

The T.K.D. Flash

A Publication of the Association of Academies of Martial Arts
The National Newsletter of the United States Taekwon-Do Federation

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COMING EVENTS

February 18 a **USTF Basic Ho Sin Sul Course** will be taught at Sereff TKD, Broomfield, CO by **Master Frank Hannon**, VII Dan. Contact HQ for details.

The INTA Open ITF Taekwon-Do Tournament will be held in **Kilkenny, Ireland**, on March 10 and 11, 2012. Inquiries to Mr. Jerome Wezelman, 18 Verschoyle Drive, Saggart Abbey, Citywest, Dublin 24. These are great folks and great hosts.

On March 13 there will be a gup level test at Skokie, Illinois, and on March 21 at DesPlaines, Illinois, for students of Sr. Master **Earl Weiss**.

The **Maestas TKD Team Challenge XII** – March 24, 2012, Arvada, Colorado. Details at www.maestastkd.com.

On April 28th & 29th a **USTF Class C Domestic Instructors Course** will be taught at Sereff TKD by Grand Master **Mike Winegar**, IX Dan. These courses are guaranteed extraordinary by YHE.



My Beloved Students:

Happy New Year! I am very pleased to have been selected to be President Emeritus of the USTF. It is an honor to have been chosen for this lifetime position by my senior students. I will continue to teach at Sereff Taekwon Do which is one of the highlights of in my life. My message to all of you is to follow your dreams and remember one word of encouragement during failure is worth more than an hour of praise after success. I look forward to seeing everyone at Sereff World Camp in Estes park in June 2012. Until then, keep punching and kicking!

*Sincerely,
Sr. Grand Master Charles E. Sereff
President Emeritus*

IMPORTANT: Date change The USTF Referee Course originally scheduled for May 5th in Broomfield CO has been moved to May 6th.

Also on May 5, The **AAMA Spring Classic Tournament** will be in Grafton, Wisconsin.

And once again we take the opportunity to remind you of **Sereff World Taekwon-Do Camp**; put aside June 24-29, 2012, in Estes Park, Colorado.

The **Sr. Grand Master Sereff Fall Championship**, is tentatively scheduled for October 21 at Broomfield High School.

Set aside November 3 for a **USTF Class B Instructors Course** to be taught by Grand Master **Mike Winegar** at Broomfield.

AROUND THE COUNTRY

PUTTING DO IN THE JANG

By Steve Osborn

Isn't it simply an awesome experience to be a Taekwon-Do instructor who passes on the essential elements of the Chang-Huhn system! Of course there are major responsibilities associated

with the role of Taekwon-Do instructor. The instructor who agrees to assume the sa-bum or boo sa-bum position is agreeing to continue working toward improving his or her knowledge and passing that wisdom on to the students.

So much of the Chang-Huhn system's content, as detailed within the 15 volume encyclopedic works of General Choi, Hong Hi, focuses on the actual physical techniques that some students may be surprised to discover that in the Moral Guide Book (the general's translation of maxims and teachings of ancient wise men) General Choi stated there is to be equal emphasis in Taekwon-Do training between the physical and spiritual domains. He referred to spiritual, in part, as the development of a lifestyle based on a solid code of morality. The significance General Choi gave to this character building through spiritual training is also known through the name Taekwon-Do, where 'Do' means path or way. Do is the synthesis of personal choices, beliefs, attitudes, feelings, thoughts, judgments, and decisions culminating in action occurring within differing contextual environments (situations and circumstances) with an overall lifestyle that is influenced and characterized by a moral code of

Sir:

What a pleasure to come to teach class when you have a group of very enthusiastic students that make you smile! After the holidays it is usually a little let down around class but not this year. The whole class celebrated New Years Eve and trained with a vengeance! A picture really is worth a thousand words and therefore I submit this photo of New Years excitement! Some of the ladies of STKD made us all smile with energy to spare after class. I remember when I was one of two women in class and it thrills me to death to see the women we have today!

Keep up the good work gals!

Grand Master Renee Sereff





From left, **Casey Garza**, **Adelyn Klein**, and **Valerie Locklair**, happy with test results at Grafton, Wisconsin on January 9.

ethical principles and values with the dominant intention of doing good.

General Choi wrote in his Moral Guide Book that he saw the need for instructors to develop greater competencies in the area of teaching the Do. In fact, when you travel and visit

different do-jangs you will typically see a theme where classes begin with warm up, then go into other physical training with: patterns, fundamental techniques, step sparring, sparring, hosin-sul, and breaking. Compared to the physical training, there is a relatively low

Dear Taekwon-Do Family:

I was given the amazing opportunity to travel with Muslims Without Borders to Tepotzlan, Mexico, where I spent a week living and working at Tashirat! Tashirat is a home for orphans where they specifically cater to physically and/or mentally disabled children, older children who have low chances of being adopted and siblings who otherwise would be separated.

The setting that Tashirat provides for these orphaned children isn't just a place to stay while they wait to be adopted. Once the children reach Tashirat, they are home. They are raised by loving foster parents who have dedicated their lives to raising them and who will forever have a home and a family at Tashirat. The experience of working with the beautiful children and the Tashirat staff was truly inspiring and life changing!

I intend to raise a minimum of \$300 within the next two weeks! With your help we can ensure that these beautiful children can continue to have a safe and happy home! No amount is too small. Please let me know if you are interested in donating!

Our health, wealth, and time are mercies granted to us.

With love and gratitude,

Amirah AbuLughod,

[Miss AbuLughod, Third Dan, studies at the Academy of Martial Arts, Grafton. Readers wishing to contribute may contact her at a.abulughod@gmail.com]



Congratulations to Master **Tom Cope** on his appointment as Vice-President of the USTF. Master Cope took his First Degree in 1975 and has served USTF both as Missouri State Director and Region 6 Director. He will serve with President Sr. Master Stan Martin.



Sr. Master Martin issued the following statement: "I feel that Master Cope will be an added benefit and a great resource to the USTF , not only because of his experience ,but the way he handles himself in a position of authority. I am already very confident in our working relationship and am excited to have him on our team."

level of specialized training directed to the Do (other than the basics of respect, courtesy, hard training, etc.).

Instructors can teach the Do in various ways. Certainly one very effective method or way is leading through example, being a role model. Observational learning occurs when students can directly see and hear how the instructor responds in various situations and circumstances and then eventually integrates that way. Instructors can also identify and verbalize specific elements or aspects of the Do, motivate and otherwise encourage students to pay attention to how such Do aspects are a part of their lives, and then reinforce or reward (praise, pat on the back, special attention/recognition) certain instances of 'Do Action' on the part of the students. As well, instances of Non-Do can be punished (e.g., center referee disqualifies a competitor for disrespect). Instructors can have students watch a movie and then have group discussion on Do aspects of what they saw. Instructors can tell stories or share personal experiences (as well as invite students to

respond in kind) that focus on and teach aspects of Do. There are as many ways to teach the Do (and be a more complete instructor) as there are instructors.

I would like to share a specific example of the teaching of Do during class (or at least a sincere Do-teaching attempt). Two teenagers (green stripes) were preparing for an upcoming tournament and were partners for step sparring and hosin-sul. They practiced very seriously for several months preparing for their best performances. The evening before the tournament, one student called the other to say his boss had just called and said his help was needed on the milking farm the next day. This young man was scheduled to work the day of the tournament; however, he was to begin at a time long after the tournament would be over. The boss called to say another worker would not be at work the next day and that left him short-handed, and then told the student he needed him to come in to work early. The student replied that he would be there and then called his partner to say he would not be at the tournament.

I learned of what happened the morning of the tournament and the 'abandoned' student was crushed, trying hard to hold back tears of disappointment and sadness. So much hard work and preparation, the emotional build up as the tournament approached, and then the let down. In spite of what had happened, this student was able to go on to excel in patterns, fundamental techniques, and sparring. At the next class, the working student apologized in person to his partner and then both went on to interact with one another like nothing had happened. This was a Do-teaching opportunity.

During class I lined up four adolescent green stripes and openly addressed what had happened by asking the working student to describe what had taken place. He spoke in a respectful and matter of fact manner while sequentially detailing what had occurred. I asked him what the situation was like for him and he said it was difficult because he was going to have

to let someone down, as he could not ride two horses at the same time. Through open dialogue it became clear that this young man had the belief that the responsible thing to do would be to work, that to decide according to a solid work ethic would be right. Though a part of him did not like upsetting his partner, he was seemingly proud of his responsible attitude of giving up a leisure time activity for work.

Dialogue continued with three of the four students simply listening (or at least giving the appearance of such). It became clear that the working student gave consideration to everything he thought important and all things considered he made the very best decision he could at that point in time. It was acknowledged that he faced a very difficult situation and then praised for making the best decision he could in the face of a difficult circumstance. He was then asked whether he would be open to the possibility that there were very important things to consider when making such a difficult decision that he did not think about simply because they did not come to mind at the time. At first he was hesitant to say 'yes' because of his high level of confidence that he had given consideration to all that was important and made the right call. Eventually he acquiesced and did agree to receptively listen to the possibility that there were other important considerations when making such a 'Do decision'.

The points emphasized were as follows: he gave his word to his partner that he would be there for the tournament first and then gave his word to his boss that he would be there after the tournament; both were depending on him and, except for an emergency situation (examples of emergency situations were given) he needed to keep his word to both parties; the boss being short-handed could be seen as an emergency situation by his boss, but not necessarily did it need to be seen that way by him; though he has a solid work ethic and sense of duty to his boss, it was not his personal responsibility to solve his boss's short-handed problem; integrity would be shown by keeping his word to his partner (show up for the tournament) and to his boss (show up

after the tournament); his partner was depending on him showing up while his boss was hoping he would come in to work early; though he would like for his boss to be able to count on him, this cannot happen if it means betraying and not being loyal to his partner (going against his word); that it would go against being a true student of Taekwon-Do to abandon his integrity and betray his word to his partner; that his boss should be fully informed of the situation and told that he understands his boss is in a difficult situation and that he would be there if it would not result in being disloyal to his partner; that he is sorry but he cannot come in to work early this one time, but under different circumstances he would be there; and that he hopes his boss understands. Some empathy building also took place as the working student listened to his partner share feelings and the overall impact of being let down. The dialogue took place with a positive understanding tone and with the intent of helping these teenagers move to the next level in their development of responding to difficult circumstances and situations. The student was instructed that when faced with conflicting decisions in the future he does not have to respond right in that moment, but can call the person back after thinking about it. The student can consult or reach out and seek guidance from trusted others, including his instructor ("Sir, what would be the right thing for me to do in this situation?").

This is but one example of how teaching moments occur within the do-jang if we instructors simply pay attention and have our mind set on looking for such. As instructors, we are closer to maintaining the integrity of the Chang-Huhn system when we place strong attention to promoting character building and a moral code of conduct within our students, similar to the amount of attention given to the physical aspects of Taekwon-Do.

[Editor's Note: Dr. Steve Osborn, former Michigan State Director, is now Regional Director of Region 5. He has been a regular contributor to the Flash, and we are pleased and proud that he honors our publication by his many contributions.]