U.S. TAE KWON DO Journal
& Martial Arts Research Quarterly

SPRING 1982

5th WORLD TKD CHAMPIONSHIPS

AAU NATIONALS

FREE SPARRING — HOW to WIN

WOMEN’S SELF-DEFENSE at U.C.

U.S. Heavyweight Kim Royce, silver medallist at World Championships
5th WORLD TAEKWONDO CHAMPIONSHIPS
5th CAMPEONATO MUNDIAL DE TAEKWONDO
제5회 세계태권도대회
Guayaquil Ecuador
FEBRERO 24-27 1982
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EDITORIAL

Since TaeKwonDo became a 1988 Olympic Demo Sport, the growth of interest in TaeKwonDo has been tremendous. But we still have two urgent problems: First, we do not have any systematic publications on the sport of TaeKwonDo to use as a proper communication tool, except for the WTF TaeKwonDo Magazine and the US TaeKwonDo Journal. And the TaeKwon-Do Journal has been unable to publish a quarterly magazine as planned due to lack of funds. Second, many Korean-American and American instructors use the term ‘Korean Karate’ instead of TaeKwonDo (see the National Collegiate Oriental Combative Sports Survey in this issue).

Remember, this magazine is your voice and news. Send us pertinent news items, action shots and research articles for publication, along with membership subscriptions and donations. The next issue is scheduled for the end of September.

SHORT NOTES

AAU President Joe Henson  Mr. David G. Rivenes

WTF LEADERSHIP

Dr. Un-Yong Kim, a dynamic leader of the World TaeKwonDo movement, was re-elected by unanimous vote as President of the World TaeKwonDo Federation at Ecuador’s 5th General Assembly of the WTF. Capt. Josiah Henson has replaced Dr. Roland DeMarco as 1st Vice-President. Capt. Henson is also President of the AAU of USA. Past President of AAU of USA, Mr. David Rivenes, was elected as President of the Pan Am TaeKwonDo Union. Both Mr. Rivenes and Mr. Henson have long been very active in the World TaeKwonDo movement as Executive Committee Members.

KOREAN EDUCATOR & MARTIAL ARTS LEADER DIES

An exceptionally respected martial arts educator of Korea passed away December 16, 1981 in Seoul, Korea at the age of 72. Dr. Je-Hwang Lee served as spearhead of the advance of Korea’s judo movement right after Korean independence from Japan in 1945. Dr. Lee served as President of the Korean Yudo College, a four-year martial arts specialized higher educational institution in Korea. KYC graduates spread to every aspect and into every corner of Government and education in Korea, and throughout the world.

Dr. Lee never compromised with injustice and dishonor. His students were disciplined to a clean life by his teachings which instilled in them a conscientious, industrious, inquisitive spirit. His martial arts philosophy and teaching will be continued by his students, and by their students, forever.

CALENDAR


November 5, 1982: 7th National Collegiate Tae Kwon Do Championships at Harmon Gym, Univ. of Calif., Berkeley, CA 94720. For information, contact Dr. Ken Min, 103 Harmon Gym, Tel. (415) 642-7100.

November 10-14, 1982: National AAU Convention at San Diego, California. For information, contact Prof. Dong J. Yang, Dept. of P.E., Howard University, Washington, D.C. 20059, Tel. (301) 774-0919.

December, 1982: 3rd Pan American Tae Kwon Do Championship. Contact Mr. David Rivenes at (406) 232-2127. Address: 203 North Custer, Miles City, Montana.

May, 1983: 9th National AAU Tae Kwon Do Championships, Washington, D.C.
5th WORLD TAEKWONDO CHAMPIONSHIPS
5th CAMPEONATO MUNDIAL DE TAEKWONDO
제 5회 세계태권도 대회
Guayaquil Ecuador
FEBRERO 24-27 1982
Hosted by the Ecuadorian Taekwondo Federation, this biennial WTF championship was held at Coliseo Cerrado, part of an Olympic Stadium complex, from February 19 to 27, 1982. Fifty-four countries sent teams of at least eight competitors, and twenty more countries had official delegations on hand. For Ecuador it was the first world championship in any sport. Supported by the government and well-publicized, the event drew an enthusiastic response from the local population. United States team members too had reason to be enthusiastic about the choice of Ecuador since, as a developing nation, it was far cheaper to visit than a country like West Germany, the site of the last world championship.

Competitors on the U.S. team were the first place winners of their weight divisions in the AAU nationals (except Wendell Lee, a second place winner who replaced the flyweight champion). Headed by Dr. Ken Min, the team officials were Manager John Kim, Head Coach Sang Chul Lee, Coach Chung Koon Ma and Team Physician Dr. W. French Anderson. In the U.S. Delegation were NAAUTU President Dong Ja Yang, PATU President David Rivenes, AAU President Capt. Josia Henson and NAAUTU Vice-President Moo Yong Lee.

Although the U.S. team has improved greatly since the last championship, other teams, supported by their governments, have improved more. So the results were disappointing — one silver and four bronze medals. But if we can give our national team the kind of training and support other countries' teams enjoy, they will certainly became more formidable in international competition. Head Coach Sang Chul Lee organized, at his own expense, a one week team training camp. This should be expanded to a national training camp for present and potential team members. All the other teams at the world championships had training camps lasting from four to fourteen weeks. We also need to improve our junior Olympic, high school and college championships, and develop an experienced national coaching staff which uses the latest scientific training methods.
U.S. NATIONAL TEAM

Fin: Dae Sung Lee
Fly: Wendell Lee
Bantam: Chung Sik Choi
Feather: Marvin McMillion
Light: Alfonso Qahhaar
Welter: Michael O'Malley
Light Middle: Chul Kim
Middle: Earl Taylor
Light Heavy: Tom Federle
Heavy: Kim Royce

RESULT OF THE CHAMPIONSHIP

1. Korea — 8 Gold
2. Ecuador — 1 Gold, and 1 Silver
3. Germany — 1 Gold, and 2 Bronze
4. Mexico — 3 Silver, and 2 Bronze
5. Spain — 2 Silver, and 5 Bronze
There is a bewildering, almost mysterious, number of factors that make up successful championship free-sparring. These factors, some visible and some intangible, clash in the battle for victory on the tournament floor. The complexity of Taekwondo competition is obvious, but maybe a few simple factors can account for the outcome of most matches. If so, these factors could be of real benefit to those training for competition. This article describes an investigation of two factors that are easy to define and use.

**Background**

Sometimes the outcome of Taekwondo competition is surprising! A fighter with great skill can look like an easy winner, yet lose to a cruder opponent who fights more aggressively. Other times a more aggressive fighter can look like a sure winner, only to be frustrated by superior defensive skill and effective techniques. Perhaps the most disturbing outcome of all occurs when a very skilled and aggressive fighter uses a spectacular variety of techniques, and yet loses to an opponent who uses one technique — but one technique with great skill! This investigation was based on two casual observations of the outcome of free-sparring competition:

1. The total number of times a fighter tries to score in competition can be more decisive than what kind of techniques, or how many different techniques, are used.
2. A competitor may vary greatly in the number of times he or she tries to score in different matches, but the percentage of techniques tried that do score does not change much.

The first observation argues that the number of tries means more than what is tried or how many different techniques are tried. The second observation argues that every competitor has a hit-rate, that is, a fairly consistent percentage of techniques that score from all techniques tried. This concept is only valid with those who have trained with a wide variety of opponents.

The total number of tried techniques is an expression of the aggressiveness of a competitor, while the hit-rate is an expression of effectiveness — a specific result of the level of skill attained from training. Since aggressiveness is more of an inherent trait of personality, and effectiveness is more a result of dedicated training and experience, these two factors should be unrelated. A competitor who is highly aggressive may lack effectiveness, or one who is very effective, may lack aggressiveness. A championship quality competitor may possess both factors.

**Hypotheses**

From these speculative observations, three testable hypotheses were stated for formal study:

1. **Hypothesis 1** - The total number of techniques tried in a match, when combined with the percentage of scoring techniques from all tried in a previous match, will consistently predict winners in competition.
2. **Hypothesis 2** - There will be no significant correlation between the total number of techniques tried (aggressiveness) and the percentage of techniques that score (effectiveness), showing that aggressiveness and effectiveness, as so defined, are unrelated factors or measures.
3. Given the total number of techniques tried and the hit-rates — for both competitors in a match, the "type" of match will be fairly well defined, and there will be a limited number of such types of matches.

**Procedure**

It was necessary to attend a large tournament, such that 100 competitors could be studied in two matches each. Ideally, a double elimination format would have made this easier to do. But if the tournament was large enough for 100 competitors in the second round of competition, then a single elimination format would work.

At the National Collegiate Taekwondo Tournament at the Kukkiwon in May of 1979 I gathered data for hit-rates in the first-round matches. The total number of techniques attempted by each competitor was recorded, as was a judgment of the total number of techniques that scored. While I recorded the techniques attempted using two counters, my good friend Mr. Yi Yung Ho (7th Dan, International Instructor, and International Referee) judged and counted the number of these techniques he thought should score. We then calculated the percentage of scoring techniques from the total techniques tried by each opponent, and discarded all data for those opponents who were eliminated in the first round. We then followed the first round winners into the second round using their hit-rates from the first round. Then we counted the total number of techniques attempted by each of 100 competitors in the second round, and predicted their scores using the hit-rate percentage from the first round. Finally, we recorded the winners and losers of these second round matches to see how the predicted scores coincided with the outcomes of the matches.

We therefore had data for 50 second round matches. As best we could, we recorded some informal impressions of these matches as an aid to memory for later review.
Results

Table 1 shows the data for the 50 second round matches together with the hit-rates calculated for each competitor in the first round matches. The data are also organized into six types of matches for convenience. This classification of the matches was based on the six observed relationships between the data for each competing pair of opponents, together with a composite "type" of match determined from our informal notes. With the data so organized, both the types of matches and their relative frequency of occurrence are also available in Table 1. We observed, as shown in Table 1, that 48 of the 50 matches had outcomes that were successfully predicted by this procedure. In the remaining 2 matches, the hit-rates and total tries were too close to be seen as different. The data from these 2 exciting matches were listed for completeness, but we were unable to predict the outcomes. We did, however, successfully predict 96% of the matches correctly with this procedure, which permitted acceptance of Hypothesis 1.

To test the second hypothesis, the Pearson Correlation Coefficient was computed for all 100 pairs of total tries and hit-rates. This Correlation Coefficient is .0975, showing no significant relationship between aggressiveness as defined in this study. Note that a Correlation Coefficient, when squared, yields a Coefficient of Determination which shows how much variance is accounted for in the relationship between the two variables. In this case, only about 1% of the variance is explained by the relationship between total tries and hit-rates — truly a statement of unrelationship. The second hypothesis was accepted on this basis.

The test of the third hypothesis was less empirical because it included qualitative judgments about the matches to type and group them. First, I found six relationships between the total tries and hit-rates data among the two competitors in all 50 matches. These relationships are reasonable, and are as follows:

1. The number of the winner's total tries was much higher than the loser's, even though the loser's hit-rate was much higher than the winner's. In these matches the winners' aggression overpowered the losers' effectiveness.
2. The number of the winner's total tries was much higher than the loser's, but both competitors had almost the same hit-rates. These began as even matches, but became lopsided as the loser tired and the winner continued. In these matches that were otherwise equal, the competitor with more endurance was the winner.
3. The winner's total tries and hit-rate were both much higher than those of the loser. In these matches the loser was simply outclassed by an opponent who had both more skill and more aggression. These were mismatches within the grade and weight divisions.
4. The winner's and loser's total tries were about the same, but the winner's hit-rate was much higher than the loser's hit rate. Here the opponents were equally aggressive, but superior skill won.
5. The number of the winner's total tries was much lower than the loser's, but the winner's hit-rate was much higher. In these matches a more aggressive opponent was defeated by a winner whose defense was superior, and whose ability to counterattack effectively was the decisive factor.
6. No significant difference between the total tries and hit-rates between the winner and loser. This only occurred twice, but in each case the fighters were very evenly matched, and it appeared that either competitor could have won. In these matches luck looked like the dominant factor.

The third hypothesis was tentatively accepted pending further study of a more rigorous nature.

Discussion

It is folly to assume that competitive free-sparring is largely a matter of aggressive bulldozing, or that the key to victory is merely the ability to score most of what you try. But in the heat of the battle who could keep these counts on themselves and their opponent? To try would break one's concentration to the point of almost certain defeat in a serious match.

Taekwondo free-sparring ability is developed over time, and not alone. The instructor, or coach, can shape the style and ability of the competitor, and can give continual feedback about total tries and hit-rates both before and during a match. The Taekwondo who aspires to championship free-sparring must recognize the need for such coaching, and must be humble and teachable enough to profit from it. But, yes, let it be recognized clearly that championship free-sparring is a very aggressive enterprise. In any sport the champion is the one who combines great aggressiveness with very disciplined and enduring effectiveness. The champion is the one who can do a little more, and do it a little better, than anyone else. In Taekwondo it is no different. The Taekwondo champion generally delivers a few more punches and kicks, and scores with a higher percentage of them than other competitors.

There are several issues that present themselves given the outcome of this study. Some of these issues are strategic, and some are philosophical.

Strategic Issues

The most basic strategic issue concerns technique. How many techniques should the free-sparring competitor train to use? While a specific number, or a list of specific techniques is beyond the scope of this study, it is safe to conclude that great skill with few techniques will result in a higher hit-rate than some skill with many techniques. Further, the more refined usage of fewer techniques also results in a higher rate of total tries. Most competitors, then, should concentrate heavily on preparing very few techniques for tournament use. While the actual number will vary from person to person (as will the selection of the specific techniques), my impression is that from six to ten techniques are sufficient for most competitors, and this estimate may even err on the side of being too many. The great majority of matches I have watched were won with two or three techniques!
In the second type of defense, seen less frequently, blocking techniques were combined with distance closing. These aggressive fighters moved into the attacks of their opponents, and used blocking techniques to create an opportunity to counterattack. If the first style of defense is the opposite of aggressiveness, then this second style of defense is itself aggressive. Such an aggressive fighter may attack directly or attack aggressively in response to the opponent’s attack. In this style the defense has been incorporated into the overall aggressive preference, resulting in a far more controlled and dominating performance. Since the blocking techniques, when performed this way, also discourage the opponent’s attacks by inflicting either a degree of pain or embarrassment, higher hit-rates and total tries will result — with the added benefit of lowering the opponents’ hit-rates and total tries. This is clearly the superior style.

To summarize the strategic implications of this study: (1) concentrate on using very few techniques to score with in a variety of different ways; (2) train with these techniques using a variety of opponents; (3) have someone (coach, instructor, friend, etc.) monitor your hit-rate and total attacks to build your effectiveness and aggressiveness; (4) train for competition, and during the competition use only those techniques and approaches that you have practiced in training; and (5) use blocking techniques aggressively to create opportunities to counterattack, rather than defending by body shifting.

**Philosophical Issues**

Taekwondo is a martial art that is practiced as a sport. Because of the rules of competition, the goals of the competitor are to score points while preventing the opponent from scoring points, while both (hopefully) seek to avoid serious injury. Rounds involve continuous action from both opponents, with the result that the scoring of a point means absolutely nothing unless more points are scored than the opponent scores by the end of the match. The only possible exception to this is the occurrence of a knockdown, which causes a break in the action and is psychologically damaging. Even this is superficial, in that a good competitor will get up from the floor with renewed determination to even the score.

Under sport conditions, the “total tries” and “hit-rate” may be supremely important considerations. Reasonably, whoever scores the most points will win, regardless of how those points were scored. Since the sport, by definition, is only an imitation of combat, the principles underlying competitive success may differ significantly from those of combative victory. It remains important to recognize that while competitive technique and combative technique may be similar in some ways, they differ in others. The principles governing both the technique and its usage are governed by the frame of reference. The punch or kick delivered in competition must be different from its combative counterpart.

The art and science of Taekwondo continue to blossom as a sporting enterprise. As such, a study like this has meaning. But the Taekwondo of yesterday was not a sport, but a martial art for self-preservation and for the protection of persons, properties, principles, and where necessary for defense of nations. The need for a continuation of the practice of the martial art remains preeminent. And to those Taekwondoin dedicated to the practice of Taekwondo following the principles of mudo, I freely acknowledge that this study is as meaningless as the “total tries” and “hit-rate” upon which it is based. But to those who elect to compete in free-sparing tournaments, the strategic implications of how many techniques are tried, and how many of them will probably score, are too compelling to ignore. These numerical results of competitive effort, if directly incorporated into both training and tournament play, will lead to much greater probabilities of victory.
<table>
<thead>
<tr>
<th>Type of Match</th>
<th>Winner of 2nd Match</th>
<th>Loser of 2nd Match</th>
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</thead>
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<tr>
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<tr>
<td></td>
<td>Total Tries</td>
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<td>II. Endurance Won.</td>
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<td>III. Aggression and Skill Won Easily.</td>
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<td>IV. Skill Won Between Equally Aggressive Opponents.</td>
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<td>1.</td>
<td>25</td>
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<td>V. Skill and Defense Beat Aggression.</td>
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<td>VI. Either Could Have Won.</td>
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<td>1.</td>
<td>88</td>
<td>28%</td>
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<tr>
<td>2.</td>
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</tbody>
</table>

Total Tries was defined as the total number of punches and kicks attempted during the match. Hit-Rate was defined as the percentage of punches and kicks that appeared to score (unofficially) of Total Tries in a Previous Match. Winners were officially chosen by the judges in the matches studied.
Hundreds of contestants from all over the Union met in the gym of Pioneer High, Ann Arbor, Michigan on May 15, 1982, for the national championships. Spectators in packed stands viewed continuous action in six rings, from 9:00 a.m. to 11:00 p.m. On Sunday, May 16, the AAU Open-Belted Championships gave all those who had not fought in the nationals a chance to win. Later this year the national champions will be going to Spain to compete in the second World Games.

Master Hwa Chong, 1981 Coach of the Year, hosted the tournament, with the help of the University of Michigan Tae Kwon Do Club and Dept. of Physical Education. Mr. Joseph Lloyd, 5th Dan and Club Instructor, and Ms. Joan Hamelin, 1981 Women's Middleweight Champion, put in many hours of exhausting work to insure that the championships would run smoothly. Among the distinguished officials and guests were Keum Hong Lee, Chairman of the WTF Technical Committee, AAU Technical Advisor Phong Ho Choi and the AAU President, Capt. Josiah Henson.

Bantamweight finals: Han Won Lee vs. Terry Lee — the hardest fought match of the day.
Women's Heavyweight finals: Lynnette Love V. Georgina Pezzella.
## 8th NATIONAL AAU TAE KWON DO CHAMPIONSHIPS: RESULTS

### MEN

#### Finweight
1. Dae Sung Lee
2. Jamie Hernandez
3. So Song Hu

#### Flyweight
1. Chris Spense
2. Dale Green
3. Alphonso Ogivlar

#### Bantamweight
1. Han Won Lee
2. Terry Lee
3. Joseph Hernandez

#### Featherweight
1. Greg Baker
2. Fred Choy
3. Bob Hong

#### Lightweight
1. Tom Marshall
2. Michael Choi
3. Tony Lewis

#### Welterweight
1. Alfonso Qahhaar
2. Randy Micheletti
3. Bob Cafarella

#### Light-Middleweight
1. Chul Kim
2. Kareem Ali Jabbar
3. Tony Pulido

### WOMEN

#### Finweight
1. Cheryl Kalanoc
2. Lori L. Mong
3. Lisa Davy

#### Flyweight
1. Chris Spense
2. Dale Green
3. Alphonso Ogivlar

#### Bantamweight
1. Sunny Graff
2. Barbara Brand
3. Diana Khabiri

#### Featherweight
1. Karen Brown
2. Hang Ya Kim
3. Debra Kopp

#### Lightweight
1. Kristine Hamilton
2. Carrenia Mathew
3. Tami Cornelly

#### Welterweight
1. Gail Hinslaw
2. Maria Fauser
3. Alison Parker

#### Light-Middleweight
1. Chul Kim
2. Khang Yong Lee
3. Doug Quam

### Heavyweight
1. Kim Royce
2. Chris Galloway
3. Mike Zebalza

### Poom Se
1. Darryl Smith
2. Doug Quan
3. Norman Salang

### Male Competitor of the Year
Chul Kim

### Female Competitor of the Year
Lynnette Love

### Ken Min Award
Scott Rohr

### Coach of the Year
Dong Keun Park

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*Master Hwa Chong, Tournament Director (right) with AAU president Joe Henson.*
PREVENTABLE INJURIES in TAE KWON DO
by W. French Anderson, M.D.

Injuries are bound to occur in any contact sport. It is the responsibility of the governing bodies who oversee amateur sports to insure that contact sports are made as safe as possible; and, in addition, to take special precautions to reduce the chances for permanent disabling injuries. Two preventable injuries now occur in Taekwondo which could be eliminated without affecting the quality of the sport. In this brief report, I would like to identify them, to the front of the shin. I propose that breaking with the head be prohibited in breaking competition and demonstrations, and that shin protection be approved optional equipment for all Taekwondo competition.

1. Breaking with the Head
A spectacular form of breaking is to use the front of the forehead as a battering ram. The skull is designed to provide maximum protection from frontal blows. Fractures of the forehead (i.e., the frontal bone) are rarely seen. Except for a little dizziness, trained athletes who receive a severe blow to the forehead generally feel completely normal after a few moments and assume that no injury has taken place. Unfortunately, injury has occurred. The skull is very solid, but the brain is a soft spongy tissue resting inside the skull. Multiple small blood vessels run over the brain surface and into the inside surface of the encompassing bones. When the head smashes into a resisting object, be it a car windshield or a stack of wood or cinder blocks, the skull stops but the soft brain inside rams into the inside surface of the frontal bone (forehead bone). There might be internal bleeding from torn blood vessels, which is, itself, a danger. But the major problem is that the front surface of the brain is damaged. A layer of brain cells is killed. Because of the ricocheting back and forth of the brain inside the skull, the back surface of the brain can also be damaged. The reason that this occurrence, which goes essentially unnoticed by the athlete, is serious is because brain cells never regrow. Almost every other cell in the body can divide and repair damage: a broken bone, a torn ligament, a pulled muscle, a cut lip — all these usually heal back to a completely normal structure. But once a brain cell is killed, it can never be replaced or healed.

Blows to the head, therefore, have a cumulative effect. Although each blow may produce only minor damage, repeated severe blows to the front of the head always result in permanent brain damage. By allowing young athletes to break with their heads, and thus to damage their brains, we are unintentionally causing them to have a reduced mental capacity. The ultimate effect of many blows to the head is the classic "punch drunk" boxer who cannot talk without a slur, remember well or think logically.

Recommendation: Forbid breaking with any part of the head in all AAU sponsored competition and demonstrations.

2. Competing in Sparring without Shin Protection
Kicking is a critical element in the sport of Taekwondo. Tremendous power is generated in kicks (particularly by athletes competing at the national and international levels). Of necessity, the shins of a competitor receive a considerable amount of trauma during matches. The shin, however, is designed to withstand considerable punishment. The tibia is the strong bone on the inside of the leg that carries essentially all the weight of the body. Its front (anterior) surface is sharp and can be felt running down the front of the shin. Most blows to the shin are taken on this front edge of the tibia. So-called "bone bruises" of this edge, which are very common in Taekwondo competition, are extremely tender swollen areas caused by a severe blow (as when a shin hits a shin during roundhouse kicks). The damage to the bone is painful, but usually minor, since bone almost always heals completely. The problem arises because of the unusual anatomy of the lower leg. The four muscles that pull the toes and foot up (i.e., towards the face) are located between the tibia and the other bone, the fibula. Very strong septa or membranes surround these four muscles and form a tight enclosure called the "anterior compartment." When the shin bone and these adjacent muscles are repeatedly hit, swelling occurs from damage to, and bleeding within, the muscles. Trauma to almost any other muscle of the body causes no real problem since these muscles will simply expand to accommodate the internal swelling. But because the tough tissue surrounding the anterior compartment is so tight, swelling of these muscles produces increased pressure inside the compartment, rather than a bulging of its walls as occurs when a thigh or arm muscle, for example, is traumatized. Running through the anterior compartment is a major nerve, the deep peroneal (also called the anterior tibial) nerve. As pressure in the compartment increases, the nerve is compressed. This occurrence is well known and is called the "anterior compartment syndrome." Sustained compression over a period of time can result in permanent damage to the nerve. This results in "foot drop" — the permanent inability to pull the toes and foot up. Obviously such an injury ends an athlete's career. At the World Games I, in which I was the tournament physician for the World Taekwondo Federation, I observed and helped to treat an alarming number of serious cases of shin trauma. By serious, I mean young athletes who had pressure developing in one or both of their anterior compartments. We kept two of these competitors in the training room continually over a two day period attempting to combat the onset of anterior compartment syndrome. Shin padding would greatly reduce or prevent this potentially serious complication. Shin protection need not be required, but for those athletes who sustain a shin injury, and who must continue to fight, sensible medical practice dictates that protective padding should be used. In the World Games I this was not permitted.

Recommendation: Shin pads should be approved optional equipment for Taekwondo competition.
Sport and fitness are becoming important concerns for the average American. We now realize the role of exercise in preventive medicine as well as the self-satisfaction of striving for and achieving physical excellence. Sports are more than ever a continuing source of enjoyment for millions. A steadily growing emphasis on individual sports and exercise coincides with this more general interest. More and more Americans are leaving participant sports to professional athletes, opting instead for one-on-one competition or solo practice. Team ball sports are giving way to racquetball, squash and tennis. Jogging, snow skiing and swimming are national pastimes.

Americans' increased interest in Oriental martial arts is in some ways typical of this trend. The Oriental martial arts such as judo, tae kwon do, and aikido have become standard fare in the American sport and fitness diet. As Ken Min points out in his article, "Martial Arts in the American Educational Setting", martial arts are very popular at the collegiate level and support a thriving private industry" (Min, 1972, p. 97).

The American interest in Oriental martial arts began the twentieth century. Teddy Roosevelt practiced jujitsu. The west coast, with its natural geographic and trade ties with the Orient, had a small but loyal following of martial arts enthusiasts. Still, these arts did not have a great impact upon the average American until World War II. The U.S.A.'s involvement in the Pacific and resultant trade with Japan after the Korean war created a major source for the spread of martial arts to the West. G.I.s stationed in Korea became intrigued with and learned Tae Kwon Do from a Korean people happy to revive and spread their culture. In 1952, Masutatsu Oyama traveled to the U.S. as a personal Japanese missionary to spread knowledge of Japanese Karate. The more complex kata's (forms) were not well received; however Americans were amazed by Master Oyama's ability to break bricks with his bare hands.

These feats of strength and the enthusiasm of returning G.I.s helped root these Oriental arts in the American psyche. Yet Master Oyama's demonstrations and a group of zealous veterans cannot be the sole reasons that Eastern martial arts have gained such popularity. In order to understand the growth of martial arts in the U.S. we must understand the features and benefits of these arts and how they fulfill modern American needs and desires.

The nature of the martial arts as individual sports makes them well suited to our modern lifestyle. Americans today are hurried. In spite of their desire for physical activity, they have little organized time for participant sports. Individual fitness programs and sports, which do not require team meetings or rigid schedules, mesh perfectly with the new lifestyle. One may work out when one wishes and how one wishes. The martial arts are not self-taught. They depend vitally on instruction. Yet they also depend on practice and practice is self-determined. In addition, most of the Oriental martial arts activities do not require special equipment or field areas. One may even do basic skills exercises in the living room. Only arts like Kendo, which are armed skills, require special equipment.

The one-on-one nature of martial arts competition emphasizes another modern trend in sports. Sports such as racquetball and squash are starting to replace golf as the traditional sport of business meetings. These sports give us the ability to share intense but friendly competition among business associates in an urban environment. Sports such as Tae Kwon Do can also serve such a function, perhaps without the stronger emphasis on winning which other sports might encourage. Since modern martial sports require precise control, they create a learning atmosphere, a gauging of one's trust in an opponent, a discovery of his style and emphasis. A Tae Kwon Do workout can provide some interesting insights for both of the participants. The martial arts are thus a source of both individual and competitive interaction. They provide a fine workout and can create positive social interactions and close friendships.

Of course, the martial arts also provide one with an excellent means of self-defense. In the modern, increasingly urban environment of man, we cannot help being exposed to violence in the streets. However, carrying a lethal weapon, such as a gun, itself invites danger. Such weapons, because they present an immediate threat, only escalate the potential for extreme violence. On the other hand, unarmed skills in martial arts, due to their emphasis on control and attention to dangerous situations, provide safer and ultimately less violent means of handling dangerous situations. The instructor's first rule of martial arts is "if you are presented with a dangerous situation, run if possible". The martial arts do not stress violence for the sake of violence. In fact, as much of the practice involves disarming or avoiding attacks as counterattacking. The martial arts train one in the skills of self-defense in order that one may avoid violence. This seemingly odd claim actually makes good sense. If one is unsure of oneself in a dangerous situation one may attempt extreme methods, opening both oneself and the attacker to unnecessary violence. Since arts like Tae Kwon Do train one to react to such violence with calm control, one is more capable of handing such situations without disastrous ends.

Up to this point, we have discussed the setting which makes martial arts of potential interest to modern Americans. There are other, psychological aspects, which have helped guarantee the martial arts a home in America. The martial arts are paternalistic and disciplined. The student places his trust in the instructor. The instructor has the final word concerning the techniques a student will learn. The teacher determines how hard and in what way the student will work out. On the surface it might appear that the dogmatic character of the Oriental martial arts would offend American students. Yet it has been argued that Americans, because of the relative freedom and lack of restraint, now realize the need for some form of self-discipline (Park, 1981). Also, the paternalism in martial arts is voluntary: the student agrees to let the instructor's experience guide his study.

These sports and skills depend upon discipline to survive. A disorganized and badly run practice hall only increases the danger to students and the teacher. Without discipline the class does not exist. Martial arts also require discipline because they take years to learn. One does not become a black belt overnight. Only those willing to put forth continuous effort over a long period of time will stay with a program. Given that one develops slowly in the Eastern martial arts, it is no wonder that students respect and follow their superiors. The student recognizes the labor which brought an instructor his high rank and defers to the instructor's greater knowledge and experience.

Americans also value the confidence building power of the Eastern martial arts. As in other sports, excellence in endeavor has its own reward. Yet in arts such as Tae Kwon Do one also receives tangible marks of achievement. Belt ranks are accurate, visible determinations; rewards for ability. Receiving a belt rank
informs the student and his peers of a proud achievement, worthy of respect. In America, where commodities give one a false sense of achievement, the belt rank marks a success deserved rather than bought. This emblem of ability and proper attitude gives one self-confidence, not only to cope with dangerous situations, but also to value one’s personal effort. The Eastern martial arts have become popular at a time when it is important for Americans to have confidence in themselves and feel that respect for others is deserved.

The martial arts also provide an excellent physical exercise. Tae Kwon Do ranks with serious cross-country skiing and running as the best exercise for cardiovascular system (Kim: 5). The martial arts do not focus on any one muscular group. Tae Kwon Do develops muscles in the legs, arms, hands, feet, neck and trunk. It does not favor one side of the body as ball sports often do. It does not favor upper or lower body as jogging or similar activities might. The martial arts also provide no inherent advantage to a given body type. Unlike weight lifting or long distance running which demand either short bursts of maximum strength or prolonged endurance, a martial art’s variety of techniques support virtually any body type. As physics dictates, a light but quick attack carries as much momentum as a slow strong attack (Kim & Golgar, 1981, p. 6). Not only can everyone participate, but each has the capability, in principle, of being an excellent practitioner of his or her chosen martial art.

As we have seen the Oriental martial arts have many obvious positive characteristics which appeal to Americans and the West in general. The arts also possess further, less tangible benefits, sometimes misunderstood but often sought after in the West. Today, because of their original continuing ties with Buddhism and their fascination with complexity and precision, the Eastern martial arts encourage spiritual and aesthetic attitudes. At the core of most martial arts practice are the forms. A form is an intricate sequence of techniques practiced by each practitioner individually. Almost all of the martial arts have groups of these complex sets of techniques. By practicing a form, the martial artist learns to make proper execution and smooth transitions intuitively. The forms possess a flowing quality, a beauty similar to other ritual dance arts. Higher level forms require very precise timing and coordination. One’s actions might be likened to those of a concert pianist who takes a piece of traditional music and breathes individual life into it. The Eastern martial arts do not merely happen to give one an occasional aesthetic experience. Part of their essence consists in training one to recognize and emphasize flowing, precise, beautiful techniques (Golgar, 1980, p. 50).

Even closer to the heart of the martial arts is Zen Buddhism, so much so that Masatatsu Oyama has said that “Karate is Zen”. Zen is sometimes called the religion of immediate reality. Through Zen practice one may achieve an altered state of consciousness and heightened awareness. The martial arts, with their origins rooted in Zen exercises and meditation, guide one toward this state of “samadhi”. Zen claims an irrational philosophy. More precisely, Zen is arational. It requires a change of state rather than a change of viewpoint. The martial arts ties with Zen show in their emphasis on the lack of duality of mind and body, a oneness of spirit and flesh.

The notion that a sport can alter one’s consciousness and provide one with an aesthetic experience may strike some Americans as odd. Yet for many, these possibilities are exactly what brought them to the Eastern martial arts. Some unfairly call it Eastern occultism. Actually it involves the recognition that these arts offer more than exercise and a good time. There is something consistently beautiful and intriguing in watching a master perform his art. There is something spiritually rewarding in excelling in a practice such as Tae Kwon Do. It consists in what Paul Weiss has termed becoming “bodily relevant” or a “vector” and something more (Weiss, 1969, p. 40). Perhaps our best athletes achieve that union of body and mind, making action synonymous with will. The Eastern martial arts train one toward this goal.

As we have seen, the American interest in Oriental martial arts results from complex circumstances. The modern interest in healthy exercise and individual sports, a desire for adequate methods of self-defense and a forum for healthy controlled competition make these martial arts a likely choice for Americans. The psychological, aesthetic and spiritual aspects of these disciplines set them apart. In a world increasingly individualistic and hurried the Eastern martial arts economically fulfill a need to combine pleasure with education, relaxation with discipline. They provide us with a microcosm of order and personal achievement, a confidence in action we can apply to a busy modern world.

REFERENCE NOTES


REFERENCES

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For the earlier history of Tae Kwon Do, see “The Historical Development of Tae Kwon Do” in the Tae Kwon Do Journal, Vol-1, No.3, Fall 1981, pp. 8-10.
In the last few years nearly everyone has become more conscious of personal safety and home security. While some have always been concerned with these areas, especially law enforcement personnel and martial artists, the increasing freedom of society and the trend towards living alone have forced others, women and the handicapped for example, to confront these issues for the first time. At the University of California, Berkeley, a program was established under the direction of Dr. Ken Min to train women in basic self defense procedures. This review is based on experiences acquired during that program.

There are arguments both for and against the teaching of women’s self defense. Some of the most frequently heard against are the following:

1) The courses are too short in duration and thus lead to a false confidence, the knowledge not being ‘owned’, only ‘rented’;
2) The attack situations in the class are not real enough and do not effectively prepare women for the real thing on the street;
3) The techniques taught are not useful or practical and could not be successfully applied by the average woman or weaker man; thus,
4) Women should concentrate on the use of weapons such as mace, keys, rolled magazines, pointed combs and handguns.

In response to the preceding criticisms.

1) The courses are usually too short, thus the teaching methods must take that into account when structuring curricula. Natural movement and general principles must be stressed rather than stylized patterns which require a great amount of practice. With regard to confidence — a greater amount of false confidence is exhibited by the woman who ignores the whole area of personal defense, depending on luck rather than attempting to decrease her chances of becoming a victim.
2) It is true that the attacks in the classroom can never equal the intensity of those in a real situation, yet with skilled attackers and repetition of basic movements an enhanced ability to defend oneself can be expected. The same argument can be made against many martial arts schools. Training is never real life, but it can help prepare for the real thing. A tiny kitten being confronted by a large dog certainly has no chance in a real struggle, but a carefully timed kitten claw swipe at a tender dog nose, coupled with a fierce hiss, may just discourage that struggle from taking place.
3) Most techniques taught in martial arts classes are not useful for this type of course. Practicality must come first, along with an assessment of how possible it is to teach that skill in the time allowed. Already acquired, natural movements must be modified rather than teaching new skills. Size and weight must be taken into account when selecting techniques, as must the psychological background of the student. Thus, as much as possible, the techniques must suit the student, rather than the instructor or tradition he represents.
4) Weapons tend to limit awareness, focusing concentration only on the weapon and leaving many other possibilities for defense untouched. Without the psychological preparedness of previous training in responding aggressively to an aggressive attack, the weapon will probably never be utilized. The alertness developed in a course of this type is essential to being able to locate and deploy any weapon carried. With surprise and fear the main emotions experienced by untrained women, the weapon is more likely to be taken away than used effectively.

Moreover, every person has a right to learn to defend him or herself. So self defense courses should be available. As most women have less experience with non-friendly physical contact than men, it might be more valuable for them than for the average man to participate in a program of personal defense. Men and women come into a class like this with very different backgrounds. It has been our experience that it is better to have different classes for men and women, or to guide the men towards one of the traditional martial arts. Women often seem to use the self defense courses as a bridge into a martial art.

The material taught is divided into three sections, all occurring concurrently throughout the course, which is approximately 40 hours long — 4 hours per week for one university quarter. Psychological training, fundamental exercises and principles, and self defense techniques are, in descending order of importance, what are emphasized.

Psychological and verbal training consist in having the women understand three principles basic to self defense, and of practical discussions on not being a victim. The first principle is ‘Setting Limits’ — this means thinking about your own personal limits of tolerance (undefined by anyone else) before an incident occurs. For example, would you allow someone to accost you without responding; would you let that pass but defend against robbery; would you give up your money but fight back against rape; would you allow rape but hope to survive, etc. Once the decision has been made, (and the middle of a surprise confrontation is not the time to make it), fight back until the attacker is disabled. Although situations are impossible to predict completely, having
The students think about their limits helps them to prepare themselves for the unusual act of attacking anyone. Second, 'Defining Territory': many people, especially women, decrease their territory unnecessarily. Territory is defined as the area surrounding you in which an attack is possible. On a crowded street at noon it may only be a few feet. In a deserted parking lot at night it may be as far as one can see or hear. Women, because of traditional modesty, tend to look down much of the time, as glancing about may be regarded as an invitation to flirt. Thus, they unnecessarily decrease their field of awareness. We try to teach them to be alert to the activities within their entire territory, and to respond to changes as they occur. Third, 'Levels of Morality': most of the women we deal with at U.C. are college-educated middle or upper class, law abiding citizens. Their experiences have, in most cases, given them contact with people of mainly 'normal' morality. It is often difficult for them to realize that there are people who would kill for a dollar and torture for fun. Thus, when they consider responding to an attack they tend to operate on a very different level of morality than the attacker. The attacker knows this and uses it against his victim. While they are trying to decide if they really can scratch someone's eyes the attacker is preparing to dispose of a possible witness in court against him. Students must be made to realize that they have a right, perhaps even an obligation, to respond to deadly intent with deadly force, and that a strictly 'defensive' course of action is impossible. This 'bypassing of the morality center' can only be accomplished by continued practice until responses are reflexive. These three principles are stressed throughout the course.

Also, several group discussions are held and the topics of street safety, home security, weapons use and defenses against armed assailants are covered. At least one meeting is held without men present, led by a female instructor. Issues such as course content, attitudes towards the male instructors, and any topics that may seem to be too sensitive to be brought up before the male instructors are explored.

The second section of the course, the fundamental exercises, stress developing awareness (visual, auditory, tactile), increasing agility and balance, and decreasing reflex time. Using intuition is encouraged. A minimum of physical conditioning is done as time is short, but a five minute warmup usually precedes the class.

The final section, which actually takes up the majority of the class time, is technique. We attempt to utilize natural movements rather than stylized martial arts formulas. Not every woman can initially block a punch, but all can swat a mosquito, or remove a finger from a hot stove. By using already ingrained habits of movement, but modifying them for efficiency, it is possible to have women blocking blows and avoiding grabs in just a few weeks. The course's technical content goes from bad to worse. Over the 10 weeks the sequence progresses from avoiding grabs and blows, to grab releases, to escaping front attacks and chokes, side and rear attacks and chokes, and finally, ground defenses. At least one third of course time is devoted to ground defenses, as a heavier and larger attacker, coming from ambush, will often bowl over a victim before she has a chance to respond. We also cover proper falling technique, including breath control and forward and back rolling. Offensive blocks, kicks and strikes are taught with much repetition of similar techniques and strikes from different positions.

Instructors, however, should be screened carefully as to prior training, experience and teaching ability. The ability to synthesize information from various disciplines and apply it to individual cases is especially needed, along with a certain amount of patience. In the case of male instructors, sensitivity towards the woman's point of view is necessary. A good exercise for the potential instructor is to follow a woman friend along a city street. Don't watch the woman. Watch the reactions she gets from oncoming people. The average male will be surprised at how different a woman's experience on the street is from his. It may help in understanding the attitudes and fears that some of his students will have. Some experience of urban living may be useful. It is not necessary that the classes be run by women, but a woman co-instructor is often desirable. Skilled men should be available for free-style 'attacks' towards the end of the course. Classes should be kept small, with 10-15 students maximum of two instructors.

In conclusion, our experience supports the view that personal defense should be taught to all women, should in fact become as much a part of their traditional training as cooking, sewing and household administrations used to be.

The best time for this training to begin is during adolescence, when women (and men) are just learning their roles in society and their limits as individuals. So physical education classes in Jr. High School and High School would be ideal, with the option of continuing in college programs. Women can no longer rely (if they ever could) on the chivalry of stronger men for protection. They must learn to protect themselves. Practical self-defense courses, based on the martial arts but adapted to the needs of women, can help them not only to walk the streets safely, but also to gain new confidence and self-respect.
ADMINISTRATION and MANAGEMENT of a TAE KWON DO SCHOOL
by Kyong Won Ahn & Chang W. Kim, Ph.D.

INTRODUCTION

It has been estimated that around 400,000 small firms go out of business each year in the United States, and 100,000 of these fail in the first year of existence. The major causes of failure are: inadequate sales, heavy operating expenses, receivables difficulties, excessive fixed assets, poor location, competitive weakness due to lack of experience and incompetence (Source: The Business Failure Record, 1974).

Among many aspects of TaeKwonDo School operations: personnel aspects, financial aspects, accounting aspects, technical and operational aspects, and marketing aspects, only two topics will be discussed: organizing a new TaeKwonDo School; and Marketing Considerations in running a TaeKwonDo School.

PLANNING AND ORGANIZING A NEW TAEKWONDO DOCHANG

1. Studying the Economic Environment for the Dochang
   (1) How many Dochangs are there in this area? Do they vary in size and types?
   (2) What are the geographic distributions of the Dochangs? Are they concentrated in one area, or are they widely distributed?
   (3) What are the federal, state, and local government agencies’ attitudes toward Dochang operations?
   (4) What is society’s attitude in the area toward this type of business?

2. Studying the Market for your Dochang Operation
   (1) Population trends of the market. Is the area experiencing an increase or decrease in population? Is the make-up of the population stable, or is one ethnic, economic, or age group moving out and another moving in?
   (2) Age distribution of the population. Is there a correlation between the demand for the TaeKwonDo lessons and a particular age group? Identify the population by sex, race, education, occupations, and other characteristics that affect the demand for TaeKwonDo.
   (3) Income levels and distribution of the population. Sales are affected by both purchasing power and its distribution within the population. You should study the relationship between the income distribution among specific age groups, and the demand for TaeKwonDo.
   (4) Share of Market. By estimating the size of the market, and by defining the amount of competition and its quality, you can search for areas of weakness upon which you can capitalize.
      (a) Is the sales volume for TaeKwonDo business growing, or declining?
      (b) What is the number and size of competitors?
      (c) What is the success rate of competing Dochangs?

3. Developing a Timetable. Establish a time frame for accomplishing each of the following steps.

4. Establishing Your Business Objectives. Determine your Dochang size and financial size. Estimate the number of employees you are going to hire, and estimate your volume of sales and profits.

   (1) Dochang location.
      (a) Availability of utilities — electric power, gas, water, sewerage and their operating cost.
      (b) Relationship to the market — number of customers in the market area and competitive advantages.
      (c) Traffic flow and the availability of parking spaces.
   (2) The Purchase or Lease of your Dochang.
      The supply of capital may be the determining factor. The amount of the return should be comparable to what you can receive on capital invested in other ways.

6. Setting up the Organizational Structure.
   (1) Legal Alternatives.
      Proprietorship, partnership, and corporation.
   (2) Capital Structure.
      Amount of personal funds, amount of leverage desired — there is a certain degree of risk involved.

   (1) Building an Image.
      (a) What segment of the market offers the best potential opportunity?
      (b) What advertising media will best reach this market? Good teaching and service provide the desired customer appeal.
   (2) Pricing Policies.
      Based on the service cost, possible market acceptance, and planned profit.

8. Preparing Your Budgets. The budget should be considered as an instrument of both planning and controlling. The main objective is to maximize your revenue, minimize your cost, and increase your profit. Profit should be included in the total budget. Cost of your own money, depreciation, obsolescence, utilities, maintenance, supplies, personnel (if you hire a secretary or instructor), and interest on money invested are also included. There are three types of budgeting.
   (1) Operating Budget.
      The costs of obtaining and selling your services and the income received from selling them.
   (2) Capital Budget.
      Plans for obtaining, replacing, and expanding your Dochang facilities.
   (3) Cash Flow Budget.
      How much cash will be needed to pay what expenses at what time, as well as indicating from where the cash will come to pay them. The lack of ready cash resources is the primary reason that firms get into an illiquid position.

9. Locating Sources of Funds. There are three main sources of funds: your own money, funds of other individuals, and commercial and industrial financial institutions; i.e., trade credit, commercial banks, investment banks, major insurance companies, and Small Business Administrations. The SBA tends to permit longer periods of repayment and makes other concessions to small firms. The SBA has requisites very similar to banks. The borrower should be a good credit risk. The most popular loans by SBA are guaranteed loans which guarantee the lender 90% of the loan up to a total of $350.00.
10. Implementing Your Plans.
(1) Capital Procurement.
Put the sources of funds in your checking account, and start writing your checks.
(2) Corporate Charter and Permits.
Obtain the required licenses and permits, and obtain the services of an attorney, in acquiring your charter of incorporation.
(3) Contracting and purchasing facilities and supplies.

MARKETING ASPECTS OF A TAE KWON DO SCHOOL

1. Developing Marketing Strategies
(1) Determine what your customers' needs are and how those needs can be satisfied.
   (a) You should possess an ability to “read” customers — that is, to determine what they want and how you can best fulfill their needs and desires.
   (b) Be conscious of your Image — you should rate your business periodically in order to determine what kind of image your TKD school has. You can do this by trying to think about your school as your customer would. The easiest way to make money is to learn what people want, and sell it to them. The fastest way to lose money is to offer something, regardless of what people want, and try to make them buy it.
   (c) Look for danger signals — many customers walk out of your school without enrolling. Your school's enrollments are down this month compared to the same month last year. Because of high prices, you have the reputation of being greedy.
(2) Select the market you will try to serve.
   (a) What is my place in industry?
   (b) What image do the customers and the public have of my school?
   (c) Am I known for my quality or my prices?
   (d) Am I serving only a limited number of customers.
   (e) Why?
(3) Decide what advantage you have that will give you a competitive edge over other martial art schools.
   In order for your school to be successful, you should seek a “competitive edge.” Your school needs some reason for being, something that is desirable from the customers' viewpoint that sets it apart from, and gives it an advantage over, its competition. You should be stressing quality, reliability, integrity, and service; rather than lower prices. The competitive edge should be realistic. To determine whether it is realistic in your school, you should answer these questions:
   (a) Is the competitive edge based on facts?
   (b) Do you know specifically what your customers are seeking?
   (c) Have you used market research to make this determination?
   (d) Does your school have the necessary resources to accomplish it?
   Your school should focus on earning profits instead of increasing the number of students. Expenses incurred in achieving the increased number of students may exceed the revenues achieved, and result in losses.

2. Market Research
The areas of market research are — Identification of customers for your services, and determination of their needs; Evaluation of sales potential for your industry and your TKD school; and Evaluation of advertising efficiency. Market research consists of:
   (1) Recognition of a problem
   (2) Preliminary investigation and planning
   (3) Gathering factual information
   (4) Classifying and interpreting the information, and
   (5) Reaching a conclusion.
Since small businesses lack knowledge of research techniques, the services of outside experts—such as the market research consultants—may be secured. Other possibilities include help from trade associations, local chambers of commerce, banks, and field offices of the Small Business Administration.

3. Pricing Your Service
The first step in setting prices is having an accurate knowledge of costs. However, companies that base their pricing solely on costs, rather than on the values as seen by their customers, lose profits. Your goal should be to find the price-volume combination that will maximize profits. When setting a price strategy, you should consider these factors:
(1) The customer
(2) Competitive and legal forces
(3) Annual volume and opportunities for special market promotions
   A price should be consistent with the service image. Since customers often equate the quality of unknown products with price, sometimes, raising prices may increase sales. Price cutting should be considered as a form of sales promotion.
   You should reduce prices whenever the added volume resulting from the reduction produces sufficient sales revenue to offset the added costs. However, if an inelastic demand exists for your service (may be in certain areas), a lower price will not result in a greater number of units being sold. Your competitors' probable reactions should be considered in determining whether or not to reduce prices.

4. Advertising and Sales Promotion
(1) Advertising
   In order to be successful, advertising would be based upon your schools ability to provide quality instruction and efficient services. It should be closely related to changes in your customers' needs and desires. Rather than spend the money available on a random unplanned basis, you should establish an advertising program. Your advertising program should be continuous in nature. One-shot advertisements that are not part of a well-planned program, are usually ineffective. All funds allocated for advertising should usually not be spent on a single medium.
   The question of when to advertise is very important for your business. You should develop an advertising budget. Advertising should be truthful and in good taste. An advertising agency may be invaluable in designing your school's advertising program, and evaluating and recommending advertising media. Advertising agencies are listed in the National Standard Advertising Register and in classified telephone directories.
   Measuring the results of advertising is important. There are two kinds of advertisements:
   (a) Immediate response
   (b) Attitude advertising (or Image building).
   The purpose of immediate response advertising is to entice the potential customer to enroll in your school within a short period of time. These types of advertising should be checked for results daily, at the end of one week, two weeks, and three weeks for appearances. “Image-building” advertising is the type you use to keep your school's name and services before the public. You continually remind people about your services or inform them about special services. This type of advertising is more difficult to measure.
6th MID-AMERICA TAE KWON DO CHAMPIONSHIPS

Nearly 300 competitors from the age of 7 to over 35 met at the Missouri Western Field House in St. Joseph, on Nov. 11, 1981, for this annual event. Sponsored by Yu's Academy of Martial Arts, it was scored on the three point system with a two-minute time limit, with no limit on points in the finals. Mid-America includes Mexico as well as the central states of the Union, and one citizen of Guadalajara, Alejandro Cardenas, placed in both black belt sparring and Poom Se. Over 1,000 spectators were on hand for the tournament, which was well-publicized in the local media.

The Tournament Director addressing the contestants

SPARRING

Black Belt: Lightweight
1. Bobby Jones
2. David Olsen
3. Alejandro Cardenas

Women: Advanced
1. Michelle Lee
2. Sue Weiniger
3. Joni Griffith

Middleweight
1. James Craeton
2. Ed Weiniger
3. Dave Duquette

Junior Advanced
1. Nassium Olaki
2. Dale Richardson
3. Brian Miller

Heavyweight
1. John Southworth
2. Chuck Wolfe
3. Johnny Coll

Pee Wee Advanced
1. Tony Park
2. David Morawski
3. Joey Morawski

POOM SE

Men's Black
1. Seji Kuwaka
2. Alejandro Cardenas
3. James Craeton

Women's Advanced
1. Jean Wigton
2. Sue Weiniger
3. Michelle Lee

GRAND CHAMPIONSHIP
1. Chuck Wolf
2. Ed Weiniger
3. Forrest Phillip

ADMINISTRATION and MANAGEMENT of a TAEKWONDO SCHOOL

by Kyong Won Ahn — Vice-President, National AAU TaekwonDo Committee

assisted by Chon W. Kim, Ph.D.

(concluded)

(2) Sales Promotion

It consists of activities that have the purpose of making your other advertisement efforts more effective. Some of the popular techniques are:
(a) Tae Kwon Do Demonstrations
(b) Creating Special Displays
(c) Offering premiums
(d) Running Contests, and
(e) Offering Free or Discounted Introductory Lessons

You may consider using promotions to obtain new customers. However, you should determine whether they are really effective or merely reducing your profits. Every promotional activity should integrate or mesh with every other activity. To illustrate, if you are advertising special discount lessons in the newspaper, reinforce the advertising by direct mail. Customers need several reminders before they act.
ARTESIA
MARTIAL ARTS SUPPLIES

We have almost everything —
uniforms, books, training aids, weapons,
equipment . . .

West Coast distributor for
TRADITIONAL TAE KWON DO
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ches — also custom uniforms.

FAST SERVICE!
10 years in business in this location.

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of martial arts supplies:
Send us your catalogs and price lists —
We are ready to buy.

PRACTICAL TAEKWONDO
by Kim Bok Man
9th Degree

A big book (8½” x 11½’’)
with 360 action-packed
pages and over 1850
illustrations. Hardbound.

Innovative and practical uses of traditional
Taekwondo techniques applied to weapon
attacks and other life-threatening situa-
tions.

Mr. Kim Bok Man is a pioneer in promoting and
teaching Taekwondo in many different countries, par-
ticularly in South East Asia. Through his twenty-five
years of experience as a leading instructor, he knows
what the students need and how to communicate with
them, so that they can get the maximum benefit from
their training. At the same time he has invented many
new techniques and training patterns for dealing with
life-threatening situations. These techniques are very ef-
efective against attacks with knife, club, staff or pistol.

ORDER FROM:
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Tel. 3-693973
Skyline College in San Bruno, California was the site of the 1st District Championship, April 3, 1982 for the newly formed California State Taekwondo Association. Instructors and students eagerly participated as this tournament qualified winners for the upcoming 8th National Taekwondo Championships, May 15, 1982.

Master Jerome R. Reitenbach, Tournament Director and interim Secretary-General, was pleased with the response and enthusiasm which made this championship a success. Dr. Ken Min, International Referee — World Taekwondo Federation, conducted the Official’s Seminar that morning and also served as arbitrator throughout the day.

Competition began with men and women performing their World Taekwondo Federation forms. Each displayed the strength and poise needed to wear the Gold medal. Mr. Mike Kim, from Kim Brother’s Taekwondo in Sunnyvale, won first place for the men’s division, and Ms. Barbara Brand, an upcoming female Red Belt from California State University in Hayward, captured the title for the women’s division.

Early that evening, Gold, Silver, and Bronze medals with the California State logo were presented to the winners with hopes of their reaching the ultimate goal in Ann Arbor, Michigan — the United States Team.
Introduction

The first collegiate judo survey was conducted in 1964 by Yosh Uchida, San Jose State University. According to Uchida, the results of his survey showed less than 40 schools carrying a judo program. The second survey, in the fall of 1972 by Ken Min, showed an amazing increase to 278 colleges and 102 junior colleges actively involved in some type of judo. A third survey in the spring of 1975 included karate, TaeKwonDo and Kung Fu. The results of this survey showed less than 40 schools carrying a judo program. The second survey, in the fall of 1972 by Ken Min, showed an amazing increase to 278 colleges and 102 junior colleges actively involved in some type of judo. A third survey in the spring of 1975 included karate, TaeKwonDo and Kung Fu. The results of this survey revealed that 228 colleges and 106 junior colleges in the United States and Canada offer Oriental combative sports other than judo. The most popular collegiate martial arts style is Korean TaeKwonDo, closely followed by Japanese karate.

The latest survey was conducted in the spring of 1980 to 1) gather accurate statistical information concerning the collegiate martial arts program, 2) update the information from previous surveys, 3) ascertain new information concerning various styles of Oriental combative arts/sports practiced in higher educational institutions and, 4) determine the future needs of collegiate martial arts programs.

A letter and questionnaire addressed to Chairman, Physical Education Department and/or Instructor of Martial Arts, were forwarded to 1013 four-year colleges and 685 junior colleges throughout the United States and Canada according to the "Blue Book of College Athletics", 1979-80 edition. 189 survey questionnaires were returned from 44 states and Canada. The largest number were returned from the state of California with 31 questionnaires answered.

Questionnaire Construction

Due to the limited availability of funds and in order to save money on postage and duplicating costs of the questionnaire, the final draft was reduced (50 percent). This may have caused some difficulty in reading the questions, and also, the directions on the survey were not altered on the final draft to reflect the changes in the questionnaire. This may have caused some confusion on the part of the person answering the survey as no return address or postage was supplied, which probably would have enhanced the number of responses returned. Question three, on the funding of the program, seems to have caused some confusion as some of the responses were multiple. The directions for this question specifically asked for the primary source of funding and to check only one answer.

TaeKwonDo Section

The questionnaire was constructed in such a way that the three major martial arts — judo, TaeKwonDo, and karate — would have separate sections of their own. In the karate section, two questions were added in reference to the style of karate and national origin. These two additional questions aided in switching karate section responses to the TaeKwonDo section for the final analysis. This proves that many college and university department heads have to be educated on the differences between TaeKwonDo and karate, which is mainly the responsibility of the TaeKwonDo or karate instructor. Discussions should be made on the subject with the department heads, with the eventual goal of proposing a name change from karate to TaeKwonDo on the curriculum or proposing a new class. In this way, TaeKwonDo will be known for itself and not as 'Korean Karate'.

Karate Section

There were many peculiar responses in the karate section of the questionnaire. As pointed out earlier, many department heads do not know the difference between karate and TaeKwonDo. Some do not know the difference between karate and aikido, as aikido was written down as the style of karate taught. Some of the questionnaire listed the same instructor as teaching TaeKwonDo and karate. Some 'karate styles' were written down as being American in origin. These were probably some combination and/or tournament styles. One interesting response showed that karate was taught during a January intersession through the college's Department of History. This type of interesting response also occurred in the TaeKwonDo section as one college offered TaeKwonDo through their Army ROTC program.

Future Consideration

Considerations for future questionnaires may include additional questions in reference to intercollegiate competition, such as the amount of competition and extent of travel for competition. Also, if a computer is available, the questionnaire could be constructed to reflect the testing of certain hypotheses. Such hypotheses could include null hypotheses, such as: There are no differences between the number of universities/colleges offering TaeKwonDo and those offering karate.

Summary of Results

Out of 189 responding departments, 108 (57%) had a Judo program; 70 (37%) a TaeKwonDo program; and 96 (51%) a karate program. Departments of Physical Education were the most common sources of funding: 49% for Judo; 40% for TaeKwonDo and 45% for karate. TaeKwonDo had the most programs supported by dues from participants (27%), followed by karate with 18% and Judo with 10%. Funding from Departments of Inter-collegiate Athletics was very rare: Judo 2%, TaeKwonDo 1%; and none for karate. Among the reasons given for not offering a program, "No Instructor" was by far the most common for Judo (35%) and karate (24%). But for TaeKwonDo 24% indicated "Insufficient Interest" and only 18% "No Instructor", which suggests that TaeKwonDo is still not so well known among college and university students as Judo and karate.

Conclusion

The poor return of 189 institutions to this survey is considered an unsuccessful one compared to the previous surveys. Another survey will be conducted in 1984, using computer analysis to determine the demands of Oriental combative sports on college campuses. TaeKwonDo has been recognized as a Demo Sport in the 1988 Olympics, following Judo as an Olympic Sport in 1964. For further information regarding the Collegiate Oriental Combative Sports/Arts Survey, contact Dr. Ken Min, 103 Harmon Gym, University of California, Berkeley, CA 94720.
On August 21-22, 1982, another historic date will be set in the field of amateur athletics: the 2nd AAU/USA (Amateur Athletic Union) Junior Olympics Taekwondo Championships will be held at the Prairie Capitol Convention Center in Springfield, Illinois, the hometown of Abraham Lincoln. This event will be hosted by Honorable Mayor Michael J. Houston, and the city of Springfield; and is sanctioned by both the Amateur Athletic Union of the United States and the U.S. AAU Taekwondo Union, Inc.

This event will attract competitors from across the United States, who will be trying for a position on the U.S. National Junior Olympic team. In looking forward to the 1988 Olympics, we have a goal to produce U.S. Olympic Champions from the ranks of this year’s Junior Olympic team!

The response from the media has been very good both locally and nationally. The event will be covered thoroughly by some of the local television and radio stations and newspapers and is scheduled to have national new media coverage.

The director, Master Young Cal Rho, President of Rho Academy Larry Schaltz and students of Master Rho’s Academy’s have worked many long and hard months to coordinate this exciting event. The great amount of time and the difficulties of organizing such a large event have proven once again that every obstacle can be overcome with patience, cooperation, and the family atmosphere of Master Rho’s Academy.

For further information contact:
Master Young Chul Rho
Rho Academy of Martial Arts
1690 Huston Drive
Decatur, IL 62526
877-0200 or 423-4890
### 6th NATIONAL COLLEGIATE TAE KWON DO CHAMPIONSHIPS

#### MEN

<table>
<thead>
<tr>
<th>Weight Class</th>
<th>Winner</th>
<th>University</th>
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</thead>
<tbody>
<tr>
<td>Flyweight</td>
<td>1. Tony Ningteung</td>
<td>Yale University</td>
</tr>
<tr>
<td>Bantamweight</td>
<td>1. Faribor Roohparvar</td>
<td>Iowa St. Univ.</td>
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<tr>
<td></td>
<td>2. Moo Yol Bae</td>
<td>Univ. of Maryland</td>
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<tr>
<td>Featherweight</td>
<td>1. Doug Lewis</td>
<td>Howard University</td>
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<tr>
<td></td>
<td>2. Han Won Lee</td>
<td>Michigan St. Univ.</td>
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<td></td>
<td>3. Jesse Tippett</td>
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<tr>
<td>Lightweight</td>
<td>1. Phil Cunningham</td>
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<tr>
<td></td>
<td>2. Darwin Farrar</td>
<td>U.C. Berkeley</td>
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<td></td>
<td>3. Michael Choi</td>
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<td>Welterweight</td>
<td>1. Myung Chan Kim</td>
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<tr>
<td></td>
<td>2. Rubin Figuro</td>
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<tr>
<td></td>
<td>3. Bobby Jones</td>
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<tr>
<td>Light-Middleweight</td>
<td>1. James Stewart</td>
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<td></td>
<td>2. Max Tirtowidjojo</td>
<td>U.C. Berkeley</td>
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<td></td>
<td>3. Bill Pepper</td>
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<tr>
<td>Middleweight</td>
<td>1. Kun Young Lee</td>
<td>Univ. of Maryland</td>
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<td></td>
<td>2. Mike Kim</td>
<td>Deanka</td>
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<td></td>
<td>3. Ernest McAllister</td>
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<tr>
<td>Light-Heavyweight</td>
<td>1. Rick Chaeff</td>
<td>Foot Hill College</td>
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<td></td>
<td>2. Howard Schonberger</td>
<td>SUNY Binghamton</td>
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<tr>
<td>Heavyweight</td>
<td>1. Kim Royce</td>
<td>U.C. Berkeley</td>
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<td></td>
<td>2. Chris Galloway</td>
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<td></td>
<td>3. Gregory Fish</td>
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<tr>
<td>Poom Se</td>
<td>1. Myung Chan Kim</td>
<td>Univ. of Maryland</td>
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<td></td>
<td>3. Phil Cunningham</td>
<td>Howard University</td>
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<tr>
<td>Breaking</td>
<td>1. Phil Cunningham</td>
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<td></td>
<td>2. Samuel Alpha</td>
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<td></td>
<td>3. Darryle Henderson</td>
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<tr>
<td>Male Competitor of the Year</td>
<td>Kim Royce</td>
<td>U.C. Berkeley</td>
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<tr>
<td>Coach of the Year</td>
<td>Jan Man Lee</td>
<td>Nicholls St. Univ.</td>
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#### WOMEN

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<thead>
<tr>
<th>Weight Class</th>
<th>Winner</th>
<th>University</th>
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<tbody>
<tr>
<td>Featherweight</td>
<td>1. Laura Bonner</td>
<td>Howard University</td>
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<tr>
<td></td>
<td>2. Bethgreen Lerg</td>
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<td></td>
<td>3. Julie Bancroft</td>
<td>Iowa State Univ.</td>
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<tr>
<td>Lightweight</td>
<td>1. Alisone Parker</td>
<td>Howard University</td>
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<td></td>
<td>2. Deborah Foster</td>
<td>Howard University</td>
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<td></td>
<td>3. Anna Marie</td>
<td>Univ. of Michigan</td>
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<tr>
<td>Welterweight</td>
<td>1. Daniel Johnson</td>
<td>Howard University</td>
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<tr>
<td></td>
<td>2. Joni Griffith</td>
<td>Iowa State Univ.</td>
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<tr>
<td>Middleweight</td>
<td>1. Sharon Jewell</td>
<td>Howard University</td>
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<tr>
<td>Heavyweight</td>
<td>1. Lynnette Love</td>
<td>Univ. of Michigan</td>
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<td></td>
<td>2. Marcia Dill</td>
<td>Howard University</td>
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<tr>
<td>Poom Se</td>
<td>1. Sharon Jewell</td>
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<td>Sharon Jewell</td>
<td>Howard University</td>
</tr>
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The 6th National Collegiate Championship held at Howard University, Washington, DC on November 15, 1981 drew more schools and individual participants than any previous collegiate tournament. The championship was hosted by Prof. Dong Ja Yang, President of the U.S. AAU TaekwonDo Union.

The 7th National Collegiate TaekwonDo Championship will be held at the University of California, Berkeley on November 6, 1982.
ATTENTION BOW READY STANCE

1. Look over left shoulder, turn 90° left into a right tiger stance, right hand palm heel block across the body.
2. Right leg front snap kick then return to right tiger stance, left arm out-to-in closed fist block.
3. Look over right shoulder, turn 180° right into a left tiger stance, left hand palm heel block across the body.
4. Left leg front snap kick then return to left tiger stance, right arm out-to-in closed fist block.
5. Look over left shoulder, turn 90° by bringing the left leg towards the right then stepping out into a right back stance, left hand reinforced lower knife hand block.
6. Move forward into a left back stance, right hand reinforced lower knife hand block.
7. Look over left shoulder, turn 90° left by bringing the left foot forward toward the right, then turning 90° into a right tiger stance, execute a right hand palm heel block across the body by resting the elbow of the right arm on top of the left hand which is in an open-hand pressing heel block (palm parallel and facing the ground).
8. Quickly close the right hand into a fist and execute a back fist strike without changing stance but using the shoulders in a twisting body movement.
9. Look over the right shoulder, turn 180° by bringing the right leg back towards the left then turning 180° into a left tiger stance, execute a left hand palm heel block across the body by resting the elbow of the left arm on top of the right hand which is in an open-hand pressing heel block (palm parallel and facing the ground).
10. Quickly close the left hand into a fist and execute a back fist strike without changing stance but using the shoulders in a twisting movement.
11. Look over left shoulder, turn 90° left into an ATTENTION stance (feet close together), place right fist into palm of left hand starting near the throat and moving slightly outward (elbows remain bent at end of movement) with breathing.
12. Step out into a left front stance while simultaneously executing a left arm in-to-out closed fist block and a right arm down block, follow this quickly by switching blocks to a left arm down block and a right arm in-to-out closed fist block (simultaneously).
13. Step forward into a right front stance while simultaneously executing a right arm in-to-out closed fist block and a left arm down block, followed quickly by a right arm down block and a left arm in-to-out closed first block (simultaneously).
14. Look over the left shoulder, turn 270° over the left into a left front stance, hands moving from a box position (left fist facing down towards right fist palm facing up) into a two-arm closed fist wedge block, palm-fist facing away from body.
15. Open hands in front of body, moving forward strike palms with right knee strike, then hop forward onto the right foot, crossing the left foot slightly behind while executing a double kidney strike, palm fists facing upward.
16. Withdraw left leg quickly, moving it back into a left front stance while executing a cross arm (at wrists) down block.
17. Look over right shoulder, turn 180° over the right into a right front stance, hands moving from a box position (right fist facing down towards left fist palm facing up) into a two-arm closed fist wedge block, palm fists facing away from body.
18. Open hands in front of body, moving forward strike palms with left knee strike, then hop forward onto the left foot, crossing the right foot slightly behind while executing a double kidney strike, palm fists facing upward.
19. Withdraw right leg quickly, moving it back into a left front stance while executing a cross arm (at wrists) down block.
20. Look over left shoulder, turn 90° left by bringing left foot back towards right and then turning 90° left into a left natural stance, left hand back fist strike.
21. Open left hand, moving forward, strike the palm of the left hand with right foot out-to-in crescent kick, then step out into a deep horseback stance, right leg moving forward, and strike left hand palm with right arm target elbow strike.
22. Move forward into a right natural stance (bringing left foot towards the right foot) and execute a back fist strike with the right hand.
23. Open right hand, moving forward, strike the palm of the right hand with left foot out-to-in crescent kick, then step out into a deep horseback stance, left leg moving forward, and strike the right hand palm with left arm target elbow strike.
24. Look over left shoulder, in-to-out left middle knife hand (body now in fact is in left side stance but stance does not change during movement).
25. Stepping forward into a deep right side stance, punch straight out from the right shoulder with right hand fist and YELL! Turn body 270° to the left to return to READY POSITION.

ATTENTION BOW

Bruce Krumland, Poom Se winner at U.C. Open
ATTENTION (Cha Lyt)
BOW (Kyung-Rae)
READY STANCE (Joon Bie)

1. Looking straight ahead from the ready stance, draw the left foot slightly in towards the right, then slide it forward to assume a right back stance. At the same time execute a closed-fist, reinforced middle block (left fist is turned slightly outward).

2. Moving forward, first execute a right leg front snap kick, then hop up off of the left leg and execute a left leg front snap kick. After landing, quickly execute an out-to-in left arm middle block followed by a double punch (right fist then left). This move is done in a left front stance.

3. Step forward into a right stance and middle punch with the right hand.

4. Look over the left shoulder, turn the right heel out slightly and then pivot the entire body 270° into a reverse front stance. In this stance the right knee is bent and the left knee is straight as in a normal right front stance, but the upper body is twisted so that you are looking over your left shoulder towards the direction that the left heel is pointed. While in this reverse front stance, simultaneously execute a left arm down block while the right arm executes an in-to-out upper block behind the head.

5. Keeping your feet in the same position, turn the upper body into a left front stance (you are still facing the same direction as in the previous step) and execute a right fist upper-cut punch while the left arm rests across the front of the body at shoulder height. This punch is done very slowly with hard breathing.

6. Look over the right shoulder, turning the upper body 180° step with the left foot in front of the right foot while crossing your arms in front of the body with the left arm underneath the right arm. This is an intermediate position in order to move into the next step.

7. Continuing your motion, step out with the right foot into a reverse left front stance. In this stance the left knee is bent and the right knee is straight as in a normal left front stance, but the upper body is twisted so that you are looking over your right shoulder towards the direction that the right heel is pointed. While in this reverse front stance, simultaneously execute a right arm down block while the left arm executes an in-to-out upper block behind the head.

8. Keeping your feet in the same position, turn the upper body into a right front stance (you are still facing the same direction as in the previous step) and execute a left fist upper-cut punch while the right arm rests across the front of the body at shoulder height. This punch is done very slowly with hard breathing.

9. Look over your left shoulder, bring the right foot back towards the left, then turn the body (left shoulder leading the movement 90°. In this movement the right foot, after being drawn back towards the left, moves out at a 90° angle from its original position, so that you are now facing in the same direction as you did when the form (poomse) was begun. The right foot should slide out so that you assume a right back stance. Your arm simultaneously executes a left hand middle knife hand block.

10. Step out slightly with your left foot to a left front stance and reverse punch with your right hand.

11. With your right leg execute a right front snap kick. Without setting the right foot down, bring it back to its original position before the kick was done and draw the left foot back one step to assume a left tiger stance while the right hand executes a palm heel (palm is parallel to the floor) block. This block is done very slowly with hard breathing.

12. Look over the left shoulder, move the left foot forward to alongside the right and then turn 90° to the left, the left foot moving out into a right tiger stance while you execute a left middle knife hand block.

13. With the right foot fixed, execute a left leg front snap kick and then step out into a left front stance and execute a right hand reverse punch.

14. Slide the left foot back slightly into a right tiger stance (as before) while executing a left hand palm heel block (the right hand is in a fist, the left palm heel is turned at a 45° angle as in a middle block).

15. Look over the right shoulder, turn 180° over the right shoulder by sliding the right foot towards the left then moving it out slightly again to assume a left tiger stance while executing a right middle knife hand block.

16. With the left leg fixed, execute a right leg front snap kick and then step out into a right front stance and execute a left hand reverse punch.

17. Slide the right foot back slightly into a left tiger stance (as before) while executing a right hand palm heel block (the left hand is in a fist, the right palm heel is turned at a 45° angle as in a middle block).

18. Look over the right shoulder, turn 90° right by sliding the right foot towards the left then stepping out with the right foot into a left back stance while executing a reinforced closed fist down block.

19. Moving forward, first execute a left leg front snap kick and then hop off of the right foot quickly and execute a right leg front snap kick (the left leg must fall on the spot where the right leg was previously). After you land in a right front stance, in quick succession execute first an out-to-in middle block with the right hand followed by a double punch (left then right) and yell(!) on the second (the right hand) punch.

20. Look over the left shoulder, turn the right heel out slightly and then turn 270° over the left shoulder into a right back stance while executing a left middle knife hand block.

21. Step out slightly with the left foot to a left front stance while executing a right elbow strike. Follow quickly with a right hand back fist strike and then a left hand middle punch.

22. Look over your right shoulder, draw the right leg towards the left and then turn 180° over your right shoulder stepping out into a left back stance while executing a right middle knife hand block.

23. Step out slightly with the right foot into a right front stance while executing a left elbow strike. Follow quickly with a left hand back fist strike and then a right hand middle punch.

24. Return to READY POSITION by drawing the left foot towards the right, looking over the left shoulder and turning 90° left to face in the direction in which you first began the form (poomse). Assume a READY STANCE (Ba-Ro).

ATTENTION
BOW
### 13th U.C. OPEN CHAMPIONSHIPS — Photo by Adrienne Pitts

Harmon Gymnasium, U.C. Berkeley, May 8, 1982

<table>
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<th>SENIOR DIVISION: MEN</th>
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A Book of Five Rings was written by Musahi Miyamoto in the year 1645 and is the culmination of a lifetime of single-minded practice and combat with the sword. Musashi was born in 1584 during one of the most violent and volatile periods of Japanese history. The wars of unification were being waged that resulted in the establishment of the Tokugawa regime. In this atmosphere it is easy to see how Musashi would have become interested in and begun practicing with the sword. At age thirteen he had his first bout. He fought Arima Kihel, a samurai skilled in sword and spear. Musashi killed him by throwing him to the ground and beating him on the head with a stick. At age sixteen he left home on a ‘warrior pilgrimage’, wandering across Japan, engaging in and emerging victorious from over sixty contests and participating in war six times. Musashi was a master of the single sword and double swords, as well as being effective with sticks and wooden swords. In his greatest duel, with Kojiro Sasaki on Ganryu Island, Musashi killed his opponent with an oar he had fashioned into a sword.

Musashi was obsessive in his pursuit of the art of swordfighting. He traveled over Japan, living alone, not taking care of his appearance, never marrying. It was said that he never took a bath because he did not want to be caught without his sword. Then, at age fifty or fifty-one Musashi, according to his book, came to understand strategy. He settled down on Kyushu island and in 1643 moved into Reigendo cave. It was in this cave that he wrote ‘A Book of Five Rings’, a guide to strategy. A Book of Five Rings is divided into five parts according to a Buddhist formula. The five divisions are Ground, Water, Fire, Wind, and Void. The books which make up the whole are not straightforward outlines of strategy as applied to the art of swordfighting but rather "a guide to men who want to learn strategy."

It is the product of a lifetime and to quote translator Victor Harris, "as a guide always leads, so the contents are always beyond the student’s understanding. The more one reads the book the more one finds in its pages."

In the first book — the Ground Book— Musashi introduces the idea of "the way of strategy". The way of strategy is the way of the warrior. Strategy is not simply swordfighting, nor is it concerned with technique. The way of strategy is a total, absolute, spiritual commitment to the pursuit of the art of swordfighting as a means to achieve mastery of oneself, the environment, and the circumstances outside oneself. In this chapter Musashi compares the way of strategy to the way of carpentry. A master carpenter has complete understanding of houses, wood, doors, and roofs as well as a command of men to do the jobs that create the whole house. So, too, must a swordsman have a complete grasp of his technique and understand the use of the sword in all situations.

In this Ground Chapter Musashi places swordfighting in the greater scheme of things. Within the framework of constant practice and dedication, Musashi outlines nine principles to follow on the path of strategy. They are:

1. Do not think dishonestly.
2. The Way is in training.
3. Become acquainted with every art.
4. Know the Ways of all professions.
5. Distinguish between gain and loss in worldly matters.
6. Develop intuitive judgment and understanding for everything.
7. Perceive those things which cannot be seen.
8. Pay attention even to trifles.
9. Do nothing which is of no use.

These principles are part of the total path to understanding the Way of the sword. Basically they state that the student must approach everything, absorb both the large and the small around him in the world. The path is the sword, but to understand the sword the student must understand all things.

In the second book — the Water Book — Musashi first describes the spirit of his Ni Ten Ichi School. This spirit is like water — water that takes on the shape of its container, is clear and blue, and can be anything from a calm pond to a raging sea. One’s spirit should be calm and determined in any situation, be it walking down the street or fighting.

After describing spirit Musashi discusses Ni Ten Ichi stance, gaze, footwork, approaches of attack and different methods of cutting. At all times in these sections there is emphasis on cutting. Musashi makes a strong distinction between cutting and slashing. Slashing is touching the enemy. Cutting is "decisive, with a resolute spirit." At all times one must cut, not merely touch but strike with strong intent, an intent to go straight through the target with spirit alone if necessary.

Following the section on attacks comes a section on parrying and counterattack. In these situations, even when retreating, one is still fighting with the spirit of advancing and cutting. Always when defending, the end purpose is to attack.

In all the techniques above, true understanding comes only through practice. The student must constantly practice. As Musashi says "Teach your body strategy". It is only through fighting that true understanding comes.

In the third book — the "Fire" book — Musashi describes "fighting as fire." He delineates the techniques of swordfighting from "To Cause Loss of Balance" to "Become the Enemy". These techniques are not methods of attack as in the Water Book, but rather related aspects of battle that can be exploited by the swordsfighter. Some of the related aspects discussed are timing, environment, collapse, shouting and loss of balance. These are the critical ingredients of a contest that can decide the winner apart from blows.

In the fourth book — The Wind Book — Musashi looks at other swordfighting schools. These are schools that use, for example, the "shorter long sword", "extra-long swords" or special feet or eye movements. Musashi is interested in only one thing — effective fighting — simple and direct, dependent on the fighter himself. Fancy technique and reliance on special weapons is weak. Only the man is important, technique is secondary. A man of spirit will defeat a thousand and his kind of sword or footwork is immaterial. To Musashi "There is no inner meaning in sword attitudes. You must simply keep your spirit true to realize the virtue of strategy."

The fifth, final and shortest book of the Book of Five Rings is "The Book of the Void". In it Musashi has written down the spiritual aspects of the Way of strategy and swordfighting. The Way is void — and the Void is the Way. To understand strategy is to understand the Void, because the Void is the Way. This chapter is the heart of Musashi's struggle for sixty years, it is the culmination of a life-long quest. This chapter is difficult to understand, just as it is difficult to grasp enlightenment. But perhaps Musashi's final sentence points the way: "Then you will come to think of things in a wide sense and, taking the Void as the Way, you will see the Way as void. In the void is virtue and no evil. Wisdom has existence, principle has existence, the Way has existence, spirit is nothingness."

--Elizabeth Marer
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