
Show Me What Right Looks Like

Maryanne C. Reilly

Mike Hoffpaur admits he's not the kind of guy to "stand on the sidelines," which proved to be a major windfall for scholastic chess in Massachusetts.

Kids know Mike as the guy with the booming voice ("Pairings are UP!") and the jokes around trophy time. Parents know him as the guy who ran the tournaments, web-site and state championship cycle with a sharp professional style and with, one might say, military precision.

Little surprise there. For he is a colonel in the Army, and he will soon leave for a two-year tour of duty in Germany, where he will take command of an engineering brigade of 1500 soldiers.

He spent the past year as a National Security Fellow at Harvard, where he studied national security strategy, brushed up on his German and, nearly as an aside, set the standard for scholastic chess organization in this state.

Mike and his wife, Linda, have 3 children: Daniel, a seasoned scholastic chess player; Chad, who won second place in Woburn's Under 500 section; and one year old Lindsey. He started attending scholastic tournaments with his son Daniel, when they lived in Washington, DC.

"We went to a lot of them and I saw how differently they were organized, some good, some not so good. People asked me to get involved, but I knew we'd be moving to Massachusetts. I was also reluctant because I hadn't had much experience."

During a visit to their future home state, Daniel played in the Mass Open. "That's when I first met Gus Gosselin," Mike recalls. "He was a real big influence on me. I never would have been able to accomplish what I did without Gus' help."

After they moved, Mike brought Daniel to one of Gus' Malden tournaments, where many a chess parent has perused a Sunday paper. "I saw Gus could use some help, so I stepped in. At some point I asked him, "What do you have to do to become a tournament director?"

Gus said about the encounter. "On your way through life, you meet people who have a special spark. I knew right away that Mike could do great things."

At Gus' suggestion, Mike attended a couple of board meetings where, he says, "it was evident that the per-Maryanne Reilly is a chess coach at the Mason Rice Elementary School in Newton.

son in charge of MACA scholastics simply didn't have the time to put in that the job requires. So I said, hey, I have time, can I help?" The first task Mike assigned himself was the redesign of the scholastic section of the MACA web-site. To make it a comprehensive source for junior chess, he included detailed answers to virtually any question someone might have.

From that day's crosstables and future tournaments, to who might just *possibly* have a crack at being invited to the state championship ("Be AWARE! List May Change DAILY!").

Experienced parents often refer new parents to the site. One often hears, during that nearly mystical silence that follows the posting of pairings, "The next one? I'm not sure, but just go to www.masschess.org and hit scholastics."

Mike also studied the USCF rules and became an official club director. In October, he took the position of Scholastic Coordinator and a seat on the MACA board.

"The most immediate issue for me was that there was no published schedule for the state championship cycle, no established rules or format, but there were lots of ideas, and different opinions. I circulated drafts and through a long, drawn out process, we came to consensus."

Meanwhile, there were tournaments to run. It's quite clear that being a chess parent was instrumental in forming Mike's approach to tournament organization.

"You need a program parents can have confidence in," he says firmly. "That means the tournament starts on time and is run reliably. It means results are accurate, and submitted in a timely manner."

Mike had what it takes to meet his own requirements, as MACA VP Steve Frymer elucidates: "Mike has energy, a sense of fairness, patience, plus the capacity *and* desire to finish what he initiates. All those attributes are essential to a well-run tournament program."

A tournament's success, according to Mike's formula, can be measured by the response of parents. Will they tell other parents what a wonderful experience it was? Or will they say, 'what a disaster!'

"You want chess to be like an infectious disease, you want it to spread," he says. "And the folks who are going to spread it are the parents."

He is quick to underline his lack of criticism for tour-



Colonel Michael E. Hoffpauir, US Army, National Security Fellow Kennedy School of Government, Harvard University.

nament direction before his arrival. “If tournaments weren’t as well organized it wasn’t because they were considered unimportant, but because people were trying to do too much with too few resources. The end result was a lack of participation. I saw it as a lack of confidence in the tournament system.”

He’s also quick to confirm that the parents bear some responsibility in a streamlined tournament system. “It’s just as important to educate the parents as it is to educate the kids – sometimes more so. Parents need to know what they can reasonably expect, and how best to coun-

sel their kids.” Toward that end, Mike included a Parents Workshop at the Fall Foliage Tournament. IM Bill Paschall and coaches Larry Eldridge and Gus Gosselin were on hand to answer questions. It went well, but it didn’t get the attendance he’d hoped for.

That was soon to change. Though the first qualifier for the state championship fell victim to a snowstorm, over a hundred players came to the second qualifier. “Many more,” Mike admits, “than we had expected.”

Part of the allure was the addition of an Under 500 section. “This was designed to ease new, unrated players into the tournament scene,” explains board member Peter Lee. “Too many new players never return after losing a few games. We can give both seasoned and beginning players better competition, and therefore a better experience under tournament conditions.”

The Under 500 section at the third qualifier drew an equally enthusiastic response. And at the April 1st team championship tournament, 99 first time tournament players joined MACA and the USCF.

Mike’s bolstering of the tournament program worked. Participation in scholastic tournaments has increased dramatically; 70 students played in this year’s Mass Open Scholastic, 44 in the K-3 section alone.

This high level of participation makes it possible to meet the needs of all categories of players. “I understand the parent who comes up to me and says, “I don’t want my kindergartner to play a 6th grader,” Mike says, “But you can’t have multiple sections if there are only ten kids in the tournament.”

“Mike always delivered what he promised to deliver,” says parent Tim Oliveri, “but that took an enormous

Promote Chess in Your School

1. Start a chess club! It’s *not* that difficult and you don’t have to be a chess player to do it. Interested parties can contact MACA for advice and support information. The USCF also offers free information on starting a chess club.
2. Talk to your principal. Can your school provide space for a club, tournament, or a simul? Parents wanting more challenges for their children frequently besiege principals; perhaps chess can play a role. Does your school library receive *School Mates* or have any chess books?
3. Talk to your children’s teachers. Are chess sets available in the classroom for use during recess? Do the teachers know how chess improves concentration skills, spatial sense, and reasoning ability? The research is out there.
4. Create a school team. Tim Oliveri did it for the State Team Championship, not dissuaded by the fact that, with the notable exception of his son Christopher, they were inexperienced. “I taught them how to castle the night before,” he recalls, “but they did fine. And they had a great time.” The team garnered the attention of the school superintendent and principal who then budgeted money for a chess club.
5. Show your support in the time-honored tradition of writing a check. See page 16 for information about the Living Memorial Chess Fund. Make a donation in honor of Mike – and all the other chess lovers who have given so much to scholastic chess.

Chess Horizons

amount of hard work and dedication. He was there through blizzards; he arrived early and stayed late. During the state championship he had a 102 degree fever, you could tell he felt miserable, but he ran the show anyway.”

“We have a saying in the military,” Hoffpaur says, “*Show me what right looks like*. I knew I was only going to be here a year but I figured if I was going to do this, that should be my goal. I know that sounds presumptuous but...”

From anyone else it might, but not from Hoffpaur. The man is not boastful; in fact, he appears slightly uncomfortable with praise.

He shies away from any imputation of lofty ideals and is quick to refuse credit for what is not provable. For instance, in high school, he used to organize competitions between schools that had football or basketball games scheduled with his school. The players would “catch a ride on the bus with the football team and then play chess?”

However, when pressed repeatedly as to who took that group to the next level of organization, the most he will admit is, “Well, they didn’t do it before I got to that school.”

Yet, Mike is quite comfortable talking about the components of a successful scholastic chess program, and when he prefaces something with, “I’ve given a lot of thought to this.” It’s true.

Serving as a TD at the USCF Scholastic Supernationals, he mused on the important roles schools play in fostering chess.

“I noticed how many states have school teams there. And the difference between those states and MA is that parents are intimately involved with their chess club. It’s taken as seriously as the band or football team. The parents hold car washes, raffles and bake sales to get

the money to attend the national championship. Not necessarily because they have the best kids in the country but because they think it’s important. Massachusetts doesn’t do that, even though we *do* have some of the best kids in the country.”

Bottom line? “Chess needs school support. One of the best examples I’ve seen in Massachusetts is at the John F. Kennedy Middle School in Natick, where parents are involved and the principal and faculty are 100% supportive.”

Mike has also given a lot of thought to the requirement that beginning players join MACA and the USCF as a prerequisite for entering a tournament, as he’s witnessed the large turnouts in states without such requirements.

“In Virginia we’d get 200 kids like that,” he snaps his fingers. “It would cost them a dollar, the schools didn’t charge rent, there were no ratings, no pressure, just fun. Again, it comes down to support.”

According to Hoffpaur, there are three crucial elements to a success-

ful scholastic chess program: a well-run tournament system (check), an annual championship cycle (check) and an interscholastic league (any volunteers?).

Although Mike didn’t have time to take on this last component, several parents have established school chess clubs, which may form the basis for a league.

And judging from the response to the team tournaments held this year, both in registration and general *joie de vivre*, children are thrilled to play chess as part of a team.

Indeed, all the pieces of Hoffpaur’s prodigious plan seem to be falling into place. From the information packed web-site, to the infusion of new players into the system.

Added perks like Au Bon Pain’s donation of sandwiches and the sale of State Championship-labeled soda bottles (En Passant Orange, anyone?) help make a tournament an event. As do the hordes of kids playing chess all day long, both seriously and (oh no, *bughouse!*) for fun.



Braden Bournival scored 3.5 (one point out of second place) in the Open section at the 70th MA Open. Photo is from the Eastern Class Championships.

Photographer: Cortizas

70th MA Open

Games and Crosstables

Games Courtesy of Hal Terrie

White: Sevillano, E (2543)
Black: Sharp, D (2212)
[C45] 70th Mass Open (5)
 1.e4 e5 2.Nf3 Nc6 3.d4 exd4 4.Nxd4 Qh4 5.Nc3 Bb4 6.Be2 Qxe4 7.Ndb5 Qe5 8.f4 Qc5 9.Nxc7+ Kd8 10.Nxa8 Nf6 11.Kf1 Bxc3 12.bxc3 Ne4 13.Qe1 Nxc3 14.Bb2 Nd5 15.Qf2 Qxc2 16.Bxg7 Rg8 17.Rd1 Qxa2 18.Bf3 Qc4+ 19.Kg1 Nxf4 20.Bf6+ Ne7 21.h4 d5 22.Re1 Be6 23.Qxa7 Qc6 24.Qa3 Re8 25.Qa5+ 1-0

White: Kelleher, W (2422)
Black: Movsisyan, M (2086)
[B22] 70th Mass Open (5)
 1.e4 c5 2.Nf3 Nc6 3.c3 d5 4.exd5 Qxd5 5.d4 Bg4 6.Be2 e6 7.h3 Bh5 8.c4 Qd7 9.d5 exd5 10.g4 Bg6

11.cxd5 Nb4 12.Ne5 Qxd5 13.Bb5+ Kd8 14.0-0 Qxd1 15.Rxd1+ Kc7 16.Bf4 Kb6 17.Nc3 a6 18.Nc4+ Ka7 19.a4 Rc8 20.Bd7 Rc6 21.Bxc6 Nxc6 22.Nb5+ 1-0

White: Foygel, I (2519)
Black: Garcia, D (2299)
[E92] 70th Mass Open (5)
 1.d4 Nf6 2.c4 g6 3.Nc3 Bg7 4.e4 d6 5.Be2 0-0 6.Nf3 e5 7.d5 a5 8.Bg5 h6 9.Bh4 Na6 10.Nd2 Bd7 11.g4 Qe8 12.f3 Nh7 13.Bf2 f5 14.h4 fxg4 15.fxg4 Nf6 16.h5 Nc5 17.Be3 gxh5 18.gxh5 Kh7 19.Nf1 c6 20.a4 Rc8 21.Ng3 cxd5 22.cxd5 Qd8 23.Ra3 Qb6 24.Nb5 Rg8 25.Rf1 Qd8 26.Nxd6 Bxa4 27.Rxa4 Nxa4 28.Nxc8 Nxb2 29.Qb3 Qxc8 30.Qxb2 Nd7 1-0 in 35.

White: Henroid, M (1929)
Black: Terrie, H (2200)
[A34] 70th Mass Open (3)
[Hal Terrie]
1.g3 d5 2.Bg2 c5 3.c4 Nf6 4.cxd5 Nxd5 5.Nc3 Nc7 6.Nf3 Nc6 7.d3 e5 8.0-0 Be7 9.Ne1 Bd7 10.Be3 0-0 11.Na4 Ne6 12.Rc1 b6 13.b4 Rc8 [13...Ncd4! (Friedel), when 14.Bxa8 is met by (14.bxc5 Bxa4 is the same kind of thing.) 14...Bxa4 15.Qxa4 Nxe2+ 16.Kg2 Qxa8+ 17.f3 Nxc1 18.Bxc1 cxb4] 14.bxc5 b5 15.Nc3 Ncd4 16.Bxd4 exd4 17.Ne4 Nxc5 18.Nxc5 Bxc5 19.Nf3 Qb6 20.Rb1 Be6 21.Qd2 h6 22.Qb2 a6 23.Nd2 Rfd8 24.Nb3? Bb4 25.Rbc1 Bc3 26.Qb1 a5 27.Rfd1 a4 28.Nd2 Qa5 29.Nf1 b4 0-1

White: Sevillano, E (2543)
Black: Foygel, I (2519)
[B22] 70th Mass Open (3)
 1.e4 c5 2.c3 e6 3.d4 d5 4.exd5 exd5 5.Nf3 Nc6 6.Be2 Bd6 7.dxc5 Bxc5 8.Nbd2 Nge7 9.Nb3 Bb6 10.0-0-0 11.Nbd4 Nf5 12.Bg5 f6 13.Nxf5

70th Massachusetts Open, Open Section

Standings												
Name	rtng	post	ID No.	rd 1	rd 2	rd 3	rd 4	rd 5	rd 6	TOT		
1 Foygel, Igor.....	2519	2535	12563122	W 11	W 7	W 2	W 4	W 12	D 5	5.5		
2 Sevillano, Enrico.....	2543	2537	12650696	W 16	W 3	L 1	W 15	W 13	D 4	4.5		
3 Terrie, Henry L.....	2200	2239	10025265	W 19	L 2	W 21	W 6	D 5	W 13	4.5		
4 Kelleher, William.....	2422	2425	10012571	W 17	W 8	H-	L 1	W 16	D 2	4.0		
5 Ruiz, Mauricio.....	2282	2292	12520640	W 23	W 22	D 6	D 13	D 3	D 1	4.0		
6 Curdo, John A.....	2316	2294	10009201	W 27	D 25	D 5	L 3	W 17	D 11	3.5		
7 Friedel, Joshua E.....	2174	2169	12593986	W 20	L 1	D 9	L 10	W 14	W 15	3.5		
8 Garcia, Martin.....	2151	2143	10032474	W 21	L 4	L 14	D 24	W 26	W 18	3.5		
9 Bournival, Braden.....	2124	2118	12753681	L 22	W 24	D 7	D 17	D 18	W 16	3.5		
10 Armes, Robert C.....	2096	2102	12413451	X-	D 12	L 13	W 7	D 15	H-	3.5		
11 Stolerman, Jack.....	2069	2097	12649995	L 1	D 26	D 19	W 20	W 24	D 6	3.5		
12 Garcia, Diego.....	2299	2294	12582590	W 18	D 10	H-	W 14	L 1	U-	3.0		
13 Sharp, Dale Eugene.....	2212	2204	10254451	W 26	D 15	W 10	D 5	L 2	L 3	3.0		
14 Nugent, Arthur P.....	1916	1946	10011191	L 25	B-	W 8	L 12	L 7	W 23	3.0		
15 Hale, Jonathan C.....	1819	1866	12675564	B-	D 13	W 25	L 2	D 10	L 7	3.0		
16 Movsisyan, Movses.....	2086	2087	12797252	L 2	D 19	W 22	W 25	L 4	L 9	2.5		
17 Epp, Edward R.....	2067	2072	10019702	L 4	H-	W 26	D 9	L 6	D 20	2.5		
18 Yanayt, Eugene.....	2039	2021	12598805	L 12	L 21	B-	W 19	D 9	L 8	2.5		
19 Adamec, Carl.....	2032	2015	10122147	L 3	D 16	D 11	L 18	W 22	D 21	2.5		
20 Zhang, Melvin.....	2016	1998	12663907	L 7	D 27	D 23	L 11	B-	D 17	2.5		
21 Henroid, Michael B.....	1929	1947	20016388	L 8	W 18	L 3	H-	D 23	D 19	2.5		
22 Hervieux, Donald E.....	1849	1890	10120969	W 9	L 5	L 16	D 23	L 19	W 26	2.5		
23 Perl, Joseph.....	2036	1995	12595285	L 5	H-	D 20	D 22	D 21	L 14	2.0		
24 Kovacs, Peter.....	1942	1952	12652539	H-	L 9	W 27	D 8	L 11	U-	2.0		
25 Appelman, Harris B.....	2125	2103	12657600	W 14	D 6	L 15	L 16	U-	U-	1.5		
26 Sansing, Richard C.....	2033	1994	10402204	L 13	D 11	L 17	W 27	L 8	L 22	1.5		
27 Sciacca, Patrick R.....	2042	1998	11235611	L 6	D 20	L 24	L 26	U-	U-	0.5		

Chess Horizons

fxg5 14.N5d4 Kh8 15.Qd2 g4
16.Nxc6 bxc6 17.Ne5 g3 18.hxg3
Qc7 19.Nf3 Qxg3 20.Nd4 Qd6
21.Bd3 c5 22.Nb5 Qd8 23.Rae1 a6
24.Na3 Bc7 25.Qe2 Qh4 26.g3 Qh3
27.Qe7 Bg4 28.Be2 Rxf2 29.Rxf2
Qxg3+ 30.Kh1 Qxf2 0-1

White: Terrie, H (2200)

Black: Curdo, J (2316)

[A85] 70th Mass Open (4)

[Hal Terrie]

**1.c4 f5 2.d4 Nf6 3.Nf3 g6 4.Nc3 d6
5.e3 Bg7 6.Be2 0-0 7.0-0 c6 8.b4
e5 9.a4 e4 10.Nd2 a5 11.bxa5 Qxa5
12.Qc2 Na6 13.Ba3 c5 14.Nb3 Qc7
15.Nb5 Qe7 16.Rfd1**

I spent 30 minutes considering
16.Nxd6 Qxd6 17.Nxc5 It's prob-
ably good but in the end I chickened
out.

**16...Bd7 17.Qd2 Bc6 18.a5 Rad8
19.Bb2 g5 20.Bc3 Kh8 21.dxc5
dxc5 22.Qb2 Rxd1+ 23.Rxd1 f4
24.exf4 gxf4 25.Bf1 e3 26.f3 Rg8
27.Nd6 Qe6 28.Nc1 Nd7**

It looks like Black missed his best
chance here. 28...Bxf3 is possible:
29.gxf3 Ne8 30.Bxg7+ Rxg7+
31.Kh1 Nxd6 (Fritz); 28...Ba4
29.Qxb7 Rf8 30.Rd5.

29.Bxg7+ Rxg7 30.Kh1 Nb4

31.Ne2 Qe5 32.Qxe5 Nxe5 33.Nf5
33.Nxf4 is possible but I found the
game move more attractive.

33...Rd7

33...Nbd3 was also possible here.
I could see 34.Nxg7 Nf2+ 35.Kg1
Nxd1 36.Ne6 Nxc4 37.N2xf4 Nxa5
38.Nxc5 but had no idea what would
be going on in this position.

**34.Rxd7 Bxd7 35.Nd6 Nbd3
36.Nxb7 Nxc4 37.a6 Bc6 38.Nd8
Bd5**

38...Bb5 39.a7 Nb6 40.Nc3 Ba6
41.Na4 Na8 42.Bxd3 Bxd3
43.Nxc5.

39.Nc3! Nf2+ 40.Kg1 Nb6

40...Bg8 41.Bxc4 Bxc4 42.a7.

41.Nxd5 Nxd5 42.a7 Nb6



**43.Be2! Kg7 44.Ne6+ Kf6 45.Nxc5
Ke7 [45...Ke5?? 46.Nd7+] 46.Nd3
1-0**

White: Sharp, D (2212)

Black: Terrie, H (2200)

[B44] 70th Mass Open (6)

[Hal Terrie]

**1.e4 c5 2.Nf3 e6 3.d4 cxd4 4.Nxd4
Nc6 5.Nb5 d6 6.c4 Nf6 7.N1c3 a6
8.Na3 Be7 9.Be3 0-0 10.Rc1 b6
11.f3 Bb7 12.Na4 Nd7 13.Qb3 Nc5**

13...Na5 would be the safe way to
play it.

14.Bxc5

After 14.Nxc5 bxc5 15.Qxb7 is
met by 15...Na5.

**14...bxc5 15.Qxb7 Qa5+ 16.Nc3
Bg5 17.Ra1?**

17.Qxc6 Bxc1 18.Qa4 Qb4
(18...Qxa4 19.Nxa4 Rab8 20.Nc2
Bxb2 (Bennett)) 19.Qb3 Bxb2
20.Nab1.

**17...Rab8 18.Qxc6 Rxb2 19.Nab1
Rxb1+**

Somehow I completely over-
looked the simple 19...Bf6 which
wins without any complications:
20.Be2 Bxc3+ 21.Nxc3 Qxc3+
22.Kf2 Qd4+ 23.Kf1 Rb6 (Fritz).
**20.Rxb1 Qxc3+ 21.Kf2 Be3+
22.Kg3 Qe5+ 23.Kh3 Qh5+**

70th Massachusetts Open, U2000 Section

Standings

Name	rtng	post	ID No.	rd 1	rd 2	rd 3	rd 4	rd 5	rd 6	TOT
1 Brahimaj, Muharrem.....	1918	1942	12740982	W 13	D 5	W 20	W 8	W 9	D 2	5.0
2 De La Maza, Michael.....	1866	1887	12775875	L 17	W 10	W 15	W 16	W 5	D 1	4.5
3 Filipek, Thomas J.....	1856	1855	10154898	L 5	W 13	D 7	W 20	W 8	D 4	4.0
4 Byrd, James A.....	1846	1848	10290732	L 8	W 21	D 18	W 17	W 11	D 3	4.0
5 Clark, Michael A.....	1610	1704	12743304	W 3	D 1	W 6	W 11	L 2	D 7	4.0
6 Brassard, Gary R.....	1895	1863	11156665	W 21	L 8	L 5	W 18	D 7	W 10	3.5
7 Kenkre, Niman V.....	1839	1836	20113782	L 15	W 14	D 3	W 19	D 6	D 5	3.5
8 West, Jonathan.....	1570	1650	12684722	W 4	W 6	D 16	L 1	L 3	W 17	3.5
9 Newman, Kenneth W.....	1948	1950	10349346	W 10	W 19	D 11	H-	L 1	U-	3.0
10 Wyatt, Bradford.....	1810	1815	12448310	L 9	L 2	W 12	W 14	W 20	L 6	3.0
11 Winsor, George W.....	1900	1876	10555761	W 14	W 17	D 9	L 5	L 4	U-	2.5
12 Ward, Alfred G.....	1807	1752	11369952	D 16	L 20	L 10	L 15	B-	W 18	2.5
13 Odell, Michael D.....	1804	1768	12490333	L 1	L 3	L 14	B-	D 17	W 20	2.5
14 Dondis, Harold B.....	1800	1766	10018765	L 11	L 7	W 13	L 10	D 18	B-	2.5
15 Vulis, Daniel.....	1487	1537	12711455	W 7	L 16	L 2	W 12	H-	H-	2.5
16 Schaff, Adam J.....	1927	1893	12451372	D 12	W 15	D 8	L 2	U-	U-	2.0
17 Woollen, Carl E.....	1708	1702	12526406	W 2	L 11	D 19	L 4	D 13	L 8	2.0
18 Kaprielian, Mark.....	1577	1580	10007763	L 19	B-	D 4	L 6	D 14	L 12	2.0
19 Burba, Michael E.....	1855	1825	12394952	W 18	L 9	D 17	L 7	U-	U-	1.5
20 Rice, Alexander J.....	1639	1632	12646195	H-	W 12	L 1	L 3	L 10	L 13	1.5
21 Camplese, Edward A.....	1721	1702	12695135	L 6	L 4	U-	U-	U-	U-	0.0