

ACBL wants new members and we want to help you make your students part of the wonderful world of duplicate bridge. The ACBL Board of Directors approved a new program during their meeting prior to the Houston NABC that we hope you will find appealing.

The Board wants to "Welcome" new members and "Welcome Back" renewing members who have not been active for at least 12 months with special rates for multiple-year memberships. This program will run from June 1, 2002 through December 31, 2002.

The membership dues or service fees for multi-year memberships during the program period will be as follows:

Every year ACBL enjoys a large number of new members and struggles with retaining them as members. Most newcomers who stick with ACBL and duplicate bridge for two or three years become ongoing members. We are looking for ways to encourage our new members to purchase multiple-year memberships hoping that, given more time, they will come to enjoy the benefits of belonging to the biggest and best bridge organization in the world.

ACBL hopes this new incentive program will enable you to introduce more of your students to our organization with multiple-year memberships.

The BRIDGE TEACHER



After all, a new member can enjoy the first year introductory membership fee for three years by joining for all three years right away. New members over the age of 75 get an even better deal.

Good luck! ACBL hopes this program will make it easier for you to earn lots of \$25 gift certificates and Star Recruiter status for signing up new members. ❤️

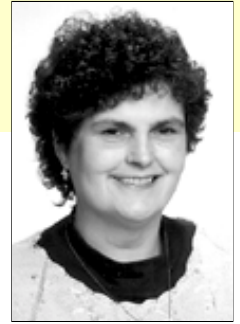
April, 2002

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	1 year	2 years	3 years
New Member	\$24.00	\$48.00	\$72.00
Reinstatement NonLM	\$32.00	\$57.50	\$84.00
Reinstatement LM	\$29.00	\$53.00	\$77.00
75 Years or Older	\$24.00	\$45.00	\$66.00

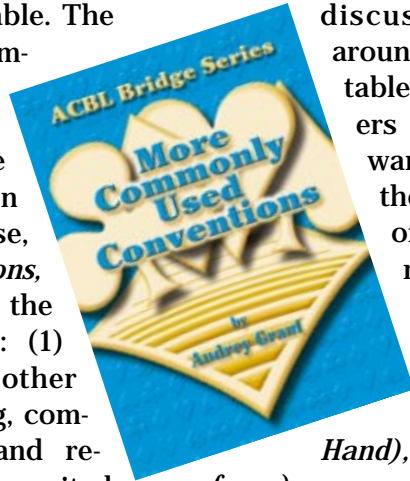
What you've been waiting for!

More Commonly Used Conventions by Pat Harrington



The Notrump Series, known as *More Commonly Used Conventions* by Audrey Grant is now available. The ACBL teaching series is complete. The latest addition contains eight chapters which primarily focus on the back side of the convention card. (The previous course, *Commonly Used Conventions*, covered the front side of the card.) Chapter topics are: (1) negative doubles; (2) other doubles (takeout, balancing, competitive, lead directing) and redoubles; (3) overcalls; (4) two suited overcalls (Michaels and unusual notrump); (5) slam bidding using Blackwood and Gerber; (6) cuebidding for slam (a very nice lesson on a topic not previously covered); (7) leads and signals; and (8) two-over-one game forcing and 1NT forcing.

Teachers will want to purchase both the student text and the teacher manual. The manual provides ex-



amples to use in presenting the material in Audrey's style of discussion centered around cards on the table. However, teachers should also be warned that teaching the final two courses of the series should not be approached in the same way as teaching the *Club (Bidding)*, *Diamond (Play of the Hand)*, and *Heart (Defense) courses*. A look at the teacher manuals will make this clear. No lesson plan in the *Bidding* teacher manual is longer than 20 pages and most run about 16 pages. A teacher could give a satisfactory lesson by following verbatim the plan in the teacher manual. But lesson plans in the teacher manuals for both of the conventions courses (*Commonly Used Conventions* and *More Commonly Used Conventions*) run 40-50 pages!

Nobody can cover that much material in one session even in a three-hour session. In the first three courses, the student text provided much more detail than the lesson plans. The texts for the final two courses closely parallel the presentations in the teacher manuals.

Whatever I teach, I spend more time preparing my lesson outside the classroom than I actually spend teaching it. If you plan to teach from either of the ACBL conventions courses, be sure that you allow time to prepare for the course in advance. Don't order the material with the idea of starting as soon as it arrives. You will have to study the material and decide what you will cover and how much in depth you want to go. If you plan to move slowly and select only a part of the material to compose your course, you are likely

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MORE COMMONLY USED CONVENTIONS *continued*

to need deals to supplement the 32 deals that are included in each series. Even advanced students want and need to play, and each person should have a turn to play in every session.

There are several things the teacher needs to consider when planning one of the conventions courses. What is the level of your students? Are they social players or are they duplicate bridge players who are accumulating masterpoints? Whichever they are, the students should have a reasonable amount of experience playing bridge before taking these courses.

While a teacher can easily bring a student from *Bidding to Play of the Hand to Defense*, continuing with a move to the *Commonly Used Conventions* and *More Commonly Used Conventions* courses would be a very big leap for a student at that level. Let them gain more experience by playing in a newcomer game or offer classes in supervised play from the five ACBL “Play” courses including the two latest play courses — *Play Course for the Advancing Student – 1 and 2*.

While some basic topics are

reviewed in each of the conventions courses, it is already assumed that students have a background in the basics. You would not use *More Commonly Used Conventions* to introduce overcalls; you *can* use it to review and expand upon what the students already know once they have had experience using overcalls.

The level of your students will affect what material you choose to include and what you choose to omit. If your students are not playing duplicate bridge, they will be less inclined to want to learn conventions such as Jacoby 2NT or two-over-one and 1NT forcing. With non-duplicate players, the teacher would select chapters that are applicable to social players (including doubles, overcalls, slam bidding, and leads). It is not necessary to cover the entire course in one series of lessons. Students will be able to use the text as a reference to look up things that they encounter at a later time. (Note to ACBL: Using the text as a reference would be much easier if the excellent glossary also noted the page number where discussion of the term could be found. This way the glossary could also serve as an index.) Teachers might find it

worthwhile to take the time to annotate the glossary in their own books.

If you do choose to cover a large portion of the lesson as it is, it might be better to do some discussion with cards on the table and follow it up with the hand that illustrates that point before moving on to another topic from the lesson. Teachers might even want to incorporate the exercises from the student text into the lesson plan. The manual suggests using exercises for homework but moving from cards on the table to written exercises to play might provide more variety and better hold the students’ attention.

Teachers who have already taught from *Commonly Used Conventions* have noticed that playing the sample deals is more challenging than we are accustomed to in the first courses. Again, let me stress that these last two courses are for high intermediate to advanced students and not for those just above beginner level or for those just out of the *Defense* course. You need to allow more time to discuss the play and, once again, the teacher will have to use judgment as to how much analysis should be done

MORE COMMONLY USED CONVENTIONS *continued*

on each deal.

Moreover, the teacher must be sure that he thoroughly understands the play concepts being discussed. Some ACBL teachers are not experienced bridge players and even we experienced players sometimes let our egos convince us that we know more about bridge than we do. It would be an excellent idea for anyone planning to teach either conventions course to set up the deals in boards and play them with three friends. Carefully read the analysis of each deal after you play and you will see that there is a lot of meat in some of the deals — some of which might slip right by even experienced players.

If you cannot play the deals, you must be sure you take the time to read and thoroughly understand the complete analyses provided in the teacher manual. In fact, it is wise to read and re-read your manual before you teach the course. As well as helping you clarify what you will be teaching, you'll find some good tips for classroom use. For example, Audrey suggests that you make signs

indicating “opener” and “responder.” I find that students get confused when we look at a hand on the table and forget whether the hand is opener's hand or responder's hand. These signs also avoid confusion when we face both opener's and responder's hands at the same time. Make several copies of these signs on your computer, get them laminated, and you can use them in classes at all levels. You might also want signs for “declarer”, “dummy”, and “opening lead” for some of your lower-level classes.

The bottom line for teaching either conventions course is to be well prepared. Getting ready to teach a conventions course will be more work than for the other ACBL courses since you must tailor the material to the needs of your students. Teachers should also know that they are not teaching conventions in depth. Consider the following quote from the teacher manual: “This lesson series should leave your students with a desire to continue their involvement in the game. They should feel that conventions are an interesting aspect of the game that opens up new avenues to explore, even if their personal

choice is not to use all of them.” That implies that if the students do wish to use the conventions we introduce to them, they are going to need more practice. Simply seeing one deal that illustrates a convention does not make them ready to play it. This opens up a whole new set of possibilities for teachers who want to select a few conventions and thoroughly teach them. Select appropriate material from the ACBL courses and supplement with enough deals to make your students comfortable using each convention in all situations. Each student textbook could be used for many courses if you plan to do more than simply expose your students to the conventions.

Commonly Used Conventions and *More Commonly Used Conventions* can be ordered from the ACBL at 1 (800) 264-2743. Manuals are priced at \$14.95, texts at \$13.46 for ACBL members, and \$3.50 for the cards. Ask about quantity discounts on texts as well as discounts for accredited and star teachers.



Need More Practice Deals?

by Betty Starzec

Now that both of the ACBL's texts on conventions, *Commonly Used Conventions* and *More Commonly Used Conventions* by Audrey Grant, are available, you may want to provide extra practice deals for your students, especially if you are breaking the lessons into segments when you teach. While you certainly can make up additional deals yourselves, there are alternatives available to you.

Dealmaster Pro 2.1 — The *Dealmaster Pro 2.1* (available from the *Bridge Source Teacher Catalog* for \$71.96) enables you to build and maintain a computer database file of bridge deals utilizing one of its two *deal generators*.

You simply enter the specifications for one or more of the four hands, save these options



by entering a name, such as “Weak Two,” and then specify how many deals you want generated. You can preview the deals and reject any that you do not want (freak distribution for defenders, etc.).

Following the preview, a screen is presented on which you indicate what you want done with the deals created. It provides numerous options: (1) add the generated deals to a “browse” file, (2) classify them,

Dealmaster Pro 2.1

Superior deal generator. Creates deals for bidding practice and class illustration. Complete organization tool for teachers. Many printout options. Hand records show makable contracts. Awarded ABTA citation.

#311772 – CD ROM

\$79.95

\$71.96

System req.: 486DX, Windows 3.1/95, 8MB RAM, 16MB recommended, VGA display with 16 bit (64k) color

(3) print them in any of many formats, etc. The *Dealmaster Pro* offers a “help” feature to get you through the numerous options of this great program.

You can visit the *Dealmaster* web site online at www.dealmaster.com to find out more about this helpful program. ♥

Need More Practice Deals? Want to Teach Online?

by Julie Greenberg



Not only can you generate practice deals at www.BridgeBase.com but you can also use those deals to teach — and much more.

www.BridgeBase.com — During the Houston NABC, Fred Gitelman, the creator of *Bridge Base Online*, offered a seminar to introduce teachers to the advantages of teaching at his site. It was an impressive presentation and we have asked Fred to repeat the program at the Washington NABC this summer. (Join us on Monday morning, July 22 at 10.)

At *Bridge Base Online*, in the bridge club, teachers can —

1. Take any deals and prepare them for play at any time (the deals reside in your personal file),
2. Sit in more than one seat (all four seats with the students kibitzing; in three seats with one student, etc.)
3. Always see all four hands,
4. Back up the bidding and the play,

5. Chat with only one student,
6. Remove an unruly student.

In a different part of *Bridge Base Online*, one of the training rooms, teachers can work on partnership bidding (essential with conventions). You can select the convention or type of deal you want to study and bid as many as you have time to bid. (How much more effective this is rather than hope that a convention comes up during a regular session.)

There is also a lecture hall where teachers can present lecture-style lessons which have been prepared in advance.

Teachers who want to teach online with Bridge Base currently have to sign up their own students. BB does, however, have the ability to collect the fees using VISA and will then pay the teachers, subtracting a minimal fee for the service of providing a teaching site, software, and the financial support. If you are

interested, give Fred a call at 1 (888) 631-9581.

As a matter of fact, one of the best features of *Bridge Base Online* is Fred Gitelman, who will personally work with teachers to help them understand the capabilities of his site. This is a rare and valuable opportunity for those of you who want to teach online.

Bridge Base is a free site. You can get online and play, attend lectures, and check out the features. (Go to www.bridgebase.com/online to download the software.) Join us in Washington for Fred's presentation and bring your questions. ♥

NOTE: *Betty Starzec will demonstrate an actual online lesson on Tuesday, July 23 at 10 AM.*

DON'T MISS IT!



Get Your School Students Involved

by Harley Bress



April 27 is the date for the 2002 School Bridge Instant Matchpoint Game, an annual event for participants in ACBL's school bridge lesson program.

Teachers, if you are teaching a class in a school, please sign up for this year's event as soon as possible. It may be the first chance your students have to get a taste for competing with others from across North America. Winners both E/W and N/S will receive a \$500 scholarship!

Even if your students don't have the time to complete all of the

12 boards, the tournament gives them a good chance to practice what they have learned. It is perhaps a good first step towards entering the competition next year.

The deals are ideally suited to those finishing their first bridge class. They include instant matchpointed scores. Each student competing will receive an informative booklet describing the suggested bidding, opening leads, and matchpoint scores.

Do not hesitate to sign up for this event. Your students will have a wonderful time. You might even

make the game into an end-of-the-class party. You have nothing to lose!

Sign up by contacting:

Charlotte Blaiss:

Phone: (901) 332-5586 x214

E-mail: Charlotte.Blaiss@acbl.org

WHO WOULD HAVE GUESSED...?

ACBL Membership

Did you know that ACBL membership is on the rise for the first time in a long time? Thank you for your efforts in bringing new people into the game and into our organization!

Role Models

by Lynn Berg

Many of us came to bridge teaching not from teaching but from bridge. Someone said to you, “You’re such a good player and so pleasant—I bet you would be a terrific bridge teacher. And we need someone NOW!” And off you went to order a book and get started. Or maybe you are a club owner or just someone who perceived the need in your area for some classes.

One of the biggest reasons for the development of the TAP experience was that bridge teaching is such a lonely job for the teacher. If you are reading *The Bridge Teacher*, you probably attended a TAP program at some time. But that may have been the last time you were in the company of other bridge teachers and the last time you had the opportunity to watch someone else teach. This isolation is a problem for all of us. What can we do about it?

Join ABTA. The American Bridge Teachers’ Association is the natural

place to meet and learn from other teachers. Attend the annual Seminar and Convention just before each Summer NABC (in Washington, D.C., this year). The ABTA Quarterly magazine and the regional activities sponsored by ABTA provide excellent support for the lonely bridge teacher.

If you live in an area where there are several active bridge teachers, start a teachers’ group. Too many bridge teachers view other teachers as rivals rather than colleagues. Be the first teacher in your area to overcome this false notion. Your Unit and District Education Liaisons may be able to help you with the names of other teachers and with materials for meetings. You can get a list of accredited and certified bridge teachers at the ACBL website (www.acbl.org — click on “Teachers” and then “Find a Teacher” and

your state).

Attend a TAP session whenever you get the chance. Continuing education should be routine for any teacher who wants to stay current and offer dynamic and successful courses. If it’s been more than a year or two since you took the TAP, you’ll be amazed and pleased with what’s been happening. There’s more new material—and new methods—available all the time, and the Education Department wants you to know all about it! Also, gradually sliding away from effective methods is a problem we all share: going back to the TAP is a great way to remind yourself of what you mean to be doing in your classes.

Attend an Easybridge! accreditation. You’ll find more ideas for advertising, salesmanship, and class management to complement what you have learned in the TAP. Just like the TAP, former participants are urged to come back and see what’s new, as well as to be reminded of the basic messages of the course.

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ROLE MODELS *continued*

If you are unable for reasons of distance, economy, or other responsibilities to travel to a TAP or an EB accreditation, there are still many other ways of getting new information and enjoying great role models.

You can find useful materials for the computer. Bobby Wolff offers a lesson program that includes his comments on the lessons. Check out the CDs of super stars Mike Lawrence and Eddie Kantar to see what they choose to emphasize in their lessons. Often the graphics and order presented in these computer programs can help you decide what's important in your lessons.

Look at books as teachers. The order, graphics, comments can all help you if you use them as models.

Don't forget the wonderful "scripts" in the teacher manuals for the ACBL series. Tape yourself doing a delivery. Better yet, get a friend to video-tape you. You may be your own best friend and critic.

When checking out available role models, don't forget about Audrey Grant's videos. The Bridge Players' Home Video Library shows Audrey teaching "The Club Series." Watch-

ing these tapes and studying Audrey's style is an outstanding opportunity for a new teacher or a teacher who has taught the series and wants to see how he/she rates.

Another wonderful role model is found by viewing Audrey Grant's continuing education video on *The Heart Series*. In the Heart video, Audrey teaches Lesson One of the series. It's an excellent study on how to work with a class to introduce new material. Audrey speaks directly to the teacher to present an overview and then teaches an actual class—with voiceovers to guide your observations. You can follow along with the student text and teacher manual at hand to get a great idea of how effective this material can be. The tape is \$14.95.

A second continuing education tape for the original *Spade Series* is still available and still has value. Although this course on duplicate was phased out, the video shows you how to use this old material to attract your students to duplicate. If you are trying to get duplicate going, there's good information and methods here for you to check out. ♥

The **BRIDGE** **TEACHER**



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**Check out the
NABC Activities for
this Summer at the
Teacher website**

American Bridge Teachers' Association Annual Convention

WASHINGTON, DC — ACTIVITIES

The ABTA Seminar and Convention will be held at the Marriott Wardman Hotel in Washington DC. Teachers should contact the ACBL Housing Bureau at 1 (800) 773-5069 to make hotel reservations. Please use the form on the page 11 to reserve for ABTA activities. NOTE: Early bird discounts for reservations before June 15.

ABTA SEMINAR JULY 16-17

Send a check made out to ABTA for the entire registration (Convention, Seminar, Optional Wednesday evening tour) to:

Pat Harrington, Business Secretary-Treasurer

14840 Crystal Cove Court #503

Fort Myers, Florida 33919-7417

Phone: (239) 437-4106 or e-mail: abta@juno.com

Starting on Tuesday afternoon at 1P.M., the focus is on teaching and the business of teaching. Speakers include ABTA member Lampert (Teaching Play of the Cards), Kara Jarman (When and How to Introduce 2/1), Brenda Simpson (Techniques for Teaching in the Schools), Liz Randall (Teaching Seniors), and a panel of teachers who will be ready to answer all of your questions.

Wednesday Morning the teachers' favorite, Audrey Grant, takes center stage to discuss three topics: The Pre-Game Mini Lesson, Bridge for the Beginner (introducing her new materials), and Golf Club Bridge. Audrey's session runs from 9 to noon and is preceded by a continental breakfast at 8:30.

Cost of the two-session Seminar is \$40.



ABTA CONVENTION JULY 17-19

Take a short break for lunch and then join ABTA for the annual convention where you will get valuable tips on teaching from experienced teachers as well as help with your own bridge game from expert players. The schedule is still being firmed up. Here are a few of the names you can expect to hear from: Larry Cohen, Max Hardy, Dennis Dawson, David Lindop, Matt Granovetter, Julie Greenberg, Mike Passell, Bob Hamman, and Betty Starzec with a seminar on MiniBridge.

Cost of the Wednesday afternoon through Friday morning convention is \$150, but you can save \$25 by registering by June 15. Your convention fee includes two continental breakfasts and a gala banquet on Thursday evening.

While you are in Washington DC, tour our nation's capital with fellow teachers on Wednesday evening. The cost of the tour is \$34 and prepayment is requested. Tour includes a stop at the famous Union Station with its myriad of eateries, but the cost of dinner is not included.



American Bridge Teachers' Association Annual Convention WASHINGTON, DC — 2002

Payment must be in U.S. funds drawn on a U.S. bank (Contact abta@juno.com for Canadian rates.)

Name _____

Address _____ ZIP+4 _____

Phone () _____ E-mail _____

Please register me for:

(check all that apply and include payment):

- _____ Convention (July 17-19 — Wed.-Fri.)
\$125 fee (\$150 after 6/15)
- _____ Seminar (July 16-17 — Tue.-Wed.)
\$40 fee
- _____ Tour (Wed. evening)
\$34 fee (dinner extra)

_____	Check here if this is your first Convention.
_____	Please try to find me a roommate. <i>(specify any requirements – smoking, etc.)</i>
_____	_____
_____	_____
_____	_____