly? Or can they be patient and take their time to set up the action?

You could also make the pupil concentrate for longer before they get their first chance to step and engage. For example, on the command "Play", the coach could come very quickly off the on guard line and attack the pupil. The pupil could defend with distance by stepping back, then have to create an opportunity to set up the action.

If the pupil makes a mistake, but one that doesn't result in a hit being scored, then don't stop the exercise, instead encourage the pupil to carry on fencing and have another attempt. E.g. If the pupil misjudges the distance and lunges from too far away for either the simple or compound attack to be successful, but also too far away for an opponent to have a realistic chance of hitting, then, while that might be a mistake, it is not a fatal one. The pupil can immediately recover to on guard and create an opportunity to try again. Just like they would hopefully do if they were fencing.

Take care that you make sure the pupil sticks to whatever exercise you have chosen. There is a danger that this could become free format fencing with the pupil taking over and scoring with whatever action they wish. Remember the purpose of the lesson.

The same principle can be used in class lessons. In fact, having the class start on the on guard lines leads naturally to this becoming a controlled training bout, where the fencers can only use actions that fall within the constraints that you have set. My own experience is that fencers often enjoy this kind of class lesson more than the traditional kind, where one of the fencers has to act as a "coach". So, using the example above, Fencer A's intention would be to make a preparation then score with a Simple or Compound Attack, while Fencer B would be trying to draw the attack so as to parry and score with a riposte. If Fencer A can control the distance then they will most likely be successful, whereas if Fencer B can control the distance then they will increase their chances of parrying.

We all know that assessing and controlling the distance is a key skill for every fencer. Good coaches make this an integral part of their lessons.

STEFAN SPEAKS

The thought of your Members' Rep.



This is no chronicle of saints. Nor yet is it a history of devils. It is a record of certain very human, strenuous men and women in a very human strenuous age; a flamboyant age; an age of steel and velvet, of vivid colour, dazzling lights and impenetrable shadow; an age of swift movement, and high endeavour, of sharp antitheses and amazing contrasts; it ismy diary from Denstone!

Day 1

T-shirts sweated through - 2 Beers assimilated – 2 Questions understood - 1
We are housed in the new block, very swish, the bedrooms have USB charging points.
The course begins we are all enthusiastic.
Most shocked at lack of biscuits for afternoon tea break!!

Day 2

T-shirts sweated through - 3 Beers assimilated - 1
Best food at dinner - Gorgonzola, pear and Serrano ham starter
Edible sausages for breakfast, this really is not the Denstone of old!
People show pictures and stories of their dogs, oh dear the poor souls who didn't have a dog and looked on bemused.

Discover Pete Cormacks weakness for the chemical bacon taste of Frazzles

Day 3

T-shirts sweated through - 3 Packs of Frazzles donated to Pete C - 1
Cider drank - 1 Professors showing signs of despair with me - 1
Small victory; get to chocolate biscuits first at coffee break.
BBQ in evening we listen to the soothing sounds of a rap battle by some kids attending other courses at Denstone.

Day 4

T-shirts sweated through – 5 Beers assimilated - 2 Packs of Frazzles donated to Pete C – 1
Best food at dinner - breaded pork Schnitzel with dauphinoise potatoes
OMG it is starting to make sense!
Everyone is drying coaching kit out of their windows, it helps, but you have to pity the passing stranger whose nostrils have not acclimatised.
Discuss if Pete Northam's beard classifies him as a hipster.

Day 5

T-shirts sweated through - 5 Beers assimilated - 3
Best food at dinner - sticky toffee pudding, was raved over by everyone.
Was last to get to biscuits in the tea break, forced to eat Bourbon biscuits in desperate hunt for sugar.
We all dress up for dinner, not in fancy clothing, but in clean odour free light weight clothing, such a relief on the hottest day of the year.

Day 6 - Exam day

The examiners arrive greeted by Course Director, Andy V, who managed to escape the embrace of his tracksuit and is wearing a natty blazer complete with academy arms on the pocket.
I note that the fancy chocolate biscuits are reserved for the examiners.
Later I show the examiners my fancy sabre moves, they look somewhat impressed.
Much thanks to the coach educators for providing a happy environment that was conducive to learning. (and I am not just saying that because I passed)

PART 2 OF GETTING TO KNOW THE B.A.F. PROFESSORS

1. Name:- Lance Larsen

2. When and why did you start coaching:- I started fencing at the age of sixteen at a community centre and had occasional lessons from a Fencing coach (Leon Auriol). The community centre didn't have a proper coach, so it was up to the membership to teach the next group of beginners. I found myself coaching early on and really enjoyed it. Later I decided that it might be possible to make it a profession.

3. As a competitive fencer what is/was your preferred weapon:- I started with foil but had better success with both épée and sabre.

4. Where do you coach or are you retired:- I coach throughout west London.

5. When did you become a professor of BAF:- 6th of Jan 2002 (I had to look at my diploma to remember).

6. Which coach inspired you as either a fencer or a coach:- Leon Auriol, who created many national champions in the US, inspired me to become a coach, but I had a mentor in the form of an air force captain (David Lewis) who pushed me as a competitor, as well as my first coach Jack Warner who was a retired P.E. Teacher, who instilled in me a love of the sport.

7. The best advice you were given (fencing or coaching):- A lot of fencers in training don't see value in fencing someone weaker than themselves. This is the best time to practise a new movement (attack or parry) and it artificially handicaps the fencer so the level of the fight is pretty even. Against better opponents try using your favourite moves as finishers but set them up with various preparations. In each scenario you are improving some aspect of your game.

8. What is the one piece of advice you would give a beginner coach:- Don't stop asking questions. You have the obvious answer but equally that can be to yourself, "well, what if I try it this way?"

9. What do you wish you had known when you began your fencing/coaching journey:- When I was fencing as a youngster, I found that I did better against intermediate level opponents, not great understandably against experienced ones, but I sometimes found myself losing against beginners. It took me a while before I understood that the thing that makes experienced fencers and beginners difficult to fence is the same thing... unpredictability.

10. Favourite move/film/tv show involving sword play:- I have two all time favourites: the first being the Three Musketeers with Michael York as D'Artagnan. The second is Scaramouche with Stewart Granger. When I lived in Los Angeles, I became friends with a local fencer (Marty Kirchner) who told me about when he was an extra in Scaramouche and how they filmed the climactic scene at the end of the protracted battle where a sword is thrown at Stewart Granger and it quivers in the wall inches from his head. Marty said that a blade with metal tubing was substituted in and it was thrown along the length of a wire, the wire being small enough not to be seen on film. If you look at that scene in detail, you'll notice one other thing- a flaw in continuity where it shows the curved knuckle bow of the sword on top in one scene and at the bottom of the next. Have a good freeze frame next time you see it, if you don't believe me.

(Prof Peter Stewart wishes to make a correction to his answers to this questionnaire, as featured in the July Academy News:

"On page 9 there is an error, of my making, in the articles re fencing masters. The date I became a Prof was May '80, and not May '60, as shown. In '60 I was in the Services in Germany.

Sincere apologies for the 'cock up'"

Thank you, Peter, for clearing that up)

BAF AWARDS TO MEMBERS

One of the pleasanter duties of the committee is to consider the awards and honours that can be given to members and presented at the Dinner following the AGM. However, they need a little help finding the deserving recipients. You can get an idea of the range of honours available by visiting the relevant part of our website, at <https://www.baf-fencing.com/roll-of-honour.html>. Some honours, such as the Gauthier Trophy, are not awarded every year, but most are available, if there are suitable candidates.

The one that should most concern the membership in general is the Brian Pitman Memorial Award, for which the committee has, usually, to rely on others for nominations. In many recent years, there have been no suitable nominees and the award has not always been made. It would be a shame to think that there were no BAF coaches carrying on the type of work that was so dear to Brian's heart. Here, then, is a summary of the criteria that are considered (NB; these were published in 2015 in John Worsley's Members' Rep column and we are pleased to acknowledge his work in preparing this summary):

The award is presented, at the discretion of the committee, to a member of the Academy who has shown particular skill or dedication to the promotion of and/or the development of fencing for young people under the age of 18, with a particular emphasis on non-performance or participation fencing. Anyone who coaches children or young people, especially in the following areas, would be strong contenders for the award.

- Young people with learning difficulties.
- Physically handicapped young people.
- Young people from deprived areas.
- Work in state schools.
- Work with voluntary organisations.

The Award is open to both professional and amateur coaches alike and, although it mentions non-performance and participation fencing in particular, please don't think that this disqualifies any potential candidates that are involved in competitive fencing. Fencing is a sport and as such there will always be a competitive element in any fencing activity, as long as the candidate being put forward is coaching or teaching in one of the above categories, they will be considered as a suitable candidate. The nominations don't have to come solely from other academy members either. The parents of fencers or fencers themselves can nominate their coaches for the award. All nominations can be sent to any member of the Committee, but they must be sent before the end of November to give the Committee time to consider the nomination and ask further question if necessary. Nominations should include the name of the candidate and a summary of why they qualify for the award.

It would be very helpful to include in the summary some details, such as the names of schools or organisations with whom the candidate has previously worked, or is involved with, along with a rough idea of dates and the duration of the candidate's involvement. For example, if the candidate is working in a deprived area then what is the name of the area? What is the name of the club they run? Or what is the name of the school or schools they work in? In short, any information that will help the committee come to a decision and make the award to a worthy candidate.

BRIEFS

By now, most of you will be aware of the stupendous result achieved by Richard Kruse at the World Championships in Wuxi, China, where he won the Silver Medal in the Men's Foil. This is the best British result at a Senior World Championship since 1965, when Bill Hoskyns also won a Silver in the Men's Épée.

Our congratulations go to Richard and also to his coach, Ziemek Wojciechowski, who has coached Richard for all his career. A strong team, indeed.

And now a brief note from Peter Stewart:

Last weekend, at the Junior Commonwealths in Newcastle, I was delighted to see Pat Pearson. He was as bright as ever and I understand still coaching a few nights a week. He asked if I could pass on his regards to those who remember him, and I thought the Academy News might be a good way of doing this?

Indeed yes, Peter. No sooner said...

MORE USEFUL BITS.....

DATES FOR YOUR DIARY

Here is advanced notice of a couple of events, which you may wish to note now.

AGM

The November issue of Academy News will carry the formal notice of the AGM, but, in the meantime here are some details, including the menu of the Dinner following the AGM.

The AGM will be held this year Holiday Inn Birmingham M6 J7. This year there will be also be a Dinner held after the AGM, The cost of Dinner will be £22.50, which does not include drinks

Menu

Starters

Roasted red pepper and tomato soup with lemon and thyme pesto (V)
Carrot and Coriander soup with parsnip crisps (V)
Leek and potato soup flavoured with Tarragon (V)
Crescents of honey melon with seasonal fruits and raspberry coulis (V)

Main courses

Grilled pork loin steak with Fondant potato, green beans, baton carrots, apple and raisin compote and cider sauce
Roast breast of chicken, gratin potato, roasted root vegetables, green beans and wild mushroom sauce
Roast loin of pork with creamy mash potato, braised cabbage and baton vegetables and apple brandy sauce
Grilled chipotle Salmon with crushed new potatoes, green vegetables and roasted cherry tomatoes
Baked spinach and wild mushroom filo parcel with cheddar cheese sauce (V)
Spinach and butternut squash wellington with chive cream sauce (V)
Grilled vegetable tower with Moroccan style couscous and spice tomato sauce (V)
Roast vegetable strudel with polenta chips and crisp garden salad. (V)
Mushroom risotto served with porcini oil and crisp garden salad. (V)
Four cheese ravioli with rocket pesto, asparagus and pine nuts. (V)
Red onion marmalade and goats cheese tartlet with sun blush tomato dressing (V)
Quorn and bean chilli con carne with savoury rice, sour cream and jalapenos (V)
Mushroom, vegetable and cheese nut roast with tomato basil sauce (V)
Baked flat mushrooms filled with vegetable ratatouille topped with mozzarella cheese (V)

Desserts

Chocolate tart with fudge pieces and cognac cream sauce
Strawberry cheesecake with English cream sauce
Warm apple tart with vanilla ice cream
Glazed lemon tart with fruits of the forest jam

Tea and coffee served afterwards

Please contact Jacqueline Redikin if you are attending the dinner on email. courseofficer@baf-fencing.com



SUMMER COURSE 2019

It's never too early to plan ahead and the next Summer Course at Denstone is already booked and will be held from Monday 12 August 2019 to Saturday 17th August 2019. If you require further information please contact Jacqueline Redikin

Email: courseofficer@baf-fencing.com

Manchester Coaching Courses

Monthly courses are to be organised in the Manchester area, to run from September onwards. The course is for all three weapons from levels 1 to 5. For further information, please contact Jacqueline Redikin via courseofficer@baf-fencing.com