

## **USFCA Historical Weaponry Certification – Initiateur d’Escrime Historique**

### Executive Summary

**Historical Fencing Defined:** Fencing with Medieval, Renaissance, Enlightenment, or Classical weapons used in the way that they were actually employed in those periods.

**Objective:** Provide a certification program for fencing coaches to verify basic competence to teach beginners at the same level as the Moniteur does in modern fencing.

**Benefits to Members:** Provides a qualification that attests to basic competency enhancing the marketability of member’s programs with another revenue stream.

**Benefits to the USFCA:** Builds contacts with the historical fencing community and offers opportunities for membership recruiting.

#### **Format:**

- Includes an application process to ensure we can assign appropriate examiners, the weapon proposed is one we are prepared to examine, and that the candidate has thought through the lesson and its safety issues.
- One level – the Initiateur, equivalent to the Moniteur in our existing certification program.
  - Name chosen from a title used as an entry level instructor in historic and artistic fencing by the French Academy of Arms specifically to avoid confusion with the Moniteur brand
  - Could equally be a Moniteur d’Escrime Historique
- Written and practical examination
  - Written examination administered as the Moniteur examination is administered
  - Practical examination is similar to the Moniteur examination, adapted for the characteristics of historical weapons
  - Administration uses the same basic procedures as current certifications
- Individual qualifies in a period and a weapon, and may qualify in multiple weapons.

#### **Implementation:**

- Propose to have the Historical Fencing task group conduct a pilot test examination at the 2012 conference.
- Historical Fencing task group will prepare a training clinic syllabus to prepare individuals for the examination.
- Examiners appointed by the CAB using the standard procedures currently used.
- Position of the Historical Fencing task group regularized as a working committee under the oversight of the CAB.
- Goal is to test one weapon in one time period in 2011-2012 season (for example, Medieval Longsword or Renaissance Rapier) and slowly expand offerings based on interest and need.

## **USFCA Historical Weaponry Certification – Initiateur d’Escrime Historique**

**Paragraph 1: Definition of Historical Fencing:** Fencing, in any level of activity from no contact individual training practice and performance to full contact, using edged and hafted weapons of the Medieval, Renaissance, Enlightenment, or Classical periods, with the weapons being used in the way that they were actually employed in those periods. Teaching historical fencing is informed by books and manuscripts surviving from the period. For the purposes of this certification historical fencing can be divided into periods based on the availability of original and translated sources:

- Medieval 1300 through 1550
- Renaissance 1500 through 1650
- Enlightenment 1650 through 1850
- Classical 1850 through 1939

The specific weapons or combinations of weapons to be examined in each time period will be determined by the Historical Fencing Committee.

**Paragraph 2. Level of Qualification:** The Initiateur is an entry level professional instructional credential for individuals who will be teaching historical fencing. The Initiateur is expected to be able to:

- Teach core techniques and tactics for a single historical weapon to students in their first six months of study of historical fencing.
- Teach with an appropriate level of contact for the objectives of the instructional program based on equipment and risk management concepts.
- Plan and conduct either a group or an individual lesson for a student.
- Advise students on sources and materials for further study of the weapon being taught.
- Advise students on appropriate equipment for historical fencing.
- Plan the training of historical fencing students in their first six months of study of historical fencing.
- Minimize risk for participants and take appropriate actions to ensure their safety.

**Paragraph 3. Type of Qualification:** Qualification as an Initiateur is independent of qualification as a Moniteur, Prevot, or Maitre in modern fencing. It is a specific historical teaching qualification applicable to the weapon or class of weapons being examined. Individuals may qualify as an Initiateur in one or more weapons and periods.

**Paragraph 4. Examinations:** Examinations for Initiateur consist of two elements:

- A multiple choice written examination with a passing score of 75 percent.
- A practical examination with a passing score of 75 percent.

**Paragraph 5. Examination Objectives:** The candidate successfully completing the two elements of the examination will:

- Be able to teach a lesson that protects the students and instructor from injury.
- Be able to use appropriate modern or historical techniques to adequately warm-up and prepare the students for a lesson.
- Be able to communicate through word, demonstration, guided performance, drills, and other appropriate teaching techniques to lead the student to correct performance of historical swordplay techniques at the beginner level.
- Maintain professional and ethical standards of conduct.
- Know the basic history of the evolution of historical fencing, its techniques, and its doctrines with specific attention to the weapon he or she teaches.
- Know techniques of instruction used in fencing lessons at the level of this certification.
- Select appropriate equipment for use in historical fencing for the level of the lesson.
- Know safety and risk management procedures applicable to the teaching of historical fencing.

**Paragraph 6. The Historical Weapon Lesson:** The historical lesson will be conducted using a format similar to that of the lesson required of Moniteurs certified by the United States Fencing Coaches Association, with modifications as appropriate for the weapons being examined:

- a. Part I: Warm-up appropriate for the lesson's activity. This may be a warm-up using modern physical exercises or a warm-up using historical techniques specifically appropriate to prepare the student physically and mentally and engage the student in the lesson. Approximately 5 to 10 minutes.
- b. Part II. Teach a basic skill from one of the following themes. Approximately 5 to 10 minutes.
  - (1) appropriate footwork for maneuvering to an attacking position, for carrying the attack forward, or for avoiding the attack
  - (2) basic guard positions for the weapon
  - (3) a basic attacking action
  - (4) a basic action to react to the attack
- c. Part III: Teach the main body of a lesson including the steps in development of a skill, any associated techniques required for the skill's use, and the tactical application of that skill. The skill taught may be a development of the basic skill taught in the warm-up sequence or a different skill. Choose from the following themes. Approximately 10 to 15 minutes.
  - (1) the conditions for the initiation of the offense and how to achieve them
  - (2) an offense and the appropriate counter to that action
  - (3) an offense and the actions required for renewal of the attack following the use of a counter by the opponent
  - (4) a way in which the fencer can either regain the initiative held by an opponent or exit the fight safely

- d. Part IV: Conclude the lesson with a coherent summary of the material taught, its place in the overall system taught, and the logical next lesson to be taught. Answer any student questions. No more than 5 minutes.
- e. Part V: Answer two questions posed by the examination panel. Candidates are expected to be able to discuss the subject matter of the question showing knowledge of the subject and the ability to relate that knowledge to both the lesson and student performance in the lesson. Approximately 10 minutes.

**Paragraph 7. Application for Examination:** Candidates desiring to test in a historical fencing weapon will submit an application to the Historical Fencing Committee or to its designated representative at a clinic or conference. The application will be used to determine whether or not the weapon proposed is one for which examiners are available and to assign examiners with appropriate expertise to the panel. The application will include a lesson plan, to document the candidate's intended actions, that addresses:

- Part I - Warm-up: a brief description of the planned activities
- Part II - Teach a basic skill: propose the theme and skill to be taught.
- Part III – Teach the main body: propose the theme and specific progression of skills and tactics to be taught.
- Part IV – Conclusion: noting the next lesson that logically would be taught in a sequence of instruction.
- Level of contact: specifying the level of contact that will be used in the lesson and the required equipment.
- Safety message: a key item regarding safety in this lesson that the instructor will emphasize.
- Sources: the school and the sources used to teach the lesson.
- Student: whether the candidate will be able to supply a student for the examination.

**Paragraph 8. Examination Scoring:** The minimum passing score on the practical examination will be 75% of the maximum total number of points. Each item in the examination will be scored on the scale used for Moniteur, Prevot, and Maitre examinations, with the following explanations:

- 5 points - Excellent - candidate has a complete understanding of the task; movement and weapon presentation is fluid; skills are presented clearly; corrections are appropriate and effective; cues for student action are unambiguous
- 4 points - Good - candidate presents a thorough and workmanlike lesson; there is room for improvement and minor errors may occur, but there is no question that the candidate knows how to teach and what to teach and that the student learns
- 3 points - Marginal - candidate can perform the task but performance is hesitant and unsure; the student performance may be uncertain or incorrect because of the actions of the candidate; corrections are delivered in inappropriate ways; the candidate has obvious gaps in his or her knowledge of the task.

- 2 points - Unsatisfactory - candidate can perform the task, but the performance is seriously flawed, and the student does not learn a correct execution of the skill being taught; the task is only performed when coached by the examiners.
- 1 point - Unsatisfactory - candidate is unable to perform the task even when coached by the examiners to do so; candidate fails to observe safety requirements;

**Paragraph 9. Examiners:** Examiners shall be appointed by the Chairman of the Certification and Accreditation Board, with the advice of the Historical Fencing Committee and after having completed an examiner workshop focused on the requirements of the historical fencing certification. The requirements for appointment and retention of examiner status will be the same as for Examiners and Head Examiners in modern fencing with the following exceptions:

- a. For no more than the first three years of the certification process a member of the Historical Fencing Committee will be authorized to serve as a Head Examiner if he or she has previously served as an examiner for a Moniteur, Prevot, or Maitre examination. Once a pool of examiners has been established, appointment as Head Examiner will be in the normal way.
- b. Initiateurs with a minimum of three years of experience teaching a historical weapon may be appointed to serve as examiners.
- c. Examinations for the first three years of the certification process will be conducted by two examiners, one of whom should be certified in the weapon in which the examination is given, and the second of whom must be qualified in some historical weapon. After that point, the composition of panels will be reevaluated based on demand for the certification and experience in administering the examinations.

**Paragraph 10. Development of Advanced Instructors:** The Historical Fencing Committee recognizes that there are individuals with detailed knowledge of historical swordplay generally and in specific traditions, systems, and time periods, and with extensive experience in teaching historical fencing. Based on interest and need the Committee may develop and propose a program for recognition of members qualified to teach at intermediate and advanced levels in the future.

**Paragraph 11. Standard Syllabus:** The Historical Fencing Committee will supervise the development of standard syllabi that candidates may use for self-study or may be presented in clinics to prepare candidates for the written and practical examinations. In addition the Committee will make available a standard bibliography of commonly available sources.

**Paragraph 12. Traditions, Systems, and Terminology:** Examinations are not intended to examine one particular tradition (for example, the German or Italian Longsword traditions) or system (for example, Saviolo's Rapier play). Candidates either trained in a specific system or tradition or in a generic approach to a weapon should be able to teach a lesson consistent with their training within the themes specified. The Historical Fencing Committee will develop and

make available a standard list of terminology for fencing actions; candidates should be able to explain the actions taught using these terms if requested by the examiners.

**Paragraph 13. Equipment and Safety:**

- a. The Historical Fencing Committee will develop and make available consensus standards for equipment used in examinations to ensure that examination lessons are conducted safely. Examiners retain the right to deny examination to a candidate who present himself or herself inadequately dressed or with unsafe equipment or whose student or students are not correctly dressed and equipped. The use of period costume for examinations is not permitted – period protective equipment, if appropriate, can be allowed.
- b. Fencing techniques which involve a transition to grappling must stop at the establishment of the basic grip and position, and not continue to full contact grappling.
- c. Completion of a sports first aid or standard first aid course, and maintenance of current certification in these skills, is recommended for all candidates.

**Appendices:** The following Appendices are draft documents to demonstrate the possible form of key documents for the certification program:

1. Application for Examination
2. Example Questions for the Written Examination
3. Practical Examination Score Sheet
4. Part V Examination Questions
5. Longsword Initiateur Curriculum
6. Longsword Study Bibliography

Appendix 1: Application for Examination

*Mockup of an application form for examination in Historical Fencing*

Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_

Check the applicable time period:    \_\_\_ Medieval 1300 through 1550  
  \_\_\_ Renaissance 1500 through 1650  
  \_\_\_ Enlightenment 1650 through 1850  
  \_\_\_ Classical 1850 through 1939

Proposed weapon: \_\_\_\_\_

Check the type of lesson you will teach:       \_\_\_ Group lesson  
  \_\_\_ Individual lesson

Outline the lesson you propose to teach indicating the skills, any progression, and methods:

PART I – Warm-up:

Activities to be used: \_\_\_\_\_

PART II – Basic Skill:

Check theme to be taught:

- \_\_\_ appropriate footwork for maneuvering to an attacking position, for carrying the attack forward, or for avoiding the attack
- \_\_\_ basic guard positions for the weapon
- \_\_\_ a basic attacking action
- \_\_\_ a basic action to react to the attack

Skills and methods used: \_\_\_\_\_

PART III – Main Body

Check theme to be taught:

- \_\_\_ the conditions for the initiation of the offense and how to achieve them
- \_\_\_ an offense and the appropriate counter to that action
- \_\_\_ an offense and the actions required for renewal of the attack following the use of a counter by the opponent
- \_\_\_ a way in which the fencer can either regain the initiative held by an opponent or exit the fight safely

Skills: \_\_\_\_\_

Progression: \_\_\_\_\_

Tactical emphasis: \_\_\_\_\_

#### PART IV – Conclusion

Summary points: \_\_\_\_\_

Next lesson in sequence: \_\_\_\_\_

#### SUPPORTING INFORMATION:

In what school or system have you been trained? \_\_\_\_\_

What sources did you use in preparing this lesson? \_\_\_\_\_

Required equipment: \_\_\_\_\_

Check the level of contact:

\_\_\_\_\_ None – solo exercises

\_\_\_\_\_ Controlled contact – fencers arrive on target but in a slow and measured way

\_\_\_\_\_ Light contact – actions are conducted with speed, but using light weapons requiring protective equipment

\_\_\_\_\_ Full contact – actions are full speed with weapons that require the use of heavy protection of partial or complete armor

Safety message: \_\_\_\_\_

Student: \_\_\_\_\_ I can supply a student/students for the examination

\_\_\_\_\_ I would appreciate assistance in finding a student/students

I have read and understand the procedures for examinations in historical fencing and agree to conduct my proposed lesson in a safe manner, teaching in a way consistent with good practices and my training.

Signature: \_\_\_\_\_

## Appendix 2. Example Questions for the Written Examination

*The following are the written examination topics and examples of multiple choice questions suitable for use in the written examination.*

### SAFETY AND RISK MANAGEMENT

1. A visitor to your school claims that the protective gear you have established isn't necessary and insists on fencing in a T-shirt. You should:
  - a. reiterate your policy and do not allow that person to participate in any activity using weapons if he is unwilling to comply.
  - b. allow the visitor to participate for this class only.
  - c. allow the visitor to participate, but require signature of a waiver that explains you are not liable for any injuries
  
2. Which of the following is an acceptable reason to train without a fencing mask or other face and head protection appropriate to the weapon?
  - a. To simulate a realistic combative situation
  - b. Because medieval and renaissance fencers did not use masks, it is always more realistic and true to the period to train without head protection
  - c. When conducting warm-up activity without weapons or solo weapons practice drills

### PROFESSIONAL CONDUCT AND ETHICS

1. You notice that a group of fencers in your club have established a clique. To allow others to join their clique they insist that the others perform menial services for them, address them as "Sir Knight," and only associate with members of the clique. What is your reaction?
  - a. This is a harmless diversion and part of the socialization of members of the club. Leave it alone and it will die out over time.
  - b. This is a form of hazing that will eventually drive students away. You need to take action to stop this practice.
  - c. This is an excellent idea that will strengthen the program. They have essentially established a feudal knight and page system that contributes to the historical authenticity of your teaching.
  
2. One of your assistant instructors routinely shows up for class dressed in dirty fencing clothing, and his weapons and other equipment are rusty, dented, and generally project an image of neglect. Because of his level of body odor, you suspect he does not bathe more than once a month, and less in the winter. He says this makes him more authentic. His favorite garment is a tee shirt that proclaims he was the winner of a contest at his

university in which he apparently drank more beer than any other contestant 15 years ago. Is this appropriate conduct for an arms instructor?

- a. Absolutely – people expect people who teach swords to be manly, rough and ready, and able to party hearty under any conditions – the image helps your program.
- b. It depends on your audience – as a professional your instructors should dress and act in a way that makes the students feel they are having a genuine experience, and for students of a Medieval skill this is clearly in character.
- c. This creates a negative image and has the potential to drive away serious students, as well as being thoroughly unprofessional.

## HISTORY

1. The guard positions undergo a fundamental change through the evolution from Medieval fencing to modern fencing. This change can be described as:
  - a. modern fencing is much more concerned with maintaining the weapon in a position so that the point (and cutting edge in sabre) pose a threat to the opponent.
  - b. guard positions in Medieval and Renaissance fencing were almost entirely defensive, with a gradual evolution to the more offensive intent of the guard through the Enlightenment and into the classical and modern periods.
  - c. guard positions in Medieval fencing were transitory with movement through the position to another action; the guard evolved into the modern concept of a place to stay in the Renaissance and Enlightenment.
2. In interpreting any tradition or system of historical fencing it is important to understand that:
  - a. Medieval and Renaissance fencing was crude and nowhere near as well developed as modern sport fencing.
  - b. the commonly available sources in any weapon and tradition are almost identical, and little is gained by studying different sources.
  - c. there are differences between Masters and a reading of as many sources as possible contributes to better understanding.

## GENERAL THEORY

1. What are the parts of a typical historical sword?
  - a. Blade (divided into point, weak, and strong), guard, handle, pommel
  - b. Foible, forte, ricasso, knuckle-bow, handle, pommel
  - c. Blade, false guard, true guard, handle, pommel
2. What is the role of footwork in historical fencing?

- a. Footwork really is intended only to get the fencer to a hitting distance. The use of footwork for tactical purposes is really a creation of modern fencing from the 1960s forward.
  - b. Although some historical systems used footwork to rush the opponent, creating momentum for the attack, in most footwork's role is relatively minor.
  - c. Footwork plays a significant role in controlling distance, creating angles for openings, providing force and momentum for actions, creating opportunities for grappling, and avoiding opponent's actions.
3. In modern fencing tempo is defined as the time it takes a fencer to complete one simple action. In Medieval and Renaissance fencing, tempo:
- a. had the same definition.
  - b. was in some cases subdivided based on actions of hand and foot.
  - c. had not yet been conceived of; tempo only appears in the enlightenment and the classical period.
4. Distance is generally recognized in Medieval, Renaissance, and Enlightenment fencing as falling into:
- a. 5 areas – out of distance, long distance, medium distance, short distance, and infighting distance
  - b. 4 areas – out of distance, two step distance, lunge distance, and stabbing distance
  - c. 3 areas – footwork distance, arm distance, and grappling or disarming distance

## TEACHING AND PRACTICE

1. Is it sometimes acceptable to attack with a bent arm(s)?
  - a. yes, the requirement for the extension of the arm is a convention for classical and modern period right of way – there were no such conventions in real fights with real swords.
  - b. sometimes; although one must always have the arm extending, the arm is not required to be fully extended for the hit to be counted if it arrives.
  - c. no, the weapon must always be fully extended before attacking or the hit will not be recognized.
  
2. You have just demonstrated a skill to your students. As they practice you notice that many of them are not correctly executing the skill on the first or second try. You should:
  - a. immediately intervene to correct the performance – allowing students to perform the skill incorrectly will set bad movement patterns so that they cannot improve later.
  - b. gather the group together immediately, demonstrate the correct performance again, and then demonstrate to the group the types of errors they are making.

- c. allow the students more repetitions to discover the correct movement pattern – only intervene after it is clear they are not improving the execution on their own.
3. To demonstrate a skill you should:
  - a. Execute the skill at your normal fighting speed three times with the students gathered at a safe distance to your side.
  - b. Demonstrate the skill at fighting speed, then more slowly, then as its parts, and finally again at moderate speed.
  - c. Always demonstrate the skill with your students in front of you so that they can see what it is like to have the skill executed against them.
4. Having the students in a line repeat the same skill in the same way under the same conditions for a number of repetitions is an example of:
  - a. bad instruction – students should never be given a boring exercise like this to do.
  - b. blocked drills – a standard way to develop speed and smoothness in execution.
  - c. distributed practice – the practice task has been distributed to all of the fencers.

## PHYSICAL TRAINING

1. Warm-up activities must be carefully planned because:
  - a. Poorly selected warm-up activities increase the likelihood on injury to participants significantly.
  - b. Warm-up activity is boring and must be made fun if students are to continue with the main part of the class.
  - c. You have to achieve 85% of maximal heart rate for conditioning to occur.
2. Physical training is important for the historical fencer because:
  - a. it enables us to perform with greater speed and control and have greater endurance.
  - b. any form of sport should require a high level of conditioning for general fitness and aerobic activity.
  - c. historical fencers considered physical training to be more important than technical or tactical training.

Appendix 3. Practical Examination Score Sheet

*Mockup of a US Fencing Coaches Association Initiateur Practical Examination Score Sheet*

**Candidate's Information:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone (cell): \_\_\_\_\_ (home) \_\_\_\_\_

Email: \_\_\_\_\_

Club: \_\_\_\_\_

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Examiner Information:**

Exam Site: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_ Proof of payment  
\_\_\_\_\_ Proof of passing written exam

Examiner #1 Name: \_\_\_\_\_

Phone (cell): \_\_\_\_\_ (home) \_\_\_\_\_

Email: \_\_\_\_\_

Examiner #1 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Examiner #2 Name: \_\_\_\_\_

Examiner #2 Signature \_\_\_\_\_ Date: \_\_\_\_\_

Testing In: \_\_\_\_\_ Testing By: \_\_\_\_\_

Weapon: \_\_\_\_\_ Individual Lesson    Group Lesson

Period: \_\_\_\_\_

\_\_\_\_\_ pass    \_\_\_\_\_ not passed    Examiner's Initials \_\_\_\_\_    Score \_\_\_\_\_

Scoring System: Excellent (85%-100%), Good (75%-84%), Marginal (60%-74%), Unsatisfactory (below 60%) – Excellent and Good scores are passing scores. A limited number of marginal scores will still pass.

**PART I. Warm Up**

|                           | <b>Excellent</b> | <b>Good</b> | <b>Marginal</b> | <b>Unsatisfactory</b> |   |
|---------------------------|------------------|-------------|-----------------|-----------------------|---|
| Age and skill appropriate | 5                | 4           | 3               | 2                     | 1 |
| Appropriate for lesson    | 5                | 4           | 3               | 2                     | 1 |
| Method used               | 5                | 4           | 3               | 2                     | 1 |

Part I Score: \_\_\_\_\_ (15 points possible)

Comments:

---



---

**PART II. Basic Skill**

**Themes (check the selected theme)**

- \_\_\_ appropriate footwork for maneuvering to an attacking position, for carrying the attack forward, or for avoiding the attack
- \_\_\_ basic guard positions for the weapon
- \_\_\_ a basic attacking action
- \_\_\_ a basic action to react to the attack

|                                  | <b>Excellent</b> | <b>Good</b> | <b>Marginal</b> | <b>Unsatisfactory</b> |   |
|----------------------------------|------------------|-------------|-----------------|-----------------------|---|
| Appropriate explanation          | 5                | 4           | 3               | 2                     | 1 |
| Appropriate demonstration        | 5                | 4           | 3               | 2                     | 1 |
| Correct development of technique | 5                | 4           | 3               | 2                     | 1 |
| Proper distance and tempo        | 5                | 4           | 3               | 2                     | 1 |

Part II Score: \_\_\_\_\_ (20 points possible)

Comments:

---



---



---

**PART III. Main Group Lesson or Individual Lesson**

**Main Lesson Themes (check the selected theme)**

- the conditions for the initiation of the offense and how to achieve them
- an offense and the appropriate counter to that action
- an offense and the actions required for renewal of the attack following the use of a counter by the opponent
- a way in which the fencer can either regain the initiative held by an opponent or exit the fight safely

|   | <b>Excellent</b> | <b>Good</b> | <b>Marginal</b> | <b>Unsatisfactory</b> |   |
|---|------------------|-------------|-----------------|-----------------------|---|
| Clear and concise explanation               | 5                | 4           | 3               | 2                     | 1 |
| Appropriate demonstration                   | 5                | 4           | 3               | 2                     | 1 |
| Stays within the lesson theme               | 5                | 4           | 3               | 2                     | 1 |
| Correct development of technique            | 5                | 4           | 3               | 2                     | 1 |
| Technique consistent with weapon and period | 5                | 4           | 3               | 2                     | 1 |
| Drills appropriate for skill level          | 5                | 4           | 3               | 2                     | 1 |
| Appropriate error correction                | 5                | 4           | 3               | 2                     | 1 |
| Proper distance and tempo                   | 5                | 4           | 3               | 2                     | 1 |
| Appropriate respect and etiquette           | 5                | 4           | 3               | 2                     | 1 |

Part III Score: \_\_\_\_\_ (45 points possible)

Comments:

---



---



---

**SAFETY: Was the lesson conducted in a safe way, including appropriate equipment and weapons, control, and management of the students?**

**Yes**       **NO – automatic UNSATSAFACTORY on the lesson.**

Comment: \_\_\_\_\_

**PART IV. Conclusion of the Lesson**

|                                  | <b>Excellent</b> | <b>Good</b> | <b>Marginal</b> | <b>Unsatisfactory</b> |   |
|----------------------------------|------------------|-------------|-----------------|-----------------------|---|
| Summary of lesson material       | 5                | 4           | 3               | 2                     | 1 |
| Placement of lesson in system    | 5                | 4           | 3               | 2                     | 1 |
| Logical next lesson to be taught | 5                | 4           | 3               | 2                     | 1 |
| Answers student questions        | 5                | 4           | 3               | 2                     | 1 |

Part IV Score: \_\_\_\_\_ (20 points possible)

Comments:

---

---

---

**PART V. Examiners' Questions**

|            | <b>Excellent</b> | <b>Good</b> | <b>Marginal</b> | <b>Unsatisfactory</b> |   |
|------------|------------------|-------------|-----------------|-----------------------|---|
| Question 1 | 5                | 4           | 3               | 2                     | 1 |
| Question 2 | 5                | 4           | 3               | 2                     | 1 |

Part V Score: \_\_\_\_\_ (10 points possible)

Comments:

---

---

---

**GENERAL COMMENTS:**

---

---

---

---

**TOTAL SCORES:**

**Scoring ranges: Excellent 93-110, Good 82-93, Marginal 66-82, Unsatisfactory 65 and below**

**Add all parts for total score.**

**Part I Score:** \_\_\_\_\_

**Part II Score:** \_\_\_\_\_

**Part III Score:** \_\_\_\_\_

**Part IV Score:** \_\_\_\_\_

**Part V Score:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_

**Passing score = 82**

**Maximum score = 110**

**Weapon tested:** \_\_\_\_\_

**Period:** \_\_\_\_\_

**Pass:** \_\_\_\_\_ **Not Passed:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**Examiners: please photocopy all sheets and keep the copies for your files. Complete the forms and send them to the CAB Secretary:**

**Give the official Candidate's Proof of Practical Exam to the candidate.**

**Official USFCA Initiateur  
Candidate's Proof of Practical Exam**

Date: \_\_\_\_\_ Site: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

Candidate's Signature: \_\_\_\_\_

Weapon Tested: \_\_\_\_\_

Period: \_\_\_\_\_

\_\_\_\_\_ passed      \_\_\_\_\_ not passed

Examiner's Initials: \_\_\_\_\_ Score: \_\_\_\_\_

Examiner #1 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Examiner #2 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Appendix 4: Part V Examination Questions

The candidate should be prepared to answer questions posed by the examiners, to include:

- Why did you choose the actions you did as the subject of your lesson?
- Why are they executed the way you taught them?
- Where and when did the system you teach originate?
- What are the core actions that form the basis for this system?
- How is this system fenced – is it a battlefield system, basis for individual combat, used for prize fighting, etc.?
- What is an example of a core tactical concept in the system you teach?
- What sources have you studied in preparing for this examination and how do you assess their value?
- What actions could your student reasonably use to establish the conditions in which he or she could use the action you taught?
- Can you show us the counter-action that an opponent might logically use to the action you taught?
- What concepts or considerations would guide you in using the weapon in defense?
- (for modern coaches) What would be an example of a skill or a concept in the system you teach that is still applicable in modern fencing?
- (for modern fencing coaches) What differences do you see in teaching a historical lesson versus a modern one?
- (for modern fencing coaches) What do you see as the major differences in footwork between modern fencing and the system you are teaching in this lesson?
- What is your approach to correcting errors in student performance?
- If your student makes an error (specify the desired error), how would you correct it?
- How do you choose personal protective equipment for this weapon? Is it possible to teach the weapon's use without the use of protective equipment?
- What do you feel are the minimum requirements for a facility in which you will teach historical fencing? Are there specific safety issues that would guide your selection for an individual lesson or a group class?

#### Appendix 5. Longsword Initiateur Curriculum

*This is a draft curriculum which can be used for the training of fencing coaches in the techniques, theory, and teaching of one historic weapon, the Medieval Longsword. With minor modification this could serve as the outline for a beginner course in the weapon for students.*

1. The Medieval Period

- Importance of organized approach to teaching swordplay
- First masters appear in the 1200s – guild development
- Fencing is part of a continuum of weapons use
  - Mounted and foot
  - Armored and unarmored
- Integrated with wrestling
- Relationship to duel and judicial combat

2. The characteristics of the weapon

- Thrust and cut weapon
- Blade has point, weak, and strong
- Blade has two edges: front (long, true) and back (short, false)
- Cross guard, hilt, and pommel
- All parts of the weapon have a role

3. Body position and footwork

- Relatively upright
- If you are right handed left foot forward, reverse for left handers
- Body target is divided into four lines based on quadrants
- Gathering step
- Pass forward
- Circular motion
- Movement adapted to character of the ground

4. Basic Guards

- Shoulder
- Hand high blade low
- Hand low blade up
- Low front

5. The concept of distance

- Out of distance – the approach to the fight
- Footwork and strike distance
- Handwork distance

- Grappling
6. The flow of the combat
    - Importance of seizing the initiative
    - Concept of before, during, and after
    - Concept of footwork and strike to handwork to grapple
  7. Offense
    - Either initial attack or counteroffense to regain the initiative
    - Cuts
      - From above
      - Horizontal
      - From below
    - Blocking cuts that combine parry and counterattack
    - Thrusts
  8. Renewal of the attack
    - Remise by winding
    - Redouble by changing through (disengage)
    - Reprise by cutting around
  9. Defense
    - By counteroffense
    - By parry and riposte
  10. Disengaging from the fight

## Appendix 6. Longsword Study Bibliography

*This is an example of the type of study bibliography applicable to one historical weapon. Similar bibliographies can easily be prepared for other weapons if demand justifies doing so.*

### **General**

Price, Brian R., *Teaching & Interpreting Historical Swordsmanship*, Highland Village, Texas, Chivalry Bookshelf, 2005. A series of useful articles by acknowledged experts in historical swordplay on how to teach historical weapons.

Clements, John, *Masters of Medieval and Renaissance Martial Arts*, Boulder, Colorado, Palladin Press, 2008. This gathers together a number of other longsword texts and their interpretations.

### **Italian**

Windsor, Guy, *The Swordsman's Companion: A Modern Training Manual for Medieval Longsword*, Highland Village, Texas, Chivalry Bookshelf, 2004. Probably the best and most easily used manual on the Italian tradition as taught by Fiore dei Liberi and Filippo Vadi.

### **German**

Lindholm, David and Svard, Peter, *Sigmund Ringeck's Knightly Art of the Longsword*, Boulder, Colorado, Palladin Press, 2003. One of two essential renderings of Sigmund Ringeck's work in the Liechtenauer tradition.

Meyer, Joachim, translated by Jeffrey L. Forgeng, *The Art of Combat: A German Martial Arts Treatise of 1570*, New York, New York, Palgrave Macmillan, 2006. The encyclopaedia of what Longsword became at its end, and useful in understanding the earlier technique.

Tobler, Christian Henry, *Fighting with the German Longsword*, Highland Village, Texas, Chivalry Bookshelf, 2004. Tobler has two books out on the German tradition, and this is probably the better for someone starting to teach longsword – there are differences between Tobler and Lindholm and Svard, and both books with Meyer present a reasonably complete picture.

### **English**

Heslop, Brandon P. and Bradak, Benjamin G., *Lessons on the English Longsword*, Boulder, Colorado, Palladin Press, 2010. The only material on English Longsword play generally available, this interprets a number of surviving English manuscripts – a useful counterpoint to the Italian and German traditions.