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TOTALLY TAE KWON DO

Issue 15

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May 2010

The Free Global Tae Kwon Do Magazine

**WTF Poomsae:
Time For A
Course Correction?**

Plus

Nam, Tae Hi: Silent Founder Of Tae Kwon Do

ITF Sine Wave As "Sequential Motion"

Young People And ITF Taekwon-Do

55 Years Of Taekwon-Do

Skye's The Limit: Step Forth The Baby Dragon

Poetic Interpretation Of The Patterns

Teaching Different Types Of Learners

Low Level Kicking

Plus Much More Inside

**TOTALLY
TAE KWON DO**
The Free Global Tae Kwon Do Magazine

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Editorial

Issue 15 - May 2010

Less is certainly more! This issue it may seem we have less articles than usual, but check out the page count which is still the same as normal and this is due to the depth of the articles this month.



Read about Tae Kwon Do's 'Silent Founder' or brush up on your 'Low Level kicking'. If you're an instructor learn about 'Teaching Different Types of Learners' or how to incorporate weapons into your patterns!

Finally, I have received an article from my good friend in Argentina Manuel Adrogué - one of the most knowledgeable TKD people I know and his article doesn't disappoint - its as in-depth as I had hoped and extremely well researched, so I suggest all you 'sine-wavers' get reading. In fact, its so vast it will be split over three issues!

Word has it that a certain Grandmaster Nam is visiting Scotland in May - but is it the GM Nam in this months article or not! Time will tell! It's a shame the organisers didn't advertise his visit in the magazine as I'm positive his visit (if it is GM Nam, Tae Hi) will be of major interest to many Tae kwon Do folk, as will the 3 day seminar with Bill 'Superfoot' Wallace - check out the advert on page 4 for details.

Thanks to Barry Parsons, we not only have a nice review of the Taekwon-Do Tempo CD but also a special offer for readers of the mag.

Oh, and finally a great article for our WTF readers, something I've been nagging the WTF folk about for ages - so thanks Brendan.

I'll leave you to get on with reading this months offering, I'm sure you'll enjoy it - keep them coming folks.

Take care,

Stuart Anstow
Editor

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Contributors: Lyndsey Reynolds, Earl Weiss, Barry Parsons, Sanko Lewis, George Vitale, Stace Sanchez, Grandmaster Trần Triêu Quân, Jose Irizary, Jason Ainley, Brendan L. Wilson, Manuel E. Adrogué, Jon Mackey, Debbie Russell, Paul O'Leary, Master Doug Cook, Grandmaster Zubairi & Stuart Anslow

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Totally TKD News

Chosun Taekwondo Academy Hosts Black Belt Promotion Test

The Chosun Taekwondo Academy recently hosted its 26th Biannual Black Belt Promotion Test on Saturday, April 17th, at its headquarters located at 62 Main Street, Warwick.

With over twenty students testing for the coveted black belt and degrees beyond, the event was overseen by martial arts pioneer and author, Grandmaster Richard Chun, one of the highest ranking international master instructors within the borders of the United States.

The Chosun students, all from the Warwick location, were required to demonstrate proficiency in skills ranging from basic self-defense techniques and poomsae – the choreographed, dance-like formal exercises unique to taekwondo - to the breaking of wood with intense kicks and hand strikes, a dramatic component of the Korean martial art that expresses raw power and focus. The demographics of the

students testing varied from eight to over seventy years of age with an almost equal number of male and female candidates. Students testing for 1st degree black belt included: Eleanor Pyke, Marcelle Mitscherlich, John Vanderhee, Kole LoSchiavo, Deven LoSchiavo, Jean Orlovsky, Ethan Tuomala, Nicole Scelta, Carl Ferrara, Pamela Roeloffs and Sarah Labance. Testing for 2nd degree black belt was: Lisa Ehrenreich, Susanne Fitzsimmons, Alessandro Molinas, Corey Orlovsky, Robert Urbach, BJ Quasius and Kathryn Pernice. Those qualifying for 3rd degree black belt were: Emma Crouchen, Nicholas Fitzsimmons and Ian Suleski.

Master Doug Cook, owner and head instructor of the Chosun Taekwondo Academy, himself an author with three best-selling books focusing on taekwondo to his credit stated, "We are fortunate indeed to retain such a loyal group of students, most of whom have been with our school for almost thirteen years. I partially attribute this to the fact that we teach an authentic



form of taekwondo that is certain to enhance ones life.”

Unlike the vast majority of martial arts schools that cater mainly to children, the Chosun Taekwondo Academy boasts an unusually high percentage of adult students due to a traditional curriculum that focuses on self-defense, martial arts philosophy, meditation, and internal energy, or Ki, development, rather than merely sport. The academy also features classes in hatha yoga and tai chi, all taught by qualified adult instructors. For more information on the programs offered at the Chosun Taekwondo Academy call (845) 986-2288, or visit their website at www.chosuntkd.com.

Opening Ceremony Of A New Branch Of Zubairi's Martial Arts Centre's

By Wajid Raza Isfahani , Sect. Gen.

The new branch of Zubairi's Martial Arts Centre has opened in F.B.Area, Karachi on 21 st March 2010. Mr. Ahmed Ali Rajput the Associate Secretary of Pakistan Olympic Association & Secretary of Sindh

Olympic Association along with seniors Taekwondo and Martial Arts Master Instructors has cut the ribbon with a warm speech of Grandmaster Zubairi, Mr.Ahmed Ali and Grandmasters Absar Hussain Shah at the occasion.

A Grand Taekwondo demonstration has also been given by the members.

Omar Mussee Ali has Performed Taebak and Pyongwon forms while Shabbir Hussain demonstrated the Spin Jump Kick and other kicking drills. Grandmaster Zubairi shows the effective use of front kick in Taekwondo and Hoo Shin Sul Techniques. Grandmaster Zubairi has awarded the rank of 4 th Dan Black Belt in the art and science of Taekwondo to Omar Mussee Ali a Somalian national who is in the membership of centre since 2004.

The other Somalian national Mr. Mohamed Jamal Abxaaji a Business Man of Import and Export, Mr. Abdulaahi Ahmed Mohamed, Chairman Somali Student at Karachi City and Mr.Yonis Barre were also present at the occasion. Mr. Abdulaahi in his speech thanks to the Pakistan Taekwondo and martial arts community



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and dedicated efforts of Grandmaster Zubairi to train Omar.

Grandmaster Zubairi has also awarded international Sports Award to Mr. Ahmed Ali and International Martial Arts award to Shabbir Hussain, Rehman Shah, Kashif and Abid.

The Somali Taekwondo and martial arts has awarded Shield of Appreciation and Friendship to Grandmaster Zubairi at the occasion.

The Zubairi's Martial Arts Centre, opened its doors in 1983, and has played an important role in the development of Korean Martial Arts, Taekwondo among the youth of Pakistan. The centre has branches in many districts of Pakistan which includes Faisalabad Gilgit, Karachi, Lahore, Multan, Mirpurkhas, Mianwali, Narwal, Rajanpur and Rawalpindi. Now Master Omar Musse Ali opens its branch in Somalia.

Certificate Numbers Update

By Vic Lizardo

This is in response to Page 14, Issue # 11 January 2010 of Totally TKD. *Certificate Numbers Unknown:*

Answers -

Grandmaster Rhee, Ki Ha, Certificate Number GB-9-1



Master Omar presents a shield to Grandmaster Zubairi

Grandmaster Park, Jong Soo, Certificate Number C-9-1

Attachment taken from Kidokwan.org, under article "Gen. Choi, Hong Hi".

Authors Enquiry

By Richard Conceicao

I am preparing a book on the technical applications of an older Koryo poomse than the present WTF of the same name. if you have practiced this form please contact me. I am interested in matters such as;

- Where you learned it.
- Any historical information that was given you as to its derivation or creation.
- Any explanations as to the meaning (application) of any of the moves, other than the standard "kick, punch, block"
- Of course, whatever additional information you believe to be relevant

I am linking two you tube videos of two variants of this form for individuals who may have a different name for it:

1. <http://www.youtube.com/watch?v=VeHbbebXcbA>
2. http://www.youtube.com/watch?v=ek-2vo_wh4E&NR=1

I can be reached at

Richard@returningwavesystems.com.

I would be happy to telephone if you would note such a desire, and a convenient time.



www.bullying.org

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"The TKD Clinic"



Each month Glenn Smits will be able to answer selected questions on health, well being, physical training and advise on the treatment of Tae Kwon Do sustained injuries.

Please send your questions to Glenn via TKDClinic@totallytkd.com ensuring "TKD Clinic" is in the subject line

Please be as descriptive of your issue, problem or injury as possible to allow a correct response. Please include your name and country on any emails sent and state in the email if you do not wish your name to appear in the magazine.

While there can be no guarantee that every question will be addressed, Glenn will attempt to answer two or three questions each month that he feels will be the most informative and beneficial to readers.

Glenn Smits started his martial arts training in 1963 and started training in Tae Kwon Do ten years later. His one and only Tae Kwon Do instructor has been and is Grand Master Kwang Jae Lee. Over the last 30 plus years he has actively participated and promoted Tae Kwon Do as a competitor, instructor, coach and long time commercial school owner. He is a Licensed Acupuncturist and Chinese Herbalist currently in private practice specializing in sports and rehabilitative medicine as well as pain management.



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The Free Global Tae Kwon Do Magazine

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Nam, Tae Hi

The Silent Founder Of Tae Kwon Do

By Lyndsey Reynolds

The book 'A killing Art' introduced me to the real story of Nam Tae-Hi. Many TKD'ists around the globe will be fairly familiar with the majority of Grandmaster Nam's contributions to TKD - however it is the story of his time in the Korean war which really drew my attention to him and the fact that to this day- he is the living personification of the Tenets of TKD. GM Nam started his martial arts training in 1946- at the age of 17. Before meeting General Choi GM Nam trained in Shamokin Karate- and reached 1st Degree in this art.



In the 1940's, Nam's Training schedule was arduous to say the least. He would train weekdays from the early afternoon through to midnight sometimes while studying. The developing of his career however was interrupted by the breaking of Korean War. (June 27, 1950 to January 31, 1955) Nam was essentially stranded by his Division. Nam was a leader of a battalion which became completely surrounded by North Korean and Chinese communists. Despite the fact that Nam's regiment was hugely outnumbered, Nam's commander was furious. As a punishment for Nam's alleged 'failure'- his battalion was sent to A no-man's land outpost near Seoul on the top of Yongmun Mountain. This was 10km closer to the enemy and hugely dangerous for Nam's regiment. Nam had a genuine fear that they were all going to be wiped out!

Never the less Nam realised that all attempts must be made to maximise the chances of survival no matter how bleak the odds. He ordered the 31 soldiers in his regiment to dig trenches and forge outposts. After the second day of exile, Nam's Battalion heard the Chinese Army ripping through neighbouring friendly outposts, destroying the majority of them with stunning ease. Nam's unit retreated into

the trenches and waited, hiding in the darkness. Nam used the darkness and the shadows to his advantage, his unit was short on ammo and weapons and knew the enemy wouldn't fire in the darkness for fear of friendly fire. Nam fought the way he had trained, identifying enemies by fumbling for their heads. Chinese soldiers had crew cuts and South Korean soldiers had longer hair. So Nam fumbled and struck in bursts when he needed to all through the night. After the first night the enemy retreated to gun range, and returned to Nam's trenches at night. Nam maintained the same strategy, fumble check hair length, and attack with all his might, ignoring his own pain and the lethargy setting in. The enemy attacks ceased after the third night. The following morning allowed Nam to eat, he had missed food & sleep for three days and most of his battalion were dead. During this time, the Americans arrived to support the South Korean regiments and despite the fact they were still outnumbered, they managed to resist the Communists.

After sometime, Nam had a chance to eventually rest. He walked to where he fought the previous three nights. He hadn't seen it in daylight. What he came across was a pile of bodies- bodies with no Gun or Bayonet wounds. These bodies were the ones Nam had dispatched of empty handed with his previous training. At this stage the South Koreans counter-attacked, sensing that the communists had been weakened and managed to drive them away from Yongman mountain. This became a noted battle in Korea's history and word began to spread about Nam's exploits, the Korean Karate expert that had killed piles of communists with his bare hands.

Of course, the details of Nam's exploits flew into General Choi Hong Hi's ears, right at the time when the general needed an instructor to help develop instruct and define his new art, Tae Kwon-Do. General Choi- hungry to spread and popularise his martial art to the world sought Nam out in 1952.

In 1953- Nam was summoned by General Choi to teach what was then called Tang Soo Do in a completely new division called the 29th Infantry Division. This Division on Chenji Island was the birth place of Tae Kwon Do as we are familiar with it today. From here General Choi would devise the patterns, ask Nam to perform the movements and alter the movements if needed. Nam himself created the patterns Hwa-Rang, Choong-Moo and Ui-Ji.. General Choi was in charge of 100,000 men on this island and ordered regimental commanders to send soldiers to train there 8 hours a day under 'Captain Nam'. On

Chenju Island, GM Nam personally trained many of today's pioneers, people such as Han Cha-Kyo, C.K Choi and Jhoon Rhee (Pioneer of TKD in USA). The 29th Infantry division then went on to train thousands of Korean Soldiers.

General Choi's wish was for Tae Kwon Do to become a worldwide martial art- however firstly he had to prove its effectiveness to the rest his own country first! He organised a military Demonstration in front of South Korean President Sing Man Rhee with Nam as the star of the show. The demonstration included patterns, self defence techniques, sparring, bayonet defence techniques and now the infamous breaking – where Nam as a Second degree black belt broke 13 roof tiles with a downward punch.



Grandmaster Nam, Tae Hi, with General Choi and Grandmaster Kang, Yon Ho

President Rhee was so impressed by this he stood after the demonstration and

asked for it to continue. Nam and Han Cha-Kyo had to improvise and fill the time with defences against multiple attackers, and a new pattern never before shown to the public (Hwa-Rang).

The demonstration was a huge success, which Nam had made happen for General Choi- and was a seminal moment- President Rhee wanted this 'new', revolutionary martial art to be taught to more of Korea's soldiers. Martial Arts was now added to the standard training schedule of a Korean Soldier. This demonstration also resulted in the creation of a new Military Gym headed by General Choi called the Oh Do Kwan (Gym of My/



Our Way) where Nam would instruct 300 soldiers at a time!- The Oh Do Kwan was also used to train South Korean Police officers. The first documented patterns to be unique to Oh Do Kwan are called Chang Hun and were designed by General Choi, Nam Tae Hi and Han Cha Kyo and originally practiced at the Oh Do Kwan.

In 1959, GM Nam became the first pioneers of TKD in Vietnam, after heading up a demonstration there he was the head instructor of the Vietnamese. In 1962 his instruction lead to him being known as 'The Father of TKD in Vietnam'. 1965 saw Nam going to Malaysia as a member of the Korean Diplomatic Corps. Here, he became chief Tae Kwon-Do instructor. He was elected as President of the Asia Tae Kwon - Do Federation . When the ITF was first inaugurated, Choi made him Vice President of the ITF. GM Nam eventually left the ITF after General Choi passed away as he felt



that any of the groups that called themselves ITF didn't really have the interests of its members in mind.

In 1973, GM Nam moved to Los Angeles to open a civilian school and taught TKD until he retired

As an instructor GM Nam travelled to more than 120 gymnasiums all over the world, he introduced new techniques, and theories and was essentially General Choi's right hand man. Whatever hopes and dreams General Choi Hong Hi had for Tae

Kwon Do, its development and the spreading of it around the world, GM Nam was instrumental in turning them into a reality. He is a living piece of history and a true 'student'- never asking for any credit for the vital work he did for Tae kwon Do, instead lives quietly in Los Angeles with his wife. In my mind, Tae kwon Do would not exist without him!

WTF Poomsae: *Time For A Course Correction*

By Brendan L. Wilson

A famous samurai, Miyamoto Musashi, once wrote, "What I see on inquiry into other schools is that some are pretentious talkers; some perform fancy maneuvers with their hands. Even though they may look good to people, there is surely no true heart there at all." With the recent changes introduced into Poomsae by the World Tae Kwon Do Federation (WTF), Tae Kwon Do is sliding into the age-old habits decried by Musashi. Although the goals of modern tae kwon do practitioners now include sport competition, character development and health, the foundation of the art *has been* and must remain the reality of unarmed combat.



Major Nam Tae-Hi, a Tang Soo Do expert who went on to help found the art of Tae Kwon Do. In this photograph he is training Korean soldiers in the Republic of Vietnam, circa 1960.

The Purpose of Poomsae

Poomsae serves as more than just a collection of techniques put together. The forms originally served as the primary method of training the art, of ensuring the artistic continuity from one generation to another. As most will agree, each form is an imagined fight and as such it should show the focus, control, power and speed developed over time by the practitioner. As the martial artist progresses in experience and ability, the forms should reflect this accumulation of ability. This progression is

recognized in tae kwon do as in many other arts in that promotion to higher rank depends primarily on the demonstrated ability to perform successively more demanding forms.

In a balanced martial art, Poomsae serves the following functions:

Comprehensiveness: When taken as a whole, the forms contain all the techniques that comprise the art. Poomsae, free sparring, step sparring and breaking are not separate and equal activities. Rather, Poomsae *is* the art and the others are applications of Poomsae.

Foundation Building: Some of the techniques in tae kwon do forms are not directly applicable to combat. Strikes or blocks done slowly, for example, help train the body in balance, precision, and breath control.

Combat Techniques: With the caveat that some legitimate techniques in Poomsae serve to promote balance, range of motion, the strengthening of specific muscle groups or endurance, all **other** techniques in Poomsae need to be realistic in that they can either be used directly in a combat situation or provide foundational basis for training.

Aesthetics: There is no question that the arrangements and selection of techniques and the duration and timing of combinations for Poomsae often are influenced by aesthetic and cultural considerations. Martial arts, because they are part of culture and not separate from it, are part performing arts as well. As a shared experience among a select group of

warriors, the forms serve as a satisfying ritual. Though most of the forms for Karate and Korean martial arts were designed within the last 50-100 years, they do provide continuity with ancient predecessors in China.

The History of Korean Forms

The birth of modern Tae Kwon Do takes shape during the Korean War when General Choi Hong Hi began to train the Korean 29th Infantry Division in martial arts techniques, a process that soon spread to the rest of the Korean armed forces and later to much of the world. But Korean martial arts were already well established by that time. Earlier in the century, Hwang Kee had introduced Tang Soo Do. Evidence of its deep roots in Korean society can be found anecdotally in the story of Nam Tae-Hi, a Tang Soo Do practitioner, who is renowned for having killed over two dozen Chinese soldiers by hand during a vicious night battle at Yongmun Mountain in May 1951. After this battle, Nam served as one of the primary instructors in General Choi's division and is rightly considered one of the founders of Tae Kwon Do. The fact that there were enough martial artists in the Korean forces to serve as trainers for a division of over 10,000 soldiers indicates the extent to which martial arts had penetrated the society by that early date.

Although a claim would later be made that Tae Kwon Do was a purely Korean art, uninfluenced by Japanese karate, this can hardly be the whole truth. To the unbiased observer, a clear linkage is seen through the similarity of the Pinan forms of Shotokan karate, the Pyung Ahn forms of Tang Soo Do and the original Ch'ang Hon forms (also referred to as Chongi forms) of tae kwon do.

They share a similarity -- approaching identity -- in stances, blocks, strikes and kicks.

Historical Context

The original nine Ch'ang Hon patterns, so very similar to Tang Soo Do's Pyung Ahn forms, served as part of the standard training for the 250 men of the ROKⁱ 11th Company, 3rd Battalion, 2nd Marine Brigade, who are renowned for repelling 1,500 Viet Cong when their base camp was overrun at the battle of Tra Binh Dong in Quang Ngai Province, Vietnam in February, 1967. Much of the fighting was hand-to-hand and the Koreans inflicted ten casualties for every one suffered.

The point of the preceding is that there is a time in the development of Tae Kwon Do when its techniques were clearly tied to the requirements of warfare. Over time, the Poomsae have been altered to meet the perceived needs of competition, and we are worse for it.

The Ch'ang Hon forms, still used by the various splinter groups of General Choi's original International Tae Kwon Do Federation (ITF), are characterized by powerful, direct movements and deep stances. Typically, but not exclusively, the pattern moves to meet an imaginary opponent by stepping toward the threat and executing a single powerful block, punch or kick.

Motions tend to be linear and are executed with great forcefulness throughout each movement.

In the early 1970s, The WTF introduced the Taeguk Forms. As originally conceived and practiced, there is nothing wrong with these forms. They have a major advantage of being straight forward and relatively simple. The associated nine black belt forms, Korea through Ilyo, are powerful and



Funakoshi Ginchen, founder of Shotokan Karate. His style of martial arts was influential in the early days of the development of both Tang Soo Do and Tae Kwon Do.

deceptively subtle, requiring years of practice to achieve correct balance power and focus through a more relaxed snapping motion.

The introduction of Tae Kwon Do into the Olympics, though a great boon for the spread of tae kwon do, caused a substantial disconnect between forms and sparring. Although sparring is full-contact, there is no punching to the head, kicking below the waist, sweeps or open hand techniques. Points are awarded only for techniques that shock the body sufficiently to displace (move) an opponent, and more points are awarded for kicks to the head than to the body.

Over the years an emphasis has developed on very fast, often head-high, powerful rear leg kicks. As there is no danger of a hand strike to the head, competitors keep their hands low. Stances used in sparring are closer to a generic boxing stance. Although there is no shame in adapting tae kwon do to the circumstances of competition, tournament sparring has become the only form of sparring, and in some cases the only form of tae kwon do, for many schools.

Where WTF Poomsae Goes off Track

Far from lamenting this development, some organizations have applauded the change. In an article that is testable source material for all coaches certified by

USA-Taekwondo, Steven D. Capener, argues that sport Tae Kwon Do sparring, rather than Poomsae, is the essence of the art, "imbued with plentiful educational and philosophical values sufficient to establish it as the core, universal nature" of tae kwon do". He further claims that using forms to train tae kwon do is unwarranted because it is based upon an older 'theoretical' Japanese belief that the techniques were deadly and could not be used safely on an opponent in training:

"[T]he nature of non-competition martial arts was such that their actual performance (real fighting) was something, it was taught, to be avoided at all costs, thus creating a convenient sanctuary from which



WTF Sparring rules encourage high kicks that would not be feasible in actual combat. (Photo Courtesy of USA-T)

instructors could teach exotic looking techniques and expound profound philosophies which would likely never be tested."(Capener, pg 9)

Thus, according to this view, the martial arts training techniques used by Nam Tae-Hi in the Korean War and the ROK Marines in the Vietnam War are theoretical,

exotic and unproven, while the WTF style sparring with its many restrictions is the core of reality. It is in this context that Poomsae is now being disconnected from its traditional roots as the core of the art. It no longer seeks to teach combat techniques, because this is considered fanciful theory only, and it has nothing to offer those training only for sparring which is driven by the rules rather than by the art.



*Only a small portion of martial artists will develop the ability to kick head level while maintaining the balance necessary to safeguard themselves
(Photo by Damien Littre)*

New WTF Scoring Criteria for Poomsae

Below is a sampling of recently introduced techniques that fail to meet the criteria of being either an actual combat technique or a foundation building exerciseⁱⁱⁱ.

Stances

According to the new rules, placement of the feet for all stances is measured by the size of the foot of the competitor. For example, in a horse (horse riding) and back (backward inflection) stances, according to the USA-Taekwondo scoring guidelines, the Tae Kwon Do practitioner should place his or her feet two foot lengths apart. This mode of measurement is different from that originally applied by earlier instructors who used the width of the individual's shoulders as the basis of measurement for foot placement. It also complicates the issue because foot size varies among individuals of the same height and body build. Conversely, two

competitors, one 6'4" and another 5'8" may have the same shoe size. If both apply the 'foot length' criteria, their stances will look quite different and the taller of the two will almost certainly have not achieved a stable base. In most cases, the 'two foot' distance for both and horse and back stances puts the feet at less than shoulder width apart. This is too narrow to provide an adequate foundation.

The front stance (forward inflection stance) is likewise too narrow and too long. Competitors are required to place their feet only one fist distance apart (about 3-4 inches) and extend the foot three foot lengths forward. This places the practitioner in an unnatural, awkward and unbalanced position. The walking stance, at one foot distance in length, though shorter is even narrower, with the width between feet at zero inches.

These criteria differ significantly from earlier versions of Tae Kwon Do. In the back and horse stance, practitioners placed the feet one and half shoulder widths apart. The width of the front stance was shoulder width and its length was one and a half shoulder widths. This provided for stability and a smooth, rapid and powerful transition from one stance to another.

Strikes

According to the USA-Taekwondo scoring guidelines, the preparation or chamber for the back fist and hammer fist is, "the armpit of the other arm." This apparently comes from the theory that all strikes come from the 'inside', while all blocks come from the 'outside'. This results in an awkward motion that has no advantage and would be absurd or dangerous if executed in any type of combat or even controlled competition. An attacker that places his striking hand under his armpit in preparation for delivering a blow is vulnerable to a preemptive attack and has announced or 'telegraphed' his attention to his opponent.



According to WTF scoring criteria, the chamber for a back fist and hammer fist is to place the striking fist under the opposite arm.



Many young taekwon do practitioners are routinely taught that high kicks are the only acceptable kicks. (Photo Courtesy of USA-T)

Blocks

According to the new scoring criteria, in the twin knife hand guarding block, the lead blocking hand begins at the belt level of the opposite hip, palm up. In previous procedures, this hand would begin face high, palm toward the face and move in a smooth motion downward. The earlier version is far more natural and protects the upper body during the execution of the block. In contrast, the current version leaves the defender's upper body completely exposed until the block is fully in place.



Many young taekwon do practitioners are routinely taught that high kicks are the only acceptable kicks. (Photo Courtesy of USA-T)

Kicks

According to the new criteria, all kicks, unless specifically intended as a preparatory kick in a two kick sequence^{iv},

must be head high. Tae Kwon Do is famous for its high kicks, and those practitioners who can kick high effectively, with balance, focus, power and speed, should be able to do so in competition. However, very few people can kick high effectively in real combat where an opponent can sweep the supporting leg (or grab it), attack the groin or punch to the face. Keeping in mind that the forms should be comprehensive in nature, encompassing all the techniques of the art, when we tell students to only kick high we are telling them that kicks to other targets are not part of the art. The objection here is not the presence



Tae Kwon Do practitioners should be taught to kick powerfully to the mid section before being encouraged to kick head level. (Photo by Damien Littre)

of high kicks but rather their exclusive use.

Suggestion for reform of WTF Poomsae^v

WTF Tae Kwon Do forms need to be relooked and revised to ensure that they support the art as a comprehensive and cohesive whole, linked to actual combat effectiveness and which set the foundation for further development for students. At a minimum, the forms should be purged of techniques that would be unsafe to execute in real combat. Stances should provide a stable foundation, blocks should protect the body throughout their range of motion and strikes should move smoothly to their intended target through a direct path and with as little telegraphing as possible. Kicks should primarily be targeted to the body. The rare competitor who can effectively kick high should be encouraged to do so and given appropriate credit under the presentational aspect of scoring.

For Musashi, instructors who taught frills were a “sickness of the path, persistent and

hard to get rid of; they are bases of the decay of the straight path of martial arts in the world, and the abandonment of the Way.^{vi}” Now is the time to purge the frills from our art and put Tae Kwon Do back on the straight path of martial arts.

Brendan Wilson holds a 6th degree black belt in Tae Kwon Do and is the head of the Belgian branch of the International Sungjado Association . A retired US Army officer and former Army Ranger, Mr. Wilson formerly coached US army competition teams and has trained the SACEUR’s (NATO Commander’s) close protection team in weapons disarming techniques. He is a certified international Poomsae referee.

ⁱ ROK stands for Republic of Korea

ⁱⁱ Capener, Steven D. The History of Taekwondo: Problems in the Identity and Philosophy of T’aegwondo and Their Historical Causes.”

ⁱⁱⁱ Except where otherwise noted, all techniques discussed below are drawn from *Poomsae Scoring Guidelines, USA Taekwondo, February, 2010.*

^{iv} There are only two examples of permitted mid-level kicks in WTF Poomsae; they are the double front kick sequence in Taegeuk Pal Jang and the double side kick in Korea. According to the new scoring criteria, all other kicks must be head high.

^v In anticipation of the argument that the changes shown in this article are in fact original to the WTF style of

Poomsae (i.e. not changes at all), there is ample evidence that this is not the case. The Complete Tae Geuk Hyung W.T.F. by Hee Il Cho, published in 1989 shows the back stance, horse stance front stance, back fist and twin knife hand block in their original application. In Cho's publication, the feet for horse and back stances are placed one and half shoulder widths apart, front stance is one shoulder width apart, the prep for double knife hand block is face high for the leading hand and the prep for both back fist and hammer fist is outside of opposite shoulder, rather than under the arm.

^{vi} Miyamoto Musashi, The Book of Five Rings, Shamballa, Boston and London, 1993, p.48.

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ITF Taekwon-Do & Sine Wave as “Sequential Motion” *More Power Than What Meets The Eye*

By Manuel E. Adrogué¹

PART 1

In this three-part series the author discusses technical reasons underlying the transformation of Shotokan / Korean Karate technique into Chang Hon (ITF style) Taekwon-Do, and shares his personal story on how an inquisitive attitude, the exposure to certain martial arts icons and diligent training gradually changed his perception of Taekwon-Do technique as it relates to power and speed.

In “Taekwon-Do’s Science” (Totally Tae Kwon Do # 12) Stuart Anslow and Bob Hubbard share intelligent thoughts about the very obvious fact, sometimes hidden behind a cloud of advertising, that ITF Taekwon-Do does not hold a monopoly in physics. For good or bad, we are all equally governed by the forces described in Sir Isaac Newton’s Three Laws of Motion, without distinction of the martial art we practice. Individuals we regard as exemplary in their combative performance, are those able to show superior timing, distance, balance, speed, striking power, bodily control, ability to blend with the opponent, and other displays of physical prowess, regardless of the martial arts system they come from.

It is common knowledge that, Gen. Choi Hong Hi used certain concepts borrowed from physics (his “Theory of Power”) and promoted his Taekwon-Do as a “scientific martial art”.

He was neither the first nor the last: some will remember Master² Masatoshi Nakayama’s explanations of Shotokan Karate techniques, which borrowed terms from physics. Also, goes without mentioning the well-known “scientific” basis of judo itself. Furthermore, Wing Chun Kung Fu has claimed to be scientific in the

way its (vertical) punches are combined with its aggressive footwork, deflective defenses and close quarters fighting; Hapkido boasts the most practical use of anatomical weaknesses of an opponent during combat; Blauer’s SPEAR system claims to be solidly based on behavioral studies on how human beings naturally react to violence from psychological and physical perspectives.

In sum, at this point most martial arts propose varied and very different techniques and training which they all claim to be “scientific”. How could this be possible? The key is that they define certain goals and training methods based on their own definition of what “rational” or “scientific” means (for the purposes of this article, I will consider them synonymous).

Real unarmed combat is a variable circumstance, very difficult to define in precise terms. Certain typical elements such as violence, suddenness, chaos, survival attitude and unexpectedness help to describe its nature. Martial arts offer different approaches to train for real combat; some more successful than others, as street anecdotes tell. After a reaching to a basic definition of a martial arts approach has been adopted by identifying the central elements to be addressed by

such martial system, it may be possible to improve the quality of training in general, and of techniques in particular, by using drills and motions consistent with the adopted approach. In such context science may be of great help to conduct a “trial and error” procedure in certain specific training areas. So although combat involves too many variables to be studied “scientifically”, it is indeed possible to use science to study the correctness of techniques under certain defined guidelines.

Until a couple of decades ago, each martial art was typically distinguished by its techniques. During the last three decades the public has become more knowledgeable, and “fine techniques” are not enough for martial arts training to pass the newer, more demanding “rationality threshold”. Nowadays, a martial art is expected (a) to have been used in real confrontations, (b) to have a sound rational explanation and a detailed manner of execution, and (c) to be a part of a consistent, coherent system which is taught through a rational, progressive and standardized training method. That is to say, the public has gradually been taking martial arts training to higher levels of combat efficiency by including realistic training scenarios, design of adequate training drills, progressive training curricula and execution of techniques considering the dictates of physics.

Good Taekwon-Do complies with all of those requisites, but as far as the third

requisite is concerned, it happens that it is the instructors that sometimes fail to learn it as a system (as opposed to a group of techniques) and consequently they are unable to convey training with sufficient combative value to their students: knowledge of the system and the internal relationship of its components is a prerequisite to teach a martial art. In his time, General Choi identified the key elements of the Taekwon-Do system in the “Composition Circle”, but that is not enough; describing the elements of something is not the same as explaining how it works. The problem with explanations is that martial arts may only be properly understood through practice, and our understanding of the Taekwon-Do system depends on how many times we

spin around the Circle wearing our dobok. Gen. Choi understood this himself; in a seminar, after someone referred to his famed Encyclopedia, Gen. Choi admitted that “you cannot learn from a book”. An instructor with inside knowledge of the system and an appropriate teaching method is

vastly superior to someone who only knows the theory of techniques, even if he can explain them.

We must remember that Karate was practiced in Korea in the 1950’s under the names of Tang Soo Do or Kong Soo Do (pronunciations of the two Chinese characters used for writing “karate” in Japanese). Being a nationalist, Gen. Choi insisted on a new name for the martial art he was introducing in the Army. Although during the 60’s he started creating new patterns, Shotokan kata were vastly



The author with Gen. Choi in a seminar in 1996

predominant, and in all truth Korean Taekwon-Do was then virtually transplanted Shotokan. Without considering aesthetic details, it is hard to recognize technical differences when looking at the pictures of Shotokan Karate and Taekwon-Do, especially photos before 1970.

After Korea's liberation from Japan, Gen. Choi was obsessed with providing his country with the best martial art possible, one superior to Japanese Karate. At one point, he resorted to the knowledge of physics he acquired during his military career to explain and eventually develop his Korean Karate. Hence the Theory of Power—the core of Taekwon-Do's publicized “scientific” status. Although it is debatable, Gen.

Choi's followers today will make a point in the sense that although all martial art techniques may be analyzed from the perspective of physics, Gen. Choi's Taekwon-Do was the first martial art in which attention to physics had a major role in the design of its techniques. The early development of ITF Taekwon-Do (at that time, Chang Hon Taekwon-Do) can be described as an effort of a group of highly trained Koreans at the Oh Do Kwan to improve Japanese Karate techniques under the demanding eyes of Gen. Choi and Major Gen. Nam Tae Hi. And improvement, in their view, was defined in terms of power and beauty. Unless referred otherwise, in this article Japanese Karate and Shotokan are interchangeable terms, since only Shotokan influenced ITF style. Earlier forms of Okinawan Karate were unknown in Korea at the relevant

times in the origin of Taekwon-Do.

Many years after Gen. Choi toured the globe with a group of amazing experts showing the power of Taekwon-Do, at a time when the art had already made itself a name among other oriental disciplines, Gen. Choi made the final polishing of the style. For the purposes of concentrating his “legacy” in a characteristic, essential concept that would mark the difference with Karate and WTF Taekwondo, in the mid-1980's he formalized the “sine wave” (“hwaldung pahdo”) type of motion. The sine wave is the way basic technique is performed in ITF Taekwon-Do, and it is credited to take full advantage of bodily mass, speed and coordination for the unleashing of powerful strikes.



The second Director of the Chung Do Kwan, Master Song Duk Son, shows his “old school” skills

Therefore, the point to sort out in this article, as politically incorrect as unavoidable, is whether or not Gen. Choi succeeded in improving his martial arts basic technique “kibon”(Kor.) / “kihon” (Jap.) over Karate's.

The natural arena for such comparison is breaking competition. But although ITF-style breaking champions have consistently shown impressive power in their techniques, there is no evidence that they actually move differently than practitioners of other martial arts (Japanese Karate or any other) when attempting to strike an object at full power. Actually, pre-sine wave Taekwon-Do instructors—those of the “good old” Korean Army days training for Vietnam war purposes- used to strike as hard as their contemporary ITF colleagues.

So... Should we conclude that the "Theory of Power" and its manifestation through "sine wave" was just a smart commercial strategy by Gen. Choi with little technical value?

No.

Are there any effects in striking when comparing the classical JKA Shotokan Karate method with the ITF Taekwon-Do sine wave method?

Yes.

Has there been an improvement in technique after the introduction of the sine wave method? Does this make Taekwon-Do superior to Shotokan?

Yes and no.

Let me first clarify that I am a big karate fan, proud collector and avid reader of all classic publications, old and new, on the subject. Actually, I find it hard to conduct any serious study of traditional Taekwon-Do without paying careful attention to



Master Park Jung Tae performs a side kick (1987)

Shotokan Karate and its Okinawan predecessors. Therefore, as close to Karate as I feel, I understand we need an honest answer to these questions.

I will digress to elaborate on this. In my early days as a student I was exposed to Moo Duk Kwan training (the lineage coming from Master Hwang Kee and mostly seen in Tang Soo Do), with occasional visits of Karate instructors. Above green belt level we were expected to swiftly combine four consecutive blocks and a strike while advancing or retreating

in one step. The very first time I saw the ITF sine wave was in a visit of Master Tran Trieu Quan at our dojang –at that time we were members of the ITF-. I could simply not understand his extreme softness and bouncing, so different than the hardcore hyung I appreciated. He unexplainably seemed to enjoy doing just one technique per step, with no hurry. At the end of my high school I started collaborating with the local martial arts magazine, and many times my English language skills put me as informal translator of Korean martial arts masters visiting Buenos Aires. Sometime during 1987 I attended a seminar imparted by Tang Soo Do Master Hwang Hyun Chul, and witnessed the kind of hardness/softness balance of his traditional style. He

would turn his hips while striking and performing open-handed defenses, drawing figure-eight patterns in the air, finishing with crisp, sharp, straight punches. Fast, strong and elegant, a blend of Korean, Japanese and Chinese style packed together,

simply beautiful. A couple months later I had the chance to see the ITF sine wave once more, this time performed by Master Park Jung Tae, who appeared to move in a "heavier" manner than Master Quan's, which resulted in a display of impressive power. In practical terms the sine wave meant "one technique per step", and it was hard for me to accept that as a formula for advanced martial arts. Before my eyes Master Hwang's approach looked faster, as powerful and more versatile, so I felt it was compelling evidence that the traditionalists ought to be right

Why would ITF proponents take so long to perform only one technique, bouncing around, while the “Korean traditionalists” would swiftly link an efficient combination of several blocks or strikes taking the same time? Why dared they change the preparatory motions in blocking, altering long-standing motions for the sake of dubious innovative mechanical advantages? While experts were saying that as far as code-breaking patterns (forms interpretation) were concerned, “a block is not a block”, Gen. Choi was busy improving blocking against the trend. He seemed to oppose things over which both



The author with Moo Duk Kwan founder Hwang Kee and his son Master Hwang Hyun Chul

traditionalists and evolutionists agreed. But I could not totally discard ITF style, not only because I was an official member, but most importantly because at the bottom of my heart I also liked it. Even under Master Shigeru Egami’s Shotokai tradition, Master Quan’s suppleness did make sense. All these masters’

motions provoked admiration and confusion in me.

My Taekwon-Do teacher Master Pedro Florindo, a skilled technician with impressive martial art knowledge, avoided giving me a clear-cut response to ease my doubts. I had labeled him as a Moo Duk



Master Pedro Florindo, 8th Dan. At right with his teacher Master Lee Chong Seo

Kwan traditionalist (although he never made references to “styles”), but he was one of the heads of the ITF in Argentina. His performance was hard to classify, too relaxed for Tang Soo Do standards, not as “bouncy” as ITF proposed, and at black belt level he subtly encouraged us to try the ITF style. The explanations given by Gen. Choi’s in his seminars were consistent but did not answer all of my questions. People surrounding the General failed to be inquisitive enough. There were too many commercial-driven people, too many hypnotized with the legendary Gen. Choi, but very few actually willing to critically analyze ITF style. The usual answer was “he is the founder”, and that aborted any further possible questioning. That certainly did not help me to appreciate ITF Taekwon-Do as a sophisticated martial art.

Maybe the ITF was making the style simpler and accessible to everyone, I thought. After all, “traditional” Karate (Korean or Japanese) standards, when performed by their most distinguished proponents, looked tougher and richer.

When addressing patterns, the ITF seemed to replace analysis of combative applications with analysis of motion, and I was more interested in self defense than in motion analysis. Taking a class with Master Kim Soo (head of the Cha Yon ryu, a complete traditional martial art system with headquarters in Texas which has the same roots as Chang Moo Kwan and Kang Duk Won) some years later further convinced me of the benefits and inner applications of the traditional approach and its connection with a longstanding tradition in martial arts.

When I refer to the inner applications, I do not necessarily mean what is known as “bunkai” (form interpretations, “boon hae” in Korean but better called “hae sul” by my friend Stuart Anslow). I also refer to the combative use of the transitory moment of formal techniques. Soft and hard, um and yang phases follow one another. What is typically considered preparatory stage at inhalation is the soft phase, and the execution stage of a classic Taekwon-Do or Karate strike or block is the hard phase. In the older Okinawan Karate tradition, the



The author with Masters Kim Soo (left) and Sihak Henry Cho (right)

soft stage was deemed to include subtle and deflecting defenses, grabs or joint manipulations coexisting with the following powerful hard stage. Beyond the specific applications in each form, awareness of the soft phase in Taekwon-Do training – achieved by combining fast, precise consecutive techniques- provides the coordination necessary for close-distance fighting, as found in Kenpo, Kali or boxing drills. In view of the consistency and value of the “traditional” training I received, I kept doing my ITF patterns with a “not-so ITF” style, with the blessing of respected traditionalists. Actually, high ranking Korean masters dismissed ITF as “simplified martial arts not including combinations in their patterns”.

But, as convinced as I was, I could not ignore the awesome power displayed by the best ITF exponents. I was particularly amazed at suspended breaks or jumping techniques destroying hard materials by small masters. I had heard once from my teacher that controlling the hips as a source of power without needing to be rooted to the ground was a sign of good Taekwon-Do skills. If that was the case,

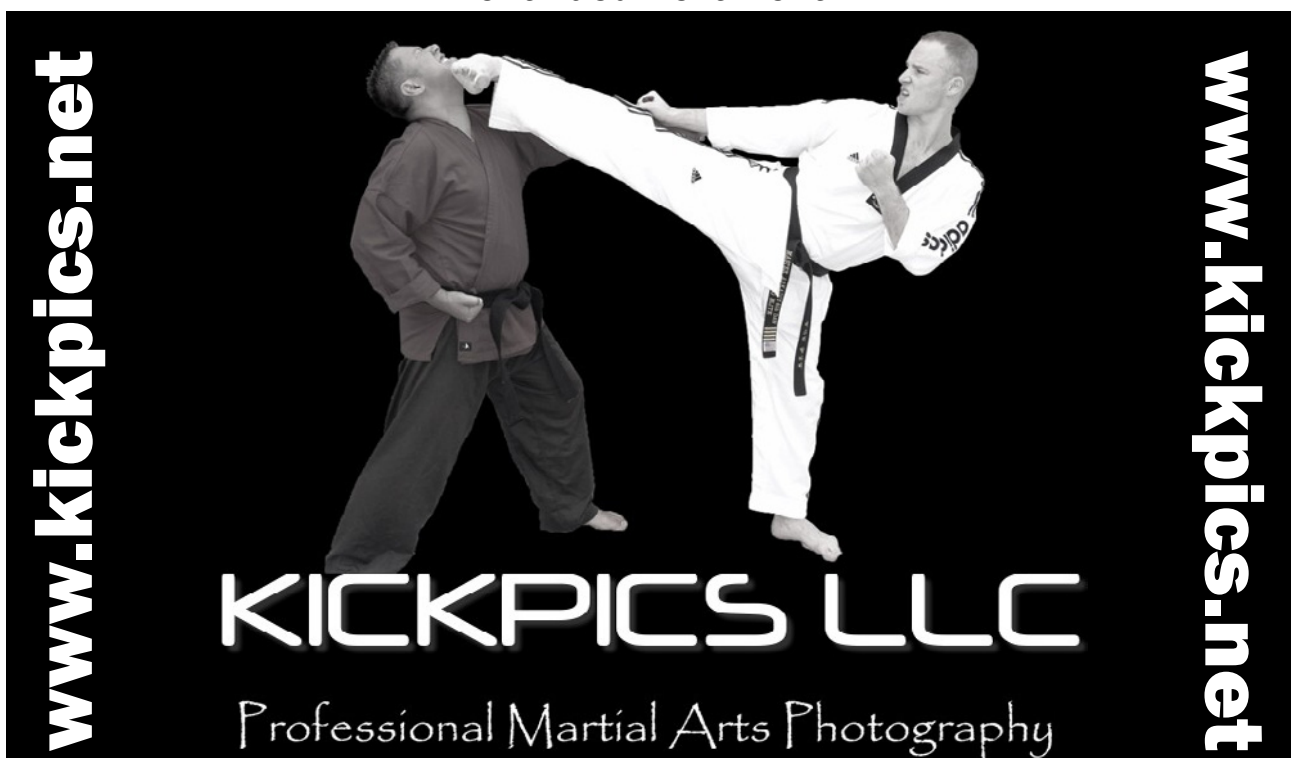
that area of Taekwon-Do skills could certainly be found in the Korean ITF masters. And at 62 kilos, I would be grateful if something could increase my striking power. If my technique was as good as everyone said, better than average black belts... why could not I be truly very powerful, stronger than average black belts of my size? At that time I didn't know, but critically looking at myself and my training was making myself ready. And, as they say, when the student is ready the teacher shows up.

¹ I want to thank Germán Pennimpepe and Sensei Claudio ledwab for their insightful comments and suggestions in the preparation of this article.

Manuel Adrogué is a Taekwon-Do instructor and author on martial arts history and technique based in Buenos Aires, Argentina. In December 2008 he visited the Kuk Ki Won's Taekwondo Research Institute in Korea along with Master Kim Han Chang. There he performed a hybrid pattern called Mugung Hwa that he designed which includes ITF and WTF features. A corporate lawyer and father of four kids, Adrogué practices his interpretation of ITF style and was recently promoted to 6th Dan. His webpage is www.taekwon.com.ar

² Many renowned experts are mentioned in this article, some of which are often referred-to as “Grandmaster”, following a trend much in vogue in the United States these days. For simplification and unification purposes I call them “Masters”, without prejudice of the admiration or respect they deserve.

Continued Next Month



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Tempo Taekwon-Do

The Pace Maker

By Barry Parsons VI

In this article I will introduce myself and give you some idea into the drive behind creating Tempo, the pattern audio training CD. I believe Tempo to be a great motivational training aid and I will include testimonials from Masters and International Instructors who also enjoy using Tempo.

My name is Barry Parsons and I am a 6th Degree Black Belt. My training in TKD started in the early 70's in Coventry, England. The City now having a place in Taekwon-Do history as the first TKD school in Europe for the general public was opened here on 2 July 1967 by one of its original pioneers Master Rhee Ki Ha.



out to be a real eye opener, but the real surprise was General Choi's comments regarding the poor standard of TaeKwon-Do in the UK. It was at this point that I consider my training in General Choi's TaeKwon-Do to have started.

During the next 5 years I attended many General Choi seminars and had the opportunity to talk with him on numerous occasions. I now understand that his remarks came from his passion for his TaeKwon-Do. I then had the honour to be graded to 5th degree under General Choi in 1998.

My TaeKwon-Do History

In 1978, at the age of 19, I graded to First Degree Black Belt. The examination was taken by Master Rhee and was made even more memorable to me as it took place in my home town of Coventry. Two years later I graded to second degree, again by Master Rhee Ki Ha.

During the next few years many changes took place, with new clubs and associations being formed. I graded 3rd and 4th Degree under Master Hi Ill Cho, and I consider myself to be very lucky to have had the opportunity to train and grade under two of the greatest ITF Pioneers.

Shortly after gaining my 4th degree in 1993 I was fortunate enough to have the opportunity to attend a 5 day seminar with the legendary founder of TaeKwon-Do, General Choi Hong Hi. The seminar turned

My present grade, 6th Degree was granted by Master Choi Jung Hwa, son of the founder General Choi, in Hungary in May 2004. Master Choi has a very approachable personality and welcomes new ideas. Therefore, during a seminar in England I presented Master Choi with a Tempo Training CD.

I was later informed by Mr Ried (vip.tkdsource.com) that the Tempo CD had made an impression on Master Choi and he had afterwards spoken very positively about the concept. I felt that this was a great complement to receive from the son of the founder.

Tempo – The Need

In our history of TaeKwon-Do we are proud of the military roots and yet in pattern practise the timing is often disjointed. Even when attending international seminars I have found that each country has its own interpretation of timing as taught by that country's Master.

General Choi Hong Hi travelled the world to standardise his movements and he would rightly insist that they should be performed in his way.

However, even in club training it is sometimes difficult to get all members moving together. This was the challenge I wanted to overcome and so I set myself the task of developing a pace setter that would allow every student, young or old, beginner or advanced, the

time to complete the correct pattern movements as taught by General Choi.

the required elements within each movement will soon elevate the students to a higher standard of performance. If training is enjoyable, then students efforts will increase and their rewards will be greater. This is a winning formula.

Tempo – The Idea

I could not say for certain where the idea for Tempo came from. Perhaps it was at an early TKD lesson when my instructor had lost his voice and ran the lesson by

demonstration and banging two wooden sticks together to signal the start of the techniques. Or perhaps it was when I attended an international competition in London in 1977 where a demonstration of team patterns was accompanied by a then famous rock drummer beating out the time along with



Original Tempo CD

a smoke and light show. It was very memorable.

What is Tempo ?

Tempo CD Chon-Gi to Gae-Baek is an audio training aid for groups or individuals to use to pace their movements. Tempo promotes a united student attitude in class during pattern training. It also has the added benefit of helping increase student retention. How?

Any training aid that motivates students should be welcomed and used to add variety to classes. Having a standard rhythm that allows all students, young, old, small or tall, the time to correctly perform

Early Tempo

Early Tempo started with the drum and finished with the percussion. I guess I saw it as a starting pistol in the 100 metres.

After a time I reversed the sound. This worked well as the breathing would finish on the thump of the drum. All movements in TaeKwon-Do, with very few exceptions, have a one-two rhythm and can be broken down into phases: The initial phase of getting into distance without giving the game away. The second phase of

implementing backward movement and knee spring, and the third phase accelerating, creating sine wave and, finally, on completion of the movement, the sharp exhalation of the breath. Within these four phases of a TKD movement the Tempo sound gives enough time to create the perfect technique.

I introduced Tempo to my club in 2000 and have been fine tuning the beats and monitoring the students reaction to pattern work with Tempo ever since. It has been a great success. I also find it a valuable tool for instruction, as it is easy to identify a student working out of time. This student will undoubtedly be missing or adding to one of the phases I have spoken about, for example, missing backward movement, missing knee spring etc etc.

Tempo Goes Public

In 2007 I suddenly found that due to illness I would be unable to instruct for a time and realised that I would need some assistance. I approached Master Oldham, my first TaeKwon-Do instructor who I had not seen for many years, and he immediately offered help by allowing my assistant instructors to attend his BTC Instructors Course which enabled my club to continue during my absence.

Following my return my son, Thomas and a friend, David decided that in order to raise money for the Charity Cancer Research UK they would take part in the world famous London to Mongolia Rally. Setting out from Hyde Park London in 2008 they



Raising Money For Charity

drove 10,000 miles in their 17 year old VW Golf. This was a gruelling journey through 17 countries, crossing 2 deserts and 5 mountain ranges.

To help raise money for the charities, my younger son Matthew had the idea of organising a Tempo Seminar. We contacted many groups to ask for their help and support and it was a great success. We raised over £1,000 for our charities!

It was the largest group I had trained using the TEMPO CD, and the feedback and requests for a copy of the CD received afterwards made me consider offering Tempo to others. My intention for Tempo was always for personal use, to help my own club students, but I was very pleased others were showing an interest.

Since producing the original Tempo CD, I have added a further two CDs to complement the original. TEMPO TUNES and TEMPO KI. These two new versions add even more variety.

Why Tempo Ki? When I started my training in TaeKwon-Do in the 70's we were all taught to 'Ki ap' in our patterns, so I was glad to see the reintroduction of them by Master Choi Jung Hwa's group. I am not a member of this group but a good idea

is a good idea, so in my Club's training, I get my students to Ki ap using the Tempo Ki CD as a prompt.

Tempo Tunes has the addition of a backing track which not only adds to the enjoyment, but provides the extra concentration

challenge – anyone not giving their full attention will lose their way!

Watch Tempo at:

<http://www.youtube.com/user/EssentialTaeKwonDo>

Thank you for taking the time to read Tempo-The Pace Maker.

What others say about Tempo

**Master Oldham VIII Degree,
President & founder of the GTUK says:**

A great training aid for both junior and senior students. Helps to develop timing and co-ordination for group and individual training. Brings a new challenge to traditional pattern practice.

**Master Sahota VII Degree,
President & Founder of the UKGT says:**

Tempo TaeKwon-Do teaches students good rhythm and timing as instructed by General Choi Hong Hi. A great training aid that will help even the most advanced students and bring a breath of fresh air into pattern practice.

**Mr.Owen Rosewell V Degree,
Caerphilly TaeKwon-Do says:**

I used Tempo TaeKwon-Do at my classes last night for the first time, had a resounding effect. Magic! I can't wait to unleash Tempo-TKD on my next class tomorrow.

**Mr.Terry Donnelley, VI Degree,
Ireland ITF Daltons says:**

I tried it out last night and the response was fantastic. Parents of my juniors were really impressed to see teams of 10 kids (6

year olds) moving in unison. I felt the cd made some of the more scatty individuals concentrate more and realize that they can't just move to the beat of a different drum. I know that WAS a terrible pun.

**Mr.Dave Quigg, V Degree
USA-3-1060. ITF, USITF, WHA says:**

How great is that! Just watching the version on your site, it kind of gets embedded in your mind. Sure beats trying to explain it to students. Sometimes I almost want to resort to "you can never do a pattern to slow" to get the students close to the correct speed. Also quite unique with the sounds changing from continuous motion to regular. A GREAT learning tool.

**Mr. Snow V Degree,
England ITSI TaeKwon-Do says:**

I tried it Wednesday and Thursday last week, the students loved it loads as did I. It is the one thing we have always been poor at is timing, I have done the complete CD and also used it for our own versions drills, We do cardio work outs to music already but this has complimented what we do, Fantastic training aid, I only wish that someone had created it years ago, but as they say you are never too young or rather old to re-learn something. Especial if it benefits members under you. Tae Kwon! I will keep my eyes open for other new features you launch as I am a TEMPO fan.

**Mr. Mike Munyon V Degree,
USA-ITF says:**

I just got the CD....I'm looking forward to giving it a go first chance I get. From what everyone has been saying...it's a treasure and excellent training tool. Thanks for sharing.

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Poetry In Motion

:A Poetic Interpretation Of The Patterns

By Sanko Lewis

I cannot remember if it is how my instructor introduced patterns to me or if my own love of poetry sparked the comparison, but I have always regarded patterns as poetry in motion.

One of the things I do to fill my life with meaning is to teach literature, and particularly poetry, as a university lecturer. As a scholar of poetry I am sensitive to what is sometimes known as poetic devices; in other words, the different techniques poets use to craft their verse. As a scholar of Taekwon-Do I have found that some of the same “poetic devices” are present in the patterns.

I have always thought of the individual techniques as words and compared combinations of techniques to phrases. A poem is a composition of aesthetic phrases. A Taekwon-Do pattern is a composition of combat combinations (a number of combat techniques flowing into a sequence).

There are numerous parallels I find between poetry and patterns; one poetic device which is worth considering is probably the one most people associate with poetry, namely rhyme. Many an aspirant poet makes the grave mistake of thinking that poems have to rhyme and will therefore force verse lines to end with rhyming words in an arbitrary fashion. This makes anyone well read in poetry cringe as we know that the mere presence of rhyme does not guarantee good poetry. The result of such forced rhyme creates, at best, cute nursery rhymes. While the master poets may employ rhyme, it is never used arbitrarily—rhyming just for the sake of rhyme. Instead, since every rhyme causes the rhymed words to stand out, the poet knows that emphasis is given to rhyming words. Rhyming is therefore used to emphasize *meaning* and to create denotative significance between words.

Following I would like to give some examples from the Chang Hon patterns of “rhyme” and how being aware of such rhyming can help you understand the patterns better.

Let’s consider the pattern Chon-Ji. If I were to ask you to identify the rhyme in Chon-Ji you would most likely tell me that the movements that are performed on the left-hand side are repeated on the right-hand side. Such an assessment would be correct. There are many repetitions of movements on different lines, all constituting “rhyme” in Chon-Ji. However, to really get value out of these observations one needs to ask how the rhyming gives meaning to the rhyming parts, i.e. to the similar movements. If it is merely the repetition of the same movements in symmetrical fashion purely for the sake of repetition (i.e. symmetry), there is no real deeper meaning. What we have then is merely a nursery rhyme.

It may be true that the lower ranking patterns have some nursery rhyme quality to them, and that is as it should be. A child immediately introduced to T. S. Eliot’s “The Wasteland” would be completely ill equipped to understand it. No, the child

should first learn the nursery rhymes and then progress to, maybe the Romantics, next be exposed to Dickinson and Whitman, later to some of the Imagists and other Modernists, and then only do you expose them to T. S. Eliot; for only after a systematic progression in poetic difficulty is the reader equipped with the tools and experience to understand the grand poems, such as “The Wasteland.” So too martial art practitioners and especially novices should progress systematically through the patterns and not be too eager to learn new patterns until they have thoroughly familiarized themselves with the material at their current level.)

In trying to understand poems, one should endeavor to allow the poems to interpret themselves. Permit different poetic devices, such as rhyme, to highlight certain ideas or “significances.” Such significant ideas then become what we may call “motifs,” which are the controlling ideas of the poem. One should not merely be aware of the symmetrical repetition of movements, but should pertinently look for meaningful repetition. It is this meaningful repetition that I will henceforth refer to as “rhyme.” Here is an example of meaningful repetition that creates a motif in Chon-Ji. One “rhyme” in Chon-Ji is the middle section attack—the walking stance middle front punch. Another “rhyme” in the pattern is the inner forearm outward middle block.



Using an inner forearm outward block in an L-stance, Jay Kang (red belt) defends against the punch by Tae Hyeong (green belt). Both the problem (the walking stance front punch) and the solution (the L-stance inner forearm outward block) are derived from the pattern Chon-Ji.

These two techniques, the middle front punch and the middle front block creates one motif. What the practitioner learns is that the solution to a middle front punch is a middle front block. Such “problem-solution” motifs are rampant in the patterns. Take for instance the black belt pattern Choong-Jang. The solution to the knee kick, movement #19, is provided later as the twin palm pressing block, movement #24. Often an earlier technique seems to anticipate its counter later in the pattern.

Another type of rhyme that causes a motif is when the same technique is repeated with different variations. For instance in the pattern Toi-Gye the X-block is used twice, but in different ways. It is used first, in movement #7, as a walking stance pressing X-block and second, in movement #29, when one jumps into an X-stance pressing X-block.

Being attentive to such rhyming and motifs in patterns, one can often find solutions to questions. In a previous issue of *Totally Tae Kwon*

Do Michael Munyon raised a question along these lines: “In Yul-Gok, why do we perform movement #1 as a measuring technique at the shoulder line yet we strike centre line? What is the purpose of the measure and why are we measuring at that rank versus an earlier rank?” In other words, what is the function of this “measuring technique”? As a scholar of



The three photos above illustrate the first three movements in the pattern Yul Gok. When Jay Kang (red belt) is attacked with a front punch by Tae Hyeong (green belt), Jay Kang steps off the centre line into a sitting stance while redirecting the oncoming punch with a forearm hooking block (i.e., “measuring technique”), then counter attacks with two punches to Tae Hyeong’s ribs.

poetry, and reading the patterns as poems, the answer is to me quite obvious, but allow me to guide you through my analysis.

This specific combination consists of three movements. The first movement moves the arm in a slight arc horizontally to the outside in line with the shoulder line. It is then followed by an attack (two double punches). The rhythm is first slow (or at least at normal pace), then accelerated. Where else in Yul-Gok do we find this motif: a motion where the arm is moved in a slight arc towards the outside followed by an attack, with the rhythm starting out normal but then accelerated? Actually, we find this motif repeated for at least two other unique combinations. The first other unique combination that starts with an arm moving horizontally to the outside followed by attacks (with progressive acceleration) is the sequence of movements starting at #7 (#7-10 or #11-14)—the inner forearm outward block, followed by a front snap kick and the two fast motion punches. The same motif, but again a different combination of techniques, is encountered at #15-17 or #18-20. The palm hooking block moves the arm out horizontally in a slight arc to the shoulder line, then the

rhythm is accelerated as the next palm hooking block and front punch is done in a continuous motion. Although the second technique in this combination is a block and not an immediate attack, the general tone is similar to the previous combinations. (Mr Anslow picked up on this tone and therefore aptly proposed in his *Ch’ang Hon Taekwon-Do Hae Sul* that alternative interpretations for the second palm hooking block is to understand this second movement as an “attack” to manipulate the opponent’s head.)

Keeping our motif in mind, let’s return to our original combination, the “measuring technique” followed by the two attacks. The other two combinations clearly show that in each case where the arm is moved horizontally and in a slight arc to the shoulder line (an inner forearm outward block or a palm hooking block), it functions as a defensive technique. Using the poetic interpretive method the “measuring technique” ought also to be interpreted as a block. Well, in the general way it is performed, is it closer to the inner forearm block or the palm hooking block? Certainly the hooking block. In my assessment, the “measuring technique” is nothing other

than a hooking block with the forearm, instead of the palm, used as the blocking tool. Consider the application: Your opponent is in front of you and attacks your middle section with a punch. You step into a sitting stance, simultaneously moving your forearm in a slight arc horizontally to the side, intercepting the oncoming punch with your outer forearm and redirecting it to the side. You then follow up with two well placed punches to the ribs of the attacker, which will be on your centre line.

The question raised by Michael Munyon included “why are we measuring at that rank versus an earlier rank”? If one understands this “measuring technique,” as I have proposed, to be a forearm hooking block, then it is simply a similar situation like we saw in *Toi-Gye* where the same technique is merely repeated in different variations. It is not that we are suddenly introduced to a measuring technique at this level; rather, it is that we are introduced to hooking blocks (both the forearm hooking block and the palm hooking block) at this level.

A poetic reading of the patterns can aid you in identifying motifs in the patterns. This will help you see connections within the pattern that may otherwise go unnoticed. It can also be a method of interpreting the patterns and finding solutions to some questionable techniques. Apart from rhyme, other poetic devices such as understanding how verse lines function (either as end-stop lines or run-on lines); rhythm created through the use of stressed and unstressed syllables; rhetoric devices such as repetitions and parallelism; figures of speech like imagery, simile and metaphor; and so on, can all assist in interpreting the patterns. Of

course, the poetic reading of patterns is not the only interpretive method available. Other methods of interpretation may include an interpretation focused on martial strategy (platoon tactics), or an interpretation focused on self-defence application. However, since patterns are probably the most specifically aesthetic segment of Taekwon-Do, it would make sense to augment your interpretation of the patterns by also employing methods of interpretation that focus on works of art. While a poetic interpretation is one such a method as this essay proved, one could easily apply interpretation methods borrowed from other art forms, like interpretative methods from the visual arts (e.g. painting and sculpture) and performing arts (e.g. dance). Using a variety of interpretative methods will enhance and enrich your study of the patterns.

...ooOoo...

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Jay Kang and Tae Hyeong are students of the main ITF Taekwon-Do gym in Seoul, Korea, at 'The Way' Martial Art Academy of Seoul. <http://www.seoulmartialarts.com/>

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55 Years of Taekwon-Do

By George Vitale



*Banquet Dais 7th Dan Parm Rai, 9th Dans GM Choi & Park,
8th Dans Mencia, Vitale & Ghwari (Photo Courtesy of Minh Luong)*

What a wonderful couple of months for me. I had the pleasure of flying into Ireland to surprise Grandmaster Choi Chang Keun when he kicked off a series of seminars for Taekwon-Do International and the Taekwon-Do Association of Great Britain. In Cork City Ireland I presented Grandmaster Choi with a copy of General Choi Hong His' first Taekwon-Do textbook that came out in 1959.

A week after I returned back home to my hometown of New York City I was back on a plane in the opposite direction to Seoul Korea. I was an invited guest of the World Taekwondo Federation to an event that they hosted that would honor several original Taekwon-Do Pioneers. These Grandmasters, led by Gen. Choi's right hand man, Col. Nam Tae Hi, were thanked and credited with spreading Taekwon-Do around the world. The WTF President Dr. Choue Chung Won had went on record saying if these International Taekwon-Do Federation Pioneers did not do the work

they did, Taekwondo may not have become an Olympic sport. Ironically this celebration took place on March 22, 2010, the 44th Anniversary of the foundation of the ITF in the same city of Seoul where the ITF was formed.

Next stop on my travels took me to Toronto Canada. Toronto was the adopted city Gen. Choi fled to when he exiled himself from Korea in 1972 in order to escape the increasing political oppression of the military dictatorship in south Korea. It was this city that became the second home to the ITF when the membership voted to move the international headquarters there, to stay free of the interference and manipulation of the military dictator that by this time reached its oppressive height of brutality after 11 years of unchecked power.

Toronto was also the adopted home of Grandmaster Park Jong Soo, one of Gen. Choi's most beloved students. Grandmaster Park lived for a time in Gen.



Master Walter Zdeb of Canada addresses the audience

Choi's home in Seoul, where he helped him to develop Taekwon-Do and produce his first English book on Taekwon-Do which was printed in 1965. Grandmaster Park accompanied Gen. Choi abroad on the famed government sponsored 1965 Kukki Taekwon-Do Goodwill Tour which traveled throughout South East Asia, Europe, The Middle East and Africa. Grandmaster Park then introduced Taekwon-Do to Europe when he lived in West Germany and The Netherlands, before moving to Canada.

Grandmaster Park hosted the Gen. Choi Memorial International Cup tournament in Toronto the weekend of April 11, 2010. This weekend also marked the 55th Birthday of Taekwon-Do as it was officially named in 1955. Yes that is right, 1955. Yes it is true; Taekwon-Do is not 2,000 years old. Sorry if you thought it was 2,000 years old, you have been misled. Taekwon-Do is

a modern mix of martial arts that were available to soldiers in the Republic of (south) Korea's Army that were under the command of Gen. Choi. Taekwon-Do is a Korean Martial Art of Self Defense that was formulated in the middle of the 20th Century. Of course, Taekwon-Do contains aspects of Korean culture, history and philosophy that go back since Korea's formation, but Taekwon-Do itself is 55 years young! From the mid 1960s Tae Kwon Do took two separate and major paths of development. One was led by the ITF, with the other being led by the Korean Taekwon-Do Association and eventually the Kukkiwon and the WTF.



*Canadian Black Belts Demonstrate the Scoring
(Photo Courtesy of Minh Luong)*

The championship was held very appropriately at The Korean Culture Centre in downtown Toronto. The event was organized by Grand Master Park and his senior students, including Masters Mounir Ghwari, a Pioneer of Taekwon-Do in The Middle East,

Francois Balet, a student of Grandmaster Park since the 1960s when he lived in Switzerland and Mr. Goran Stjepanovic, formerly of Croatia, all now living in Canada. Masters Andy Mencia, Fred Barkley and Walter Zdeb also lent helping hands and support to this event. There were 200 competitors who traveled from across Canada and as far away as Ireland,



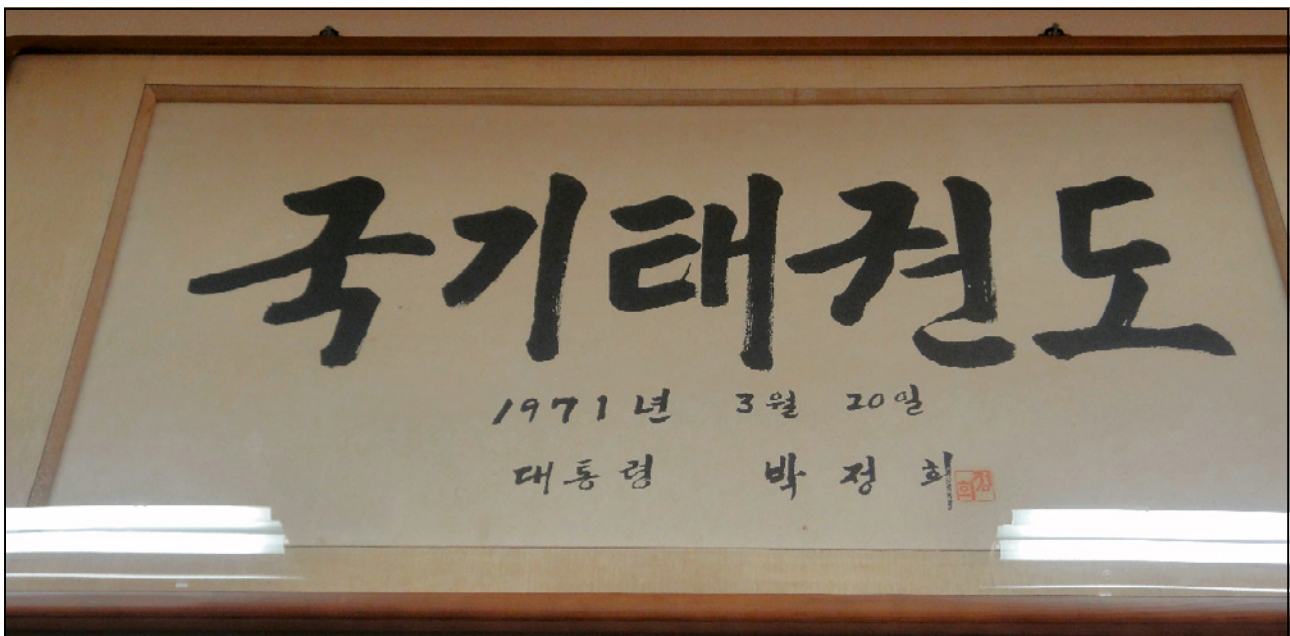
GM Park & Silver Medalist from NYC Minh Luong

Florida, New York and Illinois. Kudos goes to Ms. Valerie Keane, Secretary of the Republic of Ireland Taekwon-Do Association for leading her group of students the furthest. Ms. Keane, a VI Dan black belt is also Ireland's most senior female instructor. Members of USA Team, which had a strong showing, included former world champions from Tajikistan, Rustam Ulmasov, Parvizi Murodzoda, and Dilshod Sayfiddinov. These very talented black belts are now living in the United

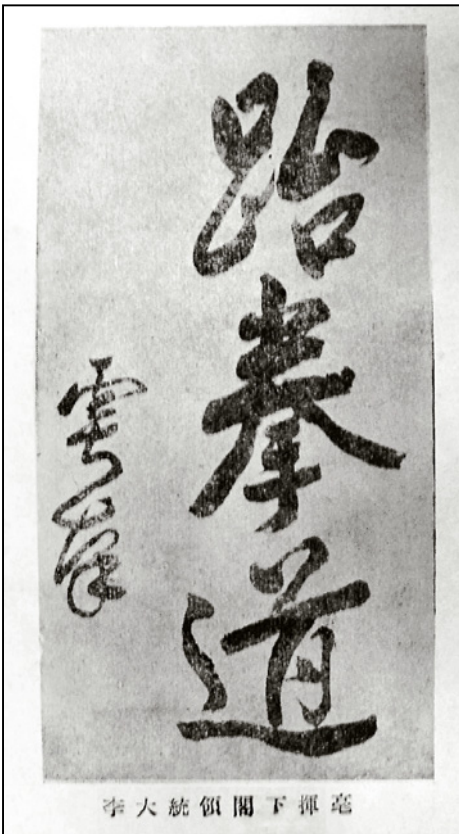
States, working and furthering their education, being mentored by Dr. Andres Mencia, MD, a senior master of ITF Taekwon-Do, who Gen. Choi called a Taekwon-Do Pioneer of the Dominican Republic.

Upon the completion of the day long tournament a formal banquet

was held in a private party room of a local Korean restaurant. This banquet celebrated the 55th Birthday of Taekwon-Do. The special invited guest was Grandmaster Choi Jung Hwa. Grandmaster Choi is the son of the Founder of Taekwon-Do, Gen. Choi and serves as the President of an ITF. He was accompanied by Master Parm Rai, a talented Taekwon-Do master instructor, who serves as a technical advisor and special assistant. Seeing these two



Kukki TKD Calligraphy in Korean by Gen Park Written in 1971, Some 16 Years After Gen Choi First Received Korean Govt Approval



Republic of Korea 1st President Lee Seung Man's Taekwon-Do Caligraphy in Chinese 1955 Proving TKD Name Accepted by Korean Govt



Red Belt Competitors (Photo Courtesy of Goran Stjepanovic)



Taekwon-Do Naming Committee Led by Gen Choi Who Named the Art TKD April 11, 1955 The Committee consisted of powerful leaders of Korean society (business men, elected politicians, newspaper president & military generals).

Seated left to right are: Mr. Cheong Yu Hwa President of MiChang Co, GM Son Duk Song Director of the Chung Do Kwan that Gen. Choi was then honorary head of, Gen. Choi Commander of the 3rd Military District, Gen. Lee Hyung Keun the Joint Chiefs of Staff, Mr. Cho Kyung Ku Vice Speaker of the National Assembly, Senator Chung Dae Chun, Mr. Han Chang Won President of Political Newspaper, Mr. Chang Kyung Rok & Mr. Hong Soon Ho. Standing Mr. Ko Kwang Rae & GM Hyun Jong Myung Chung Do Kwan & Oh Do Kwan, an original TKD Military Instructor.

Grandmasters and important icons of Taekwon-Do sitting together at the same table sharing a meal, spoke great magnitudes of how all Taekwon-Do students should work together. Grandmasters Park and Choi both spoke heartfelt words of encouragement for the 90 plus attendees. Hopefully more Taekwon-Do leaders will follow this path and work with all Taekwon-Do students, no matter their rank or organizational membership or lack thereof. This is the future of Taekwon-Do.



GM Park presents plaque to Ms. Keane of Ireland

I was fortunate to experience this great event and the ones that preceded it. I have been truly blessed with my years of involvement with this wonderful Korean Martial Art and the very many fantastic

individuals that make up this truly outstanding "thing" we call Taekwon-Do. One of the highlights of this weekend was the opportunity to interview Grandmaster Choi Jung Hwa for the history of Tae kwon Do documentary that is some 6 years in the making. His insights and visions are truly remarkable. I ask all readers of TotallyTKD.com to please visit www.TONG-ILmovie.com and register for e-mail alerts on the history film and the current one

that is now being completed in the post production phase. You can rest assured that the e-mail addresses will only be used for notifications and updates on these important projects. Please help me spread the all important word, as the success of these films will go a very long way in setting the history of Taekwon-Do right,



GM Richard Parris of the ICTF attends (Photo Courtesy of Minh Luong)

crediting those that truly deserve our thanks.

As always, please watch future issues of TotallyTKD.com for more breaking news. Please feel free to contact me at: TKD.Research@yahoo.com with comments and any



*Dinner with GM Park
(Photo Courtesy of Minh Luong)*



*Going home after a great TKD weekend
(Photo Courtesy of Goran Stjepanovic)*

Young People and ITF Taekwon-Do

By Grandmaster Trần Triều Quân,

Young people – children, pre-teens, and adolescents – are an extremely important clientele for ITF Taekwon-Do schools. In fact, our young people represent the future of the ITF.

Taekwon-Do is a healthy outlet for the energy that young people seem to have in abundance. In fact, many students are first attracted to Taekwon-Do because of the physical activity. For those who are interested in learning a combat sport, ITF Taekwon-Do offers that... but also much more. We encourage our students to value and cultivate the tenets of ITF Taekwon-Do: courtesy, integrity, perseverance, self-control, and indomitable spirit. Our students are also taught the importance of fully developing all four facets of Taekwon-Do: as a sport, a martial art, a way of life, and as a tool for social development.

When I do grading or conduct other activities in clubs, I like to take some time to talk to the groups of children and adolescents. I ask them two main questions:

The first question is, “*Why do you like practicing Taekwon-Do?*” The most frequent answers from the youngest kids are that they like the free sparring, they like learning the patterns, and they want to become black belts. The adolescents often say that they like the discipline and how it helps them to be more focused. It is interesting to note that in adolescence they become more conscious of the importance of staying in good physical shape. In addition, the girls often say they are interested in learning self-defense techniques.

The second question I ask is, “*Why did you start practicing Taekwon-Do?*” Most of the time the young people say it’s either because they have a friend or a sibling who practices Taekwon-Do or because their parents made them. Sometimes they say they practice Taekwon-Do simply because it’s fun.

Some students are particularly interested in participating in competitions. This means devoting a lot of time and effort to training, but they enjoy the challenge of competition. An added incentive is the opportunity for international travel and to make new friends. For example: In June of this year, hundreds of young people from countries around the world traveled to Quebec City (Canada) to participate in the ITF World Championship competitions and to enjoy a wide range of activities that were organized for them.

As our teachers and parents know, our young students are really proud of the skills they acquire. They work very hard to achieve the goal of earning a black belt and at the same time they are having fun! Teachers and parents also know that the principles and attitudes learned in Taekwon-Do will serve the students well as they progress through their school years and into adult life.

The Benefits of Taekwon-Do for Young People

Experts tell us there are many reasons to encourage young people to participate in a martial art such as ITF Taekwon-Do or in another structured physical activity. It can



increase their self-knowledge, build character, and improve leadership skills. Students learn how to have a healthy life style and that can help to reduce the risk of many health problems later in life.

The benefits of Taekwon-Do training for young children also include increased physical activity, improved listening skills, learning to function in a group and to respect others. All ITF students memorize the Student Oath and recite it at each class. It is important that our teachers make sure that their students understand the meaning of the oath, particularly what it means to “build a more peaceful world”. Of course, the explanation must be adapted to the age of each group of students.

It is often said that participating in sports helps young people to develop a positive attitude and to understand the importance of honesty and sportsmanship. Unfortunately, this is not always the case. Much depends on the organization and on the teachers. Teaching young people is an important responsibility.

Elite Competitors

I always say that everybody should be able to practice Taekwon-Do. But it takes more than just desire to become an elite competitor. To become a champion, a

student needs both talent and excellent coaching. From my personal experience, I believe that a club needs a talent detection program. For example, I added a special box on examination forms that the examiner would check if the student showed unusually strong technical qualities.

This is a good way to identify potential elite competitors, because the examiner is often the person best qualified to determine if a student has the natural talent essential to become an elite competitor. Generally, the student’s parents don’t know a lot about Taekwon-Do, so they cannot tell if their young person has this potential. Even Taekwon-Do teachers are not always able to identify the students who have that potential. This is because the teachers must pay equal attention to all the students in their classes, and also because instructors do not necessarily have extensive competition experience.

I have trained many elite competitors – including world champions – and this was the method I used to identify potential members for my elite team. You need to be looking for them proactively. Having a winning team can bring many advantages to your club. Everyone will be proud of the team’s success and of the instructors who have guided the team. Students who

compete at a high level often become leaders in their home clubs. And having an elite competition team attracts positive publicity for your club and for ITF Taekwon-Do.

Safety in Competition

The ITF is very concerned about the safety of all its members and athletes. Though other martial arts and combat sports allow knockouts, the ITF allows only light contact. It is important to understand that the tournament rules of the ITF have been developed for use at world championships and other competitions at the international level, mostly for Black Belts. Many countries apply different rules for competitions at the local and national levels. For example, where I live in Quebec (Canada), contact to the head and face is forbidden for children and for all the color belts.

The ITF philosophy is reflected in the tournament rules, and this is why we do not tolerate violence. Our students are encouraged to develop good technique and, more importantly, good control.

Teaching the Do to Young People

If Taekwon-Do were just a combat sport, young people would practice it for the

physical activity itself and for the possibility to compete against others. Since Taekwon-Do is a martial art, the student will strive to surpass himself or herself rather than making comparisons with others. Keeping the focus on self-development and self-improvement is a sure way to help young students become mentally strong.

This is where Taekwon-Do has a great advantage, because Taekwon-Do is more than a sport. It is based on a philosophy – the Do – that promotes basic human values and has the goal of creating a better and more peaceful world.

ITF Taekwon-Do teachers are now being encouraged to put more emphasis on teaching the Do and to apply its principles in their classes and also in their daily life. Students must be taught not only what behavior is acceptable, but also the principles behind the behavior.

But teaching the Do is not just about teaching moral behavior. It also means assisting our students to develop the positive characteristics that we call the tenets of Taekwon-Do: courtesy, integrity, perseverance, self-control, and indomitable spirit.



For example: How should a teacher react when his student fails an exam or is defeated in competition? I have noticed that some teachers try to comfort their student by telling him not to worry, everything will be OK. The teacher wants to help, and his words do make the student feel better for a while, but teachers need to do more if they want to help students make concrete changes that will lead to success.

To assist our teachers in teaching the Do, for the last four years the ITF has been working with specialists to develop a structured Basic Program for Teaching the Do. This program will be made available to ITF teachers in 2008.

Let's return to the example of the student who has failed an exam: What should the teacher do? Implementing the Basic Program,

- The teacher will identify perseverance as the characteristic that can help his student to be more successful.

- The teacher will help his student to understand what perseverance is, what it means to persevere after failing, to identify the signs of a lack of perseverance and the benefits of persevering. They will look at how perseverance can be applied to situations that arise at home and at school, as well as in Taekwon-Do's environment.

- The teacher will encourage his student to implement specific strategies to improve his perseverance. These strategies include cultivating a positive attitude, making a commitment to improvement, setting goals and making action plans to reach those goals.

The same approach applies to teaching the other tenets, which are all inter-related.

Practicing Taekwon-Do teaches our young people to work to achieve their goals, such as mastering a movement or a technique or participating in a competition. By setting

realistic goals and helping our young students to reach those goals, we are teaching them that success is the result of dedication and hard work. Experience shows that success in Taekwon-Do carries over into other areas of their lives, particularly their school work.

Modify Your Methods When Teaching Young People

The teaching of Taekwon-Do, the Do in particular, must be adapted to the age of the students. For example, even young children can learn to stop and think before acting and to base their decisions on the basic principles, starting with honesty and respect for others. At the same time, they will also be learning the importance of self-control. Effective teachers understand that young children learn better by seeing a demonstration of a movement or technique. Just using words to describe what you want them to do is not enough.



Picture courtesy of NTN Trondheim Taekwon-Do Klubb

For very young children: It is important that the parents ask themselves:

- Is my child ready?

•Is he or she ready to listen and learn what is being taught?

•Does he or she have the basic motor skills required?

When an activity is not appropriate for the child's cognitive and physical development, the result will be feelings of failure and frustration. This is certainly not what we want for our young people.

Not all children are ready at the same age, so it is up to the parents and teachers to determine when is the right time to start learning Taekwon-Do.

Young children tend to have a short attention span, so classes for them can consist of a relatively short period of instruction and a longer period of structured, supervised activities that the teacher has planned so that they will have the opportunity to practice what they have learned. It is essential that this be more than just time to play. The teacher must explain how what they have learned applies to these activities.

In the martial arts tradition, the teacher tries to correct what his students are doing wrong, but we need to move to a more positive approach so as not to discourage our young people. To motivate our students, we need to encourage them by pointing out what they are doing right, identifying where they could improve, and helping them to find ways to do so.

Involve the Student's Family & School

To obtain the best results, all courses must be adapted to the age or skill level of the students and should respond to the needs of those students.

As I mentioned in a previous message, beginner courses that young people and their parents can take together are a great idea, but eventually it is necessary to have separate activities for each group, because

their needs and capabilities are different.

Taekwon-Do teachers should try to work with the education system. Ideally, the dojang, the family, and the school should all work together to educate our young people. That way, the principles of the Taekwon-Do philosophy can be integrated into the student's everyday life at home, at school, at the dojang, and everywhere else.

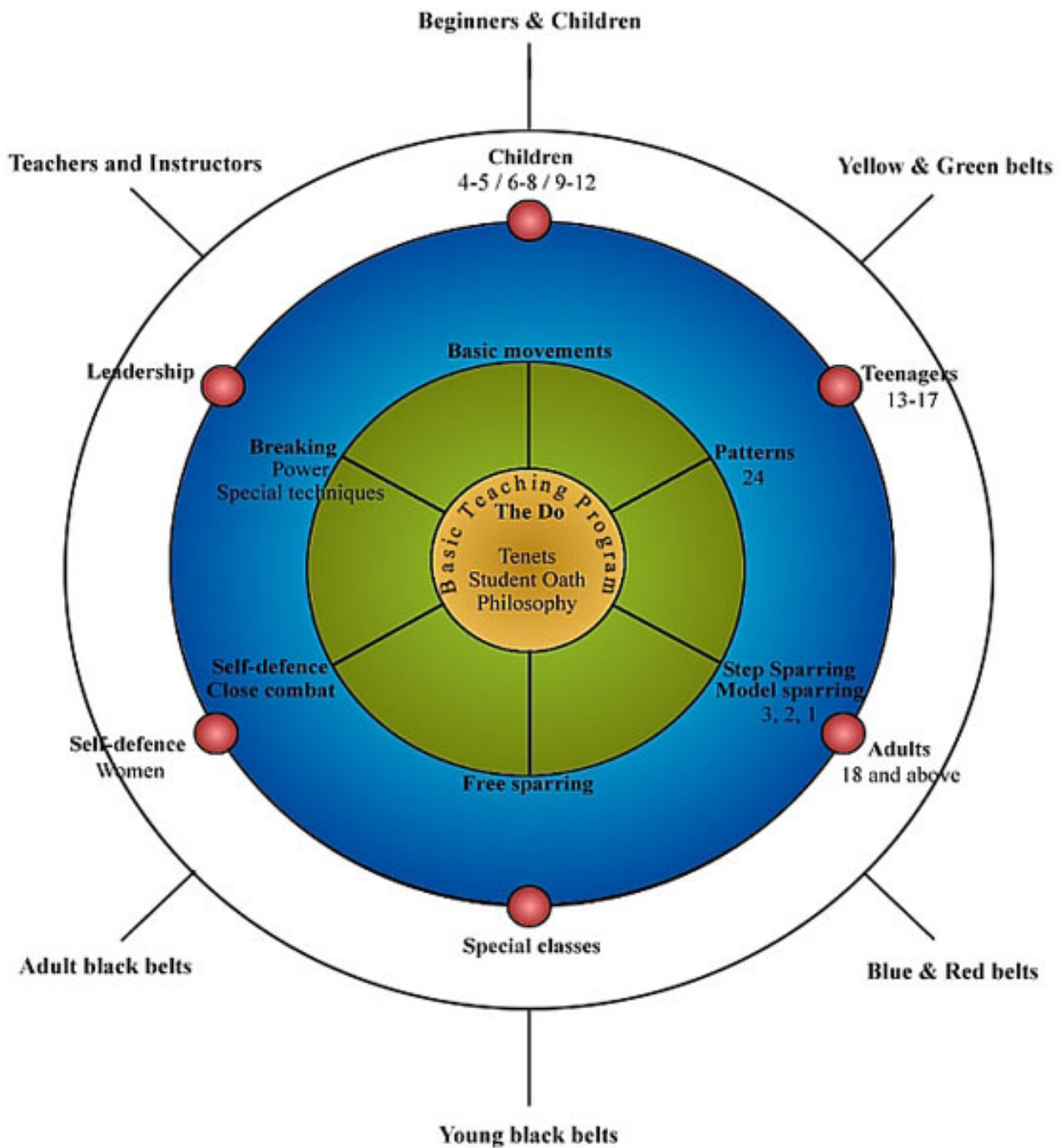
The Training Circle illustrated (on the next page) shows various types of classes (the red circles on the outer ring) with what we teach (such as patterns and sparring) on the middle ring. The Do has been placed in the center of the circle because it should be incorporated into our teaching of all types of courses, at all levels and for students of all ages.

A Career in Taekwon-Do

Many young people don't know what they want to do with their lives and how adult life actually works. Even at university, some are still searching for their ideal career. Teaching ITF Taekwon-Do is an interesting and challenging career. A Taekwon-Do teacher can build his or her own business. There will be opportunities to travel and visit other countries. And a Taekwon-Do teacher earns his or her living doing meaningful work, reaching out to people of all ages and helping them to live a healthier, happier life.

So we should encourage our young students to plan for a career as a Taekwon-Do teacher. They can start by assisting their teachers to teach classes. Then in secondary school and university, they can choose subjects that will be useful in their future career. This would include physical education but also psychology, kinesiology, business administration, marketing, and many others.

One of my goals is to implement in different strategic countries around the world a university program of teacher training with a specialization in Taekwon-



Do. In general, universities are now more interested in innovative programs than they were in the past. Solid reference materials and scientific studies about ITF Taekwon-Do already exist, so I am confident that this goal will become a reality within the next few years.

In My Family

My wife My Nguyen and I have three children who are now adults and doing well. Practicing Taekwon-Do has given all of them the work ethic and the self-discipline

necessary to succeed in life.

Our eldest daughter Joliette is 32 years old and holds a 5th degree Black Belt. She is an Occupational Therapist and has a Master's degree in Public Health Management.

She started watching me practice in our basement when she was about three years old. To keep her interested, sometimes I would ask her to help me. For example, I would put a Styrofoam cup on top of her

head, tell her to stand very still, and knock the cup off with a precisely aimed kick. Joliette thought that game was lots of fun!

When she was a bit older, I started bringing her to watch me teach Taekwon-Do classes, and soon she wanted to join in.

So she, like her brother and sister, grew up participating in Taekwon-Do activities. After meeting Joliette, François (who later became her husband) began to study Taekwon-Do as well, and now their one-year-old daughter goes to watch both her parents practice.

Recently, Joliette collaborated in the development of the Basic Program for Teaching the Do, and she and François both worked on the organization of the ITF World Championships held here in Quebec City (Canada) in June of this year. François recently earned his MBA (Master's of Business Administration).



Master Trân's daughter Joliette free sparring in 1981

Firmly convinced of the benefits of Taekwon-Do, especially for young children, they are planning a career together in Taekwon-Do. Their goal is to start, along with my son Nicolas, who is a 4th degree black belt, a Taekwon-Do school that will put special emphasis on the physical and mental health of children and of the adults of the "baby boomer" generation.

Be a Good Example

Teachers and coaches must always insist that their students show good behavior. They should explain to students who do not act appropriately why that is not acceptable.

And of course, teachers, coaches, and parents must all set a good example in every way. This means that ***we must demonstrate the characteristics that we tell our students they need to cultivate: courtesy, integrity, perseverance, self-control, and indomitable spirit.*** Our example will help them to make good decisions based on principle and to have the courage to do what is right even if others put pressure on them.

Here are few examples:

- If the local law forbids the consumption of alcohol by people under a certain age (18 or 21 or whatever age it is in your country) teachers, coaches, and parents will respect the law and not give alcoholic drinks to underage students.

- Teachers and coaches will demonstrate honesty and integrity during competitions. Students need to learn to give their best performance every time.

Sure, everyone wants to win, but they must play fair. No one enjoys losing, but we can teach our students how to learn from the experience even if they do lose.

If a teacher or coach encourages his students to cheat, his students may win in competition, but what effect will cheating have on them? They will become confused and lose respect for that teacher or coach. It is essential that we teach them to be honest and act with integrity, and the best way to teach is to be a good model for them.

- No one knows everything, so teachers

and coaches must show their willingness to continue studying to improve their knowledge and skills. We all make mistakes, but we should not be ashamed to acknowledge our mistakes and work to remedy them. This will demonstrate honesty and humility – a good example for our students.

We all know that friends are very important to young people. They have a great need to feel part of the group, and this can lead them into unfortunate situations. But, if their friends are all involved in Taekwon-Do activities, Taekwon-Do will become their way of life. They will learn basic universal values and how to live by them. The Do is an excellent guide and applying its principles will give our young people the courage to resist any pressure from others to get involved in unhealthy or unlawful activities.

Teachers: Remember that young people listen to you. They look up to you and follow your example. ITF Taekwon-Do teachers have a responsibility to give their students much more than just technical training. You want to inspire them to be successful in Taekwon-Do and in life. So, it is important to strive to learn more about the psychology of young people and to search out new methods that will help you become a more effective teacher.

Furthermore, we need to help our young students to develop their leadership skills. The teaching structure of ITF Taekwon-Do integrates the Confucian concept of personal development, which can be described as four stages: to be, to behave, to do, and to lead. Teachers should pay special attention to helping their students to progress and improve their leadership skills. With guidance, even young students can learn to become good leaders. The students, the club, the ITF, and the community will all benefit from this leadership training.

Keep Them Motivated

Young people will remain motivated if their Taekwon-Do activities are dynamic, if they enjoy training, and if they can measure their progress by concrete achievements. They will be encouraged if other family members participate or show interest, if they feel part of the group, and if their teachers are knowledgeable and enthusiastic.

On the other hand, if young students are bored in class, if they repeatedly fail to reach unrealistic goals, or if the teacher embarrasses them in front of the other students, they will soon become discouraged and drop out.



Picture courtesy of NTN Trondheim TKD Klubb

In Norway: When I visited Norway last year I noticed that there are a lot of young people in Master Per Andresen's organization (NTN), and a large number of adolescents. Because it is often difficult keeping adolescents interested, I asked how he does it.

Master Andresen explained that he has made an effort to create a welcoming atmosphere for adolescents.

Many young people decide to learn Taekwon-Do because they have been impressed by a Taekwon-Do demonstration and want to learn to perform spectacular techniques. They are very enthusiastic at the beginning, but after they

earn their Black Belt, there is a waiting period of 18 months before passing the exam for the second degree Black Belt and a further two years for the level after that. It is important to keep them progressing by setting goals and motivated during these waiting periods.

To do this, Master Andresen organizes a range of activities (a school magazine, parties on various occasions, and others) and the young people are encouraged to bring their friends to these events.

He also uses music, particularly the type of music his students enjoy, in these activities. The right music can raise the energy level and create a positive atmosphere.

Obviously, Master Andresen's up-to-date approach works. His students are highly motivated and happily involved in Taekwon-Do activities.

As I mentioned in a previous message, at our school here in Quebec we respect the waiting periods prescribed by the ITF, but we also evaluate all our Black Belt students every six months during those waiting periods. This works well since for each degree from first to fourth degree, there are three patterns to learn and master. Frequent evaluations give the young student regular feedback, helping them to readjust their training, remain motivated, and reach their goal of passing the exam when the waiting period is over, so they can move to the next Black Belt degree.

We all enjoy receiving praise for what we do well, so teachers should be generous with praise for work well done and goals reached. (It would be counter-productive to give praise to everyone for everything they do.) At our school we have had positive results from a program of monthly "Méritas" awards based on a point system; points are earned for performance at exams or in competition, for respecting the credo, and for academic performance among other

criteria.

In Conclusion...

Our young people represent the future for the ITF, and we have been working on several projects that will be of particular interest for them.

For the children, a committee has been working on the concept and contents for a "Kid's Corner" on the official ITF Website. Our Website is currently aimed at adults, but this new section will offer information and activities specifically for children as well as information for their parents.

For the adolescents, we will be introducing an Exchange Program. They will have opportunities to visit other countries, to get to know Taekwon-Do students in those countries, and to train with them.

ITF Taekwon-Do is an excellent product that offers positive benefits to people of all ages, but it is a great advantage to start young.

I strongly encourage all parents, teachers, and coaches to continue to support their young people as they learn to live the Taekwon-Do way of life.

I sincerely believe that the complete Taekwon-Do program – when taught in conformity with the ITF by competent, experienced instructors and reinforced by appropriate support from the student's parents and school – can help even our youngest students to develop a strong mind in a healthy body and, thus, to become good citizens helping to build a better world.

Sincerely yours,

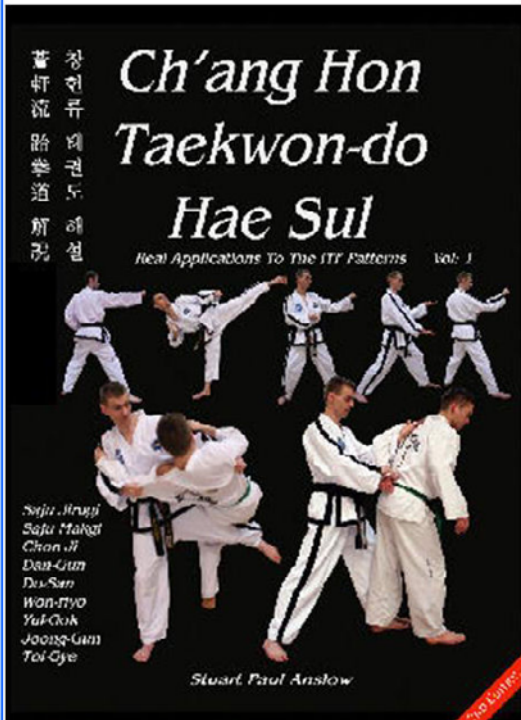


Master Trần Triều Quân
President of ITF

First published November 7th, 2007

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Reading through the pages of this book makes it abundantly clear just how much thought, time and effort Stuart Anslow has put into examining the ITF patterns.

Not only does this book detail applications for the motions within these patterns, it also explores the background to each form and, perhaps most importantly, it also details the thought process that gave rise to the applications shown.

Stuart has a clear and engaging writing style and the book is beautifully presented. I feel certain that this book will have Taekwon-do practitioners looking at their patterns from a new angle and with renewed enthusiasm.

Ch'ang Hon Taekwon-do Hae Sul should be in the library of all practitioners of ITF Taekwon-do. Read on, learn and enjoy!

- Iain Abernethy 2006 5th Dan Karate (British Combat Association and Karate England).



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Skylar's The Limit

Step Forth The Baby Dragon

By Jose Irizarry

Jayda Skylar Irizarry started taken martial arts at *New Beginning TKD* in Jamaica Queens under Master Steven Nazario at the age of 5 where she displayed a great deal of potential the very first day of training. She adapted well to this style of martial arts and has been training now for two years.

Jayda Skylar is now 7yrs old and is an adorable 2nd grade athlete, who has a heart of gold. She has captivated the WTF and USAT in Taekwondo specifically Olympic Style Sparring. Jayda is currently 32 - 0 an undefeated Junior Olympian Gold medalist who has won a plethora of tournaments in the past two years. This young girl is more than a pretty face she is considered to be a 1st place competitor in Olympic Style Sparring with a spectacular record to back up her claim of glory.

Jayda Skylar holds the rank of Red One a belt that she has devoted two years to obtain and rivers of sweat to have received. The training is intense and the drills are complex nonetheless she is motivated to attend 5 times a week and is always smiling in class. Jayda is very humble and has great discipline all due to the fact



that Martial arts was introduced to her at such an early age, It has transformed her into an aspiring athlete who focuses on the better things in life and wishes to be an Olympian in the 2016 Olympics maybe one of the youngest to have achieved this status.

On March 6 she qualified in 1st place at the USAT State Championship held at Queens College for the 2nd year in NYC. Jayda is training hard for the Junior Olympics this summer in Orlando Florida at the convention center its going to be a huge event. She won 1st place last year at the Jr Olympics in Austin Texas defeating two competitors 7-0 in point gap wins.

Jayda Skylar is a 1st place competitor and truly an amazing Junior Olympian who won 1st place at the National qualifiers at York PA on March 28th. Spectators are amazed with her fighting ability and anyone who watches her more than 200 videos on YouTube are fascinated with her skills. Jayda's nickname is "Baby Dragon" a force of a category 5 at just 65lbs with the techniques of a Black belt and the determination to give it her all.



Jayda is doing great academically at P.S 81 Q in Ridgewood NY she shocked her teachers when they read her articles in the Daily News and in the Ridgewood Times twice ,she also had a two page article that was published in the Taekwondo Times Magazine this March 2010. She is considered to be by many Grand Masters and by the Martial Arts world to be a *"Taekwondo Child Prodigy"* who has a track record second to none as of present day fighting wins. Jayda Skye is the youngest member in *"Team Nazario"*, an elite fighting unit that has taken olympic style sparring to another level. This 7yr old is a normal kid who loves to play, swim, read and wants to learn how to play the guitar, hopefully this summer she will take lessons. Her future goals is to reach Black Belt status and teach younger children this world of Martial arts that has been the building blocks to her success.

Jayda is a poster child for the younger generations who would

read her story and pursue there own path into this sport. She is truly blessed and has had the honor of meeting the Lopez family and trained with Olympians like Juan Moreno, Peter Bardatsos the VP of the TKD Federation , and she has attended Seminars Of Champions held by National Olympic coaches. She met Master Paul Mormando who is running an article in his Martial Arts Newspaper this June , he is also including her in his Live documentary on the Greatestest martial artist ever so that is truly a great thing as far as exposure for her



This coming fall we are working on a foundation for Jayda Skye Rising Stars to help aspiring children reach their goals in Taekwondo and allow them the funding to be able to attend all these events as a tribute to Jayda's success. We are also very pleased with her will to give it her all and the fact that it takes a great deal of courage to go and do what she does at such an early age.

Teaching Different Types Of Learners

By Earl Weiss

When it comes to teaching Taekwon-Do or most any physical activity a “One size fits All” approach will not work. This is because individuals learn differently. There are three basic types of learners. These are:

1. **Visual**
2. **Auditory**
3. **Tactile**

This does not mean any one individual learns exclusively by one method. To the contrary, most individuals will use some or all elements to a greater or lesser degree. We need to structure our teaching methods to educate all types of learners as efficiently as possible.

The Visual Learner

Visual learners learn by watching. The Visual learner may be the easiest student to teach. Some gifted visual learners seem to have the ability to imitate what they see using no perceptible conscious thought process. Any nuances they may miss from their observation can often be easily corrected through repeated demonstration and observation with a little auditory or tactile correction. In extreme cases the ability to replicate movement after seeing it performed once exists is called “Adoptive muscle memory”

I have had some students who could not hear. These students often have excellent visual learning skills since the auditory component is frequently missing. (Sign language or lip reading can sometimes provide the missing component.) On one occasion I was not informed that the students could not hear. Since they were doing so well and it did not occur to me

that they could not hear. I got very frustrated when I told them to make minor corrections and nothing happened. Fortunately, someone informed me of the issue before I did or said something that might have been construed as inappropriate under the circumstances.

To assist visual learning it may help to demonstrate the technique from two or three perspectives. It is not always easy to see all the elements of a technique coming straight at you. In order to facilitate the visual perception you may need to demonstrate the technique not only while facing the student, but while facing to their right and or left, so they get the view from both sides. (Something apparent from the way the CD / DVD ROM put together by General Choi is structured.)



Note how from a beginner's perspective views of the front snap kick Intermediate position vary widely from a front or side view. (Craig Wilke demonstrates)

Those of us without exceptional visual learning skills tend to envy those who seem to learn techniques with so little effort. However, those who learn easily in this

way may have to work harder to become teachers who can communicate effectively to all sorts of students since their ability to explain the techniques may be based upon visual learning. Many of us have had an instructor where the extent of their constructive critique was "Not like this, like this". This is an instructor who may need some work on improving communication skills.

The student may observe the difference the careful reader will note in the two photos below:



The careful observers note that the photos are identical. From a non visual learner's perspective, even very different examples may appear identical. (*James Niemira demonstrates.*)

We also need to take care when teaching some visual learners who may copy our flaws (not realizing they are flaws) as well. This is a situation where you will need to use your communication skills to emphasize that the student should "Do as I say, and not as I do."

On one occasion I was teaching a new 1st Dan Kwang Gae. Since the student knew the fundamental moves I was performing the pattern step by step with the student

copying me.

At one point, while the student was behind me I pointed with my finger to indicate the direction I would be moving. Later, while watching the student perform the pattern I noticed he had incorporated the finger pointing as part of the movement.

The Auditory Learner

Auditory learners process information by listening to explanations. Reading is also a form of auditory learning, since when reading, the brain "hears" the words.

Auditory learners are more difficult to teach than visual learners because by its nature language is imprecise. This is particularly true with activities like Taekwon-Do since the terminology used is often unique to the topic.

At International Instructor Courses ("IIC") General Choi would often say "You have to use precise commands to direct the troops." This was his way of saying that your instructions need to be precise when teaching. He would also use examples to demonstrate how the terms he used in his texts were defined.

General Choi would reinforce at IICs that a teacher needs to teach, and a student needs to know the fundamental move before teaching / learning a pattern. However, before getting to this point the student needs to understand how the terms used to teach are defined.

I encountered a point of confusion with General Choi at my first IIC in 1990. He was teaching middle front punch and described it as being at the "Solar Plexus Line". Since I had always viewed the Solar plexus as being the height level for certain techniques and had always learned that a middle punch was shoulder level as stipulated in his texts, I was confounded. It took me a while to figure out that by "Solar Plexus Line" he meant the same thing as "Center line" indicating centered between the shoulders, (as specified in the 1983

Edition) and having nothing to do with the height of the technique.

Due to my confusion, I took note that at later courses he changed the explanation to "Center Line". I later found out that while the 1983 edition of the encyclopedia used the term "Center Line" later editions used the term "Solar Plexus Line."

Since General Choi used "Solar Plexus Line" in 1990 and seemed to change back to Center Line later, I can't help but wonder if he realized the confusion and some intended revision back to "Center Line" never made it to publication.

Another example of auditory confusion occurred while I was teaching. This involved the walking stance middle front punch. I explained that the knuckles of the punching hand needed to reach the same distance as the toes of the front foot. When there was a break in the action several students approached and asked if it were true that the knuckles of the punching fist were over the toes of the front foot! I now take great care to include the "Center Line" element as part of the explanation.

This points out another common source of confusion for both auditory and visual teaching or learning. While the instructor may be focusing on only one element of a technique, where an error was spotted and ignoring other portions for that particular lessons, students may inadvertently, de-emphasize the other elements. An example might be correcting hand positions and motions for the middle front punch, and while the students concentrate on those elements they forget to coordinate their breathing with the technique.

Just as a visual learner will need to develop communication skills to teach auditory learners, the auditory learner will need to develop visual skills to be an effective teacher. So, a teacher with exceptional communication skills needs to

have good visual skills as well, in order to observe the students' technical flaws so the appropriate corrections can be made.

Teaching efficiently should involve the visual demonstration with a simultaneous explanation. This will facilitate having both the visual and auditory learners understand the lesson at the same time.

The Tactile Learner

The tactile learner learns by "feel". Their brain gets feedback from how their body moves and when they know the motion is correct, their body will repeat that motion when it receives the proper instructions. This is referred to as Neuromuscular Facilitation or more commonly, "Muscle Memory". (It should be noted that this common term is somewhat misleading since the "Muscles" do not retain the memory, but as described below, the repeated motions reinforce information in the brain.) See: http://en.wikipedia.org/wiki/Muscle_memory Proprioceptors or Stretch Receptors relay information to our brain. They tell the brain where the body is in relation to time and space. Close your eyes and move your hands around, your brain can still interpret where the body or body part(s) are without seeing them. It's a sense of body positioning. The brain analyzes the information, and provides you a clear sense of our body's orientation and or movement. See: http://www.advantagebasketball.com/muscle_memory.htm

So, you have demonstrated the technique from 3 perspectives (front and each side) while explaining it and there are still a couple of people in the group who still "Don't get it".

These may very well be tactile learners. The solution is not complicated, but it is more time consuming than an auditory or visual correction since it involves individual attention as opposed to standing in front of the group while issuing verbal corrections.

(I.e. make “your stance longer”, “straighten your rear leg”, “change the angle of your rear foot” etc.)

You will need to place your hands on the student and move their body in the correct fashion or to the correct position. Those who have attended IICs with General Choi will have taken note how he would get down on his hands and knees (at 70+ years of age) in order to use his hands to reposition a student's foot.

Below (first picture) is a tactile stance correction and below (second picture) is a tactile correction for an intermediate foot position in preparation for a kick. (*Richard Mann shown correcting Elena Miteva.*)



While you may be able to correct the initial position (sometimes referred to as the “intermediate position” or “Chamber”) and the final position while standing in front of and facing the student, for certain movements the most effective method will require you to stand behind the student. grasping their right arm with your right arm and their left arm with your left arm followed by actually moving their arms in the correct manner.

It usually helps to repeat the motion three or four times, before releasing their arms and then asking them to repeat the motion without assistance.) If you have not done this with a student they may very well tense up, so it will help if you ask them to relax so you can move their limbs more easily.

Below left is a tactile correction for a block preparation and below right is an example of a correction for the final position with the instructor's hands having guided the student through the entire motion.



Repetition is important for all three types of learners, but particularly for tactile learners since proper repetition will build the neural pathways that tell the student that they are performing the technique correctly. It is therefore important for tactile learners to practice properly since practice will make permanent, and corrections for tactile learners after repeated incorrect practice

will be more difficult for them to overcome.

General Choi would address this issue as well. He would emphasize that students need to be taught correctly from the beginning. He would say that if they made a mistake for a day, it would take a day to fix. If repeated a mistake for a month it would take a month to fix, and if repeated for a year it would take a year to fix. He would then say that if they repeated a mistake for 5 years, it was hopeless. At this point a student who had recently transferred to my school from a non ITF club commented "I'm doomed".

Perception of reality may not reflect the actuality.

As students we may have had a technique corrected by an instructor and our initial reaction is "I thought that is what I was doing." As instructors we may have told a student to correct a technique and their initial comment is "I am doing that" or something to that effect. (This is usually with younger novice students who have not been fully conditioned for the "Yes Sir" reaction.) This is a situation where our motions have conditioned our brains to perceive, that a motion is proper when it is not. Consequently, it becomes necessary to not only re-train the body to replicate the correct motion or position but the mind's perception as well.

Summary

By teaching through "Show" for the Visual Learner, "Tell" for the Auditory Learner and "Touch" for the Tactile Learner you facilitate understanding for the three types of students. Pay close attention to how quickly (or not) the various students assimilate the information conveyed. Try different explanations, demonstrations, and ways of helping people move correctly. Evaluating the effectiveness of your methodologies will help you improve as an instructor which in turn will help your students. Another method for improving your methodology is to visit classes taught by other instructors. You may learn little information, or you may find new and more effective ways of communicating the lesson to your students.

Readers and users of the above information assume all risk of injury to themselves and others. These techniques should only be practiced under the supervision of a qualified instructor. The foregoing reflects opinions of the author and is not endorsed or approved by any organization.

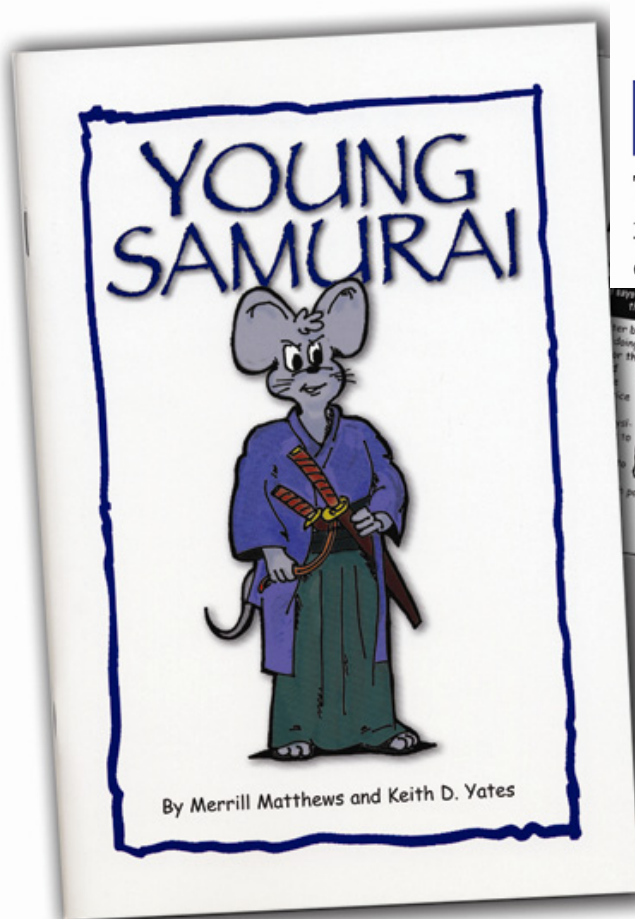
You may contact the author at EWeisstkd@aol.com. Additional articles by the author may be found at: <http://sites.google.com/site/ntkdacad/>

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organisation is run by a total staff of only 38 (many of them part time), and a network of around 100 regional volunteer-led support groups.

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Can you help? As a charity we rely entirely on voluntary donations. To make a donation to the Down's Syndrome Association please click on the link below or call a member of the fundraising team on 0845 230 0372 or visit the web site

Low Level Kicking

By Jason Ainley

Ask any beginner or type into a internet search engine what is Tae Kwon do ? 90% would probably answer a Korean Martial art that consists of many high kicking techniques. True Tae kwon do does contain many spectacular kicks but the way the kicks are portrayed in competition, demonstrations and on the movie screens has led to a false impression that Tae kwon do kicks can only be performed by highly trained practitioners with super flexibility.

But what about kicking for self defence, looking at the above from a beginner prospective can be a bit daunting to think that the martial art they may have chosen to study will take them months and even years of technique and conditioning training to reach a standard in which they could defend themselves, when in fact they could have learnt basic practical self defence kicks in the 1st month of their training.

Kicking above the waist can be very detrimental in a self defence situation because:

1. Chambering a high Kick off the back leg can be easily seen as the back shoulder rises and the front shoulder dips as weight is placed on the support leg.
2. *We lose 90% of our balance when we stand on one leg.*
3. Kicking distance is cut down rapidly as an attacker moves forward.

Kicking leg can easily be grabbed.

Also conditions and surroundings have to be taken into account like if the floor surface is slippy or wet or when facing multiple attackers.



Reverse Turning Kick

A technique that requires strength, flexibility speed and practise to perfect.

In this article we will look at basic kicks that do not need a high skill factor or level of flexibility and are all basic movements practised in a beginners training, and can be used at close range as either a pre-emptive strike or an in fight technique.

The kicks are :

1. **Front Kick.**
2. **Rising Kick.**
3. **Turning Kick.**
4. **Side Kick**

We will also look at some kicks that can be applied when on the ground.

Another point we have to take into consideration is that a self defence

situation is likely to be outside the Dojang so footwear would be worn giving us a harder striking tool which will benefit in the application of some of the techniques.

Front Kick



Fig 1: Attacker approaches showing aggression. Defender attempts to diffuse.



Fig 2: Defender throws low front kick, aiming towards attacker's shin using bottom of the foot or point of the shoe.



Fig 3: Defender immediately follows up with multiple strikes until escape is available.

Rising Kick

A basic kick that all beginners perform to develop hamstring flexibility, though the kick itself can be a very practical self protection tool. The diagrams show the kick being used during a grappling situation.

Fig 1: During the clinch the attacker's strength forces the defender backwards losing his balance.



Fig 2: Defender throws rising kick making contact with the shin bone into the attackers groin



Turning Kick

Fig 1: Attacker shows aggression. Defender throws pre emptive strike, in this case a double palm strike.



Fig 2: Defender throws low section turning kick to attackers outer thigh or to the outside or the inside of the knee joint making contact with the lower portion of the shinbone or the very upper part of the instep.



Fig 3: Defender immediately follows up with multiple strikes until escape is available.

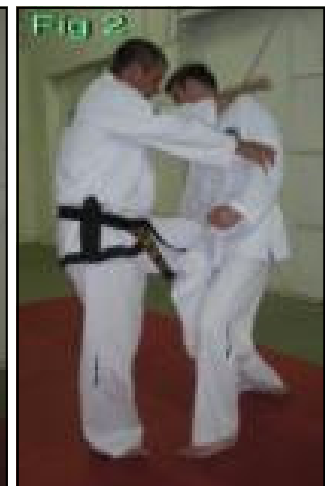


Side Kick / Stomp Kick

Fig 1: From a clinch the defender employs rising block as a close range strike.



Fig 2: Applies side/ stomp kick to inside of knee / inner thigh with either inside or outside of foot.



Kicking From The Ground.

In self defence training it is important that we practice techniques from bad positions as we could so easily find ourselves in one. Fighting from the ground is a very dangerous position to be in especially when facing more than one opponent.

Kicking from the ground is used to create distance between you and your assailant to enable you to get in a standing position as soon as possible.



Front Kick (left)

From an attack from the front , kick with bottom of feet to either legs groin or midsection depending on distance of attacker.

Turning Kick (right)

From an attack from the side. While covering head roll of the hip to generate power, striking attackers leg with shin or top of foot.



Axe / Downward Kick (left)

Both fighters end up on the ground. Raise leg and drop onto opponent striking with the heel.



Kicks are an essential part of anyones self defence arsenal providing they are used at the right time. If self defence is our main goal through Taekwon-do then we need to learn basic skills within the first few lessons of beginning training, not having to wait months or even years to master a perfect technique.

**Remember when kicking for survival keep it simple
*Low and Hard***

Jason Ainley
4th Degree Black Belt
Eastern Cyprus Taekwon-do
Pioneer Tae kwon do Association

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Martial arts training requires professional supervision and should only be practised in good health and in the correct training environment.

The author and totally Taekwondo magazine accept No responsibility for injury due to the use or misuse of techniques and exercises demonstrated in this article.

All national and local laws relating to self defence must be considered.

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Helping Your Child Get The Most Out Of Their Sport

By Jon Mackey

Having your child involved in sport at a young age is as important as having them in school. It is widely accepted that for the positive mental and physical development of the child a good base in sport is vital.

Sport training is a great way of improving your child's gross motor function, hand eye coordination, cardio vascular fitness and social skills.

To ensure a child receives the best level of training in any sport, two external forces must synergise. That being the role of the coach and the role of the parent. It is often a misconception that the most important role when we talk about children in sport is that of the coach, the coach has a pivotal input, but the most important role is that of the parent.

For some parents, having their child involved in a sports club is merely a way of off loading them for a couple of hours. Unfortunately many sports clubs double up as baby sitters. This is the nature of life in a hectic 21st century and as a result some parents pay no attention to their child's improvement and sporting needs. Having said that, there are as many parents who play active roles in their child's physical and athletic development and they are to be commended.

As a coach of children myself I do have the pleasure of engaging with many parents about their child's progress and needs

within our sport Taekwon-Do club. While many parents are genuinely interested in helping their child develop athletically many are blissfully unaware of the most crucial element when it comes to physical and mental development, an element that they have absolute control over, the child's diet.

Diet is the bedrock to all physical, athletic, psychological and neurological developments of a child.

Food should serve a purpose.

For a child to get the most out of their training they must be prepared correctly. A child who attends class after having a meal consisting of processed food or junk food, or even a meal that is unbalanced and brimming with stodgy carbohydrate will under perform.

Non functional junk foods serve no purpose other than to fill a hunger gap.

These foods are hard for the digestive system to deal with, leaving the child with reduced energy levels as the digestive system recruits any available energy to deal with its task of breaking down the gruel that has been eaten. This in turn will leave the child unfocused, feeling heavy and lacking drive for the class.

Healthy food serves a purpose. It is not merely a gap filler. It enables the body to function. Vitamin A enables good sight, oily fish improves brain function, certain fruits improve muscle energy (glycogen), and protein enables healthy skin, hair and nails



healthy kids food

to grow. It's all functional. It has a purpose. Processed junk food serves no purpose. It is nearly unfair to expect a child to train on a stomach full of this garbage. That being such foods like sausages, chips, white pasta, bread, and any fried food to name a few examples.

For a child to make the most of their sports class, they should be fed functional food that is going to help their body move faster and sharper and stay focused for longer improving their over all fitness levels and mental alertness.

Ideal pre training meals should include some of the following foods.

Fruit is a real energy giver. Blueberries, strawberries and blackberries are teeming with energy. Berries in general are super foods, full of antioxidants and simple fast acting carbohydrates. Bananas,

apples and grapes are also high in fast acting carbs. Fruit can be taken up to 20 minutes before training, as they are fast acting carbohydrates they get to work almost immediately as glucose is released into the bloodstream, that is why athletes use fruit to nibble on while they train.

Green leafy vegetables provide live enzymes which are good for digestion and blood function, they are also an excellent source of carbohydrate for energy. The greener the vegetable the better. Wheat Grass is one of those miraculous foods that provides an abundance of vitamins and minerals. It is also rich in chlorophyll which promotes healing.

Complex carbohydrates, such as brown rice, porridge oats, quinoa (pronounced Kee-wa) are super foods that provide an extended energy supply. Because they are complex they are broken down into glucose over longer periods allowing sustained energy production. Because of this, it is recommended to eat complex carbohydrates at least 2 hours before training and not immediately prior.

Fish is the king of super foods. Oily fish such as Sardines (Pilchards), Mackerel and Salmon not only provide a great source of amino acids or protein, they provide essential fats such as Omega three and six.

Essential fats are absolutely crucial to brain function and learning ability. The institute of Optimum Nutrition in England have conducted surveys on children who have a high intake of oily fish and found these children

had naturally higher IQ levels to children who ate little or no fish. They also found that treating children with ADHD with a diet high in oily fish was more productive than using the addictive drug, Ritalin.

Other sources of good protein include turkey, beans and lentils and eggs. Eggs are classed as a super food rich in good cholesterol, essential fatty acids and protein as are seeds and nuts. A good protein source can be determined by its amino acid profile. A good amino acid profile will carry most if not all of the essential and non essential aminos. Quinoa and Avocado are known as complete foods due to their natural balance



of carbs, protein and fats as well as having a top class amino acid profile.

Water is the source of all life. The training body must have an adequate intake of water. Dehydration can cause under performance as well as lethargy (tiredness), head aches and muscle cramp.

The truth of it is, you could fill this entire magazine with examples of super foods. Foods that would prime your child for any sports class and help them remain sharp physically and mentally. The unfortunate thing is that many parents are unaware that these super foods exist. Couple that with the fact that the junk food industry pumps millions into promoting junk food as healthy food means that the average family's shopping basket will inevitably hold a lot more of this rubbish than it should.

As we can see, the role of the parent when we talk about children in sport is crucial. If you are a parent with a child involved in sports, whether it is sport Taekwon-Do, Kickboxing, Boxing, Judo or Gaelic football you need to understand your responsibility to the child in preparing them aptly for their training.



If all parents took such an interest in their child's diet there would be a huge decrease in attention disorders, lethargy, moodiness, anxiousness and muscle injury and a marked increase in athletic ability and learning.

The junk food industry has a lot to answer for, as a nation we need to stop lining the pockets of these corporations and start paying more attention to the actual needs of growing athletes.

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What's The Point?

Won-Hyo with Escrima Pt1

By Paul O'Leary

Over the years I have been looking at alternative pattern applications, part of the practice I found most interesting has been crossing weapons with the empty hand patterns I have learnt. This started with nunchuku and short staff crossovers and over the last few years has started to include Escrima batons because of my training with Prof. Rick Clark in AoDenkoujitsu.

I know that the Chang Hon forms were not created to include weapon training. But I have always seen weapon training as being an extension of the human body. This is also something that I have heard a lot of other people in Martial Arts say, yet they then develop or train with separate forms for weapons instead of using the empty hand ones they already have.

One of the most important aspects of pattern training is the development of muscle memory. I find it a waste to think that we do not use this tool more, and try to recycle the skill across our fighting systems.

Starting in this issue I would like to show you how to use the movements from Won Hyo Tul to crossover with some Escrima techniques that seem to use similar motions right the way through the pattern.



Pics 1 to 5 - Show the opening movements of Won Hyo Tul.



Pic 6- Attacker swings a baton towards your head with their right hand. You block the attack with a rising motion from the baton in your right hand, while you reach out and hook your left hand onto their right hand.



Pic 7- Bring the end of your baton across and behind the grip the attacker has on his baton. While at

the same time move your left hand along their baton.



Pic 8- This action will release the baton from their grip and into your left hand.

Pic 9- Swing the right-hand baton in and across to strike on the neck or head, and bring the left-hand baton back over your right shoulder.

Pic 10 - Reverse the hands again to make another strike to the head or neck.

This application gives us a use for repeating the same movement twice as in the empty hand pattern.

Thanks to TKD Black Belt Joe Green from Blarney TKD club in Cork, Ireland for being my attacker in this issue.

Paul o'Leary, 4th Dan Tae Kwon Do and 2nd Dan in Prof Rick Clark's AoDenkouJitsu, is the Head Instructor Jungshin Mu Do Kwan and the National Co-ordinator for Prof. Rick Clark's AoDenkouKai in Ireland. To contact him about seminars on Pressure points, Patten applications or Self Defence with Prof Clark or himself please call 00-353-86-3545032 or email: adkeire@gmail.com

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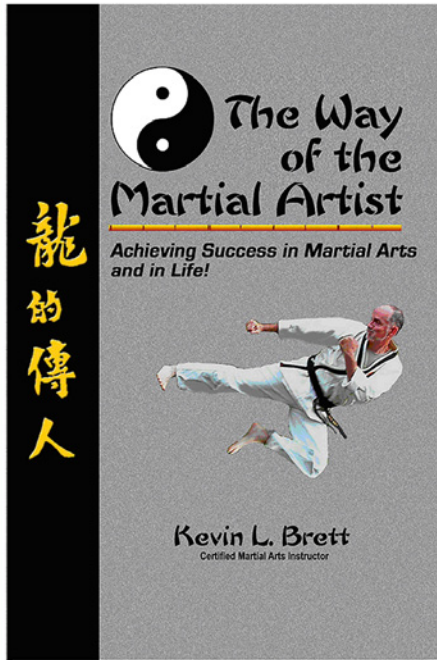
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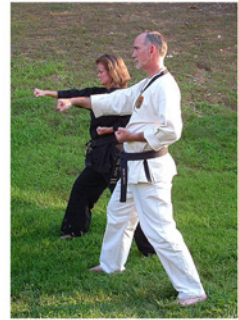
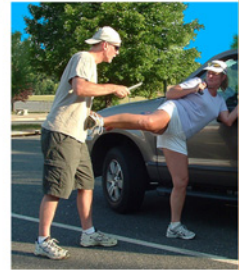
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