

# The T.K.D. Flash

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The TKD Flash is published by the Academy of Martial Arts, Inc. The Editor is F.M. Van Hecke. The mailing address is P.O. Box 853, Grafton, WI 53024. E-Mail [fmvhl@mac.com](mailto:fmvhl@mac.com). Archived at USTF Region V site [www.ustf-region5.org](http://www.ustf-region5.org) Persons submitting photographs, letters to the editor, reactions to published articles or articles will be deemed to have consented to their publication unless specifically specifying otherwise. The editor reserves the right to edit any submission prior to publication. Persons submitting materials represent that they have the right to publish the submitted materials and images and submit the same without seeking compensation. Award-Winning Contributing Staff: Distinguished Stringers Roselyn Romberg, Ricky Todd, Renee' Sereff; and Stringers Corinne Sroykum, Guy Williams, Robert Martin, Mario Manera, Lisa Eastin, David Mason, and Melanie Bunch.

## KIDS' ART CONTEST, 2016

The Flash Annual Taekwon-Do Kids' Art Contest for 2016 is on!

In past years we've had great entries from all over the U.S. And we hope for even more in 2016.



[Photos: Jahde Cook, High Blue Belt, and, be celebrating, from left, Teetad Govitwitviwat, Matthew Ludlow, and Avery Kelly.]

*Corinne Sroykum, Stringer*

On May 14<sup>th</sup> USTF-Utah hosted its 22<sup>nd</sup> annual Utah Cup tournament. This year, six different schools came together to compete for bragging rights (and big trophies). Each student earned points for their school by placing in patterns, sparring, breaking, and team breaking. The winners this year were: 1<sup>st</sup> place-Dubbeld TKD; 2<sup>nd</sup> place – Odoilkwan TKD; 3<sup>rd</sup> place – Community of Grace TKD.

Special thanks to Master **Joseph Bosse** for making the drive up from Las Vegas and serving as Chief Referee for this exciting event.



On June 4 at Grafton, Wisconsin, from left below, second row, **Patrick Jankowski, Alyssa Jankowski, and Kristi Slattery**, tested for Second Dan while **Matthew Thur** tested for Third Dan. Presiding were Sixth Dans **Mike Van Pietersom** and **Rick Bauman**, Fifth Dan **Mary Lubner**, Fourth Dan **John Butitta**, and Eighth Dan **F.M. Van Hecke**. At the Corner, far right second row, was Third Dan **Kevin Friede**. The Board is seated, but you'll just have to guess who is who. Photos next page.



Anybody under 14 is eligible this year. [Older folks may submit and share, but they will only be winners because they are, in fact, winners (but not in the contest).]

How can YOU enter?

Entries may be scanned and e-mailed as attachments to [fmvh1@mac.com](mailto:fmvh1@mac.com). In addition, actual original artwork may be submitted to "Flash Art Contest" at P.O. Box 853, Grafton WI 53024. However, original artwork should be submitted with an understanding it may not be returned (unless a suitable container or envelope for return is included).

Along with your entry please submit your name, rank, age, and the name of your school. **All entries must be submitted by August 15.**

Imagine entering and winning an art contest on your martial arts resume'!  
Good luck to all our competitors.

#### UPCOMING EVENTS

On July 2 the Academy of Martial Arts, Grafton, will hold a demonstration at the "Grilling in Grafton" Festival.

Also on July 2nd **Flyer's Taekwon-Do** under Master **Lawrence Green** will conduct a Black Belt test in Richmond Hill, Georgia.

On July 30, the **Wyoming Black Belt Test**.

There will be a USTF Ground Fighting Seminar at **Sereff Taekwon-Do** on August 13th. Also that date, we can all celebrate the promotion of Master **Frank Hannon** to Senior Master Eighth Dan. Master Hannon will instruct the course. Congratulations are in order!

On August 20 a combined Black Belt and gup testing at **Axe Taekwon-Do** at Offut Air Force Base will take place.

On September 17 the **Seventeenth Annual Wyoming Challenge** will be held at the Casper Recreation Center, Casper, Wyoming.

On September 24 the **Second Annual Kirksville Invitational Tournament** will be held in Kirksville, Missouri. The Tournament Director will be Sr. Master Ricky Todd, and the



**Grafton  
June 4**





Chief Referee Master Dustin Stephenson. Questions? [mdustinstephenson@gmail.com](mailto:mdustinstephenson@gmail.com)

And in the U.P. at the venerable Marquette **Marquette Taekwon-Do** Mr. Chuck Giotto will host a Black Belt Test on September 24.

On October 9 and 10 there will be a USTF Class C Instructor course taught by Grand

Master Mike Winegar at **Bodystrong Taekwon-Do** in Sequim, Washington. Promoter: Mr. **Brandon Stoppani**. Teaching the course will be Grand Master **Mike Winegar**. Bound to be excellent and, of course, thorough.

On November 5 you can look forward to tournament action in the **2016 Utah State Championships** in Salt Lake City.



Sr. Master Van Hecke,

Here is a photo of participants in our June 4th color belt test. All the color belts in the photo except **MaKenna Drummond** standing to my right tested on this day. MaKenna was also being evaluated on how to put the students thru their requirements. She ran the test with direction from the test board very well.

From left to right in the front row are: **Caleb Drummond** 5th gup, **Mason Jones** 6th gup, and **Cade Jones** 3rd gup. In the back row are: Mrs. **Arleen Slocum**, **Kyle Brusow-Wright** 7th gup, **Mattie Drummond** 2nd gup, myself, **Makenna Drummond**, **Gabbie Drummond** 2nd gup, **Shay Jones** 3rd gup, and **Marion Winther**.

Taekwon,  
Master Guy Williams, Flash Stringer

On Saturday June 11th **Axe Taekwon-Do** at Offutt Air Force Base in Bellevue, Nebraska hosted a quarterly promotion testing. Twenty-two students tested for various ranks from 9th gup, White Belt Yellow stripe through 4th Degree Black Belt. The testing board was composed of Sr. Master **Ricky Todd** 8th Dan, USTF Region 2 Director, Mr. **Kevin Bushor**, 6th Dan, USTF Nebraska State Director and Ms. **April Bowing**, 4th Dan. Mr. **Kayla Matos**, 2nd Dan served as the testing director.



Promoted to 4th Degree Black Belt was Mrs. **Deborah Ragone** and to 1st Degree Black Belt was Mrs. **Lizzie Chamberlin**. The following gups were promoted -- Red Belt: **Helen Fleming** and **Kathleen Fleming**. Blue Belt Red Stripe: **John Fleming**, **Carlee Swann**, **Cate Wagstaff** and **Lizzy Wagstaff**. Green Belt Blue Stripe: **Melody Param**. Green Belt: **Matthew Brockman**, **Tami Grgas** and **Paul Grgas**. Yellow Belt Green Stripe : **Amaya Crowder**, **Elijah Jake**, **Cassy Kribell**, **Lizzy Linder**, **Kiel Matos**, **Keenan Matos**, **Ethan Brockman**, and **Paul Wagstaff**. Yellow Belt: **Ryan Brockman**. White Belt Yellow Stripe: **Thomas Chylta**.



Photos: group; Mrs. Ragone side piercing kick; Mrs. Chamberlin downward knife hand.

*Sr. Master Ricky J. Todd, D.F.S.*

Sr. Master **Ricky Todd** will promote a testing at Axe Taekwon-Do on November 19.

Utah's 2016 Fall Black Belt Testing will be held November 19.

On November 20 expect a Black Belt test at Arvada, Colorado, for **Maestas Taekwon-Do**.

**Burning Phoenix Taekwon-Do** has scheduled a Black Belt test for December 3.

**AROUND THE COUNTRY**

The **New England/New York Regional Black Belt Test** was held at **Concord Taekwon-Do** on May 22.

On June 3 Mr. **Jeremy Bennett** led a Taekwon-Do Camping Trip in Sardis, Mississippi.

The **2016 Utah Spring Black Belt Testing** was held on June 4.

**Hawaii** hosted a USTF Referee Seminar June 6.

On June 28 in Columbia, Missouri, **Columbia Taekwondo** and **Mexico Taekwon-Do** conducted a Black Belt test.

**Priorities and Methods in Patterns Correction**

By F.M. Van Hecke, Eighth Dan

What's important in correcting Patterns?

Some schools, believe it or not, simply teach patterns "off the bat." Basic techniques are not individually critiqued until the actual teaching of the pattern when the technique is made note of as either something new or in need of correction as an error. I've seen high-ranking instructors teach this way. It really doesn't work well.



A bit of tradition behind them on the walls at one of the oldest Taekwon-Do schools in the country, students at a June 6 youth test at **Marquette Taekwon-Do** in the U.P. The book-ends are Mr. **Chuck Giotto**, U.P. State Director, and Fourth Dan **Brian Sowers**. Those testing, from left, **Boden Poch**, youth High Yellow belt, **William Laurin & Jack Major**, Green Belts, and **Corbin Grim**, youth High Yellow belt.



**Maestas Taekwon-Do** held our 26<sup>th</sup> Black Belt testing on May 22, 2016, at Arvada, Colorado. Mr. **Paul Voris** tested for 4<sup>th</sup> Dan and Mr. **Craig Meyers** tested for 3<sup>rd</sup> Dan. Four students tested for 1<sup>st</sup> Dan – Mr. **Grant Litteral**, Mr. **Adam Martin**, Miss **Morgan Meyers** and Mr. **Colin Rodgers**. Mr. Voris took home the overall high test score.

This was a family affair. Mr. Meyers tested with his daughter (he has two other children with black belts and one more is a 1<sup>st</sup> Gup). Mr. Rodgers' mother is a 2<sup>nd</sup> Dan and Mr. Martin's sister tested for 1<sup>st</sup> Dan last fall. Mr. Litteral's sister decided to take up training after watching her brother test. As we are so often reminded "the family that kicks together sticks together". Picture: The testing candidates and test board.



But assume, as in most schools, basic stances and technique appropriate to the pattern are taught first in the order of learning and the pattern thereafter. Assume the pattern can be approached in its own right rather than as a series of basics "strung together." What, in those circumstances do you look for? What do you correct, and how?

When it comes to correction of basic techniques themselves, see "A Corrective Approach to Critiquing Student Technique." [*The TKD Flash*, Vol. 26 (2014) #2 A Corrective Rubric for Student Technique ; Reprinted under different title *Totally Tae Kwon Do*, April 2014 A Corrective Approach to Critiquing Student Technique.] To summarize that article, the way to correct any basic technique is conceptually from the bottom up:

- a) stance
  - i) foot position
  - ii) leg/knee angle
  - iii) length
  - iv) width
- b) posture
- c) facing
- d) tool formation
- e) height of technique

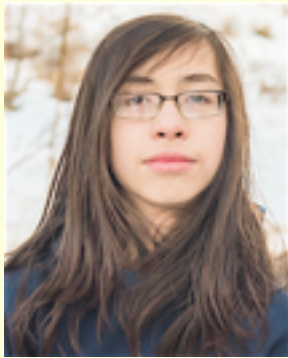
- f) "chamber" or intermediate position or course of travel (depending on the required sophistication)
- g) off-hand (non-tool hand) of opposite body-side travel/reciprocity
- h) massing and triangulation
- i) acceleration

If the student's basic technique is in error during the execution of a pattern, correct it, but with children in particular, try to keep corrections simple and few in number, focusing on the bigger problems as a priority. Several methods of correction were posited.

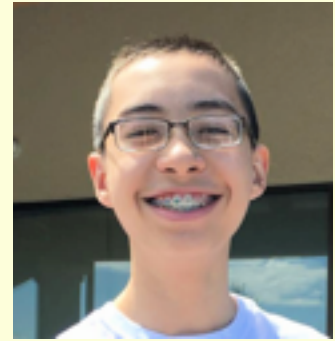
But in to critique a pattern as a whole you are presented with additional considerations. To cite just a few: memory of the pattern, footwork, eye focus, impression of violence (acceleration, body expression/posture, and simultaneity), and pacing.

Here are a few suggestions for dealing with these.

Memory: Some students cannot memorize. They are very few proportionately. The more likely problem is that the student *won't* memorize (is lazy). A few have learning



Mr. **Adam Martin**, 1<sup>st</sup> Dan, recently underwent a major haircut. For the past eight years Mr. Martin grew his hair out, with regular trimmings but recently decided to cut it off. He donated his hair to Wigs for Kids-Hair Donations; 24231 Center Ridge Rd, Westlake OH 44145. He is not the first student who has made a donation like this but it was one of the more noticeable ones!



disabilities or are overly dependent on greatly favored learning styles, but they are a few, and the method to use is simply to vary approaches (visual, aural, modeling, molding, reading and all their sub-types). It helps to be aware of the concept of “multiple intelligences,” that students can be learners in different ways.

With most students, however, the answer is in repetition. Again and again. Sometimes repetition should be in logical “parts” of the pattern (for example, the first six movements in Won-Hyo vs. movements 7 through 12, trying over time to tie the parts together in longer

sequences and then longer, and finally unifying the entire pattern.

Sometimes stopping for correction can interfere with repetition, and there you’ll have to make the call as to whether you correct and interrupt your student in the midst of things or address the flaw later separately.

Once a pattern has been introduced the instructor should have the student repeat the pattern at least once every class to keep it immediate and fresh.

Footwork: Footwork goes hand in hand with stances. Bad stances LEAD to bad

Mr. **Benjamin Pemble**, 3<sup>rd</sup> Dan, was selected by the City of Arvada, Colorado as the Ralston Valley High School Super Student for 2016. The link below contains the YouTube video that the city produced. We congratulate Mr. Pemble on this honor by the City of Arvada and wish him the best of luck in the future. <https://www.youtube.com/watch?v=X97yM1UtRD8&feature=share> Picture caption: Mr. Pemble and his mother, **Clare Langmacher**, in a “unguarded” moment in Europe. Alternative caption: “Aww, Mom...”







Makin' darn sure the Grunts toe the line, Sr. Grand Master **C.E. Sereff** visits Wyoming, June 5.

footwork (by failing to properly cue the subsequent movement) though they're not the same thing.

Bad footwork may be defined as getting to the right place and the method used to get there. If a student isn't "getting there" (to the proper correct finished stance), look first to correcting stance--it may be too long or too short, of an incorrect width, or weighted incorrectly. (Stance length is always an issue

with beginners and often an issue with the advanced student. Correcting stance length (and width) should be done by moving only the foot in the direction the student must place it to achieve the proper stance, most of the time the front and not the back foot. This then forces the student to tie the initiation of the foot movement to the proper stance and achieve the result in one process. If the student is corrected by moving a leg or foot which is not placed in the direction of

And while in Wyoming,  
why not do a little fishing?



On June 23 at Grafton, Wisconsin, the Academy of Martial Arts held a gup test. Presiding were Sixth Dan **Rick Bauman**, Fifth Dan **James Pals**, Mrs. **Valerie Peters**, Miss **Valerie Locklair**, Mr. **Elliot Humiston**, and Sr. Master **F.M. Van Hecke**. Gup Twos



**Shantanu Chaudhuri** and **Camille Lineberry** were at the Corner. **Yash Jah** earned Gup Three, **Aanya Kasera**, **Juhi Jha**, and **Andrew Klein** Gup Four, **Shaunak Chaudhuri** Gup Five, **Aniela Van Hecke** and **Noah Friberg** Gup Seven, and **Zach Kelley** and **Gabriel Peters** Gup Eight. In follow-up testing on June 24, **Luis Girardo-Valencia**, **Andrea Carranza-Gomez**, and **Christopher Giraldo-Carranza** tested to Gup Eight. To the left, Yash makes his break, and to the right, Taekwon-Do family third generation Zach Kelley blocks fourth generation Gabe Peters.



movement, he is going through two steps mentally which could more easily and fruitfully be a single step.)

If the problem is not the stance, look to memory: is he intending to go to the right place and is he stepping properly to achieve that end? If it's with method getting there, correct the method--for example, is he placing the first foot to move in a spot turn correctly, or turning clockwise rather than counter-clockwise?

Eyes. Eyes tell us two things, both important. First, is the student using the technique against the proper target? Feet and hands tend to follow eyes and are all technique is most effective (as to placement and focus of power) with binocular targeted vision. Second, if the eyes are internalized, "looking inside," the student is reading a chart, or his visual memory, to recall the movements in the pattern.

This latter problem is easy to spot: the student looks down or off into space rather than at the hypothetical opponent. If the pattern is

properly internalized, i.e., flows from the body and the unconscious elements of memory, the pattern is known on a deep level, "internalized;" if pattern performance is merely a recitation of some pictures or memorized sequence of directions, one might as well be dancing.

Impression. Patterns are not a mere balletic sequence. They are intended to be an expression of the violence entailed in martial situations and their appropriate responses. The impression of violence is increased by posture (defiant, straight, strong, definite, not submissive, weak, out of balance), acceleration (increasing power and speed to point of completion of the technique), and simultaneity of all the forces of movement, speed, and triangulation coming to a purposive conclusion at the very same moment.

We've all heard of "body language," and the language spoken in Taekwon-Do is by its nature violent.

April and May at **Concord TaeKwon-Do** saw more than a dozen Gups advance in rank. **Anna Bailey, Emma Kelly, Tesu Ham, and Shanti Samnotra** earned Gup 9 Yellow Stripe, and **Tomi North** moved up to Gup 8 Yellow Belt. **Andrew Aedo-Fagundes, Lucian Albota, Anas Benhamida, Mia Maisal, Rahul Rani, Felix Wetzal, and Wahid Liyakath** tested successfully for Gup 7 Green Stripe, a big group for the school. **Rami Benhamida, Austin Kim, and Faye Laroche** reached Gup 6 Green Belt this month. **Thomas Albano** moved up to Gup 5 Blue Stripe. **Kevin Wang** and **Ryan Pillar** proved themselves worthy of Gup 4 Blue Belt. And power-girl-trio **Lea Bodmer, Abby Che, and Neha Shah** demonstrated the right stuff for Gup 3 Red Stripe. Big sister **Amelia Pillar**, brother-sister duo **Andrew Pak** and **Anna Pak, Paul Sorrenti, Eli Holmes, and Rachel "The Bomb" Turkington** made the school proud as they advanced to Gup 2 Red Belt. And hard-working **"Dangerous Dan" Angus-Kirstein, Erin Albano, Tim Colley, Sunny Wan,** and brothers **Jonathan Zhang** and **Michael Zhang** earned the coveted Gup 1 Black Stripe. Good job, all! Photo: Erin Albano's effortless high-section side piercing kick.

*Roselyn Romberg, D.F.S.*



Pacing. Pacing is akin to a “war” between the alacrity on execution of sequential techniques (which illustrates your internalized knowledge of the pattern as a whole) and the deliberation on execution of each technique (which illustrates the technique’s efficacy).

It is the latter approach of deliberation as to each individual technique which must be given the greater emphasis for almost all students. In short, there’s no reason to rush, especially in the earlier stages of teaching.

If you can’t do a complete, powerful, sine-wave based and explosive outward strike with the knife hand, how can you do a convincing Dan Gun? In short, garbage in, garbage out. It’s not a race to the finish.

If the student goes slow from the beginning, let it be. More time allowed for

completion of a technique is less harmful because he can “plug in” a more perfected technique later if he has to. He can’t plug in anything if there’s no chance/time/opportunity to deliberate and improve. And let’s face it, the time to execute a technique properly is more often longer than to do a sloppy rushed attempt.

Assuming proper basic technique, patterns present their own challenges for the student who puts those techniques together to make a pattern. For the teacher, helping that student meet the challenge can be aided by paying attention to strengthening memory of the pattern, observing footwork and eye focus, working to aid the student’s impression of violence and regulating pacing.