

#25

THE CHESS FEDERATION OF CANADA

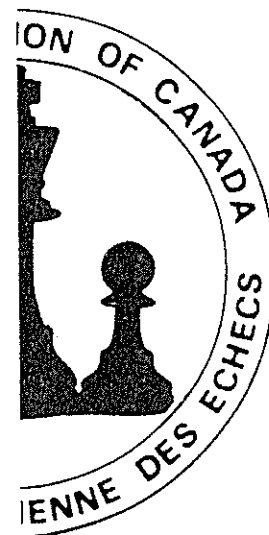
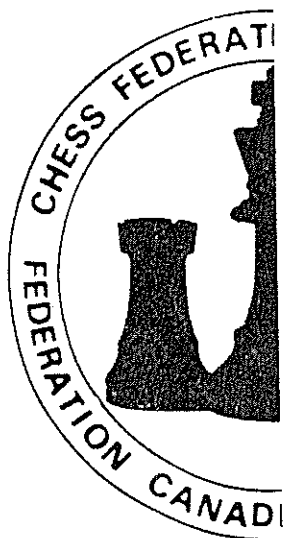
# SCHOOL CHESS HANDBOOK

edited by R.V.Mohan

First edition: March 1982

The methods in this book are based on the work of the founder of the Metro Toronto High School Chess Association, John Reinbergs.

This book may be copied in whole or in part for any non-commercial use.



The Chess Federation of Canada  
La Fédération canadienne des échecs  
Box 7339 Ottawa Ontario K1L 8E4

CONTENTS

\*

CONTENTS

\*

CONTENTS

Preface . . . . . 1

Introduction . . . . . 1

**Section A: High Schools . . . . . 3**

School Clubs . . . . . 3

    Starting a Club . . . . . 3

    The Playing Room . . . . . 3

    Equipment . . . . . 3

    Meeting Days . . . . . 4

    Officers . . . . . 4

    Activities . . . . . 4

    Club Tournaments . . . . . 4

    Instruction . . . . . 4

**Inter-School Team Matches . . . . . 6**

    Team-Match Tournament . . . . . 6

**Inter-School Tournaments . . . . . 7**

    Entry Fees and Prizes . . . . . 7

**Inter-School Association . . . . . 8**

    Newsletters . . . . . 9

    Association Structure . . . . . 10

**Section B: Junior High Schools . 10**

**Section C: Elementary Schools . 10**

Teaching Chess . . . . . 10

    Chess Notation . . . . . 11

Tournaments . . . . . 12

Appendix 1 - Junior Chess . . . 13

Appendix 2 - Chess Clocks . . . 13

Appendix 3 - The Swiss System . 15

    Sample Swiss System Crosstable . 17

Appendix 4 - The Rating System . 18

    How does the Rating System Work? . 18

Appendix 5 - Booklist . . . . . 19

Appendix 6 - Chess Notation . . 21

## Preface

This booklet is about chess in schools and as such is intended for two categories of readers: a) students, who will be involved both as participants in and organisers of various activities, and b) teachers, who will be involved primarily as organisers. Much of the material in this booklet will be useful to both these categories, but the following two points should be noted:

- 1) High School students can organise activities independently if there are no interested teachers (a distinct possibility, since students generally outnumber teachers by 30:1 or more). Students need not regret this, since organisation is generally not a chore and can be interesting, fun, and satisfying. If teachers are interested, the students should co-operate with them and not have the teachers do all the work.
- 2) Teachers are essential in elementary schools (grades 1-6) and junior high schools, where they will have to do all the organising. In high schools, they should not take the bulk of the organisational burden on themselves; rather, they should show the students what to do and how to do it (without, however, stifling the students' creativity and initiative) and encourage the students to independently organise as many of their activities as possible. In this way, students will acquire valuable organisational skills and experience that will stand them in good stead later on in life, not only in chess but in other activities as well.

## Introduction

There are several reasons for encouraging school-goers to play chess. One is that chess-playing can help to develop the faculty of logical thinking, the ability to concentrate, the habit of planning ahead, and the quality of perseverance. This is generally known to most people.

There is, however, another reason that is perhaps not so widely recognised. Namely, chess-playing gives students a chance to attain a certain measure of independence. School students are generally subject to the authority of teachers at school and to parental authority at home. They are forced to accept on faith many of the things that their parents and teachers tell them. In chess, on the other hand, they are not subject to any external authority. If a person plays well, he or she wins, regardless of any external factors: the boundaries of age and sex are erased.

Thus, the youngest player to win a World Championship match was 23, the oldest was 55, and many teen-agers and persons in their sixties have been among the leading players of the world.

The matter of women chess players is not so clear-cut. It is true that no woman has so far succeeded in becoming the World Champion or even a World Championship candidate. Some people have claimed that there is a biological reason for this in that women's brains are not suited to the type of thinking necessary for success at chess, while others maintain that the reason is entirely of a social nature, i.e. women have been discouraged from playing chess and have been denied the same opportunities as men to reach high levels of proficiency. That the latter hypothesis is perhaps the correct one is shown by recent developments in women's chess. These have been connected mainly with the boom in women's chess in the Soviet Republic of Georgia (not to be confused with the state of Georgia in the United States!) where, urged on by Nona Gaprindashvili (the first woman to become a grandmaster and a

firm believer in women's equality), a whole generation of young girl chess players have arisen who are committed to showing that they can do as well as men, if not better. Whether one of these girls or their successors will succeed in wresting the World Championship from the men remains to be seen; however, they have already achieved a great deal. Thus, in 1978, 17-year-old Maya Chiburdanidze became the World Champion among women, and, what is more significant, she was the strongest under-18 chess player of **either** sex in the world at that time. Nor was she just a rare exception: several even younger teen-aged Georgian girls were almost as strong as Chiburdanidze. One thing is thus already beyond doubt: up to the age of 18 or so, girls can be every bit as good as boys in chess, and since it is precisely people of this age group that we are concerned with in this booklet, for our purposes no distinction need be made between the sexes. That is, as we said earlier, the boundary between the sexes is erased. Since English, unlike some other languages, unfortunately does not possess a singular pronoun which can be used to refer to both males and females, and since it is rather cumbersome to constantly use "he or she" or "her or him", only the masculine pronoun is used in this booklet. This is however only a linguistic convention, and we wish to emphasise that wherever masculine pronouns are used in this booklet, both males and females are intended.

Chess playing also develops a sense of objectivity in a person. It keeps him from getting an inflated opinion of himself. We have known students who were inclined to boast interminably about their scholastic achievements but who gained a sense of proportion by reflecting on the modest level of their achievements in chess. At the same time, chess can also develop the self-confidence of a person who is for some reason or another suffering from a lack of it. Chess, as well as other games like checkers, can also be used as part of the therapy in treating certain psychological disorders in children (see: *The Therapeutic Use of Child's Play*; ed. by Charles Schaefer, publ. by Jason Aronson Inc., N.Y., 1976. The example given there involves checkers, but is relevant to chess as well). Finally, the chess club provides opportunities for making new friends. Friendships formed at the chess club are often long-lasting ones that survive even when the individuals graduate from school or lose interest in chess.

There is only one danger that must be watched out for: a young chess player might become so taken up with chess that he starts to neglect his schoolwork and other aspects of his life. The young enthusiast might even point out in justification that Bobby Fischer was a school drop-out. It is here that the teacher or advisor should set the young chess fanatic straight by making the following points.

First, Fischer was an exception. He was already the U.S. Champion at the age of 14 and a grandmaster at 15, so that he could be reasonably certain that he had a good future as a professional chess player.

Second, there are several examples of World Champions who have successfully combined their academic studies with chess. Two of them, Emanuel Lasker and Max Euwe, had doctorates in mathematics, while a third, Mikhail Botvinnik, had a doctorate in engineering and even won national awards for his engineering work. In our own day, the West German Grandmaster Robert Huebner, ranked no. 3 in the world, has a Ph. D. in papyrology and is a university professor.

In general, the purpose of school chess programmes is not to produce world champions. There have only been twelve world champions in the past century, so that the probability of a person becoming world champion is less than that of him winning a million-dollar lottery. Rather, the purpose of a school chess programme is to develop certain qualities in a person so as to make him a more well-rounded individual. Needless to say, a person who concentrates all his energies on chess alone thereby neglects other facets of his development. One thing in particular that must not be neglected is physical training. It has been shown that even in chess, good physical conditioning is an important factor in achieving successful results.

## Section A - High Schools

### Starting a Club

It is not difficult to start a club. Announcements over the school's public address system will usually bring forth a good turnout of interested people to the first meeting. However, the difficulty is in keeping these students interested. If the first meeting or couple of meetings are disorganised, many of the students will lose interest and drop out. Thus, it would be a good idea for the person who starts the club to have a plan of activities worked out **before** he calls the first meeting. The plan can then be presented at the meeting and if any modifications are suggested, they can be discussed and, if necessary, incorporated into the plan. This is a much surer way of doing things than calling a meeting without any plan in mind and relying on those at the meeting coming up with a plan: most of the students will not have much of an idea of what should be done, and the meeting will get bogged down.

Here are a few points that the club organiser will wish to consider when drawing up his preliminary plan.

**The Playing Room.** If the organiser is a teacher, he can of course provide his home room for use by the chess club after school. If, on the other hand, the organiser is a student, the first thing he must do is to find an "advisor", i.e. a teacher who is officially in charge of the club (most schools require all clubs to have a staff-advisor). If a teacher can be found who is interested in chess, so much the better. However, that is not absolutely necessary: any teacher who is willing to let the chess club use his home room after school will do. The room should preferably have tables or, failing that, flat-topped desks, since sloping desks are obviously not suitable for playing chess on. In addition, it should, if possible, be available every day. We have been supposing that your club, like the majority of high school clubs, does not have more than about 30 members. If you happen to have a particularly large club, you will probably need two rooms, or perhaps you can get permission from the relevant authority (probably the principal) to use the cafeteria after school.

**Equipment.** Until the club has enough equipment, the players should be asked to bring their own sets. Of course, that will not be possible for some players, and others might forget to bring their sets, but even if only half the members end up bringing their equipment, that is enough. While the sets brought in by players will be sufficient for the regular members, they might not be enough for "drop-ins", i.e. casual players who are not regulars but just drop in occasionally on a whim to play some chess. Since such drop-ins will probably not have thought to bring a set with them to school, the chess club should buy 5 or 6 sets to have available for such players. In addition to these sets, the club should also buy a chess clock in the first year, if finances permit. This will give the members, most of whom will probably be unfamiliar with chess clocks, a chance to find out what they are like and how they are used (if you don't know what a chess clock is and what they are used for, you can find out by looking in the appendix to this booklet). Once they become acquainted with chess clocks and their uses, especially speed chess, some of the members will probably want to acquire their own clocks. After the club has bought the minimum amount of equipment mentioned above, i.e. a half-a-dozen sets and one clock, it can, if necessary and if finances permit, gradually increase its stock every year. A club which averages 30 members a year might want to have 20 sets, so that there are sufficient sets for regulars as well as drop-ins without any members having to bring sets from their homes. Clocks, on the other hand, are needed in a much smaller quantity, since many players, especially the weaker ones, will not be using them. Thus, if a club has four clocks, these, combined with the three or four clocks that members probably own, will probably amply satisfy the club's needs.

How do you get money to buy equipment for the club? Well, in most schools, the Students' Council allots money to the various clubs and activities. This is usually done at a council meeting sometime in September. Make sure that the Chess Club is represented at that meeting, or else all the money might be given away to other clubs and if you ask the Council for money later on, it might have nothing to give. Prepare your request carefully and make sure the Council understands exactly what you need and why you need it. Otherwise, you might not get what you want. In one rather bizarre case, the chess club's representative apparently did not properly explain the use of chess clocks to the Council. When he came back to the next meeting expecting to receive the money for the clocks, he was instead given...2 egg timers! Of course, the chess club can try to raise additional money if it wants by other means (selling chocolates, etc.). However, unless your Students' Council is very poor, or your club is especially ambitious, there should be no need to do so.

If equipment at reasonable prices is not available locally, it can be ordered from the Chess Federation of Canada, Box 7339, Ottawa, Ontario K1L 8E4.

**Meeting Days.** If the club meets only once a week, many interested students might not be able to come because of a conflict with some other activity. The best idea might be to have the club room open every day but perhaps designate one or two days as the 'official' meeting days. Of course speed games or skittles (skittles are games played for fun, as opposed to tournament games) can be played before school or during the lunch periods, either in the chess room, if it is free, or in the cafeteria.

**Officers.** At least one officer, e.g. the president, should be elected at the first meeting so that he will have the authority to ask the Students' Council for money. Later, once everyone has had a chance to get to know one another, a tournament director, a treasurer, and perhaps a new president can be elected.

**Activities.** The club's activities can fall into several categories: club tournaments, instruction, inter-school matches, inter-school tournaments, and, of course, just casual play.

**Club Tournaments.** There are three major ways of running tournaments: knock-out, round-robin (or all-play-all), and Swiss System. Since one of the major aims of the club should be to encourage participation, the knock-out system is not recommended, since half the players are eliminated right in the very first round. In the round-robin, everyone plays against everyone else. The disadvantage of this system is that a large number of rounds are required. For example, a 30-player tournament would require 29 rounds, which means 29 weeks at the rate of one game a week. That is far too long: many people would lose interest and drop out, while new members who join while the tournament is in progress would have to wait interminably for the next tournament to begin. In general, a tournament should not last more than a month and a half or two at the most. It is for these reasons that we recommend the Swiss System: on the one hand, nobody gets eliminated, and on the other hand, 30 players or so can be easily accommodated in a 6-round tournament. The Swiss System is described in the appendix.

**Instruction.** In order to get better, a player must do two things: study his own games and study the games of others. For both these purposes, a player must know chess notation. The so-called "algebraic" notation is the official notation of both the International Chess Federation (FIDE) and the Chess Federation of Canada (CFC) and is used in most countries of the world. However, since most chess books in English until recently used the "descriptive" notation, and since even quite a few new books use it, players would do well to learn both systems. In their own games,

however, they should use the algebraic system, as that is the only officially recognised system. The two systems are described in the appendix.

Once a player has learned chess notation, he should make a practice of recording all games that he plays - not only tournament games but also "skittles" or "fun" games. After a game, the players should go over the moves and discuss them with each other. That way each player will find out things that he himself had overlooked but that his opponent had seen. The game can also be shown to other people (perhaps to a stronger player) for their comments and suggestions. It should be emphasized that all this must be done *after* the game. While the game is in progress, the players should strictly abide by the rules: i.e. they must not receive any advice from anybody (whether asked for or not) and they must not talk with each other either. They should also follow the touch-move rule, i.e. a player, once he touches one of his pieces, must move it, or, if he touches one of his opponent's pieces, he must capture it, if possible. "Think with your brains, not with your hands!". These rules should be observed even in skittles games, because if a person forms bad habits in such games, he will find it very difficult to rid himself of them in serious tournament games.

In studying chess, a player should first learn to spot combinations and sacrifices leading to checkmate or to a winning material advantage. Be careful not to confuse combinations leading to checkmate with what are known as "chess problems". A combination is a series of moves from a position which has occurred or could naturally have occurred in a real game. Problems, on the other hand, are positions that have been made up by somebody, and ask the solver to mate in a certain number of moves, usually two or three, but sometimes more. Problem positions are generally artificial in that they are highly unlikely to occur in a real game. Thus, while chess problems are an interesting subject in their own right, they are of no particular value as training for the practical player. See section B of the booklist at the end of this booklet for recommended books on combinations. The learner should get into the habit of solving the puzzles in such books mentally, from the diagrams given, without setting up the position on a board and moving the pieces around. Next, it would be advisable to acquire a sound knowledge of the elementary endgames. See section C of the booklist. After this, the student should probably improve his tactical ability in the endgame and the middlegame. See Section D of the booklist. Some of the books recommended in this section are collections of endgame studies. Endgame studies, like problems, are made-up positions, but unlike problems, they are usually "natural-looking", i.e. they could well occur, and some of them have occurred, in real games. At this point, the student should be ready to start studying the broader aspects of playing such as how to conduct an attack, how to conceive and carry out strategical plans, etc. See section E of the booklist.

It must be emphasized that books can provide technical knowledge, but that in order to become a good player a person cannot content himself with just studying books. In particular, he must develop a "never-say-die" fighting spirit. A player will often (alas!) find himself in bad or losing positions. In such cases, he must not lose heart but rather strive to save the game by setting traps for his opponent and in general putting up a tough defence. Some of the books mentioned in the booklist give many examples of the success of such a never-say-die attitude. In addition, a player must pay attention to staying in good physical condition. If a person is in poor physical condition, his mind does not work as well as it can, especially in activities like chess which require intense concentration. A player who has studied the books recommended in the booklist (or other similar books), who practises a reasonable amount, who develops a never-say-die fighting spirit, and who stays in good physical condition will probably attain a rating of about 2200. A 2200 rating corresponds to the level of "national master", 2400 corresponds approximately to the level of "International Master", and 2500 to "International Grandmaster". World Championship candidates usually have ratings in the 2600's, and World Champions are usually over

2700. A 200-point rating difference between two players means that the higher-rated player will win 75% of the time. (See Appendix 4 for a brief description of the rating system). How quickly this level (2200) is attained of course depends on the individual: how much time he spends on chess, how well he learns, etc. If a player then wishes to become even stronger, he must master the endgames in more detail, work out a detailed opening repertoire, etc. All that, however, is beyond the scope of this booklet.

### Inter-School Team Matches

These can be organised either separately or as part of a tournament.

Arranging matches separately is simple. Get in touch with another school's chess club and tell them you'd like to play a match. Then decide how many players the teams will consist of and when and where the match is to be played. Before you agree to play an "away" match, make sure that you will have transportation available - either public transit or a car provided by a club member or the staff advisor. Also, if the other school is rather far away, you should make sure that you can get permission to miss the last hour or so of school, so that you can get to the other school on time. It is best to start the match early, because many schools require students to leave the building by 6:30 or 7:00 p.m. Thus, by starting promptly at 3:30, you will assure yourselves of at least a good three hours of playing time, and with a relatively fast time limit, say 45 moves / 1 1/2 hrs per player, most of the games can be finished. What do you do if a game remains unfinished at the end of three hours? One solution is to give each player an additional 5 or 10 minutes on his clock to play the rest of the game. Another solution is to adjourn the game and play it out another day. The second solution is better, but may not always be practical, especially if the two schools are far from each other (e.g. in a rural area) and it would be difficult for the two players involved to get together.

**Team-Match Tournament.** If there are a group of schools all interested in playing matches with one another, then a tournament can be set up. The tournament can be either a round-robin (if there are only half a dozen or so schools) or a Swiss System (if there are a large number of schools). In either case, representatives of all the participating teams should get together before the tournament and agree on the rules and procedures. These should be typed up and signed by the captain (or other official representative) of each participating team. Otherwise, disputes might arise during the course of the tournament, and in the absence of clear rules that have been accepted in writing by all the participating teams, such disputes can only be settled in an arbitrary manner, which leads to ill feeling among the parties concerned. One of the points to be established, for example, is whether the scoring should be by game points or by match points. In game-point scoring, each individual game is scored. For example, if a six-player team (let's call it Team A) in the first round of a 4-round tournament plays a match in which it wins 3 games, loses 2 and draws 1, its score for the match would be 3.5 - 2.5 (In chess a win gets 1 point, a draw 1/2 point and a loss 0 points). To determine its score for the tournament, all its game scores are added up. Thus, if the above team won the 2nd round with a score of 6-0, the third round with a score of 5 1/2 - 1/2 and lost the 4th round by 2 1/2 - 3 1/2, its score for the tournament would be 17 1/2 - 6 1/2. Another team, Team B, might have won all four of its matches, including a 4th round victory over Team A, by a score of 3 1/2 - 2 1/2, in which case its final score would be 14 - 10. In game-point scoring, the winner of the tournament (assuming that the teams other than A and B have done worse and are not in contention for 1st place) would be Team A. In match-point scoring, a team gets 1 point for winning a match (regardless of the game score; i.e. it does not matter whether the team wins 6 - 0 or 3 1/2 - 2 1/2), 1/2 a point for tying a match and 0 points for losing a match. Thus, in the above tournament, Team B would have a match score of 4-0 and would finish ahead of Team A, which would only have 3-1. Both systems are commonly

used, and both are logical in their own way, but, as the above example shows, they can lead to quite different results. That is why it must be decided beforehand which system is going to be used. In addition, a person should be appointed as the tournament director. A copy of the Swiss System pairing rules to be used in the tournament should be typed up and distributed to all participating teams or made readily available to them in some other way. The team captains should sign a statement that they have understood and are in agreement with the pairing rules. That will avoid charges of arbitrariness in the pairings later on. The question of which team will be the home team can be decided by the pairings. For example, it might be agreed upon that the team having white on 1st board will be the home team. The actual date on which a match is to be played can be left up to the two teams concerned, so long as it is played before the deadline for that round. Team-match competitions can also be held during a week-end, e.g. a 5-round match-tournament (held at a school, for example) with 3 rounds on Saturday and 2 on Sunday. This has certain advantages, such as eliminating transportation problems for "away" matches every couple of weeks or so, etc., but on the other hand, it does not provide sustained activity.

### Inter-School Tournaments

Inter-school tournaments (for individual high school players) can be held during the Christmas vacation, during the Easter vacation (or the "Winter Holidays", if these have replaced the Easter vacation in your province), or on week-ends. The advantage of such tournaments over team-match competitions is that they are more flexible. For example, if there were only two interested chess players in a certain school, they would not be able to take part in a team-match competition. Or there might be ten interested players in another school, but if the competition was for 6-player teams, four players would be unable to participate. In an individual tournament, on the other hand, there is no maximum or minimum limit to the number of participants from a school. Furthermore, it is possible to combine team competition and individual competition in what we may call a "team-individual" tournament. Such a tournament is run the same way as an individual Swiss System tournament, but the scores of the top four (for example) finishers from a school are added together to give that school's team score. Of course, contestants from the same school should not be paired against each other in such a tournament. For example, in a normal Swiss System tournament, if there are only 2 players with a 4-0 score, they **must** be paired against each other in the 5th round. In a team-individual tournament, however, if these two players were from the same school, they would not be paired against each other. Rather, they would be paired against the players with the highest scores whom they had not already played and who were not from the same school.

Individual or team-individual tournaments can be held in the cafeteria of a school that preferably is centrally located or at least easily accessible by public transit.

The tournament director can be a student, teacher, or anyone else with a knowledge of Swiss System pairing rules and of the laws of tournament chess in general. (A prospective director can check his knowledge by writing the CFC Tournament Director Certification tests, details of which are available from the Chess Federation of Canada). Although a set of standard Swiss System pairing rules exists, certain variations are also possible. If a tournament director plans to use one of the variations, he **must announce it in advance** and post a signed statement of the precise rules that he will be using.

**Entry Fees & Prizes** Entry fees should depend on the type of tournament. It would be a good idea to have an inter-school individual or team-individual tournament sometime in November (by then most school clubs will have got organized) with low entry fees (say 2 or 3 dollars per player), in order to attract as many people as possible. This will give many newcomers an opportunity to discover what tournament

chess is like, find out what chess clocks, "Swiss System", etc. are, and watch and perhaps play against some of the stronger players. Suppose the tournament (it can be held on a week-end or over two Saturdays, etc.) attracts 100 players and 200 dollars have been collected. Two cash prizes of \$50 and \$25 could be offered to attract the stronger players, who otherwise might not play in such a tournament. The participation of the stronger players is necessary in order to provide the newcomers with models and something to aim for. The rest of the money could be given out as junior CFC memberships to the next 15 finishers (if some of them are already members, or if they are too old for junior eligibility, they could be given the cash equivalent instead). Or else, if it is a team-individual tournament, prizes (e.g. chess clocks) could also be given to the top teams.

Next, another individual tournament could be held during the Christmas vacation, e.g. 2 rounds a day on Dec. 27, 28 & 29. This tournament could have a higher entry fee (say 5 dollars) and require that all participants be or become members of the CFC. That will reduce the number of participants, but at the same time the most enthusiastic newcomers will have a chance to take part in a CFC-rated tournament, play several games against strong players, and get a CFC rating. The entry fees collected should be given back as cash prizes.

A good time to hold the city or town (or regional, if you are in a rural area) championship would be the Easter vacation or the "Winter Holidays" that have replaced it in some provinces. This could be a 6-, 7-, or 8-round tournament held over 3 or 4 days to decide both the individual champion and the team champion of the town. Trophies should be awarded to the winners. Since it is the championship, it should be maximally accessible to everybody and so should have a low entry fee and not require participants to be CFC members. Generally speaking, we do not think that most high school events (except for one or two special competitions such as the Christmas tournament or the provincial championship) should require CFC membership. The purpose of high school chess should be to expose the high school player to as many facets of the world of chess as possible and instil in him a love for the game. Once that is accomplished, the player will himself want to become a member, without being forced to do so by anybody.

### Inter-School Association

The organisation of the various inter-school activities described above will be much easier if your locality has a high school chess association whose members are the various high school chess clubs.

The simplest way to start an association is to send out notices in September to all the high schools informing them that a high school chess association is being started. As in the case of a school chess club, it would be advisable for the person sending out the notices to have a definite set of activities planned out in advance. Thus, the first notice could announce that a team-match tournament will be starting at the beginning of October and that any club wanting to enter a team or teams could do so by joining the Association. You should give both your address **and** your phone number, since many clubs will prefer to find out more by first phoning. Also, it would be best for the first team-match tournament to be for 4-player teams; that way, it will be accessible to more clubs, while a large and active club could always enter two or more teams, if it wanted to. If you set it up as a 5-round Swiss System, at the rate of one round every two weeks, the tournament can be finished by the end of the term. The pairings could be sent out by mail and the teams could also be instructed to report their results by mail. However, it might be more convenient (and certainly quicker and cheaper) to do everything by phone, if the tournament director does not mind spending a lot of time on the phone! The first notice should also include an announcement of an individual tournament to be held during a week-end in mid-October or early November. Include all the details: where, when, entry fee, prizes, type of tournament, number of rounds. Although

there is no need to go into the details of the Swiss System in the announcement, it should be remembered that many of the potential participants will be newcomers to tournaments and will not know what a Swiss System is. The important thing here is to emphasize in the announcement that **nobody gets eliminated** in a Swiss System tournament, that everybody plays the scheduled number of games, and that even if a person loses a game or two early on, he still has a chance of winning the tournament or achieving a high placing. It is very important to emphasize this, since many people are much less keen on entering a tournament if they figure they are going to be eliminated after one or two rounds. In addition, the tournament should also be announced in a separate notice sent to all the high schools (not just to the ones that responded to the first notice) about two weeks before it is scheduled to take place.

During the course of the team matches, and at the individual tournament, you will have a chance to get acquainted with chess players from different high schools. Many of them, of course, will be interested only in playing, but you will also meet quite a few potential organizers. First, however, you must of course make it known that you are looking for school clubs to host various events. Then you should have no problem in finding volunteers: one school will offer to host the Christmas tournament, someone from another school will offer to direct the team-match tournament the next term, etc. Try and involve as many schools as possible. Remember, however, that many of the volunteers, although keen and enthusiastic, may not actually know how to organize or direct a tournament, so you will have to provide them with the necessary information.

**Newsletters.** Another thing that an association should do is to put out mimeographed newsletters. As in the case of organising tournaments, the task of editing and putting out the newsletter can be rotated among the schools: one school can put out the first newsletter, another school the next, etc. This will also result in improved newsletters, since each school will be trying to outdo the others. Contributors should be asked to send in their material typed on stencils; that way, the editing team will only have to run them off on their school's mimeograph machine. Many people will comply with this request, but if a contribution has not been typed on stencils, that should not be an excuse for leaving it out. The editing team will have to type it onto stencils themselves.

A good time to send out a newsletter is after a tournament. Then a major feature of the newsletter would be a complete report of the tournament, including the cross-table, prizes given out, etc. Even if there is no association or no newsletter, the organizers should in any case prepare a complete report and cross-table of the tournament and send a copy to every school which had representatives in the tournament. Furthermore, players should be encouraged to annotate their best or most interesting games from the tournament and send them in for publication. In addition to reports of past tournaments, newsletters should also carry announcements of upcoming events. There could also be articles or editorials about the state of high school chess in your locality, etc. Finally, it should be realized that most participants in high school events are not CFC members and that their only contact with the world of organized chess is provided by the high school newsletter. With this in mind, the high school newsletter should also include articles on a diversity of subjects not directly connected with high school chess: the history of chess, former world champions and other great players, the current world championship system, the rating system, the laws of chess, the CFC, speed chess, fairy chess, kriegspiel, chess philately (collecting stamps devoted to chess themes), chess books, etc. Fictional short stories, anecdotes, jokes, and comics involving chess can also be published. There should be no trouble in finding volunteers to write such articles: many high school chess players develop a real passion for everything connected with chess and are eager to share their enthusiasm by writing about their favorite topics.

Of course, all the contributors should be high school students. In addition, the newsletter could contain a quiz and instructional material written by the stronger players. In short, there should be no difficulty in compiling 20-page or 25-page (or even longer) newsletters that make interesting reading for everybody.

**Association Structure.** So far we have talked about how a high school association is started and what it does, but we have not dealt with its structure. Generally speaking, it should be a democratic organization, with each member school having one vote. However, for administrative purposes, a couple of "officers" will be necessary - a treasurer and a co-ordinator. The treasurer should open a bank account in the association's name and look after the money. A fee of, say, five dollars per school can be charged for joining the association; the money can be used to cover postage and other expenses, and if any is left over at the end of the year, it can be added to the prize fund of a tournament.

The co-ordinator, apart from co-ordinating the various activities of the association, should ensure that students in the lower grades are also initiated into organizing activities. If that is not done, and if all the organizers are in the highest grade, then the association will disintegrate once the current crop of organizers graduate. Even the strongest associations are not immune to this danger: e.g., after flourishing for almost a decade, the Metro Toronto High School Chess Association ceased to function in the mid-1970's. With its demise, high school chess activity in Toronto fell off drastically: the annual Metro Toronto High School Championships and other tournaments were no longer held, and the All-Ontario High School Championship had to be transferred out of Toronto. The 1981 Championship, for example, was held in Waterloo and had about 75 participants - a pale shadow of the All-Ontario Championships organised by the MTHSCA in the early 1970's, which used to attract well over 200 players every year. So the lesson is clear: every year, players in the lower grades must be initiated into organising activities so that they can carry on the work of the association the next year.

### Section B - Junior High Schools (Grades 7-9)

A person is usually about 12 years old when he begins junior high. This is coincidentally the age when many young chess players develop a passion for the game. Students of junior high age are fully capable of studying chess seriously and becoming fairly strong or even very strong players. Most of what was said for high schools applies to junior highs as well, except for the fact that the staff advisor and/or other teachers will have to do most of the organising. As far as inter-school tournaments are concerned, either separate tournaments can be organised for junior high students, or else junior high and high school students can participate in the same events. The latter possibility has been tried out several times and has caused no problems. Thus, for example, a high school team-individual championship can be open to junior high students as well, with the top junior high individual and team finishers being awarded separate trophies and prizes, as well as the title of junior high champions.

### Section C - Elementary Schools (Grades 1-6)

Chess in elementary schools differs from chess in junior high schools and high schools in several important respects. First, the psychology and mental abilities of pupils of elementary school age differ significantly from those of older students. Second, even among children of elementary school age, there is a considerable difference between, say, a 6-year-old in grade 1 and an 11-year-old in grade 6. Third, constant supervision by adults is needed.

The third point presents no problem, since teachers can always provide supervision, but the first two points merit serious attention.

How should a teacher who has set up a chess club at his elementary school go about teaching chess to grade 1 and 2 pupils? A system recommended by several modern authorities involves introducing the chess pieces gradually, one by one. For example, the pawn and how it moves and captures are explained first. Then the children practice playing the "pawn game". In this game, each player at the beginning has eight pawns arranged on his second rank, as in a normal chess game, but has no other pieces at all, not even the king. The first player to get one of his pawns all the way down to the opponent's first rank wins the game. The children can play this game until they become comfortable with pawns, and then, say a week or two later, the teacher can introduce the queen. Then, instead of the "pawn game", a new game can be played - "pawns against queen", in which one side has only a queen and the other side only eight pawns. If the player with the queen captures all the opponent's pawns before one of them gets to the other end of the board, he wins the game, while if the player with the pawns gets one of them down to the other end of the board safely, he wins the game. Similarly, the king, knight, bishop, and rook are introduced one by one at intervals of a week or so, and games are made up which include the newly-introduced piece along with the pieces introduced earlier. This method has the advantage that the child is able to familiarize himself with each piece before going on to the next one, and also he is not overtired by having to learn too much at one go. See section A of the booklist at the end of this booklet for a book that presents this method in detail.

The next stage in instruction is to acquaint the children with the basic tactical elements and patterns such as the knight fork, the pin, the skewer, other forks, discovered check, removing the guard, rook checkmates, bishop checkmates, queen checkmates, knight checkmates, etc. Each of these elements can be explained by means of examples, and then a set of puzzles can be provided whose solutions make use of the given tactical element. See section B of the booklist for a suitable book. These elements too should be taught gradually, at the rate of one every week or one every two weeks. It is worth remembering that although instruction is important, it should not be overdone. Children should spend the greater part of the chess meetings actually playing games.

The next instructional stage will involve basic endgame skills (see section C of the booklist) and more complex tactical patterns (see section B of the booklist). The teacher can select positions and puzzles from the books and introduce them to the children gradually.

As time goes on, it will become apparent that some children are more interested in chess than others, and, being more interested, they will learn faster and start winning regularly against the other pupils. There are two potential hazards at this stage. One is that a child who always wins will become bored and lose interest in chess, and the other is that he might become so used to winning that it will be very hard on him later on when he eventually starts to lose. To circumvent these dangers, the stronger players among the children should be provided with other competition. Perhaps matches with neighboring elementary schools can be arranged or, if that proves insufficient, the children could be taken to a local community chess club or perhaps entered in junior high or high school tournaments. These measures will probably only be necessary for children in the upper grades (5 and 6); the best players in the lower grades will probably find sufficient competition among the upper-grade children of their own school.

**Chess Notation** Pupils should be introduced to chess notation right at the start and be required to write down their games. The best notation to teach first is the algebraic notation, as it is not only probably easier to learn, but is also the official

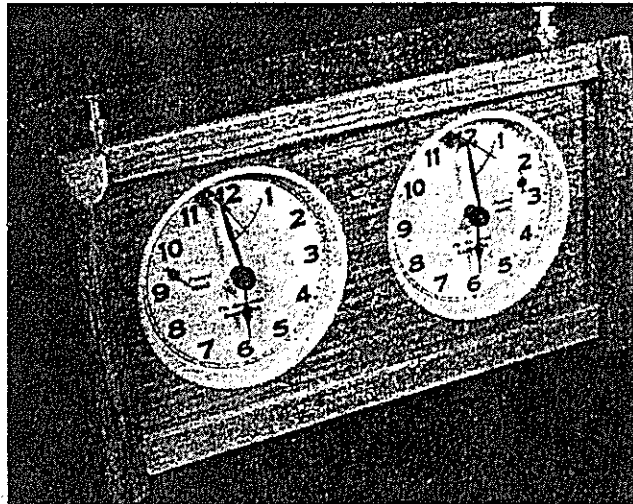
notation both in Canada and internationally. However, many chess books in English still use the descriptive notation, so once the pupils have mastered the algebraic notation and become comfortable with it, they should be introduced to the descriptive notation as well.

**Tournaments** Probably the simplest type of tournament to hold in a elementary school chess club is the round robin, where every player plays every other player. If there are a lot of players, there could be several sections of, say, 6 players each, and then the section winners could have a play-off. The knock-out system is not recommended. Being eliminated from a tournament is too severe a penalty for losing a game (or even two games, as in the so-called "double knock-out"). Probably no time limit will be necessary, since most young players tend if anything to play too fast rather than too slowly. If it is getting close to closing time and a game is still going on, you might want to speed it up by assigning a time limit of 30 seconds or so a move. If a game is unfinished at closing time, write down the position and have the players finish the game at the next meeting. It is not recommended to award a game to either player on the basis of his having more material or a better position, etc. Chess clocks may be used if available, but they are not indispensable until a pupil reaches a certain level and starts playing in competitions outside the school.

### Appendix 1 - Junior Chess

In addition to school chess events, there is also a system of junior chess competitions for players of various age groups. Players aged 19 or under are known as "juniors", while players aged 15 or under are called "cadets". Every year a Canadian Junior Championship and a Canadian Cadet Championship are held, and the winners of these events qualify for the World Junior Championship and the World Cadet Championship. The Canadian Junior and Cadet Championships are invitational events restricted to the champions of the various provinces or regions and to the highest cadets and juniors in the Canadian rating list (see appendix 4 for an explanation of the rating system). The structure of the provincial junior championship varies from province to province, and interested players should contact their provincial association or the Chess Federation of Canada.

### Appendix 2 - Chess Clocks



A chess clock consists of two clocks joined together in such a fashion that only one of them can be running at any given moment. This is accomplished by means of a button projecting out of the top of each clock. The buttons are the ends of a lever within the clocks that starts and stops the clocks. Thus, if the button on top of one clock is depressed all the way down, the button on top of the other clock automatically rises all the way up. While the buttons are in this position, the clock whose button is depressed will be at rest, and the clock whose button is up will be running. If the buttons are depressed half way, then both the clocks will be at rest.

To understand how the chess clock is used in a tournament game, let us suppose that the time control has been announced as 40/2. This means that each player has 2 hours to make his first 40 moves. Before the game, the buttons on the chess clock are depressed half way so that neither of the clocks is running, and then both clocks are set to 4:00. The chess clock is then placed beside the chess board. When the game is to begin, Black (i.e., the player with the black pieces) presses the button on the clock nearer him all the way down. This starts White's clock. Thus, while White is thinking about his move, only his clock is running, while Black's clock is at rest. When White makes his move, he presses the button on his clock all the way down. This stops his clock, and starts Black's clock. Thus, one of the clocks measures the cumulative time taken by White for his moves, and the other measures the time taken by Black. Each player can take as long as he wants to

for any given move. However, he must make a total of 40 moves before he uses up 2 hours on his clock, i.e. in this case, before his clock reaches 6:00. If he has not made 40 moves by the time his two hours are up, he loses the game automatically, no matter how good his position might be. To indicate the exact moment when a player's time expires each dial is usually equipped with a flag. As the minute hand approaches 12, it lifts the flag higher and higher, and exactly when it reaches 12, the flag drops. Thus, the flag drops every hour on the hour. The first time it drops, the player need not worry - he still has an hour left! By the time it drops the second time, however, he had better have completed his 40 moves.

After the first 40 moves, there will be a new control. In the above example, it would probably be 20 moves per hour. However, any time left over from the first 40 moves carries over to the next time control. For example, suppose that a player has only used 1 hour and 20 minutes for his first 40 moves. He would then have a total of 1 hour and 40 minutes to make his next 20 moves or, in other words, he would have until his clock reaches 7:00 to complete a total of 60 moves from the beginning of the game. Note that since each player has 2 hours to make his first 40 moves, if both players use the maximum amount of time allowed to them, it will take a total of 4 hours to make the first time control.

The example above illustrated a time control of 40 moves in the first two hours for each player, and 20 moves per hour after that (usually abbreviated as 40/2 then 20/1). Other common time controls are 40/2.5 then 16/1, used in international tournaments, and 50/2 then 25/1, used in weekend Swiss System tournaments. In high school team matches played after school, even faster time controls such as 45/1.5 may be used. In order for games to be rated by the CFC, the rate of play must not be faster than 50/1 (or any equivalent rate such as 25/.5, 75/1.5, etc.). However such a fast rate is not recommended unless absolutely unavoidable.

Chess clocks can be used not only for playing serious tournament games, but also for playing what is known as speed chess. In a speed game, each player has 5 minutes for the whole game. At the start of the game, each player's clock is set at 5 minutes to the hour, and play proceeds as in a regular game, i.e., each player makes his move and then presses his button to stop his clock and start his opponent's clock. The only difference is that the players do not write down their moves. If a player's time expires (i.e., if his flag falls) before the game is over normally (by checkmate, stalemate, resignation, etc.), he loses automatically. The only exception is if it is impossible (not just improbable) for his opponent to win - e.g., if his opponent only has a king left. In that case, the game is a draw. If a player makes an illegal move and presses his clock, his opponent may claim a win at once. However, if he makes an illegal move and notices it before he has pressed his clock, he may make a legal move instead (with the same piece if possible - touch-move applies in speed chess too). Spectators are not allowed to tell a player that his opponent's flag has fallen or that an illegal move has been made. If a player makes an illegal move and presses his clock, his opponent must notice it himself and claim the win before he replies and presses his clock; otherwise, the move stands and the game continues. Similarly, it is the player's own responsibility to notice that his opponent's flag has fallen. If he does not notice this, and his own flag also subsequently falls, so that both flags are down, then either player can claim a draw if he wants to. If a player hasn't claimed a draw, and he is checkmated, he loses - he must claim the draw before he is checkmated.

Although speed chess will seem impossibly fast to the beginner, strong players can play a fairly high standard of chess in speed games, while grandmasters can even produce masterpieces. However, speed chess is not only for masters and grandmasters. Even the average player, once he gets past the beginner stage, finds speed chess a

lot of fun and in fact many players who like chess but do not have the time to play in regular tournaments restrict their activity almost entirely to speed chess. One of the advantages of speed chess is that since a game cannot last more than 10 minutes, it is possible to conduct an entire tournament in one afternoon or evening. For example, an 18-player round-robin tournament can be finished in about 3 hours. Apart from being played just for fun, speed games can also be treated more seriously and a player can use them for training purposes. Although the 5-minute speed chess described above is the most common form of speed chess, other versions such as 15-minute speed chess, 10-minute speed chess, 7-minute speed chess and even 2-minute speed chess are possible. In fact, any time limit agreed on by the two players will do. If one player is stronger than the other, he can give a time handicap. For example, the stronger player might be given only 3 minutes and the weaker player might be given 7 minutes, etc.

### Appendix 3 - The Swiss System

The Swiss System is a type of competition that permits a large number of players of diverse strengths to participate in a single tournament of relatively few (compared to the round-robin) rounds, with nobody being eliminated. There are various versions of the Swiss System, but the version described in the rules below is one of the most basic and most widely applicable.

**Rule 1** At the start of the tournament, all participants are ranked in the order of their playing strength, if known.

**Rule 2** If the number of participants is odd, the lowest ranked player is given a bye in the first round.

**Rule 3** The number of participants to be paired in the first round will be an even number, either originally or after a bye has been given. If there are  $n$  players, ranked from 1 to  $n$  in order of their playing strength, the pairings for the first round will be as follows (the first-named player in each pair has White): 1 vs  $n/2 + 1$ ;  $n/2 + 2$  vs 2; and so on down to  $n/2$  vs  $n$ , if  $n/2$  is odd, or  $n$  vs  $n/2$ , if  $n/2$  is even. That is, the first person in the top half plays White against the first person in the bottom half, the second person in the top half plays Black against the second person in the bottom half, and so on.

**Rule 4** A player is given 1 point for a win,  $1/2$  a point for a draw, and 0 points for a loss.

**Rule 5** After each round, in preparation for making the pairing for the next round, the players are divided into groups, each group consisting of all the players who have the same score. For example, after the first round there are 3 possible groups (1 pt.,  $1/2$  pt. and 0 pts.), after the second round there are 5 possible groups (2 pts.,  $1\ 1/2$  pts., 1 pt.,  $1/2$  pt., and 0 pts.), and so on.

**Rule 6** In the pairings for the second and subsequent rounds, the players in each point group are arranged in order of their ranking and are then paired according to the same principle used in Rd. 1. That is, the first player in the top half of a point group plays the first player in the bottom half of that point group, the second player in the top half of the point group plays the second player in the bottom half of the point group, and so on.

**Rule 7** No pair of players can play against each other more than once in the tournament. If, for example, when making the pairings according to Rule 6, it turns out that the first player in the top half of a point group has already played the first player in the bottom half of that point group in a previous round, then the two players must not be paired again. Instead, the first player in the top half will have to be paired against the highest ranked player in the bottom half whom he has not already played.

**Rule 8** The pairings are first made for the highest point group, then for the next-highest point group, and so on, with the pairings for the lowest point group being made last.

**Rule 9** If there are an odd number of players in a point group, the middle-ranked player in the group is paired against the highest-ranked player in the next-highest point group whom he has not already played.

**Rule 10** If all the players in a point group have already played one another, the players are found opponents in the next highest point group. The top-ranked player is paired against the highest-ranked player in the next group whom he has not already played, then an opponent is found in a similar way for the second-ranked player, and so on.

**Rule 11** If there are an odd number of players, the bye is given to the lowest-ranked player in the lowest point group who has not already had a bye - no player may have more than one bye in a tournament.

**Rule 12** As far as possible, a player should alternate colours and not get the same colour two rounds in a row. If necessary, adjustments for colour alternation may be made **within** a point group. For example, if the first player in the top half of a point group needs the same colour as the first player in the bottom half of the point group, the first player in the top half may be given the highest-ranked opponent in the bottom half who needs the opposite colour. However, a player may not be paired with someone in a lower point group just for the sake of colour alternation, nor may he be paired against someone he has already played. If it becomes necessary for two players who need the same colour to play each other, the higher-ranked player's colour is alternated. For example, if the player ranked No. 3 and the player ranked No. 7 are to play each other in round 4, and both have had white in Rd. 1, black in Rd. 2, and white in Rd. 3, No. 3 should be given black and No. 7 should get white. However, maintaining equality or approximate equality in the number of blacks and whites that a player receives takes precedence over colour alternation. For example, if player 8 has received black, white, black, and black in the first four rounds respectively and is paired in round 5 against player 1, who has had white, black, white, and black, player 1 should be given black and player 8 should get white.

By studying the cross-table of the sample tournament, the reader can get an idea of how these rules work in practice. In the cross-table, there is a row for each player and a column for each round, and by looking at the intersections, you can find out the colour (top left), opponent (top right), and cumulative score of any player in any round.

In open tournaments, the players are usually ranked at the start of the tournament in order of their CFC ratings. However, if the players in your tournament do not have ratings, it does not matter. In a club tournament, you will probably have an approximate idea of the relative strengths of the players and you can rank them accordingly. In an inter-school tournament, an approximate ranking can be achieved by first listing all the No. 1 players from the different schools, then all the No. 2 players, and so on. The ranking needs only to be approximate, but if even that is not possible, a random order will do. The results of the tournament themselves will give a more exact ranking of the players, and this can be used in the next tournament.



#### Appendix 4 - The Rating System

The rating system used in Canada is basically the same as that used by the international chess federation FIDE and in various other countries such as the U.S.A. and the U.S.S.R. Each player is assigned a numerical rating based on an evaluation of his results in tournaments. World champions usually have a rating of 2700 or more (the highest rating ever achieved was Bobby Fischer's 2780), World Championship candidates are usually rated in the 2600 - 2700 range, most grandmasters have ratings in the 2500's, and most International Masters have ratings in the 2400's. In Canada, players rated below 2400 are broken up in classes as follows: 2200 - 2400 is the Master Class, 2000 - 2200 is the Expert Class, 1800 - 2000 is Class A, 1600 - 1800 is Class B, 1400 - 1600 is Class C, 1200 - 1400 is Class D, and below 1200 is Class E. A beginner who has been playing for a couple of months would be about 1000 strength, the top Canadian cadets are about 1800 - 2000 strength, the top cadets in the world are about 2200 - 2350 strength, the top Canadian juniors are about 2100 - 2300 strength, and the top juniors in the world are about 2400 - 2500 strength. There are of course quite a few exceptions, both in Canada and in the world. For example, Bobby Fischer of the U.S. had a rating of over 2500 at the age of 15, while Harry Kasparov of the U.S.S.R. reached a rating of 2640 at the age of 18. In Canada, Duncan Suttles was close to 2400 strength while still a junior.

The advantage of such a numerical rating system is that the strengths of players in different parts of a country or the world can be compared even if the players have never played each other. Ratings are thus useful for selecting players for national championships, national teams, etc.

The ratings of Canadian players are published every two months in **Chess Canada Echecs**. All players must be members of the CFC for a tournament to be rated.

How does the Rating System Work? A player's rating can go up or down, depending on his results in tournaments and on the strength (ratings) of his opponents.

If you don't have a rating, add up the ratings of your opponents, add 400 for every win, subtract 400 for every loss, and divide by the number of games played.

In other words,  $R_p = R_c + 400 (W - L) / N$ , where  $R_p$  is the player's provisional rating,  $R_c$  is the average rating of the player's opponents,  $W$  is the number of points won (1 for each game won and 1/2 for each game drawn),  $L$  is the number of points lost (1 for each game lost and 1/2 for each game drawn), and  $N$  is the total number of games played. Once the number of games reaches 25, the rating is no longer provisional, but instead **established**, and changes according to another formula, given below.

An example will make the above clearer. Suppose that an unrated player, X, plays in a 16-round tournament, winning 7 games, losing 6, and drawing 3. Then  $W$  will be  $8 \frac{1}{2}$ ,  $L$  will be  $7 \frac{1}{2}$ , and  $W - L$  will be  $8 \frac{1}{2} - 7 \frac{1}{2}$ , or 1. If the average rating of his opponents is 1457, his provisional rating will be  $1457 + 400 (1) / 16 = 1457 + 25 = 1482$ . If the player then plays in a 9-round tournament, his rating will be calculated anew according to the formula above.  $R_c$  would be the average rating of all 25 of his opponents from both the tournaments,  $N$  would be 25, and  $W - L$  would be his score for the entire 25 games.

Once you have a established rating, you gain 16 points for every win, plus 4% of your opponent's rating minus your rating. This 4% is negative if you are the higher rated player. If you lose a game, the 16 points also becomes negative.

In other words, the following formula is used:

$$R_n = R_o + 16 (W - L) + 4\%(Ds),$$

where  $R_n$  is the player's new rating,  $R_o$  is his pre-tournament rating, and  $Ds$  is the sum of the differences between each opponent's rating and the player's rating, differences of more than 350 or less than -350 being rounded to 350 or -350.

An example will make this clear.

Player X, rated 1500, plays in a 5-round tournament with the following results:

Round	Result (W-L)	Opp. rat.	Actual D	Rounded D
1	0-1	1958	458	350
2	1-0	1024	-476	-350
3	.5-.5	1623	123	123
4	1-0	1473	-22	-22
5	1-0	1736	136	136
Total:	3.5-1.5			237

Thus,  $D_s$  is 237 and W-L is  $3.5-1.5 = 2$ . The player's new rating is therefore calculated as follows:

$$R_n = 1500 + 16(2) + 4\%(237) = 1500 + 32 + 9(\text{approx.}) = 1541.$$

In practice, several refinements are used in addition to the above basic rules. A description of the rating system as it is used in Canada is sent free of charge to all members of the Chess Federation of Canada, and can be obtained by others at a cost of three dollars. A description is also included in the CFC Handbook (see section H of the booklist), while a thorough study of the theory and practice of the rating system can be found in a book by its inventor, Professor Arpad Elo (see section I of the booklist).

## Appendix 5 - Booklist

### Section A - Beginners' Books

1. The Children's Book of Chess, by Ted Nottingham & Bob Wade, published by Batsford.
  2. Chess for Children - Step by Step, by William Lombardy & Bette Marshall, published by Little, Brown & Company.
  3. Chess Made Simple, by Milton Hanauer, published by Doubleday.
  4. Chess in Ten Easy Lessons, by Larry Evans, published by Wilshire.
- Select one of these books. The first two can be used as a guide by those teaching chess to young children; children in the senior elementary grades can use them for learning on their own. The third and fourth can be used for self-study by junior high and high school students.

### Section B - Elementary Tactics

1. Chess Tactics for Beginners, by Wade, Bott & Morrison (edited by Fred Reinfeld), published by Wilshire.
2. 1001 Brilliant Ways to Checkmate, by Fred Reinfeld, published by Wilshire.
3. 1001 Winning Chess Sacrifices and Combinations, by Fred Reinfeld, published by Wilshire.

The books are listed in order of increasing difficulty. The youngest children (grades 1-4) can stop after the first one, while the older ones, after mastering the first book, should continue with the second, and then the third book. The second book might also be accessible to some younger children who have mastered the first book.

### Section C - Elementary Endgames

1. Practical Chess Endings, by Irving Chernev, published by Dover.

Do not confuse this book with Paul Keres' book of the same name, which is a more advanced book.

### Section D - Advanced Tactics

1. Chess Traps, Pitfalls, and Swindles, by Horowitz & Reinfeld, published by Simon & Schuster.
2. The Encyclopedia of Chess Middlegames - Combinations, by Krogius, Livšić, Parma & Tajmanov, published by Chess Informant (Centar za unapređivanje šaha), Belgrade, Yugoslavia.
3. Chessboard Magic, by Irving Chernev, published by Dover.
4. 360 Brilliant and Instructive Endgames, by A.A. Troitzky, published by Dover.

All four of the above books should be studied. They may be studied in any order, or, best of all, simultaneously.

### Section E - Strategy

1. Judgment and Planning in Chess, by Max Euwe, published by McKay.
2. My System, by Aron Nimzovich, published by McKay.
3. The Art of Attack in Chess, by Vladimir Vukovic, published by Pergamon Press.
4. The Art of the Middle Game, by Keres and Kotov, published by Penguin.

All four of the books should be studied. They are listed in order of increasing difficulty.

### Section F - Thinking

1. Think Like a Grandmaster, by Alexander Kotov, published by Batsford.

A good time to get acquainted with this book would be after studying the books in sections A, B, and C. Although not all of it might be accessible to the learner at that stage, he will find it useful to get a general idea of its contents, and then come back to it later, when he has reached a more advanced level.

### Section G - Overview

1. Lasker's Manual of Chess, by Emanuel Lasker, published by Dover.

This book could be read after the books in section E. It will help the learner to put together the bits and pieces he has learned in the other books, and also provide him with useful practical advice.

### Section H - Official Rules and Regulations

1. Chess Federation of Canada Handbook, published by the CFC.

This book contains the official rules of chess, chapters on how to run chess tournaments, how the Canadian Junior and Cadet Championships are set up, how the rating system works, chess notation, etc.

### Section I - The Rating System

1. The Rating of Chess Players - Past and Present, by Professor Arpad Elo, published by Arco.

The CFC Handbook outlines how the rating system works in practice in Canada, but for those who are interested in understanding the theoretical and historical foundations of the system, this book by the system's inventor can be highly recommended.

Algebraic Notation

In this, as in other systems, the chess board is divided into **ranks** and **files**. Each horizontal row of eight squares is a rank, and each vertical column of eight squares is a file. Thus, there are eight ranks and eight files. The ranks are numbered from 1 to 8, with the 1st rank being the one nearest the player with the white pieces, and the

a8	b8	c8	d8	e8	f8	g8	h8	BLACK	LR8	LN8	LB8	LO	LK	LBK	LNK	LRK
a7	b7	c7	d7	e7	f7	g7	h7		QR8	QN8	QB8	Q8	K8	KB8	KN8	KR8
a6	b6	c6	d6	e6	f6	g6	h6	←	QR7	QN7	QB7	Q7	K7	KB7	KN7	KR7
a5	b5	c5	d5	e5	f5	g5	h5	ALGEBRAIC	QR6	QN6	QB6	Q6	K6	KB6	KN6	KR6
a4	b4	c4	d4	e4	f4	g4	h4	DESCRIPTIVE	QR5	QN5	QB5	Q5	K5	KB5	KN5	KR5
a3	b3	c3	d3	e3	f3	g3	h3	→	QR4	QN4	QB4	Q4	K4	KB4	KN4	KR4
a2	b2	c2	d2	e2	f2	g2	h2		QR3	QN3	QB3	Q3	K3	KB3	KN3	KR3
a1	b1	c1	d1	e1	f1	g1	h1	WHITE	QR2	QN2	QB2	Q2	K2	KB2	KN2	KR2
									QR1	QN1	QB1	Q1	K1	KB1	KN1	KR1

8th rank being the one farthest from him, i.e. nearest the player with the black pieces. The files are designated by lower-case letters a to h, with the a-file being the file on the left-hand side of the player with the white pieces. Each square on the chess board is at the intersection of a file and a rank, and is designated by joining two symbols, with the symbol for the file being placed first. The diagram shows the designation of all the squares of the board.

The pieces are identified by the first letter of their name, with the exception of the Knight, which is designated by N in order to avoid confusion with the King, which is designated by K.

Other symbols used are x for 'captures', O-O for 'castles K-side', O-O-O for 'castles Q-side', + for 'check', ++ for 'checkmate', = for 'promotes to', e.p. for 'en passant', 1-0 for 'White won the game', .5-.5 or 1/2-1/2 for 'the game was drawn', and 0-1 for 'Black won the game'.

**Moves** are of various kinds: pawn moves, pawn captures, piece moves, and piece captures. A **Pawn move** is indicated simply by giving the square to which it moves. Thus, if at the start of the game White moves his pawn from e2 to e4 and Black replies by moving his pawn from d7 to d5, that would be recorded as **1.e4 d5**. Note the format in which the moves are recorded - first the number of the move (1.), then White's move, then a space, and then Black's move. If we wanted to show Black's move alone, without showing White's, we could write **1...d5**, where the three dots before the move show that it is Black's move that is being indicated. A **Pawn capture** is indicated by giving the file of the pawn before it makes the capture, then an 'x' and then the square onto which it has captured. In the above example, if White replied to **1...d5** by capturing the pawn on d5 with his pawn on e4, his move would be indicated as **2.exd5**. In the case of an en passant capture, 'e.p.' is added after the move. If in the above example Black continues with **2...e5**, White can reply with **3.dxe6 e.p.** A check is indicated by a '+' after the move: if Black above continues **3...g6**, White can play **4.exf7+**. A **piece move** is indicated by given the piece symbol followed by the square to which it moves. Thus, in the above game if Black replies to White's 4th move by moving his King to e7, that would be recorded as **4...Ke7**. A **piece capture** is indicated by giving the symbol of the capturing piece, followed by an 'x' followed by the square onto which it captures. Thus, in the above example, if, after the further moves **5.d4 c5 6.dxc5 b6**, White's Queen on d1 captures Black's Queen on d8 and gives check to the Black King, that would be written as **7.Qxd8+**. If, however, two pieces of the same kind can go to or capture onto the same square, then the ambiguity must be removed by giving the file or rank

of departure, as necessary. For example, in the above game, if Black replies 7...Ke6, White can reply by capturing the Knight on g8 with his pawn, promoting his pawn to a Queen, and giving check, which would be recorded as 8.fxg8=Q+ ('=' means 'pawn promotes to'), and if Black moves 8...Ke5, White can move his Queen from g8 to d5 and give check. Normally, this would have to be specified as 9.Qgd5+, since the Queen from d8 can also go to d5 with check. In this case, however, the move is not just check, but checkmate, so that the correct notation would be 9.Qd5++. There is no ambiguity, since if the Queen on d8 gives check on d5, that is not checkmate (the King could go to f6) and the move would be recorded as 9.Qd5+.

In recording the moves during the course of a game, a player should use the system as described above, without any additional symbols or remarks. Written (or oral) commentary on a game while it is in progress is considered illegal, and could even lead to a loss by forfeit. After the game is over, however, additional explanatory symbols can be added if the game is being published. The most common of these are ! for 'good move', !! for 'brilliant move', !? for 'interesting but possibly not the best move', ?! for 'move of doubtful value', ? for 'weak move', ?? for 'very weak move', +- for 'White has a winning position', ± for 'White has a significant advantage', ± for 'White has a slight advantage', = for 'neither side has an advantage', ♯ for 'Black has a slight advantage', ♯ for 'Black has a significant advantage', and -+ for 'Black has a winning position'.

Finally, it should be mentioned that in addition to the above 'official' system, there are several variations of the algebraic system that one might encounter in various publications. The most important of these is the **full algebraic** notation, in which the square of departure is always given, and is separated from the terminal square by a hyphen in the case of an ordinary move or an 'x' in the case of a capture. Thus, in the sample game given above, the move 1.e4 d5 would in full algebraic be 1.e2-e4 d7-d5, while 2.exd5 would be 2.e4xd5, 7.Qxd8+ would be 7.Qd1xd8+, and 9.Qd5++ would be Qg8-d5++. Other variations include using a colon for captures (7.Qxd8+ would be written as 7.Q:d8+ or 7.Qd8:+) or leaving out the symbols for captures and checks altogether (7.Qxd8+ would be written as simply 7.Qd8).

### The English Descriptive System

In this system, the files are named after the pieces which stand on them at the start of the game. Thus, the a-file is the QR file, the b-file is the QN file, the c-file - the QB file, the d-file - the Q-file, the e-file - the K file, the f-file - the KB file, the g-file - the KN file, and the h-file - the KR file. The ranks are numbered from White's side for White's moves and from Black's side for Black's moves. Moves are recorded by indicating the piece moved, followed by a hyphen and the square onto which the piece has moved. Unlike in algebraic notation, a 'P' is used when recording pawn moves. Thus, the first move of the game above would be 1.P-K4 P-Q4. Captures are indicated by giving the capturing piece, followed by an 'x', followed by the captured piece. Check is given as **ch**. Thus, move 7 in the above game would be 7.QxQ ch. If two pieces of the same kind can move to the same square, the move is indicated by placing a slash after the piece moved followed by the square of departure. Thus, 9.Qd5++ in the above game could be indicated as 9.Q/N8-Q5 mate, although in this particular case that is not necessary, since the word 'mate' disambiguates the move and the move would simply be indicated as 9.Q-Q5 mate, as opposed to 9.Q-Q5 ch, which would mean moving the Q/Q8. Here is how the above sample game would look - in descriptive notation: 1.P-K4 P-Q4; 2.PxP P-K4; 3.PxP e.p. P-KN3; 4.PxP ch K-K2 5.P-Q4 P-B4; 6.PxP P-N3; 7.QxQ ch K-K3; 8.PxN=Q ch K-K4; 9.Q-Q5 mate. Note that if there is no ambiguity, only the abbreviated file name is specified, i.e. R, Q, and B, instead of QR, KR, etc. For example, Black's fifth move was 5...P-B4. There was no need to write 5...P-QB4 since 5...P-KB4 was an impossible move. Similarly, 6...P-N3 is quite sufficient. One point which does not come up in this game but which should be noted is that in the case of pawn captures, it may sometimes be necessary to give both the square of departure and the terminal square. For example, if White has pawns on QR4, QB4, KB4, and KR4, and Black has pawns on QN4, Q4, K4, and KN4, then White must specify P/QB4xP/N5 or P/KB4xP/N5, etc.