

The T.K.D. Flash

A Publication of the Association of Academies of Martial Arts

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The AAMA Spring Classic Tournament was held in Waunakee, WI on March 6th. Competitors from three states participated in individual and team forms and sparring. Congratulations to the American Martial Arts Center and Mr. Kevin McDaniel for hosting this event. A significant datum--everybody walked out with a smile.

Mr. VH conducted a Chang Han Form Review February 27 at the West Bend Academy.

On March 27 an open invitational tournament was held at the UNCC location hosted by our NC clubs.

On March 20 a MATA officials' class was held at West Bend AMA taught by Mr. Paul Metz.

Mrs. Mary Lubner led students from the Grafton AAMA in a demonstration at Thorson Elementary School, Cedarburg, on March 4.

Don't forget to contribute news and events at your school to the T.K.D. Flash for publication.

Noticed: a half page article on the January 25 testing was published in the Ozaukee News Graphic. Of particular interest were the action photos of Tyler Zack, demonstrating a kick about forty feet off the ground, and Mrs. Erin Graf's power breaking.

On March 22 a gup level test was held in Sheboygan at the Sheboygan Academy of Martial Arts. Five students tested. Mr. VH and Mr. Marc Mikkelsen presided. Mrs. Jacqueline Karpinsky handled the corner ably, as always.

Upcoming tournament action:
M.A.T.A. Spring Classic, Saturday May 15 at Jackson WI. Contact--Mr. Paul DuKatz, 262-335-8020.

American Martial Arts Center Martial Arts Championships (an M.A.T.A. Tournament) July 17th, Waunakee WI. Contact--email--info@amactkd.com.

Lac Du Flambeau Abinoojiiyag Center Benefit, Eagle River WI, April 3. Contact--email--davesixel@yahoo.com.

Chay's Cedarburg Invitational May 8. Contact--chaytkdman@prodigy.net.

Congratulations to Mrs. Jacqueline Karpinsky, who was awarded "Martial Arts Educator of the Year" for the year 2003 by the Association of Academies of Martial Arts. Noted were her tenacity and leadership under great adversity in providing for the survival of the Sheboygan Academy of Martial Arts. As noted during the award ceremony, Courage often involves the ability to see and fight for the Truth when the times are darkest. She joins a distinguished group of dedicated educators and educational administrators in receiving the award. Congratulations to Mrs. Karpinsky.

A test was held in Grafton on April 1, and a total of 33 students tested and 3 Black Belt Candidates Sworn. Presiding were Mrs. Mary

Lubner, Mrs. Erin Richardson, Mr. Gregg Thursten, Mr. James Pals, Mr. Luke Mattias, Mr. Drew Dondero, and Mr. VH. At the Corner were Mr. Hasan AbuLughod, Mr. Harley Pals, Miss Allie Mathusek, and Mr. Clay Demge. Congratulations to Mssrs. Hasan AbuLughod, Casem AbuLughod, and Clay Demge on their promotions to Deacon.

Master Mike Winegar, International Instructor, U.S.T.F. Director of Technique, 8th Dan, will teach a U.S.T.F. Instructors Course and Color Belt Seminar dealing with Fundamentals, Patterns and Philosophy on May 29 and 30 in Madison, Wisconsin focusing on Chon-Ji through Choong-Moo. If you teach the Chang-Han forms, you should absolutely not miss this opportunity! Any U.S.T.F. Member of any rank may participate (and it may be worth the membership fee just to attend.) These seminars are reputed to be excellent, "in depth," and have never been offered in this area before. Priced at a reasonable \$10.00 per gup level for gup level students, \$175.00 for Black Belts of any rank, there is no comparable learning value. Contact Mr. Van Hecke 414-963-8990 or fmvh@execpc.com.

Taekwondo chief denies corruption charge

(From the Joongang Press, March 2, 2004/ Kim Hyeon-gyeong)

At the start of his trial on embezzlement and bribery charges, Kim Un-yong, a vice president of the International Olympic Committee and a top taekwondo

The T.K.D. Flash

A Publication of the Association of Academies of Martial Arts

Page Two

official, denied all of the prosecutors' accusations against him, saying the huge sums in question had been spent on behalf of Korea's national sport. Mr. Kim, who is also a former National Assembly legislator, was detained and indicted on suspicion of stealing 3.8 billion won (\$3.2 million) from his athletics organizations including the World Taekwondo Federation.

Prosecutors have charged him with manipulating the accounts and taking bribes from businesses and Korean Olympic Committee members. Prosecutors charged Mr. Kim with running a "general store of embezzlement."

After the scandal broke in January, Mr. Kim gave up his Assembly seat with the Millennium Democratic Party. The International Olympic Committee also suspended him.

Mr. Kim denied yesterday the charges against him saying, "I used most of the organizations' money that prosecutors said I embezzled for my sports diplomacy activities." He claimed the money he received from businesses and former Korean Olympic Committee members did not constitute bribes but were instead purely political contributions.

Meanwhile, prosecutors presented in court a letter allegedly sent last month to International Olympic Committee members worldwide by a former taekwondo official and lawyer. According to the prosecution, the letter said, "Korean prosecutors did not take necessary legal measures to arrest Mr. Kim."

The prosecutors claimed the American lawyer who allegedly

wrote the letter is Mr. Kim's aide. A prosecutor at the court asked Mr. Kim, "Do you think the contents in this letter are true? Are you trying to describe Korea as an uncivilized country?" But Mr. Kim replied, "I did not know anything about the letter because I was in jail at the time the letter was allegedly written."

[Editor's Note: Thanks to Mr. Kevin McDaniel for calling this article, as he has many, to my attention. A "general store of embezzlement," indeed. That a portion of that embezzlement found its way to the hands of Chang Ung provides insight as to the corruption of the North Korean state and its proposed infestation of TaeKwon-Do. That it occurred at all provides insight as to the corruption of the South Korean government as formerly constituted and its more fully accomplished infestation of the Art through the W.T.F. At least your editor should note, given the absence of any bias on his part, that Mr. Kim, like Jeffrey Dahmer, pled "not guilty."]

Forms as Warm-Up

By Teresa Brandt, II Dan

TaeKwon-Do literally means the way of the flying foot and the smashing hand. Much of a student's training is devoted to learning the fast powerful kicks and movements that are possible through a thorough understanding of body mechanics and proper warm-ups and stretching techniques.

A warm-up may be defined as a group of exercises performed immediately before an activity that provides the body with a period of

adjustment from rest to exercise (Alter, 1988). Part of a student's workout for TaeKwon-Do is forms. Let us look at how forms can be used to increase the body and tissue temperature, increase the heart rate, increase the speed at which nerve impulses travel and thereby facilitate body movements, decrease muscular tension and enhance mobility to bring optimal performance.

Increasing the body temperature should be done at a slow pace to minimize probability of muscle and tissue injury. Each person may need a different amount of warm up time due to various reasons. Starting with the basic form Chon-Ji the student will start the warm-up working on stances, blocks and punches to get the muscle groups going. The walking stance as well as the L-stance will warm up the legs with blood moving through them and activating the muscles in the thighs and calves. The downward block and the rising block will get the shoulder area loose as well as the arm muscles. Now let's look at the inner forearm outward block. This block will help the student warm up the arms as well as the shoulders. As the student does this form the blood starts flowing which increases the heart rate.

At this point the student will start to feel a change in heart rate and will start to feel less muscular tension. The student is now on to form Dan-Gun which will still be working on warming up the arms and shoulders with the low block, rising block and the twin forearm block. The walking stance and the L-stance will help the legs start to feel less stressful as the legs loosen enhancing mobility.

The T.K.D. Flash

A Publication of the Association of Academies of Martial Arts

Page Three

The purpose of the warm up is to train safely, while developing strength, flexibility and balance, which are important to the student as he continues to work on the forms. With this in mind, two more advanced forms, Toi-Gye and Hwa-Rang will help the student focus on decrease in the muscular tension, increase in speed at which nerve impulses travel and thereby facilitate body movements and enhance optimal performance. With the more advanced forms you have your heart rate up as well as your body temperature and will be working toward the optimal performance. Toi-Gye will help warm up the arms and legs in a different way; there are multiple blocks, such as w-shaped block, pressing block and x-fist. The stances help lessen muscle tension, but now the student is going to be kicking, warming up a different area. Hwa-Rang has multiple stances, blocks, and kicks warming up all the muscle areas that would be used in Taekwon-Do. While the student is warming up he is working on flexibility, which comes with warm loose muscles and stretching, strength, which comes with continuing to use the same group of muscles over time, and balance, and these come with warm muscles and continued training.

Using forms as a warm up gives the student the opportunity to work on strengthening different areas as well and enhancing mobility. Doing so gives them the potential for having optimal performance.

Forms are an important part of a student's learning process and can be used as a warm up. As discussed a warm-up is specific to

the sport, targets certain muscle groups, increases the heart rate, which will prepare the cardiovascular system for work, helps increase the speed at which nerve impulses travel and thereby facilitate body movements. As the warm-up continues the students should feel decrease in muscular tension, which helps minimize the risk of injury, and helps enhance mobility and optimal performance.

[Ed. Note: Ms. Brandt tested successfully for Second Dan on January 25 of this year and submitted this essay as her thesis.]

Attitude is Everything

By Dwight Drescher, II Dan

The inspiration for this paper came from the most unexpected place, my 9 year old son Jacob. One morning before school Jacob was complaining about how terrible his day was going to be and that he did not want to go to school (this is a routine every parent knows). Feeling frustrated I simply told him that he has guaranteed himself a bad day, I then went on to explain to him that he has the power to change the path he was on by changing his attitude to a positive one; "decide right now that you will have a good day and you will". I came home that night to a very pleasant surprise. Jacob came up to me with a grin on his face that would rival one that of Christmas morning and while jumping up and down with excitement he told me that he took my advice. As it turns out he had "the best day ever" as he put it; he not only had a good day, but he also stood up to the class bully who to this day does not pick on him

anymore.

The result Jacob had really got the point across to me that attitude is a very powerful "tool" that each of us possess. Of course when our attitude is a bad one maybe we should consider leaving that "tool" in the shed before it gets us into trouble, as it often will.

Now with that said I should make it clear that this paper is strictly based on my personal experience as a father, husband, boss, and martial arts instructor.

I feel that attitude is a key element in everything we do from personal to social. Think of this, how often have you tried learning a new technique that seemed complicated and you would feel that it was impossible for you to do (which is a bad or negative attitude) and could not get it right; the more you try the more frustrated you would get, thus enhancing the negative attitude. Now come back to that same technique with the positive attitude of "I can do this", I bet it was a lot easier to figure out. I know because I've done this very thing and have seen it time and again in every facet of my life. This is why we tell our students to never say "I can't" or "it's too hard", a person needs to go into something new with the proper frame of mind or they will fail at it. I feel this is why most people miss a break at a test. I myself need to be more positive about my hand power break for my upcoming test in January.

Attitude is not only an important internal "tool" but an external one also that can have a positive or negative impact on those around us. I've noticed over the years that attitude is very contagious and that it needs to be "wielded" with caution. When

The T.K.D. Flash

A Publication of the Association of Academies of Martial Arts

Page Four

I'm teaching at my job or at the Academy I always do my best to keep a positive outlook, even when the student seems to be having difficulty and is not "getting it". If I become perplexed and frustrated outwardly this will most likely have the same affect on the student and over time may cause the student to quit, which would be my failure. Now, if I keep positive in the same situation the student should feel less pressure and hopefully will have an easier time learning instead of worry about what I'm thinking of him or her.

One of the most powerful aspects of attitude is arrogance. In my opinion this can be the most destructive and undermining to a persons relationships and goals in life. Example, where I work there have been people that have had difficulties getting projects done by coworkers due solely to their arrogance. If an instructor has too much arrogance this can and most likely will work against them in getting and keeping students. This is one thing I feel instructors pass on to their students that they should not even if they don't mean to. There is a fine line between confidence and arrogance, and this where I have minor trouble judging at tournaments. I always judge as fair as I can based on the rules and always keep the competitors arrogance out of it but there are times I would have loved to score against them for it. I'm sure this is something most judges feel the same about but are smart enough not to put it into an essay.

Closing thought: your attitude affects everyone around you so "wield" it with caution. You can get results and live your life without undue conflict.

[Ed. Note: Mr. Drescher, long overdue, tested successfully for Second Dan on January 25 of this year and submitted this essay as his thesis. He is a faculty member of the Academy of Martial Arts in West Bend.]

50 Drills for the Martial Arts Instructor, by Rick Royster: A Review

By: F.M. Van Hecke

[This review was originally published in the Flash in 1999. It is one of a series of articles that may from time to time be reprinted for the benefit of new subscribers.]

You can't get enough good ideas for new drills, especially in today's teaching environment. I recall well the solid one and one-half hours of repetitive floor drills in which many of today's senior instructors spent the classes of their formative years. Today's students want entertainment. And that places an entirely different burden on instructors.

Classes must move faster, exercises be less repetitive. If variety is the spice of life, martial arts education today is spicy indeed. TaeKwon-Do, which has an extensive repertory of techniques when compared to many other "fistie" arts, lends itself well to the new environment, but, even then, today's more demanding students, especially the very young, want to do new things, even at the expense of failure to become proficient in a few fundamentals.

There are plenty of texts to aid the instructor in maintaining the integrity of the educational process for his particular art, such as The Encyclopedia of TaeKwon-Do of Gen. Choi, Hong Hi for I.T.F. TaeKwon-Do, and Advancing in Tae Kwon Do by Richard Chun for W.T.F., but few texts are designed to

provide the "flash" instructors occasionally need to make classes exciting.

Rick Royster's 50 Drills for the Martial Arts Instructor attempts to meet the need.

This little book, available through the Turtle Press, has a "home made" look to it, but what counts is content and it contains a few gems. Many of the exercises are probably counter-productive, so the teacher should pick and choose if practicality is the pedagogic objective. Nevertheless, Royster has ideas, old and new, clearly explained and of potential value to the teacher looking for something new to present to the class.

In the Jumping Foot Clap, the student straddles a pad or bag, jumps in the air clapping the soles of the feet together and returning without contacting the straddled item. The level of difficulty can be increased by carrying a weight.

The Candle Drill, in one of its variations, has the student "punching out" a flame.

For the Hand Deltoid Slap, the old playground game of slapping the hands of your opponent, who begins with palms out in front as the slapper starts on top, is turned into a martial arts drill. Of course, on the playground a miss forfeits the top position.

The Squat Balance Drill works well to train students on the relationships of force both forward and back to balance. Both students squat and attempt to push or pull the other over.

Several of the drills involve heavy bags, balloons and other props, so the teacher can make use of the party leftovers from kids' birthdays.

Royster's idea of collecting drills is a good one. The book would be successful in achieving its essential purpose if it had a more extensive collection.