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Coaches' Bulletin

Survey of the Month Results

Last issue's survey question was:

Which awards does your league give for your tournaments and how are the awards funded?

Mickey Banek, Palm Beach County (FL): "In our league, we give out 11 sets of awards each year. The number of trophies varies according to division. In the Elementary Division, trophies are given to teams in *Basic Equations* (top 6 teams), *Adventurous Equations* (top 5 teams), *Basic Language Arts*, *Classic Language Arts*, and *Social Studies*. In the Middle and High School Divisions trophies are given to teams in *Equations* (top 6 teams in Middle and top 4 teams in High School), *Language Arts* (Propaganda/Linguishtik) and Social Studies (*Current Events/Presidents/ Theme*). Also, each member of the top teams receives a medallion on a ribbon.

For individual awards, we give out place ribbons #1-10 with five Honorable Mentions for each game.

In the past, the School District has provided funding for all the awards. However, this year the League has to pay for them because of funding issues.

Brother Neal Golden, NOAGL: "We charge $5 per player per game in addition to $30 dues for each school. The primary use of this money is awards. We also pay game coordinators, judges, readers, monitors, scorekeepers, treasurer, webmaster, and awards coordinator.

We give awards to the top three teams and individuals (plus ties) in each division of each game. The only ties we break with playoffs are first-place ties (except individual ties in Elementary cube games as at nationals).

A practice *Equations* Judges Test, with Solution Key, is posted at agloa.org. Link to it via Games Played > Equations > Rules and Documents. A practice *On-Sets* Judges Test will be posted soon. (Vagueness)

Round the Bend
Feb. 2 – Deadline for heads of leagues to return the Preliminary Tournament Registration Form with estimates for nationals.

Presidents Preparation

After studying the presidents one-by-one, it's helpful as the tournament approaches to group presidents in the range according to various factors. Examples:

Presidents 25-34
Military Veterans
McKinley – Civil War
T. Roosevelt – Spanish-American
Eisenhower – WW I and WW II (Supreme Commander)

U.S. Wars during Presidency
McKinley – Spanish-American
Wilson – World War I
F. Roosevelt – World War II
Truman – end of WW II; Korean War
Eisenhower – end of Korean War

Governors
McKinley – Ohio
T. Roosevelt – New York
Taft – Philippines
Wilson – New Jersey
Harding – Ohio
Coolidge – Massachusetts
F. Roosevelt – New York

Members of Congress
McKinley – House
Harding – Senate
Truman – Senate

Served as Vice President
T. Roosevelt
Coolidge
Truman

Federal Posts (other than VP or Congress)
T. Roosevelt – Ass't Sec'y of Navy
Taft – Sec'y of War, Chief Justice
Hoover – European Reconstruction (WWI and WWII), Commerce Sec'y
F. Roosevelt – Ass't Sec'y of Navy

You can also make a list of campaign slogans as well as a list of presidents with their vice presidents, like this:

McKinley – Garrett Hobart, T. Roosevelt
T. Roosevelt – Charles Fairbanks
Taft – James Sherman
Wilson – Thomas Marshall *etc.*

Lists like these help players eliminate presidents after the 6- and 4-point clues.

xxx

Rare Presidents Situation

Situation: A Presidents player answers question 8 on the line for question 9. Realizing his mistake, he also circles the answer on the line for question 8.

If the player had *not* circled an answer on line 8, a monitor could reverse the numbering on the two lines so that the player could answer question 9 on line 8 (with a -1 penalty assessed unless this was his first offense in Elementary or Middle). But by having an answer on both lines, the player is now "stuck" with an answer for question 9 before hearing the clues since scratching out the answer automatically makes any answer to question 9 incorrect. But here's the clinker: *His answer to question 9 turned out to be correct!*

So what score does he get for question 9?

My ruling was 2 points – the minimum.

Now you could argue that the player should get no points because his answer for question 9 was not in response to the clues for that question.

But with nothing in the Presidents Tournament Rules covering this situation, I used my best judgment.

An offshoot of the situation would be this: Suppose the checker didn't notice the player's answer for question 9 while scoring question 8. Then the player who made the mistake is still stuck with his answer to #9. If he scratches it out and circles another number after hearing clues for question 9, he is automatically wrong. But if he leaves it and gets lucky, he could get 6 points if, as is wise, he puts his answer sheet on the 6-4-2 chart after the first clue! The burden for avoiding this situation was on the checker for #8 to notice that the next answer was already marked.

Do we need a *Manual for Reading Games Monitors* just as we have a *Manual for Equations and On-Sets Judges*? The purpose of any judge/monitor manual is to record all possible situations that may occur and list the ruling should be made. In that way, we have uniformity of judging at nationals but also locally. Judging manuals is a living document that can have unforeseen situations (such as the one above) or updates necessitated by rules changes added year-by-year.

Let me know your opinion on **(a)** the ruling above and **(b)** whether a reading games manual would be helpful. Respond to bngolden1@cox.net.

As usual, we have more questions about *Equations* than any other game.

QUESTION – Deborah Tjin, Colorado

A player selects "Multiple of 5" – an illegal variation. No one charges illegal procedure and the Goal is set. A player other than the Goal-Setter notices the illegal variation and challenges Impossible. Is this a legal challenge?

Answer

It is a legal challenge, but the Challenger will probably lose. If an illegal variation selection is not caught before the next legal action (the next player selects a variation or sets the Goal), *the illegal variation is ignored.* So the Goal-setter and the Third Party can write an Equation that satisfies the legal variations that were called and uses the cubes correctly.

QUESTION –Senay Tascioglu, Michigan

With the Decimal Point variation, may 8* (or 8^) be a Solution?

Answer

Yes, since the Solution contains the minimum two cubes.

QUESTION – Libby Michalik, Pennsylvania

With Base Eight, a player presented this Equation: $66 - \mathcal{E} - 2 = 67$. What is the best way to check this Equation?

Answer

Base *m* is a frequent source of confusion. The variation says, "Both the Goal and the Solution must be interpreted as base *m* expressions …"

However, we think in Base Ten. So the best procedure for checking this Solution is:

a. Convert the Solution to Base Ten where → marks the transition between bases:
$66 \rightarrow (6 \times 8) + 6 = 54$. So
$66 - \mathcal{E} - 2 \rightarrow 54 + 3 - 2 = 55$

b. Convert the Goal to Base Ten:
$67 \rightarrow (6 \times 8) + 7 = 48 + 7 = 55$

c. Compare the two results. Since $55 = 55$, the Equation is mathematically correct.

QUESTION – Libby Michalik

May a Solution simply be something like 06?

Answer

Only if two-digit numbers may be used in the Solution, as is the case with Two-digit Numerals and Base *m.*