



FALL 2010

VOLUME 53

NO. 4

Tenn. Open Championship	5
Cumberland Co. Fall Open	7
U.S. Cadet Championship	7
Suich: Denker & U.S. Open	9
Chess as an Education Tool	14
Tenn. Open Crosstables	22

November 6, 2010 **East Tenn. Scholastic Fall Open**
Milligan College, Johnson City
Info: John Simonsen (423)-975-8031; jcsimonsen@milligan.edu

November 20, 2010 **Midstate Scholastic Chess Championship**
Christ the King School, Nashville, TN
5 Round Swiss; Game 30
Info: Ron Seaney (615) 495-1848; seaney@bellsouth.net

November 27, 2010 **50th Mid-South Open**
Hampton Inn, Memphis
3 Sections: G/60 (4 rds); G/30 (7 rds); and U1200 G/45 (4 rds)
Entries: Memphis Chess Club

December 4, 2010 **Alcoa's Chess Crusades**
Alcoa Middle School, Alcoa
3 Sections: Open, U8001050, and Unrated
Info: David Marsh (865) 982- 7216; NESGIV4DAV@aol.com

January 15–16, 2011 **Tennessee Winter Open**
Henry Horton State Park, Chapel Hill, TN
4 Sections: U1000 thru Open Section
Info: Chris Prosser (615) 426-7105; regioniii@aol.com

January 29, 2011 **Tenn. Individual Regional Scholastic Chess Tournaments**
Region 1 – Oak Ridge High School Region 2 – UT Chattanooga
Region 3 – St. Paul Christian Academy Region 4 – St. George's Ind. School
See TCA website for contacts: www.tnchess.org

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TCA annual dues are \$10 for a *regular* membership or *student* membership. Additional members of a family may join for one dollar each, but only one copy of printed **TCN**'s will be available per family. Both regular and patron memberships are for a 12-month period, starting in the month of purchase and expiring after a 12-month period.

Tax deductible Patron Memberships are available beginning at \$100 per year for those who wish to help support the TCA and the FFTC. These memberships expire one year from the date of payment. The Patron membership categories are:

PATRON — \$100; PATRON KING — \$300; PATRON MASTER — \$500; PATRON GRANDMASTER — \$1000+

The benefits that pertain to the different level of patronage are currently being refined and will be detailed on our website soon.

TOURNAMENT ANNOUNCEMENTS

TCN prints listings of upcoming tournaments that require TCA membership in each issue for free. Submit complete TLA information to Larry Grohn, Tournament Coordinator: E-MAIL: LarryGrohn@comcast.net

TCN CHESS NEWS STAFF

Editor

Leonard Dickerson

Contributors

Roy Manners Harry Sabine

Peter Suich Rhonda Weishaar

TCN PUBLICATION SCHEDULE

Spring 2010 — Scheduled for May 1st covering Feb, Mar, and Apr events

Deadline for submission: Apr 18, 2010

Summer 2010 — Scheduled for Aug 1 covering May, Jun, and Jul events

Deadline for submission: July 18, 2010

Fall 2010 — Scheduled for Nov 1 covering Aug, Sept, and Oct events

Deadline for submission: Oct 18, 2010



Winter 2011 — Scheduled for Feb 1 covering Nov, Dec, and Jan events



Deadline for submission: Jan 18, 2011

Please submit material by e-mail to: lsdick@tds.net

PATRON MEMBERS

TENN. CHESS ASSOC. & FOUNDATION FOR TENN. CHESS

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Peter Lahde
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Brian Vogt

TENN HALL OF FAME

The **Tennessee Chess Hall of Fame** was established to honor those members who have distinguished themselves through their outstanding achievements in chess, either in competition or in chess organization or promotion. Peter Lahde is chairman of the electing committee, and guidelines for nominations are posted onsite. Below is a listing of the current members and their year of induction.

Peter Lahde	1990	John Hurt	1992
Robert Coveyou	1990	James A. Sweets	1993
Jerry Sullivan	1990	Rea Hayes	1997
Martin Southern	1990	James A. Wright	1998
Tom Finucane	1990	Dr. Martin Katahn	2002
Robert Serivener	1990	David Burris	2003
L. Hunter Weaks	1990	Albert Hodges	2005

FROM THE EDITOR

Our yearbook issue had mixed reviews. Many readers were grateful to have a hard copy in their hand that presented most of the previously-played significant games and articles. A few others thought that the issue should have been more of an overview of chess in Tennessee during the 2009 fiscal year, concentrating on statistics (TCA Board actions, financial info, photos and bios of Board Members, listing of the winners of every major Tenn. tournament, etc.). Another thought that the issue should have been much larger, forgetting the fact that the main reason we are publishing just one hard copy per year is so that we won't have to increase our membership dues. As it was, the cost per issue was \$4, which easily illustrates that our current \$10 dues would not cover the cost of producing four hard-copy issues per year.

The Tenn. Open was a success this year, having good attendance and nearly paying for itself (losing about \$200 instead of thousands). Every legible scoresheet submitted was annotated and included in this issue, which amounts to 20 games. The U.S. Cadet Championship is a highly significant tournament with national implications that has quietly been hosted by Tenn. for a few years. This year, Harry Sabine submitted scoresheets (which were captured by Monroi) of all the participants in the round robin. To highlight the talent and present the style of the players, I concentrated on the games of the co-winners of the event, NM Yian Liou and NM Michael Yang. Remember these names. Since they represent the strongest youngsters in the U.S., we will likely be following them in international events in the near future. The games played by this all-master group are excellent and are of instructional value.

Usually the TCN's content focuses on tournaments and games. But Roy Manners found such an outstanding article on the benefits of chess that I was compelled—and delighted—to share it with you in its entirety. Bob Patterson-Sumwalt of the Wisconsin Chess Assoc. produced the comprehensive study and gave us permission to use it. It is valuable not only for its contents but particularly for the excellent list of references that are included in its bibliography. Using this as a resource, you will be able to find supportive material on the benefits of chess from an academic and personal viewpoint. You are encouraged to read the article and share it with chess parents, chess program developers, and scholastic administrators.

Actually, Roy Manners also found some other excellent resources that both demonstrate and tout the benefits of chess. These have been included under the Resources menu on the TCA website. They are also worthy of inclusion in the TCN but space is still limited in our state magazine even though it is an online publication. In fact, the Scholastic Corner wasn't included in this issue because "*Chess as an Educational Tool in Classrooms and Schools*" fulfills this function and, frankly, consumes a lot of space. You are strongly encouraged to check out this study and additional material at tnchess.org/resources/research and use it to support chess in your community.

At the Tennessee Open Board meeting, a new Internet Coordinator (Károly Mirnics) was elected. He is also the website administrator for the Nashville Chess Association. Hopefully he will soon have our Game Viewer working for I've uploaded all games used in this issue as a pgn file (TCNFall_10).

from TCA Chess Resources: "... a Venezuelan study of over 4000 second grade students found a significant increase in most students' IQ scores after only 4.5 months of systematically studying chess. This occurred across all socio-economic groups and for both males and females."

To find this source and more like it, visit
tnchess.org/resources/research on the TCA website!

2010 Tenn. Open Championship

The Tennessee Open was held in Cookeville, TN on September 3-5. Seventy-eight players participated in the tournament with the majority of these players (31) playing in the Championship Section. The 5-round tournament had a time control of 30 moves in 80 minutes and then Game/60. Also, a one-day 4-round Swiss scholastic tournament was held in conjunction with it.

Todd Andrews won a full point ahead of the field. Ronald Burnett, Peter Bereolos, David Justice, Joshua Suich, Graham Horobetz, Peter Suich, and Ali Alataiwi shared 2-8th place with 3.5 points each. Ronald Burnett, last year's champion, was held to two draws in his last three rounds.

In the **Amateur U1600 Section** (which had 26 players) **Ryan Hunley** gave up a draw in the first round but went on to win the remainder of his games to emerge undefeated with 4.5 points. Luke Weishaar and Wardell Vance tied for second- and third-place honors with 4.0 points.

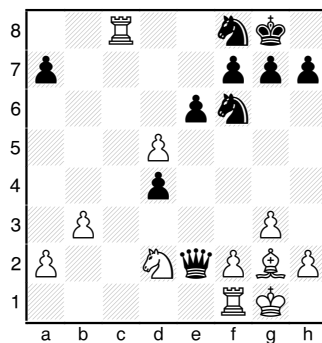
In the 22-player **Novice U1200 Section**, **Cary Carter and Victoria Suich** tied for first with 4.0 points. Victoria actually beat Cary in their individual game in Round 3 but she then lost to Angela Li in Round 4. Angela finished with 3.5 points, tying for third-place honors with Kayla Weishar, Jordan Hoyos, and Jason Dahorty.

See the crosstables for the sections on pages 22-26. Games from the tournament are included throughout the issue. Additional games are

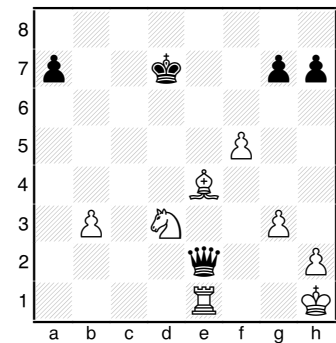
included in a downloadable pgn file (TCNFall_10) or can be viewed using the game player on our website.

Tenn Open - Championship (1) Brian Smith (2028) Neglia Salvatore (1859)

1. g3 d5 2. Bg2 e6 3. Nf3 Nf6 4. O-O Bd6 5. c4 c6 6. b3 O-O 7. Bb2 Nbd7 8. d3 b5 Black is not content to settle for b6 followed by Bb7. This, however, serves to unleash the power of White's white-squared bishop. 9. Nbd2 Even stronger is e4, attacking the white squares and threatening e5: 9. e4! dxe4 10. dxe4 Qc7 (10... Nxe4? 11. cxb5 cxb5 12. Nh4) 11. cxb5 +/- 9... Ba6 10. cxb5 Bxb5 11. Nd4 Rc8 12. Rc1 Qb6 13. Qc2 c5 Fritz considers Ba6 a little better, but this move is certainly okay. 14. Nxb5 Qxb5 15. e4 Be5 16. d4!? Rfd1 is safer. Bxd4 17. Bxd4 cxd4 18. Qxc8 Rxc8 19. Rxc8+ Nf8 20. exd5 Qe2 Stronger is exd5.



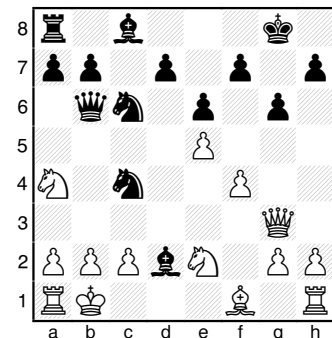
21. dxe6 fxe6 22. Nf3 d3 23. Nd4 Qg4 24. Rd8 N6d7 25. f4 Qg6? (25... d2 26. Bf3 Qg6 27. Nc6 Qc2 28. Ne5 Qc5+ 29. Kg2 Qe7 White is still better but Black may be able to defend.) 26. f5 (26. Nc6 Qh6 27. h4 a5 28. Rd1) 26... Qg5 27. Nxe6 Qe3+ 28. Kh1 Qe2? 29. Nxf8 Kf7 (29... Nxf8 30. Bd5+) 30. Ne6 Ke7 31. Nf4 Even stronger is Nd4, planning Nc6+. Qxa2 32. Rxd7+ Kxd7 33. Nxd3 Qc2 34. Be4 Qe2 35. Re1 Note how artistically the white pieces defend each other.



Qd2 36. b4 a5 37. bxa5 Qxa5 38. f6 gxf6 39. Bxh7 f5 40. Rf1 Qd5+ 41. Kg1 Qd4+ (41... Qxd3?? 42. Bxf5+) 42. Rf2 Qa1+ 43. Kg2 Qa8+ 44. Rf3 Qa2+ 45. Nf2 Black resigned.

Tenn Open - Championship (5) David Justice - 2141 Kumar Vikas - 1826

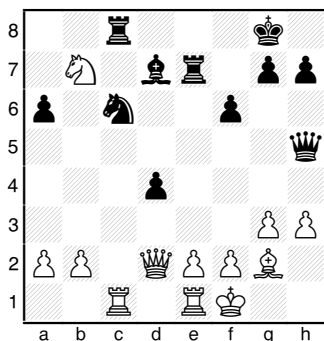
1. e4 c5 2. Nf3 e6 3. d4 cxd4 4. Nxd4 Nf6 5. Nc3 Bb4 6. e5 Nd5 (6... Qc7?! Black can temporarily win material but soon has to return it with disadvantage: 7. exf6 Bxc3+ 8. bxc3 Qxc3+ 9. Qd2 Qxa1 10. c3! threatening Nb3 Qb1 11. Bd3 Qb6 12. fxc7 Rg8 13. Qg5+-) 7. Qg4 O-O (7... Nxc3 8. a3 Bf8 9. bxc3 Nc6 10. Qg3+/-) 8. Bh6 g6 9. Bxf8 Qxf8 10. Qg3 Qc5 11. Nde2 Nc6 12. f4?! (12. a3 Ba5 13. O-O-O Nxc3 14. Nxc3 Qxe5+/- Black does not have full compensation for the exchange.) 12... Ne3 13. Kd2 Nc4+ 14. Kc1=+ Qb6 15. Na4 (15. Rb1 Bc5 16. Nd1 d5 and Black has a dwindling initiative.) 15... Bd2+ 16. Kb1



Be3?? (16... Qa5 17. b3 {17. Nac3 Be3; or 17. Nec3 Nxb2} 17... b5-/+) 17. **Nxb6 Nd2+** 18. **Kc1 Nxf1+** 19. **Qxe3 Nxe3** 20. **Nxa8 1-0**

Tenn Open - Championship (4)
Peter Bereolos (2328)
David Justice (2141)
Result 1-0

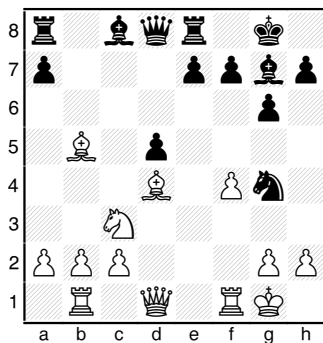
1. **d4 d5** 2. **c4 e6** 3. **Nc3 c5** 4. **cxd5 exd5** 5. **Nf3 Nc6** 6. **g3 Nf6** 7. **Bg2 Be7** 8. **O-O O-O** 9. **dxn5 Bxc5** 10. **Bg5 d4** This is a more active defense than the sturdy Be6. 11. **Bxf6 Qxf6** 12. **Nd5** Ne4 would likely lead to a surer advantage as Black would not have the two bishops and he would still have to nurse his isolated pawn. **Qd8** 13. **Nd2 Re8** (13... Be6 14. Nf4 Rc8 15. Rc1 Qb6 16. Nxe6 fxe6 17. Nb3 Na5 and White only has a slight edge.) 14. **Re1 a6** 15. **Rc1 Ba7** 16. **Nf4 Bg4** 17. **Ne4** (17. Rxc6 bxc6 18. Bxc6 Rc8 19. Bxe8 Qxe8 +/-) 17... **Re5** Better was Rc8. 18. **Nd3 Re7** 19. **Nec5 Bxc5** 20. **Nxc5 Rc8** 21. **Qd2 Qe8** 22. **Kf1 f6** 23. **h3 Bd7?** Beside this blundering a pawn, better was Bh5, keeping the pressure on e2 and retaining the bishop. 24. **Nxb7 Qh5**



25. **g4** Even stronger was Rc5: 25. **Rc5 Re5** 26. **Rec1 Rxc5** 27. **Rxc5 Qe8** +- 25... **Qe5** 26. **Nc5 Qd6** 27. **Nxd7 Rxd7** 28. **Rc4 Rdc7** 29. **Rec1 Ne5** 30. **Rxc7 Rxc7** 31. **Rxc7 Qxc7** 32. **Bd5+ Kf8** 33. **Qb4+ Ke8** 34. **Qxd4 g5** 35. **Qa4+** 1-0

Tenn Open - Championship (5)
Ali Alatori (1850)
Alan McCormick (1818)
Result 1-0

1. **Nf3 c5** 2. **e4 d6** 3. **d4 cxd4** 4. **Nxd4 Nf6** 5. **Bd3 g6** 6. **O-O Bg7** 7. **Nc3 O-O** 8. **Rb1 Nc6** 9. **Nxc6 bxc6** 10. **Be3 d5** 11. **exd5 cxd5** Nxd5 is a little more enterprising. This move does give Black the half-opened b- and c-file for queenside pressure. 12. **Bd4 Re8** 13. **f4 Ng4** Better was Be6 or even Bg4. 14. **Bb5**

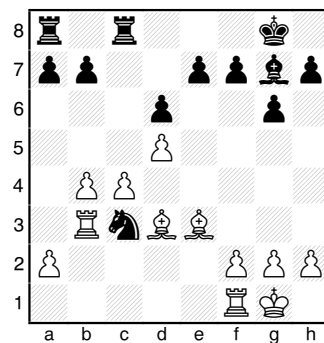


e5! 15. **fxe5 Rxe5** 16. **Be2** (16. Bxe5 Bxe5 17. Qf3 Be6=); (16. Rf4 Fritz's preference, but not much better: Qd6 17. g3 h5 18. Qd2 {18. Bxe5 Bxe5 19. Rf3 Qb6+ 20. Kg2 d4 -/+} 18... Rf5=) 16... **Ne3** 17. **Bxe3 Rxe3** 18. **Bf3 Ba6** 19. **Re1 Qb6=/+** 20. **Kh1 Rxe1+** 21. **Qxe1 Bxc3** 22. **Qxc3 Rd8** 23. **Qd2 d4** 24. **b3 Bb7** 25. **Be2** (25. Bxb7 Qxb7 26. Re1 Qb6 27. h3 Qd6=) 25... **Qc6** 26. **Bc4 Bc8** Stronger was Rd6, protecting the rook and providing a defense for the f-pawn. 27. **Qa5 Qb6** 28. **Qg5 Kg7** 29. **Rf1 Rf8?** Stronger was f6, maintaining a slight edge. 30. **Qe5+ Kh6** (30... Kg8 31. Bxf7+ Rxf7 32. Qe8+ Kg7 33. Rxf7+ Kh6 34. Qf8+ Kg5 35. h4+ Kg4 36. Qxc8+) 31. **Rf4 Qd8** 32. **g3 f5** (32... **Re8** 33. **Qxd4 Qxd4** 34. **Rxd4 Re7+/-**) 33. **Rh4+ Kg5** 34. **Rxh7 Bb7+** 35. **Kg1 Rxb7** also maintains a winning initiative. **Qb8** 36. **h4+** (36. Qe7+! Rf6 37. Rh5+ Kxh5 {37... gxh5 38. Qg7+ Rg6 39. h4+ Kg4 40. Qxg6+ Kf3 41.

Qxf5+ Kxg3 42. **Qf2+ Kg4** 43. **Be6#**) 38. **Qh7+ Kg5** 39. **Qh4#** 36... **Kg4** 37. **Qxd4+** (37. Rc7 f4 38. Be2+ Kh3 39. Qg5 with mate in two.) 37... **Kxg3** 38. **Qf2+ Kh3** 39. **Bf1+ Kg4** 40. **Be2+ Kh3** 41. **Rxb7!** A 7-move mate is available with Qf1+. **Qg3+** (41... Qxb7 42. Qh2#) 42. **Qxg3+ Kxg3** 43. **h5 g5** 44. **h6 Re8** 45. **Kf1 f4** 46. **Bb5 Rd8** 47. **Rd7 Rc8** 48. **Bd3 f3** 49. **h7 f2** 50. **Rf7 a5** 51. **Rxf2 a4** 52. **Rf7 axb3** 53. **axb3 g4** 54. **Rg7 Rf8+** 55. **Ke2 1-0**

Tenn Open - Championship (5)
David Justice (2141)
Graham Horobetz (2101)
Result 1/2-1/2

1. **e4 c5** 2. **Nf3 g6** 3. **d4 cxd4** 4. **Nxd4 Nc6** 5. **c4 Nf6** 6. **Nc3 Nxd4** 7. **Qxd4 d6** 8. **Bg5 Bg7** 9. **Be2 O-O** 10. **Qe3 Be6** 11. **O-O Qa5** 12. **Rab1 Rfc8** 13. **b4 Qb6** 14. **Nd5 Qxe3** 15. **Bxe3 Bxd5** 16. **exd5 Ne4** 17. **Bd3 Nc3** 18. **Rb3**



b5! 19. **cxn5 Nxd5** (19... **Nxa2** 20. **Re1 f5** 21. **Bf1 Rc3** 22. **Reb1=**) 20. **Be4 Nxe3** 21. **fxe3** (21. Bxa8?? Nxf1 -) 21... **Rab8** 22. **Bc6 e6** 23. **Rd1 Be5** 24. **Ra3 Rc7** 25. **Rdd3 Re7** A little more vigorous is f5-f4. 26. **Ra6 Rc8** 27. **Rda3 Rcc7** 28. **b6 axb6** 29. **Rxb6 d5** 30. **Rd3 Ra7** 31. **a3** (31. a4 Bc7 32. a5 Bxb6 33. axb6 Ra6 34. b7 Rb6 =/+) 1/2-1/2

2010 Cumberland Co. Fall Tournament

Written by Rhonda Weishaar

Fifty-two chess enthusiasts from around the area celebrated National Chess Day by competing in the 2010 Cumberland County Fall Open Chess Tournament. The tournament was held at the Community Complex in Crossville. The competitors were divided into two sections, the Amateur Section and the Open Section.

The Co-champion title and prize money of the Open Section was shared by four players. Brian Smith, Peter Suich, Victor Suich and Jason Fu each earned the first-place honors with a score of 3.5 points out of a possible 4.0. Rachel Weishaar and Johnathan Christopher both scored 2.0 to tie for Class D honors, and Kayla Weishaar scored 2.5 to claim the Class E prize money.

In the Amateur Section, the first place title and prize money went to Bernie LeFrancois who was the only player to achieve a perfect 4.0 score by winning all four of his games. The top Class G awards were shared by Lukas Gonzalez, Daniel Koehl, Will Hong, and Matthew Olszewski who each finished the tournament with a score of 3.0. Top Class H honors and prize money were shared by Justin Lenz, Mike Kaminski, Dune Bennett, Reed Stracener, Alecia Back, and George Buechel who each scored 2.0. Lastly, the prize money for the Unrated Section went to Fredrick Hoyos who completed the tournament with 2 points.

The Cumberland County Chess Club's next event will be the 38th Annual Cumberland County Scholastic Chess Championship. The

tournament, sponsored by Highland Federal Savings and Loan, will be held November 20th at the Community Complex in Crossville. This scholastic event is open to Cumberland County students only. For additional information, please contact tournament director, Harry Sabine at (931) 484-9593.

2010 U.S. Cadet Championship

The U.S. Cadet Championship was again held in Crossville, TN from July 12-16. The 8-person (all masters) round robin tournament was sponsored by the confederation of the Cumberland County Chess Club, the U.S.C.F., and the Cumberland Co. Bank (the actual site of the tournament), TAP Publishing, House of Staunton, Crossville Trophy & Gifts, and Vol First. The tournament was directed by Jay Sabine.

The U.S. Cadet Championship is a national invitational championship chess tournament that is held for the top eight players in the United States under the age of 16. The winner receives a four-year incoming tuition scholarship (current value \$69,760 for out-of state students, \$34,832 for in state) from the University of Maryland at Baltimore County. The second place finisher receives a four-year University Academic Service Scholarship (current value \$20,000) to Tennessee Tech University. In addition to the scholarship and national titles, the winning cadets also receive cash prizes of \$500, \$300, and \$200 for the respective top place prizes.

Yian Liou (2260) and Michael Yang (2242) tied for first place with 5.0 points each

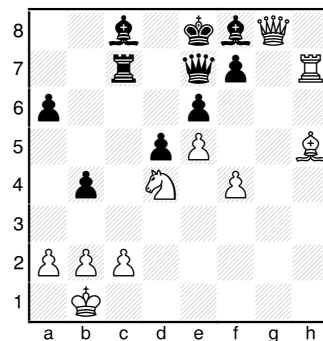
after drawing their individual game in round 5. Yang had an advantage in their opposite-colored bishop endgame but, while trying to gain time on the clock by checking, inadvertently gave up a draw by three-move repetition. The University of Maryland was gracious enough to extend the offer of the \$70K-scholarship to both co-winners. Aleksandr Ostrovskiy (2299) took clear third place with 4.0 points.

As the games were automatically entered through use of Monroi recording devices; the games can be found at www.monroi.com. I've chosen to present games of the co-winners since they played everyone. These guys don't value the exchange, and even the draws are action packed!

2010 U.S. Cadet (4)
Yian Liou (2260)
Atulya Shetty (2205)

1. e4 c5 2. Nf3 d6 3. d4 cxd4 4. Nxd4 Nf6 5. Nc3 Nc6 6. Bg5 e6 7. Qd2 Be7 8. O-O-O Nxd4 9. Qxd4 a6 10. f4 b5 11. Bxf6 gxf6 12. e5 d5= 13. Kb1 Bb7 14. Be2 h5 15. Bf3 f5 16. g3 Rc8 17. h3 Rc4 18. Qd3 Qc7 (18... h4! Undermines the support of f4 and generates a kingside initiative. 19. g4 {19. b3 Qb6 20. Ne2 hxg3} 19... fxg4 20. Bxg4 Rxf4 21. Rhf1 Rxf1 22. Rxf1 Qc7 23. Qe3 Rh7=/+)

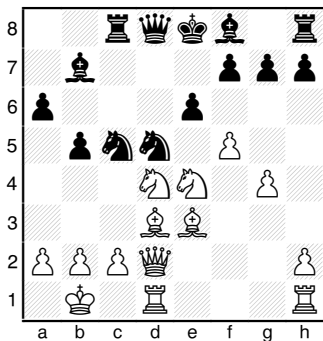
19. Ne2 b4 20. g4! hxg4 21. hxg4 Rxh1 22. Rxh1 fxg4 23. Bxg4+- Qb6 24. Qh7 Qe3 25. Qg8+ Bf8 26. Rh8 Qc5 27. Bh5 Qe7 28. Rh7 Rc7 29. Nd4 Bc8



30. Nc6 Qc5 (30... Rxc6 31. Rxf7; 30... Qd7 31. Rh8) 31. Rxf7 Rxc6 32. Rxf8+ Kd7 33. Rf7+ 1-0

2010 U.S. Cadet
 July 16, 2010
 Michael Yang (2242)
 David Adelberg (2251)

1. e4 c5 2. Nf3 d6 3. d4 cxd4 4. Nxd4 Nf6 5. Nc3 a6 6. Be3 e6 7. f3 b5 8. Qd2 Nbd7 9. g4 Nb6 10. O-O Bb7 11. Kb1 Rc8 12. Bd3 Nfd7 13. f4 d5 This is a little weaker than the simple Nc4, but Black is still okay. 14. exd5 Nxd5 15. Ne4 (15. Nxd5 Bxd5 16. f5! e5 {16... Bxh1 17. fxe6 fxe6 18. Nxe6 Qe7 19. Bg5 Nf6 20. Rxh1+-} 17. Rhe1 Be7 18. f6!) 15... Nc5 16. f5

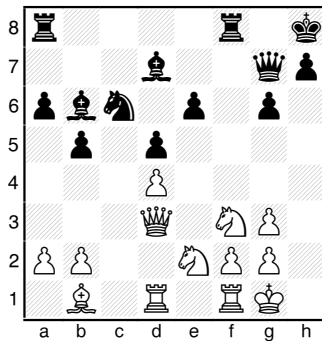


Nxe4 Though Black's following combination looks flashy, Nxd3 was much better. 17. Bxe4 Nc3+ 18. bxc3 Bxe4 19. Bg5 Qd5 (19... Be7 20. Bxe7 Qxe7 21. Rhe1 Qb7 22. Rxe4 Qxe4 23. Nxe6) 20. Rhe1 With the attack raging and Black's king stuck in the center, White has a 2.4 advantage. Bc5 (20... f6 21. Qe2) 21. Qf4 (21. Rxe4! Qxe4 22. Nxe6) 21... Bxd4 22. Rxd4 (22. Rxe4 O-O {22... Qc5 23. Rxd4 Qxc3 24. Rd8+} 23. Rxd4+-) 22... Bxc2+ 23. Kxc2 Better was Kb2. Qxa2+ 24. Kd3 O-O 25. Qd2 Qb3 26. Be7 Rfe8 27. f6 b4?! 28. Rxb4 Qd5+ 29. Kc2 Qa2+ 30. Kd1 Qa1+ 31. Ke2 Qa5 32. Kf1 Rb8 33. Kg1 h5 34. Qe3 Rec8 35. Rxb8 Rxb8 36. gxh5 Qxh5 37. Qg3 Qg6 38. Qxg6 fxxg6 39. Rxe6 a5 40. Ra6 Kf7 41.

Rxa5 gxf6 42. Bc5 Ke6 43. Bd4 Rf8 44. Ra6+ Kf5 45. Rxf6+ Rxf6 46. Bxf6 Kxf6 47. Kf2 Ke5 48. Kf3 Kd5 49. Kf4 1-0

2010 U.S. Cadet (3)
 July 15, 2010
 Yian Liou (2260)
 Jarod Pamatmat (2225)

1. e4 e6 2. d4 d5 3. Nd2 Nf6 4. e5 Nfd7 5. Bd3 c5 6. c3 Nc6 7. Ne2 cxd4 8. cxd4 f6 9. exf6 Nxf6 10. O-O Bd6 11. Nf3 Qc7 12. Nc3 a6 13. Bg5 O-O 14. Bh4 Nh5 15. Bg3 Nxxg3 16. hxg3 g6 17. Rc1 Qg7=/+ 18. Bb1 Bd7 Fritz insists that Black is doing well with g5 but I'm not certain what the advance does other than gain some space at the cost of weakening the kingside. 19. Qd3 b5 20. Ne2 Bc7 21. Rcd1 Kh8 22. Nc1 Bb6 23. Ne2

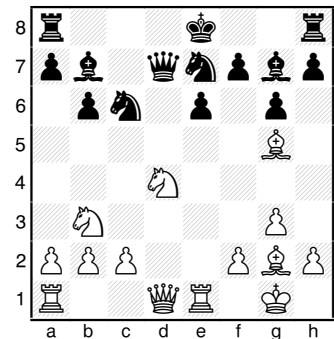


Rxf3!? After over 14 minutes of thought, Pamatmat unleashes this energetic move rather than settle for the routine Rae8. 24. Qxf3 After 8 minutes of thought, Yian gives up the queen pawn rather than playing the recommended gxf whereupon Black would have to play precisely to prove that his sacrifice was sound. Nxd4 25. Nxd4 Bxd4 26. b3 Rf8 27. Qe2 Bb6?! The immediate e5 would have given Black more advantage. 28. Rd3 Rc8 29. Qd2= Qf6 30. Rf3 Qg7 31. Rc1 Rxc1+ 32. Qxc1 e5 Necessary was Qe7 to avoid White's next jab. 33. Qa3! Threatening Rf1+ or Qd6. h6 34. Bxxg6 Be6 (34... Qxxg6?? 35. Qf8+ Qg8 36. Qxxh6+ Qh7

37. Rf8#) 35. Qd6 (35. Rf8+! Bg8 36. Bf7) 35... Qxxg6 36. Qxb6 (36. Qxe5+ Kg8 {36... Kh7 37. Rf6} 37. Qb8+ Kg7 38. Qxb6) 36... e4 37. Qd8+ Kg7 38. Qf8+ Kh7 39. Rf6 Qh5 40. Qe7+ Kh8 41. Rxe6 1-0

2010 U.S. Cadet
 July 13, 2010
 Michael Yang (2242)
 Jarod Pamatmat (2225)

1. e4 e6 2. d3 d5 3. Nd2 c5 4. Ngf3 Nc6 5. g3 g6 6. Bg2 Bg7 7. O-O Nge7 8. Re1 b6 9. exd5 Nxd5 10. d4 White tries this interesting move to complicate the position before Black castles. The simple Nc4 or even e4 were playable but offered little. cxd4 11. Nb3 Bb7 (11... e5? 12. Nbxtd4) 12. Nfxd4 Nde7? Black (who took 20 min 33 sec to make this move) should have simply castled. Now White has the opportunity to gain a real advantage. 13. Bg5 Qd7 Necessary was Bxd4.



14. Bxe7 White took over 20 min. to make this imprecise move. (14. Nb5! Rd8 {14... Qxd1? 15. Raxd1 Rb8 16. Nd6+ Kf8 17. Nxb7 Rxb7 18. Bxe7+} 15. Qe2 Qc8 16. Rad1+/-) 14... Nxd4 15. Nxd4 Bxxg2 16. Kxxg2 Qxe7 17. c3 O-O 18. Nc6 Qc7 19. Qf3 Rac8 20. Nb4 1/2-1/2

If you want to see exciting tactics and daring, then be sure to check out Yang's handling of the Black pieces on page 11. He regularly plays the Benoni in a Tal-like fashion!

Representing at the Denker – Suich

After qualifying by going undefeated in the Tenn. Individual Scholastic tournament of Feb. 13, Peter Suich became Tennessee's representative at 2010 Denker Tournament of High School Champions (which ran from July 31 until August 3). Not only did Peter represent Tenn. well in this invitational tournament by tying for fifth place, but—since he was already in California—he went on to play in the August 8th United States Open! And here he scored impressively, making both himself (gaining 44 points) and Tennesseans look good. We are proud of his strong showing and fortunate to be able to share his report of his experiences and a game annotated by him from this period of chess excellence.

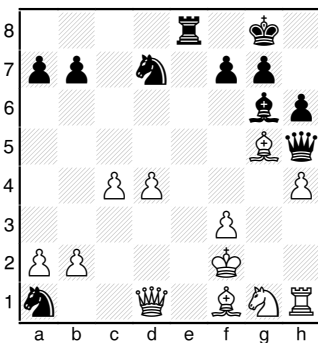
"This summer I had the opportunity to travel to California and play in the Denker and the US Open. I played well in both tournaments, and even pulled off a few upsets. One highlight of the Denker was Round four, when I beat a master from New Jersey after he blundered in time trouble. I ended the tournament with two draws against experts in the last two games. My final score, four points out of six rounds, placed me in a tie for fifth place with eight other players. In the US Open, I had five and a half points out of nine rounds. This included a draw against an FM and a win over the Denker representative from Southern California, who is a master.

I am grateful for the chance to travel to California and play in the 2010 Denker and the US Open. Playing in these two

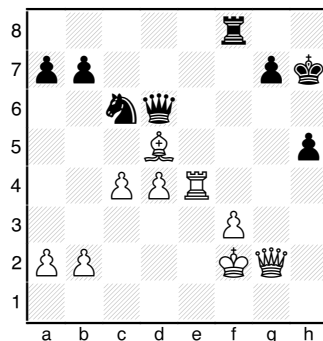
tournaments was an enjoyable experience. I would like to thank my dad not only for his encouragement, but also for going with me and making this trip possible!"

2010 Denker Tournament (4) Andrew Shvartsman (2293) Peter Suich (1999)

1. e4 d5 2. exd5 Nf6 3. d4 Bg4 This is the Portuguese variation of the Scandinavian Defense. 4. f3 Bf5 5. c4 e6 6. Nc3 exd5 7. g4 White is playing aggressively. The drawback is an open king position. Bg6 I give up the d-pawn. 8. g5 Nfd7 9. Nxd5 Nc6 I had already studied this position before the game. Unfortunately I didn't look at one of the most obvious continuation—the one played in the game. 10. Bf4 This is not the strongest, but it does require me to find the right response. Bb4+? A mistake. After 10...Bd6!, white will have only a very slight edge. 11. Kf2 11. Nxb4 may be better. O-O?! 11...Bd6 should be played, in order to defend the c-pawn. 12. Bxc7 Qxg5 13. h4! The best. Qh5?? White was already a lot better, now he's winning. 14. Nxb4?! Although White is still winning, this is a mistake. After 14. Ne2!, I will probably have to give up a piece to get the queen out of trouble. Nxb4 15. Bd6 Nc2 16. Bxf8 16. Rcl is a good alternative. Nxa1 17. Be7?! 17. Bd6 followed by Ne2 and possibly Bf4 would be the right continuation for white. Re8! 18. Bg5 h6



19. Bh3!? 19. Bd2 leads to an interesting draw after 19... Nc2 20. Ne2 Qf5! 21. Bh3 Qf6 22. Bxd7 Nxd4! 23. Nf4 (23. Nxd4 Qxd4+ followed by 24... Qxd7) Re2+! 24. Kg3 (24. Kf1 loses to 24... Bd3!, while 24. Kg1 is met by 24...Rxd2 25. Qxd2 Nf3+ and black wins) Bc2 25. Qc1 g5 26. hxg5 Qxg5+ 27. Kh3 Bf5+ followed by perpetual check. It is very unlikely, however, that I would have seen this over the board. f5 20. Bf4 Qxh4+ 21. Bg3 Qf6 22. Ne2 22. Qxa1 is bad because of 22...f4 and the tables are turned. Nc2 23. Qxc2 23. Nf4!? would have given Andrew the bishop pair and the better endgame. f4 24. Qd2 fxcg3+ 25. Nxc3 Rf8 26. Qe3 Re8 27. Qd2 Rf8 28. Bg4 Nb8 The beginning of a plan to redeploy the knight. 29. Nh5 Bxh5 30. Rxh5 Nc6 31. Rd5 Ne7 32. Re5 Nc6?! The knight belongs at g6. 33. Rd5 White is in time trouble, so he repeats moves to gain time. 33... Ne7 34. Re5 Nc6?! 35. Re4! Qg6 36. Qe3 h5 37. Be6+ White is winning. Kh7 38. Bd5 Stronger is 38. d5 Nd8 39. c5. Qd6 39. Qg5 Qh2+ 40. Qg2 Qd6??



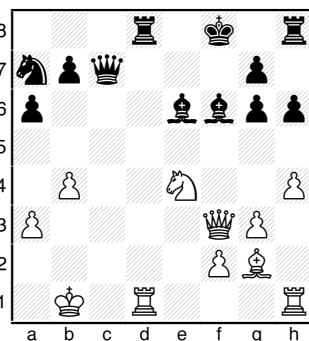
41. a3? 41. Re6 forces the loss of the queen and with it, the game. If the black queen avoids capture, then 42. Qg6+ and mate soon follows. The best explanation for this double oversight is that Andrew has been in time trouble for a while. Qf6 42. Qh3 g6

43. **Ke3** After 43. Ke3, the position is about equal. A better option would have been 43. Bxc6. **Qg5+** 44. **Kd3 Qc1** This position should lead to a draw. 45. **Re2?** I have been behind for much of the game, but after this move the position goes from drawn to a large advantage for black. **Qd1+** 46. **Rd2** Necessary, since 46. Ke3 allows 46...Qxd4# and any other move gives up the rook. **Qb3+** 47. **Ke2 Re8+** I saw in the game that white cannot play 48. Be4?? because of 48... Rxe4+! While calculating, I didn't examine 48. Be6, which loses to 48... Qxc4+ and 49... Rxe6. White's best is 48. Kf1, when I am nearly winning after 48... Qe3!; instead, he blunders terribly in time trouble. 48. **Kf2?? Qe3+** It's over. 49. **Kg3 Qxd2** Fritz11 recommends 49...Qg5+ as a way to end the game quicker, but taking the rook is both obvious and crushing. 50. **Be4 Rxe4** 51. **fxe4** Now I was planning on trading off queens by either 51... Qe3+ or 51... Qd3+ 0-1

Tenn Open - Championship (4)
Bin Li (1744)
Ali Alataiwi (1850)
Result 0-1

1. e4 d5 2. exd5 Qxd5 3. Nc3 Qd8 4. d4 Nf6 5. Bg5 e6 6. Nf3 Bb4 7. Qd3 Nc6 8. a3 Be7 9. O-O-O h6 Better was castling. 10. Bxf6 Bxf6 11. Ne4 (11. d5! exd5 12. Nxd5 O-O 13. Qe4+/-) 11... Be7 12. h4 Qd5 13. Nc3 Qd6 14. g3 (14. Qe4 O-O 15. Nb5) 14... a6 15. Bg2 Rb8 16. Ne4 Qd5 17. c4 Qa5 18. d5 exd5 19. cxd5 Na7? 20. d6 Much stronger is Qd4 which appears to win the knight or give White a winning initiative. cxd6 21. Nxd6+ Kf8 22. b4 This is a little loosening. Nxc8 is okay as well as Rfe. (22. Nxc8 Rxc8+ 23. Kbl Nc6 24. Bh3 Rd8 25. Qb3) 22... Qc7+ 23. Kbl Be6 24. Ne5? Necessary was Ne4,

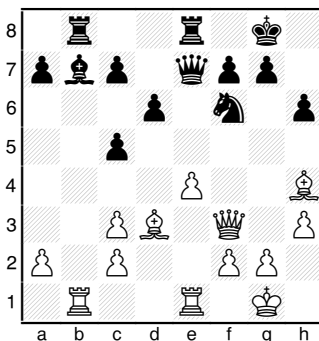
not allowing a pin. Rd8 25. Ng6+ fxc6 26. Qf3+ Bf6 27. Ne4



Bf5 (27... Ba2+ 28. Kxa2 Qc2#) 28. g4 Bxe4+ 29. Qxe4 Rxd1+ 30. Rxd1 Qc3 31. Qe2 Qa1+ 32. Kc2 Qb2+ 33. Kd3 Qxa3+ 34. Kc4 Qc3+ 35. Kd5 Qc6# 0-1

Tenn Open - Championship (1)
Ali Alataiwi (1850)
Joseph Stafford (1516)
Result 1-0

1. e4 e5 2. Nf3 Nc6 3. d4 exd4 4. Nxd4 Nf6 5. Nc3 Bb4 6. Nxc6 bxc6 7. Bd3 Bxc3+ (7... d5 8. exd5 Qe7+ 9. Qe2 Nxd5 =) 8. bxc3 Qe7 9. O-O O-O 10. Bg5 h6 Black should simply break the pin with Qe5: 10... Qe5 11. Bxf6 Qxf6 12. Qd2 = 11. Bh4 d6 12. h3 Bb7 (12... Qe5 13. Rel Re8 14. Qd2 Nh5 =) 13. Re1 c5 14. Qf3 Stronger is f4, preventing g5 and threatening e5. Rfe8 15. Rab1 Rab8?



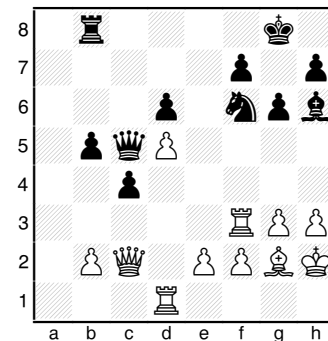
Much better was Bc6, but then White had Bxf6. 16. Rxb7 Rxb7 17. e5 Rbb8? (17... g5 18. Qxb7 gxf4 19.

f4 dxe5 20. Rxe5 Qd6 21. Rxe8+ Nxe8 22. Qxa7 +/-) 18. Bxf6! gxf6 19. Qf5 Qe6 20. Qh7+ Kf8 21. Qxh6+ Ke7 (21... Kg8 22. Bh7+ Kh8 23. Bf5+) 22. exf6+ Kd8 23. Rxe6 Rb1+ 24. Kh2 Rxe6 25. Qf8+ Re8 26. Qxf7 Rbel 27. Bf5 Rle7 28. fxe7+ Rxe7 29. Qf6 Ke8 30. Bd3 1-0

So. Class Championship (5)
April 25, 2010
Bradley Denton (2229)
Mark Dejmek (2123)

This is the last-round game that propelled Denton into clear second place in the So. Class Championship.

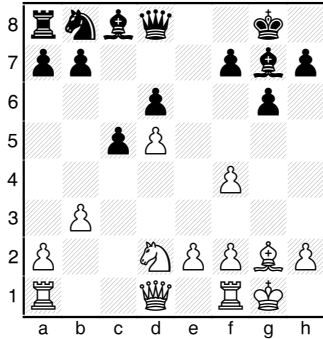
1. d4 Nf6 2. c4 c5 3. d5 e6 4. Nc3 exd5 5. cxd5 d6 6. g3 g6 7. Bg2 Bg7 8. Nf3 O-O 9. O-O a6 10. a4 Nbd7 11. Nd2 Re8 12. h3 Rb8 13. a5 b5 14. axb6 Nxb6 = 15. Re1 Nfd7 16. Nde4 Nc4 17. Qc2 Qb6 18. Nd2 Nde5 19. Nce4 Nxd2 20. Nxd2 Bd7 Though the bishop takes away the knight's retreat square, the knight is protected by combinations. For similar threat, see Moon vs. Yang, page 11. 21. Ra3 (21. f4? Nd3 22. Qxd3 c4+) 21... Bb5 22. Kh2 c4 23. Ne4 Qc7 24. Bg5 Nd7 25. Be3 Nf6 26. Nc3 Rxe3?! I'm not sure what motivated this. Fritz recommends Nd7 with equality. 27. Nxb5 axb5 28. Rxe3 Qc5 29. Rd1 Bh6 30. Rf3



Nxd5? 31. Qe4 Nb4 32. Qe7 Rf8 33. Rxd6 Threatening Rxc6+ followed by Qxc5. Bg7 34. Rxf7 If Rxf7, then Rd8+ wins the queen. 1-0

2010 U.S. Cadet
 July 14, 2010
 Ryan Moon (2249)
 Michael Yang (2242)

1. d4 Nf6 2. c4 c5 3. d5 e6
 4. Nc3 exd5 5. cxd5 d6 6.
 Nf3 g6 7. g3 Bg7 8. Bg2 O-O
 9. O-O Re8 10. Bf4 Ne4 11.
 Nxe4 Rxe4 12. Nd2 Rb4 13. b3
 Rxf4 14. gxf4

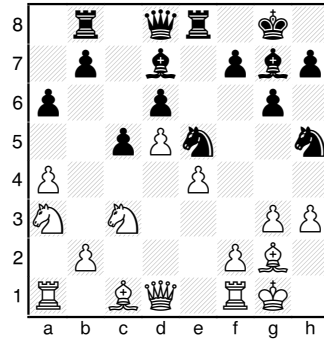


Qf6!? Black executes a fine combination and then demonstrates how two bishops can be just as effective as two rooks. 15. Rc1 Well, White helps him a little because e3 would have maintained a slight plus for White. Qxf4 16. Rc4 Qg5 17. f4 Qd8 18. e4 Nd7 19. Rc2 b5 20. Qe2 a5 21. Nf3 b4 22. Re1 Better was Rd1, preparing to return the exchange. Ba6 23. Qf2 Bc3 24. Rxc3 Other candidate moves were no better. bxc3 25. e5 Nb6 26. Ng5 dxe5 27. Qh4 h5 28. fxe5 Nxd5 29. e6 fxe6 30. Rxe6? Much better was Qg3, breaking the pin and creating other attacking options. Bd3 +- 19 31. Be4 Bxe4 32. Rxe4 Nf6 (Even stronger was c2: 32... c2! 33. Re1 {33. Rc4 Ne3} 33... Qf6 34. Kh1 Qf4) 33. Rc4 Qd1+ 34. Kg2 Qd2+ 35. Kg3 Ng4 36. Rxe4 Qe1+ 37. Kh3 hxg4+ 38. Qxe4 Qf1+ 39. Kh4 Qf2+ 40. Kh3 Qf5 0-1

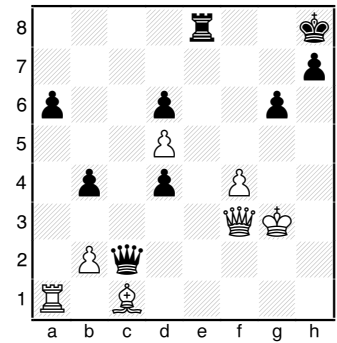
2010 U.S. Cadet
 July 15, 2010
 Adarsh Jayakumar (2261)
 Michael Yang (2242)

1. d4 Nf6 2. c4 c5 3. d5 e6
 4. Nc3 exd5 5. cxd5 d6 6. g3

g6 7. Bg2 Bg7 8. Nf3 O-O 9.
 O-O Re8 10. Nd2 a6 11. a4
 Nbd7 12. h3 Rb8 13. Nc4 Ne5
 14. Na3 Nh5 15. e4 Bd7



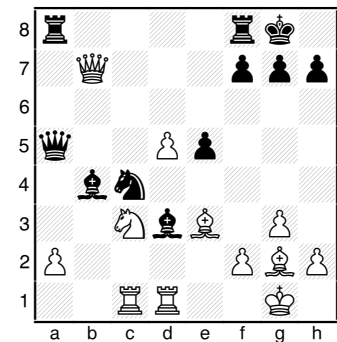
This move appears to remove the e5-knight's retreat squares. 16.a5 [However, it is protected by a vicious counter-attack, either on the queenside knights or White's weakened kingside: 16.g4 b5. This is the point. White's knights are vulnerable, too. (16...Nf6 17.f4?! {17.g5! Nh5 18.f4 b5 19.axb5 axb5 20.fxe5 b4 21.Nc4 bxc3+/=} 17...Nexg4! 18.hxg4 Nxg4 19.Qe1 b5 20.axb5 axb5 21.Nc2 f5) 17.axb5 axb5 and the b-pawn either forks or simply stays as a support point for the e5-knight.] 16...Qxa5 17.g4 Nf6 18.f4 With the Black queen on the opposite side of the board and subject to attack, it appears that White's attack just might work now. 18...Nexg4 19.hxg4 Nxg4 20.Qf3 (20.Bf3 h5=+) 20...Qd8 Fritz suggests f5 and gives Black advantage. The game continuation returns the Queen to the action with a tempo gain of threatening b5. 21.Qg3 b5 22.Nc2 b4 23.Nd1 f5 Fritz considers h5 as better, but Black is okay. 24.Nce3 Nh6 Even stronger may be Bd4. 25.Re1 Ra8 26.exf5 Nxf5 27.Nxf5 Rxe1+ 28.Qxe1 Bxf5=+ 29.Ne3 Bd4 30.Kh2 Bd7 Fritz suggests Qe7. 31.Nc2 Bf6 32.Bh3 Bxh3 33.Kxh3 Qf8 34.Qe6+ Kh8 35.Ne3 Re8 36.Qg4 Bd4 37.Nc2 Qf7 38.Nxd4 cxd4= 39.Qf3 Qf5+ 40.Kg3 Qc2



41.Qf2? Necessary was f5 to provide a quick outlet for his bishop. 41...Qd1 42.Qf3 Qe1+ 43.Qf2 d3 44.Kf3 Qh1+ 45.Kg3 Re2 46.Qd4+ Kg8 47.Rxa6 Qh2+ 48.Kg4 Rg2+ 49.Kf3 Rg3+ 0-1

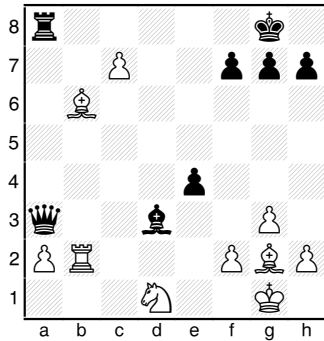
2010 U.S. Cadet
 July 13, 2010
 Ryan Moon (2249)
 Yian Liou (2260)

1. d4 d5 2. c4 c6 3. Nf3 Nf6
 4. Qc2 dxc4 5. Qxc4 Bf5 6.
 g3 e6 7. Bg2 Be7 8. O-O O-O
 9. Nc3 Nbd7 10. e3 Ne4 11.
 Nd2 Nxd2 12. Bxd2 e5= 13. e4
 Nb6 14. Qb3 Bg6 15. d5 cxd5
 16. exd5 Rc8 17. Rfd1 Nc4
 18. Qxb7 (Ne4 would maintain
 equality.) Rb8 19. Qxa7 Nxb2
 20. Rf1 Bd3 With Nc4 Black
 keeps an advantage. 21. Rfe1
 Nc4 22. Be3 Bb4 23. Rac1 Ra8
 24. Qb7 Qa5 25. Red1



Rfb? (25... Nxe3! 26. Rxd3 {26. fxe3 Ba6 27. Qc6 Rac8 28. Qa4 Bxc3} 26... Nxg2 27. Kxg2 Ra7 28. Qb5 {28. Qc6 Rc7} 28... Bxc3+) 26. Qc6 Nb2!? Going after White's troubled queen. 27. Rd2 Rc8 28. Bb6 Qa6 29. Rxb2? (29.

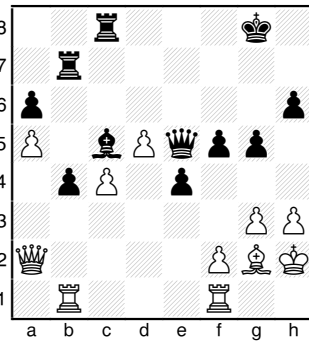
Bc7 Qa3 30. d6) 29... Rxc6
 30. dxc6 Ba3 31. Rcb1 Bxb2
 32. Rxb2 Qa3 33. Nd1 e4-+
 34. c7



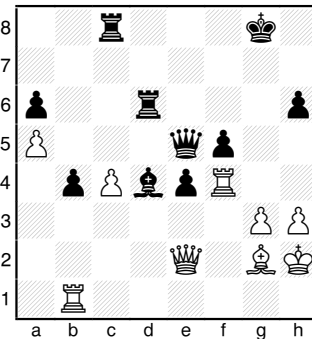
Qa4 (34... f5! 35. Bh3 g6
 36. Be3 {36. Bc5 Qxc5 37.
 Rb8+ Kf7 38. Ne3 Qc6 39. Bf1
 Ke6} 36... Rc8-+) 35. Ne3
 Qc6 36. Rb3 Qc1+ 37. Nf1 Rc8
 38. a4 Qc4 39. Rb5 f6 With
 Qc6, Black could have
 continued on track. Still,
 he does have the advantage.
 (39... Qc6 40. Rb4 f5 41. a5
 Rxc7) 1/2-1/2

2010 U.S. Cadet (5)
 July 15, 2010
 Michael Yang (2242)
 Yian Liou (2260)

1. Nf3 d5 2. g3 Nf6 3. Bg2
 Bg4 4. O-O Nbd7 5. d3 e5 6.
 Nbd2 c6 7. a4 Bc5 8. a5 O-O
 9. c3 Qe7 10. e4 dxe4 11.
 dxe4 Rfd8 12. Qc2 Nf8 13. h3
 Bh5 14. Kh2 Fritz suggests
 that the maneuver b4
 followed by Nc4-e3-f5 would
 be advantageous and I agree.
 The game continuation is
 just drawish. Qc7 15. b4 Be7
 16. Nc4 Bxf3 (Nf8-d7 was a
 little better.) 17. Bxf3 b5
 18. Ne3 c5 19. bxc5 Bxc5 20.
 Qb3 Rab8 21. Nd5 Nxd5 22.
 exd5 Qd6 23. Be4 Nd7= 24.
 Bg2 f5 25. Bg5 Re8 26. Rad1
 h6 27. Bc1 a6 28. c4 This
 is a little impatient. The
 waiting Rfe was preferable.
 b4 However, simply e4 was
 better for Black, not giving
 White a point of attack.
 This move does help to
 confine the white-squared
 bishop, though. 29. Bd2 Rb7
 30. Rb1 e4 31. Qa4 Rc8 32.
 Bf4 Ne5 33. Qa2 g5 34. Bxe5
 Qxe5-/+



35. d6!?. Rd7 (35... Qxd6 36.
 Rfd1 Qf6 37. Rd5 Rf7-+) 36.
 f4 gxf4 37. Rxf4 Rxd6 38.
 Qe2 Bd4? Stronger was Rf8,
 supporting the f-pawn and
 planning to push the e-pawn.

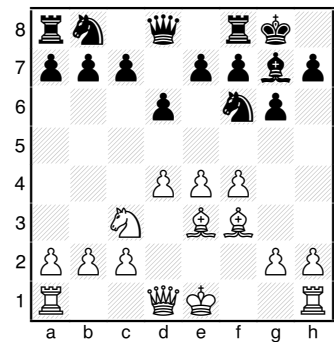


39. Rxe4! fxe4 40. Qg4+ Kh7
 41. Bxe4+ Kh8 42. Qxc8+ Kg7
 43. Qb7+ Kf8 44. Rf1+ Rf6
 45. Qxb4+ Ke8 46. Bc6+
 White has a 3-point
 advantage. Kf7 47. Bd5+ Ke8
 48. Bc6+ Kf7 49. Qb7+ Kf8
 50. Qc8+ Kg7 51. Qd7+ Kf8
 52. Qc8+ Kg7 53. Qg4+ Kf8
 54. Qc8+ White mistakenly
 allowed a 3-move repetition
 of the position while trying
 to gain time on the clock.
 The powerful Rd1 would have
 ended the game and even a
 reduction to an
 opposite-colored bishop
 endgame might have worked.
 1/2-1/2

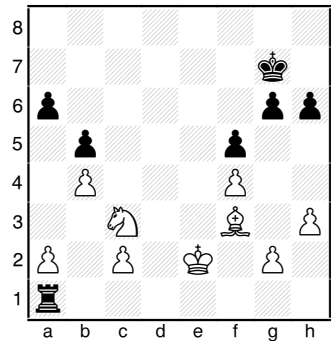
Tenn Open - Amateur
 David Bertram (1566)
 Gary Gillespie (1362)

1. e4 d6 2. d4 Nf6 3. Nc3 g6
 4. f4 Bg7 5. Nf3 O-O 6. Be2
 Bg4 7. Be3 Bxf3 This
 exchange was neither forced

nor necessary. 8. Bxf3



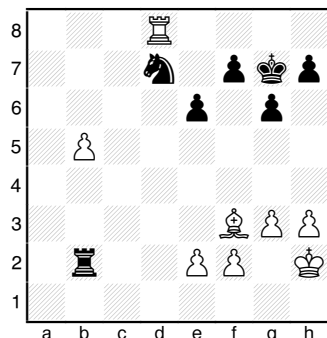
Na6? Forced was c6 to block
 the bishop's diagonal. 9.
 Qd2? (9. e5! Nd7 10. Bxb7
 Nb4 11. a3 Rb8 12. Be4 dxe5
 {12... Na6 13. Qe2 Qc8 14.
 Bd3 Rb6 15. Nd5} 13. axb4)
 9... Rb8 10. O-O c5 11. e5
 Nd7 12. Rad1 cxd4 13. Bxd4
 b6 14. exd6 exd6 15. Bxg7
 Kxg7 16. Qxd6 Nf6 17. Qe5
 Qe8 18. Rfe1 Nc5 19. Rd6
 Ncd7 20. Qxe8 Rfxe8 21. Rxe8
 Rxe8 22. Bc6 Re6?! Better
 was Re7, defending the piece
 and the 7th rank. 23. Rxd7
 Nxd7 24. Bxd7 Re1+ 25. Kf2
 Rcl 26. Ba4 a6 27. Ke2 Rh1
 28. h3 f6 29. Bc6 h6 30. Bf3
 f5 31. Nd5 Ra1 32. Nc3 b5



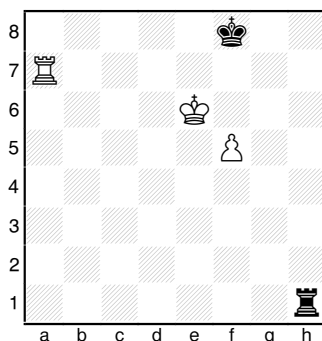
33. b4! This nice move
 guarantees White significant
 queenside play. g5 34. fxc5
 hxc5 35. Bd5 Rc1 36. Kd2 Rf1
 37. Ke2 Rg1 38. Bf3 Rc1 39.
 Kd3 Rg1 40. a4 bxa4 41. Nxa4
 g4 42. hxc4 fxc4 43. Bxc4
 Rxc4 44. Bc8 Rg3+ 45. Kc4
 Ra3 46. Nc5 a5 47. b5 Ra1
 48. b6 a4 49. b7 Rb1 50.
 Nxa4 Kf8 51. Nc3 Rb2 52. Nb5
 Rxc2+ 53. Kb3 1-0

Tenn Open – Championship (4)
Robert Hydzik (1644)
James Hughes (1600)

1. c4 Nf6 2. g3 c5 3. Bg2 g6
 4. Nf3 Nc6 5. d4 cxd4 6.
 Nxd4 Bg7 7. O-O O-O 8. Nc3
 a6 9. Be3 Nxd4 (9... Ng4 10.
 Nxc6 dxc6 11. Bc5 Qxd1 12.
 Raxd1 Re8 White has only a
 small edge.) 10. Bxd4 d6
 Black is going to have
 problems developing his
 queenside. 11. Nd5 e6? 12.
 Ne3 White is still doing
 well, but his advantage
 could have been more evident
 with Bb6: 12. Bb6 Qd7 13.
 Nxf6+ Bxf6 14. Qb3 +/- 12...
 Qc7 13. Rc1 Bd7 14. c5
 dxc5?! Necessary was d5,
 preparing to slowly activate
 his pieces. 15. Rxc5 Qd8
 Black tries to retain his
 pieces in view of the
 imminent loss of a pawn.
 (15... Bc6 16. Bxc6 bxc6 17.
 Qa4 Rfd8 18. Rfc1 Qb6 19.
 Be5) 16. Bxb7 Ra7 17. Bg2
 Rc7 18. Qc2 Rxc5 19. Bxc5
 Re8 20. Rc1 Bb5 21. Nc4
 Stronger was driving the
 bishop back: (21. a4 Bd7 22.
 b3 Qb8 23. Nc4) 21... Qc7
 22. Nd6 Rd8 23. Nxb5 axb5
 24. b4 Bf8 25. h3 Bxc5
 Better was Nd5. 26. Qxc5
 Qxc5 27. Rxc5 White should
 have created a passer with
 bxc. This would have tied
 the Black pieces up. Then
 White could make even more
 significant progress while
 Black's pieces were passive.
 Rd1+ 28. Kh2 Ra1 29. Rxb5
 Rxa2 30. Bf3 Rb2 31. Rb8+
 Kg7 32. b5 This impatient
 move imperils White's
 chances of winning. Nd7 33.
 Rb7 Nc5 34. Rb8 Nd7 35. Rd8



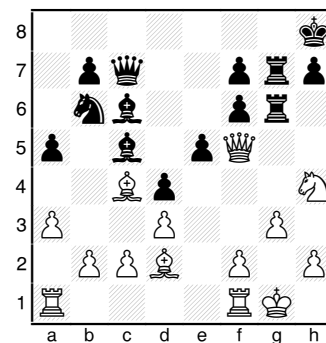
Nb6?? (35... Ne5! 36. Bc6
 Rxe2 37. Kg2 Nxc6 38. bxc6
 Rc2=) 36. Bc6 Kf6?! (36...
 Rxe2 37. Rb8 Nc4 38. Kg2
 Rb2=) 37. Kg2 Ke7 38. Rb8
 Nc4 39. Rb7+ Kf6 40. g4 h6
 41. Rb8 Better was Rxe2.
 Black's decision-making is
 paralyzed by the threat of
 the pawn queening. Better
 for White was e4. h5 (41...
 Rxe2 42. b6 Ne5 43. Ba4 Rb2
 44. b7 g5=) 42. gxh5 gxh5
 43. Rh8 Rxe2 44. Rxh5 Rb2
 45. Rh8 Ne5 46. Rd8 Nxc6
 Better was Ke7. 47. bxc6 Rc2
 48. Rc8 Ke7 49. Rc7+ Kd8
 Better was Kf6. 50. Rd7+ Ke8
 51. Rc7 Kd8 52. Rxf7 Rxc6
 53. h4 Ke8 54. Rf4 Ke7 55.
 Kg3 e5 56. Rf5 Ke6 57. Kg4
 Rc8? (57... Rc4+ 58. Kg5
 Rxh4 59. Rxe5+ {59. Rf6+
 Ke7} 59... Kxe5 60. Kxh4
 Kf4=) 58. Rg5 Kf6 59. f3
 Rc4+ 60. Kg3 Rc1 61. Kf2 Rh1
 62. Rh5 Kg6 63. Rxe5 (63.
 Rh8 Kg7 64. Kg2 Re1 65. Rh5)
 63... Rxh4 64. Ke3 Unless
 time is a problem, Black
 should now make an easy
 draw. Kf6 65. Re8 Rh1 66.
 Rf8+ Ke7 67. Ra8 Kf6 68. Ke4
 Rh4+ 69. f4 Rh1 70. Ra6+ Kf7
 71. Ke5 Rh5+ Black should be
 checking from the rear, not
 the side. He needs to
 engineer the Philidor
 position. 72. f5 Rh1 73.
 Ra7+ Kf8 74. Ke6



Rh6?? Necessary was Rf1,
 hindering the free advance
 of the pawn: 74... Rf1 75.
 Kf6 Kg8 76. Ra8+ Kh7 77. Rd8
 Rf2 78. Re8 Rf1 79. Ke7 Ra1
 80. Rd8 Kg7 81. f6+ Kg6
 32. Rg8+ Kf5 = 75. f6 Kg8
 76. Rb7 Rh1 77. Rb8+ Kh7 78.
 f7 Re1+ 79. Kd5 1-0

Tenn Open – Novice (5)
Jerry Sandoval (1002)
Jacob Hoyos (1121)
Result 1-0

1. e4 e5 2. Nc3 Nf6 3. Bc4
 Bc5 4. Nf3 d6 5. d3 Strong
 would be d4. Be6 6. Bg5 Nbd7
 7. O-O O-O 8. Qe2 c6 9. a3
 a5 10. Bh4 Qc7 11. Bg5
 Instead of shifting the
 bishop about, White should
 be trying to find places for
 his rooks. d5 12. exd5 cxd5
 13. Bb5 d4 Maintaining the
 tension with Bd6 was better,
 giving Black a small edge.
 14. Ne4 Bd5? 15. Nxf6+ gxf6
 16. Bh6 Rfd8 17. Ne1 Kh8 18.
 Qg4 Rg8? Necessary was Bf8.
 19. Qf5 (19. Qxd7) 19... Bc6
 20. Bc4 Rg6 21. Bd2 Rag8 22.
 g3 R8g7 23. Nf3 Nb6 24. Nh4



Rg5? (24... Nxc4 25. dxc4
 {25. Nxc6+ fxc6} 25... Be7
 26. Nxc6+ hxc6 27. Qd3 +/-
 Black's control of the white
 squares balances his slight
 material deficit.) 25. Bxg5
 fxg5 26. Nf3 g4? Offering a
 swap of queens with Qd7
 would have been stronger for
 Black, but he still would
 have been suffering. 27.
 Nxe5 Qd6 Necessary was Be8.
 Black is falling apart,
 having lost focus and
 perhaps hope. 28. Nxf7+ Rxf7
 29. Qxf7 Nxc4 30. dxc4 Qh6
 31. Rae1 Qh3 32. Qf6+ (32.
 Re8+ Bxe8 33. Qxe8+ Kg7 34.
 Qe5+ Kg6 35. Qxc5) 32... Kg8
 33. f3 gxf3 (33... d3+ 34.
 Kh1 d2 35. Qg5+ Kf7 36. Qxd2
 gxf3 37. Qf4+ Kg7 38. Rxf3)
 34. Rf2 d3 35. Qd8+? Kg7??
 Kf7 would give Black winning
 chances, as he threatens
 mate on g2. 36. Qg5+ 1-0

Chess as an Educational Tool in Classrooms and Schools

Bob Patterson-Sumwalt, Wisconsin Chess Assoc. (August, 2009)

Chess has been touted for centuries as a way of educating the mind in preparation for life. The same is true today: Googling "Chess in Education" results in 998,000 hits.

Interest in chess as an educational tool began in 1779, when Benjamin Franklin wrote:

The Game of Chess is not merely an idle amusement; several very valuable qualities of the mind, useful in the course of human life, are to be acquired and strengthened by it, so as to become habits ready on all occasions, for life is a kind of Chess, in which we have often points to gain, and competitors or adversaries to contend with, and in which there is a vast variety of good and ill events that are, in some degree, the effect of prudence, or the want of it. By playing at Chess, then, we may learn foresight, circumspection and caution. ⁱ

What researchers are finding

Franklin's words have turned out to be prophetic, as educators and researchers across the country are proving that playing chess raises standardized mathematics and reading test scores and improves students' self-esteem and social skills. Over the past 40 years, study after study has shown that chess improves academic performance.

In a study he conducted in Zaire in 1973-1974, Albert Frank found that good, teenage (16 to 18-year-old) chess players had "strong spatial, numerical, administrative-directional, and paperwork abilities." ⁱⁱ

A 1990-1992 study in New Brunswick, Canada, demonstrated the value of chess in developing problem-solving skills. By integrating chess into the traditional mathematics curriculum, teachers were able to significantly raise the problem-solving skills of their students. Primary school chess hence exploded in New Brunswick. In 1989, a total of 120 students played in provincial school chess championships. Three years later, more than 19,000 played in that same championship. ⁱⁱⁱ

Between 1979 and 1983, Robert Ferguson analyzed the impact of chess on students' thinking skills in the Bradford Area School District in Pennsylvania. Ferguson found that after spending 60-64 hours playing and studying chess over 32 weeks, students showed significant progress in critical thinking. He concluded that chess is superior to many currently used programs for developing creative thinking and therefore could logically be included in a differentiated program for gifted students. ^{iv}

Chess has been shown to raise standardized test scores. Using the Wechsler Intelligence Scale for children, a Venezuelan study found that learning to play chess significantly increased the IQ scores of a group of 4,000 second-grade students. The results were so dramatic that during 1988-'89 school year, the Venezuelan government introduced chess lessons to all students. ^v

In 1997, James M. Liptrap, chess sponsor at Klein High School in Spring, Texas, conducted a study of non-honors-track students in reading and mathematics. According to his results, chess-playing students made twice as much improvement as non-chess playing students in reading and mathematics, as measured by the Texas Learning Index. In fifth grade, regular-track chess players scored 4.3 TLI points higher in reading ($p < .01$) and 6.4 TLI points higher in math ($p < .00001$) than their non-chess-playing peers. ^{vi}

Ten years later, 75 students who took part in a tutoring program provided to the Chicago Public School by Chess Academy demonstrated a 26 percent gain in reading and a 24 percent gain in mathematics, as measured by standardized tests. ^{vii}

Stuart Margulies reports on a two-year effort to use chess to increase the

standardized reading test scores of students in District 9 of the New York City Public Schools. Margulies found that the percentile scores of District 9's chess-playing students went up an average 5.4 points, with students of average ability demonstrating the biggest increases. Teachers reported that as students became more competent in chess their ego strength grew, and because they felt better about themselves, they learned to read better.^{viii}

Margulies spells out three additional theories on why chess improves reading. He notes that chess masters believe that playing chess develops general intelligence, self-control, analytical skill, and an increased ability to concentrate. It also gives high achievers a chance to work together, acting as a type of Gifted and Talented program. Lastly, the same skills and cognitive processes required to play chess are also required for reading.

Margulies sums up these arguments with an analysis of the complex task of both reading and playing chess. When reading, students use lower-level thinking processes to recognize words, and higher-level processes to extract meaning from those words within the context of a story. When playing chess, students must first recognize the pieces and then make strategic decisions about where to move them.^{ix}

In her article, "Chess as a Way to Teach Thinking," Dianne Horgan makes a strong argument for using chess as a tool in the classroom. Writes Horgan, "Among the presumed educational benefits are improved concentration and mental discipline, better skills in planning, and appreciation of the consequences of actions."^x

Chess educators have argued that chess is beneficial not just for the intellectually gifted, but also for learning disabled and hyperactive children. Among chess educators and parents, countless case studies attest to the educational benefits of chess for such students. Horgan takes note of a study by Johan Christianen, who worked for two years in Belgium with learning disabled and hyperactive fifth graders. During that time, one group of students studied chess after school, one day a week. The results of the study: the chess-playing students performed better on Piagetian tasks and standardized tests, and significantly better on school tasks, than their peers in a control group.^{xi}

Horgan explains that pre-adolescents play chess differently than adults. They have less developed knowledge bases and make decisions based on intuition rather than on the outcome of previously played games. They also engage in "satisficing," settling on a solution that seems satisfying to them and therefore requires no need to search further. This does not always result in the best move, but is a useful and efficient heuristic. One of the strongest arguments in favor of using chess as an educational tool is that it provides immediate feedback, which in turn expedites learning. Students also learn higher-order thinking skills when they use chess notation to immediately analyze their games. According to Horgan:

Children [who play chess] may be less defensive about their errors and able to learn more from experience. Foreign language teachers often report that children are less intimidated and more willing to risk sounding "funny." Children, because they are in a constant learning mode, may learn more from feedback than adults. At any rate, chess offers unusual and multiple opportunities to process feedback. In tournaments, players write down all their moves. They then replay their games with coaches or other players, trying rejected alternatives and testing what the outcome might have been. This multilevel feedback and evaluation benefits all learners and is far superior to simply knowing whether one won or lost. Because children's schemas are naturally fluid and open to modification children may be able to learn faster as a result of high quality feedback.¹²

Horgan concludes that teaching children to think logically, plan ahead, and make sound decisions is difficult, but possible. She believes "learning these skills early in life can only benefit later intellectual development."¹³

She further contends that such an approach helps children achieve Piaget's highest formative operations of thought. The process involves moving through four periods: sensor motor (infancy, a time of mostly reflexive behavior), pre-operational (toddlerhood and

early childhood, when egocentric thinking predominates), concrete operational (elementary and early adolescence, when intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects); and formal operational (late adolescence and adulthood, when intelligence is demonstrated through the logical use of symbols related to abstract concepts). According to William Huitt and John Hummel, early in this last period there is often a return to egocentric thought. Furthermore, only 35% of high school graduates in industrialized countries obtain formal operations; many people do not think formally during adulthood. ¹⁴

What educators are saying

There is much anecdotal evidence to support using chess as an educational tool in the classroom. According to psychologist Howard Gardner, who wrote the book *Frames of Mind* and formulated the theory of multiple intelligences, "Skill in chess probably depends on logical, mathematical, and spatial intelligence; and since it is a competitive game, interpersonal intelligence is probably important as well." ¹⁵

The late Ollie LaFreniere, former statewide coordinator of the Washington Chess Federation, believed educators were beginning to see that chess was a powerful teaching tool. Jerome Fishman, a guidance counselor in Queens, New York, is one of those educators. Says Fishman, in an article on the New York City Chess program:

I like the aspect of socialization. You get into a friendly, competitive activity where no one gets hurt. Instead of two bodies slamming into each other like football, you have the meeting of two minds. Aside from developing cognitive skills, chess develops their social skills. It makes them feel they belong. Whenever we get a child transferred from another school who may have maladaptive behavior, we suggest chess as a way of helping him find his niche. The kids become better friends when after the game they analyze possible combinations ... we have kids literally lining up in front of the school at 6:45 a.m. to get a little chess in before class. ¹⁶

Adds teacher Jo Bruno, of Brooklyn, New York:

In chess tournaments the child gets the opportunity of seeing more variety and diversity. There are kids who have more money than they have, but chess is a common denominator. They are all equal on the chessboard. I believe it is connected academically and to the intellectual development of children. I [now] see the kids able to attend to something for more than an hour and a half. I am stunned. [Previously,] some of them could not attend to things [in the classroom] for more than 20 minutes. ¹⁷

Bruno brings up the important point that chess can help students learn to concentrate on a single task for long periods of time. Why is this? The author believes that many adolescents find chess fun and exciting, which explains their ability to play for long periods of time without distraction.

A teacher working at a Montessori school in Virginia says chess instruction meshes well with her school's emphasis on abstract principles, and believes it will increase growth in competitive math and strategic planning activities. Educators at the Roberto Clemente School in New York report that chess has improved not only academic scores, but social performances as well. "The effects have been remarkable," says assistant principal Joyce Brown. "Not only have the reading and math skills of children soared; their ability to socialize has increased substantially, too."

Our studies have shown that incidents of suspension and outside altercation have decreased by at least 60% since these children became interested in chess." ¹⁸

Connie Wingate, principal of PS 123 in New York, says of a New York City Schools chess program:

This is wonderful! This is marvelous! This is stupendous! It is the finest thing that ever happened to this school ... Children are trying, through chess, to apply themselves and do something to better themselves. And that filters into the entire school and community. More than anything else, chess makes a difference ... what it has done for these children is simply beyond anything that I can describe. The highest-scoring student in our school is a member of the chess team. Academically, they are all doing better in class, and it's in no small part because of chess. Just how they feel about themselves, their self-esteem, makes them all winners. ¹⁹

"Chess is perhaps the world's best-kept secret in terms of how to improve a kid academically and provide a lifelong pursuit," says Aremin Hacobian, executive director of the International Academy of Chess in Boston, Massachusetts. Hacobian insists that childhood is the best time to learn chess. "The capacity of kids to learn this game far exceeds that of any adult," he says. "It's like learning a foreign language. A five- or six year-old kid is open to anything, far more willing to absorb the endless possibilities that the world affords." ²⁰

Recently I had a conversation with the Wendy Miller, the mother of three daughters who attended Clara Mohammed School in Milwaukee, the site of a chess club and teacher provided by the Wisconsin Scholastic Chess Federation (WSCF). Miller said that after joining the club, studying chess, and participating in several chess tournaments, her daughters - who had struggled with math - began earning A's and B's in the subject.

Chess by the numbers

Chess has been taught as part of the regular school curriculum in 30 countries; in Russia, it has been part of the curriculum for 40 years. Chess continues to grow in popularity in the United States. Last year, according to program officials, 20,000 students in New York City took part in the Chess-In-The-Schools program. A total of 400,000 have participated since the program began 22 years ago.

In 2006, a total of 10,000 students took part in America's Foundation for Chess' "First Move" program, according to program officials. Next year, that number will grow to 60,000, and in 2010, to more than 100,000. The US Chess Federation has about 80,000 members, about half of whom are school-aged children.

Math and reading scores

Worldwide, there are 29 countries whose students score higher on standardized math tests than those in the United States. While it is difficult to rank the states in reading and math scores, Wisconsin is one of seven states that failed to reach any of the American Federation of Teachers' standards in the major subjects. ²¹

Wisconsin uses the Wisconsin Knowledge Concepts Exam (WKCE) to assess student progress. According to 2008-'09 results, 80% of the state's third graders scored at the proficient or advanced level in reading. Statewide, 78% of fourth-grade students scored at the proficient or advanced level in math. A total of 85% and 83% of Caucasians scored at the proficient or advanced level in reading and math, respectively. For Hispanics, the results were 61% and 59%; for African Americans, 55% and 45%. ²²

As can be seen from the following chart, reading and math scores in eight Wisconsin cities are - with one exception - below the state average.

Percent of students scoring at the proficient or advanced level on the 2008-'09 Wisconsin Knowledge Concepts Exam (WKCE)

City	3 rd Grade State Average Reading	City Score	Percent Change	4 th Grade State Average Math	City Score	Percent Change
Beloit	80%	68.5%	-11.5%	78%	61%	-17%
Green Bay	80%	70.5%	-9.5%	78%	73%	-5%

Kenosha	80%	75.7%	-4.3%	78%	77%	-1%
Madison	80%	73.7%	-6.3%	78%	73%	-5%
Milwaukee	80%	60.4%	-19.6%	78%	52%	-26%
Racine	80%	66.8%	-13.2%	78%	60%	-18%
Sheboygan	80%	78.4%	-1.6%	78%	81%	+3%
Wausau	80%	78.7%	-1.3%	78%	76%	-2%

Communities of learning

Dale A. Blythe and Nancy Leffert contend that "learning is best facilitated by building a community of learning."²³ This concept is pervasive in our culture today in the forms of universities, public school districts, private schools, charter schools, youth baseball and soccer leagues, churches, synagogues, and mosques to name just a few. According to Blythe and Leffert, such communities serve as a context for adolescent development.

Communities of learning have also developed around chess, both for adults and at the scholastic level. Scholastic chess communities can take several forms, ranging from informal, after-school clubs where a few parents or teachers pass out some chess sets and let children play, to highly organized clubs featuring more parent involvement, formal instruction, competition among students, organized rewards for students, and advancement in chess schools. Still other chess communities exist within the structure of an organization such as a Boys & Girls Club. (Academic chess growth is usually slower in these environments.)

Scholastic chess communities can also flourish in second- and third-grade classrooms where teachers have adopted the "First Move" chess curriculum. Or in a school where every student is taught chess for an hour or two per week. It is this model of a scholastic chess community that has the greatest potential for improving reading and math achievement. Complimenting all of these communities of learning are local, state, and national competitions in which students can participate; chess camps; and private chess lessons.

The role of the Wisconsin Scholastic Chess Federation

The Wisconsin Scholastic Chess Federation (WSCF) is an umbrella organization dedicated to supporting chess communities throughout the state in the areas of: communication, competitions, ratings, scholarships, tournaments, and start-up grants. A major goal of WSCF is to raise the funds and organize the volunteers necessary to increase the number of schools that include chess instruction in their curricula.

The research clearly proves that chess is a powerful tool that can be used to help students in many areas of their development - first and foremost, in reading, math, and problem solving. It has the potential to have a profound effect on the education of thousands of students in Wisconsin, particularly those attending low-achieving schools located in both urban and rural areas. Beyond that, chess can be used to improve the quality of life for every student in Wisconsin. It can become part of the culture, just like baseball, soccer, or football. Consider, for example, the following story, which could become the story of many Wisconsin students.

Circa 1987, Bill Hall began teaching in East Harlem, New York, where he found students who were disengaged, academically behind, and clueless about their future. He showed them a chessboard and invited them to come in after school to play. That day, a couple of students showed up. Over time, the number grew. And with each new student, Hall would begin with the first lesson: "controlling the center." Hall's students went on to win local tournaments, play in New York's state chess tournament, and travel to Moscow to compete against some of Russia's best students. As time went on, Hall found it incredible how much his students had changed. Not only had they become excellent chess players; now they were talking about going to college.

One young student named Pagan had been documenting the group's trips in a journal, and Hall remarked that perhaps one day Pagan would write a book about growing up in East Harlem playing chess. Replied Pagan, "Yes, chess has been good to us. But if I write a book it won't be dedicated to chess. It will be dedicated to the teacher who taught us about the importance of controlling the center - and that center is really ourselves!"²⁴

We have the opportunity to teach thousands of Wisconsin students how to control their centers.

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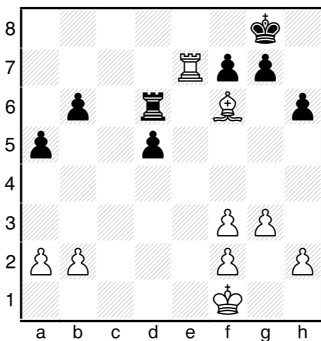
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Tenn. Open – Championship Section (2)

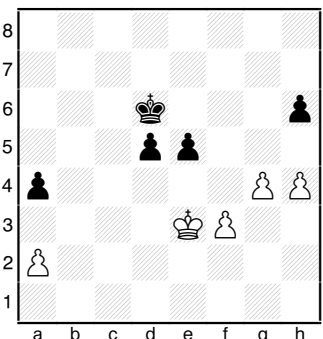
Ben Blair (1500)
 William Bragg (1925)

1. d4 d5 2. c4 c6 3. Nf3 Nf6 4. g3 e6 5. Qc2 Nbd7 6. Bg2 Bd6 7. O-O O-O 8. Nbd2 e5 Black dissolves his own white-square barrier but gets immediate activity for all his pieces. 9. cxd5 cxd5 10. dxe5 Nxe5 11. Nxe5 Bxe5 12. Nf3 Qd6 Bd6 was better, preserving the bishop. 13. Nxe5 Qxe5 14. Bf4 Qh5 15. Bf3 Better was Racl. Bg4 16. Qb3 Bxf3 17. exf3 b6 18. Kg2 Rfd8 19. Rfe1 Qf5 20. Re5 Qd7 21. Rae1 Re8 (21... d4 22. Re7 Qd5) 22. Bg5 Rxe5 23. Rxe5 Rd8 24. Qa3 (24. Bxf6 gxf6 25. Rh5 f5 26. Qd3 d4 27. Rxf5 +-) 24... Qd6 25. Qxd6 Rxd6 26.



After 28. Bxf6.

Re7 a5 27. Kf1 h6 28. Bxf6 (see diagram at left) gxf6? After Rxf6, it will be very difficult for White to break Black's defense because his kingside pawns are doubled. Now, however, Black's four pawn islands can't prevent later penetration by White. 29. Re8+ Kg7 30. Ke2? White could have maintained an advantage with Rc8. Now he even has losing chances. Re6+ 31. Rxe6 fxe6 32. Kd3 Kf7 33. Kd4 Ke7 34. f4 Kd6 35. g4 e5+ 36. fxe5+ fxe5+ 37. Kd3 Ke6 Black needs to hurry and play a4 to assure that White can't gain a tempo by playing a4 himself. Still, with an outside passed pawn, White has a small advantage. 38. f3 Kf6 39. h4 a4 40. b3 b5 41. bxa4 bxa4 42. Ke3 Ke6 43. Kd3 Kd6 44. Ke3 (see diagram) Kc5?? With



After 44. Ke3.

Ke6 Black could have held his ground, now he is outside the square of the rook pawn. 45. g5 hxg5 46. h5 Kc4 47. h6 Kc3 48. h7 d4+ 49. Ke2 Kc2 50. h8=Q d3+ 51. Kf2 g4 52. fxg4 d2 53. Qc8+ Kd1 54. Qc4 e4 55. Qxe4 Kc1 56. Qxa4 1-0

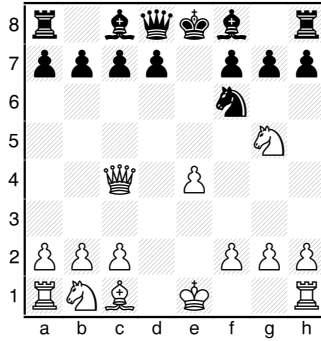
Tenn Open – Amateur (1)
 Rachel Weishaar (1289)
 David Bertram (1566)

1. c4 e5 2. Nc3 Nf6 3. g3 Bc5 4. Bg2 O-O 5. Nf3 e4 6. Ng5 Bxf2+ 7. Kf1 White should capture the bishop, getting something tangible for the loss of castling: 7. Kxf2 Ng4+ 8. Kg1 Qxg5 9. Nxe4 Qg6 10. d4 and White is doing very well, somewhat similar to positions arising from the Center Fork Trick. 7... e3 Black should play the simple Bb6. 8. Nge4 White should simply take the pawn: 8. dxe3 Ng4 9. Nxh7 Kxh7 10. Qd4 f5 11. Nd1 Nc6 12. Qc3 Bxe3 13. Nxe3 d6 = 8... Ng4 9. h3 exd2 10. hxg4 (10. Qxd2 Be3 11. Qc2 f5 12. hxg4 fxe4+ 13. Ke1 Bf2+ 14. Kd1 d5 15. cxd5 Bxg4 16. Bf4+/-) 10... dxc1=Q 11. Rxc1 Be3 12. Rb1 d6 13. Qd3 Threatening coming combinations with a later Nf6+. f5 14. Qxe3 fxe4+ 15. Ke1 Definitely the wrong direction. Bxg4 Better was Nd7. 16. Bxe4 (16. Qxe4 Bf5 17. Qxb7 Nd7 18. Qxa8 Qxa8 19. Bxa8 Rxa8 20. Rdl +/-) 16... Bf5 17. Bxf5 Rxf5 18. Qe4 (18. Qe6+ Rf7 19. Rxh7) 18... g6 19. Qxb7 Nd7= 20. Qg2?! Nf6 Assuming the dominating post at e5 would have given Black a real advantage. 21. Ne4 Nxe4 Stronger was Ng4. 22. Qxe4 Re5 23. Qg2 Qe8 -/+ 24. Kd2 Walking into a pin when b3 or even Rdl would have been more challenging. Rd8 25. Qh2 Qe7 26. Qg2 Re8 (26... d5 27. Rbel dxc4+ 28. Kcl Rb8-+) 27. Rh2 Use the idling rook at b1. Qg5+ 28. Ke1 Rxe2+ 29. Qxe2 Qxg3+ 30. Rf2 Rxe2+ 31. Kxe2 Qg4+ 32. Kd2?? (32. Kd3 c5 33. Re1 Qd4+ 34. Ke2 Qxc4+ 35. Kdl) 32... Qd4+ 33. Ke1 Qe4+ 34. Kd2 Qxb1 35. Kc3 Qxa2 36. Re2 Qa5+ 37. Kc2 Qf5+ 38. Kd2 Qf4+ 39. Kd3 Kf7 40. Re3 c5 41. Ke2 Qxc4+ 42. Kf2 d5 43. Rf3+ Kg7 44. Re3 a5 45. Re7+ Kh6 46. Re3 d4 47. Rh3+ Kg7 48. Rf3 d3 49. b3 Qxb3 50. Kg2 Qc2+ 51. Rf2 d2 52. Rf1 dl=Q+ 53. Rf2 Qg4+ 54.

Kh1 Qcd1+ 55. Rf1 Qh3+ 56. Kg1 Qdxf1# 0-1

Tenn Open – Amateur (5)
 Jason Dehotry (1105)
 Victoria Suich (1129)

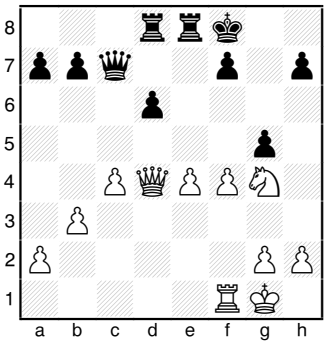
1. e4 e5 2. Nf3 Nc6 3. d4 exd4 4. Bc4 Nf6 5. Ng5 Ne5 6. Qxd4 Nxc4 7. Qxc4



Qe7 (7... d5 8. exd5 Qxd5 9. Qe2+ {9. Qxc7? Bd6 10. Qc3 Qxg2} 9... Be6=) 8. O-O h6 9. Nf3 d6 10. Nc3 Bg4 Better was Be6. Now Nd4 is challenging. 11. Nd5 Nxd5 12. Qxd5 (12. exd5 Bxf3 13. gxf3 O-O-O {13... Qd7 14. Re1+ Be7 15. Qh4 Kf8 16. Qb4 c5 +/-} 14. Be3 a6 15. b4 Qf6 16. Rab1 +/-) 12... c6 Queenside castling was okay. 13. Qd3 Bxf3 Unnecessary. 14. Qxf3 O-O-O 15. Be3 Kb8 16. Bd4 Rg8 17. Rfe1 White should get on with his queenside attack with a4. g5?? 18. Bf6 Qd7 19. Bxd8 Qxd8 20. Qxf7 Bg7 21. c3 (21. Re3 Bxb2?! 22. Rb1 {22. Rb3? Rg7 23. Rxb7+ Kc8 24. Qxg7 Bxg7 25. Rab1 (25. Rxg7 Qh8) 25... Qa5= 22... Rg7 23. Qc4 Be5 24. Qxc6) 21... Be5 22. Qe6 Simply Re3 or a4 is good. h5 23. Re3 g4 24. h3 Generally it is a bad idea to advance your pawns that shelter your king when under frontal attack. However, this is an acceptable move here, though a solid move like Rdl was preferable. g3 25. fxg3 Bxg3 26. Rf1 Qg5 27. Ref3? (27. Re2) 27... Bh2+ 0-1

Tenn Open – Novice (1)
 Jacob Hoyos (838)
 James Richards, Jr. (1146)

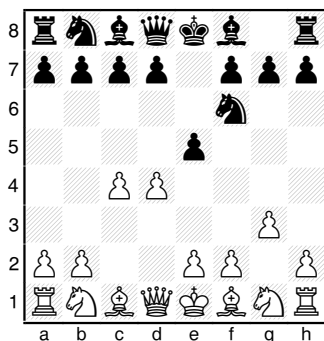
1. e4 e5 2. Nf3 d6 The scoresheet indicates 2... d5 here but the remaining moves suggests that d6 was played, trying to enter the Philidor Defense. 3. Bc4 Be6 4. Bb3 Bxb3 5. cxb3 Nf6 6. d3 Be7 7. O-O O-O 8. Be3 Nbd7 9. Nbd2 Ng4 10. Qe2 Nxe3 11. Qxe3 c6 12. d4 exd4 13. Nxd4 Bf6 14. Nc4 Ne5 15. Nf5 Nxc4 16. bxc4 White's pawns have been straightened out but Black has no problems. Qc7 17. Rab1 Rfe8 18. Rbd1 Rad8 19. b3 c5 Rather than creating a hole on d5, Black should have taken advantage of the pin and played d5: 19... d5 20. cxd5 cxd5 21. Ng3 d4 =/+ 20. f3 g6 21. Nh6+ Kg7 22. Ng4 g5? Better was Qe7, but not Bd4 because White would sacrifice his rook on e5 and set up a 3-move mate. 23. f4 (23. Nxf6 Kxf6 24. Rd5 Re5 25. f4 Rxd5 26. exd5+-) 23... Bd4 24. Rxd4 cxd4 25. Qxd4+ Kf8



26. fxg5 Much stronger was Qh8+: 26. Qh8+ Ke7 27. Qf6+ Kd7 28. Qf5+ Ke7 29. Qxg5+ Ke6 30. Kh1 +/- 26... Qb6 This idea is better implemented with Qc5. 27. Qxb6 axb6 28. Nh6 Rd7 29. Rf4 +/- Rde7 30. h4 White is certainly better, but Black could try 30... b5 31. bxc Rc8. This active rook could then try attacking White's pawns from the side and rear. 30... Rxe4?? 31. Rxf7# 1-0

Tenn Open – Championship (5)
 Ben Blair (1500)
 Marco Belitz (1899)
 Result 0-1

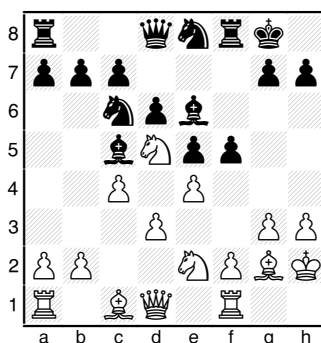
1. d4 Nf6 2. c4 e6 3. g3 e5



This has to be a shocking continuation: Black gives up a second tempo and a pawn! Even so, he is the only one with any actual developed pieces. Therefore this gambit already has some merit (though only 19 games are present in the online ChessBase database). 4. dxe5 Ng4 This sharp opening has transposed into a Catalan Bogo Indian, with most games continuing solidly with Nc3. 5. Qd4 d6 6. Nf3?! (6. exd6 Bxd6 {Malo Guillen vs. Arpa Pardo in 1998 where White scored a quick win 6... Nc6 7. Qe4+ Be6 8. dxc7 Qd1+?! 9. Kxd1 Nxf2+ 10. Kel Nxe4 11. Bg2+/= and now Bb4+ instead of f5 as played in the game would have been a major improvement for Black.} 7. Qe4+ {7. Qxg7?? Be5-+} 7... Kf8 8. Nc3 Nc6 9. Nf3 g6=) 6... Nc6 7. Qd2 And the White queen slinks home after squandering two tempi. Now Black can even play Be6 with a slight edge. Ncxe5 8. Nxe5 Nxe5 9. b3 Qe7 10. Qe3 (10. Bg2 Bh3 11. O-O Bxg2 12. Kxg2 h5 13. h4=) 10... Be6 11. Bg2 c6 12. O-O g6 13. Bb2 Bg7 14. Nc3 O-O= 15. Rad1 Rfe8 Better was Qc7. 16. Ne4 d5 17. Nc5?? Ng4 18. Qf3 Bxb2 19. Nxe6 Qxe6 20. cxd5 cxd5 21. Rxd5 Qxe2 0-1

Tenn Open – Amateur (1)
 Earl Hutchinson (1313)
 Ryan Hunley (1584)
 Result 1/2-1/2

1. c4 e5 2. Nc3 Nc6 3. g3 Nf6 4. Bg2 Bc5 5. e3 d6 6. Nge2 O-O 7. O-O Bf5 8. e4 White should continue with d4 instead of mixing systems. This indecision gives Black a slight edge as he gains time and sees White's kingside-bishop's scope reduced. Bg4 9. h3 Be6 10. Nd5 Ne8 Even better was Nd4, planning c6. 11. d3 f5 12. Kh2?

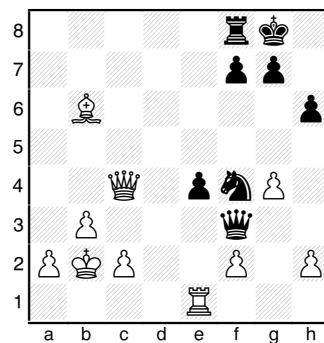


Nd4? Black could have exposed White's error with fxe4, targeting f2. 13. Be3 c6 14. Nxd4 exd4 15. Nf4 Qd7 16. Bd2 Nf6 (16... fxe4 17. Nxe6 Qxe6 18. Bxe4 Nf6 19. Bg2=) 17. Nxe6 (17. exf5 Even stronger was exf5. Bxf5 18. g4+/=) 17... Qxe6 18. f3 Rather passive. More challenging was exf followed by b4 and Bf4. This would have kept the white-squared bishop in the game, with possibilities of b5 to extend its range. Rae8 19. Qe2 fxe4 (19... d5 20. cxd5 cxd5 21. Rael fxe4 22. fxe4 Bd6 23. Bg5=) 20. fxe4 Nd7 21. a3 Bb6 22. Rf2 Better was h4, opening up a diagonal for his bishop. Rxf2 23. Qxf2 Rf8 24. Qe2 Bc7 25. Bf4 Ne5 26. Rf1 Ng6 27. Bd2 Rxf1 28. Qxf1 Qf7 29. Qxf7+ Kxf7 30. Bf3 Ne5 31. Be2 Bd8 32. Kg2 Nd7 33. b4 Bf6 34. Bf4 Be5 35. Kf3 h6 1/2-1/2

Tenn Open – Championship (2)
 Miles Ardaman (2324)
 Ali Alataiwi (1850)
 Result 0-1

Yes, this is the FM Miles Ardaman of international fame. Here we see him trying to add another state championship to his credit. He has won the Georgia state championship tournament, N. C.'s, FL's twice, and TX's championship 5 times.

1. Nc3 d5 2. e4 dxe4 3. Nxe4 e6 There is no reason for this passive move. Why not e5, Nc6, or even Bf5? 4. Nf3 Nf6 5. Nxf6+ Qxf6 6. d4 h6 7. g4 Yikes! What's this? A novelty, for sure! The solid Bc4 would have been more than adequate. Qd8 Black should have simply ignored White's "threat" and continued with development. (7... Nc6 8. g5 hxg5 9. Bxg5 Qf5) 8. Be3 Nc6 9. Qe2 a6 10. Bg2 Bd6 11. O-O-O Qe7 12. Rhe1 Bd7 13. Qf1 Nb4 14. Kb1 (14. c4 Nxa2+ 15. Kb1 Nb4 16. c5) 14... Ba4 15. b3 Bc6 16. Bd2 a5 17. Ne5 Bxe5 18. Rxe5 Bxg2 19. Qxg2 Nc6 Better was c6, protecting the b-pawn and restricting the rook's options. 20. Rb5 Nxd4 21. Qxb7 O-O 22. Rxa5 Rxa5 23. Bxa5 Qf6 24. Qxc7 e5 (24... Qxf2 25. Bb6 e5 26. Bxd4 exd4 27. Kb2 +-) 25. Bb6 Qf3 26. Re1 Ne2 27. Kb2 e4 28. Qc4 Nf4



It is unsure how Black—who is down significant material with no attack—won this game. 0-1

Name/State ID	Rating	Rnd 1	Rnd 2	Rnd 3	Rnd 4	Rnd 5
1. Andrews, Todd D TN 12583055	2297	W 24 1.0	B 14 2.0	W 3 3.0	B 10 4.0	W 2 4.5
2. IM Burnett, Ronald TN 12093120	2371	W 23 1.0	B 11 2.0	W 10 2.5	B 4 3.0	B 1 3.5
3. Bereolos, Peter TN 11414966	2328	B 13 1.0	W 7 2.0	B 1 2.0	W 5 3.0	B 6 3.5
4. Suich, Joshua TN 12707426	2170	B 26 0.5	W 18 1.5	B 16 2.5	W 2 3.0	B 7 3.5
5. Justice, David Ala TN 12814183	2141	W 25 1.0	B 29 2.0	W 6 2.5	B 3 2.5	W 15 3.5
6. Horobetz, Graham TN 12800231	2101	B 27 1.0	W 16 1.5	B 5 2.0	W 9 3.0	W 3 3.5
7. Suich, Peter TN 12779311	2022	W 21 1.0	B 3 1.0	W 22 2.0	B 14 3.0	W 4 3.5
8. Alataiwi, Ali Hamd TN 13746224	1850	W 30 1.0	B 10 1.0	W 29 1.5	B 17 2.5	W 16 3.5
9. Neglia, Salvatore TN 12939260	1859	B 11 0.0	W 27 1.0	B 25 2.0	B 6 2.0	W 20 3.0
10. Ardaman, Miles F TN 10226678	2324	B 17 1.0	W 8 2.0	B 2 2.5	W 1 2.5	--- 2.5
11. Smith, Brian TN 11517056	2028	W 9 1.0	W 2 1.0	B 17 1.5	B 15 2.0	W 14 2.5
12. Davison, Edgar TN 12659000	1956	B 16 0.0	W 24 0.5	B 18 1.0	W 22 1.5	W 26 2.5
13. Belitz, Marco TN 13821258	1899	W 3 0.0	B 25 0.0	W 21 1.0	B 26 1.5	B 22 2.5
14. Sloan, Kenneth AL 10163561	1858	B 28 1.0	W 1 1.0	B 26 2.0	W 7 2.0	B 11 2.5
15. Kumar, Vikas Shrey TN 12920966	1826	B 22 0.5	W 26 1.0	B 28 2.0	W 11 2.5	B 5 2.5
16. McCormick, Alan M TN 12778990	1818	W 12 1.0	B 6 1.5	W 4 1.5	B 29 2.5	B 8 2.5
17. Li, Bin TN 13511415	1744	W 10 0.0	B 30 1.0	W 11 1.5	W 8 1.5	B 28 2.5
18. Smith, Aaron TN 12851863	1724	B 19 0.5	B 4 0.5	W 12 1.0	W 28 1.5	B 29 2.5
19. Bragg, William N KY 10433011	1926	W 18 0.5	B 22 0.5	B 24 0.5	W 27 1.5	W 21 2.0
20. Hines, Craig L IN 10285682	1782	W 29 0.0	B 21 0.5	HALF 1.0	W 25 2.0	B 9 2.0
21. Hydzyk, Robert J TN 12468777	1644	B 7 0.0	W 20 0.5	B 13 0.5	W 32 1.5	B 19 2.0

2010 TENNESSEE OPEN -- OPEN

Wall Chart, cont.

Name/State ID	Rating	Rnd 1	Rnd 2	Rnd 3	Rnd 4	Rnd 5
22. Blair, Benjamin La TN 11071511	1500	W 15 0.5	W 19 1.5	B 7 1.5	B 12 2.0	W 13 2.0
23. Owens, Johnny KY 10248795	1746	B 2 0.0	W 28 0.0	B 27 0.5	W 30 1.0	B 25 1.5
24. Mueller, David TN 12461504	1713	B 1 0.0	B 12 0.5	W 19 1.5	--- 1.5	--- 1.5
25. Lee, Terrence A TN 12577812	1687	B 5 0.0	W 13 1.0	W 9 1.0	B 20 1.0	W 23 1.5
26. Fu, Jason TN 13103964	1687	W 4 0.5	B 15 1.0	W 14 1.0	W 13 1.5	B 12 1.5
27. Ishee, Jennifer TN 12737086	1661	W 6 0.0	B 9 0.0	W 23 0.5	B 19 0.5	B 30 1.5
28. Jobe, Thomas B TN 10197449	1632	W 14 0.0	B 23 1.0	W 15 1.0	B 18 1.5	W 17 1.5
29. Schafer, Jacob Ant TN 12913914	1494 PLAQUE	B 20 1.0	W 5 1.0	B 8 1.5	W 16 1.5	W 18 1.5
30. Stafford, Joseph C TN 12945706	1516	B 8 0.0	W 17 0.0	HALF 0.5	B 23 1.0	W 27 1.0
31. Human, Matthew H TN 12750900	1636 HOUSE	--- 0.0	--- 0.0	--- 0.0	--- 0.0	--- 0.0
32. Hughes, James D TN 12222390	1600 HOUSE	--- 0.0	--- 0.0	--- 0.0	B 21 0.0	--- 0.0

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2010 TENNESSEE OPEN -- AMATEUR

Wall Chart, Page 1

Name/State ID	Rating	Rnd 1	Rnd 2	Rnd 3	Rnd 4	Rnd 5
1. Hunley, Ryan TN 21013192	1584	B 8 0.5	W 9 1.5	B 19 2.5	W 7 3.5	B 2 4.5
2. Bertram, David TN 12601971	1566	B 22 1.0	W 15 2.0	B 3 2.5	W 10 3.5	W 1 3.5
3. Hong, Kevin TN 13787313	1414	W 21 1.0	B 17 2.0	W 2 2.5	B 6 3.5	W 4 3.5
4. Weishaar, Luke Mic TN 14191493	1503	B 20 1.0	W 18 2.0	B 6 2.0	W 12 3.0	B 3 4.0
5. Vance, Wardell TN 12710969	1396	B 23 0.0	W 22 1.0	B 14 2.0	W 15 3.0	W 6 4.0
6. Qin, Alexander Cha TN 13298561	1334	B 10 1.0	B 11 2.0	W 4 3.0	W 3 3.0	B 5 3.0

Name/State ID	Rating	Rnd 1	Rnd 2	Rnd 3	Rnd 4	Rnd 5
7. Thomas, Richard L NC 12642264	1385	W 26 1.0	B 19 1.5	W 8 2.5	B 1 2.5	HALF 3.0
8. Hutchison Sr, Earl TN 14190620	1313	W 1 0.5	B 13 1.5	B 7 1.5	W 19 2.5	B 9 3.0
9. Lillis, Austin TN 13747364	1302	HALF 0.5	B 1 0.5	W 24 1.5	B 16 2.5	W 8 3.0
10. Van Der Meer, B Wi TN 12552192	1542	W 6 0.0	B 21 1.0	W 17 2.0	B 2 2.0	W 12 3.0
11. Suich, Victor W TN 12732019	1529	B 16 1.0	W 6 1.0	B 12 1.0	W 22 2.0	W 13 3.0
12. Belitz, Nicole Jen TN 12772734	1509	W 19 0.0	B 25 1.0	W 11 2.0	B 4 2.0	B 10 2.0
13. Hodge, James Nicol TN 13731257	1225	HALF 0.5	W 8 0.5	B 18 1.5	W 14 2.0	B 11 2.0
14. Moore, Zachary A TN 12667690	1575	W 17 0.0	B 24 1.0	W 5 1.0	B 13 1.5	HALF 2.0
15. Gillespie, Gary F FL 12751542	1362	W 25 1.0	B 2 1.0	HALF 1.5	B 5 1.5	W 20 1.5
16. Davis, William S TN 12484473	1325	W 11 0.0	B 20 1.0	HALF 1.5	W 9 1.5	B 18 1.5
17. Dalal, Nayshil TN 14282303	1312	B 14 1.0	W 3 1.0	B 10 1.0	W 18 1.5	B 22 2.0
18. Steed, Adam C TN 13187735	1213	BYE 1.0	B 4 1.0	W 13 1.0	B 17 1.5	W 16 2.5
19. Christopher, Jonat TN 14200963	1196	B 12 1.0	W 7 1.5	W 1 1.5	B 8 1.5	W 21 2.5
20. Pond, Lawrence F TN 12580170	1169	W 4 0.0	W 16 0.0	HALF 0.5	B 24 1.5	B 15 2.5
21. Justice Jr, Paul A TN 12844683	1288	B 3 0.0	W 10 0.0	B 22 0.0	W 26 1.0	B 19 1.0
22. Weishaar, Rachel M TN 14222716	1284 PLAQUE	W 2 0.0	B 5 0.0	W 21 1.0	B 11 1.0	W 17 1.5
23. Boonstra, Jackson TN 13052045	1232	W 5 1.0	--- 1.0	--- 1.0	--- 1.0	--- 1.0
24. Hodge, James Thoma TN 12093150	1212	HALF 0.5	W 14 0.5	B 9 0.5	W 20 0.5	B 26 1.5
25. Martindale, Timoth TN 12768993	1224	B 15 0.0	W 12 0.0	--- 0.0	--- 0.0	--- 0.0
26. Weishaar, Leon TN 14258586	nnnn HOUSE	B 7 0.0	--- 0.0	--- 0.0	B 21 0.0	W 24 0.0

Name/State ID	Rating	Rnd 1	Rnd 2	Rnd 3	Rnd 4	Rnd 5
1. Carter, Cary Frank TN 13120863	1167	W 6 1.0	B 7 2.0	W 2 2.0	W 8 3.0	B 3 4.0
2. Suich, Victoria TN 12902341	1129	W 18 1.0	B 20 2.0	B 1 3.0	W 3 3.0	B 5 4.0
3. Li, Angela TN 13043990	1161	B 13 1.0	W 9 2.0	B 5 2.5	B 2 3.5	W 1 3.5
4. Hoyos, Jordan TN 13770025	1121	B 21 0.0	W 22 1.0	B 6 1.5	W 14 2.5	B 9 3.5
5. Dehorty, Jason AL 14367566	1105	W 19 1.0	B 21 2.0	W 3 2.5	B 10 3.5	W 2 3.5
6. Weishaar, Kayla TN 14232761	934 PLAQUE	B 1 0.0	W 15 1.0	W 4 1.5	B 16 2.5	W 10 3.5
7. Harman, Aubrie TN 21026900	1058	B 22 1.0	W 1 1.0	B 13 2.0	W 9 2.0	W 16 3.0
8. Douglas, Donnie TN 14232672	1040 PLAQUE	B 14 0.5	W 16 1.0	W 20 2.0	B 1 2.0	W 12 3.0
9. Sandoval, Elijah TN 14232687	1002	W 15 1.0	B 3 1.0	W 12 2.0	B 7 3.0	W 4 3.0
10. Pao, Lucas TN 14226107	920	B 16 1.0	W 17 1.5	B 14 2.5	W 5 2.5	B 6 2.5
11. Lefrancois, Bernar TN 14029777	877	B 17 0.0	W 14 0.0	B 15 1.0	HALF 1.5	W 18 2.5
12. Richards Jr, James TN 12554716	1146	B 20 0.0	W 18 1.0	B 9 1.0	W 21 2.0	B 8 2.0
13. Pyle, William Earl TN 12870745	894	W 3 0.0	B 19 1.0	W 7 1.0	B 18 1.5	W 14 2.0
14. Olszewski, Matthew TN 14197540	735	W 8 0.5	B 11 1.5	W 10 1.5	B 4 1.5	B 13 2.0
15. Sandoval, Jerry TN 14232693	490 PLAQUE	B 9 0.0	B 6 0.0	W 11 0.0	W 20 1.0	B 21 2.0
16. Collins, Michael TN 12455921	1198	W 10 0.0	B 8 0.5	W 21 1.5	W 6 1.5	B 7 1.5
17. Martindale, Christ TN 12709524	1156	W 11 1.0	B 10 1.5	--- 1.5	--- 1.5	--- 1.5
18. Smith, Colin TN 14006711	797	B 2 0.0	B 12 0.0	W 19 1.0	W 13 1.5	B 11 1.5
19. Banik, Thomas Paul TN 14029364	232	B 5 0.0	W 13 0.0	B 18 0.0	HALF 0.5	W 20 1.5
20. Hoyos, Jacob TN 13770031	838	W 12 1.0	W 2 1.0	B 8 1.0	B 15 1.0	B 19 1.0

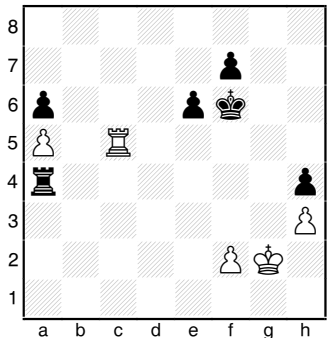
Name/State ID	Rating	Rnd 1	Rnd 2	Rnd 3	Rnd 4	Rnd 5
21. Yuan, Langjie, Rog TN 14262886	686	W 4 1.0	W 5 1.0	B 16 1.0	B 12 1.0	W 15 1.0
22. Weishaar, Leon TN 14258586	House	W 7 0.0	B 4 0.0	--- 0.0	--- 0.0	--- 0.0

Tenn Open - Championship (3)

Bin Li (1744)

Brian Smith (2028)

1. e4 c5 2. Nf3 a6 3. c3 e6 4. d4 d5 5. Nbd2 cxd4 6. cxd4 dxe4 7. Nxe4 Be7 8. Bc4 b5 9. Bb3 Bb7 10. Qd3 (10. Nc5 Bxc5 11. dxc5 Nd7 12. Be3 Rc8 13. Rcl=) 10... Bd5 11. O-O Nf6 12. Nxf6+ Bxf6 Black should give White the opportunity to blunder by playing a4. But it still should not produce more than equality. 13. Bxd5 (13. a4 bxa4 14. Bxa4+ Nc6 15. Ne5 Bxe5 16. dxe5 O-O) 13... Qxd5 14. Re1 If White is not going to play a4, then Rd1 was better. Nc6 15. Be3 O-O 16. Rac1 Rfd8 17. Qc3 (17. Red1 Nb4! {17... e5 18. Rc5 Qxc5 19. dxc5 Rxd3 20. Rxd3 e4=} 18. Qa3 a5-/+) 17... Nxd4 18. Bxd4 Bxd4 19. Nxd4 Qxd4 20. Qxd4 Rxd4-/+ 21. Rc2 Rad8 22. g3 Kf8 23. Kg2 Ke7 24. b3 g5 25. Ree2 h5 26. Rc6 R8d6 27. Rc7+ Kf6 28. Rec2 Rd2 29. h3 h4 30. gxh4 gxh4 31. a4 Rxc2 32. Rxc2 bxa4 33. bxa4 Rd4 34. a5 Ra4 35. Rc5 (see diagram) e5? Black had to approach by Ke7-d6. 36. Rc6+ Kf5 37. Rxa6 f6 38. Ra8 Kf4 39. a6 e4 40. a7 f5 41. Rh8 Rxa7 42. Rxh4+= Kg5 43. Rh8 Rg7 44. Re8 Kf4+ 45. Kf1 Rh7 46. Kg2 Rg7+ 47. Kf1 Kf3 48. Rb8 Rd7 49. Rb3+ Rd3 50. Rxd3+ exd3 51. Ke1 f4 52. h4 Kg4 53. Kd2 Kxh4 54. Kxd3 Kh3 55. Ke4 Kg2 1/2-1/2



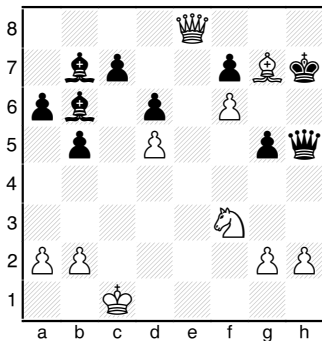
After 35. Rc5.

Tenn Open - Championship (3)

Ali Alataiwi (1850)

Jacob Schafer (1494)

1. e4 e5 2. Nf3 Nc6 3. d4 exd4 4. Bc4 Bc5 5. c3 dxc3? Much better was Nf6 with the threat of d5. 6. Qd5 Better was Bxf7, though Black might be able to find some hopes of a draw: 6. Bxf7+ Kxf7 7. Qd5+ Ke8 8. Qh5+ Kf8 9. Qxc5+ d6 10. Qxc3= 6... Qe7 7. Ng5? This is understandable, but White needs to cut his loses now with Nc3. Ne5 8. f4 Nxc4 Black has a winning advantage. 9. Qxc4 d6 (9... cxb2 10. Bxb2 Nf6 11. Nc3 c6 12. e5 d5-+) 10. Nxc3 Nf6 11. Bd2 O-O Stronger was c6 followed by b5. 12. O-O-O h6 13. Nf3 (13. e5! hxg5 14. exf6 Qxf6 15. Nd5 Qd8 16. Rhe1 and Black's advantage has shrunk.) 13... a6 14. Nd5 Nxd5 15. exd5 b5 16. Qd3 Bb7 Better was Qf6. 17. Rhe1 Qd7 18. f5 Bb6 Much better was Rf8 to start reducing pieces and allow the rook more influence. 19. f6= g6? 20. Bxh6 Rfe8 21. Bg7 Qg4 After White's optimistic bishop move, Black regains an edge. 22. Qd2 Qh5? (22... Rxe1 23. Nxe1 {23. Rxe1 Qc4+ 24. Kb1 Bxd5 25. b3 Be4+ 26. Kb2 Qc6-+} 23... Re8 -/+) 23. Rxe8+ Rxe8 24. Re1 White is attempting to get his queen to the other side of the enemy king. Rxe1+ (24... Rc8 25. Re4 g5 26. Qe2) 25. Qxe1 g5 26. Qe8+ Kh7 (see diagram) 27. g4? Now it is Black who is winning, but the win was there for White had he first provided some protection for his pawn: (27. Qe4+ Kg8 {27... Qg6 28. Nxe5+ Kg8 29. Qe8#} 28. g4) 27... Qxg4 28. Qh8+ Kg6 29. Qh6+ Kf5 30. Qh7+ Kf4 31. Nd2 Qg1+ Black should win with Qe2 as he would be playing with an extra piece. (31... Qe2 32. Qc2 {32. Qh3 Be3 33. Qg3+ Kf5} 32... Bxd5) 32. Kc2 Black decides not to pursue his considerable advantage, perhaps because



After 26... Kh7.

of time? 1/2-1/2

BOARD OF DIRECTORS

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Crossville, TN 38557
H: (931) 484 - 4878
W: (931) 484 - 9593
e-mail: hdsabine@citlink.net

TOURNAMENT COORDINATOR:

Larry Grohn
7032 Igoo Gap Road
Chattanooga, TN 37421
H: (423) 243 - 8235
e-mail: LarryGrohn@comcast.net

TN CHESS NEWS EDITOR:

Leonard Dickerson
420 Oran Road
Knoxville, TN 37934
H: (865) 966 -1095
e-mail: lsdict@tds.net

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Victor Suich
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4411 Stillwood Road
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H: (865) 982 - 7216; NESGIV4DAVE@aol.com

Region 2:

Michael Ake
16 Pinecrest Dr.
Wildwood, GA 30757
Cell phone: (423) 505-8214
O: (423) 493 - 5406; make@mccallie.org

Region 3:

Chris Prosser
733 Long Hunter Court
Nashville, TN 37217
H: (615) 399 - 8432; e-mail: regioniii@aol.com

Region 4:

Brian Vogt
2669 Sweet Maple Cove
Germantown, TN 38139
H: (901) 624 - 0020; b-vogt@comcast.net