

GO – A TOOL FOR LEARNING

Sheila Wendes

Last summer I was asked to tutor an eleven year old boy who was of average intelligence but had failed to learn how to read, and whose behaviour was violent, unpredictable and increasingly worrying. My background has involved teaching children with emotional and behavioural difficulties (EBD) and, having discovered Go since giving up teaching, I'd often thought how useful it would have been to have used Go to short-circuit all the cumbersome methods available to measure intelligence and demonstrate ability. So I agreed.

The first time I met George he was looking forward to starting his secondary school in September. We arranged with his foster parents that I would start visiting the home for an hour a week after school hours. Unfortunately when this began George had already been excluded from school. He had only lasted four days.

On my first visit I told George that we would not be doing any reading or writing at all that day and I saw him visibly relax. I began by showing him how to play First Capture Go and he caught on quickly and seemed enthusiastic while we played about a dozen games. He learnt about ladders, double atari and being wary of the edges of

the board. George was delighted not to be burdened with his inability to read or write. The patterns of the stones liberated his imagination and creativity and he could try out ideas safely. "After all," I told him. "Nobody loses in Go – every time you play you learn something new!"

George's homework was to teach his foster-father the rules of Atari Go and then to play a game a day and keep a record of the results with coloured stickers. This was the first time George had had anything to teach to an adult. Very empowering! Good for self-esteem. George found he was winning and he started to think things were possible...

Since then, I have visited each week for four months. We have moved on to Go on the 19 by 19 board. George has learnt about making territory, life and death on the board, has been happy to beat me with a nine stone handicap and ecstatic in beating his foster-parents on a level playing field. He arrives smiling each day clutching his board and stones, Go puzzles and books. We have also incorporated some reading and writing into our activities because success at Go has changed George's attitude towards himself.

IN THE LIGHT

European Go Centre

www.go-centre.nl

This is the current web site of the European Go and Cultural Centre in Amsterdam. It tells about events at the Centre, their Go promotion plan, the Iwamoto Awards scheme and other things about the Centre itself (such as its location and history).

Tony Atkins

TEACHING GO IN VENEZUELA

Andres Delmont

As was to be expected, one day before the Don Bosco Summer Camp was due to start, the priest in charge, father Andres, accepted no argument for refusing to register our daughter Fiorella. The Don Bosco Summer Camp involves kids from all social origins, including abandoned street kids. “There is no place left”, he insisted. However, my wife, Ligia, always prepared to sacrifice me, talked him into this fabulous Asian game her husband was an expert about, and that did the magic! Without my knowledge I was volunteered to teach my first Go class, two hours a day, three days a week! It was hard work, having to cope with other activities, but I found that it was extremely gratifying.

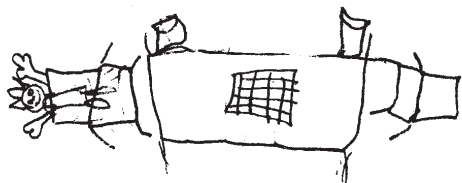
After a few days, parents were amazed their kids could concentrate on such a complicated thing, while Eloy, the street kid gang leader, could not decide if he could swallow being defeated by those little ‘fatties’ he defeated so easily at first. At the end he agreed to participate in the final competition because his friends would also receive their participation certificate if they all did.

This experience was to be repeated the year after, with different children and similar results. However a new priest in charge came who had no interest in such matters from far eastern countries.

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Three years later, as a lecturer for a workshop given by the CENAMEC (Center for the Improvement of Science Teaching) to school teachers for handicapped children, I was asked to talk about the pedagogical use of games. I explained about my experience at Don Bosco and invited the group to try the same at their schools. That was October last year and by November, weekly Go classes were running at two special schools for the hearing impaired, a special school for mentally handicapped, a language therapy center, a “kids development” centre, and a “regular” primary school in one of Caracas’ most deprived and violent areas.

By now, I have become an expert on rushing through the Caracas underground from one extreme place to another. A hundred deaf kids, 16 mentally handicapped kids, 18 language troubled youngsters, 2 hyperactive kids and I don’t really know how many “regular” kids have been involved at the Go workshops. We, mainly the school teachers involved and I, have already organized ourselves into the Escuela de Go de Venezuela (The Venezuelan Go School), an NGO (Non Governmental

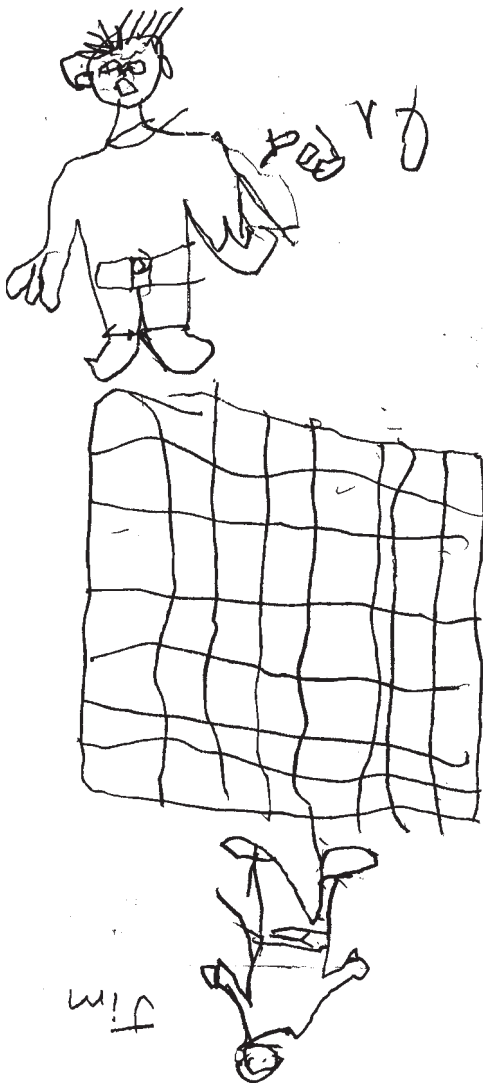


Organization), and demand for Go courses is growing. It seems we came at the right time to fill an important gap in the search for a better education. Besides being a very interesting game, Go works wonders as a pedagogical tool.

Ask Pedro Moreno's mother! She came to see me at Miriam Ohep de Velez special school for hearing impaired kids, as she was amazed by Pedro's renewed interest in everything. He now wants to start again with karate lessons and swimming lessons. I admire Pedro for his courage and the way he enjoys life. He was born after only 4.5 month gestation, as nobody believed his 50 years old mother was pregnant and she received treatment for menopause which seriously affected the child. Pedro was born deaf with severe motor function disability. But he is the cleverest and most lively kid you can imagine. He found from the game of Go, the foundation to gain confidence in his ability to reason and solve very complicated issues better than most other kids and all teachers. He is extremely proud and enjoys it a lot.

Years ago, Eloy, at the Summer Camp, learned that hard work is required to keep a certain lead on the game of Go, as in life itself. He was able to identify with kids he kept carefully distant before and they responded accordingly.

Mostly, we are still playing *Atari-go* or *ponnuki-go*, the go variant discovered by Yasutoshi Yasuda, 9 dan professional, as "*a means to deal with the increasing violence in Japanese schools*"¹. It is simple, easy to learn and leads quite naturally to the game of Go. Pedro and two thirds of his schoolmates play proper Go on 9x9 boards, and they will soon advance rapidly to the 19x19 board. Mentally handicapped children will continue playing *Atari-go* for a while, but you should see how their eyes



sparkle when they get to understand a logical rule from the game, and they certainly get to understand.

I would say the most difficult place to work has been the "regular" school at the 23 de Enero area of Caracas. There are no physically handicapped kids there, but they have little chances to learn when their own

teachers consider "... there is no hope for such 23 de Enero hooligans". The lack of expectation in such a poor and violent area of the capital city is dreadful. At this school, however, we amazingly found a Chess club. And the kids from the Chess club can easily be recognized at their different expectations about life and their confidence on what they can achieve. I met Edelmira La Rosa, the chess great master responsible for most of the development of chess at schools in Venezuela. She knows the game of Go and shares the view it has the great advantage of the simplicity of its rules. She believes that Chess (and Go) should be included as compulsory subjects in schools, but I believe a bad teacher can make these games become another discriminating barrier to separate "intelligent" from "stupid" kids. I am convinced the amazing strength of the 23 de Enero Chess club comes out of the fact there is no teacher involved, it has become a way for the kids to counteract their teacher's misconception of them. The way 6th graders teach 1st graders the game is certainly admirable.

We tend to consider the way forward is towards the conquest of space and time facilities at school for playing with absolute freedom, just for the sake of enjoyment. Support from CENAMEC has grown: another full time teacher and two part time teachers will be joining me in teaching Go at different schools and in different cities of Venezuela. We are making our own Go boards and should soon be able to solve the making of plastic Go stones which will overcome the present difficulties importing them. We shall soon publish a

first hand book, and want to make the necessary contacts to translate and publish into Spanish the basic Go books presently only available in English, French and Italian, as little is available in our language.

We want to share your own experiences. You can know more about ours at our site <http://www.escueladego.org/english> and please let us know your own criteria and ideas through your comments on the site, or by e-mail to andres@escueladego.org

Notes

¹ *Go as Communication, the Educational and Therapeutic Value of the Game of Go*, by Yasutoshi Yasuda, Slate & Shell, 2002.

Go inspired drawings provided by students of the Venezuelan Go School.



GO EVENT AT BEECHWOOD PARK SCHOOL, HERTS- OCTOBER 2003

Peter Wendes

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Sheila and I were invited to the school by the head of the Art Department. The idea had grown out of a school assembly focussed on cultural enrichment, and quickly became a school-wide initiative, involving a whole school demonstration for the assembly supplemented with workshop sessions for selected groups throughout the day.

We arrived at 8.30am and set up a teaching board, banners with Go kanji and a large bronze gong in the gym, ready for the first group, after which session we were pleased to see over 300 pupils and staff for the whole-school teach-in.

By lunchtime the children had built up huge enthusiasm to play individual games, but as we had not arrived equipped with 150 Go sets, they set about improvising. An arts project from the past had laid some mosaics on the theme of board games, and these were pressed into service, using two colours of gravel from the drive. Other children scratched grids on paving slabs and played

on those, some even playing on the intersections! We were not aware of this at first, but I grabbed my camera only to find a low battery warning. I warmed the battery on a radiator and just managed to get a shot of the improvisation in action (This picture is reproduced on the front cover). Meanwhile a teacher had spotted this and had photocopied a starter set board for distribution.

The afternoon sessions were voluntary for the children and we had an excellent turnout for both, with teaching staff dropping in as they could. We felt that the quality of discussion and questions was very high.

The organiser wrote to us afterwards saying that everyone had been 'really inspired' and proof came when we later discovered that the pupils had ordered over £1000 worth of equipment between them.

We have now had invitations from neighbouring schools in St Albans for Summer 2004 and hope to 'seed' more Go clubs then.

FUJITSU EUROPEAN TRAINING

Sheila Wendes

Peter and I went to The European Go Cultural Centre in Amsterdam to take part in the first conference on teaching Go to children. We met a highly motivated group of Go players eager to spread the word. The exchange of ideas, methods, experiences and hopes for the future was very enlightening, and, despite a few discouraging stories, there was, overall, a spirit of optimism.

NOVEMBER 28TH-30TH 2003

Friday

In the afternoon, we were all welcomed by William Wandel, and then Catalin Taranu and Alexandre Dinerchtein spoke of their recent experiences in Japan and Korea and their future expectations and ambitions. Teaching featured highly in these plans. Then followed the reception and the opening of the European Masters

Saturday

Albert Fenech, a teacher from Strasbourg, and winner of the 1st Iwamoto European Award, described his successful method for teaching Go at his school. He illustrated this with a lively animation which explained the rules for capture, suicide, live groups and the end of the game. This can be viewed on the internet <web address?>. He also brought books and a tape of a Japanese TV programme. Albert answered questions and a discussion followed his presentation. Everyone agreed that the method of teaching was secondary to children actually learning the game, and teachers communicating enthusiasm and enjoyment of it.

Slavomir Piela then talked about the origin and development of the Polish Internet Go Academy which has been successful in bringing so many children in Poland to the game. It was also the winner of the 2nd IEA prize. A system of teacher-student-teacher-student was set up and this was continually refined as more people started joining. Twelve months after the start of the IGA, its first student reached the level of shodan. Their goals are to promote Go in areas with no clubs, to provide instruction, to nurture the study of Go and to encourage etiquette and awareness of the special nature and cultural context of Go. Slavomir spoke confidently of their plans for building on these achievements and, again discussion followed.

After lunch Kalli Balduin, winner of the 2nd Iwamoto European Award, talked warmly about his full time work with multi-cultural children in and around Berlin. He impressed us all with his clear and colourful ratings list and the way he quietly and effectively uses Go to build bridges of friendship across race and culture.

Wim Berkelmans then showed us his Go

Work Books series, starting at the most basic level and progressing systematically to an advanced stage. The aim is to develop both intuition and skill. We discussed marketing, and all agreed the books would be a useful addition to any Go teacher's resources. Wim distributed some samples for assessment.

Peter Wendes BGA Education Officer, then spoke about the importance of retaining the cultural context of Go when introducing it to children. When travelling throughout the country he takes music, laminated woodblock prints, poetry, slate and shell stones and stories to give a flavour of Go aesthetics and etiquette. Sheila Wendes shared some of her experiences of using Go with difficult children as a therapeutic tool.

There was then some discussion of problems encountered with approaching appropriate people, funding, manner of presentation, travel, follow up... Harald Kroll, from Germany, spoke of his



Peter and Sheila Wendes at the Fujitsu European Training weekend. Photograph: Tony Atkins

experiences and Attila Teby, from Hungary, added his comments. Everyone there contributed to discussion both formally around the table with its little flags and name cards, and, informally, at the bar, or over lunch or supper, or just mingling around the Centre or hotel. It was good to have Matthew MacFadyen's and Tony Atkins' familiar faces there with us. And I should mention the helpful and pleasant

Dutch with their excellent English, Frank Janssen, William Wandel, Wim Berkelmans, and also, Martin Stiassny who talked about his recent, very enjoyable, trip to Korea.

Matthew's and Frank's comments and discussion of the final games was a fascinating insight into the complexities of Go analysis. Everyone privileged to have attended this conference went away inspired!

YOUTH GO IN 2003

Paul Smith

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The year 2003 was a good year for Youth Go in the UK. There were some very good performances from individual junior players, and the number of active youth players and school Go clubs increased during the year.

and Tom Blockley. However, this was Jimmy's last year playing in this event so there was sure to be a new champion in 2004. The final results were:

The two big events of the year in junior Go are the Youth Go Championships and the Youth Grand Prix. The Youth Go Championships are held at the start of each year, it is here that the titles for UK champion in each age group are contested, as well as the overall Youth Go Champion and the best school. In the Youth Grand Prix, players score points by playing in Go tournaments throughout the year; the points they score at each event depends on how many of their games they win.

Youth Champion: Jimmy Mao,
Runner-up: Shawn Hearn
Under 18 Champion: Jimmy Mao
Runner-up: Shawn Hearn
Under-16 Champion: Jonathan Englefield,
Runner-up: George Matthews
Under-14 Champion: William Brooks
Runner-up: Paul Blockley
Under-12 Champion: Oscar John
Runner-up: Luke Barron
Under-10 Champion: Matthew Harris
Under-8 Champion: Ken Dackombe
Runner-up: Rory Braggins
School Champions: Bloxham School
Primary School Champions:
Cottenham Primary School
Team Champions Shared:
Bloxham School and Cambridge Junior
Chess & Go Club
Puzzle Competition Winners:
Luke Gymer and Andrew Haine
Prizes for 5 wins: Ken Dackombe, Shawn
Hearn, Jimmy Mao, George Matthews
Prizes for 4 wins: William Brooks, Matthew
Harris, Terry Wong

British Youth Go Championships

The Youth Championships in 2003 were held on 2 February at the Meadows Community Centre in Cambridge. The largest contingents of players came from Cambridge and from Bloxham School in Oxfordshire.

Jimmy Mao won his third successive national Youth title, equalling the record held by Sam Perlo-Freeman, David King

Top Performances of 2003

Many junior players excelled in Go tournaments during the year. Here are some of the best performances:

Li Shen from London is still only 12 and is by far the strongest player of his age in the country. He had a tremendously successful year in 2003, and was promoted to 5-dan during the year. He won first place in the Furze Platt tournament in January and the Oxford tournament in February. In August he was second in the Epsom tournament, with three wins out of three. In October he was second at Wanstead and the overall winner in New Malden; and in December he scored an excellent 6 wins out of 9 to finish fourth in the London Open. During this tournament he picked up the scalp of Emil Nijhuis 6-dan from Holland to add to wins earlier in the year against 5-dans Young Kim, Kiyohiko Tanaka, JK Shim and Edmund Shaw.

Jonathan Englefield from High Wycombe was the runaway winner of the 2003 Youth Grand Prix with 1283 points, more than 500 ahead of his nearest rival. He managed to compete in about 20 tournaments during the year, and scored 3/3 in Oxford, 4/5 in the Welsh Open, 5/5 at Three Peaks, 6/9 in the Small Board Championship and 3/4 at West Surrey. He had got up to 9-kyu by the start of 2004.

William Brooks aged 14 from Cambridge saw a great increase in his grade during the year, starting at 7-kyu and reaching 2-kyu by the start of 2004. He won 3/3 at the Trigantius, 5/6 at the British Open, won the youth tournament at MSO Cambridge, and in the London Open at the end of the year scored his first tournament win against a dan player.

Youth Grand Prix

In 2002, the Youth Grand Prix had come to a very close finish, and was decided in the

very last round of the last tournament of the year with Jonathan Englefield beating Paul Blockley by 13 points. In 2003 things were quite different as Jonathan was unstoppable and won by over 500 points from William Brooks in second place.

The Youth Grand Prix now has an annual prize fund of £100 donated in memory of John Rickard by his brother Jeremy.

Here are the top places in the 2003 Youth Grand Prix:

- | | |
|------|--|
| 1st | Jonathan Englefield 10-kyu
High Wycombe - 1283 points |
| 2nd | William Brooks 3-kyu
Cambridge - 778 points |
| 3rd | Paul Blockley 13-kyu
Worcester - 769 points |
| 4th | Li Shen 5-dan
CLGC - 655 points |
| 5th | Ken Dackombe 25-kyu
Bromley - 543 points |
| 6th | Kay Dackombe 23-kyu
Bromley - 493 points |
| 7th | Shawn Hearn 6-kyu
Sleaford - 469 points |
| 8th | Alex Beman 23-kyu
Leamington - 265 points |
| 9th | Jimmy Mao 1-dan
Bristol - 240 points |
| 10th | Matthew Harris 35-kyu
Cambridge - 230 points |

Go in Schools

This is a very positive time for Go in schools in the UK. Many children were introduced to Go in schools through the work of dedicated Go teacher Peter Wendes, and he was joined for a week in the summer by professional player Yuki Shigeno.

Peter Wendes will be running a seminar for the National Academy for Gifted Youth in the Library at Bletchley Park on 22nd May 2004.

For information about this or Go introductions for schools please contact Peter Wendes on 02392 267648
Or email: education@britgo.org

There are more active school clubs now than for some time. Players from the very successful clubs at Aston, Loughborough and Bloxham schools competed in tournaments during the year.



2003 has seen the launch of the UK Go Challenge. This is a tournament for schools, similar to

the very successful UK Chess Challenge. Schools and other youth organisations or clubs can hold their own heats of the challenge in the summer term of 2004. Players in the heats can win various prizes and also have the chance to qualify for national finals to be held in Manchester in July 2004.

For information about the UK Go Challenge go to www.ukgochallenge.com/

Or email: info@ukgochallenge.com

YOUTH GO CHAMPIONSHIPS 2004

Paul Smith

The Youth Go Championships 2004 were held on 1 February at King Edward VI School in Aston.

I travelled to the tournament from Cambridge with two Cambridge juniors, William Brooks and Matthew Harris. The journey was surprisingly quick and the school is very easy to get to from the M6.

It was really good to see how many children were playing in the tournament. There were over 50 in total. There were lots of children from Aston, groups from Bloxham and Loughborough Schools, and a scattering of others from around the country.

The first thing I noticed while the players were registering for the tournament were some boys playing multi-player Go with a set which had stones of five different colours. It was quite hard to work out what was going on in the game. William and Matthew both tried it out later; I think the secret is that you have to build very solid positions otherwise the other players can

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gang up on you and kill your groups.

It was very exciting to see such a large group of enthusiastic young players. There were some players with a reasonable amount experience of playing in tournaments – William, Shawn Hearn from Lincolnshire, Jonathan Englefield from High Wycombe, Jake Finnis and Jemma Hole from West Cornwall, Paul Blockley from Worcester and Kay and Ken Dackombe from Bromley. But there were also a lot of players I had not heard of before. These were of all different grades, many down around 35-kyu but many stronger players at 15-kyu and above too. I wondered how these players would do against the more experienced ones, and whether their grades would prove to be accurate.

With so many players, there was the prospect of many interesting battles for the titles of champion in each age band. In the under-18 section, Shawn was the strongest

rated player at 6-kyu, but there was also Chao Gao 7-kyu from Bloxham and various players from Aston headed by Chris Ellis 9-kyu. William at 2-kyu was favourite to win the under-16 section, with the next strongest player Jonathan at 9-kyu. In the under-14s, there was Jake at 12-kyu, Paul at 13-kyu and quite a few strong players from Aston including Ravinder Athwal at 11-kyu. In the under-12 section Matthew was up against a lot of Aston players including Satvinder Dhillon and Costas Televantos, both at 26-kyu.

The tournament system used in Youth Championships is a special system devised by Simon Goss. Players start off competing to see if they can be champion or runner-up in their age band. If they are defeated, they move into playing handicap games. This system has worked very well over the years and a similar system is now used for the Small Board Championships in the autumn.

Once the first round was underway, I had a look at the games in progress, and it appeared that there were many close games and no obvious mismatches. This suggested that people's gradings were not so inaccurate. So it proved when the results came in that the players who had not been to tournaments before were generally performing very well up to their grade. In particular, the teachers at Aston, Loughborough and Bloxham have clearly done a great job in getting good estimate

grades for their pupils.

There were plenty of things to do in between games in the tournament. For example, Brian Dackombe was organising a pairs' pool competition, and France Ellul was running a stall selling Go books and equipment.

There were some significant results from the first round. Chao Gao beat Shawn Hearn in the under-18s, while in the under-14 competition, Rathvinder Athwal had beaten Jake Finnis. In the under-12s, Costas Televantos won the battle of the two Aston 26-kyus.

In the second round, Chris Ellis also beat Shawn, so it seemed likely that either Chris or Chao Gao would be the under-18 champion. In the under-14s Thomas Blockley more or less wrapped up the title by beating Rathvinder and in the under-12s Costas and Matthew were still undefeated along with Joshua Tipping 34-kyu from Aston.



Players at the Youth Go Championships 2004

Photograph: Paul Smith

Meanwhile a special challenge match had started in a room upstairs between top junior player Li Shen 5-dan from London and reigning British Champion Matthew Macfadyen 6-dan. Li Shen was taking black in a no komi game. Edward Blockley periodically brought the moves down from upstairs and played them out on a demo board so that we could all follow the progress of the match. It was a very exciting game. After a while we could see that a white group at the bottom of the board was in danger of being captured. We did successfully work out after a few more moves that it was dead, but we had no idea whether it had been deliberately sacrificed and whether Matthew Macfadyen was now losing or was still in the game!

In the third round of the tournament, Chao Gao beat Chris Ellis to take the under-18 title, the first individual title won by a Bloxham player. William beat Jonathan Englefield to tie up the under-16 title. We knew already that Paul Blockley had won the under-14s and Ken Dackombe the under-10s. Still unresolved were the overall championship, the under-12s title, and the team championships. The under-12s was now between Matthew and Costas.

When the result of the challenge match upstairs came through, Li Shen had won by 3 points. Later the players came downstairs and went through the game on the demo board. There was a large and attentive audience. We found that the game had still been close at the point when the white group died (I think).

After round 4, only William and Chao Gao were left in the hunt for the overall title. Meanwhile, William and Matthew playing together had reached the final of the pool



Chao Gao (Under 18 winner) playing William Brooks (Under 16 winner)
Photograph: Hugh Alexander, Bloxham School

tournament, so our small Cambridge contingent was having quite a successful day.

At this point I had to get started calculating the team results. The winners of the team championship hold the Castledine Trophy for one year, and this is open to any team of three players from the same school. The results are worked out by a clever formula to take into account the grades of the players so I had a lot of adding up to do before the end of round 5 to make sure that we knew who had won in time for the prizegiving.

The final round saw William win to take the overall title. The game was closer than he would have liked and he felt that Chao Gao was undergraded at 7-kyu. Meanwhile Costas beat Matthew to win the under-12 section and give Aston their first individual title.

Once the team scores had been calculated, it was clear that Aston had taken the team championship too, the first time that they have been champion school.

Soon it was time for the prizegiving. Here are the full results:

Overall winner and British Youth Champion for 2004: William Brooks (Cambridge)

U18: Chao Gao (Bloxham).

2nd: Chris Ellis (Aston)

U16: William Brooks (Cambridge).

2nd: Jonathan Englefield (High Wycombe)

U14: Paul Blockley (Worcester).

2nd: Ravinder Athwal (Aston)

U12: Costas Televantos (Aston).

2nd: Matthew Harris (Cambridge)

U10: Ken Dackombe (Bromley)

Castledine trophy (School Team Winners):
Aston

Team handicap tournament (tied):
Loughborough and Bromley St Johns

Puzzle competition:

Antony Keen (High Wycombe)

Score of 5/5: William Brooks

Score of 4/5: Chao Gao, Jemma Hole, Kay Dackombe, Ken Dackombe, Savio Fong (Loughborough), Wilson Hau (Loughborough), Greg Yates (Aston), Matthew Harris, Derek Chan (Bloxham), Charlene Chen (Bloxham).

The prizes were also presented for the 2003 Youth Grand Prix. Jonathan Englefield had won by a large margin, with William Brooks second and Paul Blockley third. For the first time there was a prize fund of £100

as well as trophies for the top three players. This prizemoney was donated in memory of the late John Rickard by his brother Jeremy.

It had been a wonderful day, and many thanks are due to Mike Lynn for organising such a great event. And to all the others who helped out on the day. It is nice to see Go thriving at Aston, Loughborough and Bloxham, with so many players from these schools, and quite a few of them winning prizes. I hope that even more schools will be able to send teams to the championships next year. I certainly hope that I will be able to persuade more Cambridge players to come too.

The journey home seemed a lot longer, perhaps we were weighed down by all the things William had won. I believe that he is the second youngest player ever to win the title, surpassed only by Thomas Blockley who was still in the under-14 section when he first won the youth title in Cambridge in 1998.

I know that William is planning to travel to the European Youth Championships in Cologne, which should be another tremendous event – last year in Cannes there were about 300 children from all over Europe taking part. It would be great if we could have a few more Brits in this year's tournament. Anyway, I wish the best of luck to William and any of our other British junior players who make the trip there.

