Chess has been part of the national curriculum of Russian schools and there are courses. It has been proven with various researches and experiments conducted in numerous countries that chess is helping children in problem solving and planning abilities. Russians were the first nation to notify the importance of chess and provided chess courses to every age group and opened chess schools in order to assist the development of talented players.

After some moment, the Western world also showed the respect to the game of chess. There were extensive researches conducted in Europe, Canada and US about the benefits of chess. Former Education Minister of US Terrel Bell, stated in his book published in 1982 that “one of the best and most enjoyable ways of developing the intelligence of your child is teaching him/her chess and make him/her play.” Which is an indicator of the importance of chess in the education within the US.

In 1973-74 there was a research conducted in Zaire (Kongo Democratic Republic by then) by Dr. Albert Frank in which a total of 92 students between 16-18 ages participated. It was concluded that chess has positive influence on general intelligence, creativity, planning, quick and rightly understanding and shape-space geometry.

Between 1974-76, there was another experiment conducted in Assenede Mayor School in Belgium with 40 students aged 10 participating. The students were divided into experiment and control groups. The tests of J.Piaget on understanding development tests were made to those children and the results were favoring chess-playing children.

In 1977-79, there were experiments conducted to the students studying in numerical departments in Hong Kong Chinese University. The results showed that students having chess education are 10-15% more successful.

Between 1979-83, in the studies conducted in Pennsylvania state of US, an experiment group having chess education is found to surpass all the other control groups in intellectual development programs. Watson-Gleaser and Torrence test methods were applied during those experiments. After the announcements were announced, chess was included in pilot schools in Pennsylvania as a course and the state education board prepared a chess education and development program.

Between 1979-83, Dr. Robert Ferguson prepared a project supported federally and named “Critical and Creative Thinking to be Developed with the help of Chess”. There were students chosen from 7, 8 and 9th grade students. The independent variables were behavioral approach to chess, approach to technology and computers, and approach to non-chess subjects. The study lasted for 32 weeks and in the first part, each group was given a course in specified event course. Watson-Glaser critical thinking test showed that there was a 17.3% increase in the chess group. Chess group was clear first in every creativity tests including uniqueness. The fluent speaking abilities of chess students were much higher than the other groups.

Another research conducted between 1979-83 was a studying Venezuela. “Project of Learning How To Think” was a project aiming to determine whether chess is positively influencing the intellectual level or not. 4266, second grade boys and girls
participated from every socioeconomic status and it was concluded that a methodical chess education improves the IQ level of students at small ages.

In the light of the results, Venezuela included chess as part of national education curriculum. The research is included in FIDE reports.

In 1980, Dianne Horgan conducted an experiment named “Chess as a Tool of Learning and Teaching” with 24 primary and 35 middle-high school students. In the end, Horgan concluded that children can learn chess at earlier ages quite comfortably and chess would contribute to the development of the mind of the children.

William Levy in New Jersey State University Education Faculty conducted another study between 1980-87 and concluded that chess contributes to the self-esteem of students of every age group (including university and college) and positively influencing the decision-making processes of individuals.

In an experiment conducted in the capital of Moldova, Kishimev by N.F.Talisina, it was founded that chess is improving the dreaming, memory, creative intelligence and ability to make teamwork skills. The studies were supported by Education Ministry of Moldovan Republic and included in reports.

In 1986, Dr. Robert Ferguson concluded in a pilot study that chess improves individual development, scheduled thinking, analyses, problem and adaptability.

Another study conducted by Dr. Ferguson between 1987-1988 with sixth grade students in Pennsylvania state concludes that chess improves the planning and memory with students that have never played chess before.

In an experiment in M.J. Ryan School on September, 21 1987 and May 31, 1988 9 boys and 5 girls in sixth grade participated and played chess together and took chess courses 2-3 hours a week. Their average score in tests of memory, understanding and logical thinking increased from 597.786 to 727.876. Their average scores in oral and written planning from 568.214 to 620.714.

Between 1989-1992, 437 fifth grade students participated in Kanada’s New Brunswick State. Among the three groups that the students were divided in, chess is found to be most hight contributing to the mathematics and problem solving. Chess became part of the education curriculum after this experiment in New Brunswick.

It was concluded in another study that the results of maths and problem solving tests of children between 2-7 grades increased from 62% to 81%.

Between 1990-1992, Philip Rifner administered a “Chess playing: A study on problem solving skill in average or above average intelligent students” which concluded that chess helps children to shift their problem solving abilities to other fields.

In 1995-1996, 112 students from 5 different schools (there were 2 classes from each school) participated in a research made in Texas, US. A control group with a total of 127 students was created and experimental group was given a chess education twice a
week while the control group continued a normal education. Experiment group was 12% more successful in planning tests.

Between 1994-1997, in a research conducted in Texas, US, it was shown that students between 3-5 grades that participate in chess clubs are twice more successful than the other students. The project was supported by Texas Academic Skills Evaluation Board and at the end of the project chess was included in the education curriculum and in Dallas Texas University.

In 1997, New York City Bronx Region State School 68 Principal Cheryl Coles prepared a chess education programme and noticed that students getting chess education are more successful in reading by 11.2% and their math grades improved by 18.6%.

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