

The Reduction of Aggression Through The Practice Of Maum Meditation

Lee, Eun-sook

The Reduction of Aggression Through The Practice Of Maum Meditation

Lee, Eun-sook

ABSTRACT

This study is to qualitatively estimate the influence of the mind discarding on the middle school 3rd grade students' aggression by means of developing the aggression reduction program via discarding the mind and applying and adjusting this program to the 3rd grade students. For this purpose, the pre-questionnaire and teacher's observatory estimation have been implemented. Also, meditational activities of discarding the mind have been carried out during the period from April 2008 until December 2008 constantly for the morning sessions, special developmental activity classes for approximately 10 minutes per session. The experimental tool employed in the research is the program of discarding the mind and the verification tools employed are the questionnaire, daily record of discarding their mind and teachers' observatory estimation.

The main contents of the mind discarding program is Level 1 program adjusted and applied to the level of middle school 3rd grade students. At first, it was explained how discarding the mind works, and making the students' mind open was followed. Then, they could practice it more efficiently. Thereafter, the topics were given for them to find the relevant minds and discard them. As a result, the following change happens to the students.

Firstly, in respect of the decrease of aggression, the aspect of students' blaming and

jeering others changed into the one of embracing and cooperation. The class became much more peaceful without the occurrence of assaults and arguments. Especially the two students, who had played truant and mugged other students so as to have difficult relationships with classmates, attended the class without absence and became very friendly with classmates. Their violent tendency also disappeared. Secondly, in respect of building the positive-self, the students, who had been rebellious against the elders and had a negative viewpoint for the rules and regulations, were able to comply with the rules by themselves and became cordial towards the elders. They smiled much more brightly and behaved in a positive way. Thirdly, in respect of the concentration enhancement, the classroom behaviors, which had ended up with distraction and turmoil, became more focused and they answered in louder voices even after the final exams of the second semester.

In assessing the performance, students' preparation and sincerity became better and most students' academic achievements were highly enhanced.

In conclusion, through the mind discarding program, students' aggression decreased remarkably. The students came to have upright personality and based on that, their focus on classes became better so that their academic achievement were highly enhanced. Therefore, this program had a big influence on all aspects of students' school activities generally.

Keywords: Mind-discarding, Meditation, Maum Meditation, Decrease of Aggression, Violence, Assault, Mugging, Playing truancy, Positive-self, Enhancement of Concentration, Focus on the Class, Class Behaviors

I. Introduction

1. The need and purpose of the research

A police in Chungnam Province detained a Ms. Park (14) and the two other middle school students in the charge of assaulting a school friend and even taking pictures of her nude in order for her not to report it to the police and indicted a Ms. Shin and the two other students without detention in the same charge. According to the police, Ms. Park and the other indicted hauled Ms. Kim (14) who was their friend to the roof top of an apartment located in Cheonan city, Chungnam Province around at 16:30 on the 20th of the last month, and they assaulted her with empty bottles for dozens of times and confined her on the roof top for four hours. According to the police, they also cut Ms. Kim's hair completely and took a picture of her nude by the mobile phone and even threatened her to upload that picture on their school website if she would report this. Upon the police investigation, the reason why they assaulted Ms. Kim was because the assaulted mother had told her not to hang around with them for they were bad. (Internet Donga Daily press on 2009 April 2)

A video ranged around for one minute and twenty seconds seemingly recorded by a mobile phone showed the scenes that two high school students were fiercely fighting with fist fighting and kicking in the classroom. According to the video, another student threw a chair to one of them. When a student fell down hit by the thrown chair, he was brutally trampled by fists and feet, which has shocked the viewers. To more surprise, the other students who looked on their fight did not stop them but focused on recording it with their mobile phones curiously. Therefore, it caused the continuous condemnation. (Internet Gyongin Daily Press on 2009 March 30, A report about the video named as 'A student in A high school who nicknamed as a new student killer and a new student')

The previous two cases directly show how serious the present adolescents' aggression is. In fact, the adolescents' aggressive tendency has been socially actualized. Out of juvenile delinquency, the occurrence rate of barbarous and violent offence has been exponentially increased. Aggressive students, who do not have consideration for others and think only of themselves so as to beat their friends and intentionally molest their juniors, are usually stubborn and aggressive to their teachers, parents and also senior citizens. Furthermore, they lose their temper so that they often end up with violence. In addition, these students hang around with those of similar tendency in groups rather than by themselves and ostracize others or commit collective assaults. There have been cases that students committed suicides, as they were unable to endure this violence and assault any more, or they ended up losing their lives because of their friends' violence. Thus, teachers at the chalk-face desperately need to take more active and practical measures to stop these. In fact, when the researcher consulted the inflicting students, most of them showed considerably aggressive and impulsive tendency. How can we reduce the adolescent students' reckless and aggressive inclination?

In order to solve these problems, coordinators or consultants at school and the teacher in charge guide students by means of consulting or corporal punishment, employing various kinds of methods. Also in liaison with the police, schools have their exclusive police to station and operate the violence reporting centers. Likewise although schools have taken strong systematic measures to prevent school violence, its effect turns out to be insignificant. As for the violent and aggressive students, the research from a fresh view point, is in dire need in order to reduce student's aggression and secure the peaceful school environments and to meet the expectation of teachers, parents and students' effort to prevent school violence. There are several consulting methods to

remove and reduce the students' aggression such as music therapy, art therapy, behavior modification technique, sympathizing training program, anger management program, personal relationship improvement program, employed in adolescents' affective therapy. In this study, meditation that is the representative spiritual asceticism in orient concerning the growing and development of human consciousness, will be applied. Meditation is self concentrated ascetic practice, guiding the human consciousness directed toward the outside world into the inside of one's consciousness so that it would cause the change of one's mind, body and behavior. There were already many researches done to solve the adolescents' psychiatric conflicts by means of meditation as follows; Alleviating the Aggression (Sin Jeong Mi 2004), State Anxiety, Anxiety, Characteristic Anxiety Alleviation (Choi Soo Hyun, 2004; Park Soo Won, 2005; Kang Nak Hee, 2005; Byun Mi Hye, 2004; Chang Jeong Sook, 2004), Self-Conception, Self-Worth, Self-Efficacy Improvement (Lee Yong Soon, 2005; Park Soo Won, 2005; Bae Soo Won, 2005; Kim Yeong Gil, 2004; Chang Gyeong Do, 2004), Concentration Reinforcement (Lee Yeon Gyeong, 2004; Cho Gyeong Eh, 2003; Oh Bok Ja, 2003). The meditation turned out to be effective in the areas dealt with in those theses. The adolescents' behaviors that are highly aggressive tend to last even after adolescence until adulthood and it is also greatly probable that their behaviors end up with violence or criminal acts (Sin Jeong Mi, 2004).

Also meditation helps to recover one's confidence and be able to get over the feelings of inferiority (Jeong Tae Hyuk, 1987). When the body and mind become relaxed, one can understand the motive better and enhance his recognition so as to control them better. In result, people can handle their stress (Kim Jeong Hi, 2000). Meditation enables people to realize themselves as they are so that it can also enhance

one's self-worth (Jeong Hwan Goo, 2003). There are several researches to study the influence of meditation on the reduction of the adolescent's aggression.

Meditation can be classified into two categories; concentrating meditation and insight meditation. The researcher has an interest in mind-discarding meditation categorized as insight meditation. This mind-discarding meditation is Maum Meditation recently founded by teacher Woo Myong(1996). It explains what mind is with clear and correct definition and the method with which one cleanses and discards one's mind is concrete and systematic so that anyone can get the easy access to it. Even for the relatively short period of meditation, one can see the meditational effect.

There are advanced researches about this mind-discarding meditation; the research that studied about the principle of Maum Meditation from the perspective of psychosomatic medicine and showed the scientific data of verifying the marked effect of betterment (Jeong Dong Myong, Lee Sang Yul, 2001), the research about the disappearance of the minds such as rage, anxiety and apprehension verified by statistic data (Choi Gyong Sook, 2003), The research studied about the meaningful result of reducing teachers' stress, anxiety, rage and depression after their practicing Maum Meditation (Jeon Jin Gyong, 2004). In respect of personality education, when Maum Meditation was applied to the elementary school students, the result showed their concentration and confidence was enhanced (Gwak Jae Yong, 2005). A research showed when the influence of Maum Meditation on the reduction of middle school male students' aggression was inspected comparing the experimental group with the control group, the aggression level of the experimental group was markedly reduced as a quantitative conclusion. But Maum Meditation's influence on middle school students has never been studied qualitatively. On the basis of this quantitative research that

quantitatively showed the significant influence on the reduction of aggression, the researcher develops and applies 'the Aggression Reducing Program through the mind discarding so that the influence of mind discarding on the middle school students' aggression should be studied quantitatively.

2. Research Issues

For the aforementioned purpose, the issues this research should specifically study about are as follows;

Firstly, what kind of influence does the mind discarding program have on the reduction of the middle school students' aggression?

Secondly, what effect does the mind discarding program have to the emotional ability of the 3rd grade students in the middle school?

Thirdly, what kind of influence does the Aggression Reducing Program through the mind discarding have on the everyday school life of the 3rd grade middle school students generally?

II. Theoretical Background

This research is to know about the effect of the mind discarding meditation on the reduction of the middle school male students' aggression. Therefore, it analyzes several theories about the aggression and the mind discarding meditation as well as the advance researches. Also aggression was studied in relation to the mind discarding meditation.

1. Aggression

It is difficult to define the meaning of aggression because of its comprehensive meaning. But there are two different definitions for the meaning of aggression. The first definition is to define only by characteristics and behaviors to be observed and the second one is to define including the aggressor's purpose and motive. For the first category, the accidental injury can be regarded as an aggressive behavior and although it was behaved with the aggressive intention but caused no harm, it would not be regarded as an aggressive one. Thus, the second definition has been accepted generally (Cho Hyun Hak, 2004). In other words, human aggression is to define as the tendency that intends to harm or destroy others carrying with the hostile and furious emotions consciously or unconsciously.

2. The Mind-Discarding Meditation

Ga. The concept of the mind-discarding

The mind discarding meditation is an insight meditation and through this meditation, without the interference of one's consciousness or discernment, he sees what happens in everyday life; all the deeds that collide with the outside world at every moment. Then, he will realize how much his thoughts and judgment have been influenced by his own subjective prejudice and expectation. Therefore, he can see himself as he is and the world as it is without any prejudice and subjective mind.

Na. The principle of the mind discarding activity

In mind-discarding meditation, it will follow the principle of Maum Meditation

and the definition of the mind.

People have stored what they have lived and experienced from childhood until now as images or pictures inside their mind. From now on, these will be called as pictures. If one recalls the old things, there are the pictures inside his mind, so clearly coming up to the eyes. At these pictures, one's mind that arouse at that time, stained all the pictures. If one recalls and discards the picture from inside his mind, the mind stained within each picture is discarded together. The mind-discarding activity works according to this principle. For students, what they experienced and their environments have been stored as pictures and these are what decide their behaviors now. For example, a middle school student who had a teacher playing favorites in his second grade, has prejudice that the teacher in the third grade will also have favoritism. Thus he judges the teacher with a negative mind and the relationship with his teacher can't be improved. But if the student erases the picture of the teacher's favoritism in the second grade inside his mind, he won't hate that teacher anymore. Consequently, he can have a positive relationship with the teacher in the third grade. For one more example, a student who was robbed of his valuables on the way back home, is very afraid of passing the place where he was robbed. The picture that he was robbed will make him fearful about the place so that he detours the road not to pass that place although it is much farther to go back home. But if he discards that picture, he can pass that place without any fear as he had always done before robbery. Likewise if one discards pictures one by one, the minds such as prejudice or negativity disappear with pictures. So he can live with the sky-like mind which is clean, pure and boundless.

Da. The Educational Effect of the Mind Discarding

The purpose of this research is to develop and apply the principle of Maum Meditation to the school education. To make use of the previously explained mind-discarding principle, the program appropriate to the 3rd grade middle school students is developed and applied. Understanding the reason that causes troublesome behaviors at school and classifying the minds into categories, the minds to be intensively discarded will be listed. The behaviors are the embodiment of the minds. Thus when students' minds are discarded and cleansed, students' behaviors will change unconsciously.

For example, the maladjusted behavior, 'kleptomania' is the expression of the negative minds such as 'unsatisfied parental love', 'the desire for what one wants to possess' that usually occurs when growing up and 'a lying rationalizing oneself'. Inducing students to find these negative minds by themselves, let the students discard those minds through the mind-discarding meditation. Through repetitive implementation of discarding the minds, students' behaviors will change to the extent that those minds have been discarded. The area and field of the mind-discarding can be defined depending upon what mind one finds and discards. In other words, it can bring the tentative difference to the education in general.

3. The Mind Discarding And The Reduction Of Aggression

According to the media coverage by KBS Newstime on 2007 January 25, there was a mass destruction of elephants by those who were greedy for ivory around thirty years ago. At that time, baby elephants watching their parent elephants' dying have grown up as very aggressive ones and they become the very threatening

existences to human-being. Also for human-being, when a person witnessed a threatening and shocking catastrophe or accident or was exposed to them, his brain would be damaged. For those who witnessed the explosion of the subway train in Daegu, it turns out their nerve circuit was shrank to a forth size of the ordinary one when their brain was taken a picture of. Thus they have difficulty in controlling their emotions and also are often overwhelmed by anxiety that the same kind accident can happen again. These symptoms are medically termed as the 'Post Traumatic Stress Disorder'. There was a woman who had been harassed by her husband's violence and she killed her husband in 2004 April, undergone the severe disassociation of her personality. According to the aforementioned cases, when one takes a picture of a violent scene, it will be remembered by the body cells as it is. It is scientifically proved that when one witnesses the violence, it even causes him a brain damage, which means the mind is the body and that unless the remembered violence is erased, it will be expressed as it is when the condition comes. Considering these, it is assumed the most effective method to eliminate the human violence and aggression is to erase and eliminate those remembered violent scenes or shocking pictures from one's mind. It is why it becomes the motive of this research and would like to see the result after applying this to the cases. Thus, in this research, when the 3rd grade middle school male students find their mind map when they were aggressive, they would discard those aggressive minds with the level 1 method of Maum Meditation that can discard those pictures. Then, we would see how the change comes after that.

III. Hypothesis

To verify the influence of the mind-discarding meditation on the reduction of middle school students' aggression, the hypothesis of this research upon the theoretical background as previously explained, is as follows;

Hypothesis 1. The students who participate in the mind discarding program will experience the reduction of their aggression level.

Hypothesis 2. The students who participate in the mind discarding program will have the enhanced emotional capacity.

Hypothesis 3. The students who participate in the mind discarding program will have the positive self-worth and enhanced concentration in everyday school life generally.

IV. Method

In this research, in order to estimate the effect of mind discarding meditation modified and adapted from level 1 method of Maum Meditation on the reduction of the 3rd grade middle school male students' aggression, a class in the 3rd grade middle school was studied.

The research result was estimated by means of pre and post questionnaire that inspects and analyzes the state of students' aggression, the estimation of daily record of the mind-discarding portfolio and teacher's observatory estimation.

1. Subject

The experimental subject of this research was forty one 3rd grade students in Incheon X middle school.

2. Design

For this research, in order to verify the effect of the mind-discarding meditation, pre-questionnaire and teacher's observatory estimation were implemented and the mind discarding meditation had been constantly implemented from 2008 April until December during the morning meeting, end-day meeting, special development activities class and etc., for around 10 minutes.

3. Tool

In order to inspect the influence of the mind-discarding meditation on the reduction of the 3rd grade middle school students' aggression, the experimental tool employed in this research is the mind-discarding meditation program and the verification tools are the questionnaire, the estimation through the mind-discarding daily record portfolio and teacher's observatory estimation.

Ga. The main contents of the mind discarding program

The level one method of Maum Meditation was designed and applied to the 3rd grade middle school students appropriately. At first, it was explained how the mind-discarding would be implemented to open the students' mind so that they could follow it positively. At the next step, let the students find their minds regarding each subject in the help of home school materials and other references and then discard

those minds according to the method. Human-being remembers what he has taken pictures of and before they have been discarded, those minds will be expressed when the condition comes. Also let them realize that before the pictures were taken, those related minds didn't exist so that they will disappear when those are discarded; it is because they don't exist by nature. When all those pictures have been completely discarded, let the students confirm those do not exist by themselves and also let them write the note like 'when I discard the minds...'

The experimented group was a class of the 3rd grade middle school, sometimes the whole school, sometimes group by group and sometimes the method was applied individually.

At this point, let students find the moment when they were aggressive through the mind-map and on the basis of the situations under which they found themselves, let them classify those minds into the categories such as agitation, violence, frustration, grudge and negation. And then each category was recited so that the students could find those situations and discard them.

<Table> The Main Contents of The Mind Discarding Program

order	title	main contents	Note
1	For one year, trying to find the most wanted mind to discard	Through questionnaire, let them find the most wanted thing and the most wanted mind to discard during one year period.	Questionnaire, Home study material, Pen

2	The principle and the method of the mind discarding	Let them recognize what true mind is and what false mind is.	
3	The real practice of the mind discarding	Let them recall the remembered thoughts and discard them at the order of age.	Let them recognize what they recall are false.
4	Discarding the mind relating to the teacher	The teacher who guides is the foundation of reliance. When student doesn't have the mind about teacher, they can practice together and the mind discarding can begin.	The daily record of the mind discarding
5	Discarding the mind relating to the family members	Family, especially parents are the roots of one's mind. Let the students recall and discard the events happened together with parents and siblings.	The daily record of the mind discarding
6	Discarding the mind relating to friends	Let students recall and discard the remembered thoughts about the friend who he spends longest time during every day life with.	The daily record of the mind discarding
7	Find the	By means of the mind-map, let	Home study

	moments when the students were aggressive	the students find the aggressive situations.	materials, Pen, Colored pencils
8	Recall and discard the aggressive situations (1).	Agitation – anger, fury, fight, disregard, insult, humiliation	The daily record of the mind discarding
9	Recall and discard the aggressive situations (2).	Violence – spanking, extortion, shocking events, accident, rebellion, nastiness, sarcasm, ill-temper, destruction, hostile revenge, TV, game, video, animation, curse, threat, teasing	The daily record of the mind discarding
10	Recall and discard the aggressive situations (3).	Frustration – complex, comparison, teasing, sadness, lethargy, fear, anxiety, impatience, nervousness, mistake, avoidance, blaming	The daily record of the mind discarding
11	Recall and discard the aggressive situations (3)	Worthlessness, sacrifice, unfairness, depression, grief, loneliness, hurt, isolation, wish to be acknowledged, loneliness, what one wanted to do or speak, what one did reluctantly	The daily record of the mind discarding

12	Recall and discard the aggressive situations (4)	Grudge – blaming, ignorance, insult, hatred, hurt, unfairness, sarcasm, jealousy, detestation	The daily record of the mind discarding
13	Recall and discard the aggressive situations (5)	Negation – refusal, rebellion, violating the regulation, judging standard, suspicion, irritation, nervousness, hostility, selfishness, excessive concern, indifference, paranoia	The daily record of the mind discarding
14	Recall and discard the aggressive situations (6)	Discard whatever picture comes to one's mind	The daily record of the mind discarding
15	Discard the mind regarding the study	Daily work, friends, teacher, parents, examinations, burden, anxiety, complex, money, family background, jealousy, school hours	The daily record of the mind discarding
16	Find and discard what I was wrong and grateful	Writing an apology letter or a letter of gratitude	Home study materials
17	Summing up of a	Expressing the impression about	The folding screen

	year's work	one year experience of meditation	of the mind, books
--	-------------	-----------------------------------	--------------------

Na. Verification Tool

In order to estimate the influence of the mind discarding meditation on the reduction of the 3rd grade middle school students' aggression, the questionnaire, the daily record of the mind discarding, teacher's qualitative observatory estimation were employed.

1) The result table of the questionnaire

According to the result table of the questionnaire and the graph, it shows the very low level of affirmation when it is asked whether one becomes very often aggressive and whether one becomes always aggressive. But it doesn't have significant importance, considering there was no pre-test. From the beginning, this research was of qualitative one so that it chose the form of the field research case.

No.	Questionnaire content	Never	Used to	A few times	Often	Always
1	When something doesn't work according to what I want it to be, I lose my temper or sometimes curse.	33.3	17.9	38.5	7.7	2.6
2	I usually watch the violent	2.6	15.4	59.0	17.9	5.1

	scenes often.					
3	I envy others a lot.	5.1	30.7	56.4	5.1	2.6
4	I often feel wronged thinking I am the person who is usually hurt.	7.7	51.3	30.7	7.7	2.6
5	I am often dissatisfied with myself.	15.4	38.5	33.3	7.7	5.1
6	I am often scolded and often teased.	38.5	51.3	5.1	2.6	2.6
7	When my friend's opinion rather than mine, is accepted, I wish that friend would go wrong.	43.9	36.0	15.4	5.1	0
8	Sometimes when I hate someone a lot, I feel like beating him up.	10.3	36.0	41.0	12.8	0

<Picture> The Graphical Result Table

(표 한글본에서 복사해서 삽입 요)

2) Teacher's Observatory Estimation

It was extremely difficult to make time for all the students in class for this research due to their tight schedule. The meditation was practiced during the morning assembly, the end-day meeting and the time just before school events.

Also when a student was encountered on his way, individually he was questioned whether he practiced the mind discarding meditation. If not, he was asked why he didn't and then informed of how he could do it. Then, he was recommended to do it during his everyday life.

As a result, at the beginning of the school year, the students had fear towards these two trouble making students and they couldn't help but to blush, unable to say anything except for Lee OO, although these two students hindered the class or behaved rudely.

Whenever these two students made troubles, Lee OO cursed on them, stood against them and grabbed their collars to fight so that it became threatening.

When the confrontation was not solved by itself, the teacher should interfere and solved it after informed by other student.

The relationship between these students was not natural and the might outweighed the logic. Due to this, the class atmosphere was a little gloomy and depressed with the tinge of tension. When they hollered once in a while, the whole of the class became instantly as still as still death. The students were unable to concentrate in the class and when these two students were absent, others were happy.

Nevertheless, coming nearer to the end of school year, they played with each other like care free children since they didn't have the minds toward one another anymore.

Also when these two absent students returned to the school, other students associated with them with ease as they did with others. Thus the two students felt comfortable to come to the school so that they were not absent without leave anymore and graduated without difficulty to the high school. Also as for Lee OO who blushed his face towards the two concerned students, came to understand them and vice versa. They became good friends to care for one another so that there was no more fight among them. The students understood others just as they were and showed the accepting attitude with bright look towards other students. They became very positive in every respect.

Let's see the observation of Yoo OO, the teacher in charge for that class and see the individual student's change later.

Ga) The Observation of Yoo OO, the teacher in charge

month	Decrease of Aggression	Formation of the Positive-self	Increase of Concentration
4	Students look generally positive and show outgoing tendency.	Many students have negative opinions towards teachers and the school.	Majority of students are bright and cheerful. This tendency easily is induced to distraction and noise.
5	The positive and outgoing tendency expresses as blaming other's opinions and	Many students rebel against the school regulations and many students regard the	The bright and cheerful tendency often hinders concentration. When questioned, they often

	wooing them.	society with negativity.	answer whimsically and as a joke.
6	When answered, the wooing attitude decreases and they show the tendency caring for the trouble making students.	The negative tendency decreases.	Less distracted and the decrease of answers as a mob. They listen to the answerer with concentration.
9	Majority of students show the positive tendency to participate in the class event. Even in small group activities, there is no looker-on and an outsider.	When teachers persuade, students react highly and show the positive tendency. There are few who violate the school regulations.	Students participate in classes with positivity and vivacity, questioning and answering appropriately.
10	All students ardently participate in the class and the events. There is no outsider and students embrace even the trouble making students.	When on errands or cleansing, they do them joyfully.	The class are generally cheerful and students participate in class with positivity. When assessing the performance, they are much more well

			prepared and sincere than the other classes.
11	<p>The blaming attitude disappears and they become cooperative.</p> <p>There are few violence and fights so the atmosphere of the class is amicable.</p>	<p>Students show the favorable reaction towards teacher's teaching and students do not violate the school regulations.</p> <p>They are amicable and affirmative towards the senior citizens. Students can judge rightfully on the problems in the society rather than blame unconditionally.</p>	<p>Comparing to the loosened atmosphere of other classes, the concerned class students study constantly with concentration.</p> <p>Consequently, they rank the top with remarkable gap from the second ranked class. Even after the exam, students attend the classes without significant change.</p>

Na) The observance done by the teacher in charge

Surprisingly, students' aggression decreased and they gained healthy emotional state so that they could concentrate better in classes and their assessment became highly improved. Therefore their grade got better a lot. According to the table, the class assessed as being the lowest at the beginning of school year ranked the top when the year ended and except for art, there was no subject of which grade was lower than the

average of the concerned year.

Even at the English language competition held in October, it ranked the top and the class atmosphere didn't change although the final examination was over.

Also there were many students whose rankings moved up more than fifty places and what in common they shared was they frequently discarded their mind by themselves during everyday life.

While they were studying, if they were distracted by thoughts or wanted to stop, they closed their eyes and discarded the minds according to the method. Afterwards, they became clear minded so they could concentrate again on studying as motivated as before.

Watching the students' changes in classes, some students started discarding their minds and they came to like the subject of the teacher in charge because the teacher's credibility was solidified.

As the confidence in studying grew, their characteristics got positive naturally. They could accept everything with high positivity, and lived their life with the mind of gratitude in the group activities and in all other activities too.

Division	The Beginning of the School Year	The End of the School Year
	o Since the might outweighs the logic, the trouble-making two	o The clean classroom and the embracing, bright and warm

<p>The Decrease of Aggression</p>	<p>students governs the atmosphere of the class.</p> <ul style="list-style-type: none"> o Triggering fights, grabbing the collars and cursing a lot, the class is very messy. o Frequent absence of the two students without leave o The two student's thefts and violence o rather gloomy, tense and apprehensive atmosphere o more than 50% of conversation consists of cursing and spitting wherever they want o many student's shaking legs and biting the finger nails o lots of blaming and wooing o rebellious against the hair-check and violating the regulations 	<p>atmosphere</p> <ul style="list-style-type: none"> o no fight o disappearance of theft and violence o since September, absence without leave disappeared. o verbal usage became milder and smooth. o didn't rebel against or violate the regulations. o didn't shake legs or bite the finger-nails. o no student spits or spits gum on the classroom floor. o blaming and wooing completely disappeared.
	<ul style="list-style-type: none"> o rather distractive o sitting blank-eyed 	<ul style="list-style-type: none"> o with bright and radiant looks, milder verbal usage

<p>The Concentration in the Class</p>	<ul style="list-style-type: none"> o trying nothing with lethargic attitude o a few times, lying on their stomach to the desk o spinning the pen or fiddling the work-out clothes o during the class, going to the lockers or to the restroom o many student's not bringing textbooks or bags o without answering by themselves, then wooing and blaming the students who answered accusing of their bragging or showing off o many students' shaking legs or biting finger nails o hardly done the homework 	<ul style="list-style-type: none"> o although babbling, focusing on the teacher and concentrating on the class o calm and having reliance on the teacher, following the class o with cheerful attitude, answering in louder voice and feeling pleasant when answer; positively participate in class o didn't tease or blame friends and helped kindly others understand and were not ashamed of asking questions to friends o done the homework well and showed interests in the performance assessment with sincerity o prepared well for the class o nicely performed the group activities o maintained the good class atmosphere even after the final examination.
---	--	---

Division	The Beginning of the School Year	The End of the School Year						
Student Assessment	<p>o <The observance done by the teacher in charge></p> <p>- The comparison between Evaluation Assessment Test and Final Examination</p>							
	Subjects	Evaluation Assessment			3 rd Grade Final Examination			
	Korean	9 th /9 classes			1 st /9 classes			
	Social Studies	4 th /9 classes			3 rd /9classes			
	Mathematics	4 th /9 classes			1 st /9 classes			
	Science	5 th /9 classes			2 nd /9 classes			
	English	5 th /9 classes			1 st /9 classes			
	The overall ranks	7th/9 classes			1st/9 classes			
	<p>o 1ST rank in English Language Competition out of 9 classes</p> <p>o <The observance done by the teacher in charge></p> <p>- mainly about the students whose grades enhanced noticeably</p>							
		Overall Rank	Gwon	Kim	Kim	Bae	Shin	Yeom
	2 nd Year	304	129	219	160	88	201	327

	(369)							
	3 rd Year	197	35	167	109	17	144	271
	(370)							
	Difference	107	94	52	51	71	57	56

School Life	<ul style="list-style-type: none"> o Since students were passive, it was very difficult to elect the student board. o It took long time to form the groups and students were passive in group activities. o unwilling to do anything o when asked to go on an errand, students questioned why they had to and didn't want to. 	<ul style="list-style-type: none"> o Students are very positive and active in every kind of activity such as field trips and so on. o In the field day, ranked 1st in softball game, 2nd ranked in ssireum and awarded a prize for cheering o For the school festival, finished the preparation for the performance in two days and performed in the festival gorgeously o When asked to go on an errand, accepted it with joy and gratitude and asked whether anything more to do
----------------	---	--

3) Individual Change

It is needless to say that the whole atmosphere of the class changed due to the each individual student's change. At any rate, the four students who underwent the conspicuous change will be mostly dealt with hereafter.

The students, Noh OO and Choi OO who had taken disciplinary actions since the end of the 2nd school year because of extortions, thefts and etc., currently belong to the class that the researcher is in charge. At the beginning of the school year, they looked very indolent and lay on their stomach in every class or while they didn't sleep during the class, they distracted the class. During lunch time, they extorted other student's food and didn't return other students' articles that they had borrowed. They were caught smoking in the school and they were grim and scary faced. Also they were often absent without leave. For those students, around the time from five minutes to an hour was invested for them to discard their mind and the result is as follows.

Also for Lee OO who has quick intelligence at school work and was excelled in writing, he was an outstanding student but he used curses in almost half of his communication and showed hostility towards Noh OO's behaviors so that he often grabbed Noh's collar and triggered fights against him. In addition to those, he often wore a summer school uniform in winter and wore a winter one in summer. He also rebelled against the hair check. Hereafter, those three students' change will be addressed.

	Beginning of School year	Subjects applied to the mind discarding and other relating activities	Subjects applied to the mind discarding and other relating activities
	o because of parents'	o to open mind	o becoming better at

<p>Noh</p> <p>O</p> <p>O</p>	<p>divorce, living with his mother. Having financial difficulty</p> <p>o After parting with the girl friend, being bored when in school.</p> <p>o Since 2nd school year, involved in smoking, drinking and theft and specially at the end of 2nd school, involved in motorcycle theft, done the community service for one week.</p> <p>o countless absence without leave</p> <p>- At the first semester, 48 days, going out without leave, present only at</p>	<p>o to realize what is real and false</p> <p>o to discard the picture of girl friend from the first moment until parting for many times</p> <p>o to discard the pictures about the time when feel suffocated</p> <p>o to discard the pictures about the time when things couldn't be done at his own will</p> <p>o to discard the pictures about the time when he did the community service</p>	<p>writing and getting more understandable and accepting for the conditions</p> <p>o since the middle of September, never done the absence without leave</p> <p>o shared the cookies with friends and talked casually without hesitation to become friendly</p> <p>o although having difficulty to understand in class, not lain on his stomach</p>
------------------------------	--	--	---

<p>Noh</p> <p>O</p> <p>O</p>	<p>the day of taking picture for the year book and picnic day.</p> <p>o even at trivial matters, losing the temper so looking angrily at the people and triggering a fight; fought twice in the school</p> <p>o with the borrowed phone, made phone calls 457 times</p> <p>o after borrowing watch, belt, money and etc., didn't pay back for long time.</p> <p>o During meal time, trying to receive meal for the first time and eat a lot of the delicious one.</p> <p>o because of biting the</p>	<p>o almost every day consulted with the student and his mother – at the beginning, his mother was negative but convinced her to have the hope and belief that the student would return. Listened a lot about his parents and when consulted, always in bright tone</p> <p>o asked help from the vice-principal and year coordinator</p> <p>o to discard the pictures</p>	<p>o When he communicated, he used mild language and didn't borrow or steal other students' articles</p> <p>o getting used to school life amicably and maintained the comfortable and jolly relationship with the classmates</p> <p>o during the meal time, waited in line and received the moderate portion of the meal</p>
------------------------------	--	---	--

<p>finger nails, almost nothing to be left on fingers</p> <ul style="list-style-type: none"> o Almost in every class, lay on his stomach o Due to the underachievement, lack of motivation in study o unable to get along with the friends and classmates, associate with trouble-making students o Although really afraid of physical punishment, behaviors didn't change after physical punishment o When parents visited school, showed defying behavior against them 	<p>about the theft</p> <ul style="list-style-type: none"> o to discard the pictures about the violence (including the parents, friends, teachers, TV, video and cartoon) o to recall and discard the pictures about the students whom he got along with o to recall and discard the pictures about his parents o a granny hit by the student's motor-bicycle was hospitalized o got hospitalized for one week because of pneumonia o to recall and discard the pictures about the classmates o to recall and discard the pictures about the time 	<ul style="list-style-type: none"> o didn't bite the finger nails anymore and didn't shake his legs anymore o when the teacher suggested something to do, tried to do it o wrote the letter about the time when he misbehaved containing the apology and gratitude so his mind towards parents became grateful o brighter look and smiling impression o having trust in the teacher and talked what he did during the day. In the end of the year, giving a card saying 'you are the first who treat me
---	---	--

<p>o haggard complexion with dreary and devastated look</p> <p>o year-coordinator and vice principal recommended to transfer the student into other school</p>	<p>when the student was alone</p> <p>o to discard the pictures about the study</p> <p>o to recall and discard the pictures about classes</p> <p>o to recall and discard the pictures about lunch time</p> <p>o to recall and discard the pictures about the things he did during the days when the student were absent – to discard the pictures about the senior students with whom the student got along and the places where the students have been</p>	<p>as a human-being'</p> <p>o after going to high school, made a phone call to say hello and asked to send his regards to other teachers</p>
--	--	--

	<p>Beginning of School year</p>	<p>Subjects applied to the mind discarding and other relating activities</p>	<p>Subjects applied to the mind discarding and other relating activities</p>
	<p>o because of parents'</p>	<p>o since he didn't want to</p>	<p>o since September,</p>

<p>Choi</p> <p>O</p> <p>O</p> <p>O</p> <p>Choi</p> <p>O</p> <p>O</p>	<p>divorce, living with his mother who was a cashier in mart</p> <p>o before divorce, his father beat mother a lot</p> <p>- Relying on and following the students who were powerful and trying to do everything that they did (smoking, runaway, drinking and motorbike)</p> <p>o from the end of 2nd grade, started smoking, theft and stealing the motorbike</p> <p>- Specially at the end of 2nd grade</p>	<p>discard the minds, consulted a lot naturally</p> <p>o his mother's frequent visits to the school and conversed over the phone everyday</p> <p>- At the beginning, his mother cried everyday but consulted her to have the hope and trust that her son would become good along with listening to her a lot</p> <p>o praised him every day for his good-looking and gradually the student opened his mind</p> <p>- Started to discard the mind</p> <p>o let him realize what is real and what is false</p>	<p>absence, lateness and early leave have disappeared</p> <p>o played with the classmates and associated with them without hesitation</p> <p>o although unable to catch up with the class, didn't lie on his stomach</p> <p>o with the diligent attitude, cleaned well and showed sincerity when done the community service for 20 hours</p> <p>o brighter look and smiling impression</p> <p>o made apology to his mother regarding the days when misbehaved and his mother thanked for</p>
--	---	---	--

<p>due to the motorbike theft, did the community service for one week in 3rd grade</p> <p>o absence without leave and leave without permission</p> <p>o due to the underachievement, didn't have the motivation to study</p> <p>o even with the trivial matters, provoked a quarrel and made curses</p> <p>o in every class, lay on his stomach</p> <p>o unable to get along with the classmates and associated with the troublesome</p>	<p>o to discard a lot of pictures relating to his parents</p> <p>o to discard the pictures about the days when he was absent and what he had done</p> <p>- To discard the senior students with whom he got along with and the places where he had been</p> <p>o to recall and discard the pictures about the friends with whom he associated</p> <p>o to recall and discard the pictures about the classmates</p> <p>o to discard the mind about the study</p> <p>o to recall and discard the pictures about the</p>	<p>that</p> <p>o positive to know about going to the high school and with initiative, consulted about going to high school</p> <p>o coming to the staff room frequently and asked about any favor he could do for teachers</p> <p>o after going to high school, received a call from his mother</p> <p>- didn't want to go to school</p> <p>- consulted over the phone</p> <p>o visited the school along with his friends</p> <p>- with the determination, work hard in</p>
---	--	---

<p>students</p> <ul style="list-style-type: none"> o even really afraid of physical punishment, his behavior didn't change even after the punishment o although liked his mother, behaved recklessly toward her o with the enervated look, didn't try to do anything o the year coordinator and the vice-principal continued to recommend to transfer him o because of the motorbike accident, the granny who walked on the street was hospitalized 	<p>stronger students</p> <ul style="list-style-type: none"> o to discard the pictures relating to the violent scene and the curses o to discard the pictures relating to the motorbike o asked the year coordinator and the vice-principal for help - Asked them to compliment him a lot 	<p>school</p>
--	--	---------------

At the beginning of	Subjects applied to the	Subjects applied to the
---------------------	-------------------------	-------------------------

	school year	mind-discarding and other activities	mind-discarding and other activities
Lee	<ul style="list-style-type: none"> o first class handicapped father and financial difficulty 	<ul style="list-style-type: none"> o opening the mind <ul style="list-style-type: none"> - consultation, doing the errand - trying to find the way that could help the student 	<ul style="list-style-type: none"> o using frequency of the computer decreased dramatically to once per week and even with computer, able to control himself with his own will
O	<ul style="list-style-type: none"> o according to his mother, as soon as waking up, turned on the computer and eating the meal in front of the computer by himself 	<ul style="list-style-type: none"> o intentionally made chores to ask him for a favor and complimented him a lot 	<ul style="list-style-type: none"> o able to understand Noh OO and Choi OO and getting friendly with them
O	<ul style="list-style-type: none"> - According to the consultation, spent all the time with computer after school - Admitted by himself that he was addicted to the computer 	<ul style="list-style-type: none"> o consulted with his mother a lot <ul style="list-style-type: none"> - support the lunch money, school tuition and the expenses for extra activities 	<ul style="list-style-type: none"> o didn't show the eccentric behavior such as wearing the out of season clothes
Lee	<ul style="list-style-type: none"> o at Noh OO and Choi OO students' unfair 	<ul style="list-style-type: none"> o to discard a lot of minds relating to parents o to mainly discard the 	<ul style="list-style-type: none"> o rebellious attitude against the regulations disappeared and

<p>O</p> <p>O</p>	<p>behavior, got raged</p> <p>and fought grabbing the collar and cursing</p> <p>o wore a summer school uniform in winter and wore a winter school uniform in summer</p> <p>o rebelled against the school regulations such as hair-check</p> <p>o shaking his legs almost all the time during the classes</p> <p>o bad relationship with the class president or the student who had better grade or were more popular than him</p> <p>- blaming them or wooing them</p> <p>o dark and cynical</p> <p>o teased by being</p>	<p>pictures about the computer and game</p> <p>o to find and discard what he thought that he was right and the standard that he thought to be right</p> <p>o to find and discard the scene that he cursed and the violent scene</p> <p>o to discard a lot about TV, game, video and cartoon and etc.</p> <p>o to discard a lot of minds towards friends (jealousy, envy)</p> <p>o to find and discard the minds about money</p> <p>o to find and discard the memory of loneliness, being hurt and wanting to be acknowledged</p>	<p>complied with them on his own will</p> <p>o escaping from the inferior mind and came to love himself and having amicable relationship with the class president and other friends</p> <p>o during the communication, curses disappeared and the expression got brighter and milder</p> <p>o didn't shake his legs any more</p> <p>o bright and innocent look and liked to play sports with classmates</p> <p>o performed in festival</p> <p>o ranking for the whole school; placed 18th</p>
-------------------	---	--	--

	clumsy and not confident in other activities		from 27 th
Cha O O	<p>o in March, after school, assaulted in group and his money and an electronic-dictionary were stolen</p> <p>o due to the severe bruise in the face, unable to come to the school for several days and afterwards, coming to the school with cap</p> <p>o became darker look and showed the difficulty in school life</p> <p>o very fearful of coming back home; instead of taking the shorter one which was seven minute walk, took the</p>	<p>o after the first consultation, still fearful so saw him until his house</p> <p>o after the second consultation, told him that he would be seen until entering into the gate of his apartment</p> <p>o after several days of consultation, showed the intention to discard the mind, therefore started it</p> <p>o to recall and discard the detailed pictures of the place where he was assaulted, the happenings at that time and the students who did</p> <p>o reported to the police and caught the criminals</p>	<p>o since the criminals were caught, he became more stable</p> <p>o after three times of discarding those pictures, not fearful and could live with the previous bright attitude and having the better attitude in classes too</p>

	longer one which was twenty minute walk		
--	--	--	--

Although practicing times were not a lot, the conspicuous changes were noticed in those four students. Teachers talking of the student's suspension due to their absences of forty-eight (48) days, were surprised and happy to see the students' change. It is because since the middle of September, they were never absent without leave. The other reason for the two students to get along with other students easily even after many days of absences is because the other classmates showed the bright and innocent attitude toward those two students. At ordinary times, all students in class were asked to discard the pictures about their friends. Then, those two students' names were specifically called for the students to discard pictures about them. Resulting from this method, to the classmates, those two students were not troublesome students anymore but were just nice classmates. Therefore, those two students who had been absent for long time, could adjust themselves comfortably and easily to the school life again and lead their school life joyously. Gradually they were getting used to the school life and attended the class with attention. Even with classmates they could associate joyfully and innocently. They participated actively in school events without shyness and reserve and showed the positive attitude and ended their school life very joyously. Even after going to the high school, the news that they are doing very well, comes often.

V. Discussion

This research studied about the effect of the mind discarding meditation through

which the student can find and discard the aggressive mind in order to lessen the aggression which became most problematic recently. Along with discarding the aggressive pictures, they came to find their positive selves and the class atmosphere that wooed and blamed each other changed into the one that accepted and embraced one another warmly from their heart. The distracted and scattered atmosphere of the class room became calm and it even brought envy from other teachers since that atmosphere lasted after the final examination. Taking everything into consideration, the mind discarding is the best method that can help growing-up students who have a lot of tormented minds, lead the bright and positive school lives so that they can adjust to school. Therefore it is very meaningful.

There are several issues; the researcher would like them to be discussed more.

Firstly, since the participants were limited to forty one male middle school students, it is a little too much for the result of this research to be generalized. It is necessary to develop the individualized program that suits each group of the girl students, the elementary school and the high school so the difference between sexes and different groups can be studied. Nevertheless, already the qualitative effect of this program is verified so that it is possible for the mind discarding to be applied in the school education. Therefore it is meaningful.

Secondly, teachers who can guide students through the mind discarding are not enough. The qualified person who can guide the mind-discarding is required to finish at least 6 levels out of 8 levels in Maum Meditation. Thus although the school wants to employ the mind discarding method, teachers who can guide this method are in lack.

Thirdly, it is not easy to find the time for the mind-discarding meditation out of

tightly scheduled school curriculum. Considering the possibility of whole rounded education for the growing-up adolescence is based on their healthy characteristics, the researcher hopes that the mind discarding meditation would be adopted as a regular school curriculum.

VI. Conclusion

Applying the aggression decrease program through the mind-discarding, the aggression of students in middle school 3rd grade was conspicuously decreased and they would not curse anymore. Their wooing and blaming other students disappeared. The class atmosphere got gradually stabilized. Along with discarding lots of minds, students could come out of their inferiority and form their positive selves. Since distracted thoughts were decreased, students' concentration in class got improved so that their academic achievement was improved too.

There has been dispute about whether the wholly round education has been worked properly or not. If a student's personality is not properly educated in school, then there is no place that can do that. Nevertheless, the definition of the wholly round education has not been defined and also even the method how to do it is not clear. Also considering the present educational situation, there is little time for the teacher in charge to guide students in the viewpoint of wholly round education. In middle school, the school tries to guide students according to the schedule of students' after-school private educational institutions so planning and implementing the wholly round education is very implausible.

As for the wholly round education, only with the student's determination along with

the clear method through which he can change, it can bring some result. In that respect, this mind discarding meditation is remarkably effective. Teachers can clearly suggest the method of the wholly round education and students can implement it wherever he is. Therefore, he can control his mind and behaviors. Even student's academic achievement can be attained based only on his healthy personality. For the learner to study and have the studying plan, his psychological stability and ability to concentrate in class is very important. The student whose mind is more anxious and gloomier has the less concentration but he can't realize his state. Because of the anxiety and gloomy mind within him makes him irritated so that he can get aggressive even with the trivial matters. After all, the accumulation of all these small matters makes his negative personality. However, he can look at the state of his mind and behavior objectively and discard them, so that he can control himself.

This research is to develop and apply the program that can implement the mind discarding in order to decrease the students' aggression. As you can see the result of this research, with the mind discarding, students can verify their change by themselves, repent their lives and dream of the change of their lives. According to this research, the theme of the mind discarding can adopt to any of the issues of one's everyday life. As human life is not unilateral, the wholly round can be effective only when this method covers the overall aspects of their lives. Aside from the theme categorized program, the mind discarding is the most effective program among all the existent wholly round education programs because students can reflect on their problems in life and solve them by themselves.

The student who discards his mind can foster his positive self to find his true self so that his aggression is decreased and the peer relationships get improved and he can

concentrate better in classes. This is the best education that cultivates one's school life, family life and the whole of his life beautifully and this will be the beautiful education. The mind discarding enabling all of these is the supreme method that guides students as wholly rounded ones, which is the highest educational goal, aside from the wholly round education.

[References]

Gwak Jae Yong (2004 ㄱ), The public opinion about the personality education through the mind-discarding

(2004 ㄴ) The guidance of the elementary school student's personality through Maum Meditation, Jinju college of education. Elementary School Research Institute Sourcebook

Gwak Jae Yong, Gwon Gap Soon (2005), A strategy to guide the kindergarten children's personality, collected papers 46th, Jinju college of education Elementary School Research Institute Sourcebook

Shin Jeong Mi (2004), The effect of Soo Sik Gwan Meditation on the decrease of the middle school male students' aggression, Chang Won University Graduate School Master's thesis

Jeon Jin Gyong(2003) The effect of Maum Meditation on job satisfaction and stress, Gyong Book University Master's thesis

Jeong Dong Myong, Lee Sang Yul(2001), The principle of Maum Meditation and the analysis of the psychosomatic medicinal effect, 15th The Korean Psychiatric Symposium Sourcebook

Jo Hyun Hak(2004) The influence on the decrease of the middle school male students' aggression, Chang Won University Educational Graduate School Master's thesis

Choi Gyong Sook(2003) The effect of Maum Meditation Practice on the neurotic middle school students' anger and anxiety, Gyong Seong University Master's thesis

■ Name: Lee Eun-sook

Address: zip-code(405-855) Incheon-Gwangyoksi Namdong-Gu Mansu-4dong Jugong
Apt. 312-405

Telephone No.: 011-326-3884

e-mail address: gangmul4291@hanmail.net