



Chess Kids

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Editor: *David Cordover*

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Editorial

Chess Kids has expanded its coaching operation in 2001 and now organises clubs and coaching at about 70 schools across Victoria and Tasmania. From Warrnambool to Phillip Island and everywhere in-between.

A number of these schools have incorporated chess into their curriculum, recognising the benefits that children receive while playing this fascinating game.

Chess Kids has information linking chess into the CSF II for state schools interested in pursuing this approach. A chess-syllabus is also being prepared which will allow teachers or parents with little or no chess knowledge to teach the basics of the game using a structured, sound methodology.

-David Cordover

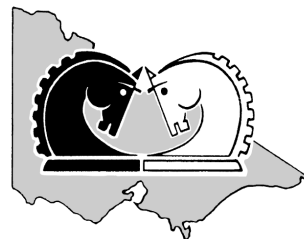


Nick Speck with the children at Oakleigh Greek Orthodox College.
These students learn chess as part of their curriculum.

VCA Interschool Chess Championships

Starting soon...

Entry forms with this issue of Chess Kids or for more details call 9576-8177.



The Victorian Interschool Championships is open to all Primary and Secondary schools.

A minimum of 4 comprise a team and regional competitions are played during Term 2 and 3, with State-Finals (A & B Grade) held in early Term 4.

Chess Kids Coaches for 2001

New Schools! Arrange a chess program for Term 2, before April 1st, and Receive a FREE Tournament Chess Set with every new booking!

Name	Surname	Rating	Titles/Other qualifications	Availability
Nick	Speck	2323	Ex-Australian Junior Champion, World #1 rated Internet player	Full-time
Anatoli	Sirota	2260	FIDE Master, Board 1 for Australian Correspondence Olympiad	Part-time
David	Cordover	1989	Ex-Australian Junior Champion, National Under 21 Champion	Full-time
Frank	Meerbach	1978	Experienced Australian Championship player and coach	Part-time
Wayne	Guy	1963	Victorian Open Champion, also teaches electronics to the gifted	Full-time
Don	Machell	1902	6 times Dandenong Champion	Full-time
Mos	Ali	1885	Mathematics & chess teacher in Canberra and Melbourne	Full-time
Troy	Edwards	1319	Coach at Valkstone PS (runner-up State Championships '00)	Casual

SUNDAY 25TH FEBRUARY, HOLMESGLEN COLLEGE OF TAFE

RJ Shield Chess Tournament

Adult, Open & Under 14's Final Results

Name	Score Change	Performance	Prize	Rating
Gordon Lindberg	6	2.54	1462	1st Place
Nicolas Dour	5.5	24.21	1403	1st U/14
Douglas Lindberg	5.5	0.18	1329	2nd Place
Daichi Nagao	5	16.56	1298	2nd U/14
Mike Smith	5	-15.30	1260	1st Adult
Alex Dickens	5	34.83	1334	3rd Place
Shaun Ferris	5	-1.44	1257	3rd U/14
Vikram Palit	4.5	0.30	1274	
Matan Prilleltensky	4.5	-21.33	1158	
Leonard Shan	4	19.74	1224	
Renishka Sellayah	4	35.07	1219	Top G U/14
Rebecca Haward	4	29.40	1226	Top Girl
Nanda Nalluri	4	40.11	1152	
Thor Taylor	4	43.68	1143	
Brendan Linke	4	47.67	1150	
Damien Vosk	4	45.36	1026	



Win a GLASS Chess Set

All Chess Kids members at the RJ Shield are entered into a raffle to win a Glass Chess Set.

7 more to be won!

RJ Shield Calendar 2001

(Novice Tournaments)

1. March 25th - Hawthorn
2. April 1st - Hobson's Bay
3. May 27th - tba
4. June 24th - tba
5. July 1st - Hobson's Bay
6. July 29th - tba
7. August 26th - tba
8. Sept 23rd - Hobson's Bay
9. Oct 28th - tba
10. Nov 25th - tba
11. Dec 2nd - Hobson's Bay

ALL RJ Shield tournaments in 2001 will be "Bring a Friend". If you have played in an RJ Shield you may bring an unrated player with you FREE.

Under 12's Final Results

Name	Score Change	Performance	Prize	Rating
Christopher Haward	6	11.46	1082	1st
Jonathan Loo	5	3.60	1019	2nd
Jamie Anstis	5	67.38	1028	3rd
Peter Papas	5	28.11	994	Encourage-
Jonathan Yap	5	8.64	1003	Encourage-

Under 11's Final Results

Name	Score Change	Performance	Prize	Rating
Michael Shafar	6.5	10.67	1174	1st
Yvonne Kushnir	5.0	68.64	1104	2nd
Kingsley Feng	4.5	-1.59	915	3rd
James Dinning	4.5	68.76	967	

Under 10's Final Results

Name	Score Change	Performance	Prize	Rating
Zane Yang	6.0	30.39	997	1st
Kevin Nguyen	5.5	41.43	942	2nd
Venkata Nalluri	4.5	3.55	806	3rd
Farn-ling Khung	4.5	-1.49	776	Encourage-
Jamal Blakkarly	4.5	15.00	744	Encourage-

Under 9's Final Results

Name	Score Change	Performance	Prize	Rating
Adrian, Chee	5.5	5.75	906	1st
Natasha, Lauder	5.0	-2.17	816	2nd
Jason, Mihalopoulos	5.0	1.19	817	3rd
Patrick, Tan	4.5	2.82	810	
Kevin, Rassool	4.5	15.84	775	

Under 8's & 7's Final Results

Name	Score	Performance	Prize	Rating
Ben Rigby	6.0	983	1st Place	
Ben Needleman	6.0	966	2nd Place	
Kelvin Chang	5.0	908	3rd Place	
Jocelyn Shan	5.0	823	1st U/7	
Bernard Shan	4.5	745	2nd U/7	
James Morris	4.5	650	3rd U/7	
Noah Brash	4.0	688		
Michael Tan	4.0	671		
Winston Zheng	4.0	685	Top Unrated	

A Performance Rating is not your actual rating. It is simply an indicator as to how well you played in that particular tournament. Actual ratings are published on www.chessworld.com.au. From there you can check full results, ratings and even enter the next tournament.

LITERATURE RELATING TO CHESS & EDUCATION

Chess Makes Kids Smart

At its highest levels, chess is a game of limitless complexity and depth. But the beauty of the game is that players at almost any level enjoy its surprises and challenges. The more one plays and learns about the game, the more absorbing it becomes. Chess players are often hooked for life.

Despite the game’s image as a pastime for “brains”, chess is easy to learn. Most six-year-olds can pick up the basics quickly, and a few children learn to play as young as four.

The State of New Jersey (USA) has even written laws relating to chess. This act, concerning instruction in chess, supplemented Chapter 35 of Title 18A of the New Jersey Statutes:

“The Legislature find and declares that:

- a) chess increases strategic thinking skills, stimulates intellectual creativity, and improves problem-solving ability while raising self esteem;
- b) when youngsters play chess they must call upon higher-order thinking skills, analyze actions and consequences, and visualize future possibilities;
- c) in countries where chess is offered widely in schools, students exhibit excellence in the ability to recognise complex patterns and consequently excel in math and science; and
- d) instruction in chess during the second grade will enable pupils to learn skills which will serve them throughout their lives....”

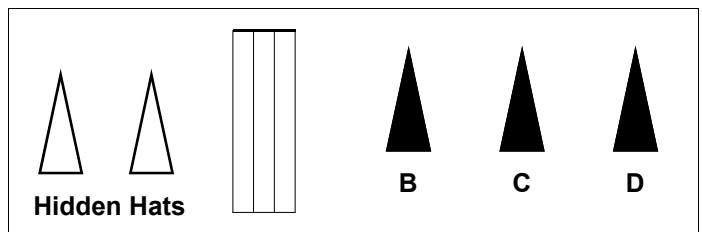
The educational benefits of chess are becoming widely recognised. With the mass of information available today children need more to learn how to think, rather than just what to think. It seems that the ancient game of chess is able to teach thinking skills that children today need to function in an increasingly more complex world.

The following articles are available from Chess World:

- “Chess Makes Kids Smart”
- Anne Graham (*Parents Magazine*)
- “Chess in Education Research Summary”
- Dr Robert Ferguson, Jr.
- “The Effect of Chess on Reading Scores”
- Stuart Margulies Ph. D.
- “Teaching The Fourth ‘R’ (Reasoning) Through Chess”
- Robert Ferguson
- “Chess Improves Academic Performance”
- Christine Palm (*New York City Schools Chess Program*)
- The Importance of Chess in the Classroom
- Michael David Wojcio
- “Chess as a Way to Teach Thinking

- Dianne D. Horgan (*Dept of Psychology - Memphis Uni*)

- “Chess and Education”
- John Artise
- “Chess Legislation”
- Bill #S452 -- Chess In The Schools
- “A Guide to Scholastic Chess”
- “Chess Makes Kids Smarter”
- Dr Gerard J. Dullea



The Saga Continues

The 3 soldiers were shown 5 hats, 3 black and 2 white. They were told that the one who could tell first what color hat he was wearing would be let free.

The 3 black hats were put on the prisoners heads, and the white ones hidden away. This was done without the prisoners knowledge. They were then allowed to see each other, but couldn’t see their own hat.

Which prisoner would you prefer to be in this situation? And how would you work out the answer so you can win your freedom?

Each person can now see the other 2 hats, but not their own. B can see C & D. C can see B & D and D can see B & C.

The Answer:

Each person has exactly the same information available, so it doesn’t make a difference which position you are in.

If Person B & C were both White, D would cry out immediately. His silence indicates that 1 of B or C must be Black.

C would call out after a couple of seconds if B’s hat was White (based on the knowledge that only 1 of B & C was white).

Because neither C nor D call out, B can correctly infer that his hat is Black.



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