

dent behaviour as discreetly, unobtrusively, and smoothly as possible, avoiding direct confrontations and public encounters with disruptive or distracted students. Without delivering constant orders and commands (high-profile intervention) the instructor needs to anticipate behavioural problems before or as they are developing.

A very effective method is to divide the class into smaller groups and manage by walking around from one small group to another. The instructor may use assistant instructors assigned to small groups, or use the highest belt rank student to be a small group leader. The instructor should remember that the low-profile principle stresses subtle control above overt, loud, distracting control. Contrast, for example, a class where the instructor is constantly yelling at the students with one in which the instructor simply moves to where the disruptive or distracted students are located and deals with it - all without skipping a beat in the instructional lesson. If you were a parent observing these two very different types of classes, which would you choose for your child? If you were

working to become an assistant instructor and later an instructor, which class would you want to help with?

The above-mentioned behavioural principles apply to any martial class for young students. In fact, in studies with teenage students and adult students in college settings and with troubled children in psychiatric settings, these same principles were found to be effective. Why? Because the principles combine basic, sound psychological techniques with effective interpersonal communications.

I'd like to sound one note of caution for instructors interested in implementing these principles: listen to what you say to your students!

We all take for granted that others apply the same meaning to words, sentences, and phrases that we do. Instructors are no different. In Lewis Carroll's 'Through the Looking Glass', Humpty Dumpty says to Alice, "When I use a word, it means just what I choose it to mean, neither more nor less." While most of us seldom realise it, we generally operate much like Humpty Dumpty when it comes to communicating. The implicit assumption

is that words mean the same thing to the other person as they mean to us. Yet, for the 500 most commonly used English words, there are over 14,000 dictionary definitions! So it's easy to see why very often the words may come through, but the meaning does not.

It is very easy for an instructor to lose sight of these important and yet subtle teaching techniques which can improve the behaviour of young martial arts students. After all, the instructor is a highly skilled martial artist with years of training. However, the instructor who thinks intimidation or humiliation are the best methods of teaching has missed a very important component of their own training: respect for self and others.

Further, it is obvious that the future of martial arts rests with our youth - youth which needs discipline and a sense of accomplishment; youth which has countless other possible sports and diversions which can offer what they need and want.

So the future of martial art depends on instructors' ability to instruct - not on students' blind compliance!

Shape Up Or Ship Out!

By Tammy Parlour

Some years ago in Korea, there was a burglar who successfully stole from over 200 houses. Eventually he was caught and under interrogation he confessed to the previous thefts. He was asked how he chose a house.

'Not by checking who was home', he commented 'And not by watching for when the family had a holiday.'

It turns out that he always looked outside, to where the family left their shoes. He noticed how they were arranged and if neatly laid out, then he'd pass the house by. But if the shoes were untidy, then he knew from experience that the family would sleep through any noise.

Every aspect of our lives mirrors other aspects. A shoddy dobok or sloppily tied belt reveals a student whose mind is cluttered and unable to concentrate. On the other hand, clean and well-pressed uniforms reflect an attentive mind - one that will not only improve our hapkido but also our lives!

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