

The T.K.D. Flash

A Publication of the Association of Academies of Martial Arts

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Mr. Tom Cope, Missouri, will be hosting USTF Class C Instructors Course February 2nd & 3rd 2008. with G.M. Mike Winegar.

Declan Eric McDaniel was born at 1:24 p.m. on December 5. Weighing in at 8 lbs 6-1/4 ounces and 19.5" long, he is not quite yet a bantamweight, but who knows what the future may hold. Congratulations to Jodi McDaniel and that other guy.

On December 11 there was a gup level test at Skokie's **National TaeKwon-Do**.

Congratulations to Mr. **Bob Holthouse** for being named an Assistant Instructor at Big Dog TaeKwon-Do.

The following faculty promotions were announced among faculty at the Grafton Academy of Martial Arts: Mr. **Mike Van Pietersom**, 5th Dan, to Senior Instructor; Mr. **Brian Nusslock**, 3rd Dan to Instructor; Mr. **Hasan AbuLughod**, 2nd Dan to Associate Instructor.

On May 3 and 4, 2008, **Grand Master Mike Winegar** will teach one of his excellent "C" instructor courses in Cadillac MI. Dr. Steve Osborn will host this inaugural event for our Region. This is simply not to be missed. Contact your host, Dr. **Steve Osborn**, at Cadillac TaeKwon-Do, sosborntkd@hotmail.com.

On December 8 a test was held at the **Academy of Martial Arts, Sheboygan**. Presiding were Third Dan **Jacqueline Karpinsky**, Second Dan **Marc Mikkelson**, and your editor. A total of five students tested for the first time in the new digs at Sheboygan Falls YMCA.

On January 26 there will be held the **Fourth Annual Michigan TaeKwon-Do Tournament** in Cadillac, Michigan. These get better every year, and here's your chance to beat the Winter Blahs (much less everybody else in your weight class)! For information, contact Dr. **Steve Osborn**, Tournament Director, sosborntkd@hotmail.com.



The gentleman on the left, Fifth Dan **Rick Bauman**, a former NCAA Division One All-American, has reflexes so good that most of his nose got out of the way.

Mr. **Kevin McDaniel** will conduct a Referee Training Seminar at Dee Park, DesPlaines IL on March 15, a Saturday, commencing at 9:30 a.m. Fulfill your requirements for promotion and have fun at the same time! As an added bonus, learn to referee! The seminar is hosted by **Master Earl Weiss** and National TaeKwon-Do. For information, contact Master Earl Weiss, eweisstk@aol.com.

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On Dec. 1 a Gup Testing was held at **Big Dog TKD** in Grand Rapids, Michigan.

TaeKwon-Do World Camp will be held in the mountains of Colorado July 13 through 18 in 2008! A chance to breath some pure air with the trees and the animals, train with world-class instructors, share good times with your fellow martial artists from all over the globe, and, in between things, eat and sleep. Camp fills up FAST, and you'll want to get your applications in right away. Contact USTF headquarter at 303-466-4963 or **Master Renee Sereff**, rsereff@rmi.net.

On December 5 **Master Earl Weiss** conducted a gup level test at Desplaines IL for National TaeKwon-Do students.

A Class C USTF Instructors Course will be taught in Denver Feb. 9th & 10th, 2008 by Grand Master Mike Winegar for those who can't wait until May 3 & 4.

On December 11 several Grafton Instructors were invited to aid in presiding at a Dan testing at the University of Wisconsin-Milwaukee TaeKwon-Do Club, **Jay Mustapich**, Instructor. Mr. Mustapich's students exhibited discipline, courtesy, power and serious effort, thus reflecting the quality of their instruction.

Education in Korea

by Nora Schauble, First Dan

There is an old Korean saying, "One should not step even on the shadow of one's teacher". The saying illustrates the value the Korean people put on a good education. With a history of constant education reform and annual government allocations adding up to one fourth of the entire national budget, a basic understanding of education in Korean is essential to understanding the culture of that nation.

A brief look at the modern history of the Korean education system goes a long way in

explaining the current philosophy on education in that country.

Around the end of the 17th century and beginning of the 18th century, a group of young scholars developed the Sirhak, or "practical learning" philosophy. This group of scholars was displeased with the theoretical teaching style most popular in their time. They believed schools should teach practical skills for everyday life. Under this teaching philosophy, core subjects of study included history, politics, economics, humanities, and natural science.

In 1882 King Kojong officially declared education an essential element of Korean society and mandated the opening of public school to youth from all social strata. Between that time and 1910 both private and public schools began to spring up. Most schools were modeled after Western teaching styles already adopted in China, and many were founded by Christian missionaries.

Japan conquered Korea in 1910 and occupied the peninsula until the end of World War II in 1945. There were many schools built during the Japanese occupation. Unfortunately, however, the quality of the education in the schools was not of the caliber formally expected in Korean schools. Additionally, the Japanese leadership insisted that only Japanese language and culture be taught in schools, undermining the Korean effort to raise patriotic, informed citizens through their schools. The Japanese defeat in 1945 meant not only the shift from a totalitarian leadership to a democracy, but again the chance to raise the nation's youth in the Korean way of life.

Between 1945 and 1970, nearly one-fourth of the national population was enrolled in school. The number of schools increased tenfold, helping the country to almost completely eliminate illiteracy. By 1999, North Korea had a 99% literacy rate, and in South Korea an impressive 98% of the population was literate.

Because schools had been built so fast in the first half of the 20th century, the 1960s

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became a time for the government to backtrack and improve the quality of the many public schools. In 1968 the Charter of National Education was written with a goal to create a better Korea from the ground up. The charter reformed national curricula to include the teaching of patriotism and duty to the common good of the Korean people. Students were also taught to appreciate the balance between individual wants and the needs of the nation and the balance between tradition and progressive thinking.

Another series of reforms reopened education to the general public after the Japanese occupation and Korean War all but destroyed the original educational structure. During the 1950s, '60s, and '70s, students were required to take exams at the end of elementary school to test their ability to perform in middle school, and again test at the end of middle school for entry into high school. In 1968, the middle school entrance exams were abolished, raising the percentage of students who continued on to middle school from elementary school from 55% to 75%. In 1970, one standardized high school entrance exam was developed for the entire nation. This meant the rough standardization of both high school and middle school curricula. Even with the reforms, those parents who could afford it often hired private tutors for their children to help them perform well on the test. This practice was eventually banned in 1980, making education available for less wealthy families who were not able to provide the extra help for their students, as was King Kojong's plan one hundred years prior. Of course, now schools had to cope with students with a wider variety of educational needs.

Today, Koreans still value a good education as a means of climbing the social ladder and of finding a fulfilling life career.

The structure of the Korean education system is very similar to that in America. Students attend school from around four or five years of age until they reach eighteen. Also

similar to American school, there are four levels of basic education: pre-school, elementary school, middle school (lower secondary school), and high school (higher secondary school).

Pre-school is attended by students up through six years of age. Children usually attend pre-school for one to two years. There is no academic curriculum at this level of education. Rather, instructors help children enter the world outside the home. Instructors at this level of schooling require college certification in pre-school education. Pre-school is not formally part of the education system.

Elementary school has been mandatory and free of charge for all children between the ages of six and eleven since the end of the Korean War in 1953. Because this is the only mandatory level of schooling, the essentials for an independent and productive life are taught at this level. Elementary school objectives include development of reading and writing skills, morals and interpersonal relations, math understanding, arts, health issues, coping with daily life occurrences, and fundamentals of independence and self-sufficiency.

Middle school, or lower secondary school, lasts three years and is for children 12-14 years old. Subjects taught in elementary school are developed further in middle school. Admittance to middle schools is now based on lottery and school district boundaries. Before the reforms, middle schools were divided into superior and inferior schools based on the rigor of the schools and the academic capacity of the students there.

High school, or higher secondary school, admittance is like middle school open to all who pass the standardized exams. In addition to expounding upon middle school topics, students work to expand their abilities to make judgments about the nation and society and to manage own well-being. Students may either attend a general academic high school or a technical school. Both last three years and share the same core education requirements.

Beyond high school, students can continue on to any number of two- or four-year

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degree-seeking programs. Another popular program is a five-year education at a correspondence university. Eighty percent of universities are privately run. Each university develops its own course requirements with the exception of the nationally required Korean, general sciences, cultural history, introductory philosophy, two foreign languages, and physical education courses. Graduate school is also available beyond basic post-secondary education.

Finally there is the issue of funding. Schools are funded by government grants adding up to 3.2% to 3.4% of the nation's gross national product. Private schools receive grant monies, especially when research is being conducted in post-secondary education institutions. Public schools submit budgets that are reviewed by all levels of government, finally reaching the national cabinet. In recent years, the large number of schools and compulsory elementary education has put a severe financial strain on the national budget. Students continue to pay only for school supplies in order to attend classes.

Education is an integral part of history and culture in Korea. Likewise, culture and history are crucial in shaping the education system. It is important for American practitioners of Taekwon-Do to understand how Koreans strive to better themselves and community through their acquisition of knowledge and wisdom. In that way non-Koreans, too, can appreciate the mindset of the people who developed the art of TaeKwon-Do.

[Editor's Note: Miss Schauble is a student at American University in Washington, D.C. She is a student at the Academy of Martial Arts in Grafton and achieved her First Dan in 2007.]

The Return of the Technical Corner

From an edited e-mail correspondence:

On recently teaching a student pattern Choi-

Yong, I thought I saw an error when he "Pulled" his hands on movements 14 and 19. I was pretty sure I did not learn it this way so I checked the Blue book, several editions in class and they all said "Pull Hands". I then checked the CD ROM which did not show pulling hands, and first edition of the full encyclopedia which said "Forming forearm guarding Block"

I then checked the latest technical correction bulletin which does state the "Pulling hands" is correct NOT forming the forearm guarding block.

Well, at least it explains that I learned how I was taught, I just wasn't taught correctly. Now, FWIW Pulling hands seems to make no sense at all. Other pulling hands seem to follow an extended hand technique where in theory your hand / wrist was grabbed and you effect a release.

How the heck did your hand / wrist get grabbed between the reverse hook kick (which followed a turning kick with the other leg) and the side piercing kick?

Master Earl Weiss

Response from a correspondent:

I checked the latest edition of the "Bible" (99) and both refer to pulling, and the latest "Fourth" edition of the Encyclopedia, and both refer to pulling hands as well.

I no longer have my First Edition, having given it as a gift to a student, and referring to my comparative monograph would be of little value because it deals with the first seven volumes only.

FWIW. Your student,
F.M. Van Hecke

Any responses from out there?

From the Editor: The TKD Flash begins its twentieth year of publication with this issue. The fact of its survival is a happy one, for it continues to promote TaeKwon-Do as TaeKwon-Do continues to promote the human spirit. Thanks are in order to its many contributors, both of essays and information, to its many subscribers and readers, and to the Founder of our Art, without which there would not be this publication's *ratio existendi*.