



CHESS CORPS MAGAZINE

Chess Corps

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Chess Corps Reaffirms Partnership with Hebrew College by establishing Chess Studio on the Hill Fund

Chess Corps is pleased to announce a grant of \$10,000 to establish the Chess Studio on the Hill Fund at Hebrew College. The purpose of the fund is to support special events, research in education, and student scholarships in chess.

Reflecting on this program partnership between Chess Corps and Hebrew College, David Gordis, Ph.D., President of Hebrew College and co-founder of the Studio, said, "Hebrew College is delighted with the partnership that has developed between the College and Chess Corps, providing for the continuing presence of the Chess Studio on the Hill at the College. The nexus of the Jewish experience and the game of chess, with its intellectual and reflective components, has been widely noted. The Chess Studio on the Hill is a venue for further exploring and articulating this nexus. We're grateful to Chess Corps for its

support which makes this unique and promising initiative possible."

In praising the partnership Chess Corps Chairman, Eric Cushing said, "Chess Corps is delighted to partner with Hebrew College and finds this institution especially qualified to host our international effort in light of the Hebrew College's mission to serve the community, its emphasis on multiculturalism and ethnic diversity, and its tradition of inclusion for students from all capabilities, backgrounds, and walks of life."

The Fund will be managed on an ongoing basis and is open to all donors who may be interested in furthering chess education at the College. Donors who contribute to the Fund will receive honorary listing to be published on the Chess Corps web site.



Hebrew College President and co-founder of Chess Studio on the Hill, David Gordis, Ph.D., proudly displays his Chess Corps medallion.

For more information about Chess Studio on the Hill, please visit the Chess Corps web site at www.chesscorps.org

Chess Corps Participates in the 2005 SuperNationals III Chess Championship

On April 8, 2005, a team of talented Chess Corps players led by Chairman H. Eric Cushing and Director of Chess Education, Valery Frenklakh, traveled to Nashville, Tennessee to participate in the 2005 SuperNationals III Chess Championship at the Gaylord Opryland Resort and Convention Center.

The Chess Corps team emerged

from the tournament having learned valuable chess lessons, having gained competitive experience, and having strengthened their sense of team unity.

Chess Corps team captain and junior faculty member, Matthew Klegon successfully concluded the tournament having tied for 1st through 9th place.



Chess Corps team captain, Matthew Klegon, tied for 1st-9th place at the 2005 SuperNationals III.

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Chess Corps is pleased to announce the launching of its new web site!

If you would like to become a member of Chess Corps or if you would like to learn more about the organization, please visit the new site at:

www.chesscorps.org



FIDE Master Valery Frenklakh, is the Director of Chess Education at Chess Corps.

"Every chess player has a number of games in which he could find better plans and improve his results."

Missed Chances An Article by FIDE Master Valery Frenklakh

Every chess player has a number of games in which he could find better plans and improve his results. The common themes of those mistakes are a) Not calculating enough b) Time troubles c) Fatigue d) Choosing a wrong plan e) not concentrating enough. Let me give you a few examples from some of my games from international tournaments (Helsinki, Finland 2001, Sao Paulo, Brazil 2004, San Bernardo, Argentina 2005).

A) W V Frenklakh (2296) --- B Pingus Blas (2241) Argentina

1. d4 b5

2. e4 Bb7

3. Nd2 a6

4. Ngf3 e6

5. Bd3 c5

6. dxc5 Bxc5

7. O-O Ne7

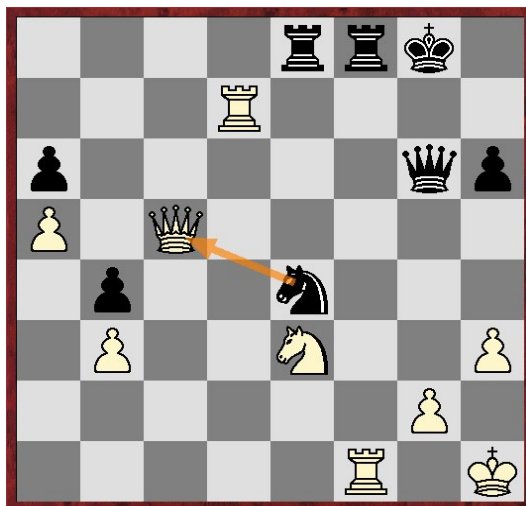
8. Nb3 Bb6

9. Bf4 d6? ...d6 was a mistake for him

10. a4? bxa4 was not the best move either because there was a winning combination Bxd6!! He cannot take the pawn with a queen because of Bxb5 winning a queen. Before he made his move I told myself that I would play a4. I should have looked further.

11. Rxa4 White is better still

B) W V. Frenklakh (2280)— A. Diamont (2227) Brazil



At this point I was in time trouble 41) Qd5? Qe6 I missed a forced win

41. Rxf8!! Rxf8 42 Qd5+ Kh8 (42...Rf7 would be a mistake because of 43 Rxf7 winning a piece) 43. Qe5+ Kg8 44. Nd5 White is winning

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Prospectus for a Cultural Program in Chess

An Article by Chess Corps Chairman, H. Eric Cushing

Is chess a game, an art, a sport or a science ?

This has been an abiding question entertained by philosophers and writers on the "game of Kings" for over a hundred years. If nothing else, having been actively played and developed for over fifteen hundred years one could say that chess has earned the right to be considered a cultural activity or at least a support activity for "culture building".

Whether one engages in chess for fun, on a match basis or as a "team" , chess requires using and developing the abilities of concentration, memory, focus and calculation; the skills of logic, goal oriented thinking and time management; the arts of visualization, decision making, risk management, communication, good sportsmanship, self control, self discipline; and the psychology self confidence, of "grace under pressure", honor and graciousness toward others-- win or lose. As in life, the possibilities in chess are virtually endless and outcomes are not always predicable with certainty, and so perhaps one of the greatest lessons chess can teach its practitioners is a sense of humility in the face of a universe that is vaster than any one person could ever hope to master. The foregoing elements and characteristics of chess would therefore serve to recommend it as an enjoyable way to introduce through direct experience the learning of some of the most highly prized values our culture respects and expects from its members.

The Role of Chess in History

Leaving aside the development and dissemination of chess in western Asia and the orient, from China to Korea and Japan which developed its own version called Shogi...

As an intellectual activity chess has its roots in ancient India and Persia, but was brought to

perfection in Medieval Spain during the "Tor Hazahav" at the Moorish Courts under the auspices of the same Islamic and Jewish intellectuals, who made seminal contributions to the advancement of Western thought in philosophy and mathematics, grammar and linguistics. As such "chess thinking" participated with and contributed to the other forms of thinking that gave birth to the proto-methodologies that later developed into modern western scientific thought and culture. From its roots in Spain, chess migrated to northern Europe with the Renaissance and concurrently to Eastern Europe. It is interesting to note that some key rules of the game and functions of the pieces changed in the Renaissance, resulting in a more dynamic and flexible game with far greater possibilities. The spirit of these "improvements" reflected a more fundamental change from medieval to modern thinking in Western culture at large and this trend has continued to the present. Thus, just as it has been observed that the arts and sciences reflect new discoveries and changes in the culture at large, so may it be said of chess. By way of illustration, just as the inventions of gunpowder and the cannon altered war strategy and tactics in the field of battle to be more open and flexible, concurrently the discovery and development of "perspective" and the gradual switch of "subjects" from the religious to the secular in the arts, reflected the gradual opening up of fixed caste societies with absolute ideologies into the modern knowledge societies based on relative merit and polycultural exchange. Again, Chess was never isolated and has participated in these trends since 1450 C.E. when the modern game began in Spain. Interesting also to note is that while there was no official world champion of Chess until the late 19'th century (the age of nationalism when such an idea would naturally find expression), the strongest centers of chess learning and playing moved in tandem with the shifting centers of political and economic power in Europe and the world. . Thus Spain in the 14 and 1500's, France and Eng-

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“Chess is in its essence a game, in its form an art, and in its execution a science.”

--Baron Tassilo von Heydebrand und der Lasa

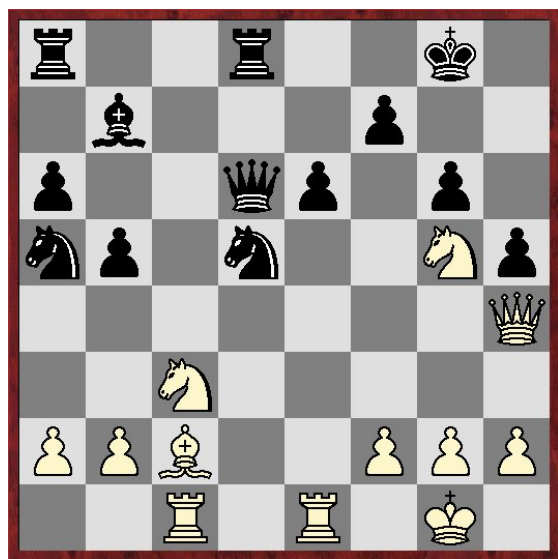
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C) W. Santos Marcos Brazil 2305 – V. Frenklakh 2280

Second game of the day. I was too tired to play it.

1. d4 Nf6
2. c4 e6
3. Nc3 Bb4
4. e3 c5
5. a3 Bxc3+
6. bxc3 d6
7. Bd3 Nc6
8. Ne2 b6
9. e4 e5
10. O-O Qc7
11. Bg5 Ng8
12. f4 f6
13. Bh4 Bg4
14. d5 Bxe2?? Better 14 ...Na5 with a great play for black
15. Bxe2 Nd8
16. fxe5 dxe5
17. d6 Qc6
18. Bh5+ Nf7
19. d7+

D) Kiik Kalle 2450 Estonia – V. Frenklakh 2275 Helsinki 2001



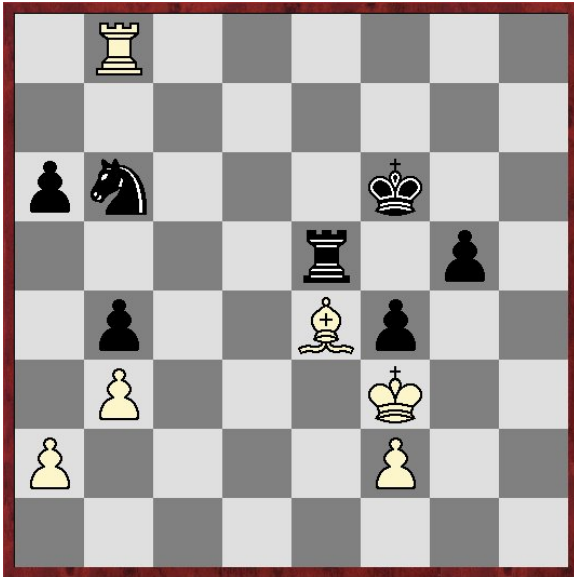
20 Nxd5?? White missed a forced win 20 Bxg6! fxg6 21. Rxe6 Qf4 22. Rxc6 white wins

After 41 moves we have reached the following position.

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I saw that after 41.. Nd5! 42 Bxd5 Rxd5 43. Rxb4 Equal game, but since I had an extra pawn I wanted to go for the win. I played 41 ...Re6?? 42 Rg8! Black is almost in Zugzwang 42... Ke5 43. Rxc5 Kd4 44 Bb7 Rf6 45 Ra5 Kc3 46 Rxa6 Kb2 47 Kg4 Nd7 48 Rxf6 Nxf6 49 Kxf4 Kxa2 50. Ka5 Nd7 51 Bd5! In open positions the bishop is better than the knight, because it can play on both sides of the board while the knight cannot do that as easily. 51...Nc5 52. f4 Nxb3 53 Ke5 Ka3 54 f5 Nc5 55 Kd6! Nd3 56 f6 1-0

V Frenklakh 2296—Cubas, Jose 2451 Paraguay Argentina 2005

1. Nf3 d5

2. d4 Nf6

3. Bg5 Ne4

4. Bf4 c5

5. c3 Qb6

6. Qb3 Qxb3

7. axb3 cxd4

8. Nxd4 Nc6

9. Nxc6 bxc6

10. Nd2 Nxd2

11. Kxd2 f6

12. Be3? e5 (Be3 was not the best move I needed to think about the development of my pieces from the kingside. The right move was 12 e4!! dxe4 13 Ba6 with a winning position for white.

13. Rxa7 Rb8

14. g3

If 14 b4 d4! Black is better

Eventually I won this game.

In order to improve your game you have to figure out what your mistakes are and then you have a chance to advance to a higher level of understanding of the game of chess and become a better player.

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land in the 16 and 1700's, Germany in the 1800's, the United States and greater Russia in the 18 and 1900's. In modern times, the first internationally recognized world champion was Wilhelm Steinitz in the 1870's, and many if not a majority of the world champions, including Gary Kasparov (nee Weinstein) have to date been fully Jewish or had one parent of Jewish origin. Other great chess thinkers, players, and problem composers (chess as an artform), especially from central Europe-- Poland and Bylereusse-- made contributions to the intellectual development of the game and are revered on a par in the pantheon of champions. Among them Akiba Rubenstein (whose personal life story is a tragedy of war torn Europe) and Aron Nimzowitch, of the great Riga chess school, often called the "grandfather of modern chess", Boleslavsky and Bronstein... More recently, inspired and informed by these themes, the incomparable world champion Gary Kasparov in My Great Predecessors has authored a three volume history of chess as illustrated by the changing style of play reflected in the great games of chess from the Renaissance to present times.

The lives of internationally recognized world chess champions as role models, their place in historical context, the prejudice they suffered to become the greatest players of their time, their personal battles and their human failings are subjects both interesting and worthy of exploration beyond the confines of chess itself.

Chess has been a part of Jewish culture throughout its history in Europe and the West. As such, chess has a special place in the study of Jewish history. Chess is dialectic and it is a tradition and as such it is easily understood why the Talmudic culture of central Europe wove chess into the fabric of their spiritual and educational life.

It is therefore not surprising that Israel is the home to many internationally respected masters and grandmasters. Today, with the rise of the Internet, chess is fully international and players of all ages from different nations engage each other around the clock on such websites as the ICC.

Every culture has its own unique history with respect to chess. In this article, the focus has been on the Jewish community's contribution to chess. In future articles, we will focus on other cultures' contributions to the world of chess from Persia to India to China.



Chess Corps was established to provide a venue for people of all ages, backgrounds, and skill levels interested in pursuing personal growth and recreational satisfaction, and enhancing peak performance by using chess as a tool which mediates the learning experience.

Our mission is to educate, rehabilitate, and enrich the lives of people through promoting the culture of chess. Simply put, we believe in helping people through chess.



The Benefits of Chess

Chess, a classic game of strategy and intellect invented over 1500 years ago, has long been recognized as an engaging and challenging recreational sport for individuals of all ages, but only until relatively recently has it been recognized as an activity with tremendous educational, social, rehabilitative, and personal development benefits.

Educational Benefits

With respect to education, chess has been shown to raise individuals' intelligence quotient scores, enhance academic performance in reading and mathematics, and strengthen problem solving, critical-thinking, and decision-making skills. Additionally, chess improves concentration, memory, develops logical thinking, and promotes creativity. The educational benefits of chess are perhaps the most widely researched area of chess.

Dr. Robert C. Ferguson, Jr. (1995) wrote a review of chess in education research which was presented at the Chess in Education: A Wise Move Conference at the Borough of Manhattan Community College in 1995. In addition, Ferguson has written a number of comprehensive articles regarding the various benefits of chess in education. In the research literature as reviewed by Ferguson (1995), in a study conducted by Dr. Albert Frank, chess players compared to a control group have been found to demonstrate significant advancement in verbal, spatial, numerical, and administrative-directional abilities. In a study in the 1970s in Belgium, chess players have been found to perform significantly better in regular school testing as well as in standardized testing. In another 1970s study conducted by Dr. Yee Wang Fung of the Chinese University in Hong Kong, chess players showed a 15% improvement in math and science test scores. Researchers conducting a study in the late 1980s in rural Pennsylvania found that students required to participate in chess lessons and games significantly improved in memory and verbal reasoning. Researchers conducting research in the 1990s in New York City Schools found statistically significant results which concluded that chess participation enhances reading performance (Ferguson, 1995).

The aforementioned research studies are only a small subset of those which support the various educational benefits of chess. The cause of this educational growth as a result of chess instruction and participation is not yet clear. Many researchers speculate that this educational improvement might be the result of the growth and development of new synaptic connections in the brain (Ferguson, 1995).

Social Benefits

Chess is an all-inclusive activity in that it can be enjoyed by individuals of any age, racial or ethnic background, socioeconomic status, or gender. Because of this, a significant benefit of chess is that it provides individuals with the opportunity to create a diverse network of social contacts based on a common interest. Exposure to people of different cultures, generations, and backgrounds can be of great social and educational benefit to any individual, but especially to youth who may not otherwise be afforded the opportunity to intermingle with such a diverse group.

Additionally, as chess involves constant exchange between individuals, it allows individuals the chance to practice and enhance social interaction skills. By observation and active participation in the game, individuals are able to develop their understanding of the social world over time.

When individuals compete together as chess teams against other teams, chess can foster teamwork skills and if the team is school-based, a sense of school spirit and pride. Chess can also teach sportsmanship, allowing students to understand the importance of learning from past defeat, winning graciously, and persevering diligently in the face of impending defeat.

Perhaps most significant of all is that participation in chess fosters the development of new friendships and strong interpersonal bonds.

Rehabilitative and Therapeutic Benefits

Although there has not yet been much research done in this area, it has also been suggested that chess might be a useful tool in rehabilitation or therapy for individuals who recovering from stroke, those living with autism or developmental disabilities, and those with other special needs. Participation in chess can allow such individuals to practice and develop their fine motor skills, required in moving the chess pieces in a straight line, vertically, diagonally, and horizontally. Participation in chess can also help individuals with injury or disability to improve their cognitive and communication skills. Additionally, chess can enable the individual to develop a sense of deep concentration and calm.

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Chess can be used a form of recreational therapy, which involves the use of various recreational activities as a form of treatment for persons who are physically, cognitively, or emotionally disabled. Although this is a relatively new field, a number of studies have been conducted which demonstrate the efficacy and value of the use of recreational therapy for individuals who have experienced injury or who are living with some form of disability.

It has been demonstrated that recreational therapy can lead to improvement in cognitive functioning. More specifically, recreational therapy can enhance attention, memory, perception, and organization skills. Additionally, recreational therapy can help cognitively-impaired individuals work on issues of orientation, sensory stimulation, and environmental awareness.

For individuals with spinal cord injuries, research has demonstrated that active involvement in recreation post-injury led to life satisfaction, high-quality social relationships, and low levels of depression (American Therapeutic Recreation Association, 2005). Participants in recreation have demonstrated decreased loneliness, increased social interaction with others, increased ability to effectively manage stress, and improved morale.

Relevant to Chess Corps' work in the Veterans Administration Hospital, research has found that recipients of individualized recreational therapy services in an inpatient rehabilitation setting demonstrated significantly greater self-esteem at discharge, as well as ability to utilize the recreational activity to cope with stressors related to hospitalization, as compared to a control group not receiving recreational therapy (American Therapeutic Recreation Association, 2005).

For those with developmental disabilities, recreational therapy has been demonstrated to lead to improvement in communication and social skills, reduction in non-adaptive or inappropriate behavior, improvement in motor skill, improvement in various aspects of cognitive functioning such as increased attention span, and enhancement of social support networks (American Therapeutic Recreation Association, 2005).

Clearly, recreational activities such as chess have the potential to lead to tremendous therapeutic outcomes, by alleviating debilitating symptoms of the disability, enhancing growth in various aspects of daily functioning, encouraging independent functioning, and improving overall quality of life.

Personal Development Benefits

As it is largely an individual activity, chess fosters independence and personal growth. Chess players learn quickly that in this game, they are forced to make crucial decisions influenced by only their own judgment and thought processes.

Chess also inspires a sense of confidence and increases self-esteem. As an individual encounters success in chess, he or she realizes that the success can only be attributed to his or her own decisions and hard work. According to a study conducted in the 1980s, chess consis-

tently promotes self-esteem after a year of exposure and improves students' self-images dramatically (Ferguson, 1995).

When individuals compete together as chess teams against other teams, chess can foster team work skills, team pride, and a subsequent sense of identity.

Entertainment

Because no chess game ever repeats itself, chess is always a challenging, entertaining, and amusing activity which an individual can participate in throughout the life span. Simply put, in addition to all of the aforementioned benefits, chess is fun.

References

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We're on the Web!
www.chesscorps.org



Chess Corps Launches New Web Site

Chess Corps is pleased to announce the launching of its new web site. The site contains information about the organization, its vision and goals, chess resources, descriptions of the various Chess Corps programs, announcements about Chess Corps news and events, and a schedules of all Chess Corps activities. Please visit the new web site at www.chesscorps.org. We encourage our members to check the web site often for announcements about new Chess Corps activities and opportunities.

EMPLOYMENT OPPORTUNITIES

Chess Instructors

Non-profit organization seeks instructors to teach chess in a rewarding and innovative educational environment. Chess competency, but not mastery required. Teaching experience in any subject strongly preferred. Chess Corps is an equal opportunity employer. Women and minorities are strongly encouraged to apply.

Email cover letter and resume to info@chesscorps.org. No phone calls please.

VOLUNTEER OPPORTUNITIES

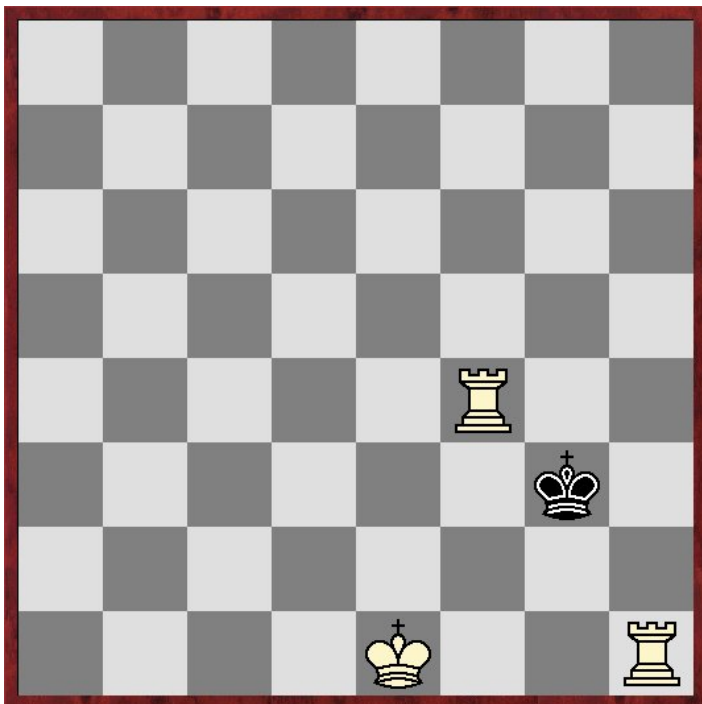
Chess Volunteers

Chess Corps is committed to volunteerism in all that it means. At its heart, Chess Corps is a community of volunteers. We believe that volunteerism is a force that knits people together and drives social progress. Our Board is volunteer and faculty, staff, and interns contribute a portion of their time and energy to the Chess Corps mission as volunteer leaders.

If you are interested in being a Chess Corps volunteer, email info@chesscorps.org. No phone calls please.

PUZZLE OF THE MONTH

CHECKMATE IN TWO MOVES





Chess Corps