



OM ASSOCIATION, INC. NEWSLETTER

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COACH'S ETHICS

There is a need for a clearer explanation as to what the coach may or may not do as far as involvement with problem solutions. Pat Schoonover, Wisconsin Association Director, chaired an Ad Hoc Ethics Committee which formulated the following information concerning the coach's involvement and cost cards.

Coach May:

1. Contribute general information which relates, for example, to the use of tools or appropriate techniques; but the coach **MUST NOT** relate this information to the specific problem at hand. Many kinds of general information should be offered only after a student requests it.
2. Set deadlines for the accomplishment of various aspects of the problem.
3. Within the defined cost limitations, predict and purchase those materials which the students are likely to use.
4. Question the students on how they intend to solve the problem so that they may clarify their ideas; but in any resulting discussion, the coach must act as moderator and interrogator, **NOT** contributor!

Coach May Not:

1. Contribute ideas which materially affect the construction and design of those solutions.
2. Assist in setting up at a competition or intervene if anything goes wrong during the competition. Judges reserve the right to penalize a team if they believe the coach has interfered in any way.
3. Directly aid the production of properties or materials related in any way to the problem's limitations or requirements. Neither may the coach aid in the production of properties or materials peripheral to or in addition to any requirements of the problem.
4. Coach is responsible for ensuring that any parents and/or assistant coaches also obey the preceding regulations.

SUMMER ENRICHMENT PROGRAM

The Summer of '85 brought the first OM Summer Enrichment Program into existence. Twenty-one students between the ages of 10 and 14 flew, drove or took busses from Pennsylvania, New Jersey, Delaware, Virginia, and Washington, DC to participate on the beautiful campus of College Misericordia in Dallas, Pennsylvania.

The goal of the program was to provide an in-depth OM training opportunity for students. It was projected that, once they returned home, the students would further develop skills and techniques that would be directly applied to their long term and spontaneous problems. This was accomplished in one short week through workshops with area professionals and the cooperation of skilled OM personnel.

Each participant preregistered and selected a long term problem well in advance of the one week program. Problem choices included "Double Trouble" (a balsa wood structure); "The Trial of Hansel and Gretel" (included lawayers, a judge and a handful of character witnesses); "Dark Shadows" (accent on theatrical performances); and a computer and communications problem.

Each team individually was guided by an experienced world class coach who shared his or her talent, warmth and technical expertise to convert imaginative dreams into pragmatic problem solutions that worked. Team performances during the week's final tournament were exceptionally outstanding. Thus, an accomplishment which normally takes months of hard work and many hours was compressed into just six short, super OM days.

The week was intense but well-balanced with specially selected and structured activities to allow students time to relax, to have fun, and to get to know each other. One activity was a day trip to Falls Trail in Ricketts Glen State Park. Here students carefully navigated their ways through a forest nestled deep in the Allegheny Mountains while 100-foot waterfalls buffeted their senses. A canoe ride and refreshing dip in Lake Jean provided a perfect ending to a near perfect day.

One of the participants coalesced everyone's unspoken emotion by saying that she was sad because she felt that she "was leaving the best 21 friends (she) had ever had."

The Second OM Summer Enrichment Program is planned for the summer of 1986. More information about the camp will be available in the spring.



Teamwork Can Be Fun



Presenting a Problem Solution



Campers Visit a Nearby Lake

Problem Procedures

The following are procedures which the long term problem captains have established to assist the teams and the judges in organizing the competition. They will be followed at the World Finals and it is strongly suggested that they be followed at all OM competitions.

"Bridging the Gap" by Fred Bradley

Prior to the scheduled competition time, each team will present its structures to the weigh-in judge(s) for weighing and appropriate measurements. Depending on the level of competition, structures may be tagged and stored at the weigh-in site until approximately fifteen minutes prior to scheduled competition time. If structures are stored, only a team member or members may pick up the structures.

At the testing site, teams will be informed that the problem is a non-verbal competition and, other than the membership sign, no written or spoken language will be part of judging. Team members should present style card, any appropriate problem clarifications and other necessary materials to the Head Judge. Also, teams should be ready to present cost card, outside assistance form and any other pertinent information requested by the Head Judge.

All preparations for competition are to be made outside the testing area; however, the structure(s) may be placed on the test site prior to the eight minute time period. Although teams may not enter the testing area prior to the eight minute time period, except for placement of the structures, they may have all props ready and enter immediately upon the judge's signal to begin.

When the judge signals to "Begin", the team will have eight minutes to complete set-up, style, and the placing of weights. Weights are to be placed one at a time, and no time lapse between the placing of weights is necessary.

No one is allowed inside the testing area during competition except the five team members, the judges, and a possible adult assistant for weight placement (25 pounds or more) in Division I. There is to be no coaching or assistance of any kind from any person during competition.

Teams should inform the style judge(s) if any portion of style is to take place after the structure collapses. It is permissible to have a "burial" or similar disposal of a structure after it collapses; however, no act, such as burning, exploding, or similar mutilation which is considered dangerous by the Head Judge will be permitted.

Competition will end when (1) style has been completed and the structure has broken; or (2) the eight minute time limit has expired. Unless the Coach is advised otherwise, the Head Judge will go over the long-term raw score sheet at the end of the team's competition with the coach.

"Treasure Hunters" by Burdene Dalton

When a team checks in at the staging area, it should have its red markers, samples, and cost sheet ready for the judges to examine and/or review.

Once a team has entered the performance area, no verbal communication is allowed between team members until the tasks are completed or performance time exceeds ten minutes. One team member should present the style card to the style judge and clarification(s) to the head judge. The team should also have the outside assistance form available if the judges request it.

Set-up time begins when the judge hands the team a set-up map. The team has two minutes to place its school sign, place the samples on the floor grid, set up the computer, and boot the program on the computer. (No data may be entered into the computer until performance time begins.) Time will stop while the judges check the placement of the samples and the readiness of the computer program. (The computer operator should be ready to signal the judges that the hardware and software are working by the end of the set-up time.)

When the completion map is handed to the computer operator, performance time begins. The performance time will continue until one communicator signals that the tasks are

completed or the timing judge stops the performance after ten minutes have lapsed. At this point, one communicator has one minute to explain the tasks that the team has completed.

At the conclusion of the performance, the team should be ready to answer any questions that the judges may have about its performance or computer program. Team members should wait for the judges' signal before quickly and quietly removing their equipment from the performance floor. Unless the coach is otherwise informed, the Head Judge will go over the long term raw score sheet at the end of the team's competition.

"Technocrats" by Lee Talbot

The team, the props, and the packaging and production line materials will stay in the designated staging area until the time starts. The team will present to a judge its Style Card, two copies of the completed Product Part Analysis Sheet, and any problem clarifications it has received. It will also have available a properly completed Outside Assistance Form (if not previously submitted). Prior to beginning, the judge will check the Product Part Analysis Sheet and materials to validate the cost and to answer any questions the team may have. At the signal from the judge, the time will begin and the team may proceed with set-up and style. Set-up will include moving the materials to the Warehouse and the production line equipment to the Assembly Area, rearranging tables and chairs as necessary, placing the school sign, etc. Style may be included at any time during the ten minute competition period.

The first part of the production process involves moving the raw materials from the warehouse to the assembly area. Once the raw materials are in the assembly area, members of the team will assemble the product. During the removal of any hard material, safety glasses must be worn. When the product is complete, it is put into a package and then transported into the Shipping Dock area. The products may either be put into the Shipping Dock one at a time or collectively. Once all ten products are in the Shipping Dock, the production and assembly part of the problem is complete. The competition is over at the end of ten minutes or before if the team indicates that it has finished both production and style. At this time the judges will check the products.

Once the competition has been completed, it is important for the team to reset the Warehouse and the Assembly Area the same way it was found. This may involve resetting the tables and chairs, cleaning up the floor, etc. Cleaning equipment will be provided by the Tournament Director.

"HISTORY...The Way It Was" by Marietta Kehler

The oncoming team will check-in with the Staging Judge and present its Style Card and Outside Assistance Form. It will wait in the Staging Area until the prior team has finished. It will then be permitted to set-up audio-visual equipment without being timed.

Two panels will be supplied by the Tournament Director. A table and two chairs will also be available next to the stage. When the signal to begin is given by the Timing Judge, the team may move the table and chairs to the stage if it wishes to use them. The panels will be on stage for each team. If a team does not wish to use the panels, it must remove them after the time begins.

The Master of Ceremonies may describe the event as soon as time begins, even if the other four team members are setting up the set.

The MC and other performers may enter or leave the stage as often as they desire. They may also change costumes and characters as often as they desire.

After the solution is completed and timing has ended, the team will pick up props and audio-visual equipment. This will not be timed.

The Coach should remain in the area in order to be available to the Head Judge. Unless the Coach is advised otherwise, the Head Judge will review the team's long term score and penalties with the Team's Coach as soon as the Scoring Judges have compiled the scores.

Problem Procedure:

"Classics . . . Great Art Lives" by Rita Sleeman

When the team is called by the staging area judge, the five long-term problem members will proceed to the designated area with all props, scenery, membership sign and any team provided audio-visual equipment/table/stands needed for their presentation. The team will present to the staging area judge its style card, cost card, problem clarifications, outside assistance form, playbill, reference as to the authenticity of the works of art selected, the art work in the "style" of the master and the replicated art work that is the subject of the team's performance.

Once the team enters the staging area, coaches, alternates and/or spectators may not assist the team in any way until the presentation is completed.

Prior to each team performing, the judges will place the easel, audio cassette player and two 4' x 5' panels in the same place in the performance area.

At the Judge's signal, the ten minute time limit will begin and the team will proceed with its set-up, style and long term presentation. If a team wants any of the items provided by the tournament director moved or removed, it must be done by the long-term members during the 10 minute time limit. Placing of the school sign and the introduction of the presentation by the artist is part of the ten minute time limit.

The competition is over when the presentation is finished. If the team requires more than ten minutes, a penalty will be imposed; however, "Time", will not be called.

At the conclusion of the performance, the judges may ask the team to bring the artwork used in the performance and/or any props and costumes for closer inspection and may ask the team any questions in regards to its solution to the long-term problem. The judges will inform the team when it may move out of the presentation area with all props and equipment.

The Head Judge will inform the coach when the long-term raw scores will be presented to him/her.

CLARIFICATIONS

PROBLEM NO. 1 Treasure Hunters

- The Bag of Gold does not have to be unpopped popcorn.
- Hunters may not jump over boxes that have already been entered.
- There will always be six objects to collect, three to move and one to be left alone.
- The computer program may be written in compiled basic.
- Precautions will be taken to ensure that no team receives a problem map that cannot get maximum credit.
- The spirit of the problem is to prepare a computer program to assist in solving the problem.
- Hunters may carry more than three samples at one time.
- Points will be awarded on the time it takes to complete the tasks. (i.e., long term under 5 minutes, style next 2 minutes: score 25 minutes for time.) Teams may tell the judge when they have completed the long term tasks.
- Hunters may not exchange, take or give any samples between themselves.
- The basic used must be a standard (commercial) version.
- For our purposes, the term "modify" applies in the following manner: when the 10 minute time begins, the data from the set-up map and completion maps should be entered into the computer so that the computer program which the team has written may determine the paths to be taken by the hunters.
- Hunters do not have to exit in order to receive credit for collecting their samples.
- All team members may see the set-up maps.
- In the two minute set-up time, the team may set up the computer system, receive the set-up map, place the treasures accordingly, and boot up its program. It may not input into its program until the ten minute performance time begins.
- Peek, Poke, and call statements are valid statements for Apple Basic.
- Verbal communications between team members is not allowed during the two minute set-up time or during the

ten minute performance time until the team has finished its attempt to complete the long term tasks.

- Team members may not talk to one another until they have finished their attempt at completing the long term tasks.
- Any computer which can utilize the basic language may be used.
- Hunters must be directed by the communications. Hunters may not receive any form of direct communication from the computer (i.e., radio signal, modem, etc.).
- The coordinates for the wicked tomb will be given on the completion map.
- Props made for previous competitions may be used if they were made exclusively by one or more of the current team members.
- Treasures must be made by the current team members. They may not be purchased or borrowed from other teams.
- The computer is used to ascertain the best route for the hunters to take to accomplish the tasks.
- If hardware is provided by the Tournament Director and it fails, the team will be given an opportunity to reschedule. However, if the equipment is provided by the team, the time will continue and the team must correct the situation or end its long term attempt.
- The hunters may not jump over a square or hook something in another square to move or to collect it.
- The hunters and communicators may not hold opposite ends of a rope or pole even if it is not attached.
- The grid must be displayed on the computer but does not necessarily have to show the completed setup.

PROBLEM NO. 2 Technocrats

- For purposes of this problem, "Passed by Hand" will be defined as being moved by the use of bare or covered body parts.
- Equipment used in putting together the assembly line does not count in the cost. Costs are for product parts.
- For this problem, the product part analysis sheet will serve as the cost card. The "OM Price" is the cost of each type of item less the \$3 minimum allowed.
- If, in a judge's opinion, the product(s) made by the team require testing, this testing will be done after the team has completed its performance of the problem (or after ten minutes have expired, whichever comes first).
- No foodstuffs are allowed as part of the construction of the product even though the finished product is not a foodstuff.

PROBLEM NO. 3 Art

- The artist's introduction may be pre-recorded or videotaped and media may be used to enhance or supplement the performance, but the performance must be live.
- The artist may change costumes and characters during the play.
- The "Original" piece of art and the replications of the presentation subject must be given to the judges prior to the performance.

PROBLEM NO. 4 Bridging the Gap

- The longest a beam may be is 18".
- No two pieces of balsa wood may touch for a distance of greater than 1".
- The corner posts on the tester should be 7". Thus, the structure should be 1" to 1-1/2" higher than the tester.
- No points will be awarded for any verbal presentation nor may verbal communications be used to explain the style presentation to the judges.
- There are no width requirements for the structures.

PROBLEM NO. 5 History

- A team may do only one skit.
- The Tournament Director will provide an area of 8' x 10' minimum, two panels, two chairs, a timing device, a minimum of two judges, score sheets, pencils and an electrical outlet stageside.
- The playbill must be passed out before the timing begins.
- The cover of the playbill may be any size or shape.
- The playbill may be typed on a typewriter or computer.
- The team is at liberty as to what reference it uses to relate its interpretation of the problem.
- The team has complete freedom in its humorous interpretation of the historical event.

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WINNING OM WITH BLOOM

by Sharon Dionne, Grawn, MI

"Imagination is more important than knowledge, for knowledge is limited, whereas imagination embraces the entire world—stimulating progress, giving birth to evolution."

— Albert Einstein

There are many opportunities within all areas of the school curriculum to use strategies for developing creative problem solving abilities. Unfortunately, the needs of gifted and talented students go beyond that which is "generally" done in many classrooms. G/T students need to share the responsibilities for more extensive, self-directed projects on an advanced inquiry level with others of similar abilities; and they need the opportunity to present this project to an audience.

The OM Program is one option available to schools to meet these needs. OM attempts to reach this goal by using activities stressing fluency, flexibility, originality, and elaboration. The team competition allows students to work together on a project, while learning the advantages of combining talents to achieve a common goal. The competition fosters a desire to achieve as much as possible.

One way to begin working with an OM team is to utilize *Bloom's Taxonomy of Higher Level Thinking Skills*. This "building block" approach will allow the OM team to creatively and successfully solve the problems presented to them.

The students systematically build a solid foundation of **Knowledge** by using steps of fact-finding, by using numerous references. This knowledge will enable them to focus on a general theme. The actual problem can be solved by taking it apart into manageable pieces [**Analysis**], and approaching it step by step. The problem can be solved uniquely with the help of **Synthesis**. **Evaluation** helps to polish the solutions.

The following is an outline of how I put *Bloom's Taxonomy* to work with an OM team:

Basically, the problem that the team chose was to build a structure out of 1/8 x 1/8" strips of balsa wood to hold as much weight as possible within certain limitations.

The first step to building a knowledge foundation is the choice of a theme and the elaboration of that theme.

Our theme was "Bridges". Our first task was to use as many reference materials as possible to **define**, and to **list** as many bridges as possible. By using books like *An Illustrated Encyclopedia of Traditional Symbols* in addition to typical reference books, the team started to generate expanded ideas of the theme. All information was shared as a group in brainstorming sessions.

An interesting thing to do before you even start elaborating on a theme is to ask a spontaneous question about it. For example, "Name as many bridges as you can. You have 1 minute to think, and then two minutes to respond in turn." Record the team's answers and use this as a reference point as the team progresses.

In order to help the team **Comprehend** the theme, I had them put the problem into their own words. They cut out pictures and words from magazines, and drew their own pictures to make a collage. It was displayed on a bulletin board done by the team.

At this point, the team had a very "global" picture of their problem. They continued to narrow their focus in order to solve the technical parts of the problem.

To help them **Analyze** the technical aspects of building a structure that would hold the most weight in the shape of a bridge, the students attended Q and A sessions with a local architect. Students brought their sketches to these sessions. They put their final drawing on graph paper.

In order to demonstrate that they understood the problem, the students constructed a model of their solution out of styrofoam slabs.

Because my 4th and 5th grade team had no experience cutting and gluing balsa wood, a group of junior high school students held a class for them. Using community resources cannot be stressed enough when working on extended projects like these.

To perfect their structure, the students built and repeatedly tested their solutions. They evaluated the strengths and weaknesses each time they crushed a structure that took them about 3 weeks to build. As a team, they brainstormed and decided

on the best combination of ideas.

At the same time that the team made their structure, they also elaborated the theme "bridges" by deciding on a direction for a skit to present to the audience. "Rainbow Bridge" was chosen as a sub-theme. The students used the symbol of the rainbow as a bridge to follow dreams in their skit about Orville and Wilbur Wright's dream to build a flying machine. In that skit, the team designed a rainbow light show using mirrors, a prism, and a light source.

A school sign is a requirement of competition. The theme was also reflected in their sign.

During the months of preparation, spontaneous questions were used to develop the group's speed and creativity in answering "on the spot" questions — a vital part of the competition. The **Synthesis** and **Evaluation** levels are almost exclusively used here. The group was continuously asked questions that demanded them to create, to imagine, to improve, and to invent new ideas.

The final structure built by my elementary team held just under 300 pounds — which was 100 pounds more than the man who designed the problem thought anyone would hold.

Winning OM Competitions lies not in medals and trophies, but in how much the children accomplish in the months of working together as a team. OM can provide the experiences and inspiration for a lifetime of accomplishment. I have found in the past two years the possibility for students to achieve more than they thought possible.

Bloom plus commitment equals success.

OM TRIVIA QUIZ ANSWERS

Did you correctly answer the OM Trivia Quiz which was to be returned with your 85-86 renewal? The answers are as follows:

- I 1. Samuel Micklus writes the majority of the long term and spontaneous problems.
- L 2. New York has the largest OM membership.
- O 3. Colorado is the state where the governor (Lamm) personally coached an OM team.
- V 4. The 1986 OM World Finals will be held in Arizona.
- E 5. The categories of OM membership are located on page 7 of the *Coaches' Handbook*.
- O 6. Ranatra Fusca is the name of the OM Creativity Award.
- M 7. Schroeder was the answer OM was looking for; however, Schroeder won a Ranatra Fusca Award and first place in a long-term problem. Oregon JHS from Wisconsin was the team that won a first place in a long-term problem and the computer problem. Congratulations to the people who corrected OM on the last question. They received two bumper stickers. (Did you figure out the key?)

"Everybody Needs a Good Failure Early in Life" by Elisabeth Bradley, D. A.

The above quote was by Walt Disney and came from "The Walt Disney Story" which can be seen at The Magic Kingdoms in California and Florida. After graduating from art school, Walt went to work for an advertising firm. When the advertising cartoons Walt had drawn for a major client flopped, the company went bankrupt. Years later when asked to what he attributed his success, Walt responded that he felt his failure with his first attempt at cartooning had spurred him to "dust his pants off and to start all over again."

General Peter Dawkins, Heisman Trophy winner, Rhodes Scholar, America's youngest army general, recipient of two bronze stars in Vietnam, Princeton Ph. D. and now Executive Vice President of Shearson Lehman/American Express has observed that he thinks successful people have one common quality - their ability to learn from failure. Giving the commencement speech at Winthrop College, Rock Hill, South Carolina, Dawkins further stated, "You don't succeed all the time, but you develop a capacity to be beat up and not give up. Successful people have regularly gone through periods of having been stretched, challenged, forced to reach among their innermost resources. Those setbacks become a stimulant to continue to achieve. I've been struck by how very hard people who achieve things work."

OM coaches have a tremendous responsibility to help their students understand that being unsuccessful with the various components of the problem solutions should not be upsetting. Actually, there are thirteen teams in all of the OM competitions that throughout the competition ladder remain undefeated. Part of coaching is helping the participants understand that, "You don't succeed all the time." Failure can be a very positive learning experience.

ASSOCIATION ROUNDUP

Workshops and competition dates are listed below. In some instances there is information which is incomplete.

<p>AL Regionals 3/1/86 State 4/5/86</p>	<p>I: Huntsville, II: Fayette City, III: Birmingham, IV: Dothan University of Alabama, Tuscaloosa</p>	<p>PA Regionals 3/1/86 State 3/22/86</p> <p>Penn State Univ, State College</p>
<p>AZ Workshop: Coaches' Workshop: Judges' State 4/26/86</p>	<p>1/21/86 night; 1/18/86 day 4/8/86 Phoenix; 4/12/86 Tucson; 4/19/86 Flagstaff, Glendale Comm Coll Phoenix</p>	<p>TX Regionals: Northeast State 4/12/86</p> <p>3/15/86 SMU, Dallas University of Texas at El Paso</p>
<p>AR Regionals 3/22/86 State 4/19/86</p>	<p>Fayetteville</p>	<p>VA Region VI 3/22/86 Region II 3/1/86</p> <p>Roanoke College, Roanoke Menchville HS, Newport News</p>
<p>CA State 3/8/86</p>	<p>Brannan MS, Sacramento</p>	<p>WV State 3/15/86</p> <p>W. VA State College, Institute</p>
<p>KY State 4/18 & 19/86</p>	<p>Kentucky State Univ., Frankfort</p>	<p>WI Workshop: Coaches'</p> <p>11/7/85 UW-Stout, University Center 11/13/85 UW-Green Bay 11/19/85 Milwaukee Public Sch. Ad Bldg., Milwaukee</p>
<p>LA State 2/22/86</p>	<p>University of New Orleans</p>	<p>Regional 3/15/86 3/15/86 3/22/86 3/22/86 3/22/86 3/1/86 State 4/5/86</p> <p>Morse MS, Milwaukee Franklin, JHS, Stevens Point UW - Green Bay UW - Stout, Menomonie Phoenix School, Delavan Menasha UW - Stevens Point</p>
<p>MA Workshop: Coaches' State 3/15/86</p>	<p>11/7/86 Lesley College, Cambridge Fee \$20 Call Mary Norberg (617) 868-9600 ext. 260 Triton Regional J/SHS, Byfield</p>	<p>Names and/or addresses of the below listed Association Directors have changed since the information was put into the membership packets.</p>
<p>MN Workshop: Coaches' State 3/7 & 8/86</p>	<p>11/20/86 Hennepin Tech Ctrs, Brooklyn Park - Call (612) 553-5652 to register Hennepin Tech Ctrs, Brooklyn Park</p>	<p>Dr. Wilf Innerd, Dean Faculty of Education University of Windsor Windsor, ON Canada N9E 1A5</p>
<p>NE State 4/5/86</p>	<p>Columbus SHS, Columbus</p>	<p>Margie Betts Cooperative Ed Services 11 Allen Road PO. Box 2087 Norwalk, CT 06852</p>
<p>NH Regionals: Eastern Regionals: Western State</p>	<p>3/15/86 Spaulding HS, Rochester 3/22/86 Merrimack HS, Merrimack 4/5/86 Spaulding HS, Rochester</p>	<p>Tom Sandberg Ashland Greenwood School 1200 Boyd Street Ashland, NE 68003</p>
<p>NJ Workshop: Coaches' State 4/10 & 11/86</p>	<p>NW changed from 11/20/85 to 11/13/85 Rampao College, Mahwah Glassboro State College, Glassboro</p>	<p>Pat Schoonover University of Wisconsin at Stevens Point Dept Cont Ed & Outreach Stevens Point, WI 54481</p>
<p>NY Rochester Regional Putnam/Westchester/ Rockland Regional 2/1/86 3/1/86 State 4/26/86</p>	<p>4/12/86 Wayne Central J/SHS, Ontario Ctr — Problems 2 & 3, Hackely School, Tarrytown Problems 1, 4 & 5 Somers High School and Primrose School Rochester Inst. Tech, Rochester</p>	<p>Barbara Trujillo Parent Center 1700 Pennsylvania NE Albuquerque, NM 87110</p>
<p>NC Regional: Eastern Regional: Central Regional: Western State</p>	<p>3/8/86 East Carolina University 3/22/86 Ashbrook Sr. H.S. 3/21/86 Western Carolina, Cullowhee 4/25/86 Queens College, Charlotte</p>	
<p>OH Workshop: Coaches' State</p>	<p>11/15/85 University Akron, Akron 4/26/86 University Akron, Akron</p>	



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