



Odyssey of the Mind

Newsletter

with special emphasis on coaching

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Little Man Tate Mentions Odyssey of the Mind

Orion Pictures' *Little Man Tate*, with a release date of fall 1991 and starring and directed by Jodie Foster, has a seven-year-old character, portrayed as Foster's son, participate in an Odyssey of the Mind competition in Atlanta. Adam Hann-Byrd portrays a seven-year-old genius named Fred who has trouble fitting in with other children his age.

Oscar-winner Dianne Wiest plays a child psychologist. Wiest won an Academy Award as best supporting actress in *Hannah and Her Sisters* and was also nominated for *Parenthood*. Foster won the Academy Award as best actress in *The Accused*. Foster set aside four years in her busy life to attend and graduate from Yale University showing that talent and brains complement each other. OM is pleased with Jodie Foster's involvement in the movie since she serves as a good example for youth.

Filming took place in Ohio in September. Four hundred and fifty children from Upper Arlington School District made their film debuts as extras. By coincidence, Upper Arlington's Greensview Elementary School placed fifth in *OMitronic Humor Division I* at the 1990 World Finals. 

The Soviet Union Odyssey

Susan McCormick, an OM coach since 1983 from Montana and now Dallas, Texas, toured the Soviet Union this past summer with the OM contingent. Afterwards she wrote...

"It was such an honor to represent OM in the Soviet Union. In August, I began one of the most exciting odysseys of my life when I took part in OM's Soviet Union tour. Our host families greeted eleven people from Michigan, Texas, and Canada at Sheremetevo airport in Moscow. They took us to Troitsk where they opened their homes as well as their hearts to us.

"At our first adventure, the ancient town of Zagorst with its monastery and beautiful azure and gold onion-domed cathedral, we caught our first glimpses of the famous Soviet icons, gold encrusted with precious stones and pearls. That night we picnicked with our Soviet friends and families in the forest near Troitsk. We ate, talked, and laughed until the full moon shone high in the sky and the tall pines and aspen were mere shadows.

"The next day was filled with the sights, smells, and tastes of Moscow. My first glimpse of St. Basil's Cathedral brought

tears to my eyes. Having grown up during the cold war, 'under the shadow of the mushroom cloud,' a moment such as this had seemed impossible. To be in Red Square surrounded by our dear Soviet friends, with St. Basil's towering over us seemed a celebration of the human spirit indeed. (Last year my OM team chose St. Basil's as a replacement for one of its *Seven Wonders of the World*.)

"The Kremlin Museum held such treasures as one can only imagine. Here, as everywhere, our friends served as guides and 'guardian angels,' always near when someone strayed or needed anything.

"After an overnight train ride where the conductor served us hot tea in antique silver holders, we arrived in beautiful Leningrad. The Hermitage, housing one of the world's most famous art collections, was overwhelming! We also shopped and visited St. Isak Cathedral and the Peter and Paul Fortress. Before boarding the train back to Moscow, we made a trip to Pushkin to visit Catherine the Great's beautiful palace.




The grounds of Peter the Great's Summer Palace near Leningrad

"Back in Moscow, we rode the Metro and were dazzled by the art work in each of the stations. Statues cast in bronze, stained glass windows, and mosaics created a sort of series of underground museums. That night we attended the famous Moscow ballet.

"The next days we visited Vladimir and Suzdal. The beauty of the countryside, the people, and the evidence of their strong heritage was no more apparent than in these two ancient towns. It's easy to see why our Soviet friends are such a proud people.

"On our last day, the Soviet OM coaches and officials, Sarabeth Smeltzer, and I participated in a workshop where we exchanged OM coaching strategies and philosophy. Some of us had met briefly as competitors at the Boulder world finals.

"Other memories include having our luggage lost for five days (our friends were most generous), wonderful ice cream, late-night conversations, toasting vodka, making friends and breaking down some boundaries which keep our two great nations apart, sharing our OM bonds, and ... sharing our human spirit." 


OM SPOTLIGHT

Micky Mayer, Texas OM Association director, is in the OM spotlight. After serving as northeast Texas regional director for four years, Micky became association director in 1986 when Texas, then split into three associations, united into one. She watched her memberships increase from 196 in 1985 to 548 in 1990, ranking Texas as the third largest OM association.

Of her endeavors Micky states, "It has been exciting to watch the program spread across our grand state, yet there are so many more people to involve in the program."

In addition to her involvement on an administrative level, this year Micky hopes to help coach her son Brian's kindergarten team. She coached her daughter Michelle's primary team a few years ago.


Micky's association responsibilities are part of her job as a gifted consultant for her employer, Region 10 Educational Services Center in Richardson. Each year the Texas State Department of Education provides funding to help run the Odyssey of the Mind Program. This year's \$65,000 state gifted education grant will help to run the program and provide OM training in Texas. Micky says, "My goal this year is also to establish Texas OM scholarships for our great Division III folks."

When assessing her duties as director of a rapidly expanding chartered association, Micky states, "Every year after the state tournament I ask myself, 'Do you really want to continue doing this OM thing?' After a day or two I answer, 'Of course, I do, I love it so!'" 

Components of Creativity

Betty Edwards, author of *Drawing on the Artist Within*, cites a five-step model for creativity.

- Step 1: First insight** is the initial recognition or statement of the problem.
- Step 2: Saturation** is the information-gathering stage. The more diverse the information sources, the better the solutions that can be derived.
- Step 3: Incubation**, the mulling-over period, takes advantage of the mind's ability to make patterns from the information provided to it. Creativity is sometimes described as a synthesis of information and experience. The incubation stage is the time during which the mind "plays with" the conscious and subconscious possibilities. Because the mind needs time and freedom to allow incubation to occur, creativity consultants advise walking away from a problem after the saturation stage.
- Step 4: Illumination**, the "ah-ha!" stage, inevitably comes "in a flash," often while the person is doing something else. For example, many people suddenly "see" the answer to a problem while taking a walk, shaving, or cooking.
- Step 5: Verification**, the testing and refinement stage of creativity, is the chance to try out the new idea. Most ideas do not emerge in final form, and others, despite the "ah-ha!" reaction, prove to be the wrong answer.

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For the Football Enthusiast

submitted by Mary Stein from Maplewood, Minnesota

Use the clue words to identify professional football teams.

- | | |
|----------------------|-----------------------------------|
| 1. equine goes wild | 15. uncle's army spouse |
| 2. U.S. bird | 16. Peter and Paul |
| 3. tiger | 17. ewe's mate |
| 4. king of beasts | 18. half bovine/half young man |
| 5. streaker | 19. marine bird |
| 6. thief | 20. loader |
| 7. six shooter | 21. 7 squared |
| 8. I.O.U. | 22. Indian leader |
| 9. 747 | 23. credit card user |
| 10. stupid sunbather | 24. Henry's first compact |
| 11. wise sunbather | 25. a girl's toy and a fish's arm |
| 12. \$1 for corn | 26. lubricators |
| 13. midnight snacker | 27. American forefathers |
| 14. six rulers | 28. fundamental law |

OM NOTES

- A month before the 1991 World Finals, the U.S. Department of Commerce will host an economic conference between the United States and European countries at **The University of Tennessee — Knoxville**.
- The program governance committee decided to schedule OM World Finals competition so that each chartered association competes on **two days** with all its teams in one or two divisions competing on the same day.
- The August 5, 1990, *Chicago Tribune Magazine* had an excellent feature on the 1990 World Finals.
- Good news. **Laura Liskey**, Virginia regional director, and **Bill Cole**, a world finals judge from Virginia tied the knot on October 6.
- **Oklahoma OM Association** got its initial Summer Enrichment Program off with a bang. The Noble Foundation donated \$5,000 to help fund it.
- **Patti Olmsted**, the versatile West Virginia and Maryland official, says this year she will also officiate for Virginia which makes her a tri-state official.
- **Andi Williams**, Texas regional director, and **Sue Lyons**, Ohio regional director, presented in early November at the Creative and Inventive Thinking Skills Conference in Toledo, Ohio.
- CBS News cited **Thayer Jr/Sr High School** in Winchester, New Hampshire, an Odyssey of the Mind member, in its television special, *America's Toughest Assignment: Solving The Education Crisis*. Dennis Littky, Thayer's principal, credits his teachers for bringing about educational reform at Thayer. **Thomas Jefferson Middle School** in Louisville, site of one of Kentucky's regional tournaments, was also featured on the show.
- The **New Hampshire OM Association** will honor the late Jim Henson, originator of the Muppets, by putting his picture on its 1991 state tee shirts.
- *Time Magazine* reports that the OM 1986 Creativity Award winner, **Dr. Paul MacCready**, helped design the GM *Sunracer*, winner of the 1987 World Solar Challenge Across America. Dr. MacCready states that the real value of Sunracer was that its improvements in aerodynamics, lightweight materials and motor technology made possible GM's *Impact*, a non-solar electric car now being readied for mass production. Wonder if Dr. MacCready could build a solar-powered *OMer's Buggy Lite*?
- If you have any comments about the OM newsletter, e.g. how to improve it, how great it is, what you'd like included, or whatever, please let us know.

TIPS FOR COACHES

by Beth Braden-Bugenhagen, former Maryland coach at Calvert High School, 1983 World Finals Champion

1. Stress to students that OM tests creativity, not intellect.
2. Make certain that students understand what they will be scored on and for what they will be penalized. Sometimes they get carried away with an idea and exceed the limitations.
3. Brainstorming is extremely important in preparing for spontaneous problems. The more often you get the students together to brainstorm, the better. Sometimes it is the spontaneous problem competition that breaks a tie.
4. Encourage your students to work only on long-term problems that interest them. One student's lack of enthusiasm on a team can cause a lot of tension and perhaps cost that team an award.
5. Guide the students, but don't answer their questions. Instead, provide direction by asking them questions such as:
 - "What would be another way of doing it?"
 - "Why do you think it didn't work?"
 - "Did you listen to suggestions from everyone in your group?"
 - "Where else can you go for materials and information?"
 - "What could go wrong and how can you make sure it won't happen again?"
 - "Do you think it can win?"
6. Make your meeting times consistent and demand their attendance. Idle threats will get you nowhere.
7. Don't just "turn them loose" to accomplish a project. Set deadlines for them to let them know that you expect them to stay on task.
8. Ask often to see the results of their research and industry.

SCAMPER Techniques

Taken from Bob Eberle's book, *Scamper*. Reprinted with permission from D.O.K. Publishers, Buffalo, New York.

S	<i>Substitute</i>	To have a person or thing act or serve in the place of another.
C	<i>Combine</i>	To bring together, to unite.
A	<i>Adapt</i>	To adjust for the purpose of suiting a condition or purpose.
M	<i>Modify</i>	To alter, to change the form or quality.
	<i>Magnify</i>	To enlarge, to make greater in form or quality.
	<i>Minify</i>	To make smaller, lighter, slower, less frequent.
P	<i>Put To Other Uses</i>	To be used for purposes other than originally intended.
E	<i>Eliminate</i>	To remove, omit, or get rid of a quality, part or whole.
R	<i>Reverse</i>	To place opposite or contrary, to turn it around.
	<i>Rearrange</i>	To change the order or adjust, different plan, layout or scheme.



SPONTANEOUS COACHING TIPS

from the Maryland OM Association

Practice using a variety of kinds of problems and techniques so your team members do not "freeze" if a new type of problem is given to them. Use a variety of objects and encourage them to think of new uses for the object, ways that the object could be adapted, what happens if the object enlarges or shrinks. See **SCAMPER TECHNIQUES**.

When doing a spontaneous problem with an object, students should brainstorm a list of general things that can be done with an object (you can always throw it, smash it, hang it on a Christmas tree, make music with it, give it as a present, etc.) If the student freezes and cannot think of an answer, these answers possibly can be used. Remember that the example read to you by the judge may be used unless you are told not to use it. Practice looking at words in a variety of ways to see if the team can think of ways to use the words in different ways. (Ship: can refer to kinds of boats, but the team also can use the word as penmanship, sportsmanship, friendship, etc.)

Have students practice taking turns in order around the table and by random selection — drawing a card that corresponds to an assigned seat number.

Remind students that only the five team members chosen to represent the team may go into the spontaneous problem room. Other team members, parents, and coaches may not enter the room and must wait quietly in the designated area.

Warn students: (1) not to argue with the judge — if they do, the clock continues to run; (2) not to correct the judge if a mistake is made, such as an answer repeated, and the judge doesn't comment; (3) not to talk to each other unless they are told they may; (4) to ask questions if they do not understand the problem, but only to ask during the think time; (5) if they are given a problem which they must solve as a team, appoint a leader and a timekeeper to keep them on track and to help solve the problem in the given time; (6) not to tell anyone — parents, teacher, coach, other team members—what the spontaneous problem is until after the awards ceremony; other teams in your division will have the same problem, and if they overhear what the problem is before they go to the spontaneous competition, it will be to their advantage and will hurt your team's chance of winning.

The best way to prepare for the spontaneous problem is to PRACTICE, PRACTICE, PRACTICE, PRACTICE!!!! Practice as a team, and practice with one's family and friends, so that you get used to "seeing things in a different way."



TIPS FOR BRAINSTORMING

from the Maryland OM Association

1. **Rule out criticism.** This does not mean that criticism is banned altogether in the creative problem-solving process. It simply means that criticism is suspended during the idea-production stage of the process.
2. **Welcome free-wheeling.** The wilder the ideas, the better. Offbeat, impractical, silly ideas may trigger in other team members a practical, breakthrough idea which might not otherwise occur.
3. **Go for quantity.** This rule is supported by data indicating that the greater the number of ideas produced, the greater the likelihood of useful, original ideas.
4. **Seek combination and improvement.** Group members are encouraged to hitchhike on the ideas of other team members to think of ways in which the ideas of other team members can be combined into a still better idea, and the like.



Novice Coaches' Test

from the Maryland OM Association

If you are a novice coach, you may be confused at times about the OM rules. Read through the following questions to see if you can answer these basic rules. Answers can be found in the program handbook.

1. An OM team consists of:
 - a. exactly five students.
 - b. at least five and not more than 10 students (usually 7-8).
 - c. not more than seven students (usually 5-7).
 - d. not more than five students (usually 4-5).
2. Division II consists of:
 - a. all second-place teams.
 - b. all middle school and/or junior highs.
 - c. grades 7 through 9.
 - d. grades 6 through 8.
3. Which of the following does not have to be on the style sheet?
 - a. mandatory style categories.
 - b. a synopsis explaining the style presentation.
 - c. the member's name, its city and state/province.
 - d. team members' names.
4. A team receives 172 points as its long-term raw score, tying for highest in the competition. How many long-term percentaged points will it receive?
 - a. 172
 - b. 344
 - c. 86
 - d. 200
5. Which is a true statement?
 - a. The team that has the highest long-term score wins.
 - b. A team that wins two of the three scoring categories (long-term, spontaneous, and style) is the automatic winner.
 - c. Long-term, spontaneous, and style all count in determining winners.
 - d. A team must be first in long-term, first in style, and first in spontaneous to win.
6. Which is a true statement?
 - a. The coach directs the students as they present their long-term solution.
 - b. The five team members who present the long-term solution must be the same five who solve the spontaneous problem.
 - c. Only five members may present the long-term solution, but the others may help by coaching from the sidelines and running media equipment.
 - d. Only seven or fewer team members may help with prop construction.
7. A team pays \$7 for fabric and uses one-half of it, \$2.50 for Plexiglas™, \$.99 for a jar of glue, \$4 for paints, and \$15 for a toy wagon. The team receives a make-up kit as a gift from someone's parents which costs \$8 at the store. It uses two wigs that the coach estimates would cost \$5 each at a yard sale. What should be the total on its cost sheet?
 - a. $\$7 + \$2.50 + \$.99 + \$4 + \$15 = \29.49 .
 - b. $\$7 + \$1 + \$12 = \20 .
 - c. $\$3.50 + \$1.25 + \$.50 + \$2 + \$7.50 + \$4 + \$2.50 + \$2.50 = \$23.75$.
 - d. $\$3.50 + \$2.50 + \$.99 + \$4 + \$15 + \$8 + \$5 + \$5 = \$43.99$.
8. Winners are determined on the basis of:
 - a. total long-term, spontaneous, and style *percentaged* scores.
 - b. total long-term, spontaneous, and style *raw* scores.
 - c. total long-term *raw* scores.
 - d. total long-term *percentaged* scores.
9. If a team has a problem clarification that affects its solution:
 - a. it is the judge's responsibility to know about it, since it appears on the list of all clarifications.
 - b. the team must present a copy of the clarification to the judges before presenting its problem solution.
 - c. if penalized, the team should then show it to the judges to have the score changed.
 - d. the team should announce it to the audience before presenting its solution.
10. Ranatra Fusca is:
 - a. a classification of insect.
 - b. the name of an award for highly unusual or creative solutions.
 - c. an award given to both teams and individuals.
 - d. all of the above.
11. A spirit of the problem penalty may be assessed if:
 - a. the team solves the problem in a way that avoids breaking the rules, but evades the intent of the problem.
 - b. team members break a rule for which there is no listed penalty.
 - c. the team shows little imagination in its solution.
 - d. both a and b.
12. Which of the following would **not** qualify as typical school media equipment and should be included on the team's cost sheet?
 - a. a slide projector
 - b. a set of portable stage lights
 - c. a tape recorder
 - d. an IBM mainframe computer
13. If you have a question about the problem's rules, you should:
 - a. tell the team to make the best guess it can.
 - b. send for a written problem clarification.
 - c. call another coach and find an answer that you can agree upon.
 - d. call OM Association headquarters.
14. If the costumes that the team members design are too difficult for them to make, they should:
 - a. get their parents to make them.
 - b. do what they can, and let parents or coaches apply the difficult "finishing touches."
 - c. design different costumes that they are capable of making and make them themselves.
 - d. forget about costumes.
15. Which is true about spontaneous problems?
 - a. Because the team does not know the problem in advance, it does not need to practice.
 - b. Spontaneous scores rarely make the difference in a team winning a competition.
 - c. Spontaneous problems are always brainstorming problems.
 - d. Teams that practice spontaneous problem solving often and use a variety of spontaneous problems generally score higher in spontaneous competition.
16. Style is:
 - a. just for fun, and doesn't affect scores.
 - b. such a matter of individual taste that the team can't really prepare for it.
 - c. often the difference between a good solution and a great one.
 - d. the most important scoring category in any problem.
17. The most important goal of OM is:
 - a. to determine winning teams.
 - b. to encourage and reward creativity and problem-solving skills.
 - c. to compete with sports teams for popularity.
 - d. to build school spirit.
18. Which is a true statement?
 - a. A team should work on just one long-term problem.
 - b. A team must prepare solutions to all five long-term problems.
 - c. Total scores of teams in different problems are compared to declare an overall winner.
 - d. A team needs to prepare for only one long-term problem, but can gain additional points for solutions to other problems.
19. A team includes two second-graders, a fourth-grader, three fifth-graders and a sixth-grader. It must compete in:
 - a. Division I.
 - b. Division II.
 - c. Division III.
 - d. It may not compete because the students are from different grades.
20. What statement is true about membership signs? They
 - a. must be visible from 25 feet.
 - b. may not contain anything but the school name.
 - c. must include art work.
 - d. are optional props.
21. What must the team be prepared to give to the judges before presenting its solution?
 - a. a complete script.
 - b. two style forms, a cost form, an outside assistance form and any problem clarifications it has requested, plus any special materials, such as playbills, that may be required for that particular problem.
 - c. Nothing is required, but some problems allow teams to earn extra points by making artistic playbills.
 - d. a letter from the coach explaining what the team is going to do in its presentation.
22. If one team member on a seven-member team quits just before a tournament, the team
 - a. must immediately find a replacement.
 - b. must compete with six team members.
 - c. cannot compete.
 - d. may only demonstrate its solution.

Coaches' Notes

- As team members do a verbal spontaneous problem they frequently create a mental list of responses. Several successful coaches and coaches' trainers suggest using the *Book of Lists* to hone the team's list-making ability.
- Last year, a Pennsylvania *Geographic Odyssey* team approached its area car dealers and made arrangements to do Saturday performances. The performances brought people into the car lots and allowed students to raise over \$1,000 while polishing their performance.
- Some members noted on their response cards that were part of the special issue newsletter that they did not receive the curriculum materials or they thought that a computer was needed to use them. Please note that when we refer to IBM-provided curriculum materials, we refer to the printed material that comes on the left-hand side of every membership packet. The coach/contact person whose name is listed with the membership receives and hopefully distributes these materials.
- At the time we researched the bibliography for the curriculum materials, the book *Pompeii* by Peter Connolly was not published in North America. It appears appropriate for children aged ten and up. Oxford University Press offers Odyssey of the Mind members a special 20 percent discount off the \$16.95 price. To order, send a check or purchase order for \$13.50 plus \$1.50 shipping and handling for the first book and \$.75 for each additional book to: Annie Stafford, Oxford University Press, 200 Madison Ave., New York, NY 10016. Mention the name Odyssey of the Mind on your order.
- Check this newsletter's mailing label to make sure your membership information is correctly listed with our office. If you're in doubt of your appropriate membership category, refer to pages three and four of the program handbook.
- Our apologies and thanks for your patience. We changed our computer data base program during the summer which when we started sending out membership packets resulted in *Excedrin*™ headache number three billion.
- Your teams may enjoy watching a world finals videotape to see how exciting it is to attend world finals. We have some 1987 tapes that sell for \$25. The 1990 world finals videotape is available for \$50. There is no shipping and handling cost on the tapes.
- To obtain more hands-on math and science curriculum activities for K-8, the Discovery channel's *Assignment Discovery* program offers *Spectrum*, a teachers' curriculum guide provided by *Science Weekly*. For more information contact — Glennette Clark, *Science Weekly*, 2141 Industrial Parkway, Suite 202, Silver Springs, MD 20904, (301) 680-8804.
- **Carol Johnson**, Wisconsin regional director, informs us that Beloit School District's new teachers' contract dictates that Odyssey of the Mind coaches be paid stipends much like athletic coaches, with experience a factor in the pay scale.

Quotes about Creativity

"A creative solution usually results from many failures from which new ideas are derived until a solution is found. Thomas Edison failed many times before successfully developing the light bulb. He also earned more than 1,000 patents, most of which are forgotten today." — **Lesley Dorman** and **Peter Edidin** in *Psychology Today* magazine

"Creativity, by its nature, is never satisfied, never content . . . creativity by its very nature grows out of discontent with something. Very few creative ideas arrive in final, polished form. They usually come out half-baked, or even quarter-baked." — **Phil Neches**, senior vice president and chief scientist, NCR Corporation

" . . . to be creative, you have to be willing to take risks, to work alone and to want to be distinctive, not to run with the pack. Modeling is important. If you spend five years around risk takers, chances are you may be willing to take risks, too. Normal or above-normal intelligence is necessary for creativity, but genius is not." — **Howard Gardner**, a co-director of **Harvard's Project Zero**, an ongoing research program on creativity and intelligence.

"Creative people fall into two categories: some people are adapters, others are innovators, and it is best to have a mix of the two in creative problem solving." — **Sharon Sensabaugh**, a cognitive psychologist at the Center for Creative Leadership in Greensboro, North Carolina.

"Research now indicates that creative people are made, not born." — *Science Digest*, 1986.

"Everyone is a genius at least once a year. The real geniuses simply have their bright ideas closer together." — **George Lichtenberg**

"All the evidence from business, science, and psychology suggests that the best results are achieved by risking mistakes and by having a positive attitude toward them when they occur." — comedian and businessman **John Cleese**



Subject: The Birthing Process or How to Team Build

by Janet Jones, Coach of Two World Finals Teams from Borger, Texas

So you thought you were through! "I ain't birthin' no more babies!" Famous last words. Just when you thought it was safe to drink the water . . . the drum of the tympani beings: dum, dum, dum dum . . . they're HERE!

Only this time you have sextuplets!!

Seven very non-identical young people are now YOURS for the duration. The duration of the OM season. The duration of your patience. And the duration of your organizational and shepherding skills.

No matter how these kids came to be yours, the first priority is to help them feel like a team, or, like a family. Just like in families, team building depends on shared experiences. Celebrate birthdays. Not everybody will like the raspberry *Kool-Aid*™ (just like in families). Take a trust walk, with a blindfolded team member escorted over a not-too-difficult obstacle course by a sighted teammate. Three and a half pairs? Guess who gets to be the "eighth?" (Watch out for the skateboard, Coach.) Have a car wash or such, even if your school district gives you funding by the bushel. (The rest of us are moving to YOUR district!)

Every family has a name. Even though your team members can't decide their team name until they take the next step of finalizing their solution and style ideas, their own team name (can someone draw an appropriate logo? Can we get the print shop to print our tee shirts?) will help to draw your diverse charges together? And together they must be, for the most part, to be world finals bound. And that's a great place for a family vacation!

FUNNY RELATIONS

A couple of years ago, OM printed in the newsletter what we call *Funny Relations*. Since then, we see that many coaches use these as little brainstorming activities. If your students come up with unique ones, please send a copy to us for possible reprinting. For you who are puzzled by what we are talking about, three examples follow.

Sπky

house
Prairie

Sand

LONG-TERM PROBLEM PROCEDURES

Problem #1, Div. II, III, & IV

Omer's Buggy Lite

by Wayne R. Kehrl, International Problem Captain

Approximately 15 minutes before the team's scheduled competition time, a staging area judge meets the team including the non-performing team members and coaches. At that time, the staging area judge directs them with their vehicle, props, and membership sign to enter the staging area. The team presents all required forms: the outside assistance form, two style forms, and a cost form. The staging area judge inspects the membership sign, the trailer, and the vehicle. The team then places the vehicle on the weighing platform in order that the vehicle can be weighed. Additionally, the staging area judge points out specific areas which relate to the course and answers any questions the team may have. The team is then instructed to take its vehicle and trailer to the competition site and place them in the designated areas. The vehicle's wheels must be within the area marked VP. Similarly, all the trailer's floor contact points must be within the area marked TP. The team then returns to the staging area. The staging area judge then dismisses the non-performing team members and the coaches and introduces the timekeeper. The timekeeper then announces the team's name and town/city.



At the timekeeper's signal, time begins and the team removes all items from the staging area and proceeds with the problem solution, including any required set-up and style. The vehicle's driver maneuvers the vehicle from the VP area and visits the three locations five times. At some time during the competition, the team must hitch the trailer to the vehicle and tow it out of the TP area. The trailer must be towed by the vehicle to each of the locations at least once. In order to receive credit for visiting a location, the vehicle or trailer must have visited the preceding location and have at least one of its wheels enter this location.

The preceding area for Location A is either Location C or the VP or TP areas. Then Location A precedes Location B which precedes Location C. The preceding area is the last area that a wheel of either the vehicle or the trailer, if being towed, entered. The team makes five or more trips around the course trying to visit all three locations five times with the vehicle and once each with the trailer. After having visited each of the locations at least once with the trailer, the team then parks it in the TP area and unhitches it. The team may choose to park the trailer and vehicle without completing all of the visits.

The driver then drives the vehicle across the lines marked X & Y with the rear wheels traveling in reverse. The X & Y lines may be crossed in either direction. The driver then parks the vehicle in the area designated VP.

Either at the end of eight minutes or earlier if the team notifies the judges, competition ends. Usually the judges then meet with the team to discuss its solution.

Unless otherwise indicated, the head judge reviews with the coach or Division III team captain the team's long-term raw score, including penalties but NOT style, as soon as it is compiled. The coach should inquire when and where this review takes place.

Problem #2, Div. I, II, & III

Give and Go

by Alice McRae, International Problem Captain

The staging area judge calls all team members and the coach with their props, membership sign, and anything else which the team needs in its solution presentation. The team presents to the staging area judge its cost form, outside assistance form, two copies of its style form, and any problem clarifications it has received. The team must clearly identify the device and the team member to be judged for appearance, the two free choices of the team, as well as the overall effect. The staging area judge relays these to the other judges. The staging area judge also checks the team's tennis balls and measures the targets at this time. If a target does not meet specifications and time permits, the team may modify it before the competition time, but it must be measured and approved by a judge before it can be used. If a target is ineligible and cannot be brought into specifications in the time available, it cannot be used. When the staging area judge finishes giving instructions and answering questions, he/she asks the coach and two non-performing team members to leave the staging area. After this, no one may assist the five long-term team members in any way until they finish their presentation.

When the timekeeper signals, the team members with all props move to the long-term competition site. They must remove all items from the staging area. The membership sign may be placed anywhere in or near the competition site so long as it can be viewed by the judges and audience. The team must move the targets to the appropriate areas marked for them. The team proceeds with set-up, style and long-term presentation.

The team member(s) who forward the balls and the device they use to forward the balls must be behind the appropriate foul line when forwarding the balls. They may not use bare or covered body parts to forward the balls, nor may they touch the device if it is across the foul line and holding a ball. If any team member touches a ball or device forwarding a ball after it crosses the foul line, the ball will not be scored. One judge stands at the end of the foul line checking to see that the plane of the line is not crossed by the team member while forwarding balls.

This is in essence four miniature competitions with a total combined score and each must be finished in turn before the next can be started unless the team chooses otherwise. For instance, if the team chooses to go on to #2 before the ten balls from #1 are transferred, the remaining balls from #1 cannot be put into play. All balls in the #1 target are counted, scored, and moved to the #2 foul line, etc. The balls in each target are counted by the judge as the team member removes them from the target.

If there is an illegal target which cannot be used, and the team cannot modify it or make a substitution, then no balls may progress past this target. Balls from previous targets are scored and play resumes at the next legal target.

If a team completes its solution before time expires, the team members tell the judges they are done. If they have not completed their solution, the timekeeper calls "time" at the end of eight minutes. The team must stop when time is called. Balls moving toward the target when time ends may be scored.

At the conclusion of the presentation, the judges may ask the team to bring any devices, props, and costumes for closer inspection and may question any team member about them. Then, the team must quickly remove its equipment from the competition site.

Unless otherwise indicated, the head judge reviews with the coach or Division III team captain the team's long-term raw score, including penalties but NOT style, as soon as it is compiled. The coach should inquire when and where this review takes place.



Problem #3, Div. I, II, III, & IV

Classics ... **Pompeii**

by Rita Sleeman, International Problem Captain

At some tournaments, due to noise interfering with the performance, a pre-staging area may be designated outside the performance room. When the staging area judge calls the team, the seven team members and the coach proceed to the designated area with all problem solutions, props, background scenery, membership sign, and any team-provided audio-visual equipment needed for their performance. The team presents a copy of its cost form, outside assistance form, two copies of its style form, any problem clarifications it has received, and a sheet of paper listing the three works of art/artifacts from B.3.a and two additional works from B.3.b. When the staging area judge finishes giving instructions and answering questions, he/she asks the coach and two non-performing team members to leave the staging area. After this, no one may assist the five long-term team members in any way until they finish their presentation.

If the preparation from above is conducted in a pre-staging area, the team then proceeds to the staging area adjacent to the 7' x 10' performance area. If necessary, adults may assist team members in carrying equipment to the staging area adjacent to the performance area. The judge then gives a final explanation about the performance area, points out the timekeeper and answers any additional questions.



At the timekeeper's signal, the eight-minute time limit begins and the team members proceed with their set-up, style and long-term presentation. If a team wants the two 4' x 5' panels provided by the tournament director moved or removed, the five long-term team members must do this during their eight-minute time limit. Placing the membership sign, plugging in an extension cord, and, if the facility dictates, turning lights off and on must also be done by the five long-term team members during the time limit.

The team continues its presentation until it is finished. If the team requires **more** than eight minutes, the judges assess a penalty. However, "time" will not be called. The timekeeper's time is the official time and any other times are not considered.

At the conclusion of the team's performance, the judges may ask the team members to bring any art work or artifacts, props or costumes for closer inspection and may ask the team members any questions in regard to their solution to the long-term problem. The judges may also ask for documentation in regards to the authenticity of the works of art or artifacts. The judges then inform the team when it may move out of the presentation area with all props and equipment. The team must replace the two 4' x 5' panels to their original positions. Anyone may assist the team members with prop movement once their performance is completed.

Unless otherwise indicated, the head judge reviews with the coach or Division III or IV team captain the team's long-term raw score, including penalties but NOT style, as soon as it is compiled. The coach should inquire when and where this review takes place.

Problem #4, Div. I, II, & III

Super Collider

by Dr. Fred Bradley, International Problem Captain

Before their scheduled competition time, one or more team members bring their structure to the weigh-in site. A weigh-in judge weighs the structure, makes appropriate measurements, and notes any penalties. If appropriate, team members may make corrections to their structure at this time. After completing the weigh-in sheet, the weigh-in judge may tag and store the structure until approximately fifteen minutes before the team's scheduled competition time. If structures are stored by the judges, one or more team members must pick up the structure and carry it to the staging area.

The staging area judge identifies team members, coach(es), and, in Division I, any adult who is to assist, and collects all necessary forms. The staging area judge directs the team members to remove their structure from its container. The staging area judge then gives the team instructions regarding the competition and answers any question the team may have. After this time, the staging area judge asks the coach and any additional team members to leave the staging area. The staging area judge gives the style judges the team's style forms and advises them if any of the team's style will be presented after weight placement. When all is ready, the timekeeper introduces the team and begins to time. The five long-term team members now have eight minutes to set-up, present their style, and place weights.

In Division I, an adult may assist in the placement of weights of 25 pounds or more. However, at least one team member must be physically involved in placing these weights. Weights must be placed one at a time, but there is no restriction on how fast a team may place weights. Only weights held for three seconds or more count towards the official weight total.

The only people allowed inside the testing area during the competition are the five long-term team members, the judges, and, if needed in Division I, an adult assistant. No one may coach or assist the team during the competition.

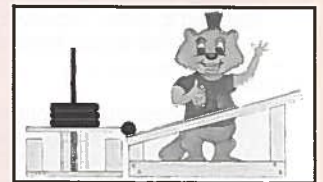
The crusher board is the first official weight. After every third official weight, a team member releases a cue ball down a ramp so that it comes into contact with the middle of one edge of the crusher board. This is done for the entire weight-placement portion of the competition. However, only the first hits are scored.

Style may be performed before, during, and/or after the structure breaks. Any ceremony for the structure must be acceptable to the judges. No burning, exploding, or other dangerous act is permitted.

Weight placement ends if the weight stack comes to rest against the safety pipe, or a team is judged to intentionally stop the weight stack from swaying or rotating. Style may continue.

Competition ends when (1) style is completed and the structure breaks and (2) the eight-minute time limit for competition expires. Any structure to be tested for artificial strengthening is placed back into its container and returned to the weigh-in site. If there are any penalty points, they are assessed at this time.

Unless otherwise indicated, the head judge reviews with the coach or Division III team captain the team's long-term raw score, including penalties but NOT style, as soon as it is compiled. The coach should inquire when and where this review takes place.



(continued on next page)

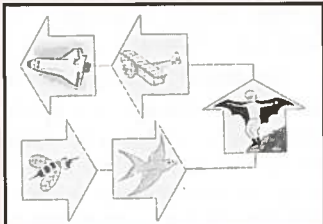
PROBLEM PROCEDURES *(continued)*

Problem #5, Div. I & II

Transformation

by Dr. Marietta Kehler, International Problem Captain

At some tournaments, due to noise interfering with the performance, a pre-staging area may be designated outside the performance room. The staging area judge meets the team approximately 15 minutes before its scheduled competition time. When the staging area judge calls the team, the seven team members and the coach proceed to the designated area with all problem solutions, props, background scenery, membership sign, and any team-provided audio-visual equipment needed for their performance. The team presents to the judge a copy of its cost form, outside assistance form, two copies of its style form, and any problem clarifications it has received. When the staging area judge finishes giving instructions and answering questions, he/she asks the coach and the two non-performing team members to leave the staging area. After this, no one may assist the five long-term team members in any way until they finish their presentation.



If the preparation from above is done in a pre-staging area, the team then proceeds to the staging area adjacent to the 7' x 10' performance area. It is this area which is the starting point for its timed performance. If necessary, adults may assist the team members in carrying equipment to this area. The judge then gives a final explanation about the performance area, points out the timekeeper and answers any additional questions. The timekeeper introduces the team and begins to time. The five long-term team members without assistance then move their props and other equipment from the staging area to the competition area.

Two 4' x 5' panels are provided on the competition site by the tournament director. These panels stand on a pre-taped spot at the rear of the performance area. If a team wants the two 4' x 5' panels provided by the tournament director moved or removed, the five long-term team members must do this during their eight-minute time limit.

It's the team's responsibility to complete the problem within the eight-minute time limit. The timekeeper will not call time, but the

judges will assess an overtime penalty if the team takes more than eight minutes. Prop removal may be done after the performance is completed. Adults may assist the team then. Team members must leave the area clean and the panels in their original positions on the taped spots.

Unless otherwise indicated, the head judge reviews with the coach the team's long-term raw score, including penalties but NOT style, as soon as it is compiled. The coach should inquire when and where this review takes place.

Spontaneous, All Divisions

by Joy Kurtz, International Problem Captain

Before competition

The team and one coach report to the holding room ten minutes before its scheduled spontaneous time. All other supporters, parents, etc. must wait outside the spontaneous area. If your competition has no holding room, the team should report to the spontaneous room ten minutes before its assigned time. DO NOT KNOCK on the door or enter the room. Wait quietly!! The head judge comes to the door and invites the team into the room. Only five team members may participate in the spontaneous competition. Team members need to decide ahead of time who participates and should be ready to enter so competition isn't delayed. Team members should prepare for ANY type of spontaneous problem — verbal, hands-on or a combination of the two.

After competition

The team is to leave quickly and quietly. Team members are not permitted to discuss the problem with anyone, not even their coach, until all teams compete. Revealing the problem can cause the team to be penalized. Remember — all teams in a problem and a division receive the same spontaneous problem, thus secrecy is essential!

Concerns which can only be expressed by revealing the spontaneous problem should be addressed to the problem captain by one of the spontaneous team members. All other spontaneous problem concerns should be addressed by the coach to the problem captain. In the absence of a problem captain, concerns should be addressed to the tournament director. Remember — subjective judges' decisions may not be challenged.

Good luck and enjoy the competition.



PROBLEM CLARIFICATIONS

Give and Go

1. More than one team member may use a device. Team members may move from foul line to foul line provided they follow the rules regarding assisting the ball.
2. Devices and/or targets may have tubes, ramps, tracks, etc. attached to them. However, these tubes, ramps, tracks, etc. must not enter the space between the foul lines and the target lines.

Pompeii

Having physical characteristics means being tangible. The works of art/artifacts cannot be things like love, beauty, dance, music, etc.

Think of Universal Non-Linguistic Ways to Communicate

As travelers abroad know, no matter what foreign country one visits, many signs, symbols, or figures communicate without words on them. Two examples are a knife and a fork which indicate food and a trousered figure and a skirted figure — the symbols for male and female.

Have your team think of other symbols, figures or signs that would aid the foreign traveler. Some suggestions to help your team brainstorm are hospital, airport, food, bicycle, post office, telephone, money exchange, pharmacy, stop, do not enter, sleep, train, no right turn, information, laundry, no smoking, and taxi.



SCHOLARSHIP UPDATE

Any OM student interested in the following scholarship, please indicate this scholarship under OTHER on the scholarship list found in the membership packet.

UNIVERSITY OF MARYLAND EASTERN SHORE; Princess Anne. Full tuition, room and board renewable up to four years to a full-time student who maintains a 3.0 or higher GPA. Recipients typically rank in the top ten percent of their class and have SAT scores of 1000 or higher. Students should also qualify for admission to the Honors Program at UMES. Contact: Dr. Brenda Anderson, Director of Honors Programs, University of Maryland Eastern Shore, Princess Anne, MD 21853-1299, (301) 651-2200 ext. 530.

Reminder — the scholarship application deadline is **January 15**. Available scholarships are listed on a separate sheet in the membership packet. Additional information can be found in the *Odyssey of the Mind Program Handbook*.

PARENTS' CORNER

The Parents' Role at Competition

by Pearl W. Bartelt, OM Parent

We parents are the drivers, the carriers, the huggers, the cheerers, the last-minute hardware store runners, the door holders, the floor sitters and the mighty prop protectors. Our role at competitions is quite complicated. We have to be supportive without getting in the way. We have to realize that, until our children's spontaneous and long-term competitions are over, we don't own our children; their coach owns them.

Don't go too close to where the children are making last-minute repairs and don't try to make conversation. Their concentration is completely on OM. Try to stay around the periphery of the children's team work area. That way, they can find you if they need something that's within your realm to provide.

One important thing to remember is **DO NOT TOUCH**. Yes, you can help carry in the stuff. But don't cut one extra string off a costume. Don't pick up a paintbrush to make that sign just a little bit neater. You could cost the team huge penalties by providing "outside assistance."

Parents must refrain from talking to the judges **NO MATTER WHAT**. That's the coach's job. Try to discourage team members from blaming teammates, coaches, judges or other teams if things go wrong. Make sure you don't attach blame either. All good teams have lived through major disasters on their way to becoming champions.

Most of all, cheer for your team and everyone else's too. When the competition is over, drive home and fall on the couch. You will be far more exhausted than the team members. Staying out of the way seems to be more tiring than competing. So, let them order the pizza for dinner!

See you at the next competition! 

DO'S and DON'T'S for Parents of OMers While Attending a Competition


written by the California OM Association

DO

- Remember that the coach is the adult directly responsible for the team and the only adult who can approach officials on the team's behalf. Any concerns you have should be discussed privately with the coach. If you confront any official, you risk having a stiff penalty assessed against your team.
- Help locate appropriate places for team meetings, working on props, etc., and volunteer to chaperon visits to on-site recreational facilities so children can "vent their energies" without disturbing others.
- Remember if you observe an apparent penalty, you will not know if that team is penalized.
- Encourage team members to have contingency plans if the music/tape recorder doesn't work. Help them relax so they can do their best.
- Remind any non-team member who appears to be giving outside assistance to any OM team that OM officials are always on duty. You might say, "In our membership, we are not allowed to do that."
- Exhibit good sportsmanship at all times. Applaud for each team at the appropriate time; offer to help teams in need by loaning tools, materials, etc.

- Stay away from the spontaneous competition rooms. It may be intimidating to other teams to have groups of adults hover outside the spontaneous competition area. Wait in designated areas or outside the building. Only the five spontaneous team members should go beyond the waiting area.
- Try to sit with your delegation at the ceremonies.
- Remind your team to have a good time! Remember what is important in Odyssey of the Mind is the process, not the result. All teams at the competition are already winners!

DON'T

- Flash signs such as "We're #1" or chant in front of other teams. Doing so marks your school as poor sports and does not help to make friends.
- Allow children to scream or to be rowdy. Sound travels and such rowdiness gives credibility to a reputation of having wild or unruly children.
- Cost your team an outside assistance penalty! Don't say ANYTHING, e.g. "Turn it up!" "The membership sign is crooked." or do ANYTHING for any team especially in the competition area. Outside of the competition area DON'T apply makeup, style hair, help put on costumes or assemble props and equipment.
- Go near the spontaneous rooms.
- Ask questions about the spontaneous problems. Discussing the problem prior to the end of all competition can disqualify the team. It is tempting to ask how the children feel they did, but it is best to avoid the topic entirely.
- Alter seating boundaries set up for the performance areas or the awards ceremony. 

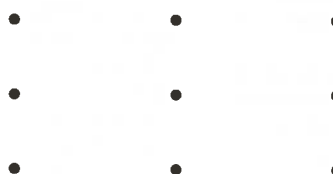
The Stifling of Creativity

Some experts believe that the educational system plays a role in stifling creativity. A recent study of creativity in children showed that 84 percent of 5-year-olds ranked high in creativity. In contrast, the proportion among second graders was 10 percent. One reason for this decline, says author Roger von Oech, is that when schools "insist that there's only one right answer, students stop looking and thinking as soon as they come up with the first answer."

"Fear of standing out in the crowd and fear of failure also contribute to the loss of creativity. Indeed, experts identify fear of failure as one of the biggest inhibitions to creativity," states Phil Neches.

"Creativity comes from breaking the rules," continues Neches. "Without a set of rules or constraints, there would be nothing to be creative with — it would be more difficult to recognize a creative thought because there wouldn't be a reference point."

An example of "breaking the rules," according to Neches, is the following activity "connect the nine dots."



Using no more than four lines and without lifting the pencil from the paper, connect all nine dots.

Try This Hexaflexagon

The summer newsletter described the hexaflexagon carried at the world finals hat/float and banner contest by Yukon, Oklahoma, Odyssey of the Mind team members. The banner at world finals measured eight feet in height and was over ten feet wide. The team used a cardboard base and two senior high school boys turned the banner.

The Oklahoma city names on the hexaflexagon are from where their world finalists came. If you'd like to try your own hexaflexagon, copy the art work onto sturdy 8½" by 14" paper. The instructions follow.

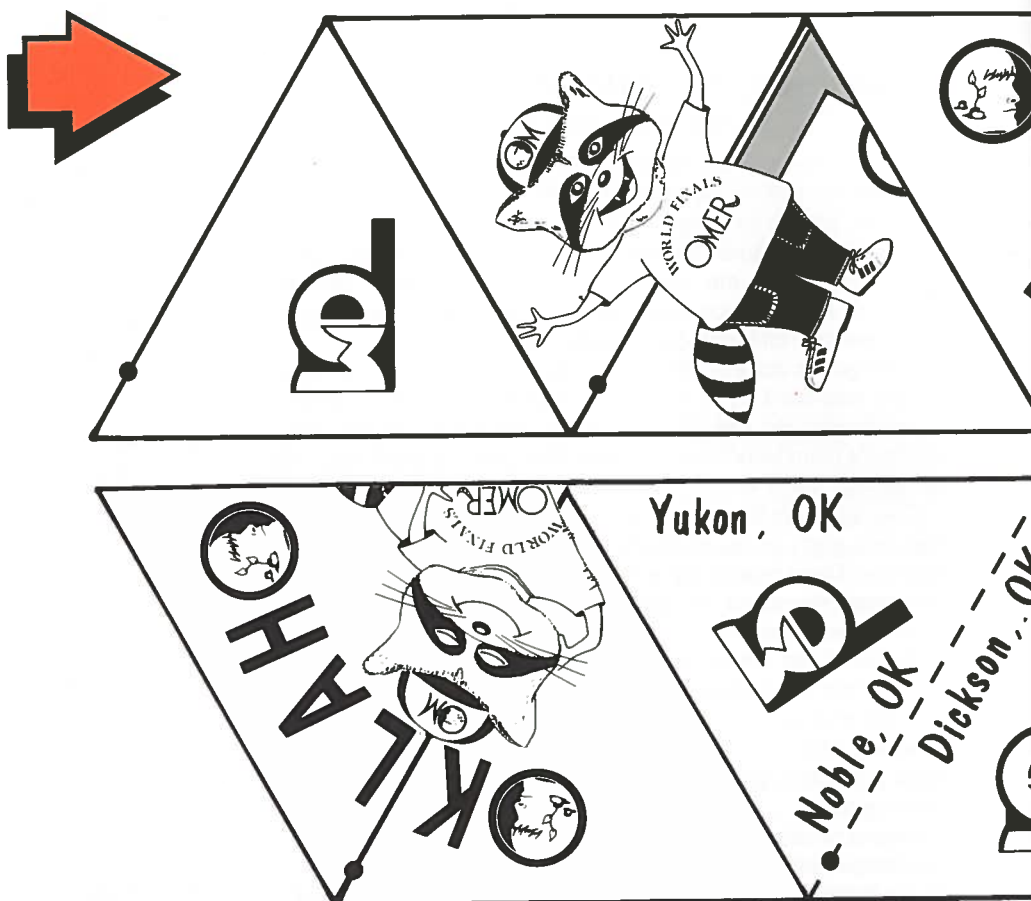
1. Cut out the banner strips and secure one panel to the other.
2. Crease each fold line several times to make flexing easier.
3. Lay the strip with Yukon on top.
4. Locate the two dotted fold lines; one is on the front and one is on the back.
5. Fold on the dotted line placing Yukon directly on top of Moore.
6. Keep this part folded and flip the whole thing over. Fold Shawnee to the Claremore flap. Note at this time that Edmond is at the top.
7. Lift the flap underneath, with OMer's face, to go over the Edmond flap.
8. Tape the outside edge of the end flaps. This is side one's top edge.
9. To flex or operate the banner, three seams must fold in and three seams must fold out. Place your finger at the exact center of the back side of the hexy. Push forward, while at the same time pushing inward from the top on the front panel lines marked with dots. Now gently pull at the center point formed by this fold much as a flower opens. You now see the next side. Repeat this movement to get a total of three sides or combinations.

Thanks to Su Bunch and Linda Hendrickson, Oklahoma OM, for submitting these directions.

Try These Little Activities

Have your team think of

1. words that have OM in them.
2. creative uses for a common item such as a coat hanger.
3. ways to construct a structure using toothpicks and marshmallows that will hold weights such as small nails or paper clips.



How to Use the PAT Method to Work with Odyssey of the Mind Teams

by Janet Jones, Former Parent Coach, Borger, Texas

You never heard so many good ideas: Roaring Twenties, flappers and mobsters, adventures in Polynesian paradise, Batman and Robin in Berlin, mythological muses. Aren't these OM kids terrific? So creative! Thanks to the OM premise that there are no wrong answers, your team finally got its act together. "We can be... anything!!"

Now comes the hard part. Now the coaching job begins. Coaching, you will remember, refers to the time when people rode in carriages pulled by horses. The person controlling the reins did not run in front. Coaching is not leading. When coaching, you are *behind the horses*.

Somehow, all the creative juices flowing (or being squeezed) from these students must be funnelled into one small package, eight minutes or so in length and costing no more than \$75. Somehow, the team must kiss its toads and find its handsome prince. Somehow, decisions must be made.

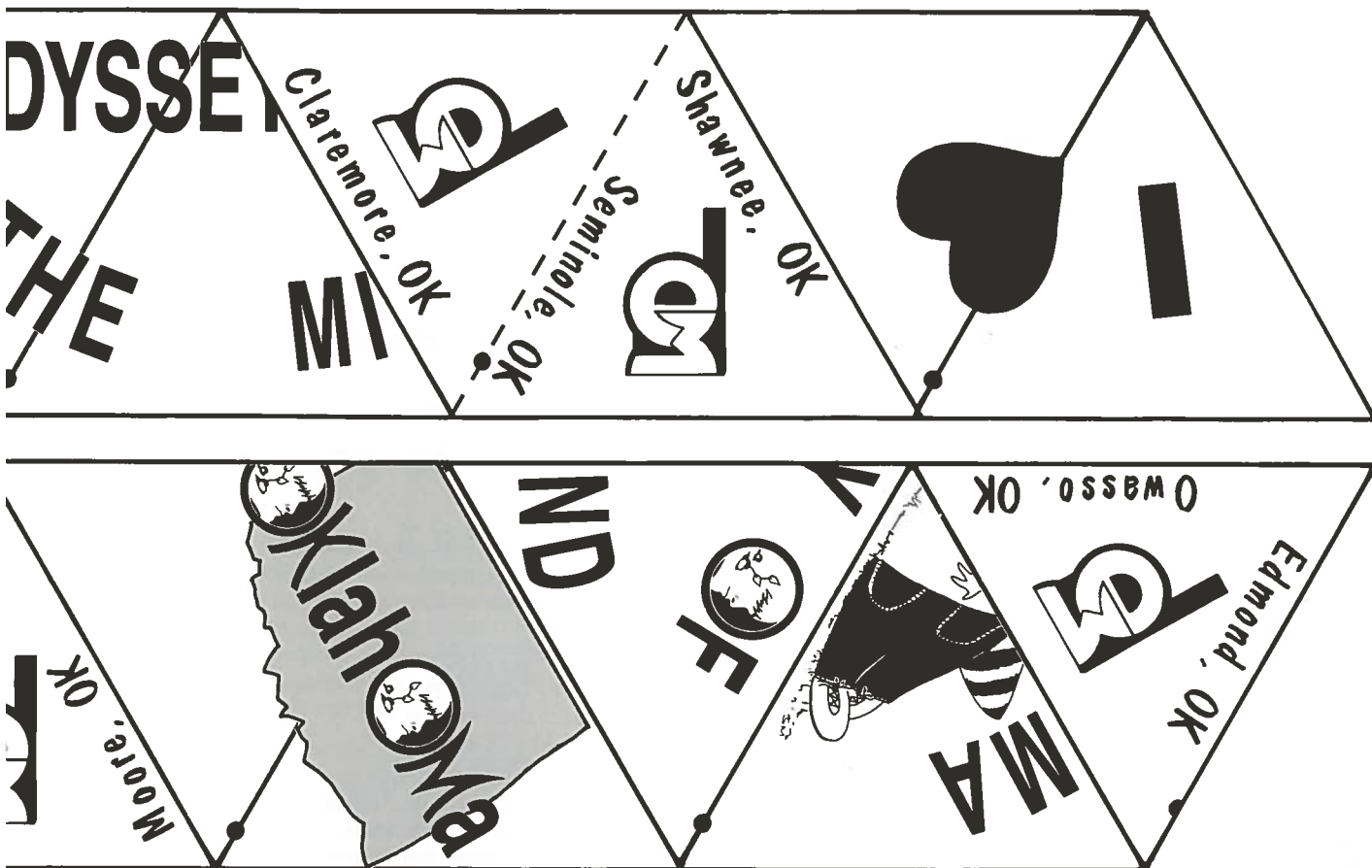
Many Fortune 500 companies use a program called Participative Action Teams, or PAT teams, to involve employees in finding cost-effective solutions to existing problems. If it works for industry, maybe it will work for your seven students, enabling them to arrive at their most promising style scenario.

A marker and a pad or chalk board are required. Round robin style, each person offers one solution/style idea. List each idea on the board, with a key word or two. Continue around the circle until there are no additional ideas to list. There should be little or no discussion or critique of ideas. The purpose is to generate as many thoughts as possible (rather like spontaneous!). Next, briefly discuss the topics, letting the idea's author lead. Try to envision HOW each theme would be implemented.

Now vote. Each teammate rates each idea on a 0-5 scale. Total the points cast for each idea, and erase all but the top five. Conduct further discussions of each idea. What can be done with it? What cannot be done? Why would or would not this idea work? Explore as many facets of each of the five themes as possible. This is not easy!

At last, vote again, using the same grading system as before. Total the points and...lo and behold!...the team arrives at its solution! And, just maybe, the team members learned a little bit about real life... That there are truly lots of good ideas, but only one that's best.





News from the Soviet Union

Yury Pukas, coach of the world finals Soviet team, sent us the following letter. We've purposely left it unedited.

to "OM Newsletter"

Dear friends!

Our Soviet OM delegation had 14 unforgettable days in the States among you. But for my great pity I had no enough time to say everybody of you "Good bye" as I wanted to do it.

I thank you for your kindness to me during my stay in New Jersey, Iowa and Virginia.

I hope that the high level of mutual understanding and the purely human compatibility between Dr. Samuel Micklus and our OM Association Director Peter Khamchuk will lead to the further spreading of Odyssey of the Mind in our country.

I wish to suggest new name for Dr. Samuel Micklus: Sam OMseed, as at one time Jonathan Chapman from Ohio was recognized as Johnny Appleseed (my favourite hero of your American Folktale world)

Sincerely yours,
Yury Pukas, coach of the Soviet team.

How Nature's Designs Help Creativity

Several of nature's designs inspired some of our most common inventions. Examples are:

1. The elm seed's "spinning wing" served as a model for more efficient windmills and helicopters.
2. The sticky hooked spine of the common burr inspired the man who invented *Velcro*™
3. Bell invented the telephone by imitating the ear.
4. Birds' wings served as models for the first airplanes.

Have your team think of other designs of nature that may have inspired inventions. You may also wish to refer to page 59 in the book *Odyssey of the Mind* for a spontaneous problem about natural inspirations.



Take A New Look at Problems! Problems! Problems!

We revised and revitalized *Problems! Problems! Problems!*, originally published in 1982. The creativity-challenging problems are updated to better indicate how OM problems are currently presented. The spontaneous problems are in competition form and have some responses added to provide a better idea of how they should be scored. For OM team members and OM coaches, we've added a chapter on ways to develop and improve coaching techniques.

If you liked it before, you'll love it now. And, if you haven't read the book yet, don't worry — many problems and ideas are the same.

Next spring the book's cost will be \$11.95. However, until then we'll honor *Problems, Problems, Problems* original price of \$10.95. To obtain a copy at the lower cost, send a check, purchase order or money order before March 1 for \$10.95 plus \$1.75 shipping and handling for the first book plus \$1 shipping and handling for each additional book to OM Association, P.O. Box 27, Glassboro, NJ 08028.



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Association Roundup

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(612) 550-7152W

director change:

Kentucky back to Gene Toth

Membership Cut-off Dates

DC	2/09/91	MI	2/01/91	OR	1/07/91
FL	12/20/90	MN	12/21/90	SD	12/31/90
GA	1/31/91	NC	1/15/91	TN	12/15/90
KY	1/11/91	OH	1/15/91	WI	1/01/91
MD	3/01/91	OK	2/16/91		

Competition Dates

CA	State	4/13	CA State Univ, Fresno
DC	Regional	2/23	Eastern HS
	District	3/02	Eastern HS
FL	State	4/13	Univ South Florida, Tampa
GA	Regionals	3/09	Mt Zion HS & Clayton Cty Perf Arts Ctr, Jonesboro
		3/09	Columbus College, Columbus
		3/23	Parkview HS, Lilburn
		3/23	Armstrong College, Savannah
KS	State	4/20	Northside HS & Tabor JHS, Warner Robins
	Regionals	2/23	Garden City
		2/23	Wellington
		2/23	McPherson
		2/23	Kansas City
		2/23	Spring Hill
	State	3/30	
KY	Regionals	3/23	Jefferson MS, Louisville
		3/23	E. Kentucky Univ, Richmond
		3/23	N. Kentucky Univ, Highland Heights
	State	4/20	Kentucky St Univ, Frankfort
MD	Regionals	3/09	Gaithersburg HS
		3/16	S Hagerstown HS/Hicks MS/Doub ES, Hagerstown
		3/16	Perryville HS, Perryville
		3/23	Catonsville Comm College, Catonsville
		3/23	Sunderland ES, Sunderland
			Prince Georges Comm College, Largo
	State	4/27	Univ Maryland-Baltimore County
MI	Regionals	2/23	Delta College
		2/23	MI Tech Univ & Stud Dev Complex, Houghton
		2/23	Spring Lake J/S HS, Spring Lake
		3/02	Otsego HS & Otsego MS, Otsego
		3/09	Adams HS, Rochester Hills
		3/09	Traverse City Jr HS, Traverse City
		3/09	Petoskey Schools, Petoskey
		3/09	Chippewa Valley HS, Mt Clemens
		3/16	Greenville MS, Greenville
		3/16	Saline J/S HS, Saline
		3/23	Grand Ledge HS, Grand Ledge
	State	4/27	CMU, Mt Pleasant

MN	Regionals	2/16	South Junior HS
		2/23	Duluth Central HS
		2/23	Armstrong HS
		3/02	Owatonna HS
		3/02	Moorhead Sr HS
		3/09	Glencoe HS
		3/16	Harding HS
		3/16	Armstrong HS
		3/16	Coon Rapids Sr HS
	State	4/13	Armstrong HS
NC	Regionals	3/02	Eastern Region TBD
		3/02	Myers Park HS, Charlotte
		3/09	Wake Forest Univ, Winston-Salem
		3/09	E Carolina Univ, Greenville
		3/12	W Carolina Univ, Cullowhee
	State	4/13	Friday JHS & N Gaston SHS, Gastonia
NH	Regionals	3/09	Portsmouth HS, Portsmouth
		3/16	Mascoma Reg HS, W Canaan
		3/23	Nashua HS, Nashua
		3/23	Kingswood Reg HS, Wolfeboro
	State	4/07	Salem HS, Salem
OK	Regionals	3/16	Rogers St College, Claremore
		3/16	SW OK St Univ, Weatherford
		3/23	SE OK St Univ, Durant
		3/23	Phillips Univ, Enid
	State	4/13	East Central St Univ, Ada
SD	Regionals	3/02	SD Sch Mines & Tech, Rapid City
		3/09	Dakota St Univ, Madison
		3/09	Northern St Univ, Aberdeen
	State	4/06	Riggs HS, Pierre
TN	State	4/13	Lipscomb Univ, Nashville
WI	Regionals	3/09	UW-River Falls
		3/16	South ES, Baraboo
		3/16	Seymour HS & Seymour MS, Seymour
		3/16	Appleton East HS, Appleton
		3/16	Bay Port HS, Green Bay
		3/23	Menasha HS, Menasha
		3/30	Wright MS, Milwaukee
	World Finals	5/23-25	University of Tennessee — Knoxville



Remember: Omer's Buggy Lite is for Divisions II, III, and IV.