

目标17

Tai understood that Wang really cared about and appreciated him, so he kept and treasured the calligraphy gift.

Father's attitude had changed

After Tai Chiang Ching went back to Huwei, he told his father and grandfather about his business plan. Tai's father was very happy upon hearing it and even told other friends and relatives right away that his eldest son will open a tuition centre teaching abacus mental arithmetic and become his own boss.

Tai Chiang Ching at that time understood that his father always had hoped his son could have a successful life. Tai remembered that although he often had arguments with him, his father actually hoped to see his son accomplish great things, and return home to make a contribution to their hometown. This would be the happiest moment in a father's life.

Tai Chiang Ching's grandfather, Tai Yun, was enlightened and brought Tai into the field of abacus mental arithmetic. Tai Yun also urged his grandson to continually enrich himself through learning. When Tai Yun heard that his grandson was coming back to his hometown to establish his own enterprise, he was extremely happy and told his neighbours about the news.

After Tai Chiang Ching returned to his hometown, he started to busily prepare for recruiting students and acquiring teaching materials. He worked very hard and usually skipped sleep and meals. His father was touched by his efforts and said, "The workload you have done is equivalent to those done by three people." Tai Chiang Ching felt warm when hearing these words of praise, because he knew that his father seldom praised others. That meant his father was supporting, recognizing and encouraging him.

Tai Chiang Ching's father, Tai Rong-hui, also supported his son physically. He often rode a motorcycle on the streets of the neighborhood to promote the CMA during the day. Tai Rong-hui would use a megaphone and announce to people on the streets in a Taiwanese dialect, "Greetings to everybody! I'm here to announce

that the CMA is delivering a course. Please come to enroll in the class. Thank you, everyone!”

Tai Rong-hui, who was 44 years old at that time, often rode his motorcycle and brought an advertising box and megaphone on every street in Huihui, telling everyone the news about “Tai Chiang Ching’s CMA” through a megaphone.

The origin of the CMA nomenclature

When speaking about the origin of the name “CMA,” Tai Chiang Ching racked his brain. During the 1980s, abacus mental arithmetic in Taiwan started to flourish. When Tai had just started his own business, his fourth aunt told him that her eldest daughter Hsu Chun-chun, who was 6 years old at that time, was learning “Kumon math,” which was a kind of math teaching that came from Japan. In Taiwan, especially in the Tainan area, many parents had their children learn Kumon math. A Kumon math class could recruit up to about 300 students. After Tai Chiang Ching heard of this, he thought, “If the Japanese can expand their math teaching method to Taiwan then one day, I can expand my ‘classic mental arithmetic’ to Japan.”

At that time, having the class of abacus mental arithmetic in a tuition centre usually also implied its operator’s ambition for future development. For example, if the operator wanted his school to grow, the school could be named “National Mental Arithmetic,” “China Mental Arithmetic,” “Asia Mental Arithmetic,” “International Mental Arithmetic” or “Universal Mental Arithmetic.” Some operators might name their schools using their family names, such as “Teacher Chen Mental Arithmetic,” “Teacher Li Mental Arithmetic,” “Teacher Lee Mental Arithmetic,” “Teacher Yang Mental Arithmetic” or “Teacher Wu Mental Arithmetic” and compete for individual ability. Or the school might be named by its position in the market, such as a tuition centre, talent class, tutoring class, mental arithmetic class, training centre, etc.

When Tai Chiang Ching had just started his business, he knew that its naming was very important for future development. He didn’t want to compare which school was the greatest, but he wanted to

prove his school was more professional and could train excellent students and satisfy their parents. He believed that would be the right way for sustainable operation.