



OM Judges . . .

Who Are They And Where Do They Come From?

by Janet Vincz



Last May, the 12th Annual World Finals was held at the University of Tennessee in Knoxville. There, 254 men and women worked as officials. For three days many of them stood on their feet, hour after hour, focusing their eyes on spectacles that lasted for eight-minute intervals. They listened attentively to various accents and dialects. They ate boxed lunches and slept in "no-frills" housing. All for the love of judging an OM problem . . . for the joy of evaluating style, creativity, risk, and teamwork. Why did these individuals clamor for such an opportunity, (we had to turn people down) and why were they willing to pay for it? It puzzled me that these folks—33% of them business people—also chose to spend their precious and limited vacation days with thousands of kids in Knoxville, Tennessee. Where did they come from? What motivated them to do this? I wanted to find out. So, I sent a survey to the judges that comprised the "business" group. I hoped to learn how and why these non-educators contracted the OM fever.

Not surprisingly, most respondents initially became involved through interactions with their children. Many judges become initially involved by coaching OM teams. Here's how they got hooked: "My son's team needed a coach . . . so I volunteered." Here's another rationale: "My daughter recruited me. I was the only parent with a mini-van and who could haul props." A second set of volunteers that emerged from this investigation were

(Continued on page 6)

A "Fun-Raising" Fund-raiser


Last year, the Odyssey of the Mind Newsletter introduced the *OMecdote*. This is a short and entertaining story that captures the spirit of Odyssey of the Mind. Although *OMecdotes* often tickle the funny bone of OMers, you don't have to be one to laugh.

"*OMecdotes*" are anecdotes told in a style that is Dr. Micklus' own. If you have heard Dr. Samuel Micklus, founder of OM, speak at a function, you know just how amusing his narratives can be. And, for those of you who haven't heard these stories first hand, here is a unique opportunity. (Even if you've heard one of these tales, you haven't heard them all!)

A new 32-page book by Dr. Micklus—crammed full of these delightful and sometimes zany anecdotes—is now available from OM headquarters. The book is sold in packages of 12 for \$18, which includes shipping. It's intended as a vehicle to raise funds for your OM teams. Teams may either sell it (at a retail price of their choosing) or give it to donors who contribute monies to OM.

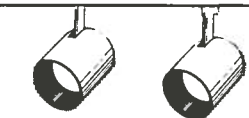
An excerpt from the book—a fun and zany fund-raising idea all by itself—follows:

Del Siegle, an OM coach at the Washington Middle School in Glendive, Montana, tells of this great fund raiser. His team sold May Day baskets delivered by goats. He says that you need one or more young goats. Older goats are hard to move around. Baby goats are easy to lead, or even carry. His team put an ad in the local paper. The ad said that May Day is coming and the OM May Day Goat delivers May Day baskets (a cup with a piece of candy). A pet store owner was the contact person to schedule deliveries. Del's team got two goats. It put a bonnet and a diaper (optional, but highly recommended) on each goat. People paid \$5 to send the baby goat with the basket to a co-worker, friend, relative, etc. They could keep the goat for a half hour or pay \$5 to send it to someone else. You could also pay \$10 to ensure that the goat would not be sent to you. With two goats, \$1,000 was raised in one day.

Only an OMer would think of such an activity! 



SPOTLIGHT



Who works as the Director of Staff Development at William E. Wilson Education Center, serves as OM Regional Director for Northern Indiana, directs Indiana Association's final OM Tournament, and heads Indiana's Chartered OM Association? Would you believe one and the same person? Her name is Kay Colston, and she is in her 5th year with Indiana OM!

Since its 1988 Charter, Indiana OM has been sponsored by the Indiana Department of Education's Gifted and Talented Unit. It has also received special support from the Wilson Education Center, where Kay is employed.

Support has been key to the success of Indiana OM. Kay is quick to share her spotlight with two other regional directors—Claudia Wheatley and Lucie Cissell—whom she calls her associate directors. "Without their help," she says, "and the help of my secretary, Dorece Romans, the Program would not have grown like it has."

And, how OM has grown with these able individuals driving it. In 1985-86, there were only 5 memberships state wide. In 1990-91, that number reached 132. (This year, as this newsletter goes to print, Indiana's membership is already 98.)

Kay is especially proud of the activities she has introduced to Indiana's OM team members. Overnight sleep-ins for OMers in Indiana have become an institution over the past three years. This forum gives OM team members in Indiana a special opportunity to attend OM workshops. Here they learn how to develop team spirit, sharpen performance techniques, identify unique presentation themes and the like. Kay tells us that the first year she sponsored one overnight and had 150 students participate. Last year there were four overnights with 550 team members in attendance. Needless to say, there are even more scheduled for this year.

When Kay is not involved in the previously cited activities, she is busy with her family: husband Michael and her two children, sixteen-year-old Allison and Richard, ten.

Some competition dates and sites were reported incorrectly in the Fall 1991 issue. Here are those corrections in competitions date/sites:

Arizona

State 04/11/92

Georgia

Regionals 02/15/92 Southern University, Statesboro,
02/22/92 Parkview HS, Lilburn
02/29/92 Mt Zion HS, Jonesboro; Columbus
College, Columbus;
State 03/21/92 Houston County HS, Warner Robins

New York:

State 04/25/92 SUNY, Binghamton

PROBLEM CLARIFICATIONS

Hybrid Relays

1. Either the permitted needles/pins/tacks or the vehicle itself must break the balloon. If the vehicle breaks the balloon, the part of it which does so must be an integral part of the vehicle and must be deemed safe by the judges.

Alice in OMerland

1. The OMerland environment includes any backdrops, background, scenery, props, or other items used to create a physical set. It is judged as a whole, taking into account all elements used. If team members wish to use something from the set as a Style category, they must indicate the specific area of the item on the Style Form. For example: artistic quality of the background; use of color in the scenery; design of the backdrops; or mechanical design of a prop.
2. The membership sign may be a part of the physical set. It will be considered part of the whole and is included in the scoring of the physical set. If the team members wish the membership sign to be scored as a Style category, they must specify on their Style Form what area of the sign they want scored, such as artistic quality, design, theme, etc.

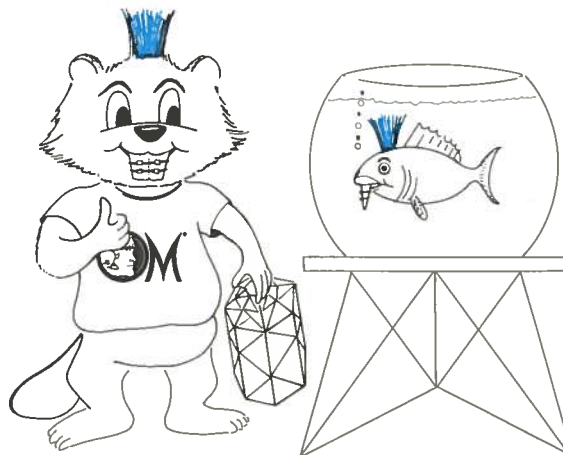
Atlas

1. It is legal for a 1/8" x 1/8" spacer to be cut diagonally (a triangular shape) and used as a corner brace.

The OMument

1. The monument may be dedicated to a person, place, thing, or idea. An idea may be considered a thing.

Note: Be sure to check the OM Computer Bulletin Board for the most recent clarifications. Your question may have already been answered. If not, be sure to follow the request for clarification procedure outlined in your Odyssey of the Mind Program Handbook. **Faxed requests for clarifications will not be acknowledged.** (Because of the delays in overseas mail, they will be accepted only from teams outside North America.) Non-US teams may send a self-addressed envelope without postage.



Chipper: There's something really neat about my pet fish, but I can't quite put my finger on it.

FROM THE COACHES CORNER...

Of Floors and Doors

by Janet Jones,
Contributing Writer and OM World Coach

Imagine, if you will . . . (we ask our OM students to do this all the time!) Imagine, just imagine. . .

A large educational facility which has at least six auditoriums—each with outstanding acoustics, 300 tiered seats, ample backstage space and multiple entrances/exits. In this same facility are numerous all-purpose ballrooms and gymnasiums with more wonderful seating areas, perfectly level floors, and enough insulation to provide for noise absorption.

There are covered entrances with easy access for vehicle loading. A fully-stocked snack bar and gourmet cafeteria is available. And, all the buildings in this facility are in immediate proximity so that no one has to walk very far! Did I mention that there is also a field house large enough to accommodate several thousand people, with an easily assembled stage and a state of the art PA system?

Oh, yes. This facility is less than ten years old, on a level site with acres of parking and hundreds of vacant residential living spaces. Not to mention its central location and easy accessibility to major airline terminals!

Would that all of our schools and colleges were designed with OM tournaments in mind.

Coaches, let me tell you. As our kids say, all the above is IN YOUR DREAMS! The perfect reality (trust me on this) does not exist! The site where your team will perform will be less than perfect. And, if you doubt my humble opinion, pick up the phone and call the tournament director. (No, not really!)

The OM adults who have the challenging task of choosing the best of the "less than perfect" locations suffer and groan, agonizing over each potential site. Should the structure problem be in this building where the floor is great, but there is lots of foot traffic and terrible acoustics? Should Division I Classics get the tiny stage with the huge auditorium, or the large stage with little seating space? After all, we must consider the safety of the team members before we consider the number of spectators we must accommodate.


From personal experience, I have seen stages with steps so narrow that large props got stuck (and it took 30 minutes to free them); sites where the dancers had to perform on carpeting; floor tiles so warped that remote-controlled devices bumped and swerved; and a vehicle site in a parking garage!

Herein lies the point. *OM is a CREATIVE PROBLEM-SOLVING PROGRAM.* The creativity and the problem solving don't stop just because your team has developed its "solution to the long-term problem".

OM coaches must help their team members to consider, when planning their long-term solutions, the "What ifs" of performance sites. The first priority, needless to say, is READ THE PROBLEM. If the Classics problem clearly states (as it has for years) to be prepared to perform in a 7" x 10" space, BELIEVE IT! Which props would the team exclude if they in fact were provided such a limited area? What if the lights can't be turned on and off? What if the prop's effectiveness depends on being viewed from a raised seating, but you are to perform in a large flat-floored room?

To my regret, I have heard many a negative remark about performance sites from coaches. (You may have heard them too.) The coach's attitude cannot help but to influence the team.

Coaches, your tasks are many and difficult. But one of the most important is to instill a sense of "We Can Meet This Challenge!" in your team members. Help your kids to EXPECT the UNEXPECTED and to be mentally and physically prepared to deal with it. If the Ranatra Fusca Award is the "heart" of OM, then the ability to be flexible is the "guts". Help your team brainstorm about things that could go wrong and *How We Could Cope With Them.* (That's even a good spontaneous problem! Don't say I never gave you anything!)


Prepare your team to perform in any kind of setting. In any kind of weather. In any kind of circumstance. That's what OM is all about! Then, when the opportunity permits, say "Thank You!" to the tournament officials who have agonized over the site logistics, who have taken into consideration all of the problem specifications, and who truly have chosen the best of the possible locations. And just remember, if you think your site is bad, you should have seen the ones that were rejected! 

OM Plans Trip to China

The OM Shanghai Committee and the City of Chongqing invite OMers to China! As with OM Association's annual trips to Moscow, all travel arrangements will be made through Passageways travel. An exact itinerary will be confirmed in January 1992. Tentatively, the ten-day trip includes the following:

- Day 1 Depart from San Francisco—Arrive Beijing
- Day 3 See Tian An Men Square and the Summer Palace
- Day 4 Visit the Great Wall and Ming Tombs
- Day 5 Take time to shop in Beijing before departing for Chongqing
- Day 6 Tour Dazu Stone Sculptures and stay overnight in Dazu
- Day 7 Return to Chongqing and tour the city
- Day 8 Leave Chongqing for Shanghai
- Day 9 Sightsee in Shanghai
- Day 10 Depart Shanghai for San Francisco

All accommodations, meals, in-city transportation, sightseeing, cultural events and service charges are included in this package. The cost of the land tour is \$856 (with air fare an additional \$1,318). Remember, like our Moscow trips, space is limited. With only 22 spots available, interested OMers who want more information should contact Laura Reid at Passageways at 1-800-748-0406, ext. #114.

Passageways is also planning to continue offering 10-day trips to Moscow. Two are scheduled this summer. The tour includes two nights in St. Petersburg, two overnight train rides between Moscow and St. Petersburg, excursions to museums, cathedrals and palaces. Call the toll-free number listed above for more information. 

Grey Panthers Meet OMER the Racoon

In search of an OM coach, children sometimes "draft" their parents. Mothers with Ph.D.s in volunteering, and Dads with advanced degrees in coaching sports are their front-line picks. And when OM children find that these prime supporters are unavailable, they creatively tap the second string to play. Who are *those recruits*? The composite is as follows: (1) have documented parenting experience, (2) perceived as having more "free" — or leisure-time than most adults, (3) enjoy children. Who is this elite group tapped by OMERs in search of a coach? Grandparents, of course! And just how do they get hooked?

In the case of Jane and Robert Tillotson, watching their grandson compete in the regional competition was a key factor in their willingness to coach. So keen was their interest in OM, they postponed their Florida vacation just to see a regional competition. Bitten by the OM bug, they volunteered to coach their grandchild's team the following year. The Tillotsons do not even live in the same town and must travel quite a distance to preside over OM meetings! But the long commute has never deterred them from their mission. Armed with *Reeses' Peanut Butter Cups* and lots of warmth and enthusiasm, the Tillotsons enjoy the OM meetings with their special group of junior high school boys. Everybody wins! 🐻

Poet's Corner...

Odyssey of the Mind

by Karensa Fisher
Othello, Washington

A star is a star
That no one can replace.
A star is afar,
In a very far distance.
You cannot ride in a train, a ship, or a car,
But you can use your mind.
Imagine, imagine,
Be creative, use your mind.
Take yourself on a free journey,
Make yourself a heroine or hero
Be an alien.
Just imagine, imagine,
Use your head,
Use your mind,
There could be things in there you find.

An Exchange Program—OM Style



In early October 1991, Inge Willich, a coach for Florida OM, visited China with a delegation of gifted educators from the states. Their journey lasted two full weeks; their time spent touring and sharing information with educators in Beijing, Hufe and Shanghai.

While there, Inge exchanged information with a fellow OMER—Mr. Chen, Director of the Shanghai China OM Association. On behalf of OM Association, Inc., Inge also presented Mr. Chen with a plaque. The tribute was to recognize the Shanghai China OM Association's membership growth in 1991. The OM Association Board of Directors instituted these awards to acknowledge an OM association's unique and noteworthy feat during a particular year. Only four OM associations received awards last year.

Since China's membership was 5 in 1990-91 and grew to 197 in 1991-92, (a 390% increase) Shanghai China OM was recognized as the chartered association with the largest membership growth. Inge presented the award at the New York World Yangtze Hotel in Shanghai. Later, Mr. Chen and a companion, Mr. Shen Hong, took Inge and a fellow traveller, Harlene Hatch, on a VIP tour of the Shanghai Zoo. The highlight of the visit, Inge tells us, was seeing the pandas.

Despite the language barriers, both Inge and Mr. Chen found that through their OM experience, they had many similarities. They ranged from the "agony and ecstasy of coaching" to the overwhelming task of fund-raising. Beyond that they shared the same feelings on World Finals: It's the ultimate goose bump-raising experience when you see the OM creativity from teams of many different nations and cultures. Inge said, "We discovered that those of us who are involved in OM are the same everywhere." 🐻

Briefly Speaking

The June 23, 1991 OM Association Board of Directors' meeting minutes were approved at the November 24, 1991 board meeting.

These motions were made and carried:

- To accept the minutes of the June 23 meeting.
- To accept contracts for Ned Eckhardt and Sam Micklus.
- To accept the board committee's recommendations for changes in the Program Governance Committee.
- To accept the OM budget.
- That the Board of Directors develop and maintain a long-range plan.
- To require that the head coach of an OM team be at least 18 years old.

Wacky Management Ideas that Work

Editor's Note: This article is excerpted with permission from a piece by Nancy K. Austin. It appeared in the November 1991 issue of Working Women magazine. The article seems to point to the fact that the business community is swinging the other way now. What could this mean for educators? Perhaps educational expectations will now focus on priorities beyond the level of basic skills.

Back in its halcyon days, the whole job of managing [a business] could be wrapped up in four famous gerunds: planning, organizing, leading, and controlling. It gave the manager a narrow job description and a sense of security. Hundreds of American companies still shelter such dinosaurs.

But this approach had one heck of a flaw. It nurtured the assumption that "professional managers" are paid to call the shots while "hourlies" are there to follow the rules. Since the postwar '40s, professional schools of business have helped to widen that gulf. And we all know the effects this has had on business.

So taking their cue from a handful of standout leaders, training types got busy. The result has been a boom in creativity training. According to *Training Magazine's* annual survey of 2,600 corporations employing more than 100 people, 32 percent offered creativity training last year, up from 25.6 percent in 1989. Fidelity Investments, Kroger, Frito-Lay, Inc. and Corning Incorporated have all instituted creativity-enhancement programs; E.I. du Pont de Nemours and Company went one step ahead and established a Center for Creativity and Innovation. It hopes its in-house program will reach all 143,000 employees.

There are some real innovators out there who push and prod the limits of button-down management and who do not allow themselves to get carried away by the latest management craze.

Bill Arnold, the improvement-minded president of Nashville's 814-bed Centennial Medical Center is one. One of his first acts at Centennial was to scatter sacrosanct management tradition by yanking his office door off its hinges and suspending it from the ceiling to underscore his commitment to an open-door policy.


His employees see his wackiness as a form of permission to figure out new and unconventional ways to do their own jobs better. The result: a scant 14 months ago Centennial had to wait a dismal 80 days to receive a payment for its services; now it collects in a respectable 24.

Many companies have taken creativity seriously enough to put their employees through formal creativity seminars. In fact, creativity consultancy has become a burgeoning field.

Some companies hire consultants to boost morale, others to tackle specific problems—how to design the ad campaign for JawChompers high-fiber cereal, for instance. But encouraging individual invention isn't enough. To make the most of its investment, the company must eliminate the institutional barriers that smother innovation in its fragile early stages. That means allowing for failure. Hewlett-Packard awards a medal of defiance to engineers who persevere on a project that clearly runs the risk of failing. That's more powerful than a dozen creativity workshops placed end to end.

HAMMING IT UP WITH OM

"W4SQG, this is KB4ZQU. Are we ready to schedule volunteers for the Tropical Regional Tournament on March 16?"

W4SQG, (a.k.a. Harry Pilafian), is an amateur radio communicator. Both Harry and his wife Audrey Pilafian, (a.k.a. KB4ZQU), are communications trustees of the Florida State Executive OM Board. Their "business" is to coordinate amateur radio operators (HAMS) who wish to provide their services to the general public. These "HAMS" volunteer their time to communicate essential information during OM competitions. Harry introduced this communications format to Florida's OM tournaments in 1987. Once competition sites and dates are firm, the communications trustees, in cooperation with the American Radio Relay League (ARRL), assign selected radio amateurs as Emergency Coordinators. These designate "network" and may then appoint another amateur in the area as the "Public Service Coordinator". The volunteers primarily assist Florida OM by providing communication services during the state competition. They can give spectators up-to-the-minute information on times or schedules, deliver messages to coordinators, give directions, or perform a variety of other functions, as needed. Information is communicated rapidly, questions answered quickly, and conferences easily arranged. With the rapid growth of OM in Florida, regional competitions have expanded from one to nine. HAM volunteers are available to all the regional directors in Florida. 



OM Judges (continued from front cover)

"the reliable friends." This group surfaced mainly because "A teacher friend of mine asked if I could help." or because "My friend was a regional problem captain and needed some judges." Some were even drafted as a result of a convoluted connection like this: "A friend of a friend was recruited to judge. He asked if I could help." Finally, there were those unsuspecting bystanders who never envisioned the power and pull of OM. These folks were "Just delivering a pizza to a meeting and the next thing I knew I was judging. . . The regional director who presented at the Optimist Club just knew I was. . . [OM] material. . ."

No matter how they became involved, these judges collectively found that OM gave them some personal rewards. They cited the importance of presenting themselves as positive role models. They enjoyed seeing kids work with tools and problems they otherwise would never have been exposed to. Many felt that the OM program allowed them to release the kid at heart—the one that harbored the creative spirit that they hid . . . or lost. Some felt it restored their faith in kids. OM showed them that this bunch does not resemble the "bad" kids you see on TV. It helped them see everything that is right with today's kids.

For others, judging an OM competition emphasized the progress we have made to ensure that creative minds will guide the future. They enjoyed seeing ideas jell and were amazed that a written problem could evolve into a myriad of creative and fascinating solutions. How wonderful it is, they chimed in unison, for kids to take [these kind of] risks. OM is such a confidence builder, helping kids learn that it's OK to be spontaneous and creative. . . encouraging kids to express themselves and think on their feet. . . providing kids with the realization that they can succeed. . . and that they can carry this creative spark into other aspects of their lives.

They also admitted to me that a totally unplanned benefit of OM was the effect it had on the way they way they viewed business problems, opportunities and solutions. OM helped them recognize that adults can grow in non-linear ways too.


How? One judge finds himself judging manufacturers' products and programs by their elements of creativity and style. With this newly acquired viewpoint, he develops marketing efforts for new products and does it with style. Another OM official found himself brainstorming with his partner the other day. . . and he realized that came from his experience with OM. Seeing what children, given the opportunity to be creative, can do has inspired him. It has given him models for how he works. Another wrote, "I am seeing many professionals taking OM concepts to work with them and having a great deal of success in the work place. It is my opinion that the OM program offers kids an environment that is more closely related to the actual business environment than the traditional vocational approach. The business world concepts of teamwork, project management, cost control, creative approaches and selling a solution wins contracts and achieves business success. These concepts are closely paralleled in the OM program."

Another testifies, "The creative process of defining, researching, brainstorming, analyzing, and criticizing to develop and find a solution is what my profession is all about. We do long-term and spontaneous problem-solving in this profession. That's because every project is a long-term problem made up of smaller problems that require immediate solutions." A judge's motivation to participate in OM is best summed up by this volunteer: "We have the opportunity to shape tomorrow's leaders."

I hear you coaches now. You're asking, "Where are these treasures? I need to bring only one judge to the regional tournament if my team expects to compete—and I can't find anyone willing to give the time. How can I get someone who agrees to go through training and certification—who will meet his/her commitment to judge?"

Here are some World Finals judges' suggestions about recruitment:

- Through programs and publicity, let people know that being a teacher is not a prerequisite to coaching and judging. Target the community. Get more adults interested. Parent/coaches are the best ambassadors. Target specific professional groups to fit the different types of problems.
- OM is something that takes only a few hours of time in a limited period once a year. With business professionals concerned with how they spend their time, I would stress how little commitment there is relative to how personally rewarding it is. It feels good to me as an [engineer] that I am inspiring the [future engineers and technicians] of our society.
- All someone has to do is attend a competition one time. Once one sees what a memorable and fun experience it is, I can't see why anyone wouldn't want to be a part of OM.
- It is not the business community that needs to be encouraged, the educators need to broaden their focus and reach out. Once adults are introduced to this program and see how creative and thinking the teams are, OM becomes so intriguing.

These folks have helped me see that the OM Program is not just for kids, but for adults as well. There are many rewards for OMers of all ages. It's important to remember that—*especially* when you are recruiting coaches and judges for your school or program. 

1992 OM Association Competition Dates.

This is a complete list as of December 10, 1991.

AB	State	03/21/92	Gilbert Paterson Community School, Lethbridge, Alberta
AR	Regionals	03/07/92	Bentonville HS, Bentonville; Pocahontas Schools, Pocahontas; Conway Schools, Conway; Ouachita Baptist University, Arkadelphia; Fairview HS, Camden
AZ	State	04/11/92	N. Little Rock HS East Campus, N. Little Rock
	Regionals	02/29/92	Arcada HS, Phoenix
		03/07/92	Buena HS, Sierra Vista
		03/14/92	Crane Jr HS, Yuma
DC	State	04/11/92	Arcadia HS, Phoenix
	Regionals	02/29/92	
GA	State	03/07/92	
	Regionals	02/15/92	GA Southern University, Statesboro
		02/22/92	Parkview HS, Lilburn
KY		02/29/92	Mt Zion HS, Jonesboro; Columbus College, Columbus;
	State	03/21/92	Houston County HS, Warner Robins
	Regionals	03/07/92	Eastern Kentucky Univ., Richmond
		03/14/92	Thomas Jefferson MS, Louisville
		03/28/92	Kentucky Westlyan College, Owenboro; N. Kentucky Univ. Highland Heights
MA	State	04/25/92	Kentucky State Univ., Frankfort
	Regionals	03/28/92	Shrewsbury MS, Shrewsbury; Melrose MS, Melrose; Medfield MS, Medfield; Triton Regional HS, Byfield
MD	State	04/11/92	Worcester Polytechnic Inst, Worcester
	Regionals	02/29/92	Northern Middle and Northern High, (So. Central); N. Harford MS, (E. Central)
		03/07/92	Mc Donough HS, (Southern); Catonsville Community College, (N. Central); Salisbury State University, (Eastern); S. Hagerstown HS, (Western); Laurel HS, (Central)
ME		03/14/92	Gaitherburg HS, (W. Central)
	State	04/04/92	Univ. MD, Baltimore
	Regionals	03/14/92	
	State	04/04/91	

(Continued on page 8)

OM NOTES:

- * Interested in judging the 1992 World Finals Competition? Our selection procedure involves training, certification, and a recommendation from your Chartered Association's director. If you are interested, take the first step and contact your association director. Find out how to register for a training session and become certified in the problem you wish to judge. Obtain their names, addresses and telephone numbers from the list in your 1991-92 membership packet or call the OM office.
- * Carol Biros, Regional Director in Pennsylvania, informs us that Duke University in North Carolina is enticing prospective students with a piece about its uniqueness. This copy appears on page 19 of its 1991-92 *Bulletin of Information*: "Duke attracts highly energetic and involved students—students who in high school were engaged in music, drama, student government, athletic teams, and a host of other activities. For instance, last year's entering class included a young scientist whose research was published in the *Journal of Clinical Microbiology*, a dancer who performed with Joffrey Ballet, the host of a syndicated TV show, a musician who was principal cellist for several Julliard groups, and a member of the world championship team from *Odyssey of the Mind*."
- * First Data Resources, Inc. of Omaha has agreed to co-sponsor the Nebraska State OM Competition on a regional and state level. It is co-sponsoring this with the Nebraska *Odyssey of the Mind* Association. This continued partnership is a result of the persistent work of a Region I coach, Mura Thather. Ms. Thather, a parent-coach from Underwood Hills school in the Westside community, saw this as a way for both the state organization and FDR to benefit as they promote creativity.
- * It's official. The University of Maryland, College Park will host the 1993 World Finals Competition. The tentative dates for the event are June 3-5, 1993.
- * NJ OM has formed a partnership with NJ IBM. NJ IBMers promise to provide 100 judges for NJ OM competitions. IBM will also pay for officials' tee shirts for *all* NJ OM judges and provide a banner for all OM tournaments in NJ. Interested IBMers are invited to discover how OM kids brainstorm ideas, work as a team, plan solutions etc.—because they can observe an OM meeting. To keep the channels of communication flowing, an IBM representative will sit on the NJOM Board of Directors. A task force of IBM employees who work in NJ will contact every NJ superintendent. This effort will promote OM and recruit new NJOM members.
- * In October, fifty OM Association Directors from fifty-five chartered associations attended the OM Association Directors' Advisory Board Meeting in Denver, Colorado. Among the participants were Peter Khamchuk, Director of Russia OM and Nina Milovidova, Russia OM interpreter. They arrived on Thursday, October 10, and spent some time with two American host families. OMers Dave Thompson and Julie Farr opened up their homes and their hearts to our Russian OM visitors. Dave, a member of Colorado OM's Board of Directors, and Julie, a Colorado regional director, scheduled a variety of activities for Nina and Peter during their week-long stay.

While they visited the US to attend the OM Directors' meeting, Peter and Nina spent some of their "free" time visiting children in the Colorado elementary schools. Both kids and adults learned much about each other's culture, and found out that as people, they really aren't that different.

- * The 1991 *Odyssey of the Mind Summer Newsletter* listed Martin Elementary School, Waldorf Maryland, as placing third in Super Collider: Division I at the 1991 World Finals. This team, in fact, tied for second with Southside School, El Dorado, Arkansas. The third place team was Salem Gifted and Talented Program, Salem Virginia. Coach: Donna Pate. Team members: Jennifer Crawford; Melissa Ewing, Gretta Hughes, Leslie Meadows, Sarah Palmer, Tabitha Patterson. Fourth place was awarded to Bellmawr Gifted and Talented Program.
- * A reminder that entries for OMER'S OMATHON are due in the OM office no later than 1/15/92. Your entry should "tell" an OM story (real or imagined). You (or your team) are free to depict it in a format that is completely open. See your *Fall 1991 OM Newsletter* issue for details and an entry blank. All entries must be accompanied by an official entry form and sent to OM Association: OMathon. The remaining address information is on the back page of this newsletter.

ASSOCIATION ROUNDUP

You may know a school interested in applying for an OM membership. Let key personnel know the cutoff date that applies to them:

Membership Cut-off Dates:

AL	12/20/91	NM	01/14/92
AR	01/01/92	NV	03/01/92
AZ	02/06/92	NY	03/12/92
CA	01/10/92	OH	01/15/92
GA	12/31/91	OK	02/15/92
MA	01/01/92	OR	01/06/92
ME	01/31/92	PA	02/15/92
MD	02/01/92	SD	12/31/91
MN	12/13/91	TN	02/29/92
MS	01/15/92	TX	01/15/92
MT	01/15/92	UT	03/06/92
NC	01/10/92	VA	01/06/92
NE	12/01/91	WI	01/06/92
NH	02/14/92	WV	01/15/92
NJ	12/31/91		

If you have something of interest for the newsletter, please send it to us. Articles should be approximately 200 words; however, longer articles will be considered. Any articles submitted may be edited by us. Articles may not be returned unless specifically requested and a self-addressed, stamped envelope is enclosed. Submit articles to: *OM Association, P.O. Box 547, Glassboro, NJ 08028.*



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1992 OM Association Competition Dates.

(Continued from page 6)

MI	Regionals	02/29/92	Spring Lake Jr/Sr HS, Spring Lake; Delta College, University Center; MI Tech Univ. & Student Dev. Complex, Houghton				
		03/07/92	Mott HS, Waterford; Grand Ledge HS, Grand Ledge; Otsego MS & HS, Otsego;				
		03/14/92	Alpena HS, Alpena; Grosse Point N. HS, Grosse Point Woods; Aquinas College, Grand Rapids;				
		03/21/92	Traverse City Jr. HS, Traverse City; Northwest Jr/Sr HS, Jackson				
MN	State	04/25/92	Central Michigan Univ., Mt. Pleasant				
	Regionals	02/15/92	South Jr. HS, St. Cloud				
		02/29/92	Glencoe HS, Glencoe; Armstrong HS, Plymouth				
		03/07/92	Moorhead HS, Moorhead; Harding HS, St. Paul; Owatonna HS, Owatonna; Central HS, Duluth				
		03/14/92	Coon Rapids HS, Coon Rapids				
		03/21/92	Armstrong HS, Plymouth				
	State	04/11/92	Armstrong HS, Plymouth				
MS	Regionals	03/20/92	Millsaps College, Jackson				
		03/28/92	Neshoba Central, Philadelphia				
		03/21/92	Millsaps College, Jackson				
		03/28/92	Neshoba Central, Philadelphia				
	State	04/25/92	MS University for Women, Columbus				
MT	Regionals	02/15/92	Ft. Benton E.S. & HS, Ft. Benton; Lockwood Schools, Billings				
		02/22/92	Dawson Community College, Glendive; Paris Gibson M.S., Great Falls; Bozeman Sr. H.S., Bozeman				
		02/29/92	Washington M.S., Missoula				
	State	03/21/92	Montana State University, Bozeman				
NC	Regionals	03/07/92	Appalachian State University, Boone; A.C. Reynolds Middle & HS, Ashville; East Carolina University, Greenville; Carnegie MS, Raleigh				
		03/14/92	Kennedy Jr HS, Charlotte; Wake Forest University, Winston Salem				
		04/13/92	Western Carolina University, Cullowhee				
ND	State	04/04/91	Fargo				
NH	Regionals	03/07/92	Winnisquam Jr/Sr HS, Tilton				
		03/14/92	Merrimack HS, Merrimack; Pinkerton Acad, Derry				
		03/21/92	Kingswood Mid & HS, Wolfeboro; Nashua HS, Nashua				
	State	04/04/92	Portsmouth HS, Portsmouth				
NM	State	03/21/92	W. Mesa HS, Albuquerque				
NV	State	03/28/92	Proctor Hug HS, Reno				
NY	Regionals	03/21/92	Brookside School, Merrick State				
		04/25/92	SUNY Binghamton				
OH	Regionals	02/28-9/92	Stow-Munroe Falls HS, Stow				
		03/06-07/92	Sheidan HS and Jr. HS, Thornville; Fairfield Freshman, Fairfield MS; Fairfield				
		03/13-14/92	Edison College, Piqua; Marysville HS, Marysville; Chillicothe, Chillicothe; Wintersville Elem & HS, Buchanan Jr HS, Wintersville; Sinclair Commnity College, Dayton; University of Findly, Findlay				
		03/14/92	Salem HS, Salem; University of Toledo, Toledo				
		03/20-21/92	Medina HS, Medina				
	State	04/10-11/92	Marysville MS & HS, Marysville				
OK	Regionals	03/14/92	Rogers St College, Claremore				
		03/21/92	SW OK St Univirsity, Weatherford				
		03/28/92	SE OK St University, Durant				
		03/28/92	Phillips University, Enid				
	State	04/11/92	E Central University, Ada				
OR	Regionals	03/07/92	Western OR State College, Monmouth				
	State	04/11/92	Huntingdon Area HS & MS, Huntingdon				
PA	Regionals	03/07/91	Perkiomen Valley HS, Graterford				
		03/21/91	Upstate Univ. of SC, Spartanburg; Highlands-Wren Mid. and HS, Piedmont; Midlands-Richland Northeast HS, Columbia; Lowcountry-SC State College, Orangeburg				
SC	Regionals	03/07/92	Univ. Of SC, Columbia				
	State	03/21/92	Dakota St Univirsity, Madison				
SD	Regionals	02/29/92	N. State University, Aberdeen; SD Sch Mines/Tech, Rapid City;				
		03/07/92	Riggs HS, Pierre				
	State	04/04/92	King College, Bristol; Dickson JHS, Dickson; Houston HS, Germantown				
	Regionals	02/28-29/92	David Lipscomb University, Nashville				
TX	Regionals	02/01/92	Mc Neil Jr. HS, Wichita Falls				
		02/08/92	Grapevine HS, Grapevine; Southwest HS, Fort Worth; Lewisville, HS, Lewisville; Richardson HS, Richardson				
		03/07/92	Richland College, Dallas; Midwestern State Univ., Wichita Falls				
	State	04/11/92	University of Texas at El Paso, El Paso				
UT	State	04/11/92	Spanish Fork HS				
WV	State	03/28/92	Fairmont State College, Fairmont				
WA	Regionals	03/07/92	LaVetutre Elementary, Mt. Vernon; Redmond HS, Maryville; Chimacum Schools, Chimacum; Thompson Elementary & Spanaway Lake Jr. HS, Bethel; Cenntennial MS, West Valley				
		03/14/92	Marysville Pilchuck HS, Marysville; Eisenhower MS, Yakima State				
WI	Regionals	02/29/92	Sturgeon Bay HS, Sturgeon Bay; Sturgeon Bay Mid Sch, Sturgeon Bay				
		03/14/92	Aldrich, Jr. HS, Beloit; Seymour Mid Sch & Seymour HS, Seymour; Baraboo Sr. HS, Baraboo; East HS, Appleton; Univ. WI, Eau Claire and Superior; Wittenburg-Birnamwood HS, Wittenberg				
		03/21/92	Mensha HS, Mensha; Grand Ave Mid Sch, Milwaukee; Southwest HS, Green Bay; New London HS, New London				
		03/28/92	Ben Franklin Jr HS, Stevens Point; Iowa-Grant HS, Livingston; Sheboygan Schs, Sheboygan				
	State	04/11/92	Univ WI, Stevens Point				
WY	State	03/28/92	Riverton				
	World Finals	05/28-30/92	Denver, Colorado				