



Odyssey of the Mind

Newsletter

VOLUME 10,

NUMBER 2,

WINTER 1987

OM SCHOLARSHIPS INCREASE

The number of Odyssey of the Mind scholarships has increased substantially. The American Honda Foundation, located in Torrance, California, has awarded OM Association a grant of \$30,000 to be used for scholarships with the stipulation that the monies be awarded to students who plan to attend United States institutions of higher learning. The grant, along with the Chevron Corporation's grant of \$8,000, will be awarded in 1988 scholarship monies of \$1,000 each.

Other 1988 college/university scholarships include:

Central Michigan University, Mt. Pleasant, Michigan; \$300 tuition grant per year renewable up to three years providing recipient maintains a 3.25 gpa.

College Misericordia, Dallas, Pennsylvania; full tuition for four years.

Drexel University, Philadelphia, Pennsylvania; One President's Freshman Scholarship which includes full tuition and fees. (Estimated value-\$8,000.)

Friends World College, Huntington, New York; four tuition grants of up to \$2,000 per year.


Northern Arizona University, Flagstaff, Arizona; \$1,000 tuition grant awarded annually for four years.

University of Maryland, College Park, Maryland; (United States citizen only) amount to be specified.

Candidates for these scholarships should possess the following characteristics: be current high school seniors or full-time college students, be members of past or present Odyssey of the Mind teams, be affiliated with current members, show evidence of creative problem-solving ability, and possess strong academic records or special talents.

The scholarship application form may be found on page eighteen of the *Odyssey of the Mind Program Handbook*. By February 15th the filled out form must be returned with the requested information to OM Scholarship Committee, P.O. Box 27, Glassboro, NJ 08028. Please specify the scholarships, in order of preference, for which you are applying.

Institutions that will give special consideration based upon financial need to qualified OM students include Swarthmore College, The University of British Columbia, New York University, and Hampshire College. These special "considerations" are administered independently by each institution. Interested persons should contact the Admissions Director of each institution.

To keep abreast of all available scholarships, write to the above address by February 1st for a current listing. 

OMER

By Sam Micklus



OMER: Hi Chip! Hi Rose! Have you heard about the OM Scholarships?



Chipper: Awwright!! Any who has been on an OM team and whose school is a current member can apply.



Rose: And that includes studying art, music and performance at any institution of higher learning.

THE IMPORTANCE OF CREATIVITY

by Don Treffinger

Many times, I have found that educators are called upon to “defend” or justify their support for creativity in education. It is important for us to be able to understand many common misunderstandings about creativity, to be able to give positive reasons to support our concerns, and to be able to identify specific goals for creative learning.

COMMON MISUNDERSTANDINGS ABOUT CREATIVITY

There are several common misunderstandings about creativity in school. These can lead people to underestimating or not recognizing the importance of creativity.

1. Reducing Creativity to Exercises and Workbook Activities.

The fact that some creativity researchers and curriculum developers have designed numerous activities to help teachers foster creative thinking about abilities among their students may have misled some people into thinking that creativity advocates equate such exercises with the entire concept of creativity. There is a place for the use of exercises and activities in helping students to learn and use methods and techniques of creative thinking, but there must also be more than just those activities. Creativity requires one to apply one’s energy and motivation to generating ideas and solving problems over a considerable period of time. . . not just “taking out your creativity workbook to do a few pages.”

2. Restricting the Concept of Creativity to Arts & Crafts.

Some people view creativity only in relation to artistic or musical production. This, too, is a misunderstanding. Although there is certainly a strong interest in artistic and musical creativity, there are many ways in which creativity is involved in every other discipline as well. Creativity can be expressed in developing ideas and solutions to problems in any area of human activity.

3. Viewing Creativity Only as a Rare Form of Genius.

To a number of people, creativity seems unimportant because they view it only as a rare form of genius, out of reach for most of us. They think only in terms of the Picasso or the Rembrandt, forgetting that there are many other paintings that may fall short of those standards but still be good enough to be in the gallery, or to bring satisfaction and enjoyment to those who have produced them and the people with whom they are shared. (The same is also true for creative products of many other kinds; remember Maslow’s reminder that creativity might as much be found in a first rate chicken soup as in a third rate painting!) Several decades of research have suggested that all of us can learn better to use our imagination, to generate new ideas, and to solve problems more effectively.

4. Treating Creativity as “Comic Relief” from Real Work.

Unfortunately, some educators think of creativity only as something to use to provide their students with a playful time away from the convergent thinking that they consider the “real business” of school. (“Boys and girls, you’ve been working very hard this morning, and I’m sure your brains must be very tired. . . Let’s do some creativity now.”) Such teachers fail to see that creative thinking, used in combination with recall and critical thinking, can make students’ learning more effective in many ways.

5. “Dot-To-Dot” Creativity Falls Short of Challenging Students.

A few teachers have learned only a little about creativity, and in trying to pick up some simple, easily-utilized classroom strategies, fail to capture the real power of creative learning experiences for their students.

6. Confusing “Creative Teaching” and “Creative Learning.”

I’m always frightened when a Principal says, “Let me take you to see Ms. Soozy (or Mr. Soozy), who is my most creative teacher.” Often, I can expect to see only a few products of the teacher’s creative ability. . . beautiful bulletin boards, for example. Creative teaching is not a very meaningful concept for me unless it involves instruction that leads to creative learning by the students.

Reprinted with permission of the publisher.

Don Treffinger wrote the above article which became a part of Isaksen, Scott G. & Treffinger, Donald J. *Creative Problem Solving: the Basic Course*. Buffalo, New York: Bearly Limited, 1985. (The cost is \$18.95; the book can be obtained from the Center for Creative Learning, P.O. Box 619, Honeoye, NY 14471.)

Six Basic Principles for Creative Problem Solving — Divergent Thinking

The following ideas for the six “ground rules” for creative problem solving were taken from *Creative Problem Solving: The Basic Course* by Scott Isaksen and Donald Treffinger. Coaches may wish to apply these “ground rules” when working with their teams.

1. Keep the mind open to all possibilities by not squelching or inhibiting the free flow of ideas. In other words, do not cut a student short who seems at first to have an “off-the-wall” idea.
2. Come up with many ideas and do not worry about their quality.
3. Entertain all ideas no matter how strange, wild, or silly they may seem.
4. Do not be lazy in thinking. Extend your students to near their limits in thinking.
5. Incubate the ideas by setting them aside for a period of time.
6. “Piggy back” or “hitch-hike” the ideas with each other. One student’s idea may be the impetus for a different student to come up with an even better idea or solution.

ADDITIONAL ASSOCIATE MEMBERS

IN	Alice Borland
KS	Victor Phillipson
MA	Kathleen Marble
MB	Jay Mustapha
MN	Robert Dickler
MO	Boonville High School Library
NY	Frederick Burdick
NY	The Ed Smith Family
OH	Licking County Board of Education
OR	J. Sideras
VA	Shirley Edillon
WA	Anthony Feldhausen

THE UNIVERSITY OF COLORADO: Site of the 1989 World Finals

Spurred by the enormous support from the **Colorado OM Association**, the 1989 World Finals will be held at the **University of Colorado-Boulder** campus. Although the University of Denver is the sponsoring institution for Colorado OM Association, it does not meet all of the necessary requirements to host World Finals. Colorado OM board members worked diligently to find another host university. Nestled in the foothills of the beautiful Rocky Mountains, the **University of Colorado-Boulder** provides the major requirements for a college or university to be accepted as the host site. These requirements include: adequate facilities for thirteen long-term and thirteen spontaneous problem sites, housing for a minimum of 6,000 people (adjacent motels will be used), an on-site conference coordinator, and a location near a major airport. (Denver's Stapleton Airport is twenty-six miles away.)

Participants will be on campus **May 24th through the 29th**, just prior to the major tourist season. Tours for the event will likely include Rocky Mountain National Park, the United States Mint, the National Center for Atmospheric Research, and the United States Air Force Academy.



OM NOTES

- OM is pleased to announce that **Manitoba** and **Mexico** are nearing completion to become chartered associations.
- Coaches may find it advantageous to let their teams videotape themselves during a staged performance so that the team members can critique themselves from a spectator's point of view.
- If your membership is listed as a program name, to make certain it is legitimate, please refer to page three, section **A.1.b.**, of the *Odyssey of the Mind Program Handbook*. If it is not legitimate, be advised to have it corrected before you enter teams in competition.
- **Linda Batty**, Gifted Director from Claremore, Oklahoma, sent us exciting news about her team. "When the Donnelley Information Publishing Company approached our Superintendent regarding his suggestion for an 'athletic' team for it to showcase this year in its 'Our Children Are Our Future' campaign, he recommended our OM team as being our most successful team rather than an athletic team. We are thrilled that our program will be showcased for an entire year in every home and office in our county where a telephone exists. We are extremely optimistic that this cover will increase student participation as well as monetary donations in the event that we should win our state competition this year and have a need to raise funds for the World Finals next spring in Maryland."
- The Colorado IBM office awarded the **Colorado OM Association** a large grant to be used primarily for outreach to rural areas of the state.
- **Rita Sleeman**, teacher consultant for Gifted and Talented, Traverse Bay Area Intermediate School District, Traverse City, Michigan, reports that Odyssey of the Mind teams from her service area marched in the Traverse City Cherry Festival Parade in July. They won the Prince and Princess Trophy for the best marching unit.

- Coaches who use postage meters on their self-addressed, stamped envelopes for problem clarifications, please put the postage on the envelope without the date.
- For the 1988 World Finals at the University of Maryland, College Park campus, **six airlines** will be offering special fares. All six airlines do not fly into all three airports; but participants will fly into either Baltimore-Washington International (BWI), Dulles, or Washington National.
- We apologize to those members who sent membership payment after you received your packets. Our struggling computer system made it difficult for us to keep current with the influx of memberships which is our top priority. Therefore, we have not been current in sending out membership cards. We are pleased to announce that a new IBM PS2 Model 50 networked computer system should be up and running in our office by the time you read this newsletter.
- OM is currently considering the possibility of developing a **corporate level competition**. For the adults, we'll probably have to write into the problems a penalty for "**kid assistance**."
- Our condolences to **Story Elementary School** students in Palestine Texas. Their building was destroyed by a tornado. Students now attend classes in a grocery store and two churches.
- Coaches may wish to have their library purchase an OM Newsletter subscription so students will have ready access to their own copy.
- **Princeton University** in New Jersey, **Mankato State University** and **Carleton College**, both from Minnesota, are our most recent Division IV members.

THANK YOU FOR ALLOWING
ME TO BE A PART OF O.M.



Last spring, **Dave Bilbrey** was recruited to judge "Chain Reaction" in northwestern Ohio. A cartoonist by avocation, Dave is published in *The Bowling Green Sentinel Tribune*.

Pat Girkins, coach/contact person from Eastwood Secondary School, Pemberville, Ohio, reports, "He (Dave) was so pleased to be a part of the OM Program and competition and excitement on the day of our District I competition that he expressed his appreciation in the way he best does it—he drew a cartoon."

The OM editors predict this year Dave will judge "Comics."

Odyssey of the Mind in China

In September, Dr. Micklus was a presenter at the International Creative Study Conference held at Jiatong University in Shanghai, China. During his visit, he was a guest of the Chinese government.

In a number of meetings with the media, the Juvenile Press, which has one million readers, educators and government officials, it became quite obvious that the Chinese are very interested in developing their children's thinking skills. The concept of the Odyssey of the Mind Program was very well received. A group of people, including Deng Xu Chu, the retired president of Jiatong University, Li Ren Xiao and Chen Wei Xin from the Juvenile Press Agency and many other individuals, are underway in establishing an Odyssey of the Mind Association in China. We are hoping to have a team from China participate in this year's World Finals at the University of Maryland.

Dr. Micklus says, "I can't say enough good things about the Chinese people. They were the most gracious hosts that anyone could ask for. The government officials, educators and interpreters went out of their way to make everyone comfortable. The people were always smiling and were very courteous."

In one instance, Dr. Micklus overpaid a taxi driver approximately \$1.00 (U.S.). The driver returned to the university to refund the money. When told to keep the money as a tip, the driver refused. He insisted on doing the necessary paper work and returning the money. This man was a true model of honesty.

While visiting Beijing, Dr. Micklus saw many interesting sights, including the Forbidden City and The Great Wall of China. The Great Wall is one of the most impressive structures ever made. It now stretches approximately 3,000 miles, half of its original length. It is roughly twenty-one feet high and twenty-one feet wide at the top. The material used for construction could make a dike eight feet high that would stretch around the globe.

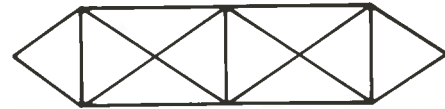
China has a great deal to offer to the world. It has a rich artistic and cultural heritage. In turn, other nations have a lot to offer China. We welcome the Chinese with open arms into the Odyssey of the Mind family!



BrAiN TwIsTeRs

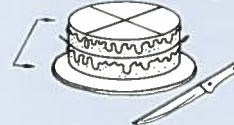
- How many Fs appear in the following passage?
Finished files are the result of years of scientific study combined with the experience of many years.
- Each of three boxes is incorrectly labeled "Apples," "Oranges," and "Apples and Oranges." Only one fruit from one box may be selected. How can each box be correctly labeled?
- Arrange six equal sticks to form eight triangles.
- Using four straight lines, divide a circle into as many parts as possible.
- While vacationing in the South Seas, a woman finds two tribes: one that the members tell the truth and one that the members only tell lies. She comes to a fork in the road and has to ask a native bystander which branch she should take to reach a village. She does not know from which tribe the native comes. She asks only one question to find out which fork to take. What question does she ask?

- A truck becomes stuck beneath an underpass because it is two inches too tall to continue passing through. What can the driver do to help the truck continue through the underpass?
- A ping-pong ball bounces into a small but deep hole in the yard. The hole goes too far to be reached with the hand and the hole bends to one side so that a stick cannot be used to poke the ball. How can the ball be retrieved?
- A lady has four pieces of gold chain each containing three links. She takes them to a jeweler to ask him to make it into one complete bracelet. The jeweler tells her he will have to charge her a dollar for each link that he cuts apart and welds together again. The cost will be \$4.00 She says the cost should be \$3.00. Why?
- One day, centuries ago, an alchemist brought a small bottle to the king. The alchemist told the king that the bottle held a liquid so powerful that it would instantly dissolve anything it touched. How did the king know the alchemist was lying?
- Using one continuous line, draw the following figure.

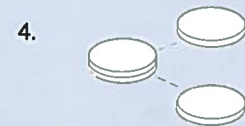
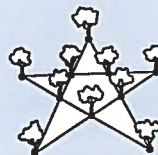


Answers to the Fall OM's Brain Twisters

- Make two equal cuts on the top and then cut the cake on the side at an equal distance between the layers.



3. TEN



Four lines



Three lines

Now try the same question, but use only one line. THINK!!!

- Pay close attention. No one said the other coin couldn't be a fifty-cent piece.
- Three.
- E.
- This was the hardest question. Did you solve it? Answer: Number each of the ten bags from one to ten. Take out the number of coins which correspond with the number on the bag. Weigh all three coins collectively for the one weighing. The number of grams less will correspond with the number on the bag of the counterfeit coins.

OM ASSOCIATION BOARD BRIEFS

Approved at the November 1, 1987 board meeting, the following is a synopsis of minutes from the May 31, 1987 OM Association Board of Directors' meeting.

Chuck Francis, IBM's consultant for Odyssey of the Mind, was introduced.

Bill Jones, Chairman Friends of OM, gave an update on the status of the word "Olympics."

Ron Todd gave a report on the Collegiate Competition World Finals in Tulsa, Oklahoma, and the future plans for growth progress.

The following motions were made and carried:

To determine the salary scale for the Executive Director and increases in increments to be determined annually.

To make the salary increment for the Executive Director retroactive to August 1, 1986.

To establish a salary schedule for the OM administrative assistant position.

To accept the proposed secretarial pay scale.

To consider a benefits program for OM employees.

To authorize OM Association to provide Glassboro State College with a grant to pay one-half Sam Micklus' salary and benefits so he could be released from one-half of his college duties for 1987-88.

To authorize a program governance committee meeting, at OM Association's expense, for the fall of 1987.

The Executive Director reported that the 1988 Odyssey of the Mind World Finals will be held at the University of Maryland, College Park. Possible sites for the 1989 World Finals include Northern Arizona University and the University of Colorado at Boulder.

The Scholarship Committee report was given.

Karen Verbeke was announced as being reelected to a three-year term of office to the OM Association Board of Directors.

A letter was read from the Maryland OM Association Board of Directors concerning the 1988 World Finals being held at the University of Maryland.

Insight for TEACHERS

Readers of *Learning87* were polled last spring on two questions: Would you encourage your children to become teachers? and If you had it all to do over again, would you become a teacher? Of the 532 respondents 42% said "Yes" to the first question; 30% to the second.

Many of the respondents cited a litany of problems with the field of teaching: low pay, high stress, long hours, mountains of paperwork, uncooperative parents, unruly kids, overcrowded classrooms, inept administrators.

Some teachers said they wouldn't swap professions for the world. Their reasons were the same ones that attracted them in the first place: The desire to help children learn and grow; the chance to make a positive contribution to society; the quiet reward of seeing a child understand something for the first time.

How do you think the Odyssey of the Mind teachers and coaches would have responded to this questionnaire?

(This special poll report appeared in the October issue of *Learning87*, copyright @ 1987 Springhouse Corporation.)



CREATIVE ENVELOPE

The most creative envelope we've received this year came from a member in Ohio. All the children pictured on the envelope have brightly colored hair and clothing. The different colors combine to make a very attractive envelope. A principal from South Carolina designed the copyrighted envelope and sells it through a private business.

OM Expands in Mexico

Last year, Mexico had a small competition and was represented at the Odyssey of the Mind World Finals for the first time. This year members are in the process of becoming a chartered OM Association. Dr. Micklus flew to Mexico in October to speak to a group of students and parents and to present an OM workshop for coaches. Teachers attended from across Mexico. It was delightful!

Two translators took turns giving simultaneous translations for the descriptive portion of the workshop. Teams were formed and participated in solving spontaneous problems. After the workshop, individuals met to begin formulating their OM Association.

The number of students and teams in Mexico should increase dramatically this year when Mexico sends teams to the Odyssey of the Mind World Finals in Maryland.



CREATIVE YOUNGSTERS

During their younger years, creative individuals often have not been identified by their teachers or employers as people who possessed special talents; and, in fact, at that stage in their development, they may not have possessed the special talents. Examples of these people include:

Louisa May Alcott who was told by an editor that she could never write anything that had popular appeal.

Beethoven whose music teacher once said of him, "As a composer, he is hopeless."

Werner von Braun who flunked ninth grade algebra.

Albert Einstein who could not read until age seven.

Walt Disney who was fired by a newspaper editor because he had, "no good ideas."

Thomas Edison who as a young school boy was told by his teachers that he was too stupid to learn.

Louis Pasteur who was rated as mediocre in chemistry when he attended the Royal College.

Leo Tolstoy who flunked out of college.

Fred Waring who was once rejected from high school chorus.

OM POETRY

Dedicated to all those students whom I have known — may our paths cross again in the future that lies ahead. . . .

ONE CHILD

One child questioning, "Why am I here?"
One child, so young, refreshingly unique,
One child, unknowingly, falls into the mold,
One child, innocent, with undaunted fear.

An expression that hesitates when asked to speak,
A creative mind that tries to fly free -
Ever reaching upward toward limitless sky,
Like the mighty, snow-capped mountain peak.

Individualistic though one child may be,
Commonalities do abide with us all.
Acceptance, tolerance, frustration, achievement,
Are some of the things one can't actually see.

Rejected at times by those who mean the most.
Pressed into the mold, conforming the norm,
Striving to compete, stifled by stereotype,
Endless, tireless, like waves breaking the barren coast.

One child as different as the sky's many blues,
One child, alone, yet courageously stands,
One child completing the unfinished task,
One child has mastered life's disabling shoes.

One teacher-
Ann Gorton-Horan

COLOURS

(Dedicated to my students in the Challenge Program)

Have you ever seen a pink tree?
Who says warm snugglies are not blue?
Why can't clouds be people too,
Or a purple wave come out of the sea?

What do we see in this world of ours?
The colours are all brightly shining through,
As fresh and new as cool morning dew,
They sparkle and glitter and all evil cowers.

The garden of life does have many flower,
Each single one plays a definite role,
Their petals in bloom are a part of the whole-
Abundant with love that uniquely they shower.

You all are part of this wondrous array,
Your thoughts and your questions - a challenge to me,
And I want you to fly as a bird - oh so free!
Let your specialness bloom in a colorful way.

I know you can hear the silence of snow,
I know you can feel the mighty rainbow,
I know you can smell the raindrop so new,
And taste the marshmallows in the sky's blue.

I want you to follow life's steppingstones,
Along a peaceful stream or two.
I want you to climb mountains,
And take some time to appreciate the view.

You've coloured my world-
Each and every day.
Go share all you have
In a colorful way!

Ann Gorton-Horan

A LITTLE STORY

The following "story" was submitted by Joyce Hindermyer, OM coach from Burlington City High School, Burlington, New Jersey.

"A parent who had a team building a chariot at his house sent it to me. As I get three teams ready for the regional competition, I smile when I read it because it fits each team."

This is a story about four people named Everybody, Somebody, Anybody and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it.

Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done!

Tricky Math

Think carefully before you answer these questions.

1. What is the product when you multiply $1 \times 2 \times 3 \times 4 \times 5 \times 6 \times 7 \times 8 \times 9 \times 0$?
2. What is the quotient when you divide 20 by $\frac{1}{2}$ and add 3?
3. How much does a brick weigh if it weighs 5 pounds plus half its own weight?
4. A farmer has 17 sheep. All but 9 die. How many are left?
5. How much is twice one half of 987,654,321?
6. A notebook costs a dollar more than a pencil. Together they cost \$1.10. How much does each cost?
7. If a 30 inch long ribbon is cut into one-inch pieces, how many snips will it take?
8. Farmer Jones sold half of his watermelons plus half a melon. He had one whole melon left. With how many melons did he begin?
9. If you take 3 apples from a basket that contains 13 apples, how many apples will you have?
10. Write the figures for twelve thousand, twelve hundred and twelve dollars.

Do you or your students ever wonder about how the Odyssey of the Mind Program came into existence? Well, wonder no more. . .

OM...“The Way It Began”

For several years prior to 1978 Sam Micklus experimented with creative problem-solving activities with his college students in an industrial design class at Glassboro State College in Glassboro, New Jersey. New and challenging problems, such as “Mad Chess,” were used to probe students’ minds for solutions. In “Mad Chess” two teams were each to defend its “champion” (instead of “queen” since the class composition was all male). Chessmen wore colored pinnies such as those worn by intramural sports players. When a pinnie was “hit” by a styrofoam ball, the “wounded” chessman was “captured” by the opposing team. The problem was to design a method of projecting the styrofoam balls without directly touching the balls with the hands. Risk takers were rewarded more highly than students who simply solved the problem.

Information about some of these “weird” activities made the newspaper. The Director of the New Jersey State

Department of Education read about these activities and suggested an incorporation of this type of activity with a spring competition for 28 New Jersey junior and senior high schools. There were two long-term problems developed for the competition (spontaneous problems weren’t used until 1980). This resulted in the first creative problem-solving competition.

During the fall of 1978, Arthur Lipper, an avid supporter of gifted education, read about the first competition and donated \$2,000 with the stipulation the money be used to spread the word about the new competition outside of New Jersey.

From this humble beginning, OM Association has grown into a 1987-88 projected membership of 6,000 and fifty-one chartered associations. International memberships include many in Canada, several in Mexico, and individual ones in Germany, England, Belgium, and Australia.

The following is a chronological list of the OM long-term problems. Does the list bring back memories to you “old timers?”

1978

Golf
Balloons

1979

Golf
Rampmobile
Balloons

1980

Wild Vibes
Go, Rocky, Go
Superstructure
Gone Fishing
Robby the Anti-Smoking Robot

1981

Bucketball
Emotionally Speaking
Superstructure II
Twinkle Trek
Windy Cool Rod

1982

Omonauts
Monsters Menacing Mankind
Cruppets
Strike It Rich
Earthquake Structure

1983

LDSC, Spring Car
Humor From Homer
Pirates and the Queen’s Treasure
Miner’s Helper
Wrecking Ball Structure

1984

Chariots of Rescue
Camelot
Moby Dick
Mousemobile Relays
Strategy Structure

1985

Ecology Dozer
Big Top
Music Maestro, Please
Hi Tech, Smarty Pants
Compound Fracture
Mother Goose

1986

Technocrats
History: The Way It Was
Great Art Lives
Treasure Hunters
Bridging the Gap
Happy Birthday

1987

OMer to the Rescue
Poetic License
Cro-Magnon
Chain Reaction
Decision Structure

Tea Party
Division IV:
LSDC II
Impact Structure

1988

Atlantis
Gift of Flight
Showtime
Straddle Structure
Comics

Coronation
Division IV:
Torture Test
Super-Technocrats





ASSOCIATION, INC.

P.O. Box 27,
GLASSBORO, NJ 08028

Non-Profit
BULK RATE
U.S. POSTAGE PAID
Glassboro, N.J. 08028
Permit No. 30

FORWARDING AND
ADDRESS CORRECTION
REQUESTED

Ms Mildred Micklus
339 MONROE AVE
Cherry Hill NJ 08002

CONTAINS DATED MATERIAL

The OM Newsletter is a publication of OM Association Inc.,
P.O. Box 27, Glassboro, New Jersey 08028. Managing
Editor: Dr. Albert I. Oliver. Executive Editors: Dr. Elisabeth
Bradley and Dr. Samuel Micklus.

ASSOCIATION ROUNDUP

Director Changes:

Margie Betts
155 Brewster St 4G
Bridgeport, CT 06605

Robert Solot
ITESM
Campus Queretaro
Henry Ford 10
Apartado Postal 37
Queretaro, Mexico 76000
Telefono 2-60-90

Cathrine Froese Klassen
St James-Assiniboia Sch Div
2574 Portage Ave
Winnipeg, MB R3J OH8
(204) 888-7951

Cut-Off Dates for Membership

AZ 3/1 KY 2/17 ME 2/8 MS 2/1 PA 1/15 UT 3/15 WY (change) 1/15

Competition Dates

AL	Regionals:	3/26	Honeysuckle MS, Dothan	ME	Regionals:	3/5	Bristol Consolidated Sch, Pennaquid
		3/26	Wallace Jr College, Selma			3/5	All Regions
AZ	Regionals:	3/19	(Central)		State:	4/9	Dedham & Holbrook Schools, E. Holden
	State:	4/23	Sierra Vista				
CA	Regionals:	1/30	Div I: Sequoia MS, Redding	MS	Regionals:	3/5	Jackson St Univ., Jackson
		1/30	Div II & III: Anderson ES, Anderson			3/5	Mississippi Univ for Women, Columbus
		1/30	Kerr 7th & 8th Grade Center, Elk Grove		State:	4/16	Mississippi College, Clinton
		2/20	Bullard HS, Fresno	NC	Regional:	3/2	(Change) Western Carolina Univ., Cullowhee
		3/5	Ridgepoint Sch, Sacramento	NV	State:	4/16	McQueen HS, Reno
	State	4/9	(Change) Cal St Univ., Fresno	NY	Regionals:	3/19	Orange-Ulster BOCES, Goshen
IA	State:	3/30	Grinnell College, Grinnell			3/12	Chenango Forks Central Sch Dist, Binghamton
KY	Regionals:	3/12	Jefferson Ms. Louisville	OH	Regional:	3/18 & 19	Tallmadge City Schools, Tallmadge
		3/26	Eastern Kentucky Univ., Richmond				
		3/26	Northern Kentucky Univ., Highland Heights	PA	Regionals:	3/5	
		3/26	Kentucky Wesleyan College, Owensboro		State:	4/9	
		3/26	University of Kentucky, Lexington	TX	Regional:	3/12	University of Texas, Tyler
	State:	4/23	Sturgeon Creek Reg Sec Sch, Winnipeg	UT	State:	4/22	Vernal MS, Vernal
MB	Provincial:	4/7		WY	State:	2/27	Central Wyoming College, Riverton