

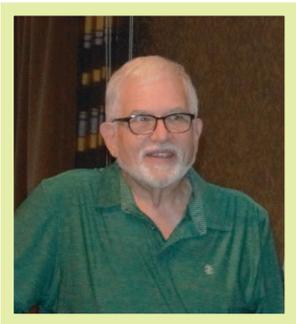


# The Quarterly Magazine

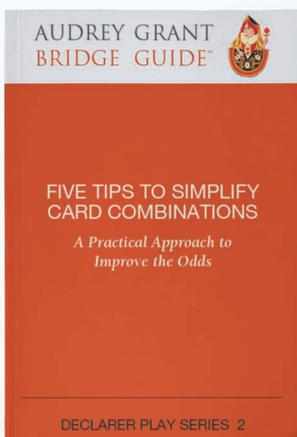
A Publication of The American Bridge Teachers' Association  
Fall 2019 • Issue 231 • [www.abtahome.com](http://www.abtahome.com)



## *The Las Vegas 2019 Convention*



# Audrey Grant's *Teaching Materials*



## **Five Tips to Simplify Card Combinations**

The Bridge Guide on Card Combinations is practical because although card combinations can be seen in isolation, a useful way to gain an understanding is to see them in the context of carefully prepared, instructional deals.

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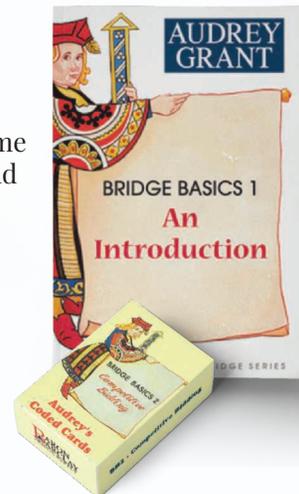
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## **Bridge Basics 1: An Introduction**

The perfect introduction to the game of bridge. Covers bidding, play, and defense in a thoughtfully composed format.

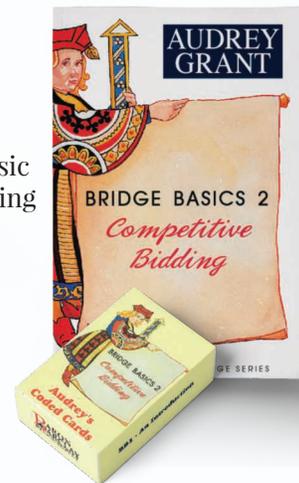
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Textbook	\$19.95
Manual	\$8.00*
Cards	



## **Bridge Basics 2: Competitive Bidding**

Takes the next step into the magical world of bridge- covers basic competitive tools; preemptive opening bids, overcalls, takeout doubles.

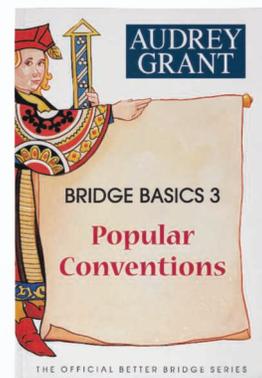
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Textbook	\$19.95
Manual	\$8.00*
Cards	



## **Bridge Basics 3: Popular Conventions**

Covers the common conventions today's players are expected to know. Includes Stayman, Blackwood, Gerber, and more.

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----------	----------



\* Get 12+ textbooks and coded cards for 40% off, and 20+ textbooks and coded cards for 50% off!

# Audrey Grant's Better Bridge Magazine

*The must have magazine for any bridge player*

**Subscribe  
Today!**



Better Bridge is a bi-monthly magazine. Each issue features a variety of bidding quizzes, play and defense problems, in-depth articles on all aspects of the game, and reports on the goings-on of the national and international bridge world. Whether you play at home, at the club, or in tournaments, this is an essential for any level bridge player.

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# Finally, an Instructional Book for Beginners that includes 2 over 1.

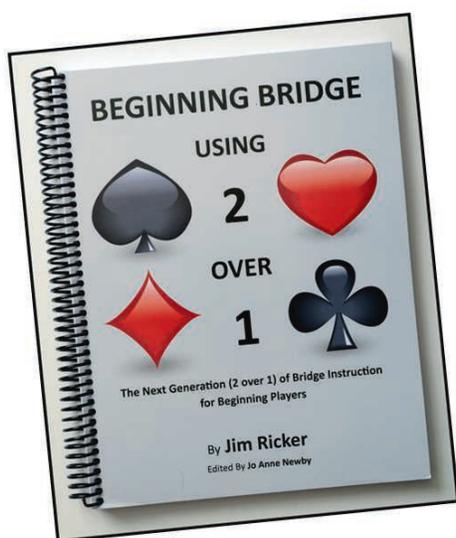
## Beginning Bridge Using 2 Over 1

By Jim Ricker

\$25, Softcover, 202 pages (Instructor's Guide is 194 pages and free to verified teachers)

### Looking to the Future

"We already had students complain that shortly after graduating from the [newcomer Standard American] class, everyone encouraged them to learn 2 over 1," writes Jim Ricker, a club manager, director and teacher from Knoxville, TN. "They asked, 'Why didn't you teach us that in the first place?' A reasonable question."



Ricker attempts to provide a solution in "Beginning Bridge Using 2 Over 1." It is a solid effort, broken up into 17 lessons, including sections on basic opening bids, 1NT forcing, competitive bidding, defensive bidding and opening big hands. There are various 2/1 styles, and Ricker makes it clear that in his version, 1NT forcing denies a game-forcing hand.

The author communicates with a pleasant, conversational style. Indeed, according to Ricker, "This book is written as if the author were standing in front of a class of students." He provides several practice hands to illustrate his points in each lesson. Readers may also be amused by stories of auctions gone awry or the perils of planning a spaghetti supper for up to 100 bridge players.

One of the most useful features in the book is a mock-up of a 2/1 convention card. Ricker completes the card with descriptions of several common bidding sequences and notes the page numbers so readers can refer to the relevant sections for greater detail.

Although most of the manual is about bidding, the discussion of defensive carding is where Ricker hits his stride. He teaches attitude carding and presents four acronyms that players can easily remember as a guide: LLL (Leading Low Like), LHH (Leading High Hate), FHL (Following High Like) and (Following Low Hate).

Reviewed by Rob Clark  
Associate Editor, The Bridge Bulletin (ACBL)

### Modern Approach to Learning Bridge

Our club, Duplicate Lite in Surrey was looking for a text book for our beginning students with a 2/1 approach. We reviewed *Beginning Bridge Using 2/1* and ordered 25 copies with the Teachers Manual. The books sold out within a week and we had a waiting list. We sold over a 110 copies in a month. Our students like the excellent explanation of concepts and flow of the material. The teacher's manual saves us time in lesson preparation and our students love the review PDFs document from the teaching materials that we send electronically after the lesson. The book and the teaching materials help us to offer a comprehensive and modern approach to learning bridge!

Jane Youngberg

### LOVE IT, LOVE IT, LOVE IT!

Thought I wouldn't like the idea of not opening 1NT with a 5-card major but love how you've made it simple. LOVE the full auction approach. Not just chapters on opening followed by a chapter of responding. LOVE the analogies...they relax the reader. I'm super impressed.

In case I didn't make myself clear - I LOVE IT. Solid material.

Carol Mathews  
30 yr teacher, ABTA member and TAP trainer

An Instructor's Guide is available, including dealing machine files, hand records with analysis, and weekly handouts.

Available on Amazon.  
[www.diamondbookspublishing.com](http://www.diamondbookspublishing.com)



## The Quarterly Magazine

A Publication of  
The American Bridge Teachers' Association  
Fall 2019 • Issue 231  
www.abtahome.com



Front cover, left to right:

Top row: Teacher Of The Year (TOY) winners past and present: Dave Glandorf, Laura Delfeld, Jeff Schuett, Henry Meguid, Jim Ricker.

Middle row: George Jacobs; Rob Barrington, Barbara Seagram, Bob Morris; Tom Moore, Lannetta Schmidt, Dottie Moore.

Bottom row: Audrey Grant; ABTA members enjoying the panel discussion; Jim Ricker.

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### ABTA Membership

At the American Bridge Teachers' Association, we strive to:

*“Help those who teach bridge to do it better, more effectively, more knowledgeably, more professionally.”*

#### Who can join the ABTA?

Anyone can join the ABTA. You don't have to teach or even want to teach — all you need is an interest in being affiliated with a professional organization dedicated to improving the teaching of bridge. Curious? To find the advantages to a membership in the ABTA, read this magazine, check out our website at [abtahome.com](http://abtahome.com).

#### How do I join or renew my membership?

Joining the ABTA or renewing your ABTA membership is easy: Go to [www.abtahome.com](http://www.abtahome.com). If you provide us with your ACBL number, your ABTA membership will be your qualification for creating a teacher profile in the ACBL Teacher listing.

#### ABTA Annual Membership Dues

**All fees below are in US dollars**

Dues for U.S. & all North American Members in bold. Non-North American Members: prices in brackets; small surcharge to cover mailing.

1 Year Membership: **\$45** [\$50]

1 Year Household Membership: **\$70** [\$75]

3 Year Membership: **\$120** [\$135]

**To join and pay online:** Go to [www.abtahome.com](http://www.abtahome.com)

#### To join and pay by mail

Go to [www.abtahome.com](http://www.abtahome.com) to download and print our PDF Application Form. Please fill out all details of the application form and send it with your check or money order to:

ABTA c/o Stephanie Threlkeld  
2116 Wickersham, TN 38139  
membership@abtahome.com

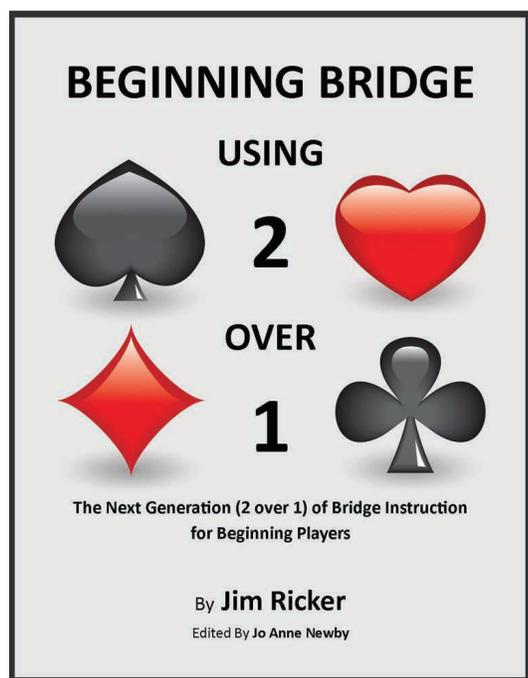
For any questions or concerns regarding membership fees, email Stephanie Threlkeld: [membership@abtahome.com](mailto:membership@abtahome.com)

**On July 20th, at the 2017 Toronto NABC, the ACBL Board of Governors voted to allow Masterpoint awards for Student games that have prepared content-related hands.**

Board of Governors Item 172-09: Club Game Lesson Hands for Teaching

*Regular Club games with a masterpoint limit of 20 or less (0-5, 0-10, 0-20) are allowed to use prepared lesson hands for teaching purposes. A prepared hand is set up to allow students to practice a specific skill. The game must consist of at least six but no more than 12 boards and be held in conjunction with lessons. A minimum of at least eight players is required. If there are only two tables, the game must be run as a team event, individual event or Swiss pair game. Masterpoint awards are based on the club masterpoint games award chart.*

**Students NEED content-related hands during the classroom experience to help internalize the learning process. Awarding Masterpoints during the learning process helps engage the students in the joys of Masterpoint accumulation and also immediately turns most of the students into ACBL Members.**



#### STUDENTS LOVE IT

*"My students find this the best book on learning bridge that they have ever used. No slight to other great bridge authors, this is the finest beginning bridge book ever! I learned 2/1 from the Max Hardy Book, and Wow! that was difficult. My life partner is learning faster than she believed possible from Jim's book, and improving by leaps and bounds.*

*I find the book to be laid out in a very logical manner; the quizzes are excellent. The hand selection for barometer work in class is straightforward and has real application to duplicate bridge. I am sold on this being the best of the best, and look forward to future books."*

Al Spaet

#### STUDENTS ARE BETTER PREPARED

*"The book is a godsend. Students love it because they can understand the concepts. I've now used the book twice and the students are better prepared and do turn into paying customers at our regular games. Jim wrote the book with the learner in mind. He gives appropriate exercises and they are wonderful. I require students to do them all. I'm lucky enough to have my own dealing machine so every lesson has course appropriate examples."*

Dr. Dixie Sue Allsbrook

## Beginning Bridge Using 2 Over 1

By Jim Ricker

\$25, Softcover, 202 pages (Instructor's guide is 194 pages and free to verified teachers)

This beginner's course curriculum includes 2 Over 1 as a core element of the lesson series.



### Content Specific Prepared Hands

The Instructor's Guide includes hands designed to provide reinforcement to the lesson content. Included with the Instructor's Guide is a CD with lesson handouts (PDF), dealing machine files (DUP), dealing sheets (PDF) and hand records with commentary (PDF).

Starting with Lesson 4 it is recommended to award Masterpoints as part of the classroom experience.

Lessons 4-17 include two additional sets of hands per lesson to allow variance of hands presented if students repeat the class or if the class is offered at more than one time each week.

Student Manuals are Available on Amazon (or in bulk from Diamond Books Publishing)  
Contact [DiamondBooksPublishing@gmail.com](mailto:DiamondBooksPublishing@gmail.com) to request your Instructor's Guide or to place bulk orders

## MOVING FORWARD



First, let me express how honored I am to start my two-year term as president of the ABTA. I would also like to both thank and recognize our past President, Betty Starzec, for her support over the past two years and her leadership role in aligning the ABTA, the ACBL Educational Foundation, and the ACBL in achieving the common goal of promoting and supporting the growth of the game we all love - Bridge.

Betty worked with Paul Cuneo to strengthen this alignment by establishing a liaison committee that includes representatives from all three organizations to pursue that goal for years to come. As a result of this collaboration, the Educational Foundation sponsored one-year memberships to almost 200 new ABTA members who completed the ACBL Best Practices Certification conducted by our qualified ABTA teachers.

This past Spring, the newly formed ABTA Strategic Planning Committee was tasked with making recommendations for much-needed changes in how we manage our membership, improve member retention, and add value for both existing and new members. These goals required us to realign our operational structure to more efficiently support our four core functions: membership, the annual convention, publicity through the Quarterly Magazine, and our website and Facebook page. In Las Vegas, the Board approved the recommendation of the Strategic Planning Committee and authorized the investment in Club Express, a membership management platform that will allow us to improve all aspects of our membership services.

Benefits of Club Express include: a simplified member login, direct phone support to members, automated renewal notices, an integrated payment portal which links to our new accounting software,

direct email marketing, streamlined communications between committee members, and access to operational reports. Club Express will also provide our Regional Directors with easy access to their members, and allow them to have their own web pages to advertise programs and share ideas. Another exciting feature of Club Express that will help bring our community closer together is communication boards that will allow our members to post questions and share ideas.

In the spirit of moving forward, I would like to take this opportunity to welcome Stephanie Threlkeld as our new Business Secretary and Membership Coordinator, while also thanking Kathy Rolfe for her work and contributions over the past years. A few things to note regarding the convention next year in Montreal: Linda Green, our new Convention Manager, along with our hostesses, Barbara Seagram and Enid Roitman, have already started preparing an exciting hospitality program and speakers. A great development for our members is that we will have our own room block at the host hotel. The newly formed Convention Committee, chaired by Sharon Carter, will provide the necessary support to make Montreal one of our best annual conventions.

Finally, I would like to thank you for your 62% response rate to our post-convention survey in Las Vegas. Your feedback is invaluable to our ongoing effort to improve our annual convention.

We are a volunteer-based organization, so it is important to get involved and stay involved. We rely on the sharing of ideas, submission of articles, and offering service when needed. I am truly excited about the changes we are making to strengthen our organization and I look forward to hearing more of your ideas, suggestions, and continued support.

### **ABTA Functional Structure**

- Membership Management
- Annual Convention
- Quarterly Magazine
- Website & Facebook

### **Goals**

- Improve overall operational efficiency
- Continue to strengthen our relations with ACBL and Educational Foundation
- Improve services to members
- Improve support for Regional Directors

### **Benefits**

- Save money and improve productivity
- Improved ABTA visibility
- Improved member recruitment
- Improved member retention

## ABTA IN LAS VEGAS **Phyllis Siegel**

Where else can you find 75+ bridge teachers from the USA, Canada, & Europe, and more than 20 presenters (bridge pros and teachers), share new ideas, get recharged, learn, and have fun? This year's ABTA Convention in Las Vegas provided all that and more. If you weren't there, you missed a good one.

### The presenters included:

Ginny & Jeff Schuett, Robert Todd, Audrey Grant, Kevin Wilson, Corey Krantz, Robert Barrington, Julian Laderman, Bruce Greenspan, Stephanie Threlkeld, Sally Sparrow, Terry Collier, Phillip Alder, Bob Morris, Stefan Skorchev, Terry Jones, Henry Meguid, and Jim Ricker.

In addition to presentations by these individuals, ABTA members were treated to two films. We saw a preview of 'Aces & Knives', the documentary on bridge directed by Jackie Pare, and Ginny Schuett shared an original video with Easley Blackwood.

### Award winners included:

**Apple Basket:** Shirley Scott

**ABTA Master Point Press Teacher of the Year:** Jim Ricker

#### 3 New Master Teachers:

- Stephanie Haddy, Fountain Hills, AZ
- Angela Taylor BC and Palm Springs, CA
- Kevin Wilson, Knoxville, TN

Betty Starzec led the Convention, but this was her last event. She is succeeded as president by Henry Meguid. So much work goes into planning and organizing these events. Bridge teachers are so grateful for these opportunities.

An unmissable event is the Award Banquet and Pro Panel Discussion. It took place on Thursday evening, July 18. The emcee was once again George Jacobs. But this year he was almost "voiceless", so Bruce Greenspan read out the questions for him. The panelists included Haig Tchamitch, Rob Barrington, Barbara Seagram, Robert Morris, and Phillip Alder.

Questions were submitted on conventions, partners, memorable bridge moments, and of course, their most embarrassing moments, too. What fun to be able to relax, laugh, get advice from well-renown bridge pros, and hear their honest opinions.

So we had teachers, presenters, award winners, and 109 degree weather in the hustle and bustle of Las Vegas.

Mark your calendar for next year in Montreal, July 14-17, 2020, where as much fun and learning will take place, but cooler weather is guaranteed! For booking information go to [www.abtathome.com](http://www.abtathome.com).

## PLAN TO BE IN MONTREAL FOR THE NEXT ABTA CONVENTION 14-17 JULY, 2020



Come early to tour and consider going to see Quebec City too! Arrive on Sunday 12 July!

Americans, remember that when you go to Canada, you get a 30% bonus on your money! Bring \$100 USD and we give you \$132 (at today's rates).

Accommodation will be at Westin Hotel @ 270 St Antoine West in Montreal. The rate is \$192.00 CAN \$ per night = \$145.00 USD plus tax (according to today's rate).

You may book through ACBL Housing Bureau starting in Jan 15, 2020 - our room block at Westin is "ABTA" - please state this when booking.



The NABC events will be played at the Convention Center, also known as Palais des Congrès de Montréal.

Barbara Seagram and Enid Roitman are arranging the entertainment. Stay tuned for emails from ABTA for more information.

### Entertainment highlights arranged so far:

Tuesday 14 July, morning: bus tour of Montreal followed by lunch on 31st floor of revolving restaurant, Portus 360. It has a lovely panoramic 360 view of the city.

Wednesday 15 July, evening: dinner at one of the very best restaurants in Old Montreal, Vieux Port Steakhouse, followed by a chartered boat tour to view the Fireworks Festival.

## JIM RICKER - 2019 TEACHER OF THE YEAR **Richard Braunstein**

Jim Ricker from Knoxville, TN is the tenth winner of the ABTA / Master Point Press Teacher of the Year award.

Many readers will recognize Jim's name from the numerous articles he has contributed to the ACBL Bulletin and the ABTA Quarterly in recent years. Jim is also the author of three books designed as textbooks for teaching 2-over-1 to beginning bridge students. He is passionate about bridge and is an extraordinary teacher.

Jim was nominated by 178 students in a 21-page Word document submitted to the Teacher of the Year committee.

Here are some of the students' comments:

- He leaves no stone unturned in providing excellent examples and practice
- He is always willing to answer questions
- He responds to emails and texts at all hours
- His ability to speak clearly, explain simply and use appropriate humor make lessons effective and fun
- Jim encourages use of BBO and material available on the ACBL website
- Jim spends at least 2 hours a week on free unstructured lessons, answering students' questions

Jim's approach to teaching is as follows:

- Make it fun and relaxing
- Use cards on the table
- Promote Zero Tolerance
- Let students make mistakes
- Present problems and let students discuss them

From 2010 to the end of 2018, the Knoxville Bridge Center table count increased by over 80%, fueled by more than 300 of Jim's students joining ACBL.

Jim raised money for other clubs in his district to purchase dealing machines.

He raised funds for Alzheimer's Association, Angel Tree and local communities that experienced devastating fires.

Jim taught special lessons to the Tellico Village Retirement Community in Loudon, TN.

In 2013, Jim received the District 7 Goodwill award.



In 2016, he was appointed to the ACBL Osofsky Goodwill Committee.

At the convention this year in Las Vegas, Jim was elected President Elect of ABTA, joining incoming President and 2018 Teacher of the Year Henry Meguid in the leadership of our organization. Both Jim and Henry are tech-savvy, which is important as we work on improvements to our website and to our online presence.

The Teacher of the Year committee consists of Mary Jane Orock, Joyce Penn, Tina Radding, Enid Roitman, Barbara Seagram, and Kathie Walsh, and is chaired by Richard Braunstein. The committee gave Jim the highest vote total among this year's nominees.

The other 2019 TOY finalists were:

- Robert "Buck" Buchanan from Arlington, TX
- Bruce Greenspan from Bonita Springs, FL
- David Libchaber from New York, NY
- Edward Scanlon from York, PA

*Said Phyllis Siegel, Midwest Regional Director:*

---

Jim's first reaction upon winning was relief. He did not want to go back home to his hundreds of students and say "We" didn't win. As teachers, we know it's students who make our job worthwhile, challenging, fun, and rewarding.

Jim was an industrial engineer and then in sales for a manufacturing software company. Jim started playing bridge when his wife, Patti, was retiring and was eager to find a new hobby that was fun, easy, and relaxing. So, she dragged Jim into this. Years later, look where this has taken him.

He is a teacher, director, and club owner who has increased the number of bridge tables and players in Knoxville. He is also the author of *Beginning Bridge Using 2 over 1*. When he saw the need for an easy, organized way to teach 2 Over 1, he did this for his students.

So, his new job is BRIDGE! His future job is president elect of ABTA. But meanwhile, he will continue to share his knowledge, teach, and spread the word about the game we all love.

## 2019 ABTA BOOK AWARD WINNERS **Brenda Montague**

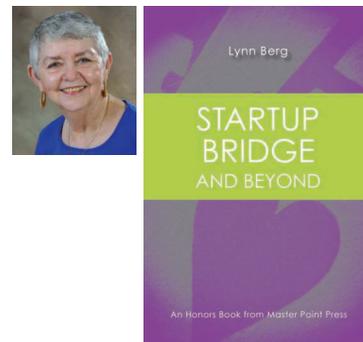
ABTA has been selecting the best bridge books for teachers and students since 1982. In 1992 upon the passing of Shirley Silverman, ABTA member and author of the Five-Card Major Teaching Series, the award for the best teaching beginner book was named in her honor. Members of the Book Award Committee for the 2019 awards are: Sam Marks, Henry Meguid, Brenda Montague, and Karen Walker. They selected three books as the 2019 winners.

### **Shirley Silverman ABTA Book of the Year:**

#### **Startup Bridge - And Beyond**

by Lynn Berg

Nothing is scarier than not knowing what to expect - as we all know, knowledge is power. This book will inform you, encourage you and help you (and your partner) help yourselves. Use this book as a way to get into the mysteries of bridge and its most challenging form, duplicate. Published by Master Point Press for \$19.95 or \$23.95 CDN.

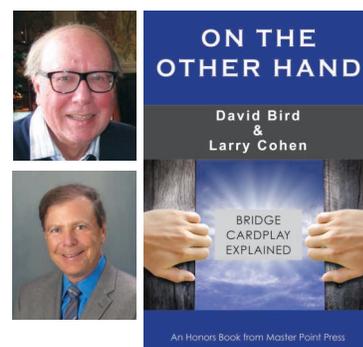


### **ABTA Intermediate Book of the Year:**

#### **On the Other Hand: Bridge Cardplay Explained**

By David Bird & Larry Cohen

This is a new way to learn bridge cardplay. In this unusual book, the authors combine to present cardplay instruction in a new way. 100 pairs of deals are shown - one described by David and the other by Larry. The deals look similar (in some cases very similar) but an entirely different line of play is necessary to make each of the contracts. Only by clearly understanding the techniques involved will you be able to tackle such deals when you encounter them at the table. Published by Master Point Press for \$19.95 or \$23.95 CDN.

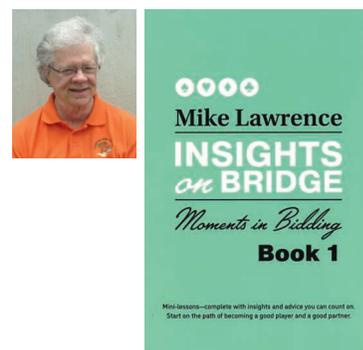


### **ABTA Advanced Book of the Year:**

#### **INSIGHTS on BRIDGE: Moments in Bidding. Book 1.**

By Mike Lawrence

This is the first in a series of books designed to turn aspiring players into good players. The Insights on Bridge series includes hundreds of mini-lessons, complete with advice you can count on. The material is devoted to situations and problems you will see at the table but not in other books. Published by Baron Barclay Bridge Supply for \$19.95.



Here are the other excellent entries that were submitted this year in author alphabetical order by category.

### **Beginner:**

Randy Baron – **Almost the Only Bridge Book You'll Ever Need Volumes 1 and 2.** Invaluable advice including "Useful Habits to Learn," "How to Improve your Bidding System" and "Which conventions to Play" in volume 1 and "Bidding Secrets," "How to be a Better Declarer," and "Essential Defensive Advice" in volume 2. Published by Baron Barclay Bridge Supply for \$19.95.

Marilyn Shelton – **Overheard at the Bridge Club - a four volume set.** Hand Evaluation (volume 1), 3rd and 4th Seat Bidding (volume 2), Namely NoTrump (volume 3) and Strictly Suits (volume 4). Marilyn's humor, passion for teaching, and ability to explain bridge in a direct and thoroughly entertaining manner brings you a unique approach to a subject not widely covered. Published in Lexington, Kentucky: \$12, \$15, \$20, and \$25.

### Intermediate:

Jerry Helms and Tom Trautmann - **How Great to Have an Expert Over My Shoulder**. Wouldn't it be great if you could have an expert looking over your shoulder, providing support and guidance? Sometimes you need a pat on the back, but sometimes you need someone to tell you that you are flat out wrong. Published in Charlotte, NC for \$19.99.

Adam Parrish - **When to Bid Notrump (And How to Play It)**. In this book, the author gives the same thorough and understandable treatment to notrump contracts that he gave to trump contracts in his acclaimed **When to Draw Trumps**. Published by Bridge Winners Press for \$19.95.

Barbara Seagram and David Bird - **More Conventions, More Practice**. Following the runaway success of **Practice Makes Perfect**, bridge teachers asked the authors to produce a similar companion book to **25 More Bridge Conventions You Should Know**. And here it is - a brief summary of each of those 25 more conventions. Published by Master Point Press for \$15.95 or \$19.95 CDN.

Warren Watson - **Preempts**. Modern players open the bidding on lighter values, and preempts, formerly based in at least a semblance of sanity, are now made on the flimsiest of excuses. This is a comprehensive treatment of preemptive bidding - not just when to open and with what, but the issues surrounding constructive and obstructive bidding in the subsequent auction. Published by Master Point Press for \$19.95 or \$23.95 CDN.

### Advanced:

Herbert Hein - **Hein Two-Suited System & "Partnership Bidding Agreements": Find your Bridge-Bidding Utopia in less than a fortnight**. This system is designed around the most popular and simplest conventions used by many bridge players today. All are combined together with his treatments to same, all in one book, to give you the Alpha & Omega of all PBA (Partnership Bidding Agreements). Published by Lakeside Press for \$29.95.

Jeppe Juhl with Peter Fredin - **Master of Bridge Psychology (Inside the remarkable mind of Peter Fredin)**. Peter Fredin of Sweden won the 2009 European Pairs, and is a multiple medalist in world events. Danish journalist Jeppe Juhl, a close personal friend, has collected some of Fredin's best and worst moments into a book that offers superlative entertainment for any bridge player. You'll be looking forward to trying some of these plays yourself! Published by Master Point Press for \$21.95 or \$25.95 CDN.

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## NEWS YOU CAN USE FROM ACBL **Stephanie Threlkeld**



It was a record-breaking summer for both the Youth NABC and the Collegiate Bridge Bowl!

With more than 100 tables each day of the Youth NABC (and more than 250 players in all!), it was a thrilling event. Junior players from around the world met in Las Vegas for three days of bridge, friendship and fun. See details in our recap at [acbl.org/ynabc](http://acbl.org/ynabc).

As for the Bridge Bowl, we had 50 pairs and 14 teams participate. In total, more than \$30,000 in scholarships was awarded to the high-achieving college students. Our wrap-up is at: [acbl.org/bridgebowl](http://acbl.org/bridgebowl).

James Holzhauer, the famed Jeopardy! champion, was also on hand for both a college bridge brunch and the Youth NABC's closing ceremony. The students had a wonderful time meeting the trivia king and bridge enthusiast, and we're so thankful he came to our events.



With another successful summer under our belts, it's time to look ahead. This fall, we are excited to launch ACBL's new Recruitment Incentives Program.

We know that teachers like you are the most valuable membership recruiters we have, and we want to show our appreciation with a restructured bonus program for your efforts.

Under this new initiative, you can earn up to \$30 for each new member you recruit, and balances will be paid at least twice a year. The old incentive program will be gradually phased out.

Learn more about the new bonuses at [acbl.org/recruiter](http://acbl.org/recruiter). Working together we can keep the game of bridge thriving.

As always, I love to hear about your successes and challenges. Contact me at: [stephanie.threlkeld@acbl.org](mailto:stephanie.threlkeld@acbl.org).

Photo credit Jeopardy Productions, inc.

## 2019 APPLE BASKET WINNERS **Brenda Montague**



First Place:

### **Bidding, Playing, Defending, Every Hand** **Shirley Scott**

Wouldn't it be educational for every person at the table to bid, play, and defend every hand? This idea was adapted from a suggestion I found in the Bridge Bulletin.



Shirley Scott, Apple Basket Winner,  
receiving crystal apple from  
Brenda Montague

#### **Procedure**

1. Have everyone take out the hand in front of them from the board.
2. Have each student lay out their hand like it was the dummy alternating red and black. Make sure the rows are almost touching and close to the guide card so there is a space in front of the player to place the bid cards.
3. Give each player a colored 8X10 sheet of paper to cover up the hand in front of them.
4. Uncover the Dealer's hand and have everyone discuss what bid to make. Then re-cover the hand.
5. Uncover the next hand and do the same thing.
6. Continue until a final contract is reached.
7. Then uncover the hand on lead and discuss the opening lead.
8. After re-covering that hand, uncover both the dummy's and declarer's hands.
9. Make a plan and play out the hand, uncovering and re-covering all hands except dummy.

Thus, all students are discussing each of the four hands in a board. After a short time, you can do 4 hands in an hour so each student is bidding, playing, and defending 16 hands. I use boards with certain topics we are working on - not only bidding but leads, carding (defense), and play of the hand or random hands with hand records.

Second Place:

### **What's Next?** **Kathy Rolfe**

My students have often asked me, "How do you remember all this?" My answer is, "I don't. Do you remember everything to carry on a conversation? I remember basic English language structure and vocabulary and have some idea of what I want to talk about when I start a conversation. But then I listen to my companion or conversational



partner and decide what to do **next** based upon what they say and perhaps the idea I had to start with when I started the conversation."

**What's next?** applies to the bidding, declarer play, and defense in bridge as well. Thinking about what might be next should influence your decision in deciding on what your first bid will be. For example, if I have 5 clubs, 4 diamonds, 2 spades, and 2 hearts, but only 13 points, my opening bid will be 1 diamond rather than 1 club. This is because I am thinking about my next bid. If partner bids hearts or spades, do I really want to bid 1NT or would I rather bid 2C. I can do that and still be showing a minimum hand. If I had started by bidding my longest suit by opening 1C, my only choices after partner's bid of a major suit would be to bid 1NT, or 2C when I don't like to do that with just 5, or overstate the value of my hand by bidding a reverse when I bid 2D. The reverse, showing a higher ranked suit than my first bid suit at the 2 level or higher, shows 17+ points. So, to avoid being put into an awkward position on my second bid, I have to think about it before making my first bid. I have to think, **What's next?**

Thinking about **What's next?** should also influence your declarer play. **What's next?** is why you make a plan as declarer. For example, if you have a choice of which hand to win a trick in, part of the decision making as to which hand to win with, should be, **What's next?** Do I need to lead from the board, to take a finesse? Do I need to save that board entry for later, so I need to win in my hand now? Do I need to win that on the short side, so as to prevent blocking the suit?"

Does **What's next?** apply to defense? You bet! That's why defensive signaling systems have been developed, so that defenders can figure out what's next, when they next win a trick. For example, if I know partner is going to trump a particular suit, I would like to lead that suit for them to trump, but then what's next? Well, wouldn't I like them to find a way to get back to my hand so I can lead that suit again so that they can trump it again? So, I will lead them a higher card in the suit to be trumped conveying to them that the next step is to return the higher ranked of the remaining 2 non-trump suits.

**What's next?** is a familiar question in my classes, as it triggers my students to think beyond the immediate choice.

Third Place:

## Counting Winners, Accounting for Losers

Jeff Bayone

I asked very experienced players if they taught their students to count losers in a trump contract and continued by asking if they themselves followed that advice. The overwhelming majority answered “yes” to the first question and “no” to the second. Yes, it is how they teach, and no, it is not how they think. “Bridge is tricks, plain and simple. If you’re in a four spade contract and you can’t find ten tricks, it doesn’t matter how many losers you have, your contract will fail.”



As you might expect, those who do teach were more pragmatic. “Personally, that’s not how I approach a hand, but I think it is easier to teach beginners that way.”

I know that most of you took a bridge lesson or two at one time or another. I’ll bet you too were taught to count losers in a trump contract. From conversations I’ve had, I know that most of you have refocused somewhere along the way. If you haven’t, if you’ve ever tried solving bridge puzzle-hands or failed to identify a dummy reversal, I can assure you that you would have had an easier time of finding the solution by focusing on your winners. How’s this? Think about how you yourselves approach defending a hand, especially

when trumps are involved. Aren’t you almost always focused on trying to get a count of declarer’s winners?

I like to tell my students, from beginners on up, to identify and **count** their winners first, then **account** for their losers. I especially like the consistency of having them think this way, both in trump and no-trump contracts. I find that if I can make a concept simpler and less confusing for my students; that’s always a plus. Besides, I would think by now you all know to anticipate the inevitable questioning student. You know the one who always asks for the why behind everything. What’s the why here? Why winners one way, losers the other? I’m glad I don’t have that concern. Relief from this alone may be enough to sway some of you to my way of thinking.

Have you considered that the reason you teach counting losers is simply because you never thought to question it? Again: Bridge is tricks. To me the essence of teaching how tricks are created in a trump contract is getting your students to understand the concept of trumping in the short hand. Here, it is just as easy to focus on the “creating a winner” part, as it is the “eliminating a loser” part. Creating feels so much more empowering than avoiding. From experience, we find it is just as easy to teach. It also has the added benefit of not having to be unlearned somewhere down the road.

My Apple Basket suggestion: In both trump and no-trump contracts, teach counting winners first, then accounting for losers.



Las Vegas Convention - after the Cirque Du Soleil show. “The photo doesn’t show all of our group, but it does convey our appreciation of the music & theatrics. We had a fabulous time”, said Phyllis Siegel.

# 2018 Book of the Year

A Taste of Bridge, by Jeff Bayone

Honors Bridge Club, NY

*“The ABTA wishes to award its first-ever Newcomer Book of the Year Award to Jeff Bayone for his amazing work, A Taste of Bridge.”*

*It’s magic how much they know when they finish without realizing just how much they learned.”*

**Betty Starzec.**

*“I’m reviewing your book and I absolutely love it.”*

**Chip Dombrowski, ACBL Bulletin editor.**

*“If I could recommend just one book for beginning players it would be A Taste of Bridge.”*

**Barbara Seagram.**

*“I am a firm believer in teaching card playing techniques before bidding, and as the 2018 ABTA Teacher of the Year, I would gladly endorse TOB. I have been using the book and the manual and the feedback is great.”*

**Henry Meguid.**

A Taste of Bridge is fun, and it is only half of the Honors Bridge Club beginner course. The amazing Israeli online teaching site, **bestebriidge.com**, is the other half. Teacher and student notes, along with all the example hands your beginners will ever need, are included in the program.

Contact **honorsbridge@gmail.com** and ask that you be sent a complimentary e-book, course materials, and free access to BeB.

This fun combination of A Taste of Bridge and **bestebriidge.com** works wonders. Together they helped, and continue to be instrumental, in building Honors into the largest bridge club in the world.



*The ABTA thanks sponsors of the Las Vegas 2019 Convention*



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# FAVORITE TEACHING HANDS – BIDDING & PLAY IN NT Ginny & Jeff Schuett

Dealer: South. Vul: EW

Opening Lead:  $\spadesuit 4$

	$\spadesuit$ A 5 4		
	$\heartsuit$ K 9 7 4		
	$\diamondsuit$ J 10 8 2		
	$\clubsuit$ A 4		
$\spadesuit$ 9 8 7 3		$\spadesuit$ Q 6 2	
$\heartsuit$ J 8 5 3		$\heartsuit$ Q 10 6	
$\diamondsuit$ 4		$\diamondsuit$ A Q 9 5 3	
$\clubsuit$ Q 8 7 6		$\clubsuit$ K 10	
	$\spadesuit$ K J 10		
	$\heartsuit$ A 2		
	$\diamondsuit$ K 7 6		
	$\clubsuit$ J 9 5 3 2		

South	West	North	East
1 $\clubsuit$	Pass	1 $\heartsuit$	2 $\diamondsuit$
2NT	Pass	3NT	All Pass

## Bidding Lessons

1. South opened 1 $\clubsuit$  based on the rule of 20 and after North responded 1 $\heartsuit$ , East overcalled 2 $\diamondsuit$ , an unsuitable bid, even when non-vulnerable. South mistakenly thought that he needed to make a rebid and that 2NT showed a minimum opener 12-14. Both ideas are false after RHO overcalls. Since partner has another bid, South can pass without an obvious rebid. In addition, since North showed no more than 6 HCP by bidding at the 1 level, South's invitational 2NT showed 18-19.

The rule for opener's 2NT is if it is bid at the same level as responder's new suit bid, then it shows a balanced 12-14 minimum. Examples:

1m-1M-1NT = balanced 12-14

1M-2m-2NT = balanced 12-14

But

1m-1M-2NT = 18-19

1m-(P)-1M-(2x)-2NT = 18-19 with x stopped.

Also, when responder has passed 1m:

(P)-P-(1M)-1NT = 18-19

2. If South had correctly passed over 2 $\diamondsuit$ , then North would double. This double is not strictly penalty, but says I have a good hand with 10+ HCP and not sure what to do. Do something intelligent partner. Looking at the fact that East was Vul and NS Non-Vul and having a "sure" trump trick in  $\diamondsuit$ K plus a likely  $\heartsuit$  ruff, I think it best for South to pass the dbl and convert to penalty. With the actual hand, East is going down 4 for +1100 NS for a top.

## Play of the Hand in 3NT Lessons

1. South should count 5 top tricks, with a sure  $\diamondsuit$  on the lead and a good guess in  $\spadesuit$ , he gets to 7 tricks.

There is really no practical way to make this hand without working on  $\clubsuit$  and there are many ways South might get 2 extra  $\clubsuit$  tricks.  $\clubsuit$  might divide 3-3 (with the honors divided, or West holding both the  $\clubsuit$ K and  $\clubsuit$ Q), or East might have  $\clubsuit$ KQ alone or  $\clubsuit$ K10 or  $\clubsuit$ Q10 alone.

2. With the  $\diamondsuit 4$  lead, South's best play is the  $\diamondsuit$ J from dummy, effectively freezing East from leading the suit again without giving South a fast extra trick. South actually played low  $\diamondsuit$  and East played  $\diamondsuit 9$  South winning  $\diamondsuit$ K.

South should immediately work on clubs leading  $\clubsuit$ A and another  $\clubsuit$ . South should note the fall of the  $\clubsuit$ 10 and  $\clubsuit$ K leaving only the  $\clubsuit$ Q higher than his  $\clubsuit$ J95. East chose not to cash  $\diamondsuit$  and shifted to a  $\heartsuit$ . South should win  $\heartsuit$ K in dummy and take a  $\spadesuit$  finesse to  $\spadesuit$ J and lead  $\clubsuit$ J to force out  $\clubsuit$ Q and setting up  $\clubsuit$ 95 as winners. South wins the  $\heartsuit$ A to cash established  $\clubsuit$ 95 for nine tricks. He takes: 3 $\spadesuit$  + 2 $\heartsuit$  + 1 $\diamondsuit$  + 3 $\clubsuit$ .

There are other ways to get 9 tricks, but all include the need to work on  $\clubsuit$ .

In summary, when the opponent's overcall Vul and your side is Non-Vul often your best score is to double and even defeating them just 1 trick is +200, the magic number to beat all part score plusses. Be careful of bidding 2NT thinking you're showing a minimum, but really showing a big hand. Plan the play and work on  $\clubsuit$  immediately.



Jeff and Ginny Schuett at the ABTA Convention  
Las Vegas, 2019

## YOUTH BRIDGE CAMP REPORT, RICHMOND HILL, ONTARIO **John Dong**

*Editor's note: The following text is from a report written by John Dong, shortly after the camp he organized and hosted with his partner, Bruce Zhu. Just a few days later, they competed in the World Youth Open Bridge Championships in Croatia, August 20-29, 2019. The Canadian duo mounted the podium twice, winning bronze medals in the Under 21 Pairs and Under 21 Teams. A summer they'll remember, for certain.*

In early August 2019 Bruce Zhu and I hosted the Youth Bridge Camp which was sponsored by The Canadian Bridge Federation. It was fantastic. Thanks again to Barbara Seagram for providing the Bridge materials and other help; her support really made it all possible.

We started out with 24 students or so, which was enough for six whole tables. A couple of students dropped out after the first day because they had conflicting schedules.

One of the hard parts about starting a free camp was that some people took advantage of the camp that way, going there for just one day knowing they wouldn't be able to attend after that. We did get lucky when Bruce's student from the past, Honjar, volunteered to fill in for the empty spots along with her dad.

With their help, we were able to have six full tables for most of the days, with Bruce and me occasionally subbing in. Honjar's dad didn't know how to play at first, but by the end of the course, he had also gotten the basics of the game. So we wound up teaching 23 kids and one adult.

As planned, we only taught them the play of the hand on the first day, then began the bidding on the second day. The heaviest learning was on the second and third days, where we went through opening bids, responses, and rebids with them, along with some defense. In the last two days we went through some competitive bidding and a bit of slam bidding.

In the afternoon of those last two days, we hosted a small matchpoint tournament with pre-dealt hands and used ACBLScore to score it.

The kids appeared to get to grips with some concepts more than others, and their progress was

diverse. They seemed to understand supporting partner and bidding notrump a lot, as well as the point ranges for minimum, medium, and maximum hands that we drilled into them. They also slowly began to understand basic declarer play and defense.

One concept they had a hard time grasping was forcing bids. Besides sometimes passing forcing bids and making game forces on 6-counts, they often jumped a level unnecessarily when they held a good hand. However, I think most of them have developed some card sense and awareness, which will pay off more than memorizing the bids as they go on.

Almost all of them seem to be enjoying bridge, which I believe is the most important part of the course. They were genuinely interested in the game and had their ways of showing it.



Standing (left to right) Bruce Zhu, John Dong.

Some of the players were bidding wildly on every deal and laughing about the crazy scores they achieved, and I often found myself entering scores of 730, 790, 2800, and other strange results. Even the less adventurous kids showed their fascination for the game by focusing hard to try to understand the game and make the right bids and plays, with some noticeable results.

Bruce and I, for one thing, had lots of fun laughing at the auctions that really went off the rails. One of the best moments was a player opening a 5 count 1♥ to hear Pass-4♥-5♦ (by an opening hand with six good diamonds that got shut out) and proudly snapping a double for 200.

Another auction went 1NT (on a balanced 10-count)-Pass-2♦ (with a 1-4-6-2, 5-count and forgetting transfers for the moment)-Dbl (by the 21-count); Pass (also forgetting transfers)-Pass-Pass and they found their 10-card fit that way.

The kids got along with each other for the most part, but there were a couple of times where I had to step in. One interesting one was an auction 1NT (by a balanced 22 count)-Pass-Pass-2H (with ♥KQJTxxx and an outside king and ace); 2NT-Pass-Pass-3♥; 3NT-Pass-Pass-4♥; Dbl and things got nasty when the next hand, who was mad at her partner for bidding 2-3-4, gave

up and bid 7NT. I then stepped in and made her take it back so they could play some real bridge, so 4♥X became the final contract. They were off five top tricks but somehow scored up 790.

They occasionally became very loud and excited, but I didn't worry much about that as they were happy and having fun.

A video with all the pictures our parents took during the camp is here [tinyurl.com/y2sv9vnt](http://tinyurl.com/y2sv9vnt). The room was quite small for six tables but we managed.

Hopefully, most of the players will be interested enough to continue playing the game. I definitely enjoyed hosting and teaching the camp enough to continue teaching bridge to today's youth.

### More about John

Born in China in 2003, his family emigrated to Canada in 2006. He learned Bridge at the Toronto Youth Bridge Club, hosted by Michael Yang. He developed a partnership with Bruce, and was mentored by Daniel Lavee, Danny Miles, and Nader Hanna. His international bridge debut was in 2016, in Italy.

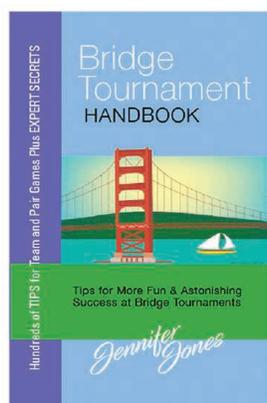
John tells us, "In the past year, I began helping out occasionally with Michael Yang's youth program. I got the idea of the camp from Bruce, who had done fourt in the previous years. I was originally planning to do it by myself, but Bruce offered to do one together since he's more experienced. He is truly great in teaching kids' Bridge. With his help, I was able to develop a curriculum which interests the kids and develop their skills step by step. My ultimate goal is to help revive Canadian youth bridge and sort of get something going like in SiVY (Silicon Valley Youth Bridge)."

### More about Bruce (a veteran at teaching junior bridge)

Bruce said "This was my fifth class teaching bridge, with over 100 kids in total. I've done it every summer since 2016. Also, I started a bridge club at school that unfortunately died out because some club members left the school, but some students still continue to play bridge on their own. Because I go to a boarding school with severely limited internet, I would greatly appreciate the opportunity to continue training the summer camp students online and follow their progress. I hope to be able to continue mentoring new players even after graduating from high school."



From  
**Jennifer Jones**  
Author of  
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Volume I & Volume II



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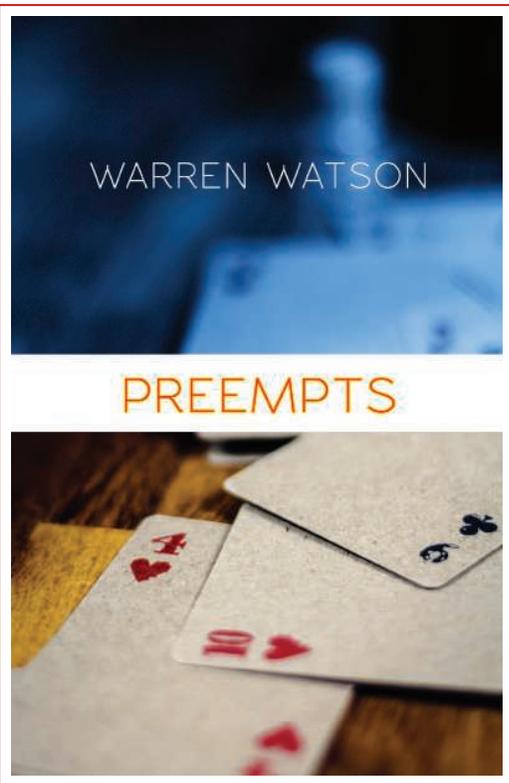
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THE BRIDGE PUBLISHER



## Preempts

WARREN WATSON

It has been many years since any bridge author attempted a comprehensive description of preemptive bidding, and much has changed in the interim. Modern players open the bidding on lighter values, and preempts, formerly based in at least a semblance of sanity, are now made on the flimsiest of excuses. This is a comprehensive treatment of preemptive bidding – not just when to open and with what, but the issues surrounding constructive and obstructive bidding in the subsequent auction.

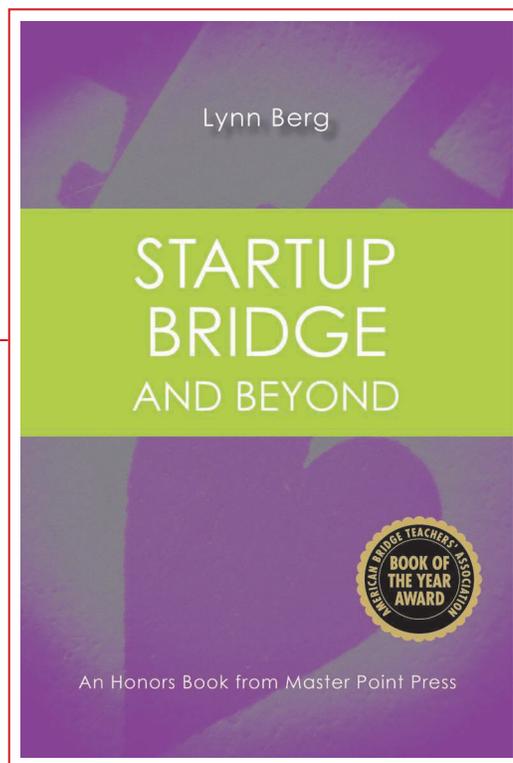
## Startup Bridge – And Beyond

LYNN BERG

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Never forget: bridge is for fun!



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## THINKING BRIDGE Eddie Kantar

*Eddie Kantar has prepared an excellent series of hands specifically for teachers. Starting this issue, and continuing for three more, there are four excerpts. The hands cover a range of themes, and there is a helpful index that allows the teacher to easily identify themes covered in the deals. (See right for details.)*

Dealer: North

Vul: Both

♠ A J 7  
♥ Q 8 3  
♦ A J 10 7 6 5  
♣ K

♠ 4 3 2

♥ 2

♦ K Q

♣ J 8 7 5 4 3 2

♠ 5

♥ A K J 10 9 7

♦ 9 8 4 2

♣ 10 9

♠ K Q 10 9 8 6

♥ 6 5 4

♦ 3

♣ A Q 6

<b>West</b>	<b>North</b>	<b>East</b>	<b>South</b>
-------------	--------------	-------------	--------------

1♦

2♥

2♠

Pass

3♠

Pass

4♠

All Pass

Opening lead: ♥2

**Bidding Commentary:** East's 2♥ weak jump overcall is comparable to a Weak Two: basically a reasonable six card suit with 6-9 HCP. It frequently serves as a good lead director. South's 2♠ two level major suit response guarantees at least 5 spades with at least 11 HCP. With 8-10 HCP, South is better placed to make a negative double.

**Lead Commentary:** Painfully obvious. Some players lead a singleton even when they don't have one!

**Defensive Commentary:** East wins the first trick as cheaply as possible and continues with the king-ace of hearts. West anticipates making TWO discards. Why not discard the ♦KQ so a diamond can be ruffed at trick four? After all, declarer may have a singleton diamond and no diamond trick may be forthcoming. This is not only the best defense, it is the only defense that defeats 4♠.

When several discards can be envisioned, consider discarding from shortness putting yourself in a position to ruff the suit you are discarding. It will also get you in a newspaper column!

## THINKING BRIDGE 100 Magic Hands

TEACHERS WILL LOVE THIS!

These intermediate hands are designed to help the student develop proper thinking habits as the bidding play and defense progresses. Each student is involved one way or another in almost every hand.

I use these hands exclusively when I teach and the feedback has been unbelievable. You will never have to worry about having good hands for your classes again. And everything you should be telling your students is right there in the commentaries sections. All the teacher has to do is to look over the hands before presenting them to the class. The hands cover a variety of themes, all dealing with 'thinking bridge'. These hands are applicable with any bidding system. There is also a list of suggestions as to how best to teach with these hands.

The hands come in groups of 10, and all 100 cost \$50.00. However, I will email you hands 1-10, including the method I use to teach with these hands. If you like what you see and want to purchase more hands, the price for the first 10 (\$10.00) will be included in the next purchase.

I can send these hands via email attachment in 'Word' or hard copy in a spiral bound book or both for the same price. The price for 100 is \$50.00.

There is now a Thinking Bridge II - Hands 101-200 and Thinking Bridge III - Hands 201-300. Each set comes with a 'Theme' page making it easier for the teacher to group the hands if desired

Visit: website [www.kantarbridge.com/books](http://www.kantarbridge.com/books)



Eddie and Yvonne Kantar



**Patty Tucker holding her 2019 ACBL Blackwood Award**

See Spring 2019 issue of The Quarterly Magazine

# FIVE TIPS TO SIMPLIFY CARD COMBINATIONS

## Using A Practical Teaching Approach for Multi-Level Classes



### Audrey Grant

Better Bridge introduced its first Bridge Guide, “Five Tips to Simplify the End Play”, and it was named the “Book of the Year” by the ABTA. Students and teachers enjoy it because it focuses on a specific topic, End Play, that is typically not addressed in a traditional bridge textbook.

### The Bridge Guide Series

Since then, Better Bridge has created three Bridge Guide Series for Bidding, Play, and Defense. Following the format of the “End Play” book, each Bridge Guide within the Series is designed to simplify one aspect of the game using five tips. The ideas presented are accessible to players with a wide range of experience and skill.

Because students love to play deals, as we all know, the basic and finer points of each topic are introduced through sixteen carefully constructed deals. The first in the collection is straightforward, yet complete with the basic ideas. The deals become more challenging. Deals #15 and #16, the Famous Deals, show how world-class players handle deals related to the topic.

Teachers can and should use the Bridge Guide to illustrate and emphasize key concepts, with written passages as well as examples and deals from the book. A separate and elaborate Teachers’ Manual is no longer needed. Rather, this can be replaced with a Quick Tips Manual for teachers that Better Bridge develops for each Bridge Guide.

### Ideas for delivering “Card Combinations”

“Five Tips to Simplify Card Combinations” is the most recent book in the Play Series. It’s a practical book because the combinations are seen in the context of an entire deal. This article gives teachers a snapshot of how they can deliver the material in this Bridge Guide effectively and where they can find additional resources to support their lessons.

It is important to keep players of various levels engaged and this must be done from the very beginning. I start out by showing them a familiar combination, but not in the context of an entire deal.

Here it is from page 1 of the Bridge Guide:

Dummy  
♥ A Q 7

Declarer  
♥ 9 6 4

I would ask them to talk among themselves and decide how they could play the cards to get two tricks. For those who are more experienced and who might think this is too simple an exercise, I would challenge them to think about what advice the official Encyclopedia of Bridge gives on how to play this combination for two tricks.

After the students have talked about this card combination for two minutes, I refer to page 1 of the Bridge Guide and read it aloud with the class. It’s an effective way to get everyone involved regardless of the level. It takes under two minutes to do it. Time yourself to see.

The answer from the Encyclopedia, which comes as a surprise, suggests the following: lead low away from the ace-queen in case East has a singleton king. If East doesn’t have the singleton king, nothing is lost. You can still play low toward the ♥A-Q combination. Of course, it depends on the entire deal. For example, can declarer afford to give up the lead? Does declarer have enough entries?

This goes to show, on a practical level, we cannot look at card combinations in isolation. The Bridge Guide introduces five tips to see card combinations in the context of an entire deal.

Audrey Grant is a noted author and bridge teacher. She was inducted into the ACBL Hall of Fame in 2015, and the Canadian Bridge Federation Hall of Fame in 2013.

Grant was also the recipient of the 2013 ACBL Honorary Member Award in recognition of her contribution, excellence, and professionalism in the field of bridge education.

From here, I go to the first tip:

*Use Declarer's Plan to decide how to play card combinations.*

This tip is illustrated with the example on page 2:

Dealer: South

♠ Q 10 8 4  
♥ A Q 7  
♦ 9 6 4  
♣ K 8 3

Lead: ♥5

♠ A K J 7 5  
♥ 9 6 4  
♦ K Q J  
♣ A 9

West	North	East	South
			1♠
Pass	3♠	Pass	4♠
All Pass			

Here is another opportunity for the students to discuss the hand as a group. Before deciding what heart to play at trick one, they formulate a plan using the ABCs of Declarer's Plan as defined on page 2:

- ASSESS THE SITUATION
- BROWSE DECLARER'S CHECKLIST
- CONSIDER THE ORDER

The complete plan is attached to the front cover of this Guide as a bookmark.

Having completed these group discussions and being mindful of the considerations for a successful Declarer's Plan, the students are ready to deal out Deal #1 in the Deal Collection and play it. This whole introduction takes about 13-14 minutes.

## Better Bridge Resources

This Bridge Guide, with the 16 deals, can be used for a series of two to four mini-bridge lessons of two hours each. It's set up to be affordable for the teachers because Baron Barclay offers a volume discount on the books. It's essential to use the book during the lesson as an integral part of presenting the material.

The Card Combinations Bridge Guide has a Quick Tips Manual for the teachers. It is available online and can be downloaded from:

[www.betterbridgeteachers.com](http://www.betterbridgeteachers.com)

## FOXY TALES Shireen Mohandes

GCH Fox (1914-1998), known affectionately as "Foxy", was a top British player, correspondent, writer and teacher. His autobiography exudes the charm and warmth for which he became renowned.

Early on in the book, Foxy describes the start of the teaching part of his career, in London, England, around 1950. I found this anecdote memorable as it neatly illustrates how in the bridge world one comes across the most ordinary, yet interesting, people:

"Apart from taking pupils on a private basis I devoted one hour a week to teaching the blind at St Dunstons ... I also undertook the interesting, but extremely difficult task of teaching the deaf and dumb. It meant writing down the points you wished to make and one of the members would transmit the information by sign language. I am happy to record that they made some progress.

About this time I encountered Hazel Winter who was totally blind from birth. She was a remarkable woman who always took a dip in the open air baths in Tooting on Christmas Day and would dive off a twenty feet board.

Perhaps her best coup was when she was returning home after playing Duplicate in Harrow. It was a night when London had one of those "pea soup" fogs where it was impossible to see beyond the end of one's nose. Hazel came across two policemen completely lost and was able to guide them back to their own police station."

### Author's notes

**St Dunstons** is the former name of an organization for blind veterans.

The quoted language was appropriate for the time. Brits no longer use the phrase "deaf and dumb".

Wikipedia explains "**Pea soup fog** (also known as a pea souper, black fog or killer fog) is a very thick and often yellowish, greenish or blackish fog caused by air pollution that contains soot particulates and the poisonous gas sulphur dioxide. This very thick smog occurs in cities and is derived from the smoke given off by the burning of soft coal for home heating and in industrial processes. Smog of this intensity is often lethal to vulnerable people such as the elderly, the very young and those with respiratory problems. The result of these phenomena was commonly known as a London particular or London fog; in a reversal of the idiom, "**London particular**" became the name for a thick pea and ham soup."

**Grand Master of Bridge. Foxy.** Published by G&T Books. ISBN 0-9534478-0-4

# CONGRATULATIONS TO THREE NEW ABTA MASTER TEACHERS **Kathie Macnab**

## Stephanie Haddy

Stephanie Haddy has been teaching bridge for many years in her local area. She focuses mostly on beginners and intermediates and has a knack for explaining the game clearly using cards on the tables.

Stephanie is enthusiastic and passionate about the game of bridge – she begins her classes telling her students that she would rather play bridge than breathe.

She loves the mental stimulation, the competition and the ‘never-to-be-reached’ goal of “Learning Everything There is to Know about Bridge”.

She understands that there are so many degrees in the level of bridge people want to obtain. It matters not to her if people want to become tournament players or just sit at the kitchen table, hold 13 cards and something that resembles bridge. The idea of introducing newcomers to what can become the most engaging pursuit of their existence is thrilling to Stephanie.

## Angela Taylor

Angela Taylor teaches bridge in both Nanaimo BC and Palm Desert. She teaches beginners, intermediate and advancing students. Angela tries not to focus on teaching “Conventions” but the “Thinking” part of the game of bridge. She believes that if a bridge player can play better and defend better, the conventions will be easier to understand and implement.

The blackboard, flip charts and hands-on are Angela’s style; she loves to make sure her students are engaged and participating in the learning process and encourages as many questions as the students can provide. And often times the time goes too quickly.

Angela owned her own bridge club and has served on many Unit and District boards including a stint as District 19 president. Congratulations Angela – your students are lucky.

## Kevin Wilson

Kevin teaches bridge out of Knoxville, TN. Kevin has an award-winning bridge career dating back to 1992 when he was a member of the US Junior Team. Winning many awards and championships over the years Kevin has helped people learn the game of bridge for 27 years.

Becoming a Master Teacher for Kevin was an easy task as he showed us how easily he can explain aspects of the game to his students. Kevin believes in the Socratic method of teaching and is eager to have his classes discuss and debate bridge methods. He uses humor to in his classes to make learning fun and as easy as possible.

Kevin teaches all levels from beginners and loves the challenge of teaching expert players. He feels his best skill is the ability to turn an English question into a bridge hand diagram such that everyone can understand the question. He uses PowerPoint, in many of his presentations and always has duplicated boards.



These three candidates started like many of us, just teaching bridge for the pleasure of seeing people learn the game and watch them grow. They then enhanced their own knowledge of the game and started to teach more professionally. They showed the Master Teacher panel their skills and most of all their ability to communicate with new students and players.

This designation is well deserved.



You too can become a Master Teacher. Go to the ABTAhome web page and click on professional development.

Complete the Master Teacher application and send it along. I can send you a pre-test to help you decide if you qualify to take the Master Teacher exam.

It is an honour to be a Master Teacher, the highest designation for bridge instructors. The ABTA and the ACBL will be having a special designation for all Master Teachers on their find-a-teacher site and you will truly be recognized as a top-quality bridge instructor.

If you have any questions concerning the Master Teacher designation please feel free to email me, Kathie Macnab. [masterteacher@abtahome.com](mailto:masterteacher@abtahome.com)

*From left to right :  
Committee Chair Kathie Macnab,  
Angela Taylor, Kevin Wilson, Stephanie Haddy*



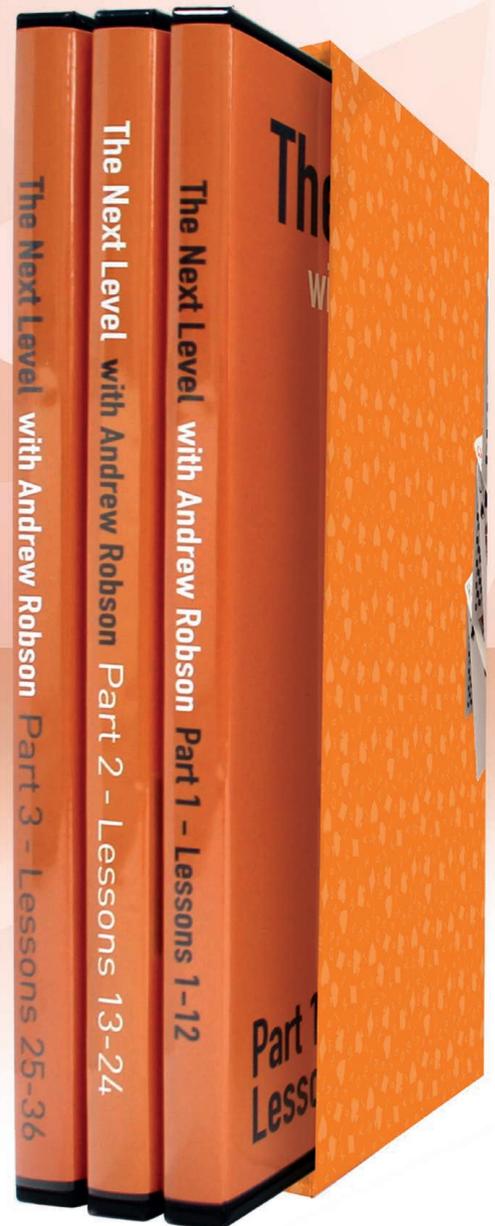
# THE NEXT LEVEL

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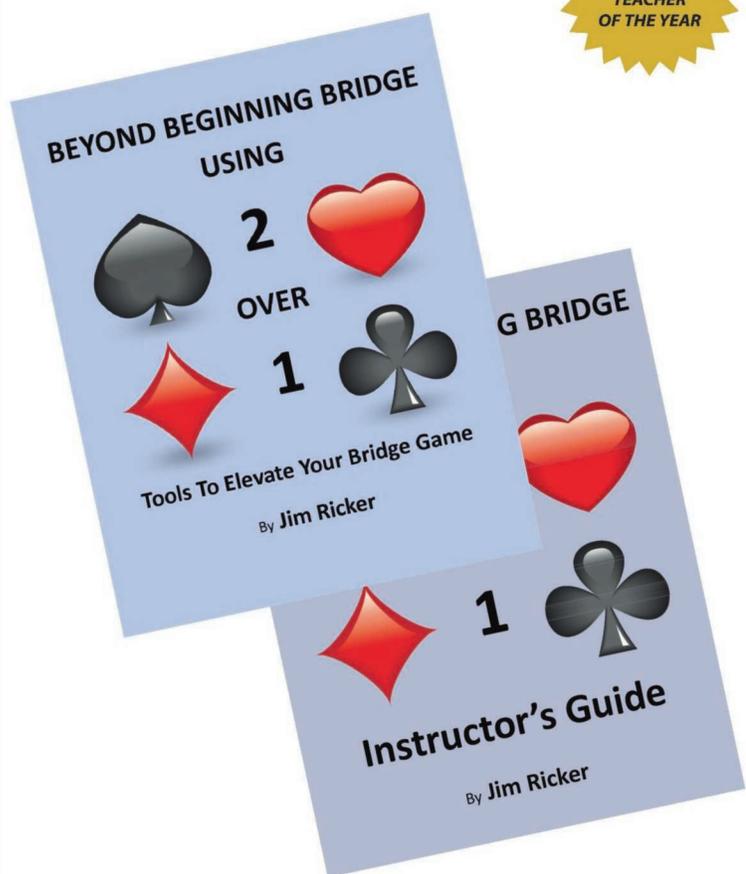
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# Beyond Beginning Bridge Using 2 Over 1

By Jim Ricker

\$25, Softcover, Spiral Bound, 218 pages



## Review for Beyond Beginning Bridge Using 2 Over 1

*Jim Ricker is a busy man. He's cranked out quite a few textbooks and instructor guides that he uses successfully in his classes in the Knoxville area. Other teachers have taken notice and use Ricker's materials, too. His latest effort is "Beyond Beginning Bridge Using 2 Over 1: Tools to Elevate Your Bridge Game," a terrific text for intermediate-level players who want to expand their understanding of 2/1 and its associated treatments. Even better, however, is the Instructor's Guide of the same title. Ricker has developed quite a few tricks for increasing the number of hands that teachers can present in a typical lesson without sacrificing student comprehension.*

*The student textbook covers many of the usual convention-related topics in 2/1 guides: Roman key card Blackwood, Jacoby 2NT, inverted minors, new minor forcing, fourth suit forcing, Smolen, Michaels, and so on. What makes Ricker's approach different is that he incorporates the principles of losing trick count (LTC) to the mix as an additional way to evaluate hands. And there are plenty of exercises available for students to practice.*

*Ricker believes that using pre-arranged deals in boards wastes a lot of time in lessons (unless you are teaching a basic beginner course), so he's developed "Dealing Sheets" that present students with their lesson hands already printed on them. The Dealing Sheets even provide high-card point and LTC information with each hand to help move things along at a good pace. Repetition is the key to comprehension, so Ricker strongly prefers to use the Dealing Sheets as a replacement for actual cards. Less time wasted with the boards means more time spent looking at the example hands.*

*The Instructor's Guide comes with a CD-ROM that contains all of the files that a teacher needs, all of which can be printed for distribution to students.*

*The student manual is \$25 and is available either directly from [diamondbookspublishing@gmail.com](mailto:diamondbookspublishing@gmail.com) or from Amazon.com. The Instructor's Guide is free, but instructors must first purchase a student manual and be an ACBL-accredited teacher. Instructors receive a 20% discount on subsequent purchases, and shipping is free in the continental U.S. (taxes and duty extra to Canada).*

Reviewed by Paul Linxwiler  
Executive Editor, Bridge Bulletin

### Lesson Schedule

1. Targeted Invitations Using Losing Trick Count
2. 2 Over 1 - Slow Arrival Fast Arrival
3. 1430 - Level 1 (Basic Replacement for Blackwood)
4. 1430 - Level 2 (Queen Ask)
- 4B. Bonus: 1430 (Advanced Features)
5. Jacoby 2NT
6. Reverse Bergen
7. Inverted Minors
8. New Minor Forcing
- 8B. Bonus: 4th Suit Forcing
9. Michaels and Unusual 2NT
10. Smolen and Major Transfers - Level 2
11. 4-Way Transfers - Level 1
12. NT Interference - Modified Cappelletti
13. 2 Club Openings - Level 2

Student Manuals are Available on Amazon (or in bulk from Diamond Books Publishing)  
Contact [DiamondBooksPublishing@gmail.com](mailto:DiamondBooksPublishing@gmail.com) to request your Instructor's Guide or to place bulk orders

## THE ROSIE WAY TO TEACH AT SEA Rosemary Boden

It's relatively easy for a competent bridge teacher to get an assignment teaching on a cruise ship, but it's not so easy to be invited back. Cruise lines are demanding, and revenue guests have dangerously high expectations. If you are preparing for your first teaching assignment on board a glamorous cruise ship, there are a few DOs and DON'Ts I've mastered that have made my time on board Cunard, Crystal, Holland America, Royal Caribbean, and Seabourn such a delight.

Number 1 on my list is DO Smile. It may not always be easy, but it is always required. Number 2 is DO put the customer first.

Most of my DO list is common sense. Valid passport. Valid visa(s). Vaccinations up-to-date. Travel insurance. Enough medication to last the trip plus one week extra.

DO dress appropriately. The cruise line will provide a guideline. Remember to wear your name tag. Learn where the rest-rooms are. Your players will always ask.

DO show up for class and game on time. This actually means about half an hour ahead of schedule so that you can prep the room and chat with early birds. Be sure to exit the room in plenty of time for the next activity to get set up. And leave the room tidy.

DO prepare more lessons than you will need. If port days are canceled for any reason you will have those extra lessons 'ready to go.' Focus on play and defense rather than complicated conventions. Take handouts with you. The ship doesn't want another print job. Take plenty of supplies with you – convention cards, travelers, pencils, erasers, a pencil sharpener, and blank paper to post results.

DO start the game on time. And finish on time. Players will be rushing off to tea. Welcome your players. Thank them at the end. Post the results in a timely fashion. Smile.



Rosemary Boden is a Sapphire Life Master and the author of "The Rosie Way to Better Bridge" books for Beginners. Her "how-to" book, "Teaching Bridge on Cruise Ships" is also available from [amazon.com](https://www.amazon.com).

If you have a chance, DO buddy up with guest entertainers and guest lecturers. They are frequently a little lonely and appreciate a hand outstretched in friendship. I have met many wonderful singers and musicians in this way, and it's always fun to run into them again on subsequent trips.

DO volunteer for escort duty if it's available. It's a wonderful way to meet other guests and enjoy a shore excursion for little or no money. Just DON'T lose anyone.

DON'T complain. DON'T agree with guests who complain. Find a way to redirect the conversation. Find something good to say.

DON'T drink too much. DON'T be rude or impatient. DON'T lose your temper. DON'T take the best seat on the bus, at the show, at the movie. DON'T jump the line. If the ship trusts you with a key, DON'T lose it. DON'T take it off the ship.

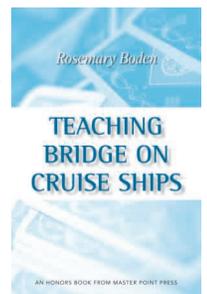
When you are offered an assignment, DON'T make a commitment then change your mind. Before you accept, make sure you can afford any out-of-pocket expenses such as travel costs, visas etc. DON'T make promises you cannot keep.

DON'T make promises on behalf of the ship's staff.

DON'T discuss your "deal" with guests or other guest lecturers. Terms vary significantly between roles.

DO be an ambassador for whichever cruise line is employing you. I can think of wonderful things to say about each of the cruise lines on which I have traveled although they are all quite different.

After a very successful fifteen year run, teaching on cruise ships, I'm about to hang up my hat, although I won't be staying home. I plan to reinvent myself as a guest. I hope you will be my bridge host on a long ocean voyage and we will both SMILE.



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## Cruise Stories

Please consider taking a moment to write to the editor, [shireen@hartsdale.co.uk](mailto:shireen@hartsdale.co.uk), to tell her about amusing, scary, or surprising anecdotes from your teaching experiences. Thank you.

## THE MODERN WEAK TWO Agnes W. Lee

SAYC (Standard American Yellow Card) is ACBL's (American Contract Bridge League) efforts toward Standard American. Playing SAYC, a Weak Two shows 6 cards, 5 – 11 HCP (High Card Points), a good suit (2 of top 3 honors), no voids, and no side 4-card major. Such guidelines may be sound, but do give a lot of information away. Nowadays, Weak Two is universal in the United States, part of Standard English Modern Acol, as well as the WBF (World Bridge Federation) Standard Card. The trend is toward a lighter opening style, 5 – 9(10) HCP, with no specific definition of a **decent/good** suit. Therefore, either of the following hands could be opened as a weak two-bid:

Hand 1	Hand 2
♠ 8 3	♠ 3
♥ K J 9 6 5 3	♥ A K J 9 6 5
♦ 6 3	♦ K 6 3
♣ Q 8 3	♣ 8 6 2

### What Else is New?

Conventional wisdom suggests the best position to open a pre-empt is the Dealer, and in the 3rd position as partner is already a passed hand and you will not be “pre-empting your partner.” The 2nd seat pre-empt requires solid values, and there is no point to pre-empt in the 4th seat. Experts today have no qualms in opening a weak two-bid in the 4th position. The following hand appeared in the “Point of View” column of Audrey Grant’s Better Bridge<sup>1</sup>.

Dealer: West    Vul: Both  
 South’s hand  
 ♠ A 10 8 7 5 3  
 ♥ 9 4  
 ♦ K Q 9 5  
 ♣ 4

The panel included: Shawn Quinn, Andrew Robson, Sylvia Shi, and Robert Todd. All would open 2♠ in the 4th seat, though for various reasons. Shawn and Sylvia would bid to block/make it difficult for the opponents to enter the auction. Andrew considered the 2♠ as “a classic weak two-bid in fourth chair.” Robert opined “2♠ isn’t a pre-empt here. It shows about 10 – 13 high-card points and a six-card suit.”

### Practical Guidelines for the Responder

With disciplined Weak Two opening as in SAYC, the responder has an easier time. With the light style opening, David Lindop offers some practical guidelines using the *Guideline of 19*<sup>2</sup> and the *Guideline of 17*<sup>3</sup>.

### Guideline of 19

When partner opens a weak-two bid, raise to game if the total of your high-card points plus the number of cards in partner’s suit is 19 or more.

### Guideline of 17

When partner opens a weak-two bid, add your high cards to the number of trumps you hold. If the total is 17 or more, bid or explore for game.

*David Lindop’s approach verbatim:*

When partner opens with a weak two-bid:

- Apply the Guideline of 19 to decide whether we have enough to jump right to game with the expectation of making the contract.
- Drop down to the Guideline of 17 to decide if we should invite game.
- With less, simply use the Law of Total Tricks. With three-card support, raise pre-emptively to the three-level. With four-card or longer support, raise pre-emptively to the four level.

### Raising Partner Constructively

When the responder has a good hand (15 points or more), a popular approach to explore for game is for the responder to bid 2NT, asking for a “feature.” The conventional rebids by the opener are:

<b>With a minimum:</b>	Opener rebids the suit.
<b>With a maximum:</b>	Opener shows a feature – typically an outside ace or king, or bids 3NT.

Here, we are giving information away, helping the defense. Andrew Robson has a better mousetrap. It is more scientific and gives less information to the defense.

To Andrew Robson, a feature is typically a high-card with some length, e.g. Qxx, Kxx, Ax, etc<sup>4</sup>.

To reply to the 2NT: The Opener determines whether the hand is in the Upper or Lower Range.



## Upper Range or Lower Range?

Add the HCP to the number of honors (Ace, King, Queen, Jack, and 10) in the suit. If the total is:

<b>9 or less: Lower Range</b>	Repeat the Weak Two suit.
<b>10 or more: Upper Range</b>	In order of priority: <ol style="list-style-type: none"><li>1. Bid a side 4-card major.</li><li>2. Bid 3NT when the suit is headed by the Top 2 or 2 of Top 3 honors, e.g. AKQ, AK, AQ, or KQ.</li><li>3. Bid the Better Minor with none of the above.</li></ol>

## Conclusion

The modern Weak Two is in a light style, 5 – 9(10) HCP and a 6-card suit. With a strong hand, use the Guideline of 19 to determine if it warrants a jump right to game. With a weak hand, raise pre-emptively using the Law of Total Tricks. Apply the Guideline of 17 to decide whether to bid or explore for game. With a good hand (15 points or more), the responder may bid 2NT to ask for a “feature.” Andrew Robson’s “Features” response is more scientific and does not give away specific information regarding an outside ace or king.

## References

- <sup>1</sup> Audrey Grant’s Better Bridge, July/August, 2019 p. 6.
- <sup>2</sup> “The Guideline of 19”, Audrey Grant’s Better Bridge, March/April, 2018 p. 15.
- <sup>3</sup> “The Guideline of 17”, Audrey Grant’s Better Bridge, November/December, 2017.
- <sup>4</sup> Bridge Lessons by Andrew Robson Weak Two, San Bernardino, CA, 28 May 2019.

*The Andrew Robson Bridge Club is happy to welcome visitors to London, England, to play duplicate or supervised bridge (we can find partners).*

*See [andrewrobson.co.uk](http://andrewrobson.co.uk)*



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## HAND EVALUATION TIP: BIDDING GAMES AT IMPS Jennifer Jones

We know that if we are vulnerable at teams, we should bid game even if it has only a 40% chance of making. What does a 40% chance look like? Hand evaluation under the 40% rule:

- ♠ A J 5
- ♥ A Q 7
- ♦ K J 10 4 3
- ♣ 10 9

Holding this hand you open 1NT, partner transfers to ♥ and then bids 2NT. You are vulnerable at teams. What to bid after partner invites game?

You have only 15 HCP—a minimum. However:

- Your doubleton gives you a ruffing value.
- You have a 5-card suit for added value.
- You have good trumps + aces and kings.
- You have good spot cards (10’s and 9’s).
- You are vulnerable at teams.

Looking for reasons to bid game, you find several - even with a minimum. Bid 4♥.

The reason for the 40% rule is this: missing a vulnerable game costs 10 IMPs. Going down in a

vulnerable game costs 6 IMPs. So if you bid game five times and make it just twice, you show a profit.

If not vulnerable, you can pass. If not vulnerable, bid game if it has a 50% chance of making.

*For more great tips see Jennifer’s new book, [Bridge Tournament Handbook](#) available at: [Jennbridge.blogspot.com](http://Jennbridge.blogspot.com)*

Jennifer Jones, a Diamond Life Master and author of *Losing Trick Count, Vol I and Vol. II*, has been a tournament bridge player for 35 years and a part-time teacher in Santa Rosa and Sausalito, California for 10 years.

She is a frequent “celebrity speaker” at North American Bridge Championships and an occasional contributor to the ACBL Bridge Bulletin.

A retired lawyer, she enjoys spending weekends on her boat in Sausalito.



# MINI-LESSON BY JIM RICKER



## Smolen Part 2: Impact on Major Transfers

In the previous issue we covered Smolen – a convention that describes a Responder hand with 5-4 or 4-5 in the Majors after partner opens 1NT.

This is an extremely easy convention to learn and implement. However, Smolen does have an impact on your Major Transfers as covered in this Part 2 of Smolen.

### Traditional Major Transfer

Traditionally, Responder Transfers to Hearts with a 2♦ bid or to Spades with a 2♥ bid and then shows his HCP. On his 2nd bid he:

- Passes to show 0-7 HCP
- Bids 2NT to show an invitational hand (8-9 HCP)
- Rebids the Transfer suit to show an invitational hand with a 6-card Transfer suit
- Bids 3NT to show a hand with Game Forcing values

### New Suits after a Major Transfer

Responder may not have a balanced hand. If Responder has Game Forcing values he can show a new suit at the 3 level.

North	South
1NT	2♦
2♥	3♣

Because Responder would have to bid a new Minor suit at the 3 level, he MUST have Game Forcing values. By bidding a new Minor suit Responder is describing an unbalanced hand, is at least 5-4 in the Major/Minor and has Game Forcing values.

North	South
1NT	2♦
2♥	2♠

When Responder Transfers to one Major then bids the other Major he is showing length of at least 5-5 in the Majors (because we use Smolen to show 5-4 or 4-5 in the Majors). Also, Responder can indicate his hand strength by choosing the initial Transfer suit. If Responder Transfers to Hearts first, he can bid Spades (his 2nd suit) at the 2 level (showing invitational values). If Responder Transfers to Spades first, he must bid Hearts (his 2nd suit) at the 3-level (showing game forcing values).

North	South
1NT	2♥
2♠	3♥

Over 2NT, either sequence is game forcing. Responder should Transfer to Hearts first then bid Spades (still showing 5-5 in the Majors).

North	South
2NT	3♦
3♥	3♠

When you Transfer to Spades first then bid Hearts, you are forcing the bidding to the 3-level which is game forcing. You MUST have 10+ HCP to force the bidding to game.

North	South
1NT	?
-	?
	♠ A K 7 6 4
	♥ A J 10 9 4
	♦ K 10
	♣ 6

With this hand bid 2♥ to transfer to Spades then bid 3♥. You have described a hand with 2 5-card Majors and 10+ HCP.

North	South
1NT	?
-	?
	♠ K Q 10 7 5
	♥ K J 7 5 4
	♦ 3 2
	♣ 3

When your new suit is the other Major, you have more options. Why? First of all, now that you are using Smolen, bidding the other Major promises a 2nd 5-card Major (because you would use Smolen to describe a hand with 5-4 in the Majors). Secondly, you have a choice of WHICH Major to Transfer to first. If you can show both suits at the 2-level (Hearts first then bid Spades) you are allowing Opener to bid 2NT. Giving Opener a 2NT option means your hand is invitational.

With this hand you have 9 HCP and a 5-card suit in both Majors. Bid 2♦ to Transfer to Hearts then bid 2♣. You have described your hand perfectly.

### Why describing your hand is so important after a transfer

#### Managing Short-Side Trump

One concept which was discussed in my book, *Beyond Beginning Bridge Using 2 Over 1*, was how to gain extra tricks in the trump suit. With the next hand, (contract

4 Spades), if Declarer pulls trumps first he will have three losers in the Heart suit. If Declarer, instead, trumps 2 or 3 Hearts before pulling trumps he can gain extra tricks from the trump suit.

Dummy  
 ♠ 6 5 4  
 ♥ 9  
 ♦ A K 10 9  
 ♣ 10 6 4 3 2

Declarer  
 ♠ A Q J 3 2  
 ♥ A J 6 2  
 ♦ 3 2  
 ♣ A K

### When a NT Opener is Transferred, the Opener's Hand contains the short side of trumps

With the hand below, Opener should take a close look at his prospective trump suit. If Hearts are trump, can he trump ANYTHING with the short-side of trump? Not a chance. He might as well be playing in a NT contract because there appears to be no ability to leverage trumps.

<b>North</b>	<b>South</b>
1NT	2♦
2♥	3NT
?	

♠ A J 10  
 ♥ Q 7 6  
 ♦ Q 10 7  
 ♣ A K 8 2

### Look what happens when Responder bids a new suit instead of bidding 3NT

<b>North</b>	<b>South</b>
1NT	2♦
2♥	3♣
?	
♠ A J 10	
♥ Q 7 6	
♦ Q 10 7	
♣ A K 8 2	
(same hand as before)	

Responder is showing an unbalanced hand with length in Hearts and Clubs. From Opener's perspective the Spade suit is reasonably protected but the Diamond suit could be extremely vulnerable. Now, rather than worry about the inability to gain extra tricks from the trump suit, Opener can choose to have Hearts as trump - to control the hand and limit losing tricks in the Diamond suit.

*The better you become at  
 describing your hand,  
 the better your partnership  
 will become at  
 landing successful contracts.*

## LETTER TO THE EDITOR

I am a new member of ABTA, and am finding the quarterly magazine very informative. I especially appreciated your recent article covering typing suit symbols. I had no idea how to do this before reading your article.

But recently I found a chart which explains how to make many symbols just using your keyboard (with any font).

- holding the **Alt key** and the number **6** key produces ♠
- holding the **Alt key** and the number **3** key produces ♥
- holding the **Alt key** and the number **4** key produces ♦
- holding the **Alt key** and the number **5** key produces ♣

These symbols are all solid, which I personally find easier to read with my usual black and white printing rather than the outline only symbols for hearts and diamonds in the Gill Sans Bridge font.

I thought this may be an alternative which some of the members may find useful.

*Joanne Fiedler. Grand Rapids, Michigan*

## LETTER FROM THE EDITOR

I welcome contributions and article ideas from ABTA members. If you are interested in writing an article, please get in touch with me. If you would like to write, but are stuck for a topic, I have plenty of ideas.

For example, there are very few articles about redoubles, whether these are for business, or rescue, or showing a first round control. The card in the bidding box is the one which is cleanest, and with the smoothest edges. Are we neglecting it?

A Dutch proverb I read recently is "Trust comes on foot, but leaves on horseback". Thinking about this as inspiration for an intermediate topic: just when is it right to raise partner on a singleton or void?

Do you use partial lyrics of songs to emphasize a point? "Start spreading the news...", New York, New York, to say: we've caught the opponents - I've doubled, you double if you can pard.

*Shireen Mohandes, London, England*

# Welcome New Members

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This past year has been interesting, challenging and rewarding. My main focus during this year has been on fostering a better relationship between the ACBL and ACBL Educational Foundation while laying the groundwork to move the ABTA forward in membership satisfaction. In addition a number of “surprise” problems occurred – the main one being the loss of Brent Manley as the editor of our *Quarterly* magazine. Our organization was extremely fortunate to be able to retain Shireen Mohandes as our editor. She has added significant value with her resolute dedication, new ideas and steadfast research in creating a top quality publication.



### 1. ABTA, ACBL and ACBL Educational Foundation

Stephanie Threlkeld was asked to be a continuing contributor for our magazine to maintain lines of communication between our organizations. She will continue to have her column.

The departure of Wendy Sullivan created numerous problems in that there were no written procedures for the needs of the ABTA convention. All had to be worked from the beginning with Montie Hamblin, our ACBL contact. These procedures are now in place with the ACBL no matter who is their contact. Montie and I agreed that the ABTA will have its own dedicated room block for the convention. Therefore we will no longer have any problems getting rooms before the regular NABC tournament begins.

In the upcoming issue of the ACBL Bulletin you will read that the ACBL is joining forces with the ACBL Educational Foundation and the ABTA to work together to promote bridge. This is truly the first time we have been linked with these organizations as a true partner in promoting the game.

The ACBL Educational Foundation has formed a Liaison Committee comprised of contacts from all three organizations. The current president of the ABTA will also be an automatic member of this committee. This is a significant milestone for our organization as we will be asked to provide more input for these organizations in the future.

The Educational Foundation continues to support the first year membership dues of participants in the Best Practices Teacher Workshop and the LBIAD accreditation program as well as additional monetary assistance.

### 2. Membership Satisfaction

The new website was established this past year. Websites are really twofold – what we see when we go to the website and the mechanism that is handling all the information about our organization that supports the site. For the first time we are handling payment for the convention online as well as dues. We consider this a long term investment and we plan to continue to upgrade our ability to assist our members quickly, accurately and with the least amount of stress. Numerous changes are in the planning stage to make this happen and will come to fruition under the guidance of Henry Meguid who has been instrumental in making these changes happen.

Regional Directors were given more guidance with some how-to articles in the *Quarterly* about working with teachers in their area. Our Regional Directors are key in maintaining a more personal contact with our members. The use of visiting high-profile teachers, such as Barbara Seagram and Robert Todd, by Regional Directors were very successful in building communication networks for their regions. Asking for assistance from ACBL clubs, units and districts to hold such events, in addition to ABTA funding, is a key way to maintain and promote membership in our organization. Creating value for teachers is a key component to maintaining viable membership numbers for our organization.

In addition to the above I was also able to coordinate with Jackie Pare and the ACBL Educational Foundation the showing of *Aces & Knives* to our organization at no real expense to the ABTA. I see this movie as a tool that districts, units and eventually individual teachers can use to promote the game. I hope the teachers that see the movie at the convention will work with their local units to bring this movie to their area. Coupled with a marketing plan it offers the opportunity to create new students for our teachers - a coordinated effort on multiple levels.

It is been my pleasure and honor to be your President these past two years. The upcoming slate of new officers with Henry Meguid and Jim Ricker will provide our organization with the continuing structure, enthusiasm and guidance we need to continue to growth. Please provide them with your support and excitement as we enter a new phase in our organization.

## TEACHING BRIDGE - PART 1 Lyn Fry

Bridge is a difficult game to learn. Anyone who has taught students from the start will appreciate that they are unlikely to be even moderate players in the first two years. This means that we have to keep their interest and motivation high over a long period. The way to do this is simple: keep them feeling they are making progress and that they are looking forward to a couple of hours of fun in your lessons.

Here are a few of my tips for how to make bridge pupils feel special:

1. I welcome them by name and with a smile. I ask after their bridge in the preceding week and if they have had any fun games.

2. I encourage them to bring me hands they have found challenging and we have a laugh about what their partners and the opposition did to them.

3. I have some silly rules to cover the most basic bridge errors. We have a bar at the club where I teach and anyone who overcalls on a 4 card suit or underleads an Ace against a suit contract has to go straight to the bar and buy me a gin and tonic. (I have collected about 3 times now and I warn newcomers before they start which usually leads to a ripple of laughter around the class.)

4. I make the explanation at the beginning short – never more than 10 minutes. Less is more in bridge teaching. You must not overwhelm students with too many difficult concepts at once. For example, when teaching defense, I would spend one week teaching about attitude signals, the next teaching how to show length and the next how to show suit preference – never all of them together. And I keep revising (see below). The hands that follow are all related to the lesson so the students get the feel for the concept. Every now and again I have “supervised practice” where the students play hands and can put everything they have learned into practice in real situations. These are very popular.

5. I try to make people feel good all the time. If someone does something really good, I praise them to the whole class and tell them they are the “player of the week” or my “star pupil”. Sometimes I give them credit on the class noticeboard as well.

6. I watch out particularly for those who are nervous or lack confidence and I give them a lot of quiet support and reassurance.

7. I don't hesitate to put students right when they make a mistake but I usually give them encouragement at the end of the comment.

8. Some things are particularly hard for students. I gave a series of lessons on basic signals and discards in defence and few of them got it straight away. So, a few weeks later I repeated the lesson and this time I gave out gold stars for everyone who defended a hand correctly for the right reason. They all thought this was great fun. About a month later I repeated the lesson again and this time gave out bridge pencils for those who got it right. It sounds trivial but these adults (most of them in their 60s and 70s) loved the idea of stars and pencils! It's all in the way you do it.

9. I always have a handout so they can review in the following week. I am not sure how many read these handouts but I know most of them file them away and two or three will often discuss the handout with me the following week. This is very rewarding to me. They have a permanent record if I want to refer them back to it at any stage.

10. I look out for those who find a lesson difficult and will take them aside at the end and have a quiet word, perhaps going through the handout with them. I have a small bridge library and might suggest that they would find a particular book helpful.

11. I have a plan for what I want to teach but I also ask the class members for suggestions about what they would like to learn. This makes them feel involved in the lessons and feel that their personal needs are addressed. This week they had asked for responding to a take out double. I had 4 or 5 simple concepts to understand and then 12 hands all related to the ideas.

12. I organize tournaments for them outside the lessons. We have a Swiss Pairs competition which they play in their own homes. It has handicapping, so those who are in my classes get a big handicap to enable them to compete against the stronger players.

13. I have a noticeboard which I keep up to date with lots of information, jokes, and bridge hints and stories.

14. I have found it hard to get my pupils to move on to more challenging bridge so I organized an event where I persuaded the better players in the club to



each pair up with one of my pupils and to make sure they had a good time at the club's weekly Chicago-format game. This was a great success and most now go regularly to it.

15. I sometimes play with students at a local duplicate so they can see that this is not as terrifying as they think it will be.

16. After the lesson we often sit around and have a drink and a chat, sometimes about the lesson or just gossiping. It all ends on a relaxing note.

Remember this. Your students are with you because they want entertainment. This is their leisure time. They choose to be with you when they could easily choose something else. Make sure they stick with you until they become as devoted to the game as you are.

## About Lyn Fry

Lyn comes from a bridge playing family. Her uncle represented New Zealand and was editor of the NZ Bridge magazine. Her parents were bridge fanatics playing socially and in local events.

Lyn has represented Great Britain in European tournaments. She won the Corwen trophy (a national event for current leading pairs of each County Association).

She has been a qualified bridge teacher for the last 10 years.

Lyn's years of professional experience as a child psychologist and behaviour management specialist give her a depth of knowledge about learning and motivation.

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## VIVA LAS VEGAS! Mike Cochran, ABTA Historian

OK, so I have been teaching bridge over five years now. The ABTA Convention was being held in Las Vegas, one of my favorite domestic destinations. Two very good friends of mine, Jeff and Ginny Schuett, were giving the kickoff presentation. Another friend, Robert Todd, was following them. Chicago's rainy days were sure to be a distant memory in the 100+ temps of Vegas - and I love heat! All of these factors combined to convince me to sign up to attend my very first ABTA Convention. What did I have to lose?

Then a funny thing happened. President Betty Starzec appointed me as the Historian of the organization. Now I needed to go to Vegas so I could attend the Board meeting, meet my fellow Board members and get a handle on the ABTA. I would be able to play some good bridge at the NABC afterwards, and so off I went.

As we all know, organizations give off very different auras at their meetings, so I walked into my 8 am Board meeting that Tuesday with more than a little trepidation. Much to my surprise, I was greeted warmly by all. This seemed a bit unusual, and yet it was genuine. Each of these people really cared a great deal about our game and its future, and it showed. Midway through the meeting I offered a suggestion, and it was listened to and appreciated. Betty runs an efficient meeting, and I am thinking that the 8 am start may have been worth it! I especially liked that the rapport between Betty and Henry Meguid, the incoming President, appeared natural and genuine. Vegas gets off to a good start, to be sure.

After a quick lunch break, I head up to distribute handouts for Jeff and Ginny, and then sit back and listen to the program.

I knew I expected a good program, but the next three days blew me away. There is not a bridge instructor on the planet that could not benefit from these Conventions. Bidding, play of the hand and defense were all addressed. Speakers gave tips on how to give better lessons, technology and even tax tips for instructors. Need to order some bridge books? Sally Sparrow from Master Point Press advised us on this. Jim Ricker, the newly chosen Teacher of the Year (and the ABTA President-Elect following Henry) wrapped up the program with an informative LTC (Losing Trick Count) presentation.

Suddenly, the Convention was over. My overall thoughts? I was quite simply blown away by the breadth and scope of what I had just learned. I decided on the spot that I had to write this article, and hope that other instructors would make the decision to attend next year's Convention in Montreal, and experience what I just did. I have already put into play some of the things I learned in Vegas, and my students appreciate it. If each of us just spoke to one other instructor, and got them to commit to Montreal, what a difference that could make!

For this newbie, WHAT HAPPENED IN VEGAS IS NOT STAYING IN VEGAS! Make a commitment to be in Montreal, and spread the word. Both the ABTA and our fellow instructors will benefit.

Mark your calendars now: July 14-17, 2020. See you in Montreal!





SUMMER NABC JULY 16-26 2020

*Joie de Bridge!*



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## THE DIRECTORY Where to find out more about ...

### Apple Basket

**abtahome.com/2019convention** is where you find out more about the 2019 contest. The Fall issue of the quarterly has the winner, second place and third. More about the contest can be found at **abtahome.com/awards**.

Check out the Members' Area for numerous tips submitted over the years: **abtahome.com/applebasket-teaching-tips**.

The deadline for 2020 contest is July 1, 2020.

Brenda Montague, Swampscott, MA, is the committee chair: **applebasket@abtahome.com**

Why enter? Your contribution will be of great value to others, and you could win a beautiful crystal apple if your tip wins. We love to hear about tips!

### Books, software and technology awards

**abtahome.com/2019convention** is where you find out more about the 2019 contest. The Fall issue of the quarterly has the winners for the categories. More about the contest can be found at **abtahome.com/awards**. The deadline for 2020 contest is May 1, 2020.

Karen Walker, Champaign, IL, is the committee chair: **bookoftheyear@abtahome.com**

Why enter? We want to recognize and reward publishers & writers, those who make innovations in technology, and those who produce software that's outstanding or ground breaking. We like to make our members (and other bridge teachers) aware of outstanding teaching resources.

### Teacher Of The Year, sponsored by Master Point Press

**abtahome.com/2019convention** is where you find out more about the 2019 contest. The Fall issue of the quarterly has the winner and the candidates. More about the contest can be found at

**abtahome.com/awards**. The deadline for 2020 contest is May 15, 2020. Richard Braunstein, Lancaster, PA, is the committee chair: **TOY@abtahome.com**

Our community comprises many teachers who are inspiring, dedicated, and enthuse learners to make progress. The annual accolade rewards the best of the best nominated teachers.



### Master Teacher

**abtahome.com/2019convention** is where you find those who attained the status in 2019, and you can find Master Teachers in the online directory here: **abtahome.com/master-teacher-directory**. The Fall issue of the quarterly has a short article on the successful candidates.

More about the process of applying and what is expected of candidates here: **abtahome.com/professional-development**. The deadline for 2020 interview requests is June 1, 2020. Interviews take place immediately prior to the summer convention.

Kathie Macnab, Halifax, NS, Canada, is the chair of the Teacher Credentials Committee: **masterteacher@abtahome.com**

Why become a Master Teacher? Widely recognized within the ACBL and beyond, this is the highest designation we have for professional teachers. As a well established and highly praised trade association, we have this method of conveying excellence to the public, institutions, and businesses.

### Magazine submission Guidelines, Advertising Rates, Deadlines

**abtahome.com/about-us** is where you find the details (only summarized here in this paragraph). The deadline for the Winter issue is: Wednesday December 11th, 2019. The editor, Shireen Mohandes, can be contacted on **shireen@hartsdale.co.uk**. She welcomes articles from members as well as non-members. Preferred format for articles is Microsoft Word. Send us photos as attachments, and very high resolution please, at least 300dpi. The page size is 8.5" x 11". A full page ad costs US\$150. There's more on the website - please take a look at the link at the bottom of the "About Us" page.

### Membership and Dues

This where you can **abtahome.com/membership**. There's a great page describing the benefits of membership linked on that page, or visit **abtahome.com/benefits-of-abta-membership**. Existing members: once you have logged in, on the home page click "View Profile" to review your profile. Use the "Renew Membership" icon on the "Members' Area" page to renew online.

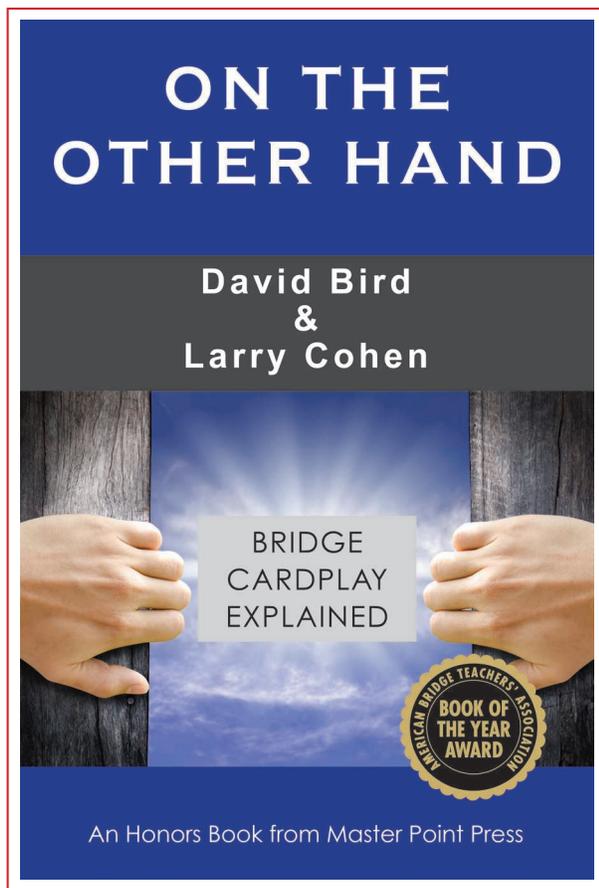


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NEW HONORS BOOK FROM  
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