

The Chicago Chess Player

The Official Bulletin of the Chicago Industrial Chess League

Grandmaster Preparation



L. POLUGAYEVSKY



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Mark Your Calendars with These Key League Dates:

Fall Business Meeting	Last Wednesday of August (Aug 30 2006)
Spring Business Meeting	3.5 Weeks Before Playoffs (April 19, 2006)
Season Playoffs	Second Saturday of May (May 13, 2006)
CICL Open	Second Saturday of May (May 13, 2006)
League Awards Banquet	First Friday of June (June 2, 2006)

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With contributions from : Art Olsen, Gustavo Otero y Garzon, Arnie Walker

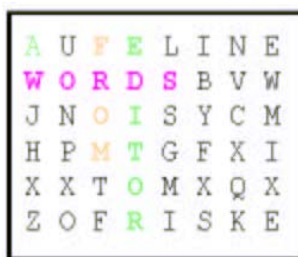
Well, it's close to the start of a new year – so Merry Christmas and a Happy New Year ! 'Course by now we know how merry the Christmas was, and can only hope for the coming days. Mine was great; on the road, again, up to my sister's place up in the rolling hills of central Wisconsin, around the Dells ! Nothing like getting out of the city to slow down and relax ! Unfortunately, there was so much family doings that no progress was made on the chess stuff, but, for once, I didn't seem to miss it a bit. Very odd, but now I'm ready for some hardcore study.

New Year's Day is always one of the favorite holidays. The rush of the shopping and travel is behind, and that means free time, and that means chess time !! I have some new books and the games of Bogoljubow to look forward to this year.

One of these issues I plan to highlight the ups and downs of tournament play by chronicling a slump that took my rating down, after getting it ready to finally cross that mystical 2000 point. My favorite way to get "in shape" is to study GM games, especially from the early half of last century. So over the Summer it was a three-volume set of Botvinnik's games, and some of his comments led me to pull some autobiographical books by GM Lev Polugaevsky. What an author ! When these first came out in the eighties, they were heralded as the best, but I couldn't get through them. Now it's candy and his stories are worth as much as the lightly analyzed games! So I typed some of my favorite sections and have passed them on to you this issue! The cover from this and last month are those of these treasures.

While I'm on the subject of inspiration, I might as well admit that I printed out copies from some of my favorite bulletins (between December 2003 and December 2004) to remember the "feel" of how those came out. What is it about the December issue ? Have you ever printed the bulletin out, with two-sided pages ? If you use Acrobat Reader, use the "odd-number ONLY" option on the print menu. Then take those printed pages, turn them over, and re-use them to do an "even-number ONLY" print. Bind them and you understand what I mean by "feel"; it almost looks like a magazine! Very cool!

What I'm leading to, however, is that I'm truly sorry for the lack of meaningful annotation in the Games sections. Try doing it month after month, and you quickly learn that it's tough keeping the variety; you fall into your normal style, and, for me, that gets pretty dry sometimes. But what was really annoying was this habit I fell into of trying to pick into people's minds and



explain every move. Or, maybe worse, trying to suggest lines as I'd play that were so far-removed from reality. It really was embarrassing. I do apologize.

My write-up on my teammate's game (last month) helped me realize this as well; we went over it move-by-move and most of the time I wasn't close! I got so wrapped up in showing Black should win a piece, that it clouded the judgment of what was really on the board! The conclusion was, yes, White is a Pawn down, but has plenty of obvious compensation; what he was playing for (OK, hoping some...you can't calculate all that OTB, sometimes you have to trust your intuition!) all along.

So I appreciate the faithful support from a growing proportion of teams and a few specific members! When the call goes out for game scores or personal annotations, many have been responsive. It's made great study, hasn't it! GM Polugaevsky reminded me that we get some practice at match play (as he advises inside), as we meet the same opponents season after season. That's another thing that makes the CICL special; you get that experience of preparing for an opponent that knows you! Not that it ever comes in handy in tournaments, but, still it's just another thing that interests me in chess.

As I write these words, I am still in doubt about the condition of our website. During the Christmas break, no updates were necessary so I didn't realize that the providers had a major problem. When it came time to begin posting, however, found myself in "Read-only" mode which locks out any updates. The original promised date was the Wednesday following (which would have been a week's worth of lock-out), but then they updated that to the new year (geesh!). A 10-day recovery ??! The only time at work I've seen problems take *days* to fix was a total database restore, so it leaves me wonder if they lost a whole diskfarm. I wrote them, but, of course, only got back a standard "yea, we know about it" reply, so what to do? They've been dependable up to now; guess it's the downside of offering free "gig-age" to everyone!

So keep concentrating out there! This is shaping up to be another season of fighting chess! New teams have sparked new rivalries. Watching from the North-Division perspective, I cannot believe some of the upsets that have occurred! (and where was that impact from the Walgreens team I expected ??). Ah well.....

Happy Browsing!

Tom Friske, Bulletin Editor

There still are questions about the email names ("alias") assigned to our web host. On this page is an alphabetic listing for your reference.

Alias (@chicagochessleague.org)	Sends to what entity	Actual people mailed
Aces	Alumni Aces Captain	Ely Sollano
AMA	AMATS Captain	Fred Furtner
Baker	St Chas Baker Captain	Paul Freidel
Banquet	Banquet Chairman	Bert Gazmen
BP	BP Captain	Bill Slater
Bulletin	Bulletin Editor	Tom Friske
Captains	All CICL Captains	(each Captain named elsewhere)
Case	Case Captain	Carl Reid
ChairmanEast	East Division Chairman	Jim Duffy
ChairmanNorth	North Division Chairman	Art Olsen
ChairmanWest	West Division Chairman	Bob Buchner
Chairmen	All CICL Chairmen	(as listed above)
CharlieWard	Retired Ratings Chairman	Charlie Ward
CICL	All CICL members registered*	(everybody in this table)
Citadel	Citadel Group Captain	Adam Muhs, Bill Podoksik
ComputerAssociates	CA Captain	Matt Vail
Dragons	Lucent Dragon Captain	Dan Eustace
East	All East Division Members	(total of each East Division team listed)
Excaliburs	Excalibur Captain	Frank Suerth
Fermilab	Fermilab Captain	Lenny Spiegel, Irwin Gaines
Games	Game Editor	Tom Friske
HedgeHogs	HedgeHog Captain	Tony Jasaitis
Kings	Motorola Kings Captain	Jankesh Paparia, Nik Goncharoff
Knights	Motorola Knights Captain	Jim Thomson
LeoBurnett	Leo Burnett Captain	Jim Duffy
Loyola	Loyola Captain	Syed Hussain
Molex	Molex Captain	Victor Zaderej
North	All North Division Members	(total of each North Division team listed)
Northrop	Northrop Captain	Arnie Walker
Northwestern	Northwestern University Captain	Arpan Patel, V. Gorodetskiy
Officers	All CICL Officers	(each Officer highlighted in red, incl. Chairmen)
Pawns	Pawn Captain	Wayne Ellice, Bob Mikulecky
President	The Head Cheese	Tony Jasaitis
Publicity	Publicity Chairman	Brian Smith (until someone volunteers!)
Ratings	Rating Chairman	Art Olsen
RenKnights	Renaissance Knights Captain	Dave Heiser
Rooks	Argonne Rooks Captain	Bob Hill, Dave Baurac
RubenReyes	Retired Bulletin Editor, Contributor	Ruben Reyes
SaintCharles	St Charles CC Captain	Jeff Weiwei
Secretary	CICL League Secretary	Jerry Thomas
Treasurer	CICL League Treasurer	Lenny Spiegel
Trophy	Trophy Chairman	Marty Franek
Tyros	Lucent Tyro Chairman	Dave Hahne, Bob Buchner
UOP	UOP Captain	Art Olsen
UPS	UPS Captain	Carl Reid (this is actually Team Case)
Walgreens	Walgreen Captain	Tom Friske
Web	CICL Webmaster	Tom Friske
West	All West Division Members	(total of each West Division team listed)

NOTES:

1. ***If you wish to be informed on general CICL emails, send your name and email to the Bulletin Editor (yes, that's Bulletin@chicagochessleague.org).**
2. As you can see, the alias is simply the CICL entity name, unabbreviated.
3. Also realize capitalization is not required.
4. **Entities highlighted in RED are CICL Officers.**
5. Actual email addresses are not part of the website and not given in the bulletin. They are stored in the webspace account **ONLY**. *If your alias gets excessively spammed, **it can be changed**.* Your personal email should thus be secure.

EAST DIVISION 12-26-2005

TEAM NAME	W	L	D	GAME		PCT
				POINTS	POINTS	
ALUMNI ACES	3	0	1	16.0	3.5	0.875
HEDGEHOGS	2	1	1	14.0	2.5	0.625
CITADEL GROUP	2	2	0	13.0	2.0	0.500
NORTHWESTERN CHESS CLUB	1	2	1	11.5	1.5	0.375
AMA TORNADO SNAKES	1	2	1	10.0	1.5	0.375
LEO BURNETT	1	3	0	7.5	1.0	0.250

NORTH DIVISION 12-26-2005

TEAM NAME	W	L	D	GAME		PCT
				POINTS	POINTS	
UOP	3	0	1	19.5	3.5	0.875
MOTOROLA KINGS	3	0	1	15.5	3.5	0.875
MOTOROLA KNIGHTS	3	1	0	14.5	3.0	0.750
RENAISSANCE KNIGHTS	2	2	0	11.5	2.0	0.500
EXCALIBURS	1	3	0	9.0	1.0	0.250
WALGREENS	1	3	0	8.0	1.0	0.250
NORTHROP	0	4	0	4.0	0.0	0.000

North Division Exhibition Team

LOYOLA	0	4	1	4.0	0.5	0.100
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WEST DIVISION 12-26-2005

TEAM NAME	W	L	D	GAME		PCT
				POINTS	POINTS	
ST CHARLES CHESS CLUB	4	0	1	21.5	4.5	0.900
ST CHARLES BAKER	4	0	1	21.0	4.5	0.900
LUCENT TECH. TYROS	4	0	0	17.5	4.0	1.000
LUCENT TECH. DRAGONS	3	1	1	16.0	3.5	0.700
FERMILAB	3	1	0	16.5	3.0	0.750
ARGONNE ROOKS	1	3	1	12.5	1.5	0.300
CASE	1	4	1	11.5	1.5	0.250
CA	1	2	1	10.5	1.5	0.375
MOLEX	0	1	3	10.5	1.5	0.375
PAWNS	0	4	1	11.0	0.5	0.100
BP CHICAGOLAND	0	5	0	6.5	0.0	0.000

EAST DIVISION TOP TEN

RAUCHMAN, M	HEDGE	2153
BENESA, A	ALUMN	2113C
WEBER, L	ALUMN	2106
CHAN, ROBERT	NWEST	2077
GAZMEN, E	ALUMN	2045C
JASAITIS, A	HEDGE	1981D
SOLLANO, E	ALUMN	1972C
HAYHURST, W	CITGR	1943
SMITH, M	HEDGE	1918
ONG, K	CITGR	1914

NORTH DIVISION TOP TEN

FRIDMAN, Y	MKNGT	2188
MORRIS, R	MKNGT	2172
ALLSBROOK, F	RKNGT	2143
FRISKE, T	WALGR	2078C
MELNIKOV, I	MKING	2026C
LANG, R	EXCLB	2026
WALLACH, C	MKING	2008C
LEONG, G	UOP	1990C
LEE, D	EXCLB	1990
SIWEK, M	UOP	1972D

WEST DIVISION TOP TEN

GARZON, G	FERMI	2242
STEIN, P	TYROS	2237
JAKSTAS, K	PAWNS	2183D
BENEDEK, R	ROOKS	2163T
WIEWEL, J	STCCC	2156
WILLIAMS, K	CASE	2153
MARSHALL, J	STCCC	2148
NGUYEN, T	BAKER	2100
SPLINTER, J	STCCC	2096
DIAZ, P	TYROS	2082C

MOST IMPROVED PLAYERS

JOSHI, B	MKING	105
SUITS, J	STCCC	84
ZADEREJ, V	MOLEX	83
FREIDEL, JESSE	BAKER	74
GORODETSKIY, S	NWEST	69
EASTON, R	UOP	65
MOEHS, D	FERMI	64
BYRNE, M	COMPA	64
MUHS, A	CITGR	59
RABINOVICH, E	MKING	54

* Ratings Chairman Note * (released 12/16/2005)

The **Loyola Chess Team** has been converted to an **Exhibition team** due to Loyola being unable to complete their matches due to player roster issues. All of Loyola's matches this season have been converted to exhibition games. The North division standings were adjusted to list Loyola as an Exhibition team with the North division team standings being adjusted accordingly. Loyola's matches this season will not count towards performance ratings. Individual games played by Loyola players and it's opponents are still counted for individual player ratings and centurion credit. Loyola plans to play additional exhibition games against "Bye" round teams in the updated North Division schedule after Loyola's roster situation improves.

Updates from 11/20/2005 through 12/4/2005

* The Round 3 Board 11 game between A. Stoskus and R. Bales was
 * incorrectly reported as a win for A. Stoskus. R. Bales actually
 * won the game. The following two games were rerated to correct
 * the ratings that were affected.

20-OCT-05 ST CHARLES CHESS CLUB 3 ST CHARLES BAKER 3
 ROUND 3
 BD RATINGS SCORE RATINGS SCORE
 11 STOSKUS,A 1329-18 0 BALES,R 1407 18 1

09-NOV-05 LUCENT TECH. DRAGONS 1 ST CHARLES CHESS CLUB 5
 ROUND 4
 BD RATINGS SCORE RATINGS SCORE
 8 DOBR,K 1377-12 0 STOSKUS,A 1311 27 1

01-DEC-05 EXCALIBURS .5 UOP 5.5

ROUND 4
 BD RATINGS SCORE RATINGS SCORE
 1 LANG,R 2029 -3 .5 LEONG,G 1988 2 .5
 2 LEE,D 1989-27 0 EASTON,R 1911 27 1
 3 BROTSOS,J 1572 -4 0 BOLDINGH,E 1882 4 1
 4 WEITZ,R 1552 -7 0 LECHNICK,J 1762 10 1
 5 SUERTH,F 1509-12 0 MICKLICH,F 1575 12 1
 6 0 0 0F OLSEN,A 1472 0 1F

01-DEC-05 MOTOROLA KINGS 6 LOYOLA 0

ROUND 4
 BD RATINGS SCORE RATINGS SCORE
 1 MELNIKOV,I 2044 0 1F BROCK,B 2095 0 0F
 2 WALLACH,C 2032 0 1F HUSSAIN,S 0 0 0F
 3 CYGAN,J 1843 0 1F STAFF,M 0 0 0F
 4 GONCHAROFF,N 1671 0 1F AHKTAR,A 0 0 0F
 5 GRYPARIS,J 1459 0 1F CHAN,R 0 0 0F
 6 RABINOVICH,E 1413 0 1F GAFNI,K 1828 0 0F
 7 SHPAKOV,A 0 0 1 LISSERMAN,E 0 0 0 (MKING)

28-NOV-05 ARGONNE ROOKS 5 COMPUTER ASSOCIATES 1

ROUND 5

BD	RATINGS	SCORE	RATINGS	SCORE
1 BENEDEK, R	2161 2	1	DENMARK, T	1776 -4 0
2 HILL, R	1977 2	1	VAIL, M	1558 -4 0
3 BAURAC, D	1796 3	1	BYRNE, M	1411 -4 0
4 DECMAN, S	1577 6	1	MCCLENDON, L	1352-10 0
5 DERIY, B	0 0	1	HANSON, M	0 0 0
6 HLOHOWSKYJ, I	0 0	0	GRABSKY	0 0 1

29-NOV-05 LUCENT TECH. DRAGONS 3.5 PAWNS 2.5

ROUND 5

BD	RATINGS	SCORE	RATINGS	SCORE
1 TEGEL, F	2029 -6	0	JAKSTAS, K	2174 9 1
2 MARCOWKA, R	1930 11	1	ELLICE, W	1835-11 0
3 PEHAS, A	1862 -5	.5	FRANEK, M	1730 5 .5
4 DOBROVOLNY, C	1798 6	1	FABIJONAS, R	1572 -6 0
5 STAMM, V	1508 8	1	O'DELL, DW	1428-12 0
6 DOBR, K	1365 -8	0	MIKULECKY, B	1419 13 1

01-DEC-05 ST CHARLES CHESS CLUB 4.5 MOLEX 1.5

ROUND 5

BD	RATINGS	SCORE	RATINGS	SCORE
1 MARSHALL, J	2148 0	0F	REICH, T	1898 0 1F
2 WIEWEL, J	2155 1	1	ZADEREJ, V	1547 -1 0
3 SUITS, J	1458 27	1	HENDRICKSON, B	1536-27 0
4 MCGEE, M	1477-11	.5	DEICHMANN, E	1300 11 .5
5 STOSKUS, A	1338 21	1	MCGOWAN, D	1309-21 0
6 BUCKLEY, J	1357 14	1	RUFUS, B	1219-14 0

Updates from 12/4/2005 through 12/16/2005**15-DEC-05 WALGREENS 2 MOTOROLA KNIGHTS 4**

ROUND 5

BD	RATINGS	SCORE	RATINGS	SCORE
1 FRISKE, T	2073 5	.5	FRIDMAN, Y	2196 -8 .5
2 LEVENSON, S	1868 -7	0	MORRIS, R	2165 7 1
3 MCGUIRE, A	0 0	1	THOMSON, J	1928 0 0
4 HUGHES, N	1674 7	.5	BALICKI, J	1842-11 .5
5 ANSARI, N	1601-17	0	KARANDIKAR, S	1690 17 1
6 SOROCKI, R	0 0	0	CHARKASSKY, G	0 0 1

15-DEC-05 EXCALIBURS 2 MOTOROLA KINGS 4

ROUND 5

BD	RATINGS	SCORE	RATINGS	SCORE
1 LEE, D	1962 28	1	MELNIKOV, I	2044-18 0
2 BRONFELD, A	1807 35	1	WALLACH, C	2032-24 0
3 BROTSOS, J	1568 -4	0	HORTON, D	1894 6 1
4 WEITZ, R	1545 -5	0	PIPARIA, J	1835 7 1
5 SUERTH, F	1497 -4	0	CYGAN, J	1843 5 1
6	0 0	0F	GONCHAROFF, N	1671 0 1F
(MKING) 7 RABINOVICH, E	1413 25	1	GRYPARIS, J	1459-17 0

12-DEC-05 CASE - .5 ST CHARLES BAKER 5.5

* a 1 Game point upper board forfeit penalty was applied to Case for *
 * the board 1 ubf. *

ROUND 5

BD	RATINGS	SCORE	RATINGS	SCORE
1 WILLIAMS, K	2153 0	0F	NGUYEN, T	2100 0 1F
2 DOWELL, E	0 0	0	FREIDEL, P	1908 0 1
3 PAROAN, E	1643 -5	0	FREIDEL, JESSE	1907 8 1
4 ALEXANDER, W	1603-14	0	WANG, ANDREW	1735 14 1
5 HALL, A	1533-13	0	FREIDEL, JER	1689 13 1
6 REID, C	1513 4	.5	ALBERTS, W	1619 -7 .5
7 ZOELLNER, J	1322-10	0	JANSSEN, G	1455 14 1

12-DEC-05 FERMILAB 5.5 BP CHICAGOLAND .5

ROUND 5

BD	RATINGS	SCORE	RATINGS	SCORE
1 SPIEGEL, L	1977 -1	.5	COULTER, D	1955 2 .5
2 GAINES, I	1763 3	1	DENEEN, D	1390 -5 0
3 STAPLES, C	1577 14	1	RINGENBERG, T	1435-14 0
4 BOLSHOV, A	1566 6	1	CASTANEDA, R	1241 -6 0
5 CEASE, H	1414 11	1	SUVARNAKANTI, R	1221-11 0
6 ANNIS, J	0 0	1	SLATER, B	0 0 0

Updates from 12/16/2005 through 12/26/2005

(* This board 7 game was added to the 11/29 Drgns/Pawns match results *)

29-NOV-05 LUCENT TECH. DRAGONS 3.5 PAWNS 2.5

ROUND 5

BD	RATINGS	SCORE	RATINGS	SCORE
(DRGNS) 7 KOMORAVOLU, K	1305 1	.5	BREYER, A	1319 -1 .5 (DRGNS)

08-DEC-05 CITADEL GROUP 2.5 LEO BURNETT 3.5

ROUND 4

BD	RATINGS	SCORE	RATINGS	SCORE
1 HAYHURST, W	1954-11	.5	DUFFY, J	1775 11 .5
2 LE, DUC	1768 7	.5	EAMAN, R	1870 -7 .5
3 SENSAT, J	1567-24	0	SITAR, K	1538 24 1
4 MUHS, A	1442 -1	.5	FULKERSON, R	1441 1 .5
5 KUNHIRAMAN, P	0 0	0	GARRIDO, J	0 0 1
6	0 0	1F		0 0 0F

19-DEC-05 CASE 1.5 LUCENT TECH. DRAGONS 4.5

ROUND 6

BD	RATINGS	SCORE	RATINGS	SCORE
1 DOWELL, E	1807 10	.5	LUDWIG, T	1972 -7 .5
2 PAROAN, E	1638 -4	0	MARCOWKA, R	1941 4 1
3 ALEXANDER, W	1589-10	0	DOBROVOLNY, C	1804 7 1
4 HALL, A	1520-20	0	THOMAS, J	1551 14 1
5 REID, C	1517-19	0	EUSTACE, D	1430 19 1
6 ZOELLNER, J	1312 15	1	KOMORAVOLU, K	1306-22 0
(DRGNS) 7 BREYER, A	1318 25	1	DOBR, K	1357-11 0

NAME	TEAM	W	L	D	RATING	NAME	TEAM	W	L	D	RATING
ABDALLAH, D	PAWNS	0	4	0	1403	CHARKASSKY, G	MKNGT	1	2	0	0000/1
AHK TAR, A	LOYLA	1	1	0	1200/1	CHIESA, R	BPCHI	0	0	0	0000/1
AILES, T	FERMI	0	0	0	1685	CHOUDRY, A	UOP	0	0	0	1297#
ALBERTS, W	BAKER	2	2	1	1612	CHRISSE, G	BPCHI	0	0	0	0000/1
ALEXANDER, W	CASE	1	4	0	1579	CHUN, A	NWEST	0	0	0	0000/0
ALFONSO, E	MKNGT	2	1	0	1520	COHEN, H	RKNGT	2	0	0	1844
ALI, J	BAKER	0	0	0	1201	COOMBES, N	HEDGE	0	1	0	1299*
ALLEN, H	ALUMN	0	2	0	1903	COULTER, D	BPCHI	1	1	3	1957
ALLEN, R	UOP	0	0	0	1173*	CYGAN, J	MKING	2	1	0	1848
ALLSBROOK, F	RKNGT	1	0	1	2143	DAW, P	NWEST	0	0	0	2024
ANNIS, J	FERMI	2	1	0	0000/2	DECMAN, S	ROOKS	1	1	0	1583D
ANSARI, N	WALGR	1	4	0	1584	DEGRAF, B	FERMI	1	1	1	1455*
ARJUN, A	MKNGT	1	0	0	0000/0	DEICHMANN, E	MOLEX	0	2	1	1311
AROND, D	RKNGT	1	3	0	1684	DENEEN, D	BPCHI	0	3	0	1385
ARUTCHEV, E	NWEST	0	3	0	0000/2	DENMARK, T	COMPA	2	2	0	1772
AUBRY, B	NORTH	2	1	0	0000/3	DENNISTON, E	NORTH	0	2	0	0000/3
AUGSBURGER, L	MKNGT	0	0	0	1815C	DERIY, B	ROOKS	1	1	1	0000/2
BALES, R	BAKER	1	0	0	1425	DIAZ, P	TYROS	2	1	0	2082C
BALICKI, J	MKNGT	4	0	1	1831C	DJORDJEVIC, V	STCCC	1	0	0	1536
BANNON, B	LBURN	0	0	0	1283	DOBR, K	DRGNS	2	3	0	1346Q
BAUMGARTNER, C	RKNGT	3	1	0	1699	DOBROVOLNY, C	DRGNS	3	1	0	1811C
BAURAC, D	ROOKS	5	0	0	1799D	DORFF, M	NORTH	0	0	0	1599
BELFOR, V	COMPA	0	0	0	0000/8	DORIGO, T	FERMI	0	0	0	2163
BENEDEK, R	ROOKS	3	2	0	2163T	DOWELL, E	CASE	0	3	3	1817#
BENESA, A	ALUMN	1	1	0	2113C	DUEDE, E	LOYLA	0	0	0	1700/0
BEZZUBOV, V	FERMI	0	0	0	2225	DUFFY, J	LBURN	1	2	1	1786
BLACKMON, E	DRGNS	0	0	0	1686C	DUONG, R	MKNGT	1	1	0	0000/0
BOLDINGH, E	UOP	4	0	0	1886C	DYCKOWSKI, R	CASE	0	0	0	1350
BOLSHOV, A	FERMI	2	0	1	1572	EAMAN, R	LBURN	1	1	2	1863
BORODYANSKIY, A	NWEST	0	0	0	1512	EASTON, R	UOP	3	0	1	1938
BOYD, A	NORTH	0	0	0	0000/1	ELEK, G	NORTH	0	2	0	1209C
BREWER, K	BAKER	0	0	0	1699	ELLICE, W	PAWNS	0	3	2	1824C
BREYER, A	DRGNS	2	0	1	1343	ENGELN, M	RKNGT	0	1	0	1642
BROCK, B	LOYLA	2	0	0	2095	EUSTACE, D	DRGNS	1	3	0	1449C
BRONFELD, A	EXCLB	2	1	0	1842	FABIJONAS, R	PAWNS	1	4	0	1566T
BROTSOS, J	EXCLB	1	3	0	1564T	FELDMAN, M	BAKER	0	0	0	1300/0
BUCHNER, R	TYROS	3	0	0	1740C	FETTERMAN, M	NORTH	0	0	0	1317*
BUCKLEY, J	STCCC	2	0	0	1371	FISSETTE, R	AMATS	1	2	0	1475/3
BUKY, J	RKNGT	1	1	0	1938	FOX, R	MOLEX	0	1	0	1557
BURDICK, T	AMATS	0	0	0	1000/0	FRAATS, D	NONE	0	0	0	1847C
BURIAN, D	NORTH	0	1	0	1512D	FRANEK, M	PAWNS	2	1	2	1735D
BYRNE, M	COMPA	3	1	0	1407*	FRANK, M	ALUMN	4	0	0	1735C
CADE, M	PAWNS	0	0	0	0000/2	FREIDEL, D	BAKER	0	1	0	1314
CAIRONE, B	NORTH	0	0	0	1800	FREIDEL, JER	BAKER	3	2	0	1702
CARRINGTON, S	LBURN	0	0	0	0000/0	FREIDEL, JESSE	BAKER	4	1	0	1915
CASHER, P	MOLEX	0	1	0	0000/2	FREIDEL, P	BAKER	2	2	1	1908
CASTANEDA, R	BPCHI	1	4	0	1235	FRIDMAN, Y	MKNGT	0	1	3	2188
CEASE, H	FERMI	2	0	0	1425	FRISKE, T	WALGR	3	1	1	2078C
CHAN, R	LOYLA	0	2	0	1200/2	FULKERSON, R	LBURN	0	2	1	1442
CHAN, ROBERT	NWEST	1	0	0	2077	FURTNER, F	AMATS	1	3	0	1429

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12-26-2005

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GAFNI, K	LOYLA	1	0	0	1828	JURGENSEN, A	STCCC	0	0	0	1207
GAINES, I	FERMI	2	2	0	1766D	KARANDIKAR, S	MKNGT	4	0	1	1707
GANDHI, R	RKNGT	0	0	0	1947/0	KARPIERZ, J	TYROS	0	0	0	1269
GARDNER, M	NORTH	0	0	0	1305*	KATSUYAMA, M	AMATS	0	0	0	1400/0
GARRIDO, J	LBURN	1	1	0	0000/0	KELLEY, G	STCCC	0	0	0	1293
GARZON, G	FERMI	1	1	1	2242	KING, J	MOLEX	0	0	0	0000/1
GASIECKI, P	AMATS	0	0	0	1000/0	KINSELLA, G	ROOKS	0	2	0	1425C
GAZMEN, E	ALUMN	3	0	1	2045C	KOGAN, G	EXCLB	0	0	0	1679C
GIERTZ, C	STCCC	0	1	1	1474	KOMORAVOLU, K	DRGNS	1	1	1	1284
GOMEZ, G	FERMI	0	0	0	1780	KONARE, B	NWEST	0	0	0	0000/1
GONCHAROFF, N	MKING	0	2	1	1671V	KORZHENEVICH, I	RKNGT	0	0	0	2000/0
GOODFRIEND, B	AMATS	1	0	0	1171	KOSMICKE, J	GETCO	0	0	0	0000/4
GORODETSKIY, S	NWEST	3	0	1	1887	KRAS, T	LBURN	0	0	0	2139C
GRABSKY	COMPA	1	2	0	0000/3	KRATKA, M	HEDGE	1	0	0	1692
GRANDHI, V	WALGR	0	1	0	0000/1	KRAUSE, R	RKNGT	0	1	0	0000/0
GREER, J	BAKER	2	1	0	1438	KREINES, B	NWEST	0	0	0	1820
GRUDZINSKI, J	ROOKS	0	1	0	1431	KUHLMANN, S	ROOKS	0	2	0	1356#
GRUDZINSKI, T	AMATS	0	1	0	1300/1	KUNHIRAMAN, P	CITGR	1	1	0	0000/0
GRYPARIS, J	MKING	1	1	0	1442C	LACART, B	STCCC	0	0	0	1192
GUIO, J	TYROS	1	1	1	1872C	LAFORGE, W	TYROS	1	0	0	1408
GUTIERREZ, M	BAKER	1	0	0	1450	LAMB, J	MKING	0	0	0	0000/0
HAHNE, D	TYROS	1	0	1	1638C	LANE, M	NORTH	0	0	0	0000/7
HALL, A	CASE	3	3	0	1500	LANG, R	EXCLB	1	1	1	2026
HANSON, M	COMPA	0	2	0	0000/1	LATIMER, E	PAWNS	0	0	0	2016T
HART, V	RKNGT	1	1	1	1933	LAUGER, L	BAKER	0	0	0	1102
HAYES, D	BPCHI	0	0	0	0000/4	LE, DUC	CITGR	2	1	1	1775*
HAYHURST, W	CITGR	1	0	3	1943	LECHNICK, J	UOP	4	0	0	1772C
HEISER, D	RKNGT	0	2	0	1150/1	LEE, D	EXCLB	2	3	0	1990
HEISER, E	RKNGT	1	3	0	1971	LEONG, G	UOP	1	0	3	1990C
HENDRICKSON, B	MOLEX	0	3	1	1509	LESAIN, J	NWEST	0	0	0	0000/2
HERNANDEZ, F	BPCHI	0	2	0	0000/4	LEVENSON, S	WALGR	4	1	0	1861
HILL, R	ROOKS	2	3	0	1979C	LEVITT, B	NWEST	0	0	0	1066
HISTED, C	BPCHI	0	0	0	0000/5	LINDNER, E	STCCC	1	1	0	1609
HLOHOWSKYJ, I	ROOKS	0	3	0	0000/6	LISSERMAN, E	MKING	1	1	0	0000/1
HO, M	NORTH	0	1	0	0000/1	LITTLE, J	STCCC	0	0	0	1514
HOLMBERG, K	MOLEX	0	0	0	0000/4	LU, D	NWEST	0	3	0	0000/3
HORTON, D	MKING	1	0	0	1900	LUDWIG, T	DRGNS	0	0	2	1965C
HUGHES, N	WALGR	1	2	1	1681C	MACHAJ, B	BAKER	0	0	0	2260
HUSSAIN, S	LOYLA	0	2	0	1700/2	MANILA, M	BPCHI	0	4	0	1173*
HUTCHBY, C	STCCC	0	0	0	1676	MARCOWKA, R	DRGNS	3	2	0	1945D
INUMERABLE, F	ALUMN	0	0	0	2207C	MARES, C	GETCO	0	0	0	0000/2
JACKSON, S	CASE	2	1	0	1560C	MARKLEY, S	COMPA	0	0	0	0000/1
JAKSTAS, K	PAWNS	2	0	3	2183D	MARSH, M	LBURN	0	0	0	1195
JAMES, D	AMATS	0	4	0	1500/4	MARSHAL, KEN	RKNGT	0	1	1	1511
JANKE, A	CITGR	0	0	0	1170*	MARSHALL, J	STCCC	2	0	0	2148
JANSSEN, G	BAKER	4	1	0	1469	MARSHALL, K	MKNGT	0	0	0	1275
JASAITIS, A	HEDGE	1	2	1	1981D	MARTELL, J	NWEST	0	1	0	0000/0
JAWAID, A	LOYLA	0	0	0	1313	MASITI, J	AMATS	2	0	0	1275/1
JOHNSON, K	BAKER	0	1	0	1441	MASON, K	LOYLA	0	0	0	1200/0
JOSHI, B	MKING	3	0	0	1431*	MCCLENDON, L	COMPA	0	3	0	1342

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MCCOY, N	STCCC	2	0	0	1568	REID, C	CASE	2	3	1	1498D
MCDANIEL, T	STCCC	0	0	0	1416	REVELLON, L	UOP	0	0	0	1981
MCFADDEN, J	AMATS	0	0	0	1150/0	RINGENBERG, T	BPCHI	2	2	0	1421
MC GEE, M	STCCC	3	1	1	1466	RODNYANSKY, S	NWEST	1	1	0	1726
MCGOWAN, D	MOLEX	2	2	0	1288	ROJO, V	CASE	0	1	1	1405
MCGUIRE, A	WALGR	2	0	0	1850/1	ROTHSTEIN, J	NORTH	0	0	0	0000/0
MCLAWHORN, M	AMATS	0	2	0	1300/2	RUFUS, B	MOLEX	1	1	1	1205*
MCWHIRT, C	NORTH	1	2	0	0000/3	SAGALOVSKY, L	GETCO	0	0	0	1980
MEISSEN, B	STCCC	3	1	0	1736	SAJBEL, P	UOP	0	0	0	1789C
MELNIKOV, I	MKING	1	1	2	2026C	SAKAI, T	NWEST	0	0	0	0000/1
METZLER, J	CITGR	0	1	0	0000/1	SAM, K	CITGR	0	1	0	0000/0
MEYER, C	AMATS	2	0	0	1100/0	SANTIAGO, T	ALUMN	1	2	0	1906
MICHALOPOULOS, G	CITGR	1	1	0	1327	SCARLETT, T	BAKER	0	0	0	1371
MICKLICH, F	UOP	3	1	0	1587D	SCHOONOVER, M	UOP	0	2	0	1237
MIKULECKY, B	PAWNS	1	0	0	1432D	SEATON, E	NONE	0	0	0	1571
MILLER, A	ALUMN	2	2	0	1428	SEDERLAND, C	NORTH	0	1	0	0000/2
MILLER, T	ALUMN	0	0	0	1869	SEET, P	HEDGE	3	0	1	1857
MILLING, J	COMPA	2	0	0	0000/3	SENSAT, J	CITGR	1	3	0	1543
MOEHS, D	FERMI	2	0	0	1460*	SHPAKOV, A	MKING	3	0	0	0000/1
MOLINA, J	FERMI	0	0	0	1590*	SITAR, K	LBURN	2	1	1	1562
MOORE, G	NWEST	0	0	0	1587	SIWEK, M	UOP	1	0	1	1972D
MORRIS, R	MKNGT	3	1	1	2172	SLATER, B	BPCHI	0	5	0	0000/5
MOSSBRIDGE, A	UOP	0	0	0	1713	SMALLWOOD, J	NWEST	2	1	0	1824
MUELLER, R	MOLEX	0	0	0	1031*	SMITH, BR	TYROS	1	1	1	1637C
MUHS, A	CITGR	2	0	2	1441	SMITH, M	HEDGE	2	2	0	1918
MURAGAPPAN, G	CITGR	0	0	0	0000/1	SOLLANO, E	ALUMN	3	0	0	1972C
NABEREZHNEV, D	ROOKS	0	1	0	0000/2	SOROCKI, R	WALGR	0	4	0	0000/3
NALLATHAMBI, R	UOP	1	1	0	1486	SPIEGEL, L	FERMI	2	0	2	1976D
NEWMAN, J	COMPA	0	0	0	0000/1	SPLINTER, J	STCCC	2	1	0	2096
NGUYEN, T	BAKER	0	0	0	2100	STAFF, M	LOYLA	0	1	0	1200/0
O'BRIEN, D	UOP	0	0	0	1402*	STAMM, V	DRGNS	2	1	1	1516T
O'DELL, DW	PAWNS	0	2	3	1416C	STAPLES, C	FERMI	1	0	0	1591
ODAME, K	NONE	0	0	0	0000/1	STEIN, P	TYROS	2	0	2	2237
OLSEN, A	UOP	1	1	0	1472C	STEVANOVIC, M	UOP	0	0	0	2218D
ONG, K	CITGR	2	0	0	1914	STINSON, T	BAKER	0	0	0	1340
PADILLA, R	STCCC	1	0	0	1589	STOLTZ, B	TYROS	2	0	2	1967C
PARAOAN, E	CASE	1	3	1	1634D	STOSKUS, A	STCCC	3	1	0	1359
PARRA, J	CITGR	1	0	0	0000/0	STUMP, P	STCCC	1	0	0	1182
PATEL, A	NWEST	0	0	0	0000/2	SUAREZ, E	ROOKS	0	2	0	1834
PEHAS, A	DRGNS	0	1	1	1857C	SUERTH, F	EXCLB	0	3	1	1493D
PETERSON, T	AMATS	2	2	0	1300/3	SUITS, J	STCCC	4	0	0	1485
PIPARIA, J	MKING	2	1	0	1842	SUARNKANTI, R	BPCHI	0	4	1	1210*
PIVOVITZ, M	STCCC	0	1	0	1394	TAMEZ, I	ALUMN	0	0	0	2167
PIOWAR, T	AMATS	0	1	0	1050/0	TAN, A	HEDGE	1	2	1	1681*
PRADT, D	STCCC	1	0	0	1649	TANNER, C	BAKER	0	0	0	1334
RABINOVICH, E	MKING	2	1	0	1438	TEGEL, F	DRGNS	1	2	0	2023Q
RASO, P	BAKER	0	0	0	1996	THOMAS, J	DRGNS	2	1	0	1565D
RAUCHMAN, M	HEDGE	1	1	1	2153	THOMSON, J	MKNGT	0	3	1	1928C
RAVI, S	BPCHI	0	0	0	0000/1	TOWNSEND, M	NWEST	0	0	0	0000/3
REICH, T	MOLEX	1	2	0	1898*	UNDERWOOD, W	COMPA	0	1	1	1919C

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URBON, C	NONE	0	0	0	0000/0	WIEWEL, J	STCCC	3	0	1	2156
VAIL, M	COMPA	2	1	0	1554	WILLIAMS, K	CASE	0	1	0	2153
VAN PETTEN, J	BAKER	0	1	0	1462	WILLIAMS, S	GETCO	0	0	0	1201#
VAN ZILE, C	UOP	0	0	0	1309	WINKLE, J	BAKER	0	0	0	1579
VIGANTS, A	NORTH	0	4	0	1629C	WINKLER, J	CITGR	0	2	0	0000/1
VOLYNSKIY, G	GETCO	0	0	0	2559	WIRTZ, R	UOP	0	0	0	1308*
VON HATTEN, J	BAKER	0	0	0	1540	WOHNS, N	NWEST	1	1	0	0000/3
WALKER, A	NORTH	0	3	1	1774	WOLF, D	MKING	0	0	0	2319
WALKER, C	UOP	1	1	0	1810	WONG, P	EXCLB	0	0	0	2173C
WALLACH, C	MKING	0	1	2	2008C	WOODS, C	BPCHI	0	0	0	1122*
WANG, ANDREW	BAKER	2	0	0	1749	YACOUT, A	ROOKS	0	0	0	1558
WANG, G	UOP	0	0	0	1589*	ZADEREJ, V	MOLEX	3	1	0	1546
WARREN, R	NORTH	0	0	1	0000/1	ZIMMERMAN, F	MKING	0	0	0	0000/0
WEBER, L	ALUMN	1	0	1	2106	ZOELLNER, J	CASE	2	3	0	1327D
WEITZ, R	EXCLB	2	2	0	1540D	ZUBIK, J	BPCHI	1	0	0	1182#

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12-26-2005

UPPER BOARD FORFEITS

Each team is allowed 2 upper board forfeits per season.
 After the 2nd upper board forfeit, the team is penalized
 one extra game point for each such forfeit in the match.

TEAMS WITH 2 OR MORE UPPER BOARD FORFEITS

CASE

TEAMS WITH 1 UPPER BOARD FORFEIT

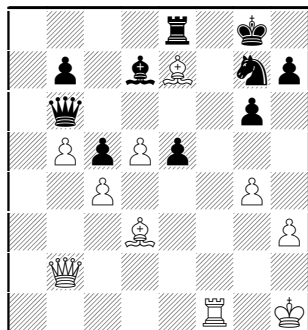
LOYOLA

WALGREENS

SAINT CHARLES

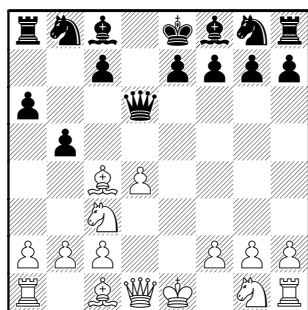
Here are some tactical situations from recent CIGL play. Guess the continuation.
Answers on page 29.

PROBLEM 1.



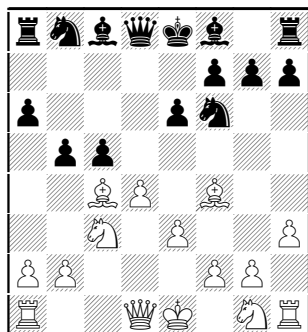
White to play.

PROBLEM 2.



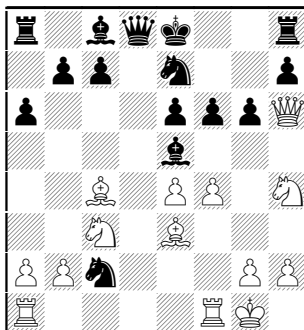
White to play.

PROBLEM 3.



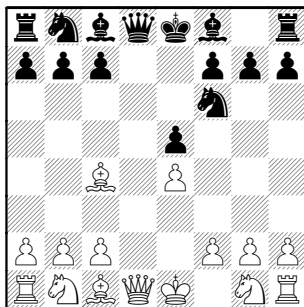
White to play.

PROBLEM 4.



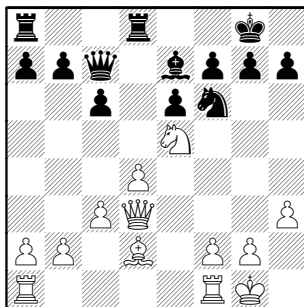
White to play.

PROBLEM 5.



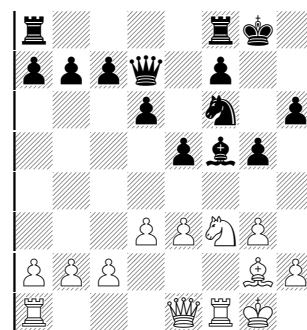
White to play.

PROBLEM 6.



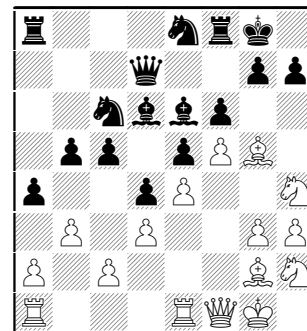
After Qg3, how does
Black continue?

PROBLEM 7.



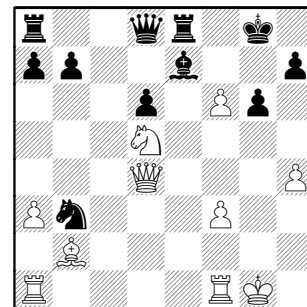
White to play.

PROBLEM 8.

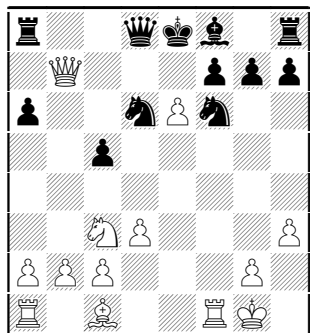


Black to play.

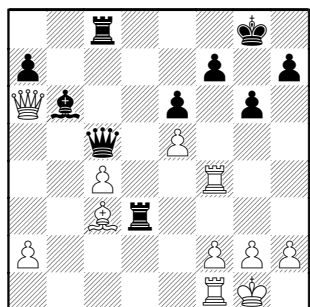
PROBLEM 9.



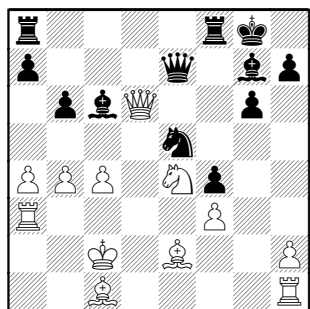
White to play.

PROBLEM 10.

White to play.

PROBLEM 11.

White to play.

PROBLEM 12.

Black to play.

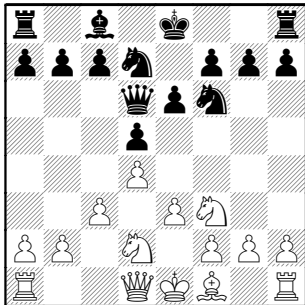
Freidel,J (1715) –

Franeek,M (1707)

[D02]

St Chas CC Baker-Pawns 9-28-.2005

1.d4 Nf6 2.Nf3 d5 3.Bf4 e6 4.e3 Bd6
5.Bxd6 Qxd6 6.Nbd2 Nbd7 7.c3

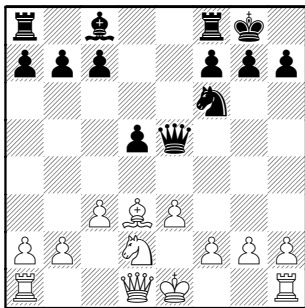


7...0–0

7...c5 is a kind of Queen's Gambit with colors reversed. White has traded his normal "bad" Bishop, but not very aggressive position.

8.Bd3 e5 Black gets the jump on opening lines; he's at least equalized here.

9.dxe5 Nxe5 10.Nxe5 Qxe5



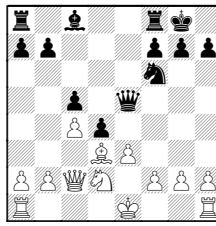
11.Qc2 Re8

In this position, the Rook move seems natural, but with what threat? White shouldn't play e4 until castled, anyhow.

Black can't know Rook placement until White King has settled. His Bishop might be useful on d7,e6, or even b7.

A flexible move is called for, say..

11...c5 defends h7 via threat of 12...c4
12.c4? d4!



I like Black's prospects regardless where White castles:
13.0–0–0

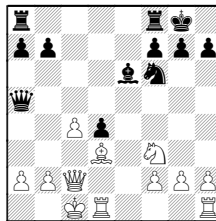
Going to the other side :13.0–0 dxe3
14.Rfe1

(No better is 14.Rae1 exf2+)
14...exf2+ 15.Kxf2 Ng4+ (and Qxh2 next)

13...Be6 and Black has good attacking prospects.

(No threats for Black are made by
13...dxe3 14.Rde1 Qg5)

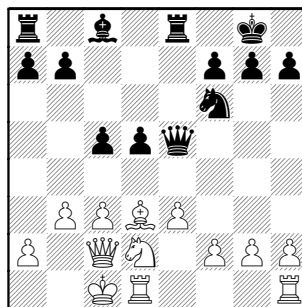
14.exd4 cxd4 15.Nf3 Qa5



16.Kb1 b5 (16...Rfd8)

Just an idea...

12.0–0–0 c5 13.b3



13...a6

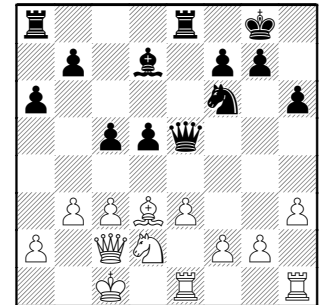
13...Bd7 also threatens b5, but develops and frees c8 for a Rook to

aid in the battle down c-file, especially to c4.

14.h3 h6

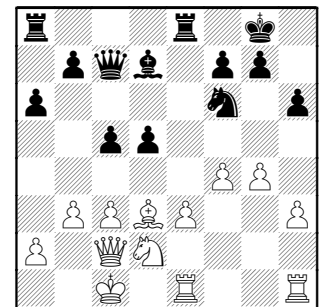
Opposite-side castling can often be evaluated in terms of whose Pawns make contact first. I'd have played b5 to threaten 15 c4 next. Maybe Black was freeing Knight from h7 guard duty, but I'd advise *speed*!

15.Rde1 Bd7



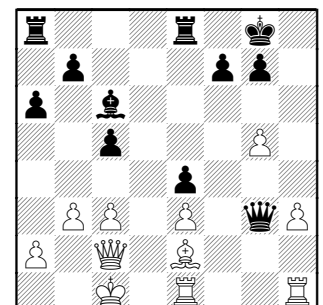
White's e4 is dodged by 16..d4

16.f4 Qc7 17.g4



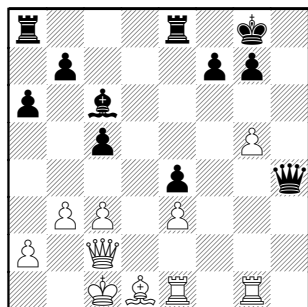
Now g5 opens lines against Black's King. This threat is strengthened by his 14th move.

17...Bc6 18.g5 hxg5 19.fxg5 Ne4
20.Nxe4 dxe4 21.Be2 Qg3



Seems to win Pg5 or Pe3, but...

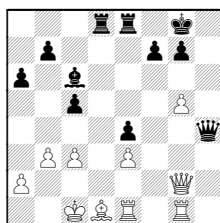
22.Bg4 Qe5 23.h4 Qg3 24.Rhg1 Qxh4 25.Bd1



The weakness of Black's King, Queen and h-file promise counterplay for the Pawn lost.

25...Rad8 26.Rh1

26.Qg2

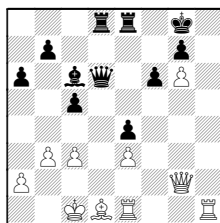


threatens to trap Black Queen with 27 Rh1

26...Qh7 only square!

27.Rh1 Qg6 28.Bh5 (28.Qh2)

28...Qd6 29.g6 f6 30.Bd1



White has definite threats against King, especially after h7,Reh1

Also note if 30.Be2 then Qd2+

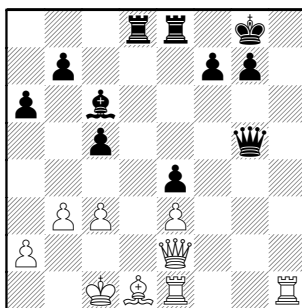
30...Qd3 31.Qh3! Qxc3+ 32.Kb1

26...Qg3

Looks like Black can steal a Pawn while White has trouble with his e3-Pawn:

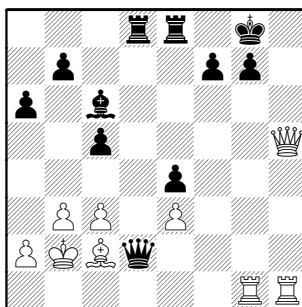
26...Qxg5 27.Qh2 Kf8 idea of 28..Rd3

27.Qe2 Qxg5



Odd, now this causes trouble. Last move seemed OK

28.Reg1 Qf6 29.Kb2 Qd6 30.Qh5 Qd2+ 31.Bc2



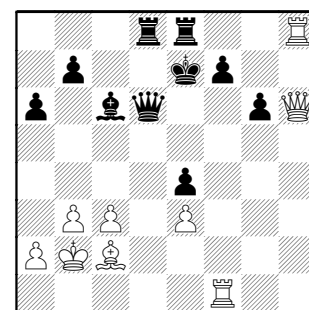
Threat is Qh8# of course.

31...Kf8 32.Qxc5+ Qd6 33.Qg5 threats are now Rh8# and Qxg7+

33...g6

33...Qf6 but then his extra Pawn is doubled

34.Rh8+ Kg7 35.Qh6+ Kf6 36.Rf1+ Ke7

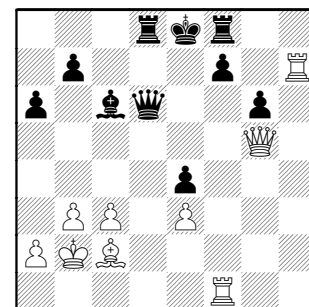


37.Rh7

Better is 37.Qh4+ Kd7 38. Rxf7+

But not 37 Qh4+ Ke6?? 38.Rxe8+ Rxe8 39.Rf6+ 38.Rxf7+

37...Rf8 38.Qg5+ Ke8



39.Rfh1

39.Rf6 Qd5 (39...Qc7 40.Qxg6 fxf6 41.Rxf8+ Kxf8 42.Rxc7)

39...Qe7 40.Qf4 Qd6 41.Qh4 Qe7 42.Qh3

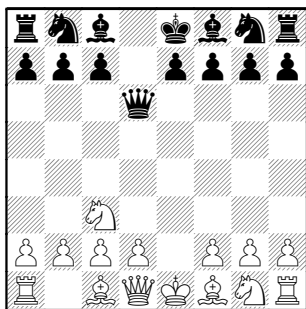
BLACK FLAGGED 1-0

Morris,R (2186) – Walker,A (1780) [B01]
Knights-Northrop, 9-20-2005

I know sometimes it's tough to get started! But this short game is a warning to ALWAYS look for tactics!

1.e4 d5 2.exd5 Qxd5 3.Nc3 Qd6

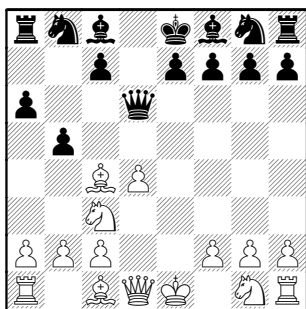
(Diagram already useful..)



A topical line, but Black's Queen needs to know some jungle-survival techniques.

4.d4 a6 5.Bc4 b5

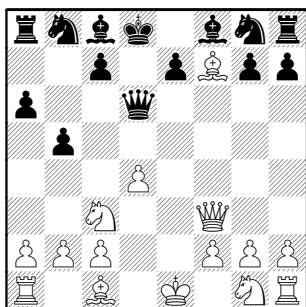
Unfortunately, this is not one them



Apparently, 5...Nf6 is the move. Book mainline is this played at move four.

For the curious about the Black Queen's placement, note she's fairly safe as the White Knight's attacking squares are covered. In the meantime White doesn't have Bf4 and maybe Pd4 becomes a target.

6.Bxf7+! sets up a simple fork with Queen from f3 square. **6...Kd8 7.Qf3**

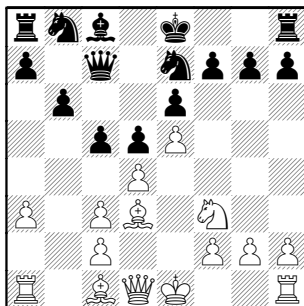


Hitting weakness at a8

7...Nc6? [7...Ra7] **8.Bd5** idea Bxc6 or Qxf8+ **8...Bb7?** and resigns. **1-0**

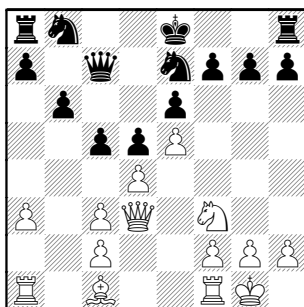
Lee,D (1999) - Allsbrook,F [C19]
Excaliburs-RenKnights, 11-3-2005

1.e4 e6 2.d4 d5 3.Nc3 Bb4 4.e5 Ne7 5.a3 Bxc3+ 6.bxc3 c5 7.Nf3 Qc7 8.Bd3 b6



A favorite of Botvinnik, Black finds a way to defend by trading a key attacker.

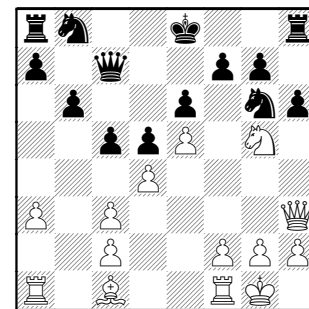
9.0-0 Ba6 10.Bxa6 Nxa6 11.Qd3 Nb8



The tempo used in retreat was gained by White's Bd3, then Bxa6. The question now is how aggressive can White's Kingside become ?

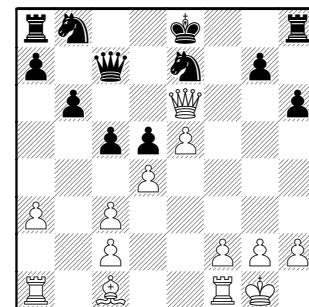
12.Ng5 h6 13.Qh3
pins Pawn, of course

13...Ng6



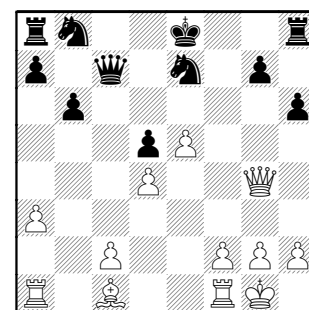
defending Rook, so hxg is now a threat

14.Nxe6 fxe6 15.Qxe6+ idea of Qxg6 **15...Ne7**

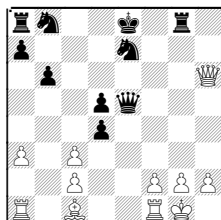


White has 2 Pawns, a protected passer, and maybe some pressure to King for his piece.

16.Qg4 cxd4 17.cxd4



Instead, after 17.Qxg7 Rg8 18.Qxh6 Qxe5 Black unnecessarily gets some counterplay possibilities:



idea Rh8, Qxh2# or Qg7

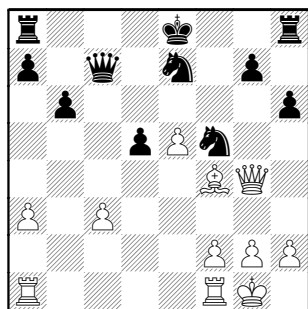
17...Nbc6!

Development of the extra piece rates higher than opening lines with Pawn-snatching.

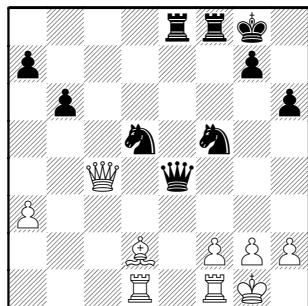
18.Bf4

18.Qxg7 0-0-0 and Black has plenty of open space toward King

18...Nxd4 19.c3 Ndf5



20.c4 0-0 21.cxd5 Nxd5 22.Bd2 Qxe5 23.Rad1 Rae8 24.Qc4 Qe4

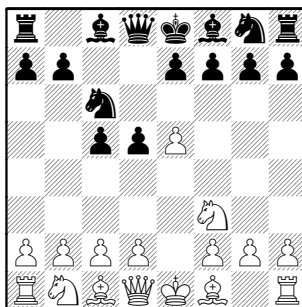


0-1

Fabijonas,R (1613) –
Moeht,D (1396)
Pawns-Fermilab

[B01]

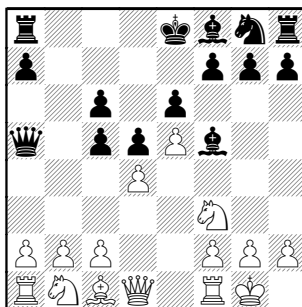
1.e4 d5 2.e5 c5 3.Nf3 Nc6



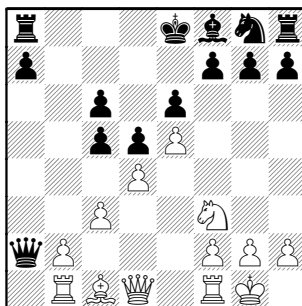
4.Bb5

4.d4 e6 transposes to a French Advanced variation

4...Qa5 5.Bxc6+ bxc6 6.0-0 Bf5
7.d4 e6

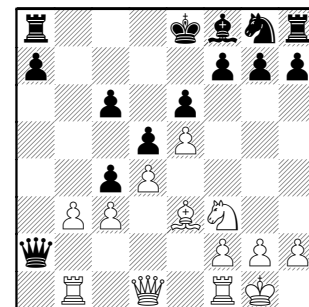


8.c3 Bxb1 9.Rxb1 Qxa2

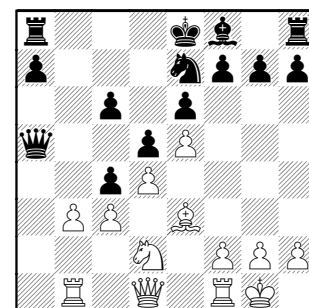


10.Be3 For the Pawn, White has a substantial lead in development. He might continue Qc2 and Ra1-a4, Raf1.

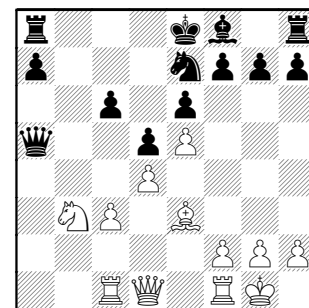
10...c4 11.b3!



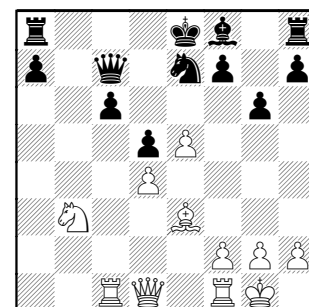
11...Ne7 12.Nd2 Qa5



13.Rc1 [13.Qc2] 13...cxb3 14.Nxb3



14...Qc7 placing Queen on same file as Rook gives White an opportunity.
15.c4 g6 16.cxd5 exd5



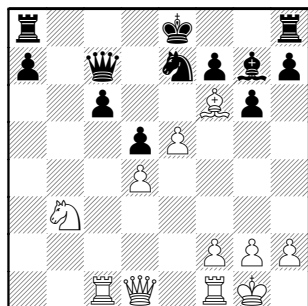
with a nice outpost on c5 and White

can double on c6 to tie down Black's pieces.

17.Bg5

Although this does lead to regaining a Pawn, it appears to be the point where Black gets his pieces activated. The coming multiple moves of the Bishop hand the initiative back to Black.

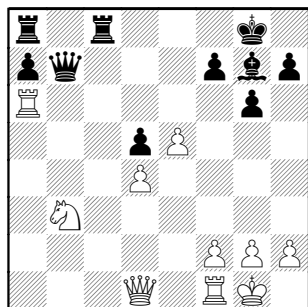
17...Bg7 18.Bf6



18...0-0 19.Bxe7 Qxe7 20.Rxc6

White has regained his Pawn and has more targets Pa7 and Pd5. Black's Bishop is misplaced.

20...Rfc8 21.Ra6 Qb7



22.Qd3

22.Nc5? Rxc5! 23.dxc5 Qxa6

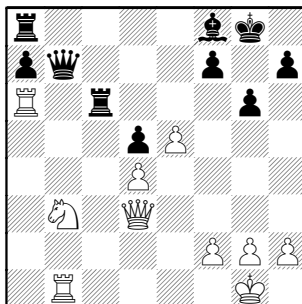
22...Bf8

22...Rc4 idea Qxa6 or Rac8, followed by Rc3

23.Rb1

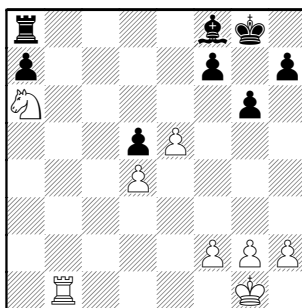
Maybe #1 priority should be to blockade passer. 23.Rfa1

23...Rc6



24.Nc5 hits Queen (with Knight and Rb1!) while protecting Rook, of course, but hindsight (and game) shows it's not a secure outpost!

24...Qc8 25.Rxc6 these trades don't solve White's problems **25...Qxc6 26.Qa6 Qxa6 27.Nxa6**



White shouldn't have any hopes of winning this ending, thanks to Black's outside passer, his lack of active Pawn play, and his trouble with the first rank.

27...Rc8 28.f4 but becomes another target [28.Rb7?? Rc1#] **28...Rc4 29.Rd1**

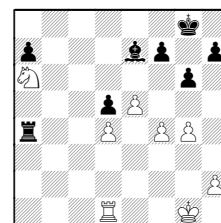
29.Rb7 Rxd4 30.Rxa7 Rxf4

29...Be7 30.g4

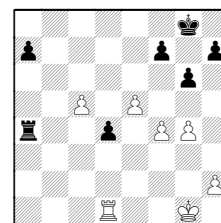
As White, I'd be thinking draw, his King can centralize and not worry about pointless checks from Black. after 30.Kf2

30...Rc6 31.Nb8 dangerous, the Knight needs protection and is nearly trapped here !

31.Ra1 Rc4 32.Rd1 Ra4

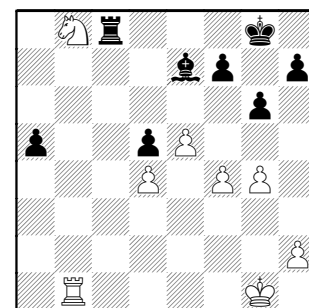


at least the Rook blocks his own passer. 33.Nc5!? Bxc5 34.dxc5 d4



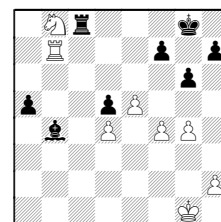
is a good picture of thoughts back around move 30. It shows 30 g4 is weak here, whereas Kf2 would aid attacking Pd4.

31...Rc8 32.Rb1 a5



With the passer moving and White's pieces uncoordinated, things are looking good for Black. **33.f5** with White's pieces tied down, this only creates another weakness

33.Rb7 idea is Nd7, then Ra7 33...Bb4



34.Na6 (34.Nd7) 34...Bc3 35.Rb5

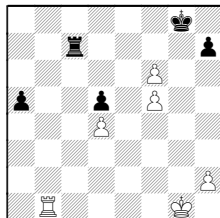
Ra8 36.Nc7

33...gxf5 34.gxf5 f6

34...Bb4 35.Na6 Bc3

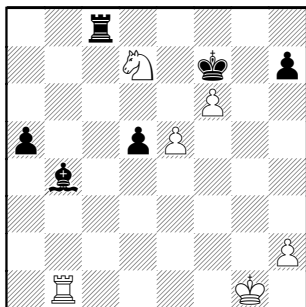
35.Nd7 [35.e6] 35...fxe5

35...Rc7 36.Nxf6+ Bxf6 37.exf6



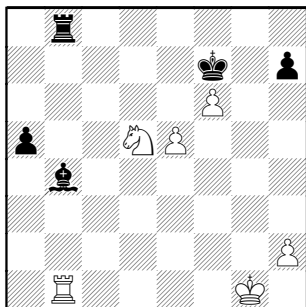
37...a4 38.Rb5? Ra7 39.Rxd5 a3 and queens

36.f6 Bb4 37.dxe5 Kf7



Black is still OK. It's amazing how the Knight is useless since it can't permanently sit anywhere !

38.Nb6 Rb8 39.Nxd5

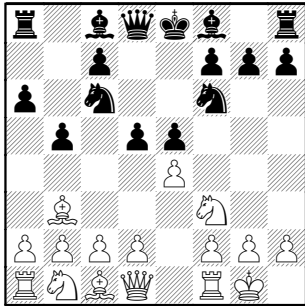


oops !**39...Bc5+ 40.Kg2 Rxb1**
41.Kf3 a4 42.Ke4 a3 43.Kf5 Rf1+
44.Ke4 a2 0-1

Brotsos,J (1583) –
Denniston,E [C78]
Excaliburs-Northrop, 10-27-2005

[Notes by Arnie Walker,
under Fritz' advice]

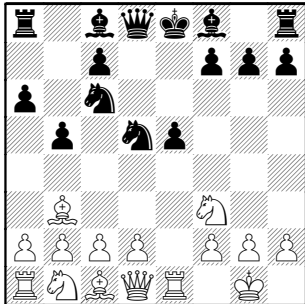
1.e4 e5 2.Nf3 Nc6 3.Bb5 a6 4.Ba4
Nf6 5.0-0 b5 6.Bb3 d5



'?' ajw/Fritz.

ajw/Fritz: 'opening lines with K in
center and behind in development?!'

7.exd5 Nxd5 8.Re1

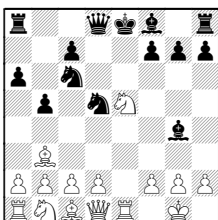


8...Bg4 '?' ajw/Fritz.

8...f6± was forced

9.h3 '?' ajw/Fritz.

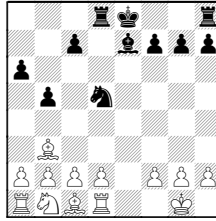
9.Nxe5!



9...Bxd1

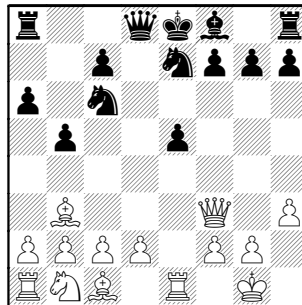
9...Nxe5 10.Rxe5+ Ne7 11.Qxg4

10.Nxc6+ Be7 11.Nxd8 Rxd8
12.Rxd1!



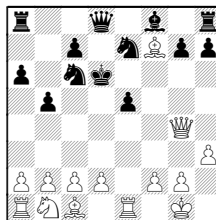
simply wins

9...Bxf3 10.Qxf3 '+-' ajw/Fritz.
10...Nde7

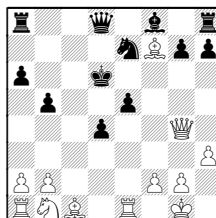


'?!' ajw/Fritz. 11.Qxf7+ '?' ajw/Fritz.

Fastest win: 11.Bxf7+ Kd7 12.Qg4+
Kd6



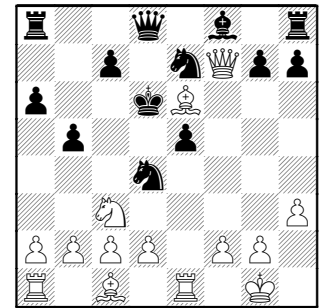
13.d4 Nxd4 14.c3 c5 15.cxd4 cxd4



16.Rxe5 Kc7 and White can

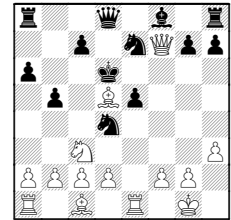
consolidate his extra piece

11...Kd7 12.Be6+ Kd6 13.Nc3 Nd4



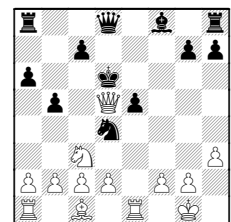
14.Ne4+

14.Bd5



14...c6

Certainly not 14...Nxd5?? 15.Qxd5+



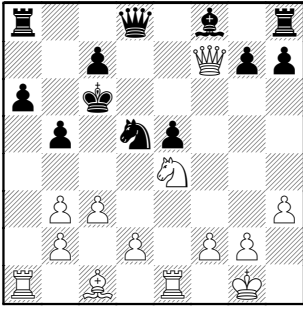
15...Ke7 16.Rxe5+ Ne6 17.Qxe6#

15.Ne4+ Kc7

14...Kc6 15.Bb3

The Bishop's safe square is f7, so
this position illustrates another
downside to 11. Qf7+

15...Nd5 16.c3 Nxb3 17.axb3



Black is relatively safe on the light squares.

The game score after move 11 is too messed up to reconstruct this game.. 1-0

But the rest was 17...g6 18.Qe6+ Bd6 19.d3 Re8 20.Qg4 a5 21.Nxd6 Qxd6 22.Bg5 Nf4 23.Qf3+ Kb6 24.Re4 Rf8 25.Qe3+ Ka6 26.Rxe5 Nd5 27.Qe4 c6 28.c4 Nf6 29.Bxf6 Qxf6 30.cxb5+ cxb5 31.Re6+ 1-0

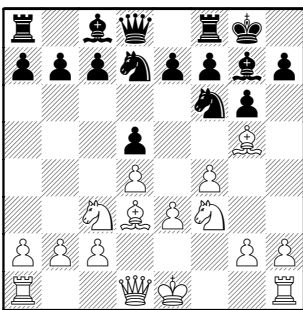
Stein,P (2194) –
Otero y Garzon,G (2255) [D01]
Lucent Tyros-Fermilab 09-28-2005

[Notes by Gustavo]

1.d4 Nf6 time: [white=0,black=0]
2.Nc3

The Veresov is one of Stein's pet openings.

2...d5 [1,1] 3.Bg5 Nbd7 [1,1] 4.e3 g6 [2,1] 5.f4 Bg7 [2,2] 6.Nf3 0-0 [3,3]
7.Bd3



7...Nb6 [7,8]

Here I decided to play in a less

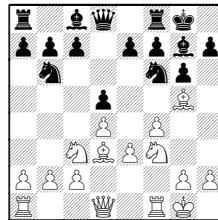
orthodox way assuming that Pete would have an easy game if I would play within his scheme.

Of course, it looks much more natural to play: 7...c5 where a second fianchetto will enhance the pressure on white's center.

8.Ne2

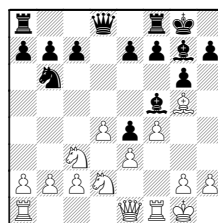
This move surprised me a little, but after the game Stein seemed to be very pleased with this "reversed stonewall" with the queen bishop outside the pawn chain. In that case the knight is better placed on d2 in one move than on e2 in two moves.

I was expecting something more to the point like: 8.0-0

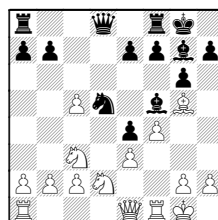


when I intended 8...Bf5 9.Bxf5

The other option is to see what black can do in the center with:
9.Qe1 Ne4 10.Bxe4 dxe4 11.Nd2



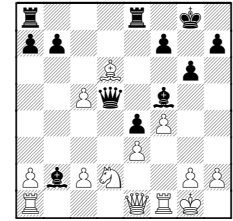
And here black can open the position to save the precarious state of the advanced e4 pawn with:
11...c5 12.dxc5 Nd5



13.Nxd5

(13.Ncxe4?! Nxe3= black has managed to break the center for the bishops.)

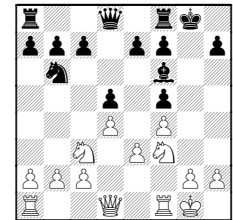
13...Qxd5 14.Bxe7 Rfe8 15.Bd6 Bxb2



and black would have managed to equalize:

16.c4 (16.Rb1 Qxa2=) 16...Qd3
17.Rb1 Bc3=

So my mainline analysis continues
9...gxf5 10.Bxf6 Bxf6



11.Ne5 e6= and black can try to put his knight in e4 and then kill the beast on e5 if necessary.

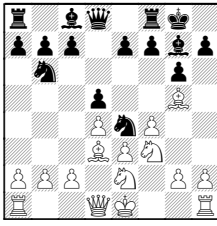
Back to game...
8...Nc4 [12,16]

I had this move in mind when I rejected 7 ... c5, thinking that a defence of the b2 pawn looks very passive and the exchange on c4 would give prospects to the bishop pair (when the center opens).

But also to be considered is the occupation of the recently "neglected" e4 square:

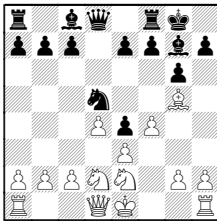
8...Ne4

(Diagram follows)



9.0-0 Bf5 =

Also from this diagram, the attempt to punish the pawn on e4 fails: 9.Bxe4 dxe4 10.Nd2 Nd5

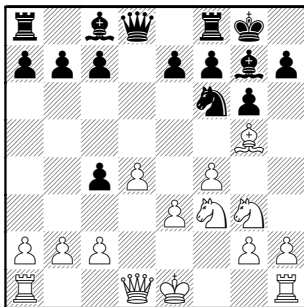


White has to defend carefully. For example: 11.Kf2

(11.Nxe4?! h6 and white loses a piece.)

11...f6 12.Bh4 g5

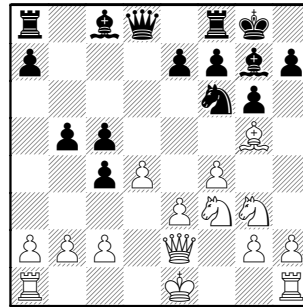
9.Bxc4 dxc4 [15,16] 10.Ng3



10...b5 [15,25]

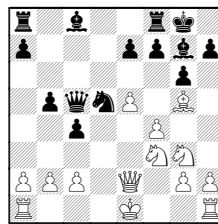
I wanted to put a second bishop on a long diagonal and also defend c4 from a future attack, but it was also worth considering attacking the center right away with: 10...c5

11.Qe2 c5 [24,29]



12.c3

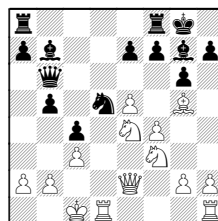
After the game we considered 12.dxc5 Qc7 13.e4 Qxc5 14.e5 Nd5



15.Ne4 Qb6 16.0-0-0 Bb7 and here we had different opinions.

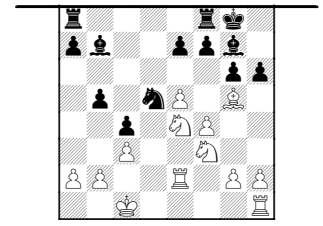
Pete liked white's expansion in the center whereas I pondered the possible attack on the Queenside as an advantage for black.

A) His way! After revisiting the variation with the exchange sacrifice (see coming 'B' line), Stein was happy with: 17.c3

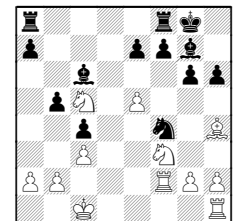


and at that time I could not find the way to prove him wrong. But black simply wins with

17...Qe3+ 18.Rd2 Qxe2 19.Rxe2 h6

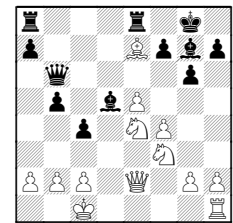


20.Nc5 Bc6 21.Bh4 Nxf4 22.Rf2



22...g5 23.Bg3 Nxf2--+

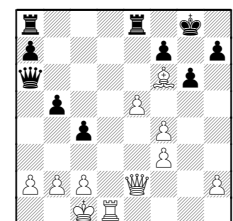
B) The Exchange Sac we looked at: 17.Rxd5 Bxd5 18.Bxe7 Rfe8



It seems to me that white has no compensation for the exchange since the exploitation of the weakened dark squares of black's kingside demands precious time that black would use to make the rooks do their job.

B1) 19.Nf6+? is what he had in mind when going for the sacrifice at move 17, rejecting the whole line after 19...Bxf6 20.Bxf6 Qxf6

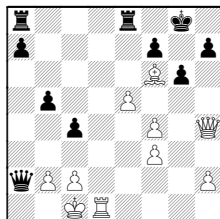
B2) But better is 19 Rd1 Qb7 20.Nf6+ Bxf6 21.Bxf6 Bxf3 22.gxf3 Qa6



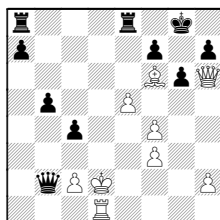
since black has a strong initiative.

From that analysis diagram, note the crude mate attempt fails

23.Qf2 Qxa2 24.Qh4



24...Qa1+ 25.Kd2 Qxb2 26.Qh6

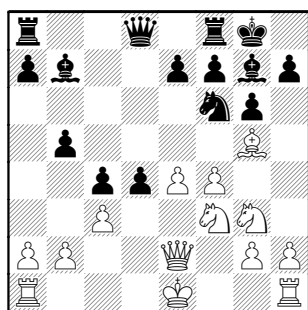


26...Qb4+ 27.Ke2 Qf8 back just in time!

Let's get back to the game!

(return to top of middle column, last page...)

12...Bb7 [33,32] 13.e4 cxd4 [34,32]



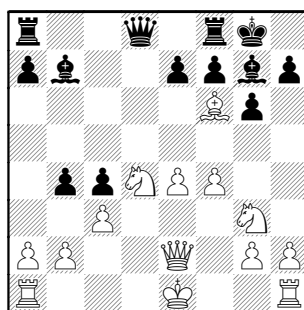
14.Nxd4

Of course, after 14.cxd4 Qa5+ and black is in command.

14...b4 [36,36]

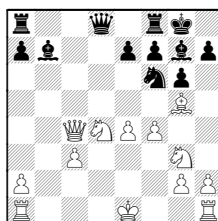
14...Qb6 was more solid than the position is even here. Instead I decided for this risky attempt to open the position.

15.Bxf6



A) 15.0-0= was a serious improvement

B) However, here It would be a mistake to play: 15.Qxc4 bxc3 16.bxc3



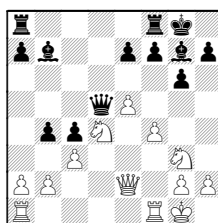
16...Nxe4 17.Nxe4 Bxe4

Black has better pieces and white will have to deal with the fate of the c pawn

15...exf6 [43,41]

I wasn't expecting the exchange on f6 and I liked the idea of putting pressure on e4, which objectively looks better:

After 15...Bxf6 16.e5 Bg7 17.0-0 Qd5

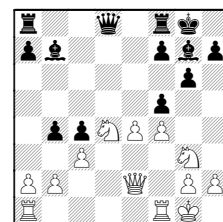


18.Rad1 bxc3 19.bxc3 Qa5=

16.Qxc4 Pete falls into his ambition and gives black the initiative.

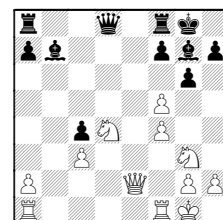
It was necessary to move the king out

of the center with: 16.0-0 f5

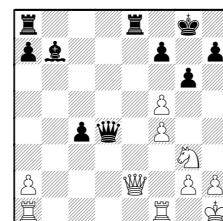


A) 17.e5 Qb6=

B) 17.exf5?! bxc3 18.bxc3

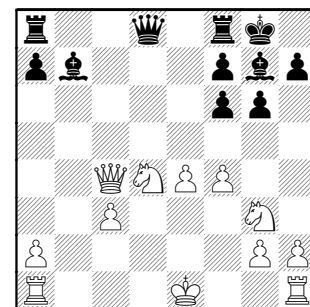


18...Bxd4+ 19.cxd4 Qxd4+ 20.Kh1 Rfe8



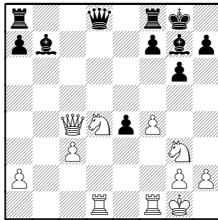
The bishop is stronger than the knight.

16...bxc3 [44,41] 17.bxc3 Diagram



17...Rc8 [47,48]

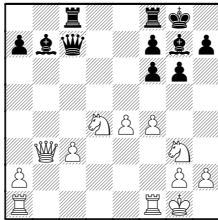
17...f5 18.0-0
(18.exf5 looks suicidal.)
18...fxe4 19.Rad1



The bishops are very powerful here.

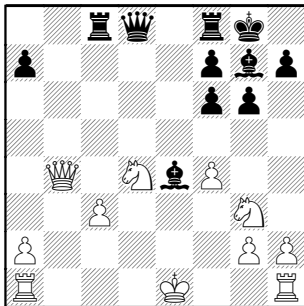
18.Qb4

This gives black more opportunities than: 18.Qb3 Qc7 19.0-0



19...Qxc3 20.Qxc3 Rxc3

18...Bxe4 [48,59]



19.Nxe4

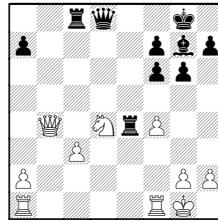
Stein took the bishop instantly and entered into a very dangerous position.

The lesser evil was: 19.0-0 Bd5
Again, white has to face the bishop pair in the open position.

19...Re8 [49,59] 20.Ne2?!
Again, played almost immediately.

Now white is in serious trouble.

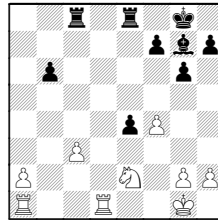
I was expecting: 20.0-0 Rxe4



21.f5 Qc7 and it is hard for white to hold the position.

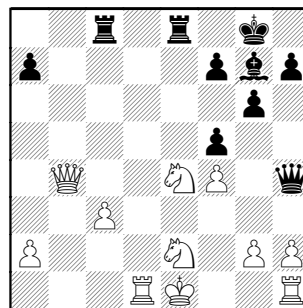
20...f5 [50,60] 21.Rd1?

White should have tried: 21.0-0 fxe4
22.Rfd1 Qb6+ 23.Qxb6 axb6

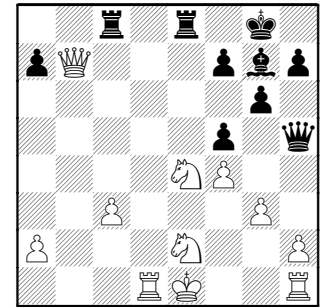


24.Rab1 Bf8

21...Qh4+ winning [55,63]

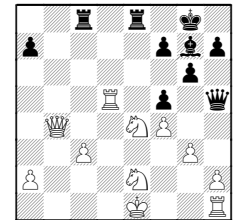


22.g3 Qh5 [64,68] 23.Qb7



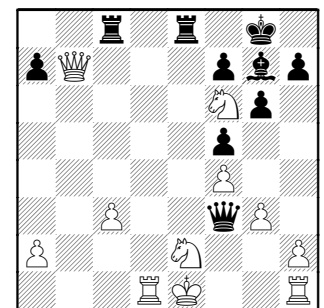
Here, with time for the time control, I started calculating the most crazy variations in order to mate the white king and repeated the same mistake as in my previous defeat (Otero-Coulter march 2005, where after building consistently a won position I blundered a whole rook).

Pete suggested 23.Rd5



but it loses to 23...Qf3 24.Rf1 Qe3

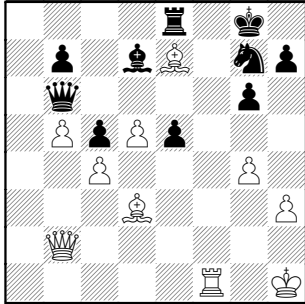
23...Qf3? [74,78] [23...fxe4 was good enough: the weak light squares, the unconnected rooks and the possible penetration of a rook in the second rank leave white in a hopeless position.] 24.Nf6+



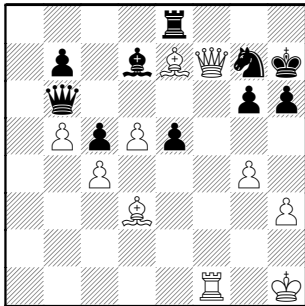
A very disappointing loss. After carrying the game with energy and consistency, I made a naive blunder.
1-0

SOLUTION 1.

Tegel,F (2029) - Reich,T (1905)

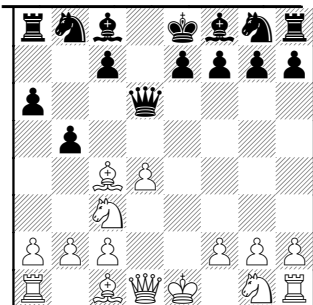
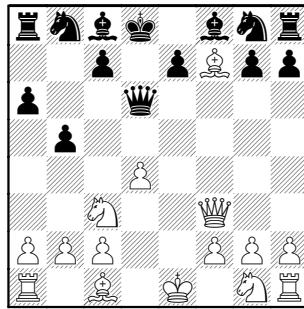
Black had just played **25...Re8**

White located some mate threats which net a piece!

26.Qf2 h6 27.Qf7+ Kh7**28.Bf6 1-0**

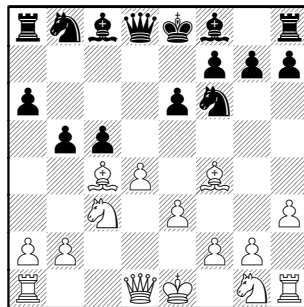
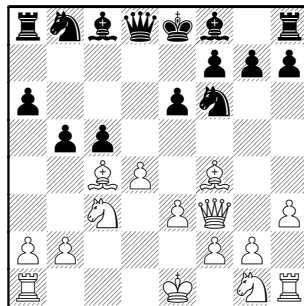
SOLUTION 2.

Morris,R (2186) - Walker,A (1780)

...b5 has just opened diagonal:**6.Bxf7+!** sets up a simple fork with Queen from f3 square. **6...Kd8 7.Qf3**weakness Ra8 **7...Nc6?** [7...Ra7]
8.Bd5 idea Bxc6 or Qxf8+ **8...Bb7?**
and resigns. **1-0**

SOLUTION 3.

Wiewel,J (2142) - Coulter,D (1934)

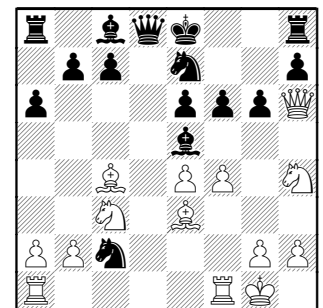
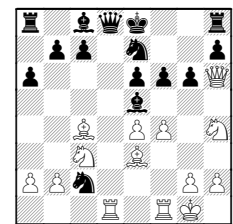
7...b5 again, weakening the diagonal**8.Qf3****BLACK RESIGNED****8...Nd5** [8...Ra7 9.Bxb8] **9.Nxd5**

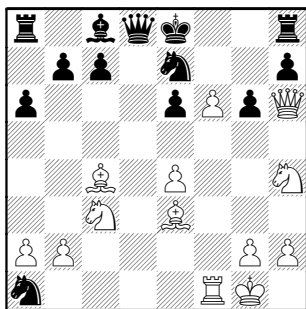
(Diagram follows)

SOLUTION 4.

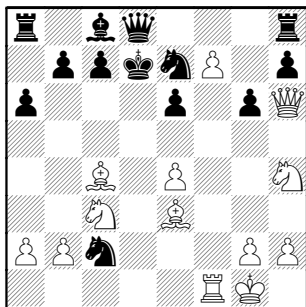
Stoskus,A (1329) - Hernandez,F

White has cleverly allowed Black to fork on c2:

He played **13.fxe5**It appears that he could also have played **13.Rad1****13...Bd7 14.Bf2** with idea Bb3 or feThe game went **13...Nxa1 14.exf6**

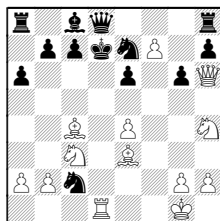


14...Nc2 15.f7+ Kd7



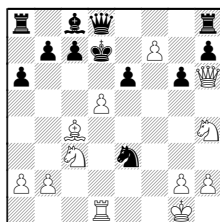
16.Bg5

Or win Queen with 16.Rd1+



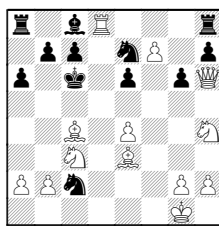
16...Kc6

(16...Nd5 17.exd5 Nxe3?)



18.dxe6+ Kc6 19.Rxd8)

17.Rxd8



17...Rxd8

(Same thing after 17...Bd7 18.Rxa8 Rxa8 19.f8Q)

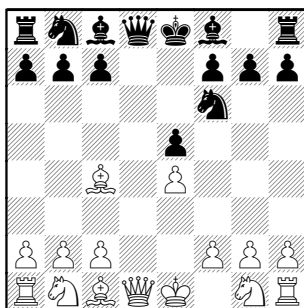
18.f8Q

16...Qf8 17.Rd1+
and White eventually won. 1-0

SOLUTION 5.

Gazmen,B (2036) - Le,D (1770)

Nothing fancy, but a trick that's possible fairly often!



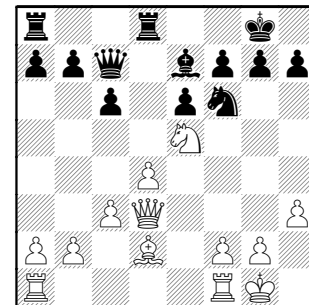
5.Bxf7+ Ke7

The point is 5...Kxf7 drops Queen to 6.Qxd8

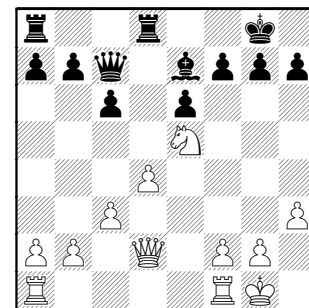
6.Qxd8+ Kxd8 7.Bg5 and so on...

SOLUTION 6.

Lu,D - Miller,A (1437)



16.Qg3 Ne4 17.Qf4 Nxd2 18.Qxd2

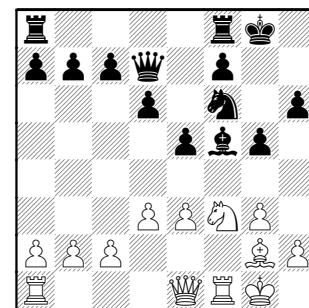


18...Qxe5

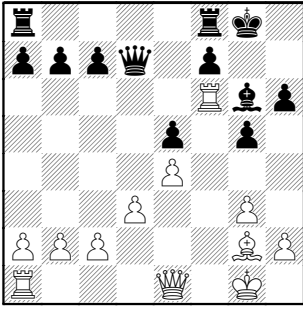
Winning a piece and eventually the game. 0-1.

SOLUTION 7.

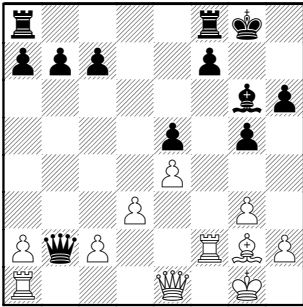
Buckley,J - Rufus,B



15.e4 Bg6 16.Nxe5 dxe5 17.Rxf6
White won a Pawn, but...



17...Qd4+ 18.Rf2 Qxb2

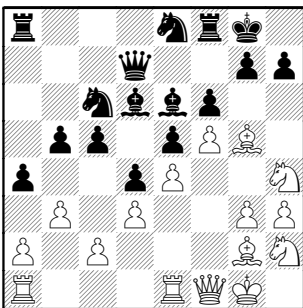


White only won on move 52.

SOLUTION 8.

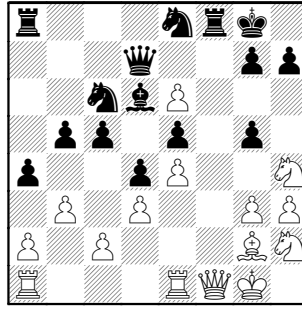
Hendrickson,B - Suits,J

White had just played 18. f5



18...fxg5 19.fxe6

With a mutual attack on opponent's Queen, but...

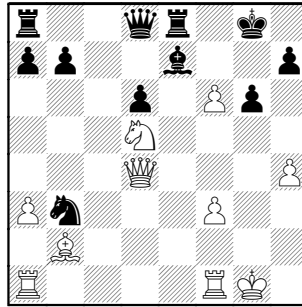


19...Rxf1+ 20.Rxf1 Qxe6

And Black wins handily. 0-1.

SOLUTION 9.

Slater,B - Dobr,K (1366)



Notice White's Queen is attacked, so options may seem limited.

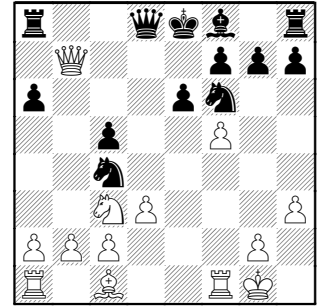
28.f7+

White could play 28.Qc3, attacking Knight and threatening to win Queen with fxe7 (also discovering mate to g7, of course!)

28...Kxf7 29.Qg7+ Ke6 30.Rae1+ Kd7 31.Nf6+ Kc6 32.Nxe8 and things went on a while... 1-0.

SOLUTION 10.

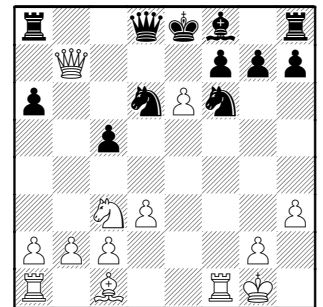
Splinter,J (2096) –
Marcowka,B (1930)



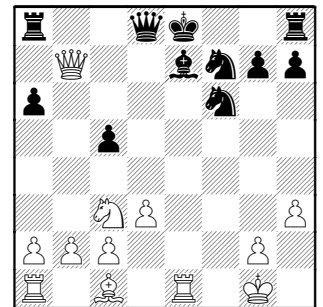
13.fxe6

Did White blunder piece?

13... Nd6 seems to hold...



14.exf7+ Nxf7 15.Re1+ Be7

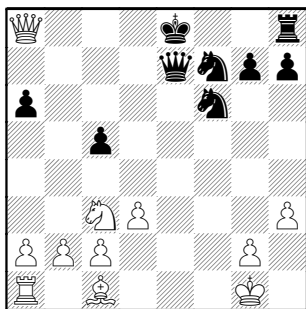


16.Rxe7+

The fun part !

Qxe7 17.Qxa8+

(Diagram follows)

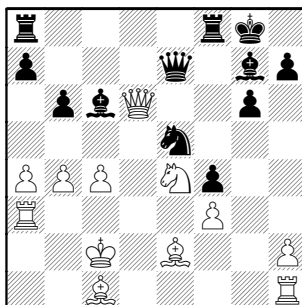


17...Nd8 18.Bg5 0-0 19.Nd5 Qd6
20.Bxf6 gxf6 21.c4 Nb7 1-0

SOLUTION 12.

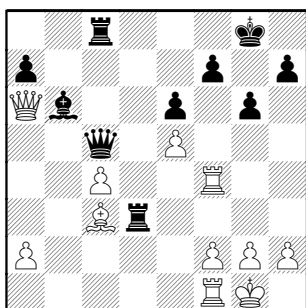
(509) Turner,F - Le,D (1768) [A41]

White missed a small detail with a
large problem after: **21.Qxd6**



SOLUTION 11.

Jakstas,K (2174) - Tegel,F (2029)



21...Bxe4+ 0-1

Undermining the Queen's support.

Where to put the attacked Bishop??

28.Bb4 Qc6 29.c5 Bxc5 30.Qxd3
Bxb4 1-0

Advice from GM Lev Polugaevsky

My favorite chess study is annotated games and those by the players are the best. Recent review of GM Lev Polugaevsky's autobiographical works were much-enjoyed—for the comments as well as the games. Here are some favorites !

"Earlier I had frequently been reproached for my lack of purely competitive, 'Fischer-like' aggressiveness at the time of a decisive battle. I will not venture to argue about this, since in my younger days I had normally been not altogether successful in my handling of decisive games. Of course, there are leading traits in a person's character, and if he is of a genial nature he will only be put out by aggression at the time of battle. But, even now, before a game I would not object to a sensible dose of aggression, one which does not cloud the brain, does not overwhelm one, and does not confuse one's thinking, but leads to a state of enthusiasm. Moreover, for many years I have been trying to find methods of bringing myself into such a state, but unfortunately I do not always find it possible.

But in my games with Kholmov [at the 1967 USSR Championship] this was helped by the injustice of the Swiss System. I sat down at the board in such an energetically aggressive frame of mind, I was so undisguisedly eager for victory—and 'to avenge the insult', that my opponent apparently sensed this. And, perhaps, quaked in his shoes. This happened frequently to the opponents of the young Tal, Fischer, and Karpov, i.e. when they had to play against genuinely strong characters." *[GP p. 166]*

"I know from my own experience that sometimes one follows all the rules in preparing for a tournament, but one's play, as they say, won't 'get going'. Whether it is psychology or something else that is the cause of this, I do not know. But I have seen very many players in this state, and each has tried to escape from it in his own way.

It was this that happened to me in to 1969 USSR Championship at Alma Ata. Game after game I played somehow very leisurely, my thinking was sluggish, and uninteresting even to me myself. The result appeared natural enough: in the first half of the tournament—one draw after another, fifty per cent of the points, and a place far away from the leading group. It was absolutely essential to master myself. 'Better to lose than to play such depressing draws', I

decided, and before the next round, the 10th, in which I was to meet V. Osnos, I decided on a course of play which was completely unusual for me. And for this purpose I played 1 e4 – a move which I practically never employ.

It was obvious that by this the opponent was afforded a major trump in the opening stage of the game, since there was no time to study for White the subtleties of the possible Sicilian, Ruy Lopez, or Pirc Defence. But I did not even set myself such a task. Just the opposite: in order to enliven my play and force my brain to work, I intended to solve all resulting problems at the board.

And that is what happened. Osnos employed a system which I had never analyzed (after all, I don't play 1 e4 !). This could have unsettled me, had I not planned such a situation beforehand. As a result, at the board I managed to find a plan for obtaining an advantage, and, more important, convert it into a win.

It is for this reason that I consider this game to be a decisive one. It indeed changed the course of the tournament for me. My play became more lively, and point after point appeared for me in the tournament able. And in the end – a share of 1st-2nd places, a match with A. Zaitsev, about which more later, and the title of USSR Champion." *[GP p. 171-2]*

"I recognized, as I had never done before, my mistake in previous years. Both in junior events, and then in USSR Championships, I had always regarded each decisive game as the game of my life ! And when I failed to achieve my aim, I reproached myself for my lack of mobilization, and the weak concentration of my efforts. But in fact the root of the evil lay elsewhere: I was let down by excessive constraint- the very worst enemy of creativity !

And before the fourth game of my match with Zaitsev, I seemingly sensed very clearly: despite the importance of the coming encounter, I had to achieve an inwardly light-hearted, even – if you will excuse the expression- devil-may-care attitude to the game. In the

psychological sense I had to reduce the coming encounter to the most ordinary of games, of which I had already played more than a hundred or more, and in the majority of cases—successfully. It was another matter that I had to play thoughtfully, without weakening my combative edge, to play with all possible competitive aggression, but on no account to associate each important step in the game with the sheen of the gold medal.

Such self-preparation, which one might call the autogenous training of a chess player, I did in fact succeed in carrying out. How was it done? I would not venture to give any sort of universal advice. One player, so as to obtain a composed frame of mind, has to have a good sleep, another must take a walk through beautiful avenues, parks and roads, a third has to grow well and truly angry, if for him this is pleasing, a fourth, in contrast, has to calm himself, while a fifth has to go along to the game wearing his favorite shirt or tie. I believe that some time in the future psychologists in general, and chess psychologists in particular, will translate these recommendations, which we reach by the method of trial and error, into the exact language of science.

Be that as it may, but by purely individual means I succeeded in attaining that so desirable 'indifference', which was far from indifferent for me. In accordance with the frame of mind attained, within literally a few short minutes the opening was also planned. There would be no sharp tactics, no playing according to the principle 'win or bust'. The Catalan Opening, that's what it would be, even though it did not promise White any marked advantage! In addition, it combated excellently one further deficiency in my opponent's play. Although, I repeat, Aleksandr was highly resourceful in defending against a direct attack, he defended much less confidently and with much less interest in slightly inferior positions, and would occasionally allow himself impulsive decisions, which strategically were not altogether well-founded. It was in such a situation that I could hope to increase appreciably even a minimal advantage.

The course of the game fully confirmed the correctness both of my 'chosen' mind, and of the corresponding, purely chess plan for the game." [*GP*, p.178-9]

"I will always remember the year of 1973, for it was then that I first overcame the Interzonal barrier, and emerged as one of the Candidates for the World Championship....

I felt that never before in my life had I faced such a difficult task. Upon the result of one game hung my long-cherished dream of reaching the Candidates' events. A dream, which I had been unable to fulfill either in 1970, when I appeared to have fair prospects in the Interzonal Tournament, or earlier, when I had failed in the 1963 and 1966 USSR Championships and had not reached the Interzonal Tournaments.

The consciousness of all this weighed heavily on me, and in such a state there was no possibility of my playing successfully. How was I to shake off this burden of many years, now concentrated on one single game, how was I to rid myself of this mental confusion?

What was I to do? Should I cultivate a calmly indifferent attitude to the coming battle, as I had once done in my match with A. Zaitsev? Or should I arouse in myself a feeling of maximum competitive aggression, as before that game with Kholomov? Neither of these was really suitable—the first, because it inclined towards a rather quiet game, the second, since it was very easy to 'overheat'. What was needed was a synthesis of these two conditions—enormous energy plus cool reason, but how was it to be attained?

Perhaps to some extent I was helped by a little incident.

During the tournament we were living in a mountain hotel, and the fresh air, together with a rather special, incomparable, quietness, were highly suitable for chess players relaxing after one battle, and at the same time tuning up for another, in the following round.

And so, the evening before the last round, after dinner I went out for a breath of air, and began making circuits around the perimeter of a small swimming pool which was situated close to the hotel. Stars were suspended like mysterious lanterns in the dark Southern sky, and it was very warm and very quiet. I encircled the pool once, twice, when I ran into Vlastimil Hort, who was returning to the hotel from the town.

'Who are you playing tomorrow?' the Czech grandmother asked me.

Highly astonished, I replied: 'Portisch...'

'Aha...difficult. It's impossible to win against him at the moment, he just doesn't lose at all!'

Hort said this even sympathetically, but for some reason this sympathy acted like a spark to a keg of gunpowder.

'If it comes to that, I've even won against World Champions!'

This was a cry from the heart. And although this may seem like a rather poor fabrication, it was as though heard by the veteran Argentinian grandmaster Miguel Najdorf who had come to Petropolis especially for the concluding rounds. His optimism is legendary, and he spent evenings with us in the hotel at chess and cards, when his voice would not die down even for a minute.

'What?! Who are you playing? Portisch? And you need to win? You'll win!!'

'How will I win?'

'You have the better chances! He needs a draw, but you need a win!', Najdorf declared not altogether logically, but most convincingly. And he added:

'You are playing well! Do you want to take a bet on it?'

I suddenly sensed a growing feeling of confidence in victory. Indeed, it was equally likely for me as it was for Portisch. What about a draw being in his favour? Yes! But after all, not only I, but also he had to play 'to order'!

A further half an hour's walking, a sound sleep, and in the morning I felt that I couldn't wait for the moment when I would sit down at the board. Jumping ahead, I should perhaps mention that, in the bus on the way to the game, I listened with genuine pleasure to some amusing stories, and myself related some anecdotes. Later, my second, Vladimir Bagirov, admitted that both he, and grandmaster Yuri Averbakh who had been sitting next to him, had been astonished that I should be in such a mood prior to such an important encounter.

And so, I awoke with a thirst for battle, but not a reckless battle, but one prepared beforehand, like a decisive encounter in a war., From here followed the stages in my opening preparation.

First I had to decide the question: should I play that which I normally play, or should I try to surprise my opponent with my choice of opening? My second made his recommendations to me on both possibilities, and we began considering opening with the king's pawn. In its favour, apart from its surprise value, was the fact that after 1 e4 Portisch feels much less confident...

'But if it should be a Lopez, what then?' I asked dubiously.

'Play the Italian Game!'

'But I never played it even as a child!'

'So much the better! Portisch only plays the variation with Bf8-c5...'

And I was shown a multitude of variations of primordial antiquity, which had been worked out taking Portisch's games into account...

I was ready to agree, when I suddenly sensed: this is no way to play! This is not the way to plan a decisive battle. After all, if I were to fail to gain an advantage from the opening, I would not forgive myself for having betrayed 'my sort' of chess, and this would inevitably tell on my condition during the game. Very well, it might be easier for Portisch in the opening, but even if I were to fail to achieve what I wanted in my own schemes, all the same I would do everything possible to gain an advantage in the middlegame.,

And the Italian Game fell away of its own accord., And after it—also the Exchange Variation of the Ruy Lopez, and 1 e4 in general.

But I also did not wish to permit the Nimzo-Indian Defence, which had been so well studied by my opponent, and by the method of elimination my choice fell on 1 Nf3 – I would attempt to gain a slight advantage. In the end it would depend on me whether or not I was able to increase it.

I must admit that I did not guess completely the course of events in the opening. Portisch chose against me that very same variation in which a few rounds earlier I had lost as Black to Panno. Portisch undoubtedly knew that game, and to all appearances was aiming for a different piece set-up.. After a little thought, at the board I took a radical decision: to deviate from the path chosen by Panno. And the result was a highly unusual form of the Reti Opening. White did not achieve

anything in it, but... I lost the opening advantage 'promise' by theory, but gained more: a complicated position was reached, which was unfamiliar—or only slightly familiar—to Portisch, and we were both forced to think for ourselves." [GP, p.193-4]

"Of course, it is by no means obligatory – and also practically impossible—always to occupy only first place in tournaments. But not to dream about it, and not to aim for it, is impossible. At any rate, that is how it is for me.

And it so happened that this game decided the fate of first prize in the international tournament at Solingen. Before the last round Kavalek was leading me by one point, and only victory in our individual encounter would enable me to catch him.

By that time, as the reader will know, I had accumulated some experience in the playing of decisive games. And I think that it was for this reason that psychologically I was better off than my opponent, and that I knew how to play such games.

The secret is simple: you must conduct the game as though it were of precisely no importance, but at the same time instill in each move all of your internal energy, concentrate extremely hard, and attempt to foresee anything unexpected.

True, this is easier said than done, but here I was hopeful of success, although from the purely chess point of view it is easier to gain a draw than a win. Especially against a strong opponent." [GP, p.200]

"I had never started a USSR Championship as badly as I did then, in Tbilisi [1959]. Three points out of nine, and not a single win –it was enough to upset anyone,. And me especially, being a rather impressionable person.

There was another depressing factor. In the previous Championship, which had the status of a Zonal Tournament, I had shared 5th-6th places with Boris Spassky, only half a point behind the fourth-placed competitor, who had gone forward to the Interzonal Tournament. And I realized that success here would give me, then still a young master, the title of USSR grandmaster. But what kind of success was possible after such a start ?! In short, I was dejected, and not

without reason, but only until I suddenly sensed that there was nowhere to retreat to. Only as the 'desperation of the doomed' can I explain that maximum intensity of mental effort that I experienced. And the extraordinary happened: in the next nine rounds I gained eight points, defeating grandmasters of the class of Spassky, Taimanov and Korchnoi. What's more, I won five games in a row. [GP, p. 225-6]

"What is meant by a rational analysis ? There is no single answer to this—too much depends on the individuality of the chess player. Some outline only general plans and the piece set-up for which they are aiming. This, for example, is how Ex-World Champion Smyslov analyzes, and in this he is helped by his brilliant intuition. Grandmaster Geller's method is rather different. Apart from the plan itself, he also works out in great detail the most specific ways imaginable of carrying it out. That is also how I try to operate, and with experience I have begun more and more often—and nowadays almost always—to resort to Botvinnik's principle, which has already been mentioned : not to disregard any moves in the position which are at all possible, even the most 'stupid' and apparently absurd. For it is these which can contain a good deal of venom, and several examples which we have yet to come to, will confirm this.

All this refers to the strategy, as it were, of analysis. When it comes to tactics, this depends on many factors, in particular on the player's tournament position, on his state of health, on the number of unfinished games he has accumulated, and on the schedule of the event. Sometimes it makes sense not to use up all your strength on the thorough study of an adjourned position, in order to avoid losing a mass of points in other unfinished or subsequent games. Sometimes, when you know your opponent well, you can take a risk by assuming that he won't go in for a particular variation, and thus economize on effort by reducing the extent of your analysis. All this depends very specifically on the circumstances. I can state only one thing with complete certainty: it is wrong to analyze right up to the last minute before resumption of the game. One should, on sitting down at the board, be able for a moment to glance at the familiar position from the side, as it were. If something has been overlooked in analysis, or if it has not been carried through to the end, such a glance may help, and in the experience of each one of us there are certainly examples which will confirm this.

But in general, when there are not exceptional circumstances in the tournament, a player should, in my opinion, go fully into the analysis, devoting to it maximum effort and time. Suppose that even part of this effort proves to be wasted—it will subsequently be rewarded. Analysis is an excellent form of training: it develops efficiency, perseverance and stamina, which chess players really need no less than marathon runners. And in sport, severe training methods have for a long time been practiced.

But nonetheless, even after working move by move through the adjourned position ‘a la Botvinnik’, I have sometimes, at literally the last minute—it has happened on the way to the tournament hall, or even when sitting down at the board—noticed a ‘hole’ in my analysis. This happens to everyone I know, and in some cases is of no consequence, although it is annoying, especially if much time and effort have been spent on the analysis. It is important only that the number of such omissions should not show a tendency to increase.” *[GP, p. 109-110]*

“...I should like once again to recall—for myself in particular—an unavoidable rule of tournament play. Whatever has happened in a previous game, whatever extraordinary occurrence may have taken place, a player is obliged to forget about it by the following round. Obligated. Otherwise he becomes a slave to his own emotions, and is incapable of achieving anything in the event.” *[GP, p. 131]*

“The art of chess is in many respects synonymous with strength of character. An aggressive, trained character, often created by the player’s own hands. How? There are no easy recipes for this, no books, and I do not know whether in general such books could be written. Although at some time in the future every top player will acquire his own psychologist, who for many years will observe him and give him advice.

Does this mean that for success in the chess struggle it is necessary to make a radical change to your character? If I am kind, should I become malicious? If I am malicious, should I become kind?

Not at all! In this sense, it would seem, a person is not able to change. If that’s the way he is, that is how he will stay.

The question is a different one: how correctly to build up your character for a struggle. It must be simultaneously made both firm and flexible—otherwise it will lose the ability to react to the various types of situation during an individual game and a tournament as a whole.

This is the chief problem. For many, and for me in particular. Because, in contrast to others, I was not a ready-made aggressive competitor from birth....

I have spent more than 30 years in chess. I have been unable to solve all problems of a psychological nature, but I have nevertheless achieved something. And I think that even my purely competitive results will confirm the correctness of my words.

And I have been faced with a number of such problems. Different ones at various times. Thus there were years when for me important tournaments would follow roughly one and the same course: due to nerves I would make a very bad start, then, with all chances seemingly lost, I would play well and improve my position, only to collapse at the most crucial moment. Yes, how many times did excessive emotion overwhelm me, depriving me of composure and good sense! How many times, in a good position, was one incidental and insignificant mistake followed by a second, no longer incidental and more serious, and then a third, this time fatal! How many times, instead of calmly transposing into a won ending, did I launch into a whirlpool of mutual attacks, aiming to decide the game immediately without adjourning, as a result of which the win was missed!!

Many of these ailments passed as experience was accumulated, but many had to be literally rooted out of me,. And I learned how to play the most important, decisive games,....” *[GPerf p. 161]*

“‘Finale of the Chess Symphony’ – this was the name given to the endgame by Savielly Tartakover. And he was quite right. Because a chess game can be figuratively compared with a house. It stands on the opening—its foundations, the walls are its middlegame, and the roof – the endgame. And if the roof leaks, if it is badly made, the very first rain will wash away the best built walls, and will begin to rot the most solid foundations. In the same way, any player with high ambitions is obliged to like, know and be able to play the endgame. It is no accident that a microscopic superiority of one grandmaster over another in the

endgame has frequently decided even the fate of matches for the World Championship.

In my career it so happened that I learned my endgame mastery not so much from books, as from my own experience. Of course, I could not pass by the game collections of Capablanca, and Rubinstein, which are full of endgame masterpieces. I was also familiar with the splendid books of Rabinovich and Fine, and later with Averbakh's fundamental three-volume work. But the main thing is that I have always extended beyond the minimal bounds in the analysis of adjourned endgame positions.

For example, once in a junior event I adjourned a game with a rook and white h-pawn against Black's white-squared bishop. I knew that, if the pawn had not crossed the fourth rank, White could win. But how?...

Of course, it would have been easy to look it up in the book by Lisitsin which had just been published. But, feeling eager, I decided to find the winning path for myself. Deep into the night I joyfully discovered how to win the ending, and it was only as a precaution that I compared it with the already known procedure. I think that such an approach to the problem was of much more benefit to me than the generally-accepted using of a reference book.

By similar means I also mastered other types of endings, in particular rook endings...

And it stands to reason that one's skill in playing the endgame can be improved especially markedly by the analysis of adjourned games..." *[GPerf p. 117]*

"Truly great chess players are universal. The genius of combinations, Alexander Alekhine, could win an intricate, technically complex ending, while that deep strategist Mikhail Botvinnik played some wonderful attacks. And yet even at a very high level we find players who are definitely one-sided. Moreover, this leaning is normally in the direction of tactics. I have met many masters who have possessed a sharp tactical vision, and whose play is aimed only 'at the king'. They burn their boats behind them, not even considering the possibility of their attack breaking down, and very often take the liberty of bluffing.

Such reckless play has never appealed to me. Just as it has never appealed to me to make a sacrifice, merely

to take the opponent off the normal path, to disturb his equilibrium. I will admit that such an approach has a certain justification, and that sometimes the effect of a surprise can be very strong. But in principle this is an erroneous path, and in confirmation I can cite the words of Capablanca, who said that excessive boldness, like excessive timidity, are contradictory to the essence of chess.

All my life I have been aiming in chess for the truth, and have tried to play clean, correct chess. And if I sense at heart that an attack or combination is dubious, I will not go in for it. And I will not debase myself, just so that some spectator should later say: 'See how brilliantly he attacked!'

This does not mean, of course, that a beautiful combination does not give me enormous pleasure. I myself like carrying out a swift attack, but – based on certain positional principles. It is important that the integral nature of strategy and attack should be retained, and that combination should lead to a determination of the truth in the chess position.

There is also one more factor which explains why attacks occur comparatively rarely in my games. Since childhood I have been playing the Sicilian Defence, in which it is necessary to have a very subtle feel for the opponent's attacking possibilities, and at the same time for one's own defensive resources. So that even in an offensive position I see many ways of parrying an attack, and my interest in it wanes. Although I realize that it is highly probable that a less experienced opponent will not find these defensive subtleties.

But to give in to such a temptation would mean acting contrary to my basic convictions. And I endeavor not to do this." *[GPerf p. 17]*

"Some 30 years ago, when I was still a boy, I was given some advice by one of the oldest Soviet chess masters, one of Alexander Alekhine's fellow players back in the 1909 St Petersburg Tournament, Pyotr Romanovsky. 'If you want to play well,' he said, 'in the first instance study games. Your own and other peoples'. Examine them from the viewpoint of the middlegame and the endgame, and only then from the viewpoint of the opening. This is more important than studying textbooks.'

Perhaps such advice is not indisputable, perhaps it will not appeal to everyone, but I accepted and have

followed this recommendation all my life. Of course, on becoming a master and then a grandmaster, I had to make a detailed acquaintance with opening monographs and with endgame guides, but nevertheless the analysis of games still remains for me the most important thing....

“...the reader should obtain as clear an impression as possible of what promises victory in chess. This is as fundamental knowledge of the openings (even if not all, but only certain ones), a mastery of the skills of attack and defence, and an ability to form a strategic plan. (The following aphorism is after all true: ‘It is better to follow a bad plan than to play without any plan at all’.) This is the ability to play endgames, and the ability to play in critical situations, which is acquiring greater and greater significance: psychology today is the key to the solving of many problems, including those associated with chess.

But I hope that the reader will take note of, evaluate, and arm himself with the main message of the book: at whatever stage of the game the victory was gained, by whatever means it was achieved, it was always as a result of effort. Always great, and sometimes enormous. The Author is firmly convinced that without this it is impossible today to mount even half the steps of the chess staircase, leading upwards.

I consider myself to have been fairly fortunate in chess. I have scored victories in many major tournaments, and have more than once been a Candidate for the World Championship. But the greatest joy in this field of my life has nevertheless been gained from individual, quite specific games. When everything succeeds, and victory is gained, these are the happiest moments in the life of any chess player.”

[GPerf, p. vi]

CICL Editor conclusion:

Since before I even played in tournaments, I have enjoyed reviewing GM games. To have autobiographical text to put them in context, to me, is even more exciting!

GM Polugaevsky’s advice made me also realize something special about our League: for those of us that repeatedly play the same opponents, we are gaining experience in match play. So the advice of grandmasters’ match play should have special meaning to us.

Including advice on adjourned games might seem a bit useless, but I think you’ll agree that it can also apply to general preparation for the coming key playoff games.

For those interested in obtaining their own copies, I finish with their bibliography:

Grandmaster Performance, Lev Polugaevsky, Pergamon Press, 1984, ISBN 0080297498 or 0080269133

Grandmaster Preparation, Lev Polugaevsky, Pergamon Press, 1981, ISBN 0080240984 or 0080240992



Why Chess?

Chess is an exercise of infinite possibilities for the mind, one which develops mental abilities used throughout life: concentration, critical thinking, abstract reasoning, problem solving, pattern recognition, strategic planning, creativity, analysis, synthesis, and evaluation, to name a few. Chess can be used very effectively as a tool to teach problem solving and abstract reasoning. Learning *how* to solve a problem is more important than learning the solution to any particular problem. Through chess, we learn how to analyze a situation by focusing on important factors and by eliminating distractions. We learn to devise creative solutions and put a plan into action. Chess works because it is self-motivating. The game has fascinated humans for almost 2000 years, and the goals of attack and defense, culminating in checkmate, inspire us to dig deep into our mental reserves.

Chess has been played and enjoyed by people around the world for two thousand years. If there were an award for game of the millennium, it would belong to chess. The game is said to have been invented in India around the fourth century B.C., by a Brahman named Sissa at the court of the Indian Rajah Balhait, where it was called *chaturanga*, although its earliest mention in literature occurred in a Persian romance, the Karnamak, written about 600 A.D. Alexander the Great's conquest of India brought the game west to Persia (Lasker, 1949, pp. 3-5). It moved east from India along overland trade routes into the Orient and west from Persia into Arabia, where *chatrang*, as the game was later called, then spread across northern Africa and into Europe when the Moors invaded Spain. *Ajedrez* (as it was known by the Spanish) spread quickly through Europe and had spread even earlier north from Persia into Russia, so that before the discovery of the Americas chess had a firm and established following on three continents as a supreme fascination and test of mental ability, an aesthetic beauty enjoyed by both nobleman and peasant (or shall we say king and pawn?).

Many notable men in history made chess their favorite pastime. Fascination with the game was not lost on men like Churchill, Napoleon, Voltaire, and the great mathematician, Euler. Benjamin Franklin, in his work, The Morals of Chess, regarded chess as more than just an idle amusement, ascribing several "valuable qualities of the mind, useful in the course of human life, [that] are to be acquired or strengthened by it, so as to become habits, ready for all occasions. For Life is a kind of Chess..." (Franklin, 1776). Franklin enumerated these qualities as "1. Foresight... 2. Circumspection... 3. Caution... and 4. Perseverance in hope of favorable resources." In this sense, we may credit Franklin with being one of the first to hypothesize that chess strengthens "valuable qualities of the mind" and to open the inquiry concerning whether or not chess makes one smarter.

Many parallels have been drawn between mathematics, music, and chess. Lasker (1949) states:

Mathematical thinking is generally held to be more or less closely related to the type of thinking done in chess. Mathematicians are indeed drawn to chess more than most other games. What is less widely known is that very frequently mathematicians are equally strongly attracted to music. Many musicians do not reciprocate this attraction, but I firmly believe that this is mainly due to their lack of acquaintance with mathematics, and to the widespread confusion of mathematics with "figuring."

An intriguing phenomenon that links mathematics, music and chess is the fact that child prodigies have been known only in these three fields. That children have never produced a masterwork in painting, sculpture, or literature seems only natural when we consider their limited experience of life. In music, chess, or mathematics, that experience is not needed. Here, children can shine, because native gifts are the dominant factor. Aesthetic sensitiveness and ability to think logically are certain inborn qualities. How, otherwise, could Mozart have composed a minuet, and actually written it down, before he was four years of age? How could Gauss, before he was three years old, and before he knew how to write, have corrected the total of a lengthy addition he saw his father do? How could Sammy Reshevsky play ten games of chess simultaneously when he was only six?

The reasoning ingredient in a chess combination is always of prime importance, even though a vivid imagination will make a chess player think of possibilities that will not occur to a less imaginative logician. (p. 142)

The above passage indicates abstract reasoning, a generally accepted quality inherent in both mathematics and music, is of prime importance in chess.

In the twentieth century, many educators, parents and chess experts maintain that chess education improves a host of mental abilities, including abstract reasoning and problem-solving (Schmidt, 1982; Rifner, 1997). Artise (1993) argues that "the game of chess makes one of the most important contributions to the field of education. Inherent in it is [sic] the basic principles of psychological learning theory: memory, pattern recognition, decision-making, and reinforcement." Proponents believe that "chess belongs in schools.... Interest in chess can be generated in all groups of students regardless of cultural or economic background. Aptitude for the game is not restricted to the more scholarly students" (Hall, 1983). Peter Shaw, a computer science and chess teacher in Pulaski, Virginia, states, "The game demands both inductive and deductive reasoning. You see the kid looking at a problem, breaking it down, then putting the whole thing back together. The process involves recall, analysis, judgement, and abstract reasoning" (Graham, 1985). As Vail (1995) points out, "Chess, it seems, possesses a rare quality: Children enjoy it despite the fact it's good for them." Chess, with its aesthetic appeal and inherent fascination for students of all ages, is catching the attention of educators, who are beginning to realize its academic and social benefits:

To the players, the game is like an unfolding drama.... The players live through the emotions of an exciting story.... Chess has a powerful aesthetic appeal. The best chess games are works of art. They are the products of original and creative thinking.... The beauty of chess is as compelling and pleasure giving as any other art form. The endless opportunities for creating new combinations in chess are perhaps comparable to painting or music.

Several benefits accrue from the teaching and promoting of chess in schools: 1. Chess limits the element of luck; it teaches the importance of planning. 2. Chess requires that reason be coordinated with instinct [intuition]; it is an effective decision teaching activity. 3. Chess is an endless source of satisfaction; the better one plays, the more rewarding it becomes. 4. Chess is a highly organized recreation.... 5. Chess is an international language.... It can be a lifelong source of interest, amusement, and satisfaction. Chess provides more long-term benefits than most school sports (Hall, pp. 4-5).

Hall goes on to state that proficiency in chess seems to be related to “inherent logic” and “problem-solving ability.... The deeper one’s understanding of chess, the more it becomes an exercise in sheer intellect” with each game “an original creation” (pp. 6-7). Horgan (1986) agrees, stating, “teaching children to perform a complex task like chess may give them problem-solving advantages later [in life]” (p. 10). Schmidt (1982) cites three long-term goals students achieve through chess:

1. Develop analytical, synthetic and decision-making skills, which they can transfer to real life,
2. Learn to engage in deep and thorough chess research which will help them build their confidence in their ability to do academic research,
3. Gain insights into the nature of competition which will help them in any competitive endeavor (p. 7).

Chess clearly is a problem-solving tool, an “ideal way to study decision-making and problem-solving because it is a closed system with clearly defined rules” (Horgan, 1988). When faced with a problem, the first step is to “analyze [it] in a preliminary and impressionistic way: sizing up the problem” (Horgan, 1988, p. 3), possibly looking for patterns or similarity to previous experiences. “Similarity judgements may involve high levels of abstract reasoning” (Horgan, 1988, p. 3). As in mathematics, which might be defined as the study of patterns, pattern recognition in chess is of prime importance in problem solving. After recognizing similarity and pattern, a global strategy can be developed to solve the problem. This involves generating alternatives, a creative process. A good chess player, like a good problem solver, has “acquired a vast number of interrelated schemata” (Horgan, 1988, p. 3), allowing for good alternatives to quickly and easily come to mind. These alternatives must then be evaluated, using a process of calculation known as decision tree analysis, where the chess player/problem solver is calculating the desirability of future events based on the alternative being analyzed. Horgan (1988) found that “the calculation may go several to eight or ten moves ahead. This stage requires serious concentration and memory abilities...[or]...visual imagery” (p.4). Child chess experts were studied by Schneider, Gruber, Gold, and Opwis (1993), and were found able to store larger

“chunks” of information, or “pre-stored schema,” than were non-expert adults, and were able to recall them much faster than the adults when reconstructing a position. Once a suitable alternative for solving the problem is reached and implemented, it can be evaluated. Chess players, like all good problem solvers, will go back and evaluate the outcome of a solution to increase their level of expertise. “Experts and potential experts want to know, even when they are successful, if there was a better alternative available to them” (Horgan 1988, p.6). According to Bloom (1956), this evaluation process is one of the most important goals of learning and should therefore be considered one of the highest educational objectives of our schools. “The tendency of chess to develop skills which may be used to deal with the complexities of life make it a valuable tool for learning. Chess needs to be an elective in the public school curriculum” (Schmidt, p. 6).

Teaching chess to children involves more than just playing the game. Chess training has the advantage of being an art, a science, and a sport (Wojcio, 1990). The search for patterns and similarity and the generation of alternatives is accelerated and refined in the teaching process. Players are trained to play both faster and slower. Horgan (1988) found the “longer analysis time [of slower play] was correlated with a deeper level of analysis...[while faster play]...develops intuitions and a global perspective” (p.7). Chess as a deductive system has been used effectively in the classroom for introducing the study of formal Euclidean geometry (Whitman, 1975). Pattern recognition, calculation, abstract reasoning, concentration, intuition, deduction, visual imagery, analysis and evaluation are factors widely recognized as attributes of intelligence. Chess has the added benefits of teaching “impatient kids the value of hard work and delayed gratification” (Drummond, 2000) and possibly of channeling anger in a socially acceptable, safe and controlled environment (Vail, 1995). Educators at Roberto Clemente School in New York report that after instituting a chess program, “incidents of suspension and outside altercations have decreased by at least 60%” (Palm, 1990). It is for these reasons that educators are adding chess to their collection of effective strategies for reaching resistant or disconnected youth (Kennedy, 1998). Does chess, then, when taught as a body of knowledge, increase or enhance intelligence? As Horgan, Horgan, and Morgan (1986) state, “chess skill is not an isolated curiosity, but rather a paradigm of highly sophisticated cognitive ability” (p. 4).

Smith and Sullivan (1997) studied the effects of chess instruction on student’s level of field dependence/independence. They define field dependence/independence as “a psychological construct referring to a global versus analytical way of perceiving that entails the ability to perceive items without being influenced by the background” and note that visual perception and problem-solving/critical thinking are factors relating to both the field dependence/independence construct and chess playing ability. The study was conducted with a high school Humanities class composed of 11 African-American students who received approximately 50 hours of chess instruction and playing experience. It was found that chess instruction significantly improved field independence in the seven female subjects. There was no significant effect for the four males. According to Smith and Sullivan, “Field Independent individuals...are abstract-analytical in orientation...[and]...are known for solving problems rapidly” (p. 5). The professions of mathematics, medicine, engineering and the physical sciences tend to attract individuals with field independent characteristics, so Smith and Sullivan infer that chess instruction may be beneficial, especially to females interested in pursuing careers in these fields. “Whether or not this [significant effect on increased field independence] translates into greater mathematics

achievement as reported by Christiaen... [was] beyond the scope of this study” (p. 8). The study may be criticized for non-randomness and small sample size.

Chess is found as required curricula in nearly 30 countries (Ferguson, 1995). In Russia, it has been part of the curriculum for over 40 years, where “adolescents were encouraged to play chess at a very early age to increase their problem-solving and reasoning skills” (Milat, 1997). In Vancouver, B.C., the Math and Chess Learning Center, recognizing the correlation between chess playing and math skills development, has written a series of workbooks to assist Canadian students in math (<http://www3.bc.sympatico.ca/mathchess/>). Liptrap (1997) states,

The mathematics curriculum in New Brunswick, Canada, is a text series called “Challenging Mathematics” which uses chess to teach logic from grades 2 to 7. Using this curriculum, the average problem-solving score of pupils in the province increased from 62% to 81%.

Reports from students, teachers and parents not only extol the academic benefits of chess on math problem solving skills and reading comprehension, but increased self-confidence, patience, memory, logic, critical thinking, observation, analysis, creativity, concentration, persistence, self-control, sportsmanship, respect for others, self-esteem, coping with frustration, and many other positive influences which are difficult to measure but which can make a great difference in student attitude, motivation and achievement.

The Province of Quebec, where the program was first introduced, has the best math scores in Canada. Canada consistently scores higher than the United States on international mathematics exams. Former U.S. Secretary of Education Terrell Bell encourages knowledge of chess as a way to develop a preschooler’s intellect and academic readiness (Bell, 1982, pp. 178-179). The State of New Jersey passed Bill #S452 legitimizing chess as a unit of instruction. An excerpt from the bill reads as follows:

The Legislature finds and declares that:

- a) Chess increases strategic thinking skills, stimulates intellectual creativity, and improves problem-solving ability while raising self-esteem;
- b) When youngsters play chess they must call upon higher-order thinking skills, analyze actions and consequences, and visualize future possibilities;
- c) In countries where chess is offered widely in schools, students exhibit excellence in the ability to recognize complex patterns and consequently excel in math and science (Milat, 1997).

Funding for chess activity is available under the “educate America Act” (Goals 2000), Public Law 103-227, Section 308.b.2.E: “Supporting innovative and proven methods of enhancing a teacher’s ability to identify student learning needs and motivating students to develop higher order thinking skills, discipline, and creative resolution methods.” The original wording of this section included the phrase “such as chess” and passed both houses of Congress that way. But the phrase was later deleted in Conference Committee. (Liptrap, 1997).

In a 1987 study, Horgan found that children learn chess differently than adults: "While adults seem to progress toward expertise from a focus on details to a more global focus, children seem to begin with a more global, intuitive emphasis." She suggests this might be a more efficient way of learning, with rapid judgements forcing "the integration of a child's rapidly expanding knowledge base" (Horgan, 1987, p. 9).

In a Texas study of 571 regular (non-honors) elementary school students, Liptrap (1997) found the 67 who participated in a school chess club showed twice the improvement of 504 non-chessplayers in Reading and Mathematics standard scores between third and fifth grades on the Texas Assessment of Academic Skills.

In a 1992 New Brunswick, Canada, study, using 437 fifth graders split into three groups, experimenting with the addition of chess to the math curriculum, Gaudreau found increased gains in math problem-solving and comprehension proportionate to the amount of chess in the curriculum (Ferguson, 1995, p. 11).

In a Zaire study conducted by Dr. Albert Frank, employing 92 students age 16-18, the chess-playing experimental group showed a significant advancement in spatial, numerical and administrative-directional abilities, along with verbal aptitudes, compared to the control group. The improvements held true regardless of the final chess skill level attained (Ferguson, 1995, p. 2).

A four-year study in the United States, though not deemed statistically stable due to some switching of students between the control groups and experimental group, has the chess-playing experimental group consistently outperforming the control groups engaged in other thinking development programs, using measurements from the Watson-Glaser Critical Thinking Appraisal and the Torrance Tests of Creative Thinking (Ferguson, 1983).

The Venezuela "Learning to Think Project," which trained 100,000 teachers to teach thinking skills, and which involved a sample of 4,266 second grade students, reached a general conclusion that chess, methodologically taught, is an incentive system sufficient to accelerate the increase of IQ in elementary age children of both sexes at all socio-economic levels (Ferguson, 1995, p.8).

The New York City Schools Chess Program included more than 3,000 inner-city children in more than 100 public schools between 1986 and 1990. Based on academic and anecdotal records only, Palm (1990) states that the program has proven:

- Chess dramatically improves a child's ability to think rationally.
- Chess increases cognitive skills.
- Chess improves children's communication skills and aptitude in recognizing patterns, therefore:
 - Chess results in higher grades, especially in English and Math studies.
 - Chess builds a sense of team spirit while emphasizing the ability of the individual.
 - Chess teaches the value of hard work, concentration and commitment.
 - Chess instills in young players a sense of self-confidence and self-worth.
 - Chess makes a child realize that he or she is responsible for his or her own actions and must accept their consequences.
 - Chess teaches children to try their best to win, while accepting defeat with grace.

- Chess provides an intellectual, competitive forum through which children can assert hostility, i.e. "let off steam," in an acceptable way.
- Chess can become a child's most eagerly awaited school activity, dramatically improving attendance.
- Chess allows girls to compete with boys on a non-threatening, socially acceptable plane.
- Chess helps children make friends more easily because it provides an easy, safe forum for gathering and discussion.
- Chess allows students and teachers to view each other in a more sympathetic way.
- Chess, through competition, gives kids a palpable sign of their accomplishments.
- Chess provides children with a concrete, inexpensive and compelling way to rise above the deprivation and self-doubt which are so much a part of their lives (Palm, 1990, pp. 5-7).

A study by Margulies (1993) using a sub-set of the New York City Schools Chess Program produced statistically significant results concluding that chess participation enhances reading performance. A related study, conducted in two U.S. cities over two years, selected two classrooms in each of five schools. The group receiving instruction in chess and logic obtained significantly higher reading scores than the control groups, which received additional classroom instruction in basic education (reading, math or social studies) (Margulies, 1993).

Ferguson (1995) summarizes the findings from the above studies when answering the question, "Why does chess have this impact [on children]?" by listing seven significant factors:

1. Chess accommodates all modality strengths.
2. Chess provides a far greater quantity of problems for practice.
3. Chess offers immediate punishments and rewards for problem solving.
4. Chess creates a pattern or thinking system that, when used faithfully, breeds success.
5. Competition. Competition fosters interest, promotes mental alertness, challenges all students, and elicits the highest levels of achievement.
6. A learning environment organized around games has a positive affect on student's attitudes toward learning. This affective dimension acts as a facilitator of cognitive achievement. Instructional gaming is one of the most motivational tools in the good teacher's repertoire. Children love games. Chess motivates them to become willing problem solvers and spend hours quietly immersed in logical thinking. These same young people often cannot sit still for fifteen minutes in the traditional classroom.
7. Chess supplies a variety and quality of problems (Ferguson, 1995, p. 12).

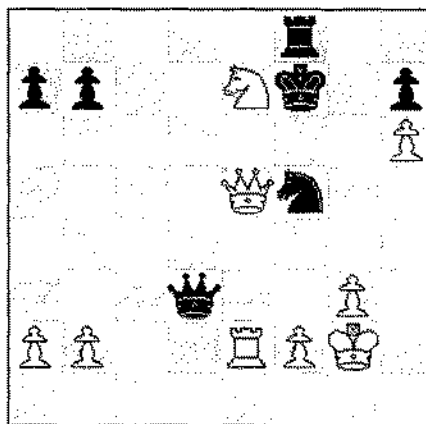
Kennedy (1998) lists 8 related reasons why chess should be included in the classroom:

1. Chess removes barriers between students.
2. Chess gives students at least one reason to come to school.
3. Chess builds rapport between students and adults.
4. Chess honors non-traditional cognitive styles.

5. Chess builds life skills and critical thinking.
6. Chess builds metacognition as students learn to examine their own thinking.
7. Chess integrates different types of thinking.
8. Chess challenges and expands our understanding of intelligence.

The earliest study, produced in 1975, took place in Belgium, where Christiaen found a chess-playing experimental group of 20 fifth graders experienced a statistically significant gain in cognitive development (IQ) over a control group, using Piaget's tests for cognitive development (Ferguson, 1995). The experimental group received 42 hours of chess instruction over the course of one year (sixth grade). Perhaps more noteworthy, they also did significantly better in their regular school testing, as well as in standardized testing administered by an outside agency which did not know the identity of the two groups. Quoting Dr. Adriaan de Groot: "In addition, the Belgium study appears to demonstrate that the treatment of the elementary, clear-cut and playful subject matter can have a positive effect on motivation and school achievement generally..." (Ferguson, 1995, p. 3). Dullea (1982) believes this study by Dr. Christiaen needs support, extension and confirmation, but also provides "scientific support for what we have known all along – chess makes kids smarter!"

Does chess make students smarter? More specifically, does a comprehensive chess education program improve a student's abstract reasoning and problem-solving skills? This study, conducted by James Celone at the Foote School in New Haven, Connecticut, sought to answer these questions by examining the performance of 19 elementary school students, ranging in age from 7 to 14, who were self-selected for a week-long program consisting of 20 hours of chess instruction. Students were tested before and after the program, using equivalent forms of the TONI-3 Test of Non-Verbal Intelligence, a valid and reliable instrument highly associated with abstract reasoning and problem solving, and using the Knight's Tour, a domain-specific instrument measuring overall chess problem-solving ability. The study found a significant increase between pre-test and post-test scores in both intelligence and domain-specific problem-solving ability (Celone, 2001). This extends and confirms earlier work done in 1975 by Christiaen in Belgium.



White checkmates in three moves. Can you find it?

Why should you and your child play chess? Because it's FUN!

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