



Odyssey of the Mind

Newsletter

VOLUME 17

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NUMBER 2

OM Headquarters Provides Membership Materials on Cassette

OM headquarters, with approval of the OM Board of Directors, has made the current year's membership materials more accessible to the learning disabled and the visually impaired.

This year's long-term problems, along with both the *Odyssey of the Mind School Program Handbook* and the *Odyssey of the Mind School Program Rulebook*, are currently available on cassette. All text material, as well as the descriptions of illustrations and diagrams, have been recorded by a professionally trained reader. The contents of each track is recorded at the beginning of each cassette copy.

If you are interested in obtaining this cassette, please call our office or write to OM Association, Inc. Att: OM Competition Materials on Tape, PO Box 547, Glassboro, NJ 08020-0547.



New Scholarship Opportunities for OMers

OM would like to make its high school **juniors** aware of the DISCOVER CARD TRIBUTE AWARD SCHOLARSHIP PROGRAM. The Tribute Award program rewards outstanding leadership, community and personal achievements of America's youth by awarding major scholarships to high school juniors. The program consists of state and national scholarship awards totaling over \$900,000, with individual awards of up to \$22,500. Nine scholarships will be available in each of the fifty states, Washington, D.C., and in American schools abroad.

The Tribute Award program is coordinated by AASA (American Association of School Administrators), which is responsible for the distribution of nomination packets. Entries will be judged based on outstanding achievements that extend to all aspects of students' lives. A cumulative 2.75 GPA is required for qualification, and entrants must also demonstrate accomplishment in four of the five following areas: special talents, obstacles overcome, leadership, unique endeavors, and community service. Students may be nominated by any individual or through self-nomination.

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Fourth Annual OM European Festival Offers Unique Experience for U.S. Participants



Centre for Freetime and Recreation, site of the 1995 OM European Festival.

The 1995 OM European Festival will be held at the Centre for Freetime and Recreation in Berlin-Wuhlholde, Germany, from May 1 - May 5, 1995.

This event will begin on Monday, May 1 with the arrival of OM teams from all over Europe. Visiting U.S. teams, hosted by German families, will also participate in this festival. Opening Ceremonies will commence on Tuesday. Marching delegations, representing all participants, will parade before the audience at 10:00 a.m. Solutions (International Style!) to this year's long-term OM problems will begin to unfold at 1:00 p.m. Tuesday.

On Wednesday, May 3, the long-term presentations and the spontaneous challenges will continue. For those not directly involved in competition that day, there will be opportunities for sightseeing and visits to educational and cultural venues.

Thursday will provide more of the previous day's agenda, while Friday beckons with the "all too soon" end to the festival and accompanying activities.

Since the festival is an international OM event, sponsored by the OM European Organizing Committee (OMEOC), OM headquarters is seeking interested teams (from the U.S.) that wish to present their solutions before a panel of International OM judges. While this is not an elimination competition, it provides a unique opportunity for OMers to see the current annual long-term problem solutions presented in this multi-lingual, multi-cultural arena.

This "OM exchange" is open to 40 U.S. OM members who would stay in Germany for two weeks and participate in the festival. The home stays with native German families and the festival activity would be from April 26 to May 6, 1995.

Interested U.S. participants should send a letter of intent (via the coach) to OM headquarters no later than January 27, 1995, to be considered to receive an invitation to this event.



SPOTLIGHT



Spotlight on ...

**Barbara Mann,
Massachusetts
OM Association
Director**

While all of us have our own ways of dealing with life's difficulties, Barbara Mann's way is somewhat unique. When things aren't going quite

right for her, she hops on her motorcycle and rides . . . and rides . . . and rides. "It's very therapeutic," she says.

While motorcycle riding may be one of Barbara's greatest pleasures, OM comes in at a close second. In 1984, she helped start OM in Massachusetts and served as one of its first board members. She was also MA OM's first Tournament Director, a position she held for three years. She did it all—taped floors, hung signs, set up chairs—with the help of only her two children and best friend, Dave Sandberg.

Now, as MA OM Association Director, Barbara travels statewide to present OM workshops to parent and conference groups. She trains judges and coaches, and has judged at all levels of competition. She also coaches four or five OM teams a year. She helps out at World Finals, too—last year as emcee of the Hat, Float and Banner Contest.

When not motorcycling or working on OM, Barbara teaches earth science to seventh graders at Triton Regional School in Byfield, MA. She is also the mother of two former OMers. Daughter Robin's interest in OM was piqued when, as a student, she and her classmates worked on problems from the OM books. Son Brian participated in OM competitions during junior high.

Barbara says she couldn't take on all the OM responsibilities without help from her "right arm," Dave Sandberg. He fixes panels, carries boxes, judges and keeps members updated by preparing mailings for MA OM.

Some of Barbara's other accomplishments include helping MA OM grow from 48 teams in 1986, to over 500 teams in 1994-95. She is also the designer of one of the most popular OM pins for trading—the Massachusetts puzzle pin!

Barbara's OM conference presentations have opened many doors for her. She was asked to co-author an earth science textbook for DC Heath. She is a consultant for Science by Mail at the Boston Museum of Science. She wrote a teachers' guide for "Nova" and worked as a consultant for WGBH, Boston.

Since taking up motorcycle riding three years ago, Barbara spends every free moment riding. She even shows up at many OM meetings on her bike. Barbara enjoys traveling and meeting new people. Last summer she traveled cross country (7,000 miles) on her Honda Goldwing, stopping to visit some of the hundreds of friends she has made through OM.



Briefly Speaking...

The OM Association Board of Directors met on October 22, 1994. At that time the minutes of the June 25, 1994, Board Meeting were approved. Highlights of the June 25 meeting follow:

- OM board members voted unanimously to approve the appointment of Nancy Wingenbach, Ohio OM Association Director, to serve a three-year term as OM Board Member.
- The OM Board of Directors also reviewed and responded to five Odyssey of the Mind Association Directors Advisory Board (OMADAB) requests.
- Maureen Donovan submitted the treasurer's report for 1993-94 and the proposed budget for the 1994-95 year. These were approved by the OM Board of Directors.
- The Management Committee approved the revised OM headquarters support staff and administrative evaluation tools. These tools were to be implemented on July 1, 1994. Salary increases for OM headquarters staff will be based on these evaluations.
- OM board member Wayne Kehrli suggested a new format for the fluid "strategic plan." Each OM board member received a new strategic plan objective (by committee) document that reflects the new format.
- The Management Committee approved the proposed implementation of a document numbering system that would track all documents and supporting material produced by the OM Board of Directors.
- The OM Board reviewed and revised the wording of and procedures for the OM Creativity Award, presented annually. The Board recommended recipients for 1994-95.
- The OM board members approved a proposal to write an OM competition problem for 1995-96 that focuses on assisting the disabled.
- The OM Board of Directors approved the division of the *Odyssey of the Mind Program Handbook* into two books—the *Odyssey of the Mind School Program Rulebook* and the *Odyssey of the Mind School Program Handbook*.



New Scholarship Opportunities *(continued from page 1)*

Discover Card Tribute Award nomination packets are available by calling or writing AASA at P.O. Box 9338, Arlington, VA, 22219, 703/875-0708. Important dates include:

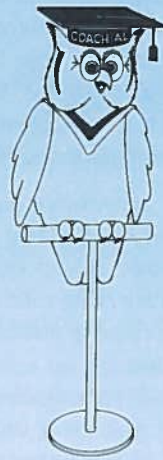
- **January 3, 1995, 5 p.m. EST:** Last date to request nomination guidelines.
- **January 10, 1995, 5 p.m. EST:** DEADLINE for receipt of nomination packages.
- **May 26, 1995:** State and national winners list available.

For more information about the Discover Card Tribute Award scholarships, please contact Beth Metzler, 708/405-2209.



COACHES' CORNER

POETRY CORNER



CIRCLE OR SQUARE

THOUGHTS COLLIDE

Poetry by Kathy Johnston
Gifted K-5 teacher
Leander ISD/Block Creek ES, TX

When two thoughts collide
Sparks fly like fireworks.
They flare and cement into
An astounding image.
The birth of a creation
Brings excitement to anyone's
world.
When a never-before, first-
time-seen vision is
Conceived and brought forth,
It comes closer to reality.
We should encourage such
miracles.
Our talents should be nurtured
and cheered.
Because ideas are fragile.

We all know a circle
Cannot fit into a square,
But that's okay.
Do we know that?
We need both!
The square keeps us balanced
And in line.
We are on time
With the right utensils
And ready to cook.
The circle lets us roll
With the slope
Playing and frolicking,
So easy going,
Making life a breeze.
Sometimes I am a square
Sometimes a circle.

A New Outlook: Tips for New & Primary Coaches

by Dennis Levanduski, OM Coach
(reprinted from *Charlie's News*, the official newsletter of
Charles County Odyssey of the Mind Association)

I first became interested in OM when I saw a presentation at my daughter's school during an open house. She was in first grade and I was looking for an alternative to the normal after-school activities (i.e., soccer, T-ball, dance). Mind you, I think these programs are fine recreational activities, and they do help in developing motor skills; but I honestly couldn't see her playing in the World Cup Championship or dancing with a national ballet troupe. Possible, but highly unlikely. What I could see was a higher, "well-rounded" education for her, and OM seemed to be the answer.

I talked to a few people in the OM organization and soon found myself recruited as a new primary coach. Wow, I thought, This is going to be cool. I get to help a bunch of kids discover the world around them, and open their eyes to science, drama, art, research . . . This was going to be fun!

I read over the problem (that year it was *Scientific Clowns*). A million ideas soon flooded my mind as I daydreamed about the performance. I envisioned cleverly designed backgrounds and props, good-looking costumes and witty dialogue—and this was just a start. The next day I began sharing my thoughts and ideas with the OM coach coordinator, telling him of all my wonderful plans. "I think you have missed the spirit of OM," he started to explain. He told me it was up to the kids to solve the problem and create the things they need. "Hands off" were the words I kept hearing over and over again. I finally agreed to what he was telling me, but even as I was leaving I was still thinking about my ideas. Okay, if I can't *tell* them my ideas, I can sure lean them in the right direction, I thought. After all, I did have some great ideas and knew I could get them to follow along.

The next few meetings went well as the kids and I got to know each other and I planned out our strategies. However, I soon discovered that no matter how hard I tried to influence them, my ideas were being left far, far behind. In fact, none of my ideas made it past the first revision. I was crushed.

We kept moving right along with an occasional break during the meetings to have a popcorn fight or a let's-yell-for-two-minutes-and-get-it-out-of-our-system session. I found this works great and helps get little minds back on track and focused.

Around Christmas "it" finally hit me during one meeting as we discussed backgrounds on the partitions. Naturally, my mind was working along with the kids and I was focused in on using tape. One of the kids also came up with this idea. Great, I thought, At least someone was finally thinking my thoughts. We tried out the idea but found by the end of the practice that the weight was just too great to hold the paper and soon we found it lying on the floor. What now? How could we find a solution? At that point one of my OMers spoke up. "If we use some coat hangers attached to the back of the background we can just hang it and it would take less time to do this at the competition." She was

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OM Notes

- An OM member from Wichita, Kansas, wrote to tell us that **Phyllis Weaver**, a KS OM Regional Director, included a "coaches competition" in her regional competition. All participating coaches were encouraged to fashion creative name tags—and to show them off all day. The name tags were to include both the name and number of the membership, as well as the name of each team member. Between the end of the competition and the awards ceremony, the coaches' name tags were judged.
- **Dr. Linda B. Knight**, an OM crusader from Revere Middle School in Houston, TX, has been cheering OM since her daughter, **Heather**, joined an OM team in fourth grade. Heather participated in OM for six years, during which her team won ten Ranatra Fusca Awards (at varying levels of competition). Heather's younger brother, now a seventh-grader, participated in OM for the last two years. In 1994, his team went to the state finals and Heather could not resist the magic of another OM competition. At that meet, just before her brother's team went into competition, she instructed the team members to sit in a circle. She turned on some lyrical background music and recited this fable:

ISLE OM

A long time ago, a fairy princess named Dream and her mythical hero, Palm Green, decided to broaden their knowledge by taking a voyage. They sailed the seas for many years, seeing wondrous sights and experiencing the great offerings of the natural world. Finally, they came to an enchanting little island called ISLE OM.

On their first day on this island, they walked down to the beach to bask in the sun. As they lay on the warm sand they let their minds wander back to all the wondrous places they had visited. On this day they learned they did not need to physically return to these places. When left free to dream, the magic of their minds could simply carry them back for a visit, bringing to life all their memories.

On the second day on this island, they again went to the beach. This time they let their imaginations go free. It was on this day that they learned their mind could carry them to places and ideas they had not experienced in life. Their creative minds and imaginations burst from the limits of space and time to venture into unexplored places. They were no longer confined by the limits of their experiences.

You too are travelers, seeing wondrous sights and visiting exciting new thoughts. Today, to aid you in your voyage, we share with you this sand, a gift from Palm Green. We sprinkle it on your hands and your head so that you too can set your minds and imaginations free. [Heather "sprinkled" small, green palm-shaped cutouts.] Go forth and bask on the shores of your own OM island of creativity.

Heather, encouraged by her desire to motivate her brother and his team, has taken it upon herself (now that she is a high school senior) to introduce OM to private schools in her area.

- On August 8, 1994, the *Ada/Forest Hills Advance Newspaper* published the winners of a contest it sponsored this summer. The essay challenged students to write about a favorite school subject. **Melanie Bernard**, a student at Forest Hills Central Elementary School in Michigan, was first runner up in the category for grades 6-8. She and her family have attended World Finals for a number of years—as participants, family members or school supporters. Here is her award-winning essay:

My favorite subject is not a subject that is required, it is an elective that I choose. (You know that it has to be a favorite subject of mine if I choose it.) My favorite subject lets my mind soar; as though it were a bird, through different learning levels, as well as different scenes of my imagination.

Many schools offer this subject. This subject is a problem with many answers. All of the answers are right and all of the answers are different. It is a task or quest through your mind to find your imagination and let it run wild, like a young horse. To find this young horse is to find a solution to the problem. Also, in your mind there are more solutions, and more young horses.

Kids have fun with this class no matter what age they are. They can have fun in kindergarten or if they are a senior in college.

*This subject combines all of the other subjects into one totally creative class, but it is also more than a class. This subject consists of a long-term problem, a spontaneous problem, and a Style presentation. Together they form a creative problem-solving process that can result in a competition. Depending on what age you are, there are Divisions I, II, III and IV. Internationally known, this subject is *Odyssey of the Mind*, also known as *OM*, and my favorite subject.*

- Outside Assistance has a negative connotation when it pertains to teams receiving adult intervention to solve long-term problems. Look how some associations have turned this negative phrase into a positive label:

This want ad appeared in the first issue of the *PA OM Newsletter*:

Wanted: OUTSIDE ASSISTANCE for OM Association work. No experience necessary, but must be creative and willing to work long hours. Excellent benefit package includes smile, cheers, and kind words from all over the world!

This definition on the subject of outside assistance appeared in the *NH OM Newsletter*:

The "good" kind of outside assistance: Each membership will send the name of one judge and one volunteer to work at your regional OM tournament. Judges need to be available for an all-day training on either Saturday, February 4, or Saturday, February, 11 . . . NH OM tournaments run well because of the care and effort of so many wonderful and dedicated volunteers!



PROBLEM CLARIFICATIONS

These clarifications are current as of 11/18/94. Be sure to consult the OM Bulletin Board or request a printout from OM headquarters to get the most up-to-date list.

SCIENTIFIC SAFARI

1. Some lettering and numbering changes should be made in the problem: On page 2, B.5 f & g, should be B.5 c & d. On page 6, Penalty #6 should read, "The vehicles" (and trailer's if attached) floor contact points are not entirely within the Camp when time begins."



Penalties for Division I only: #11 — delete "and (3 or 4)"

Penalties for Division II, III and IV only: #10 — change "(3 or 4)" to "(10 or 11)" #11 — change "(3 and 4)" to "(10 and 11)"

2. Consistent with the Spirit of the Problem the animals may be fictional characters. However, the characters must represent some type of fauna from the animal world, living or extinct. Be aware of copyright violations.
3. Since there are almost a million different species of animals living in the world today, teams using animals other than the common ones should bring proof (i.e. documentation or photo copy) that what is portrayed is an animal.
4. A virus is NOT an animal.
5. The entire animal must be portrayed. You may not portray just a portion, e.g. the head, a hand, etc.
6. Animals not portrayed by team members (see also Limitation B.11) must remain in place until tagged, picked up, rescued, or captured by the vehicle. Once the task is completed for that animal, the animal may move or be moved anywhere. If an animal is accidentally moved prior to the start of the task for that animal, it may be replaced by any team member on it's original location.
7. Division I Penalty #10 and Divisions II, III and IV Penalty #13 does not apply when the vehicle is in the Camp.
8. The driver/rider may be assisted by another team member(s) when picking up the animals, poachers or new species.
9. Drivers and/or riders must remain on the vehicle while it is not in the camp. However, in Division I drivers/riders will not be penalized for incidental touching of the floor. In Divisions II, III, and IV Penalty #12 will apply in all instances.
10. Team clarification #2 was modified on 10/24/94.
11. A task is defined as beginning in B.9 (page 3) and concludes when the team begins the next task or time runs out. In Divisions II, III, and IV, D. Scoring, 10 & 11 will be scored if any portion of the task is successfully completed, i.e. a minimum of 5 points is scored in scoring #4 and/or #5 whichever applies.
12. Tasks may be completed in any order.
13. On page 5, D. Scoring for Divisions II, III, and IV: 1.a and 1.b should read (...also scored in 10 or 11) as appropriate.
14. If the trailer is attached to the vehicle before time begins, both the vehicle's and the trailer's floor contact points must be in the Camp prior to the start, otherwise Penalty #6 applies. However, the team is still eligible for points in D.3.

15. In Reference to Limitation B.6: The team will identify the vehicle power types to the staging area judge. For example, a battery-driven motor that turns a propeller may be identified as either pneumatic or battery. This same propulsion system will NOT count as two different types. However, components may be used in different propulsion systems. The TYPE is scored for Division II, III & IV in D.10 & 11. Division I teams will be penalized by the loss of points as described in Penalty 11.

16. In reference to Scoring, D.1:

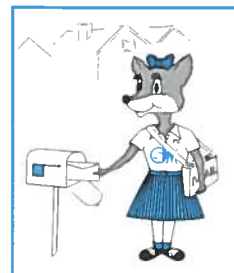
Division I considers the method (way of doing) of propulsion not just the type of propulsion. The method of propulsion includes the origin of power, the transformations of power, and the type of power.

Divisions II, III, & IV include the entire power system, that is, the origin of power, the transformations of power, the type of power, transmission, drive, etc.

17. Poachers do not have to be from the animal world.

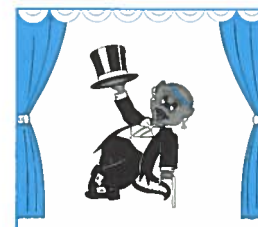
THE MAIL MUST GO THROUGH

1. Foreign and domestic envelopes may be three-dimensional with no more than 1" in thickness. They may have any appearance, but must be between 3" x 6" x 1" and 5" x 10" x 1" thick.
2. In Scoring #4, score should be awarded as long as some part of the mail is inside the outer edge of the boundary. Scoring #5 requires the mail to be completely within the exterior of the boundary line.
3. See change in clarification #1.



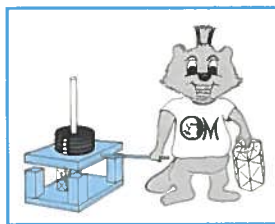
Classics... VAUDEVILLE

1. The positive aspect of society may not be from the past.
2. In Scoring #1 and 2 judges will look at the entire presentation and how it fits together. For authenticity, judges will consider the structure of the performance, not the content. The content, as consistent with all OM problems, should be creative.
3. The Aspect of Society must really exist. It cannot be a dream or wish, such as no more hunger on earth. It cannot be a person, but it may be good deeds that are being done by individuals or various groups of people. The deeds must exist now, although they may have been in existence for some time. It cannot be an invention. However, it need not be well known. It could be a local initiative such as a local group that feeds the homeless or cleans the environment.
4. Tournament Directors are not required to provide a site that has walls, curtains or some type of backdrop. Teams should work to creatively solve the problem. A backdrop is not required. If a tournament site does have walls, curtains, etc. the team members may not use them in their problem solutions.



A NEW TWIST

1. It is against the Spirit of the Problem if the crusher board slides over the structure, but the structure does not twist.
2. The team members may not lift up the crusher board by the dowels when making the twist. This is a violation of the Spirit of the Problem.
3. In Division I teams may have adult assistance for weights greater than 20 pounds and in Division II teams may have adult assistance for weights greater than 40 pounds. This is because Olympic weights are in kilograms and differ from the standard pound measurement.
4. B.8.d. should be corrected to read (See Fig. C.).
5. In B.6.c. the reference should be to B.5.a. not to B.5.b.
6. The team member(s) who twist the dowel stick must wear safety glasses when doing so.
7. If, in the opinion of judges, a team deliberately breaks a dowel stick, a weight-held score of zero will be given.




TIME TRAVELER

1. The past event must be one or more years prior to the presentation. The future event may be any time after the presentation.
2. Scoring #4 refers to the idea of the time machine—even if it doesn't work well. This awards risk-taking. Scoring #5 refers to the functionality of the time machine—how well it works.
3. The time machine does not have to actually make the light flash. However, the light must be on the time machine. In order to receive score for both D.3.a. and D.3.c., the flashing light cannot be the signal that the time traveler has reached his/her destination.
4. Only one team-created task should be used to signal that the time traveler has reached his/her destination.
5. The time traveler may be represented in more than one form. However, the character of the time traveler must be consistent. For example, a girl might be dressed up as a Barbie doll, go into the time machine and have a Barbie doll come out. However, a girl cannot go into the time machine representing Raggedy Ann and come out as a Barbie doll. In other words, the time machine is to change the time/setting of the performance, not the character of the time traveler.



Please Note this "clarification" of spontaneous procedures for 1994-95:

The *Odyssey of the Mind School Program Rulebook* states (on page 6, under Spontaneous Procedures) that "the team members will be given 1 minute to decide which five members will participate [in solving the spontaneous problems]. The remaining team members will be asked to sit quietly in the room during the competition." Please note that, as stated in the *Odyssey of the Mind School Program Handbook*, the remaining team members have the option to leave the room or to stay and sit quietly. 

OM in the Classroom

By Susan Van Sicken

(reprinted from the WI OM Newsletter, October 1994 issue)

Editor's Note: *Odyssey of the Mind can be implemented in the classroom as part of the curriculum. Here, a parent shows us how she did it in Madison, Wisconsin.*

I was introduced to the Odyssey of the Mind School Program several years ago through an in-service at my child's middle school. As the parent representative for the school's TAG Steering Committee, I was invited to attend this workshop. How fortunate for me to learn, firsthand, about OM. The concept of introducing motivating and challenging activities within the classroom to enhance ALL students' creative problem-solving abilities was exciting.

I decided it would be fun and rewarding to pursue the opportunity to share OM activities in the classroom. My younger son's teachers (in the elementary school) had already done a few activities in the past and welcomed my offer to continue OM on a regular basis.

Thus began my volunteer OM experience. Every other week, for one hour, I would work—OM style—with the class. Class would begin with a warm up—a spontaneous verbal exercise with the entire class—followed by a small group spontaneous verbal. From there we would break into small groups for a non-verbal spontaneous problem. This activity would last 20-30 minutes, including time to share and evaluate our finished problems.

The students loved our OM sessions. As time went on, no one would "pass" during the verbal spontaneous exercises. Everyone became better at listening and sharing ideas.

Each time we conducted an OM activity, the teacher and I would rearrange the small groups. This provided an excellent opportunity for cooperative learning.

At the end of the school year, the OM team members from the middle school came to share their OM experience with the fourth graders. The fourth graders were thrilled to hear about how an OM team worked together to create a final presentation for the OM state association competition.

The following year I continued my OM session with my son's fifth-grade class. Many of the students had never been exposed to OM before, while others were veterans from the prior year. Once again, these sessions were enjoyed by all.

In conclusion, I found that my OM volunteer experience enabled all students to participate and benefit. All students experienced success and had fun while learning creative problem-solving techniques. OM also helped the students learn to work better with one another and to accept each other's ideas. The only challenging part of my experience was keeping ahead of the students. I continually searched for activities that did not require too many materials or too much class time.

Taking OM into the classroom was a rewarding experience for me and the students. I recommend and encourage others to try!



Association Roundup

(competitions scheduled for 1995, as of November 18, 1994)

AB State	3/24	Western Canada High School, Calgary	3/4	Fremont High School, Fremont	TN Regionals	3/11	East Tennessee State Univ, Johnson City
AR Regionals	3/11	Blytheville High School, Blytheville	3/11	Gaylord HS, Gaylord			
	3/11	Russellville High School, Russellville	4/29	Armstrong Sr High School, Plymouth		3/11	Austin Peay State Univ, Clarksville
	3/11	Fayetteville High School, Fayetteville	10/22	John Marshall High School, Rochester		3/11	Fred J Page High School, Franklin
BC State	3/11	Hot Springs Middle School, Hot Springs	2/25	Armstrong H S, Plymouth		3/11	Union City High School, Union City
	3/4	Chilliwack Sr Sec Sch, Chilliwack	3/11	Harding High School, St Paul		3/18	Germantown
	4/8	North Thompson Sportsplex, Clearwater	3/11	Sartell Mid Sch, Sartell		3/18	The Learning Center, Maryville
	4/8	Clearwater Sec Sch, Clearwater	3/18	Moorhead Sr High Sch, Moorhead	TX Regionals	2/4	Richardson High School, Richardson
Regionals	3/4	Prince Rupert Secondary Sch, Prince Rupert	3/18	Glencoe Silver Lake HS, Glencoe		2/4	Richardson West JHS, Richardson
	3/4	Williams Lake Jr Sec Sch, Williams Lake	3/18	Coon Rapids High Sch, Coon Rapids		2/4	Bryan Adams High School, Dallas
	4/11	Killarney Secondary School, Vancouver	3/25	Armstrong HS, Plymouth		2/4	Trinity High School, Euless
	3/11	W E Graham Ele School, Slokan	3/25	Denfeld High School, Duluth		2/4	Corsicana High School, Corsicana
	3/11	Hollywood Road Middle School, Kelowna	4/1	Mayo High School, Rochester		2/4	South Grand Prairie High Sch, Grand Prairie
	3/11	Robson Secondary School, Campbell River	4/1	Forest Lake Sr High Sch, Forest Lake			
	3/11	Centennial School, Coquitlam	4/8	Westminster College, Fullon		2/11	D W Carter High School, Dallas
CA State	4/8	Magnolia School, Grass Valley	3/11	William Woods University, Fulton		2/11	Grapevine High School, Grapevine
	4/8	Bear River High School, Grass Valley	3/11	Houston R-1 Schools, Houston		2/11	Bowie High School, Arlington
	4/8	Magnolia Int Sch/Cottage Hill, Grass Valley	3/18	McCluer North High School, Florissant		2/18	Plano East Sr High Sch, Plano
			4/8	Mississippi Univ For Women, Columbus		2/25	Texas Tech University, Lubbock
Regionals	2/18	Porterville High School, Porterville	2/25	Grenada High School, Grenada		2/25	Cunningham Middle School, Houston
	2/25	Bullard High School, Fresno	3/4	East Central Community College, Decatur		2/25	Cedar Valley College, Lancaster
	2/25	Bullard High School, Fresno				2/25	R L Turner High School, Carrollton
	2/25	Carpenteria High School, Carpenteria				2/25	R L Turner High School, Carrollton
	3/4	John F Kennedy H S, Sacramento				2/25	Tarrant County Jr College, Ft Worth
	3/4	Bear River H S, Grass Valley				3/3	DelValle High School, El Paso
	3/4	Pasadena High School, Pasadena				3/3	DelValle High School, El Paso
	3/11	Florin H S, Sacramento				3/4	Briesemeister Mid Sch, Seguin
	3/11	Evergreen Elementary Sch, Cottonwood	3/25	Roxbury HS, Roxbury		3/4	Richland Community College, Dallas
	3/11	Valley View Middle School, Pleasant Hill	4/7	Binghamton University, Binghamton		3/4	Tyler Junior College, Tyler
	3/11	College Park High School, Pleasant Hill	3/9	Brookside School, Merrick		3/4	Allen High School, Allen
	2/24	Cheyabinsk, Cheyabinsk	4/22	North Central Tech College, Mansfield		3/4	Mt View College, Dallas
CB State	3/11	Quinnipiac College, Hamden	3/4	Swanton Local Schools, Swanton		3/4	Mt View Community College, Dallas
CT State	4/1	GA Nat'l Fairgrounds & Ag Ctr, Perry	3/4	Turpin High School, Cincinnati		3/4	Lake Travis Intermediate/HS, Austin
GA State	2/25	Mount Zion High School, Jonesboro	3/4	Mercer Elementary School, Cincinnati		3/4	University Of Texas-Arlington, Arlington
Regionals	3/11	GA Southern Univ, Statesboro	3/11	Sinclair Community College, Dayton		3/4	Amarillo High School, Amarillo
	3/11	Parkview High School, Lilburn	3/11	Washington HS & Armory, Massillon		3/4	North Mesquite HS, Mesquite
	3/18	Shaw High School, Columbus	3/11	Woodmore High School, Elmore	UT State	4/1	Millcreek JHS, Bountiful
	3/18	Roswell High School, Roswell	3/17	Firestone HS/Litchfield MS, Akron	VA State	4/22	Old Dominion University, Norfolk
	3/18	Lakeside High School, Evans	3/17	Independence High School, Independence	Regionals	3/4	Liberty High School, Bealeton
	3/18	Berkmar HS, Lilburn	3/17	Independence Middle School, Independence		3/4	Heritage High School, Lynchburg
	4/22	Bloomington High School, Bloomington	3/17	Zanesville Campus Of Muskingum, Zanesville		3/11	Walker-Grant Mid Sch, Fredericksburg
IL State	3/4	Fenton High School, Bensenville	3/18	Ohio University-Chillicothe, Chillicothe		3/11	Franklin County High Sch, Rocky Mount
Regionals	3/4	Bloomington JHS, Bloomington	3/18	Granville Middle School, Granville		3/11	Menchville High School, Newport News
	3/11	CCSD #15, Palatine	3/18	Edison State Community College, Piqua		3/11	George Wythe High School, Wytheville
	4/1	Illinois Central College, East Peoria	3/18	Applied Technology Center, Piqua		3/11	St Annes School, Bristol
KS Regionals	3/18	Wichita State University, Wichita	3/18	Upper Valley Joint Voc School, Piqua		3/11	Virginia High School, Bristol
	2/18	Hesston High School, Hesston	3/18	Piqua City School, Piqua		3/18	Princess Anne High Sch, Virginia Beach
	2/18	Hesston Middle School, Hesston	3/18	University of Steubenville, Steubenville		3/19	Hayfield Secondary School, Alexandria
	2/18	Derby High School, Derby	3/25	University of Toledo, Toledo OK State		3/25	Northside Jr/Sr High Sch, Roanoke
	2/18	Gardner-Edgerton High Sch, Gardner	4/1	East Central St Univ, Ada Regionals		3/25	Colonial Heights High Sch, Colonial Heights
	2/25	Garden City High School, Garden City	3/4	Southwestern OK St Univ, Weatherford	VT State	3/18	University of Vermont, Burlington
	2/25	Shawnee Mission East H S, Shawnee Mission	3/11	SE Oklahoma St Univ, Durant	WA State	4/22	Central Washington Fairgrounds, Yakima
	2/25	Pleasant Valley Mid Sch, Wichita	3/11	Rogers State College, Claremore			
KY State	4/7-8	Kentucky State University, Frankfort	4/15	Oregon State University, Corvallis Regionals	Regionals	3/4	Washougal High School, Washougal
MD State	4/29	Univ MD - Baltimore County, Baltimore	3/4	Lincoln Savage Middle School, Grants Pass		3/4	Eastlake High School, Redmond
Regionals	3/11	Catonsville Community College, Catonsville	3/4	Pleasant Hill HS & JHS, Pleasant Hill		3/11	Frontier Jr High Sch, Graham
	3/11	Gaithersburg High Sch, Gaithersburg	3/14	South Salem High School, Salem		3/11	Spokane Falls Comm College, Spokane
	3/11	Laurel High School, Laurel	3/4	Berwick High School, Berwick		3/11	Eastmont Junior High School, E Wenatchee
	3/11	Bel Air High School, Bel Air	3/4	Moon Area Senior HS, Moon Township	WI State	4/22	Univ WI - Stevens Point, Stevens Point
	3/18	S Hagerstown H S, Hagerstown	3/4	Moon Area Mid Sch, Moon Township	Regionals	3/4	Sturgeon Bay High School, Sturgeon Bay
	3/18	LaPlata High School, Indian Head	3/11	Abington Junior High School, Abington		3/4	Lombardi Middle School, Green Bay
	3/18	Northern Middle/Northern HS, Owings	3/11	Huntingdon Area HS & Mid Sch, Huntingdon		3/11	Aldrich Jr High, Beloit
	3/25	Bennett Middle School, Salisbury	3/11	McCaskey High School, Lancaster		3/11	New Holstein High School, New Holstein
	4/8	Central MI Univ, Mt Pleasant	3/18	Schafer Elementary Sch, Linesville		3/11	Seymour High And Middle Schs, Seymour
MI State	2/11	Bedford Jr/Sr HS, Temperance	3/18	Linesville High School, Linesville			
Regionals	2/18	Caledonia Middle/High School, Caledonia	4/8	E Greenwch High Sch, E Greenwch		3/11	Denmark Schools, Denmark
	2/25	Spring Lake Jr/ Sr High School, Spring Lake	4/8	University Of South Carolina, Columbia		3/11	Webster Stanley Middle School, Oshkosh
	2/25	Waterford Mott High School, Waterford	3/4	Wren Middle School, Piedmont			
	2/25	Delta College, University Center,	3/4	Dutch Fork High School, Irmo		3/11	West JHS, Wisconsin Rapids
	2/25	Traverse City West JHS, Traverse City	3/4	South Carolina State Univ, Orangeburg SD State		3/18	Appleton High School East, Appleton
	2/25	Lake Orion Jr/Sr High School, Lake Orion	4/8	Riggs High School, Pierre Regionals		3/18	Cardinal Stritch College, Milwaukee
	2/25	Waverly HS, Lansing	3/4	SDSM&T, Rapid City		3/18	Superior Sr High School, Superior
	2/25	Otsego Middle & High Schools, Otsego	3/11	Black Hills State University, Spearfish		3/25	New London High School, New London
	3/4	Grosse Pointe North High Sch, Grosse Pointe Woods	3/25	Dakota State University, Madison		3/25	St Croix Falls High School, St Croix Falls
	3/4	Marquette Sr High School, Marquette		Northern State Univ, Aberdeen		4/1	Baraboo Sr High School, Baraboo
						4/1	Onalaska Middle School, Onalaska
						4/22	West Virginia University, Morgantown



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A New Outlook... (continued from page 3)

right. This was a great idea—one that never crossed my mind—and the best thing was that it worked. That night I thought about what had happened and then the OM lightening bolt hit me—and hit me hard. The coach coordinator was right in what he was trying to tell me a month ago. LET THE KIDS DO IT! When given time, materials and a LITTLE guidance they can do anything!

THIS IS THE SPIRIT OF OM. WHAT A CONCEPT! I only when I was a child I was left to discover things on my own and not have someone say, "Don't do it that way!" or "That won't work," or my favorite, "It has always been done this way!"

If you let students discover on their own what will work and what will not, you will find, as I did, that they will give a much better performance. The kids will learn more, be more creative and will respect you greatly when it is all over. Most of all, you will have a new outlook on kids and OM!

Author's note: This experience happened over four years ago and three of my four children (Victoria, Megan, Alexander and Katelynn) now participate in OM. I have since become the Coaching Coordinator of the Jenifer Elementary OM program in Charles County and every year pass along the advice my friend gave me. "Let the kids do it!" are my first words to the new and veteran coaches, followed by my story. Remember, it's not the winning that makes you a successful coach but the lessons you learn along the way.



*Knowledge comes,
but wisdom lingers.
— Tennyson*

