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Therefore, applying the new method during exams and competitions that require speed and accuracy is the key to winning championships.

For instance, if the teacher were to bring up a question of Constant Addition, asking to add 9 to a number ten times, then the respondent needs to move the beads 22 times when using a single hand method. One needs to move the beads at least 19 times even when using the method of "Single-hand Omission". However, it only needs 10 times when using both hands. When answering the question of "natural addition," adding numbers from one to one hundred, you need to move the beads 405 times and 293 times even applying "Single-hand Omission." However, you need only to move the beads 196 times when applying "Two-handed Abacus Manipulation," and only 165 times when applying "Both-hand Omission". It's easy to see the difference between these two methods. This shows that if a contestant applied "Two-handed Abacus Manipulation" during an abacus mental arithmetic test or exam, he or she would definitely turn in an outstanding performance.

This is the reason why contestants who applied "Two-handed Abacus Manipulation" have often won championships in recent years.

As the method of "Two-handed Abacus Manipulation" possesses such a great effect and advantage of empowering both sides of the brain's potential, why hasn't it been rapidly widespread and promoted in Taiwan?

Since the abacus and mental arithmetic teachers in Taiwan mostly learned single-handed, most of them are too old to learn a new method. Besides, asking children who have been learning the "Single-Handed Method" for more than two years to change to "Two-handed Abacus Manipulation" is difficult.

Taking an example from Tai Chiang Ching's class: "One of his students who transferred from another institute couldn't handle the new method of "Two-handed Abacus Manipulation" well. Since

he'd already gotten used to the traditional method, it was difficult for him to learn a new method." In 1991, Tai Chiang Ching started to ask students to change from using single hand to both hands in the CMA's courses. However, only 30 students were able to accomplish this after a period of implementation. Tai was disappointed and considered giving up, but he found that new students who'd never learned abacus arithmetic could learn "Two-handed Abacus Manipulation" successfully. Therefore, he decided not to request that every existing student learn the new method, but instead adopted the teaching method of "Two-handed Abacus Manipulation" uniformly for all new students.

The effect of "Two-handed Abacus Manipulation" is amazing. Tai's students, Su Wan-ting and Wang Zhi-yang, have proven it. Tai believed that his decision was correct. He believes that someone can succeed if he or she is willing to learn, while maintaining a creative and innovative attitude, with the philosophy of not being afraid of setback and failure, and never giving up.

Tai Chiang Ching has never been complacent about his achievement of teaching the performance of the single-handed method, but is willing to learn new methods and apply them to his own teaching. He didn't feel depressed about Taiwan's shrinking market. He knew that what he needed was just to make a turn so that he could help the CMA to expand.

Tai Chiang Ching believes, "As every subject and technology continues to innovate, human beings never give up exploring and pursuing new knowledge. Therefore, the teaching method of abacus mental arithmetic also needs to innovate and reform."