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Front cover: Bruno Poltronieri and Joanne Leung at the International Amateur  
Pair Go Championship Photo: Japan Pair Go Association, [pairgo.or.jp](http://pairgo.or.jp)

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# PRESIDENT'S MESSAGE

Toby Manning

[president@britgo.org](mailto:president@britgo.org)



## Insurance Update

I make no apology for returning to the vexed question of insurance – as some venues demand it, the lack of insurance can result in events not happening, or requiring significant additional work and/or expenditure by Tournament Organisers.

Since my message in the previous Journal, we have taken out a special 'Event Insurance' policy. This provides Public Liability Insurance for up to 45 specified events each year, each one lasting up to 3 days. We will ensure that this policy can cover all regional tournaments, as well as those run by the BGA itself (including the British Congress and the British Championship). However, this Insurance policy does require us to consider Health and Safety aspects of running Go Tournaments, and to ensure that these are covered the Board has appointed Board member Sam Bithell as its Health and Safety Officer. Sam has produced, with Board approval, a number of documents;

the Prime Policy document is at [britgo.org/HealthandSafetyPolicy](http://britgo.org/HealthandSafetyPolicy) and other documents are linked from that page.

There will be a few simple requirements on Tournament Organisers who wish to benefit from the protection provided by this insurance:

- The Tournament Organiser must be a member of the BGA;
- the Tournament must be registered with the Board at least 2 weeks before the event (ensuring it is on the event calendar [britgo.org/tournaments](http://britgo.org/tournaments) is sufficient);
- the BGA policy mentioned above must be complied with;
- a Risk Analysis needs to be undertaken.

A Risk Analysis merely consists of thinking about what might go wrong, and identifying what (if any) steps can be taken to reduce either the likelihood of an adverse event occurring, or if it does occur then its severity.

As most tournaments have a very similar format they will have similar risk analyses – tempered only by a few site-specific issues – and so we have produced a standard template which can be used. Tournament Organisers should contact Sam ([HSE@britgo.org](mailto:HSE@britgo.org)) for advice; he will be able to complete the template for you once you provide a few site-specific details, the process for which is simplified by using this google form: [forms.gle/HK8D69RooZ7SHWR46](https://forms.gle/HK8D69RooZ7SHWR46).

We stress that all this is optional: there is no requirement for Tournament Organisers to comply with these simple requirements unless they wish to benefit from the BGA events insurance policy, although we strongly recommend that they do so as we consider them to represent best practice.

Although we have tried to minimise any bureaucracy, you may still think it is all 'over the top' and I have a lot of sympathy with this view: like all such issues it is totally irrelevant until suddenly it isn't!

### Are Your Friends BGA Members?

While we encourage all Go players to become BGA members, there is no compulsion – and we have no

desire to 'name and shame' anyone who is not a member (it would also be inconsistent with data protection legislation). But a gentle reminder at your club, "By the way, are you a BGA member? Have you considered joining?" would not go amiss.

### Board Membership

As I have mentioned previously, I will be stepping down as President at the AGM in late Spring (although I propose to remain as a Board member for at least a year, subject to your approval). We are always looking for more help in running the BGA, and if you would like to discuss how you might help then please contact me at [president@britgo.org](mailto:president@britgo.org).

□

### Credits

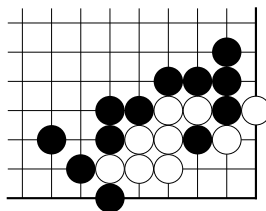
Many thanks to all those who have helped to produce this Journal.

**Contributors:** Tony Atkins, Richard Hunter, Artem Kachanovskyi, Toby Manning, Francis Moore and Yang Yuchia.

**Proofreading:** Tony Atkins, Barry Chandler, Mike Cockburn, Brent Cutts, Martin Harvey, Richard Hunter, Bob Scantlebury and Nick Wedd.

*Pat Ridley, Editor  
February 2024*

### JOURNAL PROBLEM 1



Black to play.

# UK NEWS

Tony Atkins

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Full UK tournament results are available at [britgo.org/results/12months](http://britgo.org/results/12months).

## Wessex

This event, the 53<sup>rd</sup> edition, took place as usual at St Marks Community Centre in Bath on Sunday 29<sup>th</sup> October. Turnout was good; after a few late withdrawals and some on-the-day entrants they had 36 players and one unnecessary 'ghost'. It was especially pleasing to see a number of new faces. Possibly the main downside of the day was the parking; Bath Council seems to be making a good job of deterring all traffic from the city centre. The organisers will look into what can be done for next year.

The tournament was run over three rounds, fuelled by a vast pile of doughnuts, fondant fancies, biscuits, and ample tea and coffee.

The eventual winner, receiving the Wessex Trophy from Paul Atwell, was Tianyi Chen (5d Liverpool), fighting off the challenge from Jake Game (4d), who has recently arrived from the USA and settled in Swindon. Other winners on three out of three were Clinton Yu (18k Manchester), Saber Khan (12k Bath), Patrick Ridley (9k Chester) and Scott Griffiths (4k Bristol).

## Bar Low

There were 32 kyu-graded players in this year's Bar Low on Saturday 4<sup>th</sup> November. The event was hosted as before at the London Go Centre, thanks to their organising team of Gerry, Richard and Peter. Thanks to the event's continuing ongoing anonymous sponsor, all the prize

winner were able to order a Go book of their choice up to £25.

The winner was Brook Roberts (3k London City) who won all five games. Second was Mike Cockburn (1k St Alban's) with four wins, one win ahead of Gilles Englebort (2k Oxford University). Lower down, Phillip Skelland (11k) and Rachel Chik (17k Cambridge) won all five games. Those on four wins were Tin Yan Naomi Tong (7k), Jayden Navarro (8k London Go Centre), Zoe Walters (10k Cambridge), Horace Stoica (15k London Go Centre) and Peter McLoughlin (16k London Go Centre)

## Three Peaks

As usual now, the Wheatsheaf in Ingleton was the venue for the Three Peaks, on 4<sup>th</sup> and 5<sup>th</sup> November. Being able to play in rural northern Yorkshire attracted 33 players. Winning the first prize of £50 was young Ryan Zhang (2d London). Peikai Xue (4d UCL) was second with four out of five and third was Yangran Zhang (3d Manchester) with three. Leandro Soriano Marcolino (9k Lancaster) won all five games, whilst Stephen Tweedie (5k Edinburgh) won four and Michael Cumpstey (5k Cumbria) won three out of three.

## Small Board

Because the 2022 edition of the British Small Board Championship was delayed until February, the 2023 edition on the afternoon of Saturday 18<sup>th</sup> November became the second of the year. Both were held in Pembroke College Old Library in Cambridge,

but the second attracted four fewer players with 34. There was an overall winner prize of £25 provided by the BGA and this went to local student Tunyang Xie (5d).

A large number of the players were youngsters, mostly from the local club and from Tonbridge School. Some junior prizes of money and chocolates provided by Cambridge Youth Go were part of the attraction. The prize winners were: top junior Mark Kirillin (4k), top younger junior Bowen Li (28k), junior with five wins Elijah Whitbread (16k) and those with four wins Carlos Han (3k), Justin Leung (8k), Alida Chan (13k), Odysseas Jones-Roumeliotis (17k) and Audrey Leung (26k).

## Northern

It was a rainy Sunday 19<sup>th</sup> November in Greater Manchester, writes organiser Chris Kirkham, but the atmosphere in the Go tournament was even better than usual. The attendance, at 56 players, was the largest it has been for many years, and the location, in the underpass of Cheadle Hulme School, even better than in recent years, when it was in the dining room above.



**Colin Williams (left) and Chris Kirkham**

The new name to go on the trophy as winner is Ryan Zhang (2d) from London, with a tie for 2nd place between Haolin Cheng (2d) from Sheffield and Yangan Zhang (2d) from Manchester. Gaining prizes for winning all three games were: Sam Curran (6k Sheffield), Elliot Barlow (13k Cheadle Hulme School), James Zhao (14k Cheadle Hulme School), Lauren Hindmarsh (14k Lancaster), Joseph Martin (16k Sheffield University), Claude Robinson (24k Cheadle Hulme School), Olivia Jennison (26k Cheadle Hulme School) and Joe Bonser (35k Cheadle Hulme School). Also getting a prize for winning 2.5 games was Ai Guan (1k Birmingham).



**Louise Bremner (left) and Bjorn Eurenus**

Helen and Martin Harvey ran a 13x13 tournament on the side, and Olivia Jennison and James Zhao, both from Cheadle Hulme School, won prizes for most games played and highest percentage of wins respectively.

Thanks to Cheadle Hulme School for the excellent accommodation (including the car park), and to

teacher David Barnett, who was present throughout the long day and presented the prizes. Thanks also go to Helen and Martin Harvey for their efforts on the day and indeed for developing Go in the school to this level.

### T Mark Hall

The T Mark Hall Rapid at the London Go Centre was delayed until 9<sup>th</sup> December, attracting 26 players. Three players ended at the top on four wins out of five, having beaten each other. Dongshan Wang (4d) was the player who lost out on tie-break to joint winners Tianyi Chen (6d Liverpool) and Jun Su (4d Cambridge University). Three London Go Centre players did well lower down; Rawle Michelson (4k London Go Centre) won all five and Horace Stoica (14k) and Lev Proleev (16k) won four.

### London

The 49<sup>th</sup> London Open was dominated by two Chinese boys who between won all three tournaments. Some may remember Yue Wen from when he lived in London about five years ago and was 7k.



**Yue Wen (left) and Charlie Akerblom**

His brother Qi Wen was too young to compete then. Both youngsters opted to spend lockdown studying Go, together with taking lessons in both Japan and China, and nowadays at 7d are among the Chinese children attempting to pass the pro test, both surely the youngest ever event winners at the London Open.

As usual the event was played over the last four days of the year at the London Go Centre, attracting several players from mainland Europe, including Catalin Taranu who was the resident pro giving lectures and game analysis sessions.



**Tik Wai (Michael) Cheung**

In all there were 84 players in the Open, plus there were ten more strong European players playing in the 7<sup>th</sup>



European Grand Prix Finale (see also World News on page 40), some of whom joined in the side events.



**London Open winners**

Yue Wen (7d LGC) won the Open with six wins, on tie-break from Yicheng Xiao (7d UCL), having only lost to third place Mingyuan Sun (6d Nottingham) who topped the group on five wins.

Best below the 5d bar were 'Michael' Tik Wai Cheung (4d Nottingham),

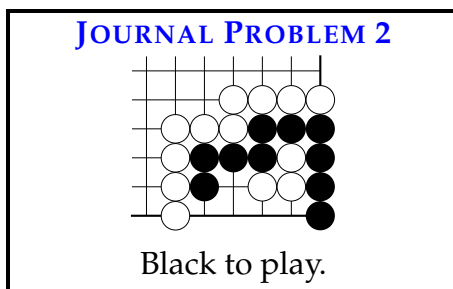
Linghan Wang (3d) and Wai Yi Chung (4d). Michael also won the David Ward Cup for best British player.

Prizes were also awarded to the best SDKs Kam Chuen Leung (1k LGC), Steffen Mazanek (1k Dresden) and Bjorn Eurenus (2k Lancaster), and best DDKs Egor Dunaev (11k Oxford) who won all seven, Joe Monk (12k Epsom) and Mei Wang (12k Trier). Maxim Dunaev (8k Oxford) also did well winning all seven and Jonathan Decembry (7k Luxembourg) won six.

The Friday night Pairs tournament was naturally won by the brothers Yue Wen and Qi Wen playing together. The second-place prize was split between runners-up Yaoling Yang and Yicheng Xiao, and Mark Baoliang Zhang and Mei Wang who won three games out of three lower down the ranking.

On the Saturday night, the double-elimination Lightning was won by Qi Wen and second was Yicheng Xiao.

□



# HOW TO USE THICKNESS

Toby Manning

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In the first round of the 2023/24 Pandanet Go European Team Championship, team captain Bruno Poltronieri gave a masterclass in the use of thickness in his match against Heming Hanevik of Norway.<sup>1</sup> Diagram 1 shows the position after 95 moves.

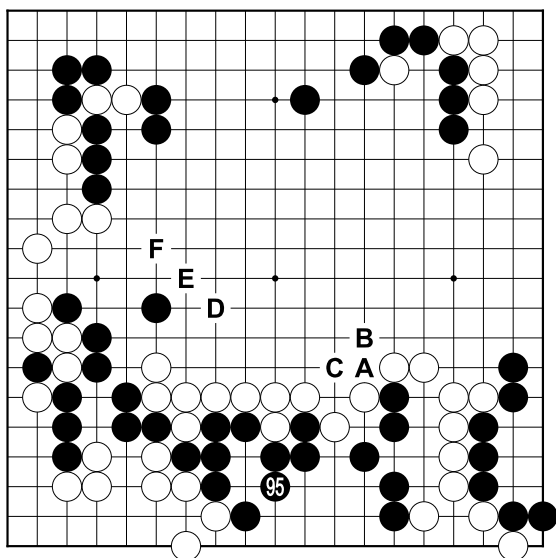


Diagram 1

Bruno (White, to play) has established thickness on the lower side; although there is an apparent weakness at **A**, a black cut there is countered by a play at **B**, while the peep at **C** is answered by **A**. However, his group does not have even one eye, while the black group on the lower left could make one eye on the edge in gote. Meanwhile Black has around 60 points on the upper edge, so he is well ahead in terms of secure territory.

Where should White play? Please choose between **D**, **E** and **F**, then turn to page 19.

□

<sup>1</sup>The game file is at [britgo.org/files/pandanet2023/FrenchDude-Fears-2023-10-24.sgf](https://britgo.org/files/pandanet2023/FrenchDude-Fears-2023-10-24.sgf).

# LOOPHOLE SHODAN

Francis Moore

fmoore@nis.ac.jp

I have been playing Go since I was about 16, when my father (who played it himself at University in the 60s) showed me the game whilst on a family holiday to Crete. Before that time, he and I used to play chess together, but upon his showing me Go, I immediately realised that here was something far more interesting, and I wondered why he had wasted so much of my time faffing around with that other game.

Since that time, though, my progress has been pretty slow. When moving to London for University in 2001 I immediately started frequenting the clubs and learned fast; but far slower than some, who quickly skyrocketed to the dan levels. I seemed to hit a stumbling block and slowed right down after about 8 kyu, struggling painfully up the ranks over many years.

In the winter of 2022, I decided enough was enough and I darn well needed to get myself up to Shodan level by the end of the following year. I had let myself be distracted by irrelevant nonsense like career, family, food and shelter for long enough, and it was time to return to more serious subjects. For the first time in many years, I started to feel myself making real progress – not, perhaps, as speedily as I would have liked, but certainly going up a few stones. I hit 3kyu on KGS and finally even managed to defeat a Shodan in an even game over a real board, which encouraged me greatly. But I was still not a Shodan myself.

Serendipitously, in the autumn of this year, we moved to Japan, at the insistence of my wife who was pining for home after the enforced covid lockdowns. I found a job in Nagoya and have found the change of life quite pleasant for the most part. Living in Japan has many advantages, but one of the very best from a British Go player's point of view is that, thanks to the odd differences between equivalent rank ratings in different countries, a 3 kyu British player getting on the plane at Heathrow is suddenly, as if by magic, transformed into a Shodan player as soon as he touches down in Japan. Whilst I confess there is more than a touch of shame at having achieved my goal of reaching Shodan by this rather unconventional method, it is nonetheless extremely gratifying to finally be able to say 'Shodan desu' as I take my seat across from an opponent. Well – I shall keep studying nonetheless. I know dan players in the UK can still wipe the floor with me with ease and I do still hanker after that British Go Association Shodan Certificate to put up on my wall someday.

I may not have made the personal progress in Go that I would have liked, but I like to think I do my bit for Go promotion. As a primary school teacher, I have made it my business to set up Go clubs in every school I have taught at in London. Now, in the tradition of selling ice to eskimos and shipping coal to Newcastle, I thought it would be a good idea to set up a Go club at the international primary school in Nagoya, where I now work.

One of the first steps in setting up a club is getting your hands on some beginner's sets. To that end, I paid a visit to the Nihon Kiin's Central Japan Branch, to enquire if they would be as helpful as the British Go Association has been to me over the years in providing me with some cheap equipment. When my pre-prepared remarks of who I was and what I wanted totally failed to be understood, and I was wallowing miserably in my total inability to speak Japanese, I was delighted to be rescued by the timely arrival of Shigeno Yuki 2p, who after spending many years as Secretary of the IGF and living in Europe, speaks excellent English.



**Shigeno Yuki 2p with some of the newer AIGO-2 MDF boards**

After very kindly helping me with my request, she also invited me to a talk the following week, to be given at a children's Go school in Ozone. The talk was to be given by Mr Mitsuharu Kakijima, founder of the Japanese Visually Impaired Go Association.

I remember distinctly the first time I saw a 'Blind Go Board', but it's hard to put my finger on how long ago it was. Probably somewhere in the region of about 15-20 years ago if I had to guess, and I think it was at the Nippon Club in Piccadilly, when it used to hold meetings of the Central London Go Club. There was a small crowd of interested observers crowded around the owner of the board as he played against a challenger.



**Mr Kakijima showing a small version of his Aigo-2 design**

"Ah, I've heard about this. . ." I said. "Now you've seen it!" replied the owner as he read the position on the board with his fingers. Then he added, with a chuckle "I still haven't, though. . ."

The board was plastic, with raised lines for the intersections, and stones with grooves on one side that would allow them to slot easily but securely into position on those raised lines. The black and white stones were identical in shape, save for the black stones having a single raised dot on the top, to enable them to be distinguished from the white by a quick brush of the fingertips. This was the 'AIGO', invented in 1980 by Masanori Yoneda.

Since my Japanese is still pretty poor to say the least, Shigeno-sensei was kind enough to give me translated highlights of what Mr Kakijima was saying. It seems that Mr Kakijima came across the AIGO himself but was disappointed to discover that the original moulds for the board had been lost, and therefore that manufacture had been discontinued. He managed to raise the funds to create a new mould, this time with the additional feature of a 13x13 board on the reverse side, and also to create a successor design, the AIGO-2, which is made of a lighter and more attractive laser-cut MDF material.<sup>1</sup> Mr Kakijima is now promoting the product and raising awareness throughout Japan and the world.



**Mr Kakijima spoke of Haruto Iwasaki – see below**

It was very interesting to hear of Mr Kakijima's own story in pursuing Go as his passion, as well as his accomplishments in assisting visually impaired persons on their own journeys. One particularly impressive example was that of Haruto Iwasaki, a visually impaired 15-year-old who reached 7 dan and became an insei at the Nihon Kiin in Tokyo, using the equipment promoted by Mr Kakijima. He got acute lymphoblastic leukemia when he was 14 months old, losing vision in his left eye, and decided

to promote Go with AIGO2 after the leukemia returned last year.

Mr Kakijima's passion for promoting Go stems in part from his desire to promote equality. As he explained: "When the Go board is set between two persons, they meet as equals – regardless of age, gender or disability".

Whilst I could only understand a little of what was being said, I understood enough to feel quite moved by Mr Kakijima's story and by his passion for that same game which I love. I'm very glad to hear that through his efforts and the others of his Association, Go can be more easily enjoyed by the blind and visually impaired. I hope the Association continues to have great success and that awareness can be raised in Europe about this development.



The author managed to play a quick 13x13 blitz game with Mr Kakijima just before the end of the session. It was an extraordinarily violent game, but I luckily managed to find a snapback sequence that forced a resignation. A very close run thing up to that!

<sup>1</sup>See [aigo.tokyo/](http://aigo.tokyo/) for more information (in Japanese).

# ADVICE FOR DOING TSUMEGO

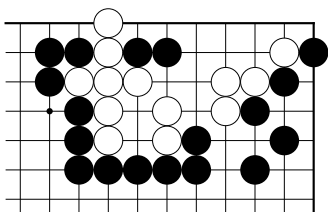
## – PART THIRTEEN

Richard Hunter

This article looks at problems that feature five-point nakade killing techniques in either the correct or failure lines. You may hear people use the Japanese term *gomoku nakade*. As shown in BGJ 120<sup>1</sup> and on Sensei's Library<sup>2</sup>, there are two five-point **killing shapes**, which are solid clumps of stones. The basics are covered in more depth in parts 1–5 of my articles in BGJ 120–124<sup>3</sup> and in my book *Key Concepts in Life and Death*<sup>4</sup>. However, all the positions presented here are new.

### Problem from Part Twelve in BGJ 205

#### PROBLEM 1



Black to play

The two black stones inside White's group look hard to rescue, so White will get at least one eye there. She also has a potential eye (an eye in gote) in the centre. However, there is a gap in her wall, which could let Black cut there. So Black needs to reduce White's eye space and form a killing shape inside in sente and then break the eye in the centre. The key here is move order and killing shape creation. This problem has many interesting variations that illustrate several important techniques.

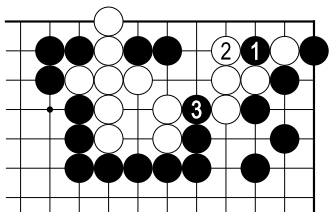


Diagram 1 – failure

① reduces White's eye space and threatens to connect to the two stones inside. Next, ③ looks good because once again it threatens to save the two black stones.

<sup>1</sup>[britgo.org/bgj/bgj120](http://britgo.org/bgj/bgj120).

<sup>2</sup>[senseis.xmp.net/?KillingShapes](http://senseis.xmp.net/?KillingShapes).

<sup>3</sup>[britgo.org/bgj/bgj.html](http://britgo.org/bgj/bgj.html).

<sup>4</sup>[gobooks.com/books-by-publisher.html#hunter](http://gobooks.com/books-by-publisher.html#hunter).

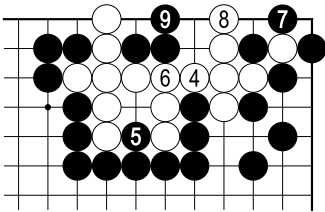


Diagram 2 – White’s mistake

④ is wishful thinking by Black.

⑤ threatens to cut at 6, so White has to connect there. This breaks White’s potential eye in the centre in sente. Then Black captures the white stone at the top with ⑦, which stops White from making a second eye there. White maximizes her eye space with ⑧, but ⑨ kills her. If necessary, Black can increase this three-stone shape to a five-stone killing shape that almost fills White’s six-point eye space.

If White plays anywhere inside, the result is just a smaller killing shape. After ⑨, White is dead by five-point nakade.

Sadly, this nice result for Black requires a mistake by White.

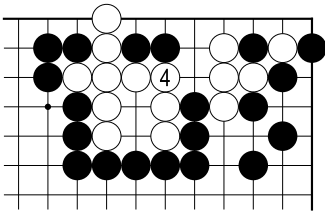


Diagram 3 – White’s refutation

White should play ④ here. This lets her either connect on the third line or play on the second line, which captures the two black stones.

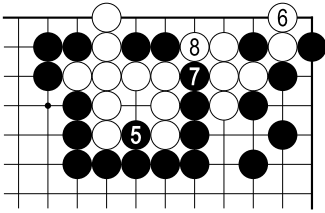


Diagram 4 – White lives

Breaking the potential eye in the centre with ⑤ lets White save her stone in atari and make an eye there. After ⑧, White has three liberties on the left, whereas the two black stones have only two, so they will get captured giving White her second eye.

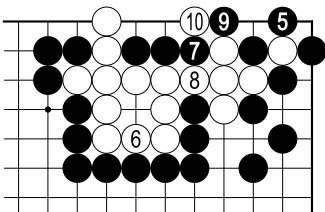


Diagram 5 – White lives

If Black captures with ⑤, White makes the eye in the centre with ⑥ and captures the black stones inside with an *oiotoshi* (connect and die) to make a second eye.

Instead of capturing with ⑤, a straight descent would lead to the same result.

If Black captures in the corner immediately (with 3 at 5 here), White can live. I leave that and other variations for you to confirm.

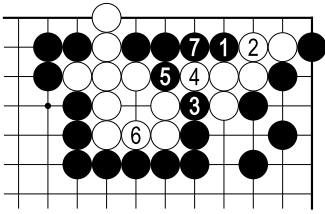


Diagram 6 – White's mistake

Starting at ❶ looks promising. However, it only works if White replies sub-optimally – ❷ is more wishful thinking by Black. This problem nicely illustrates the importance of reading out your opponent's strongest replies. ❸ forces White to block at ❹ since 4 at 5 would let Black connect out with 5 at 4 in this position because of the presence of ❶. After ❺, moves 6 and 7 are miai. Whichever one White plays, Black plays the other one and kills her.

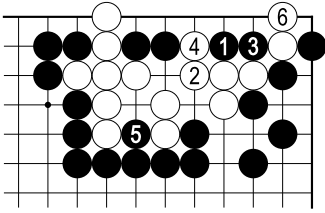


Diagram 7 – White's refutation

Instead of connecting with ❷ in Diagram 6, White's strongest reply is to give way and play ❷ here. If Black plays ❸, then ❹ captures the two black stones on the left and leaves two ways to make a second eye. If Black breaks the eye in the centre, ❻ ensures she lives. If Black plays 5 at 6, White makes her second eye in the centre with 6 at 5.

So having seen two failure lines, how should Black start? We already saw the final result of the correct answer in Diagram 2. The question is how to achieve it when White plays her best replies. Move order is crucial here.

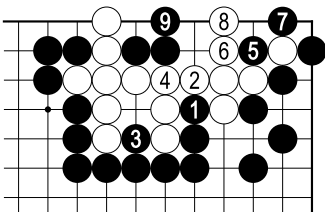


Diagram 8 – correct

Black must start by pushing in with ❶. White must block with ❷ to stop Black from connecting. Playing 2 at 4 (which was better for White in Diagram 3) would let Black push in further at 2 and save his two stones. Next, ❸ breaks the eye in the centre, forcing White to connect at ❹. Finally, Black captures with ❺ and ❷. After ❸, ❹ kills by gomoku nakade: the same result that we saw before.

The Japanese text accompanying the source book diagram (simplified here) is: 白 4 ...、黒 9 ... 五目中手です。 The key text is 五目中手 *gomoku nakade*, which means 'five-point nakade'.

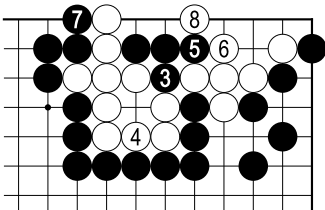


Diagram 9 – Black's mistake

Cutting with ❸ here fails. White has enough liberties to make the eye in the centre and capture the black stones at the top.



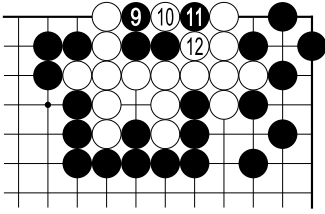


Diagram 10 – Black's mistake

⑨ here fails. White immediately throws in at ⑩ to prevent Black from creating a square four and then crushes the stones with ⑫. It is illegal for Black to connect (which would form a five-point killing shape) because that would leave Black with no liberties while not capturing and removing any of White's surrounding stones. Therefore, White can get two eyes by capturing later if necessary.

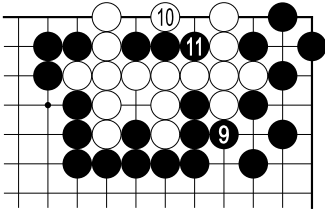
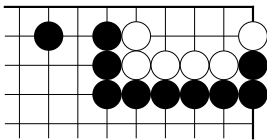


Diagram 11 – Black's mistake

⑨ here fails too. White can take the vital point with ⑩ and live. The best result that Black can get is a seki in gote by making a straight three inside.

## New Problems

### PROBLEM 2



Black to play

This is a fairly easy problem with a simple shape that might come up in a game.

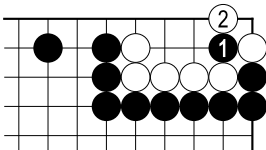


Diagram 12 – failure

Cutting with ① is a simple move, but ② creates a ko. Black can do better.

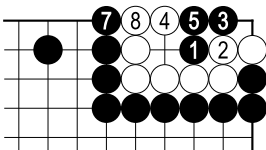


Diagram 13 – failure  
(⑥ elsewhere)

① looks like a key point, but White can live. ③ is answered by ④ and White lives in seki.

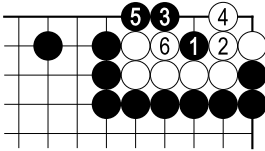


Diagram 14 – failure variation

③ is answered by ④ and White lives unconditionally.

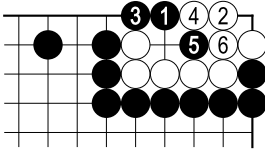


Diagram 15 – failure

① here fails too. White lives with ②.

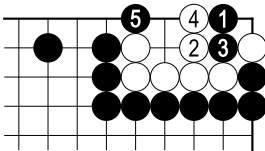


Diagram 16 – correct

Black should start with ① here at the 2-1 point. If White plays ②, Black cuts with ③. ④ does indeed capture the two black stones in a snapback, but the hane of ⑤ leaves White with a shortage of liberties. Trying to make a second eye would be self-atari. White is dead.

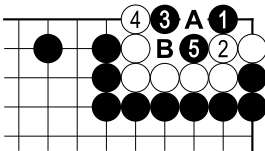
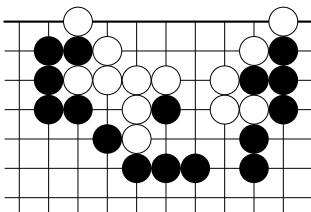


Diagram 17 – correct variation

If White connects with ②, Black jumps to ③ and then plays ⑤, creating a hollow killing shape that reduces White to one eye. White is dead. If necessary, Black can fill in the hollow pyramid by playing at A, creating a solid pyramid. Then, he can add a stone at B to make a five-point killing shape. Instead of starting with A, playing at B would be a mistake that lets White live by capturing with A.

Playing ③ at 5 would be a mistake that leads to seki, as in Diagram 13.

### PROBLEM 3



Black to play

This problem illustrates an important feature of the five-point nakade and a new killing technique. The basics were discussed in my article in BGJ 123<sup>5</sup>. The problem is difficult, but interesting and instructive.

<sup>5</sup>[britgo.org/bgj/bgj123](http://britgo.org/bgj/bgj123).

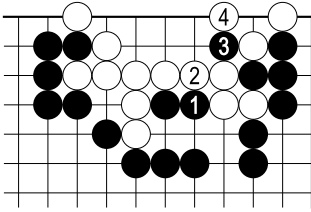


Diagram 18 – failure

Starting with ❶ is not best. White can make a ko with ❷.

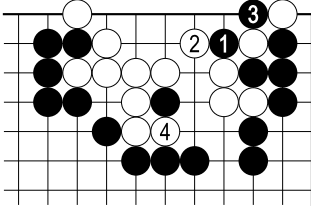


Diagram 19 – failure

Capturing with ❶ lets White make a second eye.

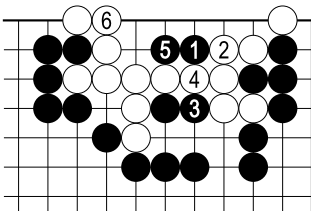


Diagram 20 – correct

Black should start with ❶. This threatens to cut to the right, so White must connect with ❷. Next, Black saves the stone in the centre with ❸, which also forces White to connect with ❹. Then Black extends with ❺. White connects at ❻ to maximize her solidly surrounded eye space, but even after ❻ she is not alive: she can be killed. That might be hard to see even now and even harder to read out from the problem diagram.

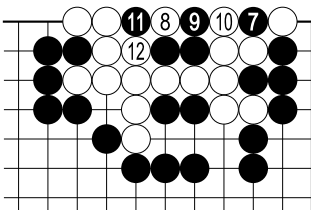


Diagram 21 – Black's mistake

Throwing in at ❷, with the aim of reducing White's eye space, is a mistake. White lives with ❸. ❹ lets White make two eyes and 9 at 12 lets White make a seki.

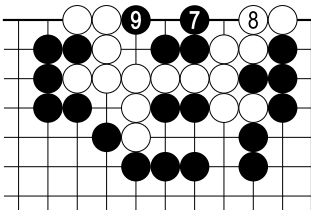
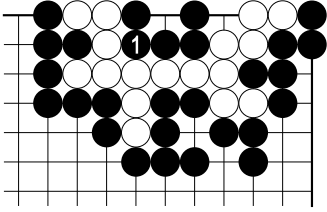


Diagram 22 – correct continuation

Black should turn with ❷. It might seem that White lives with ❸. She gets a solid wall surrounding seven points of territory.

Although there is one six-point killing shape, it is three lines high, which is inapplicable here. However, ❹ is a killing tesuji.

Instead of ⑨, playing to its right and making a square four would lead to life in seki for White. Any six-point solid clump that Black formed in this long, low eye space would not be a killing shape. After ⑨, if White adds a stone inside, Black can make a five-point killing shape, so White will play elsewhere instead. What is the status of White's group?



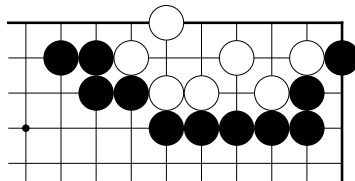
**Diagram 23 – correct continuation**

Black can leave the position in Diagram 22 until the end of the game or until any of his outside stones get into danger of being captured. If White disputes Black's claim that she is dead, Black can fill all the outside liberties and then play ① creating an eye. This is not self-atari on Black, but it does put White into atari. There is nothing White can do to avoid being captured.

This is an important killing technique, related to nakade, that comes up in games and book problems. I covered this in more detail in BGJ 123<sup>6</sup> and in my book<sup>7</sup>.

**PROBLEM 4 – PROBLEM FOR PART FOURTEEN**

Below is a problem that I will discuss in the next part.



**Black to play**

<sup>6</sup>[britgo.org/bgj/bgj123](http://britgo.org/bgj/bgj123).

<sup>7</sup>[gobooks.com/books-by-publisher.html#hunter](http://gobooks.com/books-by-publisher.html#hunter).

# HOW TO USE THICKNESS – ANSWER

Toby Manning

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Here is the answer to the question posed on page 8.<sup>1</sup>

Thickness should not be used to make territory, so white **D** (at ⑫ in Diagram 2) is wrong: it would be answered by black **E** (at ① in Diagram 2) after which it would be difficult to attack the black group. It would then be difficult to turn the centre into enough territory to win the game; there is too much open space.

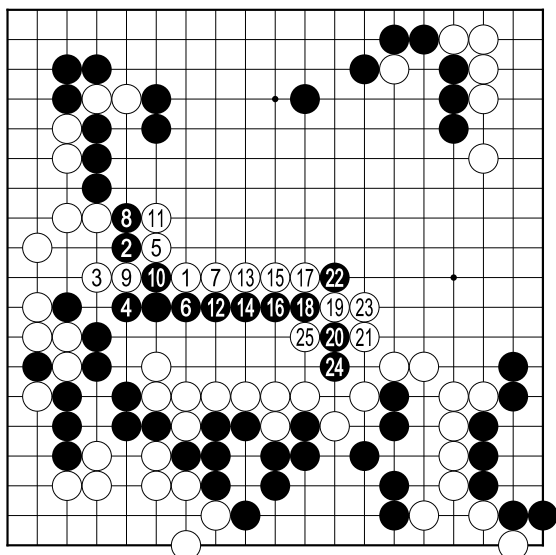


Diagram 2

Instead, thickness should be used to attack groups: it should represent an anvil against which the opposing group should be hammered. Therefore white **F** (⑤) is plausible, but white **E** (①) is best (and what was played in the game), and the sequence shown, starting at ②, resulted in the death of the black group, followed by a resignation. Analysis by AI Sensei<sup>2</sup> suggests that ⑮ at ⑳ would have significantly complicated the fight and would have given Black a better chance of surviving.

□

<sup>1</sup>The game file with this numbering is at [britgo.org/files/bgjgames/206-Thickness.sgf](http://britgo.org/files/bgjgames/206-Thickness.sgf).

<sup>2</sup>[ai-sensei.com](http://ai-sensei.com).

# YOUTH NEWS

Tony Atkins

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## UK Go Challenge

Again the finals of this 13x13 event were played online on OGS, this time on Sunday 15<sup>th</sup> October. Sponsored by the Youth Go Trust, 22 players took part. Ryan Zhang was overall champion on tie-break from Kwun Yin Ng. Julia Volovich was the top girl. Section winners were U18B Caleb Monk, U18G Julia Volovich, U16B Kwun Yin Ng, U16G Zoe Walters, U14B Daniel Yang, U12B Andrew Volovich, U12G Audrey Leung, U10B Ryan Zhang, U10G Emily Li and U08B Max Volovich.

## British Youth



**Alvina Kwok - Champion**

The British Youth Go Championship was held at Leicester Bridge Club for a third time, on Saturday 11<sup>th</sup>

November. It was run by Toby Manning and Tony Atkins, with Martin and Helen Harvey running the lower group.

Congratulations go to Alvina Kwok (2d) who is our new Under-16 and British Youth Go Champion. She is the first girl to win the event since Maria Tabor in 2008. Alvina, who is originally from Hong Kong, was the best of the 38 players and defeated Scott Cobbold (4d) and Ryan Zhang (2d) on her way to the trophy.



**BYGC action**

Other age-group winners were U18 Scott Cobbold, U14 Daniel Yang, U12 Ryan Zhang, U10 Aidan Fung and U8 Sophia Gan. The Novices Winner was Tom Satterthwaite; James Zhao, Blake Shamoon and Claude Robinson won four out of five games.

## European Team

The UK Youth Go Squad played their first round match of the European Youth Go Team Competition against Turkey. The round was meant to be played on Saturday 11<sup>th</sup> November, but as this clashed with the UK youth

championship Turkey kindly agreed to play the games early. Our team for this round comprised Scott Cobbold, Alvina Kwok, Michael Mitcham-Harding, Ryan Zhang and Yanyi Xiong. With just the grades on the first three boards in our favour our players did very well and won all five games.



**UK Youth Team**

The second match, in the days up to 9<sup>th</sup> December, was against the top-rated team from France. Ryan Zhang's game was exciting and ended a half-point in his favour, whilst Yanyi beat a stronger opponent. Alvina and Daniel Yang fought hard against stronger opponents, but both lost. On the top board Scott Cobbold had an exciting game against Linh Vu Tu (also 4d), but ultimately had to resign. This left the UK third behind Ukraine and France.

### **Hong Kong Match**

Results at the start nearly all went Hong Kong's way in this 'last-player-standing' match, which started on

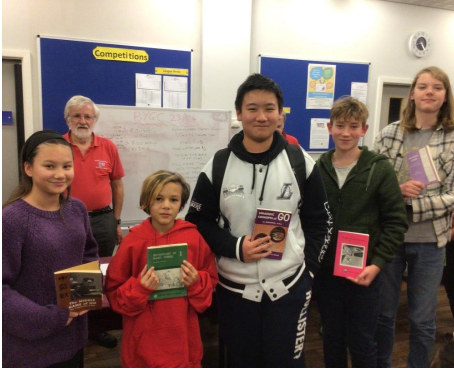
14<sup>th</sup> October. Our first two players Ching Lok To and Odysseas Jones-Roumeliotis lost to Marsha Lau, but Aiden Chong beat her. He in turn lost to Lam Yat Hei who is very strong. Our next players all lost to him too: Taher Anjari, Emily Li, King Hee Lim, Lukasz Kudla and Audrey Fung. Finally, Michael Mitcham-Harding managed to beat him by 7.5 on 25<sup>th</sup> November and Michael won again the next day.

The following weekend Michael, however, lost on the Saturday, but Sung Hee Lim won on the Sunday. Sung Hee lost the next game and so Gene Wong had to take over. Gene won four in a row to close the gap a little, but lost to Tang Kit Hin on Christmas Eve. So as the match moves into 2024 they have five players left and we have just two: Ryan Zhang and Scott Cobbold.

### **Grand Prix**

The Youth Grand Prix for 2023 ended as usual with the London Open being the last chance to score points. At this event Ryan Zhang increased his points tally to 1351, taking first place. Caleb Monk also scored enough points to overtake Clinton Yu's 1197 to end second with 1228. Alvina Kwok (990) and Andrew Volovich (931) just missed out on the cash prizes (these are donated in memory of John Rickard). Clinton Yu, however, won the second tier of the DDK Grand Prix (open to all players 10k and below) with 965 points. Adult player Lauren Hindmarch was second with 556. Third overall and taking the top tier prize was Rachel Chik on 398.

## More Photos from The British Youth Go Championship





# PROMOTING GO

Yang Yuchia

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*Yang Yuchia is Secretary-General of the Ing Foundation in Taiwan. He became 6-dan in 1985 and has presented a number of Go programmes on TV.*



**Yang Yuchia (right) presenting Ing rules to Wu Qingyuan (Go Seigen) (second right) in 1992. Mr. Ing Chang-Ki is in the centre.**

Mr. Ing Chang-Ki<sup>1</sup> once said, "Promoting the game of Go is a responsibility, not a privilege." Therefore, even for organizers who provide financial support and put in efforts to promote Go, it is essential to listen to public opinion and do the homework diligently, accepting and following the views of the majority, avoiding the mentality of 'money talks' and that the funding entity has the power to make all decisions as they wish! Otherwise, such a promotional approach is likely to encounter resistance.

When it comes to promotion, it's worth mentioning that the emphasis should be on reaching a wide audience rather than simply pushing the message. If we tirelessly push but fail to reach a broad audience, then such promotion can be considered a complete failure! So how can we achieve this broad reach? There's a

Chinese idiom that says "Sing to a small audience", meaning that if your content is too profound, it becomes difficult for the general public to accept and relate to it.

This statement clearly articulates the challenges we face in promoting the game of Go. Since playing Go involves a deep understanding, it becomes extremely difficult to get everyone involved. I remember having a conversation with a prominent American leader in Go promotion, and we discussed the scarcity of opportunities to showcase board games on television. Even in a year, even for Western chess, which is relatively well-known in the Western world, there are only one or two chances to appear on TV screens. Not to mention Go, which is more popular only in Asian societies.

Beginner Go players face several significant challenges. The first one is the necessity to learn numerous and not easily understandable Go terms. Secondly, there are Go rules that may appear simple and straightforward but actually contradict the skills required during actual gameplay. Lastly, in order to achieve profound thinking, beginners must initially memorize a vast amount of content that they may not yet comprehend or contemplate, such as established opening moves and life-and-death shapes etc., in Go.

There is one final issue, which is also the biggest mistake made by Go

<sup>1</sup>[en.wikipedia.org/wiki/Ing\\_Chang-ki](http://en.wikipedia.org/wiki/Ing_Chang-ki).

promoters, and that is the assessment and promotion systems based on one's playing ability, commonly known as grading and ranking systems. In order to convince parents investing in their children's Go education that there is a return on their investment and to demonstrate the progress made by the child, it may seem justifiable and necessary to adopt such a method. However, this approach involves numerous problems concerning methods and systems that deviate from true and natural principles, serving purely utilitarian purposes.

In reality, most professional Go teachers or experts are well aware of this phenomenon, but they are unable to come up with better solutions, leading to the following chaotic situations:

1. The standard for evaluating playing ability has declined in recent years. A player with dan-level today may only have the skills equivalent to a 3 kyu or even lower in the past.
2. Promotional organizations, driven by the desire to receive the benefits from published certifications, have engaged in actions that contradict the principle of neutrality that promoters should uphold.
3. The impatient mindset of parents seeking quick results has caused children to develop fear and drop out midway.
4. Learning Go has become a transaction of interests rather than a child's natural and joyful participation. If these phenomena occur, it would certainly be very detrimental to the promotion of Go!

Regarding the promotion of Go, although it is not the most direct influence, it is a benchmark used to measure the success of Go promotion. That benchmark is the professional Go system because the state of the industry or project can be reflected through the professional ecosystem, indicating its current situation and future development. I believe Go is no exception. If there are problems with the professional Go system itself, it will have a huge impact on the overall promotion of Go. This should be an inevitable result! So, is the current professional Go system problematic? I think everyone is well aware of the answer because even in China, which has the most rapid development and the most vigorous momentum in Go, we can see that many professional Go players are facing the dilemma of having no official tournament to play in, let alone the embarrassment of not making ends meet.

The occurrence of this situation is primarily due to several factors. First, all the expenses of professional Go tournaments rely on donations from companies and institutions. There is almost no way to generate income through advertising or other sources during the events. Second, the distribution of prize money mainly focuses on the top three players in the competitions, who are the ones able to receive higher amounts. Third, the Go institutes that issue professional certificates do not have the ability to provide adequate support to ensure the pro Go players' basic living needs.

If the above statements are correct, then it's evident that promoting Go is not something that any single institution can accomplish on its own! When it comes to such a challenging task, I would like to share my insights

and observations from serving in the Go community for the past forty years.

First and foremost: in order to increase the visibility of Go, we must first lower the level of difficulty in understanding the game.

To achieve this, I believe the focus of promoting Go should be redirected from playing Go towards watching Go or appreciating Go!

Let's take a moment to recall the intense, thrilling, and exciting emotions we experience as spectators while watching the FIFA World Cup, which may cause you to buy very expensive tickets. The truth is, the majority of viewers don't regularly play soccer themselves or participate in soccer matches. In fact, many fans don't even play the sport at all! This goes to show that the success of promoting a particular endeavor is not solely determined by the level of personal involvement of enthusiasts. On the contrary, it depends on the participants' willingness to pay the high cost as the criterion for judgment.

Therefore, it goes without saying that for Go instructors and game commentators, the importance of promoting Go as their top priority is undeniable!

In addition to dynamic ball competitions, there are also similar situations in static activities such as calligraphy and painting. The judgment of whether these endeavors are successful or not should not be based on the extent of personal participation by enthusiasts, but rather on whether the participants are willing to pay a substantial price as the criterion for evaluation!

An article<sup>2</sup> stated it this way: more and more parents are beginning to realize the importance of art education. Having artistic aesthetic sensibilities may not necessarily lead to greater success in the future for children, but it certainly broadens their horizons and helps them discover the joys of life. However, where does one begin to cultivate a child's artistic sensibilities? Going to an art gallery without knowing what to discuss with the child can be a dilemma faced by many parents.

As a result, unexpectedly finding a book titled *How to Appreciate a Painting*, which analyzes over 20 world-famous paintings and explains the nuances of appreciating art, becomes a valuable tool for parents to use before taking their children to an art gallery. It can also serve as a picture book for parents and children to explore the wonderful journey of immortal paintings together.

If parents solely focus on cultivating their children's artistic appreciation through knowledge, they may inadvertently create obstacles that prevent their children from truly connecting with world-famous paintings. On the other hand, completely disregarding artistic knowledge may result in shallow judgment from children, dismissing paintings as not worth much, or even developing a sense of art being useless.

So, what kind of guidance is appropriate? First, we should teach children to fully trust their own eyes. Second, we should guide them to experience the joy of realizing "Oh, so that's how it is" while looking at paintings.

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<sup>2</sup>[kknews.cc/culture/e93p88r.html](http://kknews.cc/culture/e93p88r.html) (in Chinese).

By seeing this, you all probably get it now. The truth is, the words 'understanding the game of Go' are the key to whether promoting Go can be successful! The next question is, why couldn't people who learned Go in the past 'understand' the game of Go? Regarding these matters, they're quite complicated, so we'll talk about them later. Let's bring the discussion back to the topic of 'how to increase the visibility of the game of Go'.

Secondly, if we want to increase the visibility of the game of Go, we need to categorize its positioning into three levels. The first and foremost level is education, while the second level encompasses entertainment and competition. (The third and lowest level is gambling, but let's skip over that for now.)

Currently, everyone positions Go as a sport because if Go can be included in sports events like the Asian Games or the Olympics, the medal-winning players would become the centre of attention worldwide! The game of Go would naturally gain significant media coverage. However, it seems like everyone has forgotten that currently, all the top Go players are concentrated in Asia. Players from other regions basically have to take a back seat in global Go competitions or even settle for lower ranks. Under these circumstances, it's unrealistic for Go to enter the Olympics in the short term, and its inclusion in the Asian Games would only be temporary and categorized as an unofficial event.

Furthermore, considering what we mentioned earlier, if Go is treated as a competitive sport, its professional system must be able to stand on its own. However, due to the limited nature of Go exhibitions and the difficulty of showcasing professional

matches, it becomes challenging for them to survive independently. Therefore, positioning Go as a sport also presents numerous difficult obstacles to overcome.

While it may be feasible to position Go as entertainment, it's not the first choice for teenagers during their peak learning period. Additionally, elderly individuals learning Go for entertainment purposes may face issues with declining cognitive and memory abilities. Therefore, entertainment doesn't seem to be a suitable option for the positioning of Go either.

That's why I place the positioning of Go primarily in the field of education! However, as early as forty years ago, Mr. Ing Chang-ki already said, "The only positioning for Go in the future is education!" This is because Mr. Ing's upbringing was marked by numerous fortuitous encounters, all thanks to his proficiency in Go. Through the mindset fostered by Go, he was able to devise solutions to problems and turn challenges into opportunities for success.

I want to approach the rationale behind positioning Go in education from another perspective. Let's consider this: what areas receive the largest proportion of money expenditure in young families? According to the information provided by AI, the top three categories are housing, food, and transportation. However, notably, education also ranks high on the list.

If we carefully tally up the expenses parents incur in the realm of education, let's take a moment to consider what other items besides regular school expenditures might constitute a significant portion of those costs. That's right, if you

thought of tutoring fees for students and the expenses associated with special courses, then you're on the right track.

According to the information provided by AI, the situation is as follows: in Hong Kong, elementary and secondary school students participate in supplementary classes and special courses. This segment of students comprises approximately 70 to 80 percent of all students, though this proportion may vary depending on grade level, school type, and individual student needs. This indicates that in Hong Kong, tutoring classes and special courses play a significant role in student education.

Well, it's just too bad that the proportion of students who learn to play Go is less than only about one to three percent of all students.

This data can indicate that the current situation of Go promotion is worse than imagined. However, just like a plot in a story about selling shoes in Africa, from a positive perspective, the fact that the data is currently very poor actually demonstrates a wide range of potential for future development.

So, the question to consider is: what should we actually do in order to turn this poor data into positive results in the future?

The answer I can think of is that we must prove to all young parents that Go has a powerful educational value! If we can't achieve that, the ranking of Go as a subject may never be able to be compared to other subjects that are considered essential in schools.

How can we prove to all young parents that Go has a powerful educational function? Many people believe that:

1. if students who learn Go have higher grades in various subjects at school compared to those who don't learn Go, or
2. if students show improvement in their grades after learning Go,

it means that Go has a strong educational function!

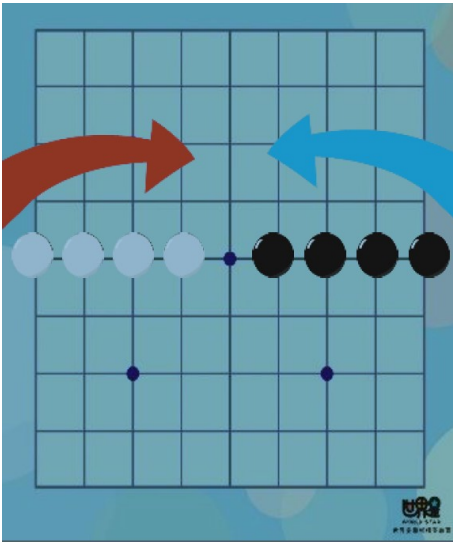
However, I think this idea is incorrect because there are numerous aspects to observe regarding a child's progress and growth, and school grades are just one of the many factors. Relying solely on the fluctuations of school grades as the basis for determining a child's progress is both excessively utilitarian and shortsighted. It overlooks the bigger picture and adopts a narrow judgment criterion.

The dimensions in which children need to receive education are extremely broad, such as life skills, cognitive abilities, learning capacity, critical thinking, creativity, self-management, expression, communication, and interpersonal skills. Many of these aspects do not have standardized scores; they can only be felt and compared through a child's daily life. This is also a challenge we must confront when trying to demonstrate the superiority of Go education. How can we design appropriate testing methods within the Go curriculum to convince parents of students learning Go?

Here, I'm willing to provide an example as a demonstration. The following game, called 'Ants Exchanging Homes' is a small practice and assessment game that I offer to beginner Go students and their parents.

On the Go board, there are black and white stones, which actually represent

black ants and white ants. The black and white ants of different colours need to swap positions as they are moving homes.



**Ants Exchanging Homes**

The way ants (black or white stones) move is: a player can move a stone horizontally (black or white) left or right one space or jump over a stone each time. However, it is not allowed to jump over two or more ants in front during each move.

In order to increase the fun for the students who play this game, we designed a 'Game Thinking Index Scoring Table', which allows students to measure their achievements and abilities after the game! However, the score of this table is only a reference for fun and cannot be used as a true evaluation!

The correct way to play this game is very simple yet fun. It applies a famous quote by the inventor Mr. Thomas Edison: "I have not failed. I've just found 10,000 ways that won't work." It emphasizes the importance of failure as a method, also known as the 'method of failure'.

Due to the rule that prohibits jumping over two or more ants when moving a stone (regardless of colour), a failure situation occurs when there are two opponent stones of the same colour blocking the way. Therefore, the correct solution is that there can only be one white stone in front of a black stone, and one black stone in front of a white stone for the move to be successful.

Through the process of this game, parents can develop a preliminary experience of the educational value of letting children learn the logical thinking training that may arise from the game of Go, as well as the adjustment of frustration mentality.

The main purpose of this game is not solely to test how accurately one can complete the moving process, but rather to allow everyone to experience that sometimes (the 3<sup>rd</sup> move in this game) what initially appears to be the correct course of action can turn out to be the wrong outcome in the subsequent progress. Therefore, when it comes to many things, relying solely on the limited information available in the present moment to

移動次數 Number of moves	24次	30次	35次	40次
IQ指數 IQ index	160	145	130	110

**Game thinking index scoring table**

make judgments and decisions can easily lead to mistakes. It is necessary to delve deeper and carefully project forward in order to avoid errors. This is the most important takeaway for those learning Go — to cultivate the habit of thoughtful deliberation through learning the game of Go.

This game, for us Go teachers, also highlights a very important teaching concept: instruction should not just give the correct answers to students, but rather, before revealing the correct solutions, it should first let students understand the mistakes they have made. When all the students' mistakes have been corrected, the correct answers will become evident. At this point, the teacher announces the answers so that the students can truly comprehend why the correct answers are as they are. Through the process of rectifying mistakes, the correct answers can be naturally obtained.

I call this game: Go Strategy's 'vitamin pill.' The strategy in Go is incredibly intricate and provides immense benefits for our human thinking. However, due to its complexity, it's impossible for beginners, especially children, to absorb it all through rapid learning in one go! This situation is similar to elderly people who can't eat all the food with the necessary nutrients in one sitting, so they have to take small vitamin pills to supplement their nutritional needs. Similarly, children who are just starting to learn Go aren't suitable for intense competition and battling for victory, but they do want to interact with the board and game pieces. Hence, I designed this Go piece game to meet both of these requirements!

Of course, one example alone (I personally collected and designed around 15 or so Go stone games)

is not enough to convince parents that learning Go can help to change their children's future lives. So, how can we unite our strength, gather everyone's wisdom, and together find more fascinating cases? This is also the direction we, as promoters, should strive towards.

Proving the significant educational benefits of learning Go to children is crucial because it can determine the success or failure of promoting Go. However, we all know that learning Go is a time-consuming process with a high rate of failure. Therefore, it is important for all of us to calm down, approach it with seriousness, pragmatism, and humility, and continuously strive to explore and find better teaching methods. Only by doing so can the beloved game of Go remain relevant and not be phased out by time.

Regarding the teaching and instructional materials for Go, I have the following suggestions:

1. Demonstrate and guide students to solve more challenging problems by using simple principles and thinking methods in Go.
2. Teach students how to apply the principles of Go taught in class, which are based on simple principles and thinking methods, to their daily lives, classroom learning, practical work, and interpersonal relationships.
3. Learning Go is not about achieving a specific rank or title or pursuing monetary rewards, but rather about the students' self-awareness and personal growth throughout the process. Therefore, teachers should establish

communication and contact with parents through means such as communication notebooks or online groups, allowing parents to experience the benefits of their children learning Go and gain a deeper understanding of their own children.

4. Help parents and students understand the biggest difference between amateur Go and professional Go: amateur Go does not seek perfection or a single correct answer because different life paths allow for different choices and varying speeds in reaching the destination. The results obtained should be satisfying as long as they are acceptable.

These are my personal observations, and I believe that these goals mentioned above should be the direction and focus of promoting and teaching Go.

In conclusion, for the promotion and publicity of Go, I have an immature idea. To promote Go, we need teachers and teaching materials. Unfortunately, when it comes to evaluating teachers and teaching materials, parents who want their children to learn Go do not know where to find relevant reference materials, nor do they know the criteria for good teachers and materials. This lack of information transparency in the Go teaching market causes considerable difficulties for Go promotion. When market information is not transparent enough, it leads to unfair competition and can easily harm and cause losses to parents who receive incorrect information. Once this happens, it will harm and hinder the promotion

of Go, and also lead to unreasonable allocation or waste of resources in the Go promotion. Therefore, to solve this problem, all promoters in the Go community must find ways to improve and address this significant issue!

I've come up with a great idea that might solve this problem. You know how there's a Michelin food rating organization that annually publicly recognizes outstanding restaurants and chefs worldwide? Well, I think perhaps there could be a 'Michelin for Go' in the Go world, covering all aspects like teaching, schools, teachers, books, equipment, promotion, and publicity organizations. This organization would annually select top-quality entities and make relevant reports, along with awarding them recognition! By doing this, not only would it address the lack of transparency in the Go community, but it would also establish industry standards for various aspects of Go. This way, the ones falling behind could work hard to catch up and improve, or else they might face criticism and elimination, creating a natural and positive cycle in the Go community!

Finally, I want to propose an idea that is crucial for promoting the game of Go (Weiqi/Baduk). It involves the establishment of a Go-playing skill assessment system based on Artificial Intelligence (AI) and the issuance of internationally recognized AI Go-playing certificates. The evaluation of Go-playing skills has never had a unified global standard. However, with the advent of AI Go-playing programs, we can now transcend national or regional differences and establish an AI-based skill assessment system that promotes true fairness



and impartiality with a globally unified standard. I believe this system is of utmost importance for the promotion of Go. As for how to realize the AI Go-playing assessment system, I propose that we gather

all the organizations involved in promoting Go worldwide and hold online conferences to garner support and sponsorship for this initiative.

□

## THE JOURNAL ONLINE

### *Recent Journals and SGF files*

Links to this, the preceding three journals and the SGF files for the problems and games, are available in the BGA Members Area at [britgo.org/membersarea](http://britgo.org/membersarea).

Log in to see these recent editions.



### *BGJ Archive*

Past Journals are available online, at [britgo.org/bgj/bgj](http://britgo.org/bgj/bgj). All but the last four may be read without logging in.



### *Active Links*

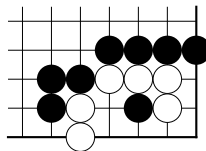
Online copies from **BGJ 158** onwards contain active links to related information, including SGF files for the games and problems.

### *BGA Publications*

General information about the Journal and other BGA publications, links to associated files and guidelines for submitting articles appear on the BGA website at [britgo.org/pubs](http://britgo.org/pubs) (no login required).



## JOURNAL PROBLEM 3



Black to play.

# BRITISH CHAMPIONSHIP 2023: GAME 2

Artem Kachanovskyi

[journal@eurogofed.org](mailto:journal@eurogofed.org)

European professional *Artem Kachanovskyi 2p*, reviews for us the second game in the 2023 British Championship.<sup>1</sup>

This is the second game of the best-of-three final match of the British Championship between Bruno Poltronieri 4d (Black) and Ho Yeung Woo 5d. The previous game was an intense battle which Ho won by resignation after 147 moves, playing Black.

**Black:** Bruno Poltronieri 4d.

**White:** Ho Yeung Woo 5d.

**Time controls:** Fischer; 1hr 40mins + 45 secs/move.

**Result:** Black won by 6.5 points.

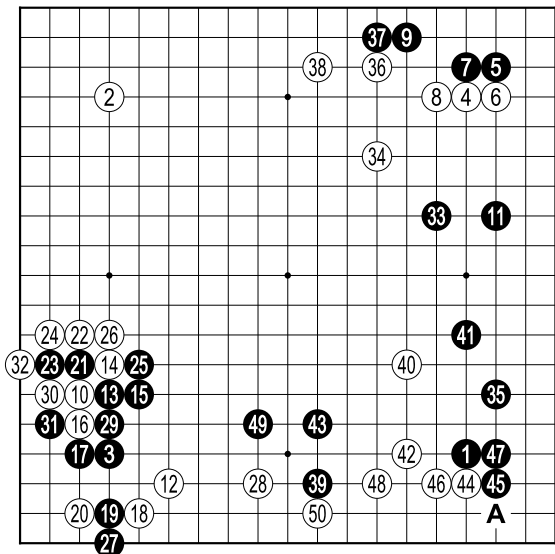


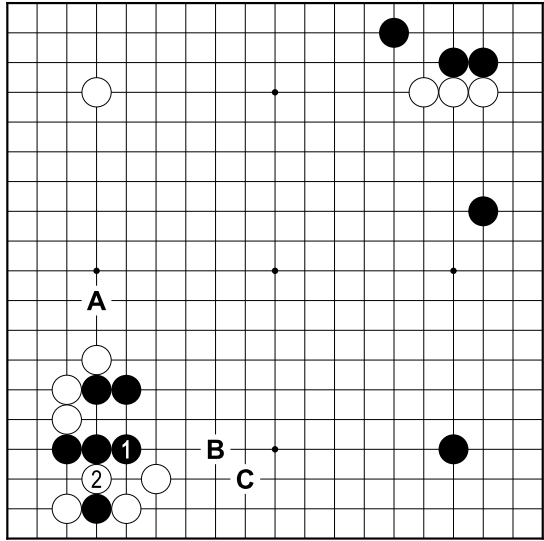
Figure 1: 1 – 50

- ② See Diagram 1.
- ③④ See Diagram 2.
- ④⑩ Another creative move by Ho – a probe asking Black which side he prefers to enclose.
- ④⑥ See Diagram 3.
- ④⑦ This is a little slow. Extension at A would be better.

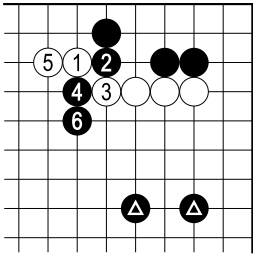
<sup>1</sup>The sgf is at [britgo.org/files/bgjgames/206-BGA-Champ-Game-2.sgf](http://britgo.org/files/bgjgames/206-BGA-Champ-Game-2.sgf).

Black's sacrifice of ㉑ and ㉒ in the game gave White too much influence. It was better to connect as shown in this diagram.

If ㉑ captures the black stone in the corner, Black can attack on the left side with A and on the lower side with B. Instead of ㉑, White might prefer to extend at C.

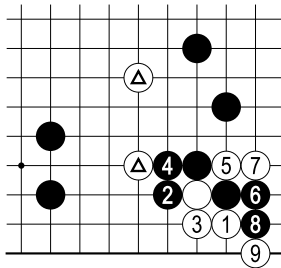


Dia. 1



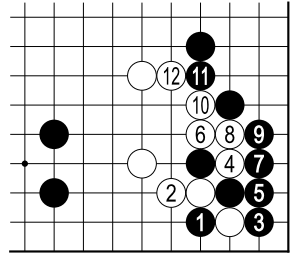
Dia. 2: variation for ㉑

㉑ in the game is a creative jump. If White plays keima at ① instead, Black splits White in two, and the triangled stones make the following fight favorable for Black.



Dia. 3: variation for ㉑

㉑ in the game was a slow move. It's better to play the hane of ① – the triangled stones are light and White can exchange them for the corner.



Dia. 3.1: variation for ㉑  
Dia. 3

① here allows White to capture another stone, making two eyes and reducing Black's corner. This result is good for White.

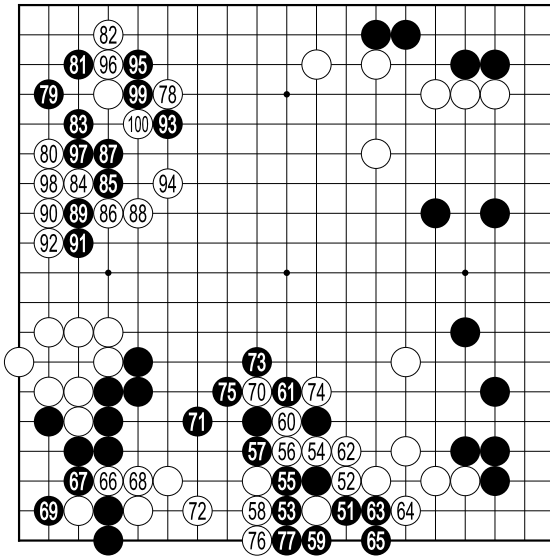
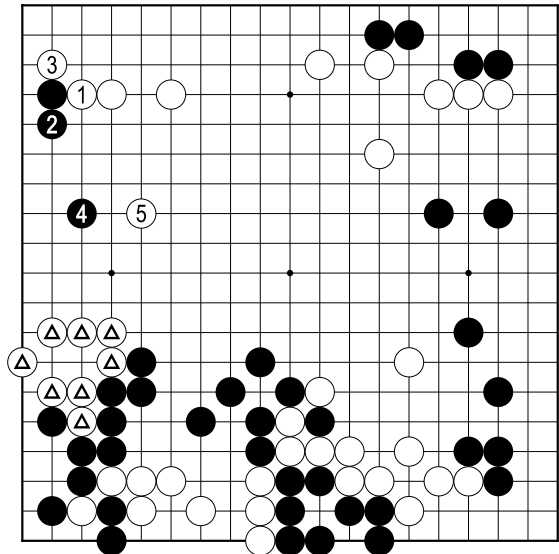


Figure 2: 51 – 100

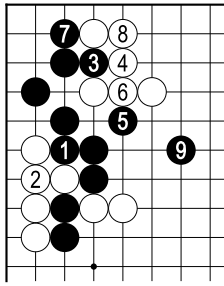
- ⑤1 Instead of this or the previous move it's better to make a big move elsewhere – for example, a san-san invasion in the upper-left corner.
- ⑦8 Black's attack on the lower side ended in gote, he didn't profit much from it and both white groups are safe – White gained a comfortable lead in the game.
- ⑧0 See Diagram 4.
- ⑨3 See Diagram 5.
- ⑨5 See Diagram 6.

⑧0 in the game was a wrong direction of play.

Instead of making points on the left side, it was better to enclose the corner and push Black towards a powerful triangled thickness, extending the moyo on the upper side.

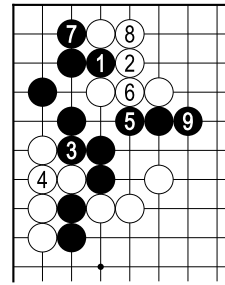


Dia. 4: variation for ⑧0



Dia. 5: variation for 93

93 in the game was an odd shape. In this diagram you can see a simple and clear way for Black to escape, reducing White's potential.



Dia. 6: variation for 95

95 in the game led to a disaster for Black. Bruno still had a chance to escape, making the game close.

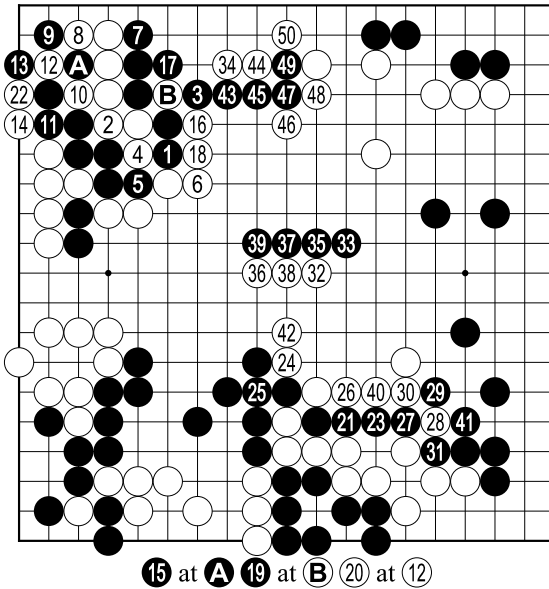


Figure 3: 101 – 150

122 A catastrophic result for Black. If White also captures the black group on the upper side, Black wouldn't be able to compensate for it in the lower right.

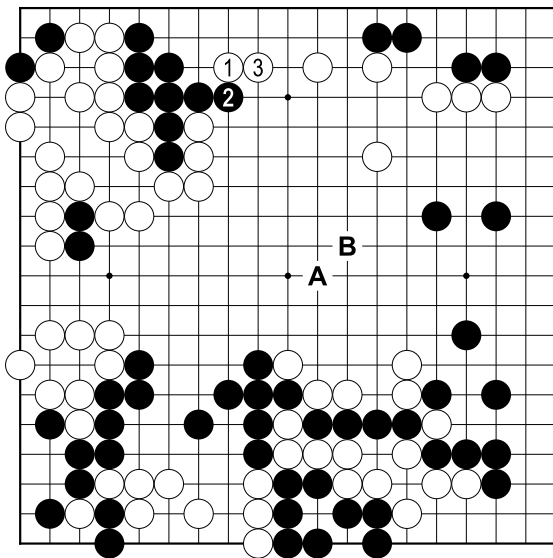
132 See Diagram 7.

133 See Diagram 8.

143 A desperate but necessary attempt – otherwise, Black is far behind on points.

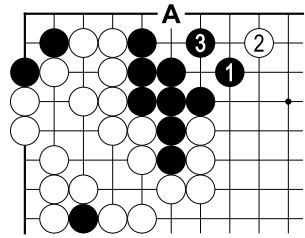
144 See Diagram 9.

146 See Diagram 10.



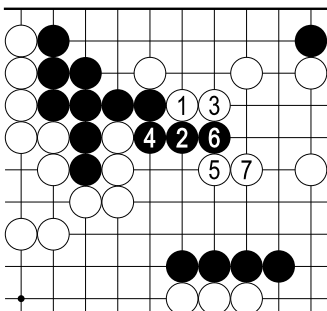
Dia. 7: variation for ⑬②

① and ③ kills Black on the upper side. A and B are miai and White is ahead on points.



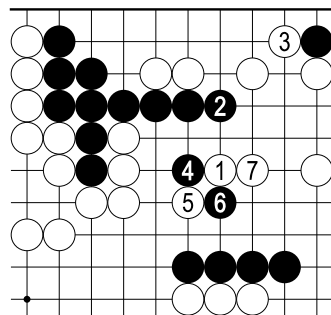
Dia. 8: variation for ⑬③

Instead of ⑬③ in the game, it was better to try to make life on the upper side. After ③, White can play A, but this looks risky – the center is still open and White's influence would be erased if Black makes two eyes there.



Dia. 9: variation for ⑭④

The easiest way to kill Black.



Dia. 10: variation for ⑭⑥

⑭⑥ in the game was a careless move – perhaps Ho didn't see Black's follow-up in the game. This diagram shows how White could kill Black in a safe way.

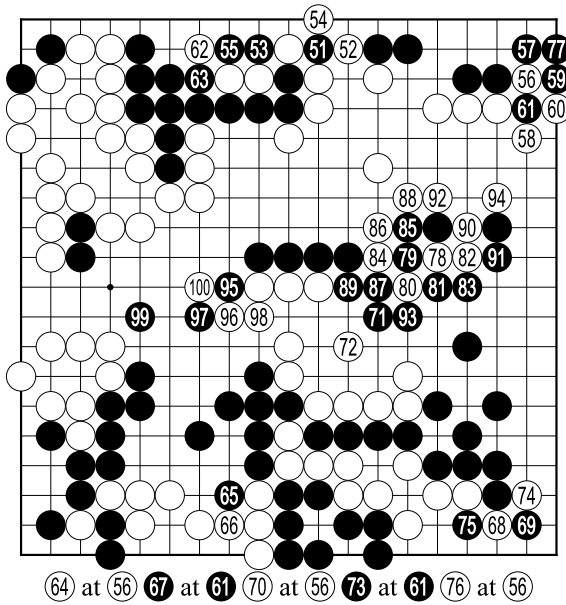
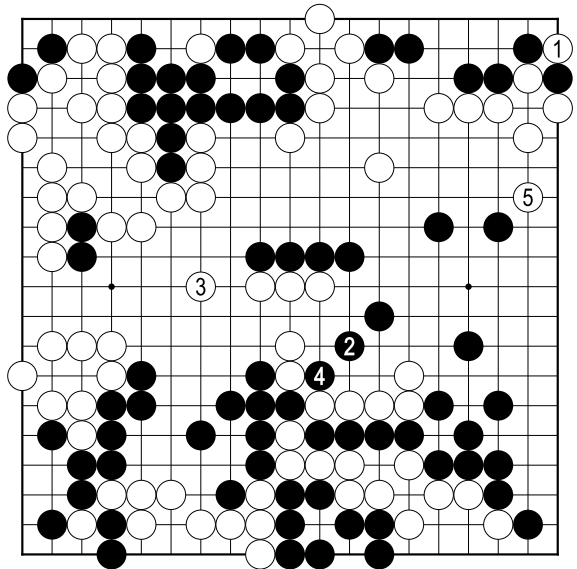


Figure 4: 151 – 200

- (155) The sequence from (151) not only made life on the upper side, but also gained almost ten points of territory there – a big success for Black and a turning point of the game!
- (172) See Diagram 11.
- (176) Another desperate attempt to complicate the situation.
- (194) Even though White gained points here, it's not enough - Black is still ahead.

(171) was a careless ko threat: if White accepts this trade, the game becomes close.



Dia. 11: variation for (172)

After a straightforward endgame, Bruno Poltonieri 4d, playing Black, won by 6.5 points. This game was full of exciting struggles and breathtaking exchanges. Next time we will go together through the third and final game of the series.

The game continued to move 336.

□

# TOURNAMENT HISTORIES XIX: BAR-LOW

Tony Atkins

[ajaxgo@yahoo.co.uk](mailto:ajaxgo@yahoo.co.uk)

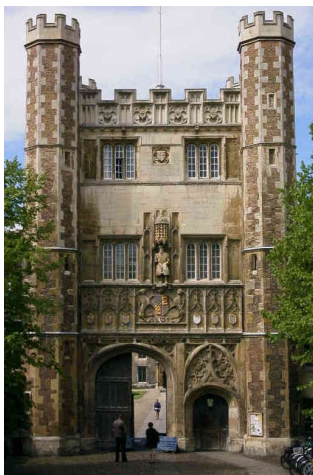
There had long been a tradition of holding an event alongside the Candidates' or Challenger's tournaments, often in London, for those who had not made it that far in the British Championship. In 1997 Tim Hunt decided to run one such event, the Bar-Low, at the University Centre in Cambridge. This was for kyu players only and would have a low McMahon bar, hence the name. Of the 32 players on 4<sup>th</sup> May, Jonathan Chin was the winner.

The Bar-Low is often won by players on their way up, such as Andrew Kay in 2007 and Scott Cobbold in 2021, or those on their way down from dan grade, or by players at the peak of their achievement. In 1998 it was a four-way tie.

The event continued in Cambridge, with the 2000 edition at CB2 Internet Bistro, which had a morning novice event alongside. 2001 was sponsored by Purple Technologies and MSO World; this started the connection of the tournament with the Cambridge Mind Sports Weekend, which in 2002 and 2003 was at Parkside Community College (with a dans' event the next day).



**Ron Bell – Bar-Low 2002**



**Trinity entrance  
(from Whewell's Court)**

From 2005 to 2007, the Mind Sports were held at Netherhall Upper School, but thereafter the Go was held at Whewell's Court opposite the main entrance of Trinity College (apart from 2011 in Selwyn College); however the other Mind Sports were held elsewhere, which lost the community feel.

In 2014 the Bar-Low was held alongside the Candidates' Tournament at Warwick University, returning to Cambridge the following year; the event lapsed in 2016.



The London Go Centre then took on the organisation, as the 'Bar Low', with the 2017 event alongside the Candidates' again. Often run on the adjacent day to the T Mark Hall Rapid, the event has continued, apart from in 2020, at the London Go Centre. The 2021 event in November attracted 38 players and, staying in the autumn, 2022 attracted 29 players and 2023 attracted 32.



**Youngest players 2019**



**Top board game 2023**

The popular format was attractive to the Scottish players and Donald McLeod started a Scottish Barlow. This ran in Edinburgh from 2002 to 2008, variously at the UCW Club and the Quaker Meeting House. This attracted 17 players initially but the number had grown to 35 and 42 by the last editions. Thanks to pressure from the now several Scottish dan players, the event then morphed into the Edinburgh Christmas Tournament, appropriate to its December date.

□

**JOURNAL PROBLEM 4**

Black to play.

# WORLD NEWS

Tony Atkins

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For summaries and sgf files of the UK matches in the Pandanet Go European Team Championships described below, see [britgo.org/events/euroteams2023](http://britgo.org/events/euroteams2023).

## European Team Championship

The first match in the new season of the Pandanet Go European Teams Championship C-League was against Norway on 24<sup>th</sup> October. Bruno Poltronieri, Scott Cobbold and Tim Hunt all won (Tim by just 3.5). However Jon Diamond was a no-show, meaning the team only won 3-1. Slovakia beat Slovenia and South Africa beat Spain, both 3-1, but our penalty point for the no-show pushed us down to third. Kyrgyzstan and Denmark drew their match.

The second match of the season was against Slovakia on 21<sup>st</sup> November. Scott, Alex Kent and Jamie Taylor all won, but Bruno lost, meaning the team won 3-1. South Africa also scored a second match win (against Norway) to put them top, with us just behind in second. Denmark beat Slovenia to move up to third.

## International Pair Go

Joanne Leung and Bruno Poltronieri were in Tokyo for the weekend of 2<sup>nd</sup> and 3<sup>rd</sup> December to play as the UK pair in the 33<sup>rd</sup> International Amateur Pair Go Championship. They won two games, against Israel and Spain, to take 20<sup>th</sup> place, but lost to Chen Si and Wang Chen of China (who were the overall winners), the European Pair Go Champions from Germany (Manja Marz and Johannes Obenaus) and to a young Japanese pair. More importantly, our pair was chosen to receive a Best Dressed Prize, Bruno wearing a bowler hat as part of their

national costume. Adriana Tomsu and Lukáš Podpěra were the top European pair in 14<sup>th</sup>.



Joanne and Bruno –  
Best Dressed!

The Matsuda Cup 8<sup>th</sup> World Students Pair Go Championship was also won by China. Liina Laatikainen and Niels Schomberg, representing Europe, were seventh, beating Singapore.

## World Amateur Go Championship

The 43<sup>rd</sup> World Amateur Go Championship was held at the 1990 Cultural Center in Baoan District, Shenzhen, China. Kim Jong-sun of Korea was the winner with China's 14-year-old Yang Chukun second. The player from Taipei was third, Japan

fourth and Alan Huang of America was fifth. Top Europeans were Jonas Welticke (Germany) in seventh and Elian Ioan Grigoriu (Romania) in ninth.

Go Federation President, Tony Claasen, was the game broadcaster.



**Tim Hunt at the World Amateur**

Our rep Tim Hunt finished on three wins to take 35<sup>th</sup> place out of 46. Karl Irwin from Ireland finished 24<sup>th</sup>, also on three wins. He defeated Chile, India and Mexico while losing to Slovenia, Austria, Czechia and Belgium.

### European Grand Prix

The 7<sup>th</sup> European Grand Prix Finale was held alongside the London Open, in the top floor room at the London Go Centre, on the weekend of 28<sup>th</sup> to 31<sup>st</sup> December. The European Go Federation President, Martin Stiasny, was tournament director and German

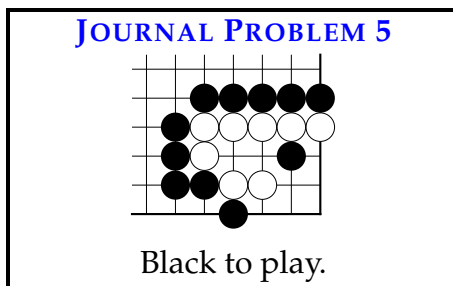


**Damien Woo (centre) playing Cornel Burzo in the EGP semi-final**

Ten top players, who had won places at qualifying events, took part, split initially into two groups. The UK's Damen Woo won his group unbeaten, as did Lukáš Podpěra in the other. They, and the runners up, then played knock-out to determine the winner. Unfortunately Damen lost to Cornel Burzo and then lost to Stanislav Frejtlak to end fourth. The final saw Cornel win again, forcing Lukáš Podpěra into second place.

*Photo credits: the Japan Pair Go Association for the photo from the International Pair Go Championship and the International Go Federation for the photo from the World Amateur Go Championship.*

□



# SOLUTIONS TO THE JOURNAL PROBLEMS

The SGF files for these problems, showing a fuller set of lines, are to be found at [britgo.org/bgj/issue206](http://britgo.org/bgj/issue206)

## Solution to Problem 1

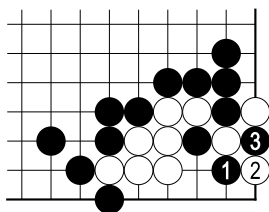


Diagram 1a – correct

- ② White's best response is to play here and then fight the ko.

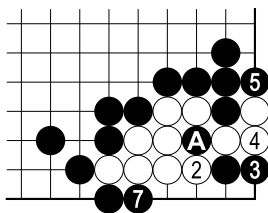


Diagram 1b – incorrect for White

- ⑦ White is dead.

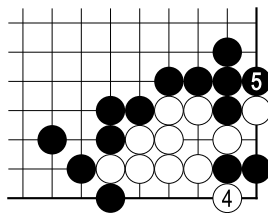


Diagram 1c – incorrect for White, variation

- ⑤ White cannot catch the two black stones.

## Solution to Problem 2

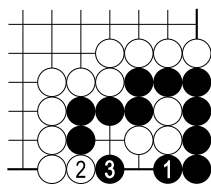


Diagram 2a – correct

- ③ The black group is alive in seki.

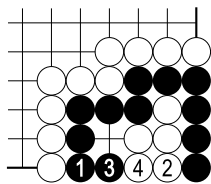


Diagram 2b – failure

- ① This wrong.  
② White plays here.  
③ If Black plays here, White can make a killing shape.

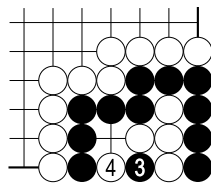


Diagram 2c – failure, variation

- ③ This also fails.  
④ White gets an eye and Black has only one liberty.

### Solution to Problem 3

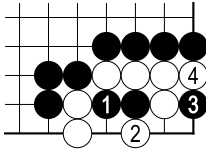


Diagram 3a – correct

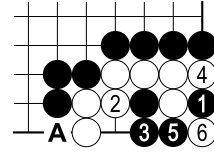


Diagram 3b – failure

- ② White must reduce Black's liberties.
- ③ This kills as White cannot capture it.
- ④ This is self-atari.

- ① Playing here first is inferior.
- ⑤ White gets a ko. It is an approach-move ko for Black, who needs to add a move at A.

### Solution to Problem 4

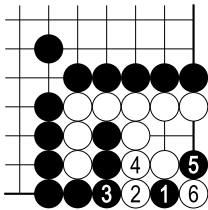


Diagram 4a – correct

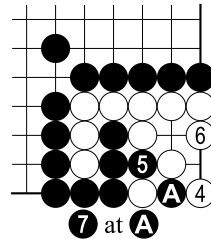


Diagram 4b – correct, variation

- ② This is White's strongest reply.
- ⑤ White will have to start this ko. It is an approach-move ko for Black, as he has to play above ⑤ rather than connecting.

- ④ White should not play this way as it gives Black a direct ko. If Black wins this ko and connects below ⑤, White is dead. White needs to win the ko and connect at A to live. Diagram 4a is better for White.

### Solution to Problem 5

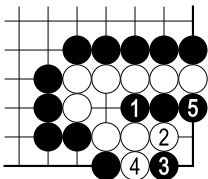


Diagram 5a – correct

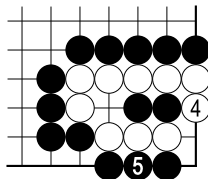


Diagram 5b – correct, variation

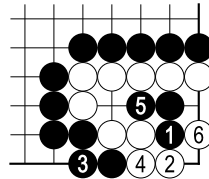


Diagram 5c – failure

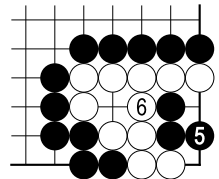


Diagram 5d – failure, variation

- ③ White cannot cut this stone off without being short of liberties.

- ⑤ White also dies this way.

- ⑥ Black is short of liberties – White lives.

- ⑥ White lives.

## ASSOCIATION CONTACT INFORMATION

*Association contact page:* [britgo.org/contact](http://britgo.org/contact)

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*Secretary:* Colin Williams [secretary@britgo.org](mailto:secretary@britgo.org)

*Membership Secretary:* Chris Kirkham [mem@britgo.org](mailto:mem@britgo.org)

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*Newsletter Editor:* [newsletter@britgo.org](mailto:newsletter@britgo.org)

*Journal comments and contributions:* [journal@britgo.org](mailto:journal@britgo.org)

*Our Facebook page:* [facebook.com/BritishGoAssociation](https://facebook.com/BritishGoAssociation)

*Follow us on X:* [twitter.com/britgo](https://twitter.com/britgo)

*Gotalk general discussion list:* [gotalk@britgo.org](mailto:gotalk@britgo.org) (open to all).

Use the links on the Help page of our website to join these lists.

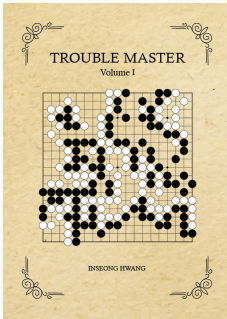
## CONTRIBUTIONS TO THE JOURNAL

The copy date for the next issue of the Journal is **1<sup>st</sup> April**.

Contributions are welcome at any time and the earlier the better, please. Those received after the copy date are likely to be too late for inclusion in the next issue. Please send them to [journal@britgo.org](mailto:journal@britgo.org). The Editor will be glad to discuss the suitability of any material you may have in mind.

# TROUBLE MASTER

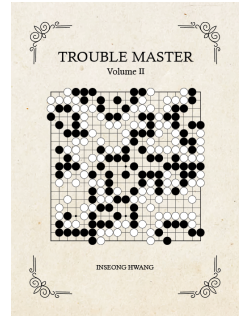
The Brand-new Tsumego problem books by In-seong Hwang 8 dan



...It is true that most people believe that life-and-death ability in Go depends solely on reading power, specifically depth or length of reading. While this is important, another crucial aspect is suspicion. Your suspicion primarily detects and guides the direction of your reading. Then reading ability (depth of reading) comes into play. However, what happens if you miss a chance simply because you did not even notice something was happening? This realization reinforced my belief that there should be a training tool designed to help my students seize those moments.

While pondering those thoughts one day, I had an insightful moment: "Why must all problems have a definite solution? Wouldn't it be even more entertaining if they were uncertain?" .....Each book contains 20 problem sets / about 150 troubles. Moreover, I share my insightful advice, which comes from my over 20 years of teaching experience, through a problem description of each problem set.

I hope these problems make your Go world even more entertaining and rich. The books are available on [Amazon](#).





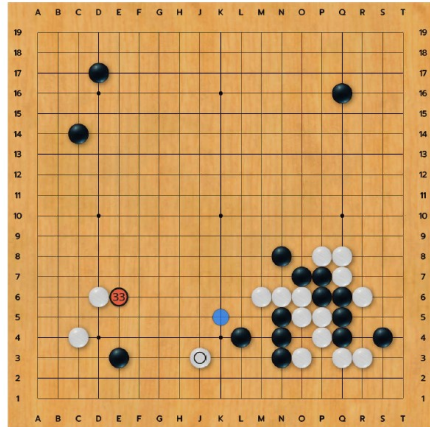
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