



THE BRIDGE TEACHER

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Look What's Inside ...

The Business of Bridge –
Tips and Short Lectures2

Highlights of the Toronto
ABTA Convention3

The Bridge Teacher's
Bookshelf 4-5

2011 ABTA Teacher
of the Year6

ACBL Mobile Apps —
Find a Teacher6

ABTA Applebasket Award7

Facebook.....7

A Message from the CEO.....8

For Your Information...



The Fall season brings changing of the leaves and this year it also brings the change of a new CEO at the ACBL. We will miss Jay Baum, who is retiring after ten years as ACBL's CEO, but we are excited to welcome Robert Hartman – who has been appointed by the Board of Directors to serve as our new CEO beginning November 7th, 2011.

Youth NABC — More than 150 youth from three different countries played in ACBL's fourth annual Youth NABC this summer during the Toronto NABC. Plan now to bring your students to next year's Youth NABC in Philadelphia, July 26-28, 2012.

Mobile Phone Apps — The free "ACBL mobile" – "Find a Club" – app – is now live and available for download in the iTunes App Store for those with the following devices: iPhone, iPod touch, and iPad. If you have one of these devices, go to the App Store, conduct a search for "ACBL" and download the "ACBL Mobile" app. A "Find a Teacher" option and a version of the apps for the Android are in development.

Be sure we have your email address — Beginning in 2012, the Bridge Teacher newsletter will no longer be sent by regular mail. Send your email address to Education@acbl.org to be sure you receive the electronic version of the newsletter.

ACBL 75th Anniversary — Next year ACBL will celebrate its 75th Anniversary. We have many fun and exciting things planned – starting with the Spring NABC in Memphis TN. Make plans now to join us!

ABTA Master Teachers — Congratulations to Wendy Dewell; San Jose CA; Laurie Ann Levin, San Antonio TX and Pat Peterson, Hernando FL, for successfully passing their tests to become ABTA Master Teachers. If you would like to apply go to the ABTA web site for more information, www.abtahome.com.

ABTA and TAP — We are excited to announce the ABTA will hold its convention during the Spring NABC in Memphis to help the ACBL celebrate its 75th Anniversary. Current ABTA members are invited to take the ACBL Teacher Accreditation Program (TAP) in Memphis for free.

Vicki Campbell
Director of Marketing and Education

Dear Bridge Teacher,

First off, thank you. Teachers are a critical element in getting people excited about duplicate bridge play and ACBL membership. We appreciate your dedication to our great game. To that end, I look forward to working with you to provide the tools and resources for you to be as successful as possible.

To give you a brief history about myself, I'm currently the Vice President and General Manager of Golden Gate Fields race track in Northern California. Prior to this position I was the Associate Athletic Director for the University of California, Berkeley and the Vice President of Marketing for Pallotta Teamworks. I'm eager to begin on my first official day at the ACBL on November 7.

Thank you for providing so many with an avenue to participate in the greatest game on Earth! Through our combined efforts, we can continue to grow the game of bridge. I look forward to meeting each of you during my tenure as your CEO.



Robert Hartman
Incoming ACBL CEO

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The Business of Bridge

Tips and Short Lectures

By Lynn Berg

Twice most weeks for the past twenty years I have given a 20-minute bridge tip before our local club's limited games. Sometimes I answer questions, but usually I have some idea prepared. Since I've had to come up with over a thousand "tips," I'm pretty shameless about borrowing (not so shameless that I don't give credit where it's due).

If you want to see a master of the short impromptu lecture, catch Larry Cohen doing what he calls the "real deal." He has someone shuffle and deal, then call the cards for the board. Then Larry talks about whatever the deal reveals. And he always has an interesting, witty and informative take on what he sees! Most of us can't do that. We aren't quick enough thinkers or we don't have the wealth of bridge information he has. So we have to prepare.

Of course, preparation is one of the dangers if we forget to keep tips simple and straightforward, very limited in scope. If there's a topic that's too complex for a short talk, break it down into its components and take all month with the topic as a theme. You can announce the theme, promise a handout at the end, and use the lectures as an advertising device to attract students to your game. For instance, considering the three hand patterns that might be expressed by a negative double, devote one lecture to each.

You should have at least two examples for them to consider each

week and be ready to field questions about the topic.

If you get questions that are off-topic, you've been provided with new lecture material. Take advantage of it. If the question is asked during class, tell the group that the topic will be discussed soon — with a specific date if possible. Then remember to write down the question and note the date you've proposed. Keep a list of questions and check your handout stash. The handout can be a lot more detailed than your tip, and the extra information will be viewed as value added by the recipients.

That stash I mentioned is a lot more manageable in these computer days. I have extensive collections at home and on the bridge club computer, and I e-mail them from one to the other as needed. The collection is also on the laptop I take on trips. I teach bridge on cruises a few times a year and like to have access to materials. Take the time to organize and edit your handouts. They are valuable. Save articles from the Bridge Bulletin, too, when they have information you can incorporate.

When you are doing a series of these short classes, a theme is most helpful. One I repeat every few years is all the boxes on the convention card. While a lot of those red boxes allude to conventions my 0-299 players won't use, they like to know what's there and they often

have questions about how to fill out their own cards.

The ACBL has a marvelous on-line utility on filling out the card. Feel free to download and use it—I get at least 18 weeks out of this theme, since some boxes take more than one week to discuss. Provide a handout on the proprieties of filling out the card. It could also show a card filled out for the simple Standard System most newcomers and intermediate players use.

Another theme that would be useful to your students is, "What is a forcing bid?" Again, there's more than enough for several lectures:

- ❖ How does opener force the bidding?
- ❖ How does responder force the bidding?
- ❖ What's forcing in a competitive auction?
- ❖ What's forcing after partner preempts?
- ❖ What's forcing when partner overcalls?

Two-suited hands are a great source for a series of talks. How do we open such hands and rebid? How do we respond with them? What if the opponent has opened the bidding?

If I am lazy on a Monday, I take advantage of the Goren bridge quiz that appears in our local papers over the weekend with the answers on Monday. There's almost always an answer which bears more discussion than the brief blurb in the paper. We are lucky enough in our club to have hand records for every game, and these are a rich source of materials.

And don't forget your own mistakes and dilemmas. It is reassuring to hear that you, too, err and are baffled at times. Your own table experience can be a rich source of material. ♦



Highlights of the Toronto ABTA Convention



By Joyce Penn

Toronto was an incredible site for the ABTA Conference in July 2011. Our host hotel, the Fairmont Royal York, was elegant in every respect and hosted our Thursday evening awards banquet. One hundred and five teachers attended this 54th Annual Conference and were treated to excellent speakers designed to enhance our teaching experience and improve our bridge knowledge. Steve Nellissen, of Ramsey NJ, spearheaded our program, highlighted with bridge celebrity speakers: Audrey Grant, Jerry Helms, Julian Laderman, John Rayner and Mel Colchamiro. Friday morning's pro panel chaired by George Jacobs was very entertaining with Lisa Berkowitz, Haig Tchamitch, David Lindop, and Mel Colchamiro. Barbara Seagram, Toronto ON, planned a relaxing and educational trip to Niagara on the Lake and Shaw Festival, along with dinner and entertainment via an amphibious bus and Toronto tour one evening. Audrey Grant, along with several generous benefactors*, treated all the teachers to wine and lunch at a downtown private club. Our Thursday luncheon found us at the top of the CN Tower,

looking down through a glass floor, enjoying the sites.

At the Thursday evening gala banquet, Betty Starzec, membership credentials committee chairman, presented our new master teachers. Wendy Dewell, San Jose CA, Laurie Anne Levin, San Antonio TX and Pat Peterson, Hernando FL received their master teacher pins after success in the testing and interview process sponsored by the ABTA. Maggie Sparrow, book-software committee chairman, presented awards to Mary Ann Dufresne, Weeki Wachee FL and Marion Ellingson, Spring Hill FL, friends who co-authored *Bridge With Bells and Whistles*. You won't want to miss this intermediate level book with concise explanations of some of bridge's most confusing areas. The book is valuable for students and also explains key ideas for the teacher to use in classes. Larry Cohen's intermediate and advanced level "Real Deal" DVDs won software of the year.

Looking forward to a new year, with Brenda Simpson, president and Chuck Hodel, vice president, at the helm, we hope to surpass this year's record attendance in Toronto. Mark your calendars for March

13–16, at the Memphis Marriott Downtown Hotel.

It is the ACBL's 75th anniversary and they invite us to share in the festivities. Thus our annual conference will take place early, instead of preceding the Summer NABC. In celebration of their anniversary, the ACBL offers ABTA teachers the one-time opportunity to take the TAP course free of charge. There are many excellent reasons to join the American Bridge Teachers Association, but this may provide you an incentive to do so now. Send \$35 for a one-year membership or \$90 for a three-year membership to Kathy Rolfe, 490 North Winnebago Dr, Lake Winnebago MO 64034-9321. Checks may be made payable to ABTA. ♦

** Barbara Seagram Bridge Studio; Master Point Press; Baron Barclay Bridge Supply; Audrey Grant Better Bridge; John Rayner, Canadian National Champion and Teacher; ACBL Unit 166; and the ACBL Educational Foundation.*



THE BRIDGE TEACHER'S BOOKSHELF

By Pat Harrington

Here's what I look for.

- ❖ Lesson deals that don't reward bad bids or plays. For example, an off-beat choice of opening lead shouldn't set a contract we want declarer to make.
- ❖ Don't give the opponents a reasonable overcall or takeout double when the auction is meant to be non-competitive – especially when it changes things so that the intended lesson no longer applies.
- ❖ More play and chances for student involvement, experimentation and self-teaching.

How many bridge teaching manuals are on your bookshelf? My shelf is filled with manuals: all the ACBL texts as well as the *Modern Notrump Bidding* and *Major Suit Raises I and II Play Courses* (all free downloads from www.acbl.org); Audrey Grant's *Bridge Basics I and II*; Shirley Silverman's *Five Card Major Complete Teacher's Manual*; Dee Berry's *Cuebids in a Nutshell* and *Two Over One in A Nutshell*; Val Covalciuc's *Two-Over-One Game Force*; plus several more no longer easily available. All of the above are available from www.baronbarclay.com. I also have Eddie Kantar's manuals and have just mailed him my order for his latest Volume V lesson set (www.kantarbridge.com).

I want to tell you about three new manuals I just added to my collection but first, let's talk about teaching manuals in general. I think we all want lessons that are ready to teach as is, but that might not be the case when there are so many issues to consider. What do you want in a manual? (Email me at mrsbridge@embarqmail.com to share your ideas.)

Two of the greatest innovations for bridge teachers were coded cards like the ACBL EZ Deal cards and large tabletop printed hand records that allow students to make up their own lesson deals. (All three of the manuals I will discuss include tabletop printouts.)

Don't let these time savers lull you into a false sense of security so that you fail to prepare in advance. Analyze the lesson plan and deals before class to make sure they meet your standards. Look for typos as well as analysis errors.

Do your students express disappointment when they leave class because they haven't declared a single hand? If so, check the distribution of declarers in those lesson plans. It's not always easy to equalize declarers — especially in competitive auctions — but there

is no excuse for not doing so when possible. When a lesson includes more than four deals, it's best for each position to declare one of the first four hands. Equalizing declarers when I write my own lesson plans is time consuming. Some teachers solve the problem by having South declare all hands. Students rotate the table card one position clockwise with each new deal. Don't let the need to make revisions in a teaching manual negate its usefulness. Just be sure to prepare far enough in advance to allow time to make the changes you want. The *Dealmaster Pro* software (www.dealmaster.com) makes it easy to create replacement tabletop hand records.

Now for those manuals (new and older) that I've just discovered. First up is the *Easybridge! 2 Workshops*, ten two-hour lessons designed for Easybridge! 2 players. Topics are: opening leads, finesses, rule of 20, the power of trumps, long suits, negative doubles, rule of 11, getting to game and cuebids and balancing. Ten more basic lessons are offered in, *Easybridge! 1 Workshops*. Each lesson includes the presenter's mini-lesson where two deals are played and discussed as a class, and player's bonus sheets with exercises as well as analysis of four more deals for tables to play at their own pace using the tabletop hand records and bonus sheets. After the mini-lesson, the presenter stays available in the background,

keeping an eye on things but ready to help when asked, allowing the players to teach themselves as much as possible. The workshops do a good job of maintaining the philosophy stated in the introduction, “The more you want to have learned, the less material you should cover. The more you want your students to return to you, the less material you should cover.” Each presentation includes a joke or story and many of the tabletop hand records have fun sayings on them. While *Easybridge!* is geared to helping clubs build duplicate games, the workshops are great for all teachers and also work well on cruises. Each ten-lesson set sells for \$100. Contact Marti Ronemus mronemus@comcast.net or 717-699-5222.

The winner of the 2011 ABTA Book of the Year Award was Masterpoint Press’s new offering, *Bridge With Bells and Whistles*, written for intermediate players by bridge teachers Mary Ann Dufresne and Marion Ellingsen. The authors expand and refine standard bidding and describe common conventions used at duplicate in a highly readable style. Each chapter includes a summary and quiz but no complete deals.

The book is not intended to be read straight through. The authors suggest starting with the first three chapters covering hand evaluation, notrump openings and forcing bids. I particularly like the section on forcing bids entitled *The Controversial Stuff*. Not many books address bidding after partner’s opening bid is doubled for takeout or rebids in a standard two-over-one auction. At under \$20, this book can be purchased in paperback from bridge supply houses or

amazon.com and as an Honors eBook from www.masterpointpress.com where you can also view a complete table of contents.

I got a nice surprise when I was researching *Bridge With Bells and Whistles* — there is a teacher manual that serves as a companion for *some* of the material! The six available lesson plans cover: control bidding and 1430; Jacoby 2NT; splinter bids; Bergen raises; major suit raises with three trumps, and end with a set of slam bidding practice deals. Teach them as stand-alone lessons or follow the authors’ suggestions for combining lessons to make four-week courses on slam bidding or major-suit raises.

The authors use a technique that is highly effective in setting the stage for presenting a new convention to intermediate students. They pique the students’ interest at the start of the lesson by having the class play a deal where they are not likely to reach the ideal spot without the new bid. Suggested reading references and homework exercises using the book are included. If your students don’t have the book or if you choose to revise the suggested methods, you will need to create your own handouts. As the authors point out, what we prefer to teach and treatments of conventions vary. For example, in the Jacoby 2NT lesson opener’s rebids of three of a major and 3NT were different from any I’ve seen before. Lesson plans use cards on the table rather than a blackboard to make various points. However, there are some problems. The tabletop hand record of Deal 5 of the Jacoby 2NT shows the wrong deals, which results in a completely different auction without the use of Jacoby 2NT. Another deal has an opponent with a clear-cut action

passing where a bid or double will affect the use of a convention.

You’ll have some work to do if you want to equalize declarers and you might opt to split some lessons into two, but you can judge for yourself by going to www.masterpointpress.com to take advantage of a great deal — the splinter bid lesson plan from the manual, *The Magic of Singletons*, can be downloaded for *free*! Purchase individual plans or the entire set of lesson plans for only \$19.99.

When visiting Masterpoint Press, check out the authors’ first book for beginners. *We Love The Majors* describes bidding and play starting from scratch. A teacher manual provides plans for the authors’ six-lesson beginner course based on the first seven chapters of the book. The last three chapters of the book cover competitive bidding and high-level openings and are not included in the first course. Most lessons include four deals plus another four to be used for home practice guided by an analysis using the book. The recurring theme—we love the majors; notrump is okay; and we hate the minors — helps students focus on reaching the best game contracts.

Lesson one introduces tricks, counting points, playing as declarer in suits and notrump and concludes with dummy points. Lesson six advocates opening 1NT with balanced or semi-balanced hands and teaches both Stayman and transfers. The book and manual are available as Honors eBooks or in paperback.

With our busy teaching season upon us, we welcome the help that teacher manuals provide. To paraphrase the above, “We Love the Manuals” and we love the authors who provide them! ♦



2011 ABTA Teacher of the Year

Kathie Walsh, from Hilton Head SC, won the 2011 ABTA Teacher of the Year cash award and trophy for her many contributions to bridge teaching and bridge itself. Master Point Press annually sponsors this prestigious award with Committee Chairs Marilyn Kalbfleisch, Marti Ronemus, Barbara Seagram, Linda Lee and Brenda Simpson.

“For a long time,” Kathie says, “I thought I knew how to play bridge.” She found out differently when she moved to Hilton Head SC in 1999.

Just retired, she started playing duplicate in Hilton Head. Determined to improve her game, she hit upon a plan. “I decided the best way to learn was to teach,” says Kathie.

ABTA President Joyce Penn notes that Kathie’s students gave her high recommendations, “and her teaching material is great.”

Barbara Seagram has visited in Hilton Head and seen Kathie in action. “She has built such an enormous bridge community there. She nurtures her students and has such charm and grace.”

Kathie lived in the Philadelphia area before retiring to South Carolina. She taught in high schools and colleges before retiring in 1998. She and her husband moved to



(L to R) Joyce Penn, ABTA President, Kathie Walsh, Barbara Seagram

South Carolina because they had visited there previously and were favorably impressed.

Kathie became a bridge teacher in 2002, taking the Better Bridge Accreditation Program taught by Audrey Grant at the bridge club in Hilton Head. Her plan to improve by teaching paid off in 2003, when she became a Life Master.

Her classes started with slightly more than a dozen people, but now often exceed 100. She teaches bridge three times a week. She designs the classes for people

who can’t or don’t want to take an eight-week course. “I tell people that even if the class is too easy or too hard they will learn something,” Kathie says, and she notes that “I’m still learning.”

Kathie is the second teacher from South Carolina to earn Teacher of the Year honors following 2010 winner Tina Radding of Charleston.

Gerry La Chance of Collingwood ON received special recognition for service to the game and the profession. ♦

ACBL Mobile Apps – Find a Teacher



The ACBL is in the process of creating a “Find a Teacher” mobile app. The app will work like the “Find a Club” app that is currently available. Users will be able to conduct searches for bridge teachers by using the device’s GPS tracking capability or manually by city/state or zip/postal code.

If you are currently listed in the online Teacher directory your information will automatically be available on the mobile app. If you are not currently listed in the online directory but would like to be listed, go to the following link and fill out the online teacher listing application: <http://fs3.formsite.com/acbl/form142291791/index.html>

Teachers will also have the option of adding their phone number and web sites to the directory. If you would like to make your phone number available, please let us hear from you.

2011 ABTA Applebasket Award

Richard Braunstein of Lancaster PA was the winner of the 2011 ABTA Applebasket Award. Here is Richard's tip:

Because long suits bring us much success, prosperity and rewards playing bridge hands, Richard Braunstein coined the savvy phrase "Money in the Bank," to describe long suits to his students.

Submitting this concept in the annual ABTA's Applebasket Award contest, Richard took home the

beautiful crystal apple prize for an ingenious teaching tip.

To his students, Richard describes long suits with money symbols, instead of small card symbols. Instead of AK x x x, or Q J x x x, he uses AK \$ \$ \$ and Q J \$ \$ \$ when he outlines how to cash in on a long suit's useful source of tricks.

He tells his students that you need two things to turn checks into cash at the bank: checks clearing and either using an ATM or going to the bank when it's open, to obtain the money. In other words, the money

must be available to you and you need a way to access your money.

Similarly, you need to establish long suits and you need an entry to the hand with the long suit to cash your tricks and reap the rewards. When you establish long suits, all of the remaining cards that you hold in a suit become winners.

He follows this explanation with illustrative hands in which students practice establishing long suits and cashing winners.

Congratulations, Richard! ♦



Facebook

There are two types of pages on Facebook, pages for individuals and fan pages. Individual pages are for people who can then "friend" other people. Fan pages, on the other hand, give your business, company, or organization a presence on Facebook. People can choose to become a "fan" of your page. As a bridge teacher, you will want to create a fan page rather than an individual page. People who become fans of your page will see your posts in their Facebook "Most Recent" timeline, along with their friends' status updates.

To create a fan page, go here: <https://www.facebook.com/pages/create.php>

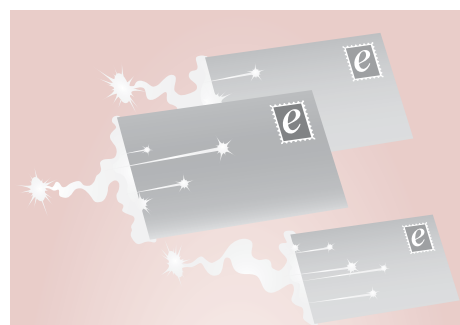
Choose "company, organization or institution" from the choices provided and Facebook will walk you through the creation of your page.

The Facebook Fan Page help

page at <https://www.facebook.com/help/?page=904> provides information about managing your page, including choosing a username, assigning individuals on Facebook the right to administer your page, and much more.

Some ways you might use Facebook for your benefit:

- ❖ Communicate upcoming class information.
- ❖ Congratulate students on outstanding achievements and advances in masterpoint ranks.
- ❖ Upload photos from your classes and games. Members who are your fans will be able to tag themselves in the photos.
- ❖ Link to relevant information on your unit website.
- ❖ Link to local news articles about bridge.
- ❖ Link to relevant information on the ACBL's website. ♦



Do We Have Your Email Address?

Beginning in 2012, the Bridge Teacher newsletter will no longer be sent by regular mail. An electronic version will be emailed to all teachers. If you would like to continue to receive the Bridge Teacher, please be sure we have your current email address on file.

Send your email address to Education@acbl.org.

A Message from the CEO

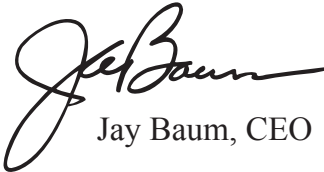
Dear Teachers,

I want to take this opportunity to say “Thank You” to all of you for the tremendous support you have given the ACBL and the thousands of members that you have recruited and trained for many years. The growth in membership in the last few years has been a direct result of your efforts to promote bridge and bring new faces into our league.

I hope the satisfaction you get from seeing a new player progress and become a “regular” continues for many years. My role as CEO with the ACBL is coming to a close and I realize the ACBL’s success of the last ten years has been largely due to the efforts by all of you to make things happen. My sincere appreciation and best wishes for continued success and growth with your bridge classes. You will always be the lifeblood of our League.



Kindest regards,


Jay Baum, CEO

