



Odyssey of the Mind

Newsletter

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International Support Fund

OM Association, Inc. recently established an International Support Fund. This reserve fund has been set up to provide financial support for OM teams from outside of North America for World Finals expenses.

With private donations, more international teams could participate in the annual World Finals tournament. OM Association will accept contributions from its members or other OM sponsors/supporters.


Your monetary gift, in any denomination, can be added to the general fund or could be targeted to a specific international association or team. Contributions must be made payable to OM Association, Inc. Note on the check or money order that the contribution is for the International Support Fund. Receipts will be provided on request. 

New OM Style Video Available Now

Styl e is often the difference between an ordinary problem solution and an outstanding one. The elements that make up Style are sometimes elusive. If you are looking to increase your team's Style presentation, or your own understanding of Style, this new *OM Style* video is definitely for you.

The video is written and hosted by Rita Sleeman and Bob Purifico, both long-time OMers who have the combined experience of coaching, judging and working as OM regional and association directors. (Currently, Rita serves OM as an International Problem Captain while Bob is vice-chair of the OM Association Board of Directors.)

Using a point/counterpoint format, Rita and Bob explain the fine nuances of Style and how it relates to the long-term solution. Along the way, they give lots of tips on how to create innovative Style, and show five outstanding World Finals team performances. You can even review the Style Forms that these teams submit to the judges! Their critiques of these particular solutions will help you understand the essence of Style and provide visual examples for future reference.

The *OM Style* video is a must for coaches, judges and teams. The tape, which costs \$35, runs for 61 minutes with six team performances spanning all three divisions. It's a fun hour that is focused on learning and entertainment. 

Spontaneous Reaches New Heights-- 15,000 Feet!

by Joy and Harold Kurtz



For this trip, straws, marshmallows, toothpicks and paper clips were the first "necessities" packed at the bottom of a carry-on. Next came cotton balls, paper, mailing labels, and plenty of film. Not only would we record all of our exciting adventures in snapshots, but for an International Spontaneous Problem Captain, an empty film container serves a myriad of uses!

With notebook, pen, camera and spontaneous practice problems in hand, we--Joy Kurtz, International Problem Captain and Harold Kurtz, World Head Judge--left for what would prove to be eleven exciting days. Our purpose was to visit schools in Russia to present awareness sessions for teachers, students and financial sponsors, as well as workshops for coaches and judges.

We landed in Moscow, just six days after the "Revolution of 1993" ended, where we were greeted by our Russian hosts. We then rode the 30 kilometers of picturesque countryside to the once-closed city of Troitsk. Passing *dachas* (summer cottages) and small plots of land used for planting, we made our first attempt to communicate in Russian. Our pronunciation, laced with a strong Philadelphian "twang," generated giggles from both the adults and children who were eager to practice their English on the visitors from the United States.

After a short stay in Troitsk, we departed for Chelyabinsk, known as the gateway to Siberia. After three days there, we traveled to the newly independent republic of Kazakhstan, home of the Cossacks. While there, we spent

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SPOTLIGHT



Spotlight on...
Connie Hicks
Florida OM
Association Director

When Connie Hicks met the challenge to become Florida OM's Association Director seven years


ago, there were no established OM regions in Florida. There was also no governing board to speak of, no supplies, no budget... and no money. There were, however, 48 memberships and 120 teams that competed during Connie's first year in FL OM Association's state final.

Since then, Florida OM has grown to ten regions and operates within a budget that keeps the organization fiscally sound. The annual budget is established and approved by a board of thirty that counts among its members a treasurer who works for Price Waterhouse. Nice going, Connie!

"Today," Connie says, "we have ten wonderful regional directors, a number of corporate sponsors and the University of South Florida as our state host. Last year FL OM had 324 members and over 800 teams competing." Connie further elaborates on the support FL OM has received from corporate sponsors, "I've been instrumental in developing an ongoing, and continuously developing, relationship with a number of corporations, including Price Waterhouse, Advantis Corporation and IBM."

Connie's experience with OM is long-standing and impressive. It includes coaching teams at all division levels. Her seasoned coaching skills have yielded seven teams that attended OM World Finals competitions. Two of these placed third and one returned with a first-place trophy.

Through the years, Connie's children (all five of them) have participated on OM teams. Currently, daughter Kelli is beginning year two as a Problem Captain for problem number five. Katy, an OM Scholarship recipient, is a Regional Problem Captain. Both girls have also been officials at the OM World Finals. Son Ryan is still participating as an OM team member. Dave Hicks, father of this brood, served as Head Score Keeper for FL OM and has worked in the Score Room at the OM World Finals.

Connie, a school counselor and licensed soccer coach, enjoys racquetball, theater, movies and people. She has served on various school district committees, including Florida's version of Blue Print 2000. 

*The only way to discover the limits
of the possible is to go beyond them
to the impossible.*


Arthur C. Clarke



Spontaneous *(continued from page 1)*

one very special moment while sightseeing in the mountains surrounding Alma Alta, the capital city. Four carloads of children and adults traveled by car to an altitude of 15,000 feet to observe the natural beauty of this area. During brunch, we were given our greatest challenge. The Kazakhi OMers begged to have the children engage in a simulated spontaneous activity. On the spot, we created a problem using straws, paper clips and other items we pulled from a bag. Two teams of children tackled the problem to the delight of the adults present.

Throughout our trip we visited many schools, where we were quizzed by bright, beautiful, inquisitive children. They renewed our hopes that the unique nature of OM could bring the children of the world together to make it a better place for all of us to live.

All too soon the journey was over and we were left with only memories of many warm moments of fellowship and camaraderie. We believe our visit will result in an increased awareness by many young people, teachers and administrators as to the incredible power of OM to cross language and cultural barriers. 

BRIEFLY SPEAKING

The OM Board of Directors met on September 16, 1993. At that time, the minutes from the June 27, 1993, meeting were approved. Highlights follow:

- Regina O'Brien was unanimously elected to serve another term on the OM Board of Directors.
- The Board approved the revised by-laws for OM Association, Inc., effective August 1, 1993.
- The Board voted that its minutes, once approved, should be distributed to the OM Association Directors Advisory Board (OMADAB).
- The Management Committee is developing a training policy manual for OM Association Inc. to detail hiring, training, evaluation and termination procedures.
- The Finance Committee has established an International Support Fund to help teams attend World Finals. Contributions can be made to the fund in general or to support a team from a specific country.
- The Board reviewed the criteria for Division IV members and concluded that the members must be either (1) matriculated students in a college, university or similar post-secondary institution of higher education for not less than 6 semester hours in either the semester in which the World Finals is held or in the semester immediately preceding it; or (2) a full-time member of the duly authorized military force of a UN-recognized country of similar geographical unit and be older than 18 on June 30 of the competition year.

PROBLEM CLARIFICATIONS

FOR ALL PROBLEMS

Items to be scored for Style that the judges have determined as having outside assistance connected to them will not receive a penalty, but will not be scored.

MINI TERRAIN VEHICLE

7. In Task #6: THE CLOSE CALL, either vehicle may bump the two 2" x 4" x 8' boards without penalty. However, if either board is moved out of position by more than 1/8", then points earned in D.5 after this movement will not be scored.
8. In Task #3: THE FLIP-FLOP, the wheels must flip as part of the vehicle. Example, a body flipping or rotating on wheels that do not flip, such as a cement mixer, is NOT legal.
9. In Task #1, Figure B, the distance between the numbered squares and the finish line should be 9', not 8'.
10. In each task, to receive credit for reaching the finish line, the vehicle must reach the finish line in the lane set aside for that specific task. It will not receive credit in #3 if these events occur in another task's lane.
11. If cinder blocks are used for the wall in Task #2, THE PIGGY BACK, they will be approximately 7 1/2" x 7 1/2" x 15 1/2". Two blocks will be set end to end for the front of the wall. These will be backed up by two additional blocks. This provides a wall approximately 31" long and 7 1/2" high.
12. In Task #6, THE CLOSE CALL, the second vehicle may be retrieved by the team on the first run after it crosses Line A (or the plane extending horizontally from Line A). It may be retrieved on the second run after it crosses Line C (or the plane extending horizontally from Line C).
13. In Task #7, THE RELAY, after the first vehicle releases the second vehicle, the team may retrieve the first vehicle.
14. In B.5d, Task #4, the plywood will be 1/2" thick, not 1/8" thick.
15. THE CURVE Bonus (D.4) and THE CLOSE CALL Bonus (D.5) are counted only if their corresponding task is scored in D.3 as one of the 7 best scores. Therefore, the judges will consider the bonus points as part of the task when determining if this task should be counted in D.3.
16. In Task #1, THE CURVE, the zero point middle section is three feet (0.9m) wide.
17. In Task #5, THE DROP, the ramp will be attached to the 2" x 6" board holding it up.
18. The Tournament Director will take reasonable measures to hold the obstacles in place. Gym tape may be used to secure the SPEED BUMPS, a sandbag or tape may be used for the DROP, etc. However, the finish line will not be taped in place. Specific details may be provided by your Tournament Director.
19. In Task #8, THE TIPPER, the board will have a device underneath to position it on the fulcrum/rod. This could be something such as a "U" bracket, or a strip of wood 3/4" high x 2" wide x 4' across on the side towards the start line and another strip on the other side of the fulcrum/rod.
20. For Task #2, THE PIGGY BACK, the bottom vehicle may have a tapered section in order to smooth the transition of the top vehicle onto the floor. However, this taper may not exceed 2" in length when measured parallel to the floor or it will be considered a ramp. Limitation B.4.d clearly states that ramps are not permitted to propel a vehicle.
21. In Task #5, THE DROP, the 42" measurement is taken horizontally to the point where the support contacts the floor.
22. The tipper board will be balanced such that when left alone, it will tip towards the start line. However, a 2-ounce weight placed at the other end will tip the tipper board towards the finish line.
23. In Task #7 for the World Finals, the width of the frame will be approximately 3.5" (8.9 cm). The Vinyl Floor Mat will be between three feet (3') and four feet (4') wide.
24. In Task #7 for the World Finals, the sand will be a minimum of 3/4" deep and a maximum of 2" deep. It will not be even throughout the sand trap.
25. In Task #2, the PIGGY BACK, it is the impact of the bottom vehicle that must cause the release of the top vehicle. Any other impact would be incidental.

OM-BELIEVABLE MUSIC

5. The RECITAL is the playing of the tune by the instruments/devices in the Concert Section — after the tune was played earlier for identification. The INTERVAL is the 15 seconds during the recital that the team-made devices must play without other accompaniment. All three team-made devices must play at some time during the interval. They may play at the same time or they may play one at a time. In any case, their playing without accompaniment must last for a minimum of 15 seconds. Team members may be in the Concert Section before and after the recital so long as when the sound begins for the recital no team members are in the Concert Section and they do not return until the recital is over.
6. There must be three separate musical devices — not connected to each other.
7. A skit is not required to solve this problem.

THE ILIAD

3. The 20th-century scene MUST be of something that has already happened. It may NOT be of something that the team thinks may happen between now and the end of the century.

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From the Coaches' Corner

Cheri Blocher is an eight-year veteran coach from Albion Public Schools in Albion, NE. One of the reasons she continues to coach is that her OM team members inspire her. Here is her version of what happens in an OM team meeting:

Mrs. B's Pride

Perking as a group,
Used grounds in their minds,
Milking the brain's limit,
Slopping every thought.

Suddenly...

A sip from Aaron's brain
Stirs Phil's ready response;
And warms Betsy's confidence.
Tony's fingers tap creatively,
Ready to mug cardboard
For Shannon's rich paints.
As Jamie and Trisha
Grind ideas for perfection.

TEAM GENIUS BRIMS!!!

Teamwork

by
Shelly Steig

Shelly Steig was a new OM coach last year for seven very energetic and creative fourth- and fifth-grade students. Along with David and Joanie Mains, she coached the Division I *Dinosaurs* team from Hickory Hill Elementary School. She writes, "As a newcomer to the program, I had little to offer them, but they had plenty to offer me. Their antics, as we practiced and competed, were fodder for my Literary Journalism Class. My professor enjoyed my stories and encouraged me to write about the state tournament experience. What happened at the Nebraska Association Final was the best tale of all." Here's Shelly's whole story:

We volunteered to co-coach an OM team even though we were not familiar with the program. We knew OM was an international organization designed to encourage creative-thinking skills, and we discovered in training that coaches were to facilitate but never suggest solutions or ideas. Everything else we learned through trial and error.

Thirty-eight eager fourth- and fifth-graders tried out for OM one afternoon in late September. Since only two teams were formed, 24 children walked away, heavy with disappointment.

The children on the *Dinosaurs* team were extremely intelligent, highly creative and very energetic. Greg, the clown of the group, had wanted to be on the other team with his best friend. Amber, the dramatist, once came to practice with tears streaming down her face. When the other children asked what was wrong, Amber smiled and said, "Nothing. I was just practicing crying."

Darcy's family was struggling with a family member's illness. Kelly, a little pixie with tons of questions, should have received creative points for discovering new ways to sit in chairs. Katie was steady and dependable. Jen, with her gentle brown eyes, did not like being under the stress of competition. Erik, a sports enthusiast, had a serious and fiercely competitive nature.

Encouraging these seven diverse personalities to work as a unified team was my task during the spontaneous practices every Thursday afternoon in the kindergarten room at Hickory Hill.

From the beginning the children excelled at verbal, but when they were required to work together, they fell apart. Each week our practices turned into power struggles as Greg, Amber and Kelly attempted to run the show. Finally, one of the parents suggested I place a cup in the center of the table and only allow the child holding the cup to speak.

After we placed at regionals, we had two weeks to prepare for the state tournament. The Tuesday before the competition, I put a cup in the center of the table and explained to the children how it worked. Then, I read their problem: "With the materials in front of you, you are to create a new invention, name it, and tell me how it works. You have four minutes to think and three minutes to create." I stepped back to watch.

Amber reached for the cup first. "I think we ought to use the coat hanger and put tissue paper over it." She put the cup back in its place.

Greg lunged and beat Kelly to the cup. "But I think we ought to put the rubber bands on the cupcake paper and put it over our face."

Kelly quickly snatched the cup that Greg had put back into the center of the table. "I like Amber's idea, but I think we should use the cupcake holder too."

Amber tried to grab the cup out of Kelly's hands. "Wait a minute, Amber. It's still my turn."

Kelly continued to talk while Amber sat ready to spring the moment the cup moved. Greg pouted in his chair because no one wanted to use his idea. Kelly finished and put the cup back on the table, right in front of her.

Because Jen was sitting next to Kelly, she had the cup in her hand before Greg and Amber could get it. She asked quietly, "Why don't we use Amber's idea?" then gently set the cup back down. Amber, Greg and Kelly sprang to grab the cup, knocking over the chairs and almost smashing heads. Kelly, the smallest of the three, backed out of the fray, but Amber and Greg were both determined they would be the next to speak.

When I intervened, the cup was crumbled and the materials scattered across the table and floor. "I think we will stop practice a little early today," I said in exasperation.

The next week I reminded the kids, "This is our last practice before the state tournament, so you need to get serious. You're still not working together as a team, and I need your cooperation. With the law of averages working, you're likely to get a hands-on problem, since you had a verbal at regionals. I'm not going to give you a time limit. I just want you to practice building a structure and then we'll see how much weight it holds." I laid their materials on the table.

Greg picked up the spaghetti noodles and began breaking

them into pieces. "Greg, if you break the spaghetti before you figure how to build, you're going to wind up with nothing to build with," I said, trying to sound patient.

I looked over at Erik. He was eating the hard, dry noodles. "Erik, if you eat the noodles, you'll have none to build with." Erik continued to munch happily.

Amber picked up two straws and attempted to begin building a base for the structure. "This Play Doh's too soft," she complained. "Look, it's sticking inside the straw, but I know how to get it out." She put one end of the straw into her mouth and sucked out the plug, then turned it over and blew out the other end.

"Gross," cried Kelly, "I'm not touching that straw now!"

Greg and Erik both grabbed straws and began to stick Play Doh in them, then blow the wads of dough out.

"Knock it off Greg," spat Darcy after a mushy wad struck her in the head.

Amber took a small piece of Play Doh and some broken spaghetti and made a cage, ignoring everyone else. Erik and Greg grew bored with their spitballs, and created dough monsters.

"If you guys keep hogging all the Play Doh, the rest of us can't do anything," griped Katie, sitting primly in her corner.

I finally spoke, "Let's clean up and quit. I think we've accomplished all we can before this weekend." Erik and Greg cleaned up with such gusto that the spaghetti fell between the cracks in the table. Katie and Kelly crawled underneath to pick it up just as Erik and Greg pulled the table apart.

"Oh, look what you've done now! I've got spaghetti in my hair." Kelly shook the small pieces of spaghetti all over the floor.

Thank heavens for janitors, I thought as I herded them out the door. That night I told my husband, "We could really be in trouble if they get a hands-on problem. I can't seem to get them to cooperate with one another."


On tournament day, the seven competitors squeezed through the mass of shivering parents that blocked the door to the school. We flung last-minute instructions as the children started down the hallway. "Good luck," we shouted. "Have fun," we encouraged as we stood on tiptoes, watching them disappear. "I think we're more nervous than they are. They're on their own now." Unspoken, we collectively hoped they would all pull together when it counted most.

After we finished the competitions, the children took off in separate directions. We arranged to meet at 4 p.m. for the Awards Ceremony. At the designated time, we found bleacher space in the floor directly in front of the stage. Soon the gym filled to accommodate 1,500 OM competitors and their families. There was some entertainment. Afterward, the master of ceremonies asked for a volunteer to draw a T-shirt winner. Greg, Amber, Katie and Erik all waved their hands excitedly in the air.

"You in the red shirt," he said. "Who are you and where are you from?" Amber ran forward. "Amber Steig, from Hickory Hill Elementary," she said as her teammates cheered wildly. A few minutes later, Kelly won a T-shirt.

A half-hour passed and still we waited for the ceremony to begin. Finally, after the children had asked seven times, "When will it start?" the state director announced that the ceremony would begin with the distribution of Outstanding OMer Awards.

"These are awarded to those teams or individuals that exem-

plify the spirit and philosophy of OM," she said. "They may display outstanding sportsmanship or serve as role models by their actions or words. The first team we would like to recognize displayed outstanding sportsmanship among team members. They were very supportive of one another. When they discussed the spontaneous problem, everyone's input was valued as the team members gave positive support to each other's answers. This award goes to the *Dinosaurs I* team, from Hickory Hill Elementary!" 

Problem Clarifications (continued from page 3)

THE ILIAD (continued)

4. In portraying the scene from the *Iliad*, the team must follow the actual story and use the gods/goddesses listed for the book. However, the dialogue need not be authentic and the setting may be determined by the team.

SET IT FREE

4. At World Finals, there will be two (2) extension pipes for the tester. However, at all other competitions, only one (1) is required.
5. In D. 10, the section titled, "Oversized or Undersized Structure: Minor Infraction:" should read, "less than 8" but more than 7 and 7/8" high."

FURS, FINS AND FEATHERS

3. Microscopic organisms are not considered to be animals.
4. In the interaction between the animal and the human(s), you do not have to show the whole human being, but the part of the body shown must represent a whole human. For example, you may not have a talking hand.
5. The human being may be portrayed by a puppet or some other type of prop.
6. The team must be able to document that the animal used as the main character does or did exist. The main animal may not be a combination of animals or an animal that the team thinks may have existed or something that the team makes up. The creativity in this problem is not with the selection of the animal. (See Creative Emphases, Part A.)
7. For OM purposes germs are not considered to be animals.
8. The selected animal may be portrayed out of its natural habitat. Clothing may also be added.

Reminder:

To order your *OM Style* video, send a check or p.o. for \$35 to:

Style Video
OM Association, Inc.
P.O. Box 547
Glassboro, NJ 08028

Shipping and handling are included.

OM Notes

***Judy Gross**, coach of last year's *Pit Stop* Division II team from Washington School, in Peoria, IL, is pleased by the way in which the state honored this team. Two signs erected by the Illinois Department of Transportation chronicle the team's recent feat. One of the signs, pictured below, lets every passing motorist know who took first-place honors at the 1993 OM World Finals competition in Maryland. Since this tribute was previously done for athletic teams, Judy was particularly pleased. She asks that you let her know, via this editor, if anything like this was erected in your state to recognize the accomplishment of an OM team.



Editor's Note: Apologies to **Charlie Kellogg**, one of the *Pit Stop* team members, whose name was not listed with his colleagues in the summer issue of the *OM Newsletter*.

*This story, from **Roger Walker**, OH OM regional director, recalls an experience from Roger's first year as a regional director. As Roger tells it:

Back in the summer of '92, our rapidly growing region was to be divided into two separate regions. "Fine," we said, "No more waiting until 6:30 to start the awards." The task to set up a new region began and I was elected to direct it. As the months went by we felt confident. We located buildings to serve as our sites and all the issues had been negotiated. Coaches and judges trainings had run smoothly. I felt in control . . . until about four weeks before the scheduled tournament.

With nothing to use as a yardstick and no history with which to design the tournament, I needed some moral support to ensure that everything I planned was in order. I received a phone call from **Rosemary Bogner**, an experienced regional director in northern Ohio. She suggested I drive up and spend the day with her and her co-director, **Joni Harvey**, to "get my feet wet." Was I ever relieved. I'd have a chance to walk through what I'd be responsible for the following week.

On the morning of the tournament it was snowing rather heavily in southern Ohio. "No problem," I thought. "I really need this experience to gain more information." About halfway into the trip, I encountered a BLIZZARD. I mean a REAL BLIZZARD. Cars were in ditches everywhere. Even the truckers pulled off the road to perch precariously on what used to be the shoulder. I was not deterred. Not me. I am a "creative" driver.

I reached my destination and spent the entire day encounter-

ing all the things I would expect to experience just one week later. All day I jotted down things to remember and things we ought to put in place to ensure an enjoyable and well-run tournament.

When I got back to the hotel (all the roads were closed so I had no choice but to stay overnight) I reviewed my notes and one thing kept jumping off the page: In the middle of the worst storm since 1978 these two women and their incredible staff ran a tournament where everything went as planned. The score:

Region XIV... 1
Environment...0

This was the lesson I really needed to learn. OMers are the most creative and resilient folks of all. We learn to adapt. We recognize issues as challenges rather than problems. There was nothing to do that day but smile. They did, and I did one week later.

P.S. Roger would like it if this year's Region XIV tournament could be held in the Bahamas. Let's just hope the weather this year doesn't try to top last year's conditions.

***Cassie Lewis** is a coach for the West Milford OM Program in West Milford, NJ. She asks students interested in OM to explain, in an application format, why they would like to be on an OM team. **David Tardif**, in fifth grade this year, was a member of last year's Division I *The Old Man and the Sea Analogy* team. (His team competed at the World Finals and placed eighth.) Here is why he would like to continue his OM participation:

"I would like to be in Odyssey of the Mind because I enjoy being creative on the spot, or over a short period of time. I also like writing stories, and piggybacking on other people's thoughts. I like meeting new people to work with and making friends with them. Odyssey of the Mind is important to me because I always can be more creative in my work and writing. It helps me learn how other people think and work, so I can be more inventive. I also learn how to use exotic materials in every way. Here is a poem on what I think about OM:

"OM is creatively fun
Where you don't always yell out, 'I'm done!'
You share and mix everyone's thought,
Then a perfect idea will be caught.
You meet people and work together
Then gather 'round a table with spontaneous fervor!
From OMER's favorite, loveable hug
To an idea of a talking bug.
In OM ideas are great,
Good enough to be served on a gold plate."

***Katherine Boran**, president of the Lee County Association for the Gifted in Cape Coral, Florida, was approached this year by the OM co-director for the Sun Region, who asked Ms. Boran to co-sponsor an *OM Awareness Day for Kids*. The county association responded so enthusiastically that they donated the facility, provided supplies, and found willing and seasoned OMers to volunteer time. About forty teachers, parents and experienced OMers helped newcomers "experience real hands-on problem solving, working in teams with experienced coaches." The event, which took place on October 23, was open to all Lee County students in grades 1-12. As Ms. Boran said, "The smiles on the faces of the kids as they were leaving was our reward."

***Joe Johnson**, regional director for West Texas OM, sent us the opening speech that he delivered at a coaches meeting held in October. We think it's worth repeating (and will be worth reviewing a few months from now):

In the early 1960's, President John F. Kennedy launched this country into the most creative endeavor of this century with these words: "We choose to go to the moon in this decade, not because it is easy, but because it is hard."


This task into the unknown required the combined creative expertise of tens of thousands, whose minds and ideals ultimately led to human footprints on the lunar surface.

Because of that great effort, America now leads the world in computer and laser technology, telecommunications, and integrated software. Because of that great effort, you can now find computers in kindergarten classes.

How does landing on the moon relate to Odyssey of the Mind? In order for this country to progress into the next century we need to develop creative problem-solving and thinking skills

in our children today. OM provides children with a wonderful avenue for that purpose. It uses divergent thinking skills in which children start with a single set of criteria and expand it as far as their creativity can take them. They are encouraged to take chances and risks, and to make mistakes. In OM, mistakes are not considered failure, but are reflections of future success.

OM represents a viable curriculum enhancement tool. It stretches the use of WHOLE LANGUAGE, because it utilizes reading, writing, and reciting. It takes Bloom's Taxonomy to its highest levels, and it incorporates the use of thematic units by combining science, math, language arts and fine arts into a comprehensive curriculum application.

So for you educators whom we honor tonight, I would like to say thank you for your dedicated efforts. Your proactive endeavors will help the children of this community, and when OM is over in the spring of next year, you will be able to reflect on your achievements and say, "I made a group of kids happy and I made the world a better place, not because it was easy, but because it was hard." 

ASSOCIATION ROUNDUP

Check the information listed below. Dates and sites may have changed since our last issue.

AB	State	3/12	Western Canada High School, Calgary	MD	Regionals	3/12	Bennett Middle School, Salisbury
AL	Regionals	3/12	Auburn	MD	Regionals	3/12	Laurel High School, Laurel
AL	Regionals	3/12	University of North Alabama	MD	Regionals	3/12	Gaithersburg Sr H S, Gaithersburg
AL	Regionals	3/12	Thompson High School	MD	Regionals	3/12	Northern High School, Owings
AL	State	4/16	Hillcrest Middle School				Northern Mid Sch, Owings
AR	Regionals	3/12	Hot Springs Middle School, Hot Springs	MD	Regionals	3/12	Catonsville Community College
AR	Regionals	3/12	Ivory Primary School, Camden	MD	State	4/23	Univ MD; Baltimore County, Baltimore
AR	Regionals	3/12	Clarksville School District	ME	Regionals	3/12	University of Southern Maine, Eliot
AR	Regionals	3/12	Springdale High School, Springdale	ME	Regionals	3/12	Mt Blue High School, Farmington
AR	Regionals	3/12	Trumann School District, Trumann	ME	Regionals	3/19	University of Maine, Presque Isle
AZ	Regionals	3/5	Arcadia High School, Phoenix	ME	Regionals	3/19	Medomak Valley High School, Waldoboro
AZ	Regionals	3/12	Gwyneth Ham School, Yuma	ME	Regionals	3/19	Reeds Brook Middle Sch, Hampden
AZ	Regionals	3/19	Buena High School, Sierra Vista	ME	Regionals	3/19	Holbrook School, E Holden
AZ	State	4/9	Pueblo High School, Tucson				Holden School, E Holden
BC	Regionals	3/5	Killarney Secondary, Vancouver				Dedham School, E Holden
BC	Regionals	3/5	Glenlyon-Norfolk Sch, Victoria	ME	State	4/9	University of Maine, Orono
BC	Regionals	3/5	Clearwater Sec School, Clearwater	MI	Regionals	2/19	Alpena High School, Alpena
BC	Regionals	3/5	Prince Rupert Sec School, Prince Rupert	MI	Regionals	2/19	Caledonia High School, Caledonia
BC	Regionals	3/5	W E Graham Ele School, Slocan				Caledonia Middle School, Caledonia
BC	Regionals	3/5	Cariboo Hill Sec Sch, Burnaby	MI	Regionals	2/19	Lake Orion Jr/ Sr High School, Lake Orion
BC	State	4/16	Centennial Sec School, Coquitlam	MI	Regionals	2/26	Mott High School, Waterford
CA	Regionals	3/12	San Bernardino High School, San Bernardino	MI	Regionals	2/26	Spring Lake Jr/ Sr High School
CT	State	3/12	Quinnipiac College, Hamden	MI	Regionals	2/27	Delta College, University Center
DE	State	2/26	Lake Forest High School, Felton	MI	Regionals	2/27	Traverse City West JHS, Traverse
FL	Regionals	3/12	Cape Coral H S, Cape Coral	MI	Regionals	3/5	Otsego High School, Otsego
FL	Regionals	3/19	Jefferson County High School				Otsego Mid Sch, Otsego
FL	Regionals	2/26	Darnell Cookman Middle School	MI	Regionals	3/5	Grosse Pointe North High Sch, Grosse Pt
IL	Regionals	3/5	Winston Campus, Palatine	MI	Regionals	3/5	Marquette High School, Marquette
IL	Regionals	3/5	Fenton High School, Bensenville	MI	Regionals	3/19	Bedford Sr High School, Temperance
IL	Regionals	3/12	Bloomington JHS, Bloomington				Bedford Jr High School, Temperance
IL	State	4/23	Fenton High School, Bensenville	MI	Regionals	3/26	Waverly High School, Lansing
KS	Regionals	2/19	Hesston High School, Hesston	MI	State	4/15-4/16	Central MI Univ, Mt Pleasant
KS	Regionals	2/19	Derby High School, Derby	MN	Regionals	2/26	Armstrong H S, Plymouth
KS	Regionals	2/19	Hesston Middle School, Hesston	MN	Regionals	3/12	Harding H S, St Paul
KS	Regionals	2/19	Atchison Jr High, Atchison	MN	Regionals	3/12	Moorhead H S, Moorhead
MA	Regionals	3/12	Hopkinton High School, Hopkinton	MN	Regionals	3/19	Coon Rapids H S, Coon Rapids
MA	Regionals	3/12	Salem State College, Salem	MN	Regionals	3/19	Denfeld High School, Duluth
MA	Regionals	3/12	Quarry Hill Community College, Monson	MN	Regionals	3/19	Glencoe H S, Glencoe
MA	Regionals	3/19	North Middlesex Reg H S, Townsend	MN	Regionals	3/26	John Marshall Senior High, Rochester
MA	Regionals	3/19	Barnstable High School, Hyannis	MN	Regionals	3/26	Armstrong HS, Plymouth
MA	Regionals	3/19	Shrewsbury Mid Sch, Shrewsbury	MN	Regionals	3/26	South Jr High, St Cloud
MA	Regionals	3/26	Shrewsbury High School, Shrewsbury	MN	State	4/23	Armstrong Senior High School, Plymouth
MD	Regionals	2/26	McDonough High School, Pomfret	MO	Regionals	3/5	Eureka Sr High School, Eureka
MD	Regionals	3/5	Bel Air High School, Bel Air	MO	Regionals	3/19	Paseo High School, Kansas City
			E Russell Hicks Middle Sch	MS	Regionals	3/5	Grenada High School, Grenada
			Emma K Doub Ele School, Hagerstown	MS	Regionals	3/5	East Central Community College
			S Hagerstown H S, Hagerstown	MS	Regionals	3/5	Millsaps College, Jackson



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MS	State	4/23	MS Univ For Women, Columbus	OR	State	4/9- 4/10	Oregon State University, Corvallis
NH	Regionals	3/12	Portsmouth	PA	Regionals	3/5	Moon Area High School, Coraopolis
NH	Regionals	3/12	Plymouth	PA	Regionals	3/5	Berwick Area High School, Berwick
NH	Regionals	3/19	Merrimack	PA	Regionals	3/5	Moon Area Junior High School
NH	Regionals	3/19	Berlin	PA	Regionals	3/5	Huntingdon Area H S, Huntingdon
NH	Regionals	3/19	Derry				Huntingdon Middle School, Huntingdon
NH	Regionals	3/19	Wolfboro	PA	Regionals	3/12	Oxford Area School District, Oxford
NH	State	4/9	Nashua	PA	Regionals	3/26	Linesville High School, Linesville
NJ	Regionals	2/26	Pennsauken Public Schools, Pennsauken				Linesville Elem Schools, Linesville
NJ	Regionals	3/4-3/5	Ramsey High School, Ramsey	PA	State	4/24	Altoona Area Regional H S, Altoona
NJ	State	4/16	Pennsauken Public Schools, Pennsauken	RI	State	4/2	Winman Jr High School, Warwick
NM	State	4/9	West Mesa High School, Albuquerque	SD	Regionals	3/5	S D Sch Mines/ Tech, Rapid City
NV	Regionals	2/26	Northside Ele School, Elko	SD	Regionals	3/12	Dakota State University, Madison
NV	Regionals	3/19	Hug High School, Reno	SD	Regionals	3/12	Black Hills State University
NV	State	4/16	Hug High School, Reno	SD	Regionals	3/19	Northern State Univ, Aberdeen
NY	Regionals	3/3	Brookside School, Merrick	SD	State	4/9	Riggs High School, Pierre
NY	Regionals	3/12	Ogdensburg Enlarged City Schs	TN	Regionals	3/4-3/5	Houston High School, Germantown
NY	State	4/9	S U N Y at Binghamton, Binghamton	TN	Regionals	3/11-3/12	East Tennessee State, Johnson City
OH	Regionals	2/26	Swanton Jr High School, Swanton	TN	Regionals	3/11-3/12	Franklin High School, Franklin
			Swanton High School, Swanton	TN	Regionals	3/11-3/12	Maryville College, Maryville
OH	Regionals	2/26	Crestview High School, Ashland	TN	Regionals	3/11-3/12	Peabody High School, Trenton
OH	Regionals	3/5	Youngstown State University, Youngstown	TN	Regionals	3/11-3/12	Dickson Junior High School, Dickson
OH	Regionals	3/5-3/6	Firestone High School, Akron	TN	State	4/15-4/16	David Lipscomb Univ, Nashville
			Litchfield Middle School, Akron	TX	State	4/8-4/9	Converse Elem Sch, Converse
OH	Regionals	3/5	Mercer Ele School, Cincinnati				Judson High School, Converse
OH	Regionals	3/11-3/12	Orange High School, Pepper Pike				Freeman Coliseum, San Antonio
			Orange Middle School, Pepper Pike				Northeast ISD Blossom Center, San Antonio
OH	Regionals	3/12	Applied Technology Center, Piqua	UT	State	3/26	Wasatch Middle School, Heber City
			Piqua High School, Piqua	VA	Regionals	3/5	Atlee High School, Hanover
			Upper Valley Joint Voc School, Piqua	VA	Regionals	3/5	Sheranda High School, Stephens City
OH	Regionals	3/12	Edison State Community College	VA	Regionals	3/12	Franklin Cty High School, Rocky
OH	Regionals	3/12	Anthony Wayne Local High Sch	VA	Regionals	3/12	Richard Bland College, Petersburg
OH	Regionals	3/18-3/19	New Concord Ele School, New Concord	VA	Regionals	3/19	Menchville High School, Newport News
			Muskingum College, New Concord	VA	Regionals	3/19	Western Branch High School,
OH	Regionals	3/19	OH Univ-Chillicothe, Chillicothe	VA	Regionals	3/19	Hayfield Secondary School,
OH	Regionals	3/19	Granville High School, Granville	VA	Regionals	3/26	Blacksburg High School, Blacksburg
			Granville Middle School, Granville				Blacksburg Rec Center, Blacksburg
OH	Regionals	3/19	Miami University, Oxford	VA	Regionals	3/26	Lee High School, Jonesville
OH	Regionals	3/19	Sinclair Community College, Dayton				Lee Cty Voc-Tech School, Jonesville
OH	Regionals	3/26	Franciscan Univ of Steubenville	VA	State	4/30	Virginia Commonwealth Univ, Richmond
OH	Regionals	3/26	N Central Tech College, Mansfield	VT	State	3/19	University of Vermont, Burlington
OH	State	4/22-4/23	Ohio Wesleyan Univ, Delaware	WI	Regionals	3/5	Lombardi Middle School, Green Bay
OK	Regionals	3/5	Oklahoma Christian University	WI	Regionals	3/5	Waupaca
OK	Regionals	3/12	Rogers State College, Claremore	WI	Regionals	3/12	West Junior High School, Wisconsin
OK	Regionals	3/12	SE Oklahoma St Univ, Durant	WI	Regionals	3/12	New Holstein
OK	State	3/26	East Central St Univ, Ada	WI	Regionals	3/12	Beloit
OK	Regionals	2/26	Southwestern OK St Univ, Weatherford	WI	Regionals	3/12	Seymour High School, Seymour
OR	Regionals	3/5	Hillsboro				Seymour Middle School, Seymour
OR	Regionals	3/5	Rex Putnam, Milwaucee	WI	Regionals	3/12	Webster Stanley Middle School
OR	Regionals	3/5	Lincoln Savage Middle School, Grants	WI	Regionals	3/19	Superior
OR	Regionals	3/5	McNary High School, Salem	WI	Regionals	3/19	Pulaski
OR	Regionals	3/5	Redmond High School, Redmond	WI	Regionals	3/19	Baraboo
OR	Regionals	3/5	Pleasant Hill School, Pleasant Hill				