



Odyssey of the Mind

Newsletter

VOLUME 18

FALL 1995

NUMBER 1

New Odyssey Awaits Carole and Sam Micklus

How do you say "happy retirement" to the Founder of Odyssey of the Mind and the Executive Director of OM Association, Inc? You can start by throwing a party, and we did! On June 23, OM Association staff, the OM Board of Directors, family and friends helped to turn the page and say good wishes to two folks who are well known to you too. Sam and Carole Micklus have created an internationally known organization that has changed the lives of all its participants.

And so, after sixteen years of nurturing and creatively developing the Odyssey of the Mind Program, Carole and Sam said "goodbye" to the daily activity of running the organization. Instead, each will have the luxury of enjoying retirement and working with OM on a part-time basis.

Future plans include a new home in Florida, complete with all the amenities the Sunshine State can offer. Carole Micklus, now the former OM Association, Inc. Executive Director, remains the Chair of the OM Board of Directors and maintains the positions of World Finals coordinator and judging and rules consultant for OM Association. C. Samuel Micklus, Founder, will continue to be involved in developing and writing the OM problems and will maintain his position on the OM



Sam Micklus shows off one of the gifts presented to him and Carole at their retirement party as son Bart watches.

Board of Directors. Robert T. Purifico, Vice Chair of the OM Board, is the new Executive Director of OM Association, Inc.

We wish Sam and Carole happiness and OMful sunshine experiences.



Maine OMers Win Governor's Award

Congratulations to the fifth-grade Odyssey of the Mind team from the Marcia Bunker School in Augusta, ME. The team won the Governor's Pollution Prevention Award for a play that delivered a strong pollution prevention message about ozone depleting chlorofluorocarbons. Approximately 1,000 people watched the team's performance.

Maine Governor Angus King and Commissioner Ned Sullivan of the Department of Environmental Protection Commission congratulated the OM team and nine other first-place winners. These included two individuals, a trade organization, the Central Maine Power Company, General Electric, Pratt and Whitney, and the Portsmouth Naval Shipyard.

The mission of the Pollution Prevention Program is to encourage activity that avoids, reduces or eliminates the creation of pollution. Its approach differs from the traditional reliance on methods to control pollutants at the end of the pipe, which is to trap them later. Way to go OMers!



Call For Papers & Presenters

**OM Association Conference on
Nurturing Creativity and Creative Problem Solving in Education**

October 11-13, 1996 • Washington, DC

Presenters should address the following topics within the context of the Conference's title:

- *Collaboration and Competition in Education*
 - *Divergent and Convergent Thinking*
 - *Transformation of Learners*
 - *Critical Pedagogy*
 - *Balancing Theory and Practice*
 - *Curricular Innovation*
 - *Academic Risk-Taking*

Alternative topics will be considered, but priority will be given to those listed. All topics must be presented within the context of the title of the Conference.

Presentations may include: short paper presentations followed by discussion, poster sessions on research outcomes, hands-on workshops, multi-media experiences, panel discussion. Proactive sessions will receive preferential treatment, no reading of papers presented.

DEADLINE FOR PROPOSALS: JANUARY 30, 1996

Contact: Dr. James J. Pallante, Dean
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Spotlight on...
Susan Nunemaker
VA OM Association
Director


The VA OM Association was chartered in 1982 as a small association. When Susan Nunemaker became Association Director in 1984

there were 147 members. Today, it is comprised of 13 regions, totalling 568 memberships. Since Susan Nunemaker has been involved with VA OM since 1984, you might say she is largely responsible for that association's growth. Susan says, "I am particularly proud of the continuous growth of the VA OM organization and the exceptional caliber of VA OM teams. In VA, teams are comprised of students from many different programs. We are pleased that students from special programs, such as alternative education and learning disabled, have found the OM Program a viable choice for students.

"One of my most memorable OM experiences was watching the success of seven young men in an alternative program at Dinwiddie County Middle School. This OM team placed second at the Virginia OM Association Finals. This was the first time several of these young men had experienced success in an academic program."

Susan worked with OM not only as Association Director, but also as a coach and judge. Her judging assignments have ranged from serving at the regional level to the weighty responsibility of judging World Finals teams.


In addition to serving the state, the regions, and OM Association, Inc., Susan, a guidance counselor at Dinwiddie County Middle School, is also the school's OM Coordinator.

Susan has two children: daughter Laura lives in San Francisco, and son Jason currently attends James Madison University, where he is working on his master's degree. 

Did you know...

Odyssey of the Mind is featured in the July, 1995, issue of the *Smithsonian*. The eight-page article, "In Odyssey of the Mind, it's the thought that counts," features the OM program and focuses on the 1994 Odyssey of the Mind World Finals in Ames, IA. It was written by David Schwartz, a freelancer in the San Francisco area, with photos by John Livzey of Hollywood, CA.

The article is referenced on the Smithsonian's home page on the World Wide Web under the heading Science. An abstract also appears under Table of Contents for the July issue. To access this home page, use the Smithsonian Internet address:

<http://www.si.edu/resource/simag/start.htm> 

Executive Director's Corner

Since our sponsorship with IBM ended last December 31, many of you asked who might become OM's new corporate sponsor. Actually, the answer is not quite that simple. Corporate sponsorship is an intricate process that involves many hours of investigation, negotiation and travel.

During its seven-year sponsorship, IBM financially assisted OM in the development of our curriculum materials, the production and development of OM videotapes, international expansion, World Finals travel, and public relations. Although the OM Association has been able to absorb these costs thus far, continued lack of corporate support on the international level will eventually have an impact on the above areas. Accordingly, the OM Association is attempting to put together a consortium of corporate sponsors to work in partnership with the OM organization and all of its programs on a city, regional, national and/or international level. The areas listed below represent program segments toward which working sponsorships could be developed and negotiated with interested partners.

1. Odyssey of the Mind School Program: sponsorship of one or more of the OM long-term problems.
2. OM Curriculum Project: creative problem-solving classroom activities on all grade levels.
3. Regional Sponsorship: sponsorship of a given chartered OM Association.
4. OM Scholarship Program: scholarship grants awarded to graduating OM seniors and college/university freshmen.
5. International Sponsorship: sponsorship of OM teams in different countries throughout the world.
6. OM Training Video Productions: sponsorship of OM instructional videotapes viewed by thousands of coaches, judges and program participants.
7. OM World Finals: sponsorship of the yearly OM World Finals with over 800 participating teams and 15,000 people in attendance.
8. OM Summer Enrichment Camps: creative problem-solving opportunities for kids during the summer months sponsored by OM Chartered Associations throughout the world.
9. OM Community Program: sponsorship of OM's effort to bring creative problem-solving opportunities to kids living in the inner-city and/or community organizations.
10. Travel Support: travel assistance for OM participants throughout the world to attend World Finals.
11. Research Development: doctoral research that speaks to creativity and its educational impact on OM students.
12. OM Magnet School Program: sponsorship of the development and implementation of an OM Magnet School. The school would be deeply rooted in creative problem-solving activities in all content areas.
13. Public Relations: sponsorship involving public relations and marketing of the OM program throughout the world.
14. OM Exhibit: sponsorship of a traveling OM creative problem-solving exhibit that would be featured in museums throughout the country.

It is hoped that the OM Association will be able to find corporate sponsors interested in partnering with OM in one or more of the above-mentioned areas. Should you be affiliated with such a corporation, and/or know of someone who might have such an interest, please do not hesitate to contact me at the OM headquarters in Glassboro. Thanks for your help on behalf of our current and former OMers throughout the world!

SCHOLARSHIP NOTES

- British Columbia OM would once again like to thank the sponsors of its BC OM Scholarship program: Slocan Forest Products, Cal Gas and the Freisen Family.
- Minnesota OMers Matthew Schneider, Briana Leuter and Binhma Rajsaombath received scholarships from National Computer Systems at the MN OM Association Finals on April 29 in Plymouth, MN. A citation from NCS lauded the recipients: "We congratulate you on all that you have invested in OM and your accomplishments beyond. It is a privilege to be involved with a program that develops the talents of such outstanding young people."
- The following OM Associations will provide scholarships in 1995-96:

ASSOCIATION SCHOLARSHIP	QTY	AMOUNT
British Columbia	1	\$500
Massachusetts	2	\$500
Michigan	2	\$500
New Hampshire	2	\$500
New Jersey	2	\$500
Oregon	1	\$500
Tennessee*		\$3,000

*The Tennessee OM Association, in conjunction with the University of Tennessee, is offering \$3,000 in scholarship money annually. The Association is providing \$1500 and the University of Tennessee is providing \$1500. The scholarship winner must attend the University of Tennessee, Knoxville campus.



OM Association Membership Cut-Off Dates for 1995

International

CANADA	GERMANY	01/13/1996
Alberta	MEXICO	(information not yet available)
British Columbia	POLAND	(information not yet available)
Ontario	RUSSIA	
Northwest Territories	Ural Region	12/31/1995
AUSTRALIA	Moscow Region	(information not yet available)
BENELUX	UNITED KINGDOM	12/31/1995
CHINA		(information not yet available)

U.S. OM Associations

AL	MA	OH	01/15/1996
AR	MD	OK	02/01/1996
AZ	ME	OR	01/05/1996
CA	MI	PA	01/31/1996
CO	MN	RI	12/31/1995
CT	MO	SC	01/15/1996
DE	MS	SD	12/15/1995
DC	MT	TN	12/01/1995
FL	NC	TX	01/15/1996
GA	ND	UT	02/05/1996
IA	NE	VA	02/01/1996
ID	NH	VT	01/15/1996
IL	NJ	WA	01/31/1996
IN	NM	WI	12/20/1995
KS	NV	WV	01/31/1996
KY	NY	WY	01/15/1996
LA			



1996 OMEOC Festival

The 1996 OM European Festival will be held at the Centre for Freetime and Recreation in Berlin-Wuhlholde, Germany, from Monday, May 6, through Friday, May 10, 1996.

The event will begin on Monday, May 6, with the arrival of OM teams from all over Europe. Visiting U.S. teams, hosted by German families, will also participate in this festival. Opening Ceremonies will commence on Tuesday. Marching delegations, representing all participants, will parade before the audience at 10:00 a.m. Solutions (International Style!) to this year's long-term OM problems will begin to unfold at 1:00 p.m. Tuesday.

On Wednesday, May 8, the long-term presentations and the spontaneous challenges will continue. For those not directly involved in competition that day, there will be opportunities for sightseeing and visits to educational and cultural venues.

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

Since the festival is an international OM event, sponsored by the OM European Organizing Committee (OMEOC), OM Association, Inc. is seeking interested teams (from the U.S.) that may wish to present solutions before a panel of International OM judges. While this is not an elimination competition, it provides a unique opportunity for OMers to see how the current annual long-term problem solutions are conceived and presented in this multi-lingual, multi-cultural arena. Interested U.S. participants should send a letter of intention to OM Association, Inc. (via the coach) no later than December 30, 1995, to be considered for participation in this unique event.

This "OM exchange" is open to U.S. OM members (four teams of OMers, with adults) who could stay in Germany for a total of two weeks and participate in the festival. The home stays with native German families and the festival activity would be from April 28 to May 12, 1996.



Briefly Speaking

The OM Association, Inc. Board of Directors met in June 1995. At that time the minutes of the May 1995 meeting were approved. Highlights of the May meeting follow:

- The Rebate Summary for 1994-95 was presented. The report noted that the rebate monies totalled \$302,495.80.
- The membership enrollment summary for 1994-95 was 12,640.
- Faith Garriock, president of the OM Association Directors Advisory Board (OMADAB), and Karl Ernst-Plagemann, chair of the OM European Organizing Committee (OMEOC), each presented a report to the Board on activities within their respective organizations.
- Robert T. Purifico presented a report about the OM Latin American Organizing Committee (OMLAOC).

SPEAKING ABOUT REGIONAL DIRECTORS IN...

MICHIGAN

Rita Sleeman, OM film star, OM International Problem Captain for Classics and (newly retired) Regional Director, how did OM find you? It happened in April 1982, when Rita was asked to organize a pre-state tournament. At that time there were no regionals, but, as Rita says, "The rest is history" — OM style!



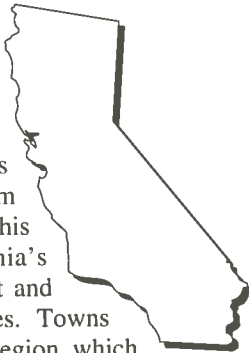
Rita's OM history shows that she coached for the past thirteen years and served as (and currently is) a member of the Michigan Board of Directors. Until this year she was the Regional Director of MI OM Region III.

In addition to serving as the International Problem Captain for OM Association, Inc., Rita was also MI OM's Classics Problem Captain for five years. These days, it's Rita who makes sure that the MI OM directors have received medals and trophies to award at the tournaments. At MI OM Association Finals, you can find Rita helping out wherever and whenever needed, including a mandatory spot at the information booth.

Rita shares all her experiences so that MI OM may learn and grow. She is always there—as the backbone of the organization. Her OM experience is priceless to MI OM and the OM Association. Presently, Rita is a teacher consultant for the Gifted and Talented and is working for the TBA ISD in Traverse City. Rita, we can't say enough about how much you are appreciated!

CALIFORNIA

Two for the price of one? That's what you get with the **Todd "Hoss"** and **Bev McNutt** team from CA OM. This duo has served as Co-Regional Directors for CA Region 10 since its inception in the fall of 1992. Split from the more populous area to their north, this rural area at the south end of California's central valley includes both the highest and lowest spots in the contiguous U.S. states. Towns and schools are widely separated in the region, which covers an area larger than most states.



In addition to their work as Regional Directors, they also served as directors of the CA OM Summer Enrichment Program (SEP). Bev is also treasurer for the CA OM Association, a post she filled for the last seven years; and for the last two years, she worked as a host for international teams at World Finals.

Todd and Bev began coaching OM teams ten years ago (Todd) and five years ago (Bev). Over the years, four of their teams have represented CA OM at World Finals in a technical or vehicle problem. This year, their Porterville High School *The Mail Must Go Through* team was thrilled to earn fifth place at World Finals.

Todd is owner and science consultant for Science Ideas, a company that focuses on science enrichment activities and science training for non-science teachers by encouraging innovative use of common materials in the classroom. Bev is a first-grade teacher at Burton Elementary school, where she uses OM materials and methods in the classroom. Thanks, you two, for being such a dynamic duo!

KANSAS

Patsy Fort, an OMer since 1986, has held the role of OM coach, parent supporter of OM participants, Regional Director and Board Member for KS OM. As Regional Director, she's hosted four regional tournaments in Garden City, KS. In her spare time she coordinates the association newsletter, coordinates the distribution of film to capture the excitement of regional competitions and, with that, creates a slide presentation for the KS OM Association Final's awards ceremony.

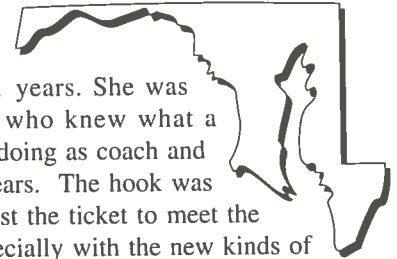


Patsy learned about OM as she completed her practicum at Ft. Hays State University in Hays, Kansas. To begin the program in Garden City, she wrote a grant for funding that first year. After seeing the positive results of the program, the school district began to support the program financially and the program continued to grow. Patsy was drawn to OM because it is "creative in so many ways. It allows kids to be involved in so many ways."

Patsy is the full-time gifted facilitator at Garden City High School. Her husband John is the owner of ARC Real Estate and they have two children, Devan, age 17, and Amber, 14. This is not the first article about Patsy in print. Both Patsy and "OM in Motion" were featured as part of an article that appeared in the Neighbor program. Patsy, we salute you!

MARYLAND

Elaine Merski served as a Regional Director for 11 years. She was selected by her principal who knew what a dynamite job she had been doing as coach and teacher the previous four years. The hook was problem solving: "OM is just the ticket to meet the needs of every student, especially with the new kinds of testing we are experiencing in Maryland," says Elaine.



After serving as the Tournament Director in her region for five years, Elaine served as a Coaches' Trainer for six years. For the last nine years she has been Maryland OM's Judges' Coordinator. In that capacity she has made improvements in MD OM tournaments and in the quality of trained judges that volunteer for MD OM. Elaine is also the person responsible for creating "new" MD OM judges and coaches notebooks, which have been well received by the trainees.

"Elaine has put in the quality time that enabled the MD OM Board to provide a successful and growing association in Maryland," says Pat Swanson, MD OM Association Director.

While juggling OM, Elaine is a valued and outstanding teacher of the month in her school and a recipient of the Governor's Citation for volunteer contributions. According to Pat Swanson, "Elaine is a treasure!" We value you too, Elaine.

1996 World Finals News...

The 1996 OM World Finals will be held May 29 to June 1 at Iowa State University in Ames, IA.

Coaches Corner

David Valentine coached OM teams in WI for about as long as Susan Nunemaker led the VA OM Association. David's relationship with OM began in 1983 when a WI OM coordinator visited his Optimist Club in search of volunteer coaches. After listening to and participating in an OM activity, David was hooked. That first year he coached an elementary structure team that went up the competition ladder and became champions in the WI OM Association Finals.

Since then, David has run the gamut in coaching—from coaching his children to simultaneously coaching as many as ten teams in a given year. Here is some sound advice he gives to new and veteran coaches:

"I begin in late September, allowing the kids to choose their own team and problem. If more than one team wants the same problem and cannot be persuaded to choose another problem, we will take out another membership. Remaining kids form their own team or are added to teams that do not have seven members.

"Our district allows us to use space in the high school and its adjoining corridors and storage room. A separate area for each team to meet and discuss its problem with some privacy is necessary. The school supplies us with tools and reimburses us for all material.

"I meet with the middle school teams on Fridays from 3:15 p.m. to 5:00 p.m. and high school teams on Sundays from 6:30 p.m. to 9:00 p.m. In January, the middle school teams meet and discuss their problem from 3:00 p.m. to 8:00 p.m. on Fridays and the high school teams on Sundays from 1:00 p.m. to 8:30 p.m..

"Saturdays are open for any teamwork from 1:00 p.m. to 5:00 p.m. I spend about 15-20 minutes with each team, reviewing progress and helping with topics for brainstorming. All teams are asked to brainstorm until they have a list of 30 to 50 ideas. Our school's OM Coordinator assists by doing spontaneous problems with all the teams. The teams enjoy competing against each other in spontaneous."

As an architect with his own firm, David has the time and flexibility (so he states) to support the OM program in many ways. He has coached, judged (locally and at World Finals), trained other coaches, sat on the WI OM Executive Board and has made OM a volunteer activity for the entire Valentine family. "Could OM be an addictive lifestyle?" asks David. You decide.

Editor's Note: Notice how David first became hooked on OM. There are potential OM volunteers in Optimist Clubs, Kiwanis Clubs and other service-oriented organizations. Don't miss your opportunity to ask them to coach or judge. Read the next column to find out what hooks business folks on OM!

Call for Articles...

If you have something of interest for the *OM Newsletter*, please send it to us. Articles should be approximately 200 words; however, longer articles will be considered. All articles submitted are subject to editing by OM. Articles will not be returned unless requested and a self-addressed, stamped envelope is enclosed. Submit articles to OM Association, Inc., P.O. Box 547, Glassboro, NJ 08028-0547.



Skills Desired by Fortune 500 Companies

(in order of importance)

1. Teamwork
2. Problem Solving
3. Interpersonal Skills
4. Oral Communications
5. Listening
6. Personal/Career Development
7. Creative Thinking
8. Leadership
9. Goal Setting/Motivation
10. Writing
11. Organizational Development
12. Computation
13. Reading

From "Creativity in Action," Creative Education Foundation, 1990.

And, if we really want to prepare OM team members for their roles in the world of business, let's give them some job titles and accompanying descriptions, courtesy of Linda Foster, OM's Assistant Director of Special Programs, who developed these for her OMers:

"Odyssey of the Mind teaches life-long skills and helps to prepare team members for their future roles in the corporate world. As you set up your teams and establish goals and time-lines, you may wish to assign individual responsibilities as well. This can be done by incorporating business titles with team member job descriptions. The following list was developed and put into practice over ten years ago, and it continued to be useful and practical throughout my coaching career."

- | | |
|-----------------------------|--|
| Accountant | - Cost Form <ol style="list-style-type: none"> a. keeps list of all expenses b. maintains an accurate statement of accounts |
| Administrative Asst. | - OM Handbook and Rulebook <ol style="list-style-type: none"> a. knows and understands all rules & regulations b. confers with coach regarding specific issues |
| Auditor | - Checks and Balances <ol style="list-style-type: none"> a. works closely with the accountant and determines the exact cost of each item b. determines each item's proper category c. provides a check and balance system for all paperwork |
| Business Manager | - Form Technician <ol style="list-style-type: none"> a. completes all tournament paperwork other than Cost Form b. writes brief synopsis of solution and helps organize team in making free choice selections |
| District Attorney | - Problem Clarifications <ol style="list-style-type: none"> a. sends for all clarifications on a regular basis b. submits team clarifications for review to OM Association c. reads all clarifications and explains each to team |
| Plant Manager | - Organization <ol style="list-style-type: none"> a. implements team plan b. systematically checks all schedules and completion of members' job assignments c. prepares schedule and determines process for packing, shipping and delivery of props |
| Secretary | - Records <ol style="list-style-type: none"> a. keeps accurate and detailed notes of all meetings b. prepares minutes, agendas and team schedules c. keeps coach informed |



CLARIFICATIONS FOR 1995-96

PROBLEM CLARIFICATIONS FOR AMUSIN' CRUISIN'

1. In D. Scoring 6, "travels the course" is considered as successfully completing a journey. Score will be awarded whether an attraction is presented or not, so long as the journey is successfully completed. However, only two journeys will be scored. (See B. 7. h)
2. Re: B.7.e: Team members riding on the vehicle will not be penalized for incidental touching of the floor. However, contact that facilitates propulsion, stopping and/or control will be penalized. See Penalty #10. This is the judges' decision.
3. Only one required attraction may be presented during a journey.
4. Costume items may be listed at used value regardless of their origin.
5. B.6 should reference Divisions I, II, and III and not II, III, and IV.

PROBLEM CLARIFICATIONS FOR OMVENTION

1. Under Scoring, #5, the point range is 3 to 40 not 1 to 40.
2. Costume items may be listed at used value regardless of their origin.

PROBLEM CLARIFICATIONS FOR *Classic...* GREAT IMPRESSIONS

1. B.13b. should reference B.7a., not B.6a.
2. All of the painting selections in B.6a. can be found in *The Great Book of French Impressionism* by Diane Kelder, published by the Abbeyville Publishing Group, 488 Madison Avenue, NY, NY 10022.
3. Costume items may be listed at used value regardless of their origin.

PROBLEM CLARIFICATIONS FOR CRUNCH

1. Team members must add Blocks B and C (see Figure B on problem) to raise the ramps at the required times. Judges will remind team members that it is time to raise the ramp and/or do a crunch if the team neglects to do so at the appropriate times.
2. Teams may use either set of opposing sides of the tester to place the ramps. The opposing sides may be changed between crunches. The structure will not be considered broken under C.9.d unless the structure cannot be "crunched" from either set of opposing sides.
3. If a team member retrieves a ball without using the team-created retrieval device as per penalty 14, the judge will assess a 10-point penalty and warn the team or, as per penalty 13, a 25-point penalty and warn the team. If the act occurs again, the judge will stop weight placement. However, an additional penalty will not be assessed.
4. F. Tournament Director Will Provide. At each competition site, number 6 should read, "a testing device (crusher) with two ramps, four billiard balls and four 1 1/2 " blocks."
5. There will be a minimum 4-foot clearance on all sides of the tester to allow for ramp placement.
6. Costume items may be listed at used value regardless of their origin.

PROBLEM CLARIFICATIONS FOR THE TALL TALES OF JOHN JIVERY

1. Re: B.8: Compactness of the scenery/props will be judged by the Problem Judges AFTER time begins, NOT by the Presenting/Staging Area Judge. Score will be awarded based on the size and number of props when used, compared to the smallness (compactness) of the props' original appearance in the staging area.
2. Costume items may be listed at used value regardless of their origin.



Snippets of Some Summer OM Activities Anchorage, AK Philadelphia, PA

OM Association, Inc., in conjunction with the Sustina Girl Scout Council in Anchorage, Alaska, conducted a community pilot program this summer during the month of June.

With Faith Garriock, BC OM Association Director, and Nancy Fleming, BC OM Regional Director, providing OM workshops for coaches and judges, these Scout troops had an OM-style competition at their encampment in Palmer, Alaska (about one hour by car from Anchorage).

Eighty Girl Scouts participated in the event, which included 18 teams solving the long-term problem, *Totem Poles* and a spontaneous problem. Teams were judged and scored in three categories: long-term, Style and spontaneous. Awards were presented to team members on Saturday night, June 8.

The Odyssey of the Mind Summer Enrichment Program was introduced to the Philadelphia Recreational Program this summer at the Waters Memorial Recreation Center. Nine of the campers participated in an OM presentation with a unique solution to the problem, *No Place Like Home!* The problem solutions were presented on August 4. Eunice Parks was the coach, and Dolores Feaster was the facilitator who coordinated the activity with Linda Foster, OM's Assistant Director of Special Programs, and Carol Biros, PA OM's Association Director.

Team members included Jillian Turtle, Tashae Parks, James Holmes, Tamishia Randel, Janice Reid, Lasheena Madin, Sadyah Holmes, Evett Jones and Syretta Woodson.

(continued on page 7)



photo credit: Phil Leo Brittany Conway

Georgia OMer Hosts World Finals Video

Meet Brittany Conway! She's an 11-year-old OMer from Lithonia, GA. This year, in addition to performing a solution to an OM problem at a competition in GA, she attended the 1995 World Finals Competition in Tennessee to perform for OMers in a quite different way. For six fun-filled, work-oriented, and rather hectic days, Brittany was featured on camera in footage that takes OMers behind the scenes at the 1995 OM World Finals.

This year, with Brittany hosting, the "OMER Cam" returned for an off-beat look at the World Finals from a creative, but shaky point of view. As usual, the 1995 OM World Finals Video Yearbook covers all of the competitions, events, and unique happenings with style and flair. Join Brittany and the 15,000 OMers that attended the 1995 World Finals in Knoxville, TN, as you watch this enjoyable hour of OMermania!

The video can be purchased for \$50, which includes shipping and handling. Use the OM Order Form on page 11 to request your video today.



Snippets (continued from page 6)

Londonderry, NH

From the Derry News, July 21, 1995, and Union Leader, July 19, 1995.

According to Sue Robertson, Derry News staffer, and Joseph Daniel McCool, Union Leader correspondent, Camp Gottachallenge, NH OM's SEP builds success! Here are excerpts from their respective stories:

It was amazing: in 40 minutes flat, about 50 children between the ages of 9 and 12 had constructed five houses, complete with roof, doors, and skylights.

Of course it was on the gym floor of the Londonderry High School and all were strictly newspaper, but the houses could fit six people in each and were worthy of the reputation that Odyssey of the Mind had created for itself.

[That day] the children were on day two of a summer camp for the OM program. Tuesday's activity centered around tons of newspaper and rolls of masking tape with which the students created a house. Students could use as much newspaper as they wanted, but were restricted to one roll of masking tape and had to create a sales presentation at the end of the [time] period.

Among the results were a tent-like structure with rolled newspaper as a foundation and a wigwam-looking structure complete with skylight.

The children seemed nonchalant about their achievements, but acknowledged that their participation in OM and the annual camps had allowed them to expand their minds.

Camp Gottachallenge, was offered in Rye, Nashua and Concord too.

Grinnell, IA

Iowa OM held its fourth consecutive Summer Enrichment Program in June 1995 on the Grinnell College campus. Over 45 campers from five states attended this exciting week of problem solving. Campers, ages 9-17, worked on long-term problems ranging from Rube Goldberg-type devices to Balsa Bowling to theatrical productions, along with many shorter challenges throughout the week. A popular activity had campers building floating devices that raced for distance and accuracy at the college pool, followed by an all-camp swim (clothes and all).

West Bend, WI

The University of Wisconsin Center, Washington County hosted the first Odyssey of the Mind SEP in Wisconsin from June 12-16. The week-long day camp included educational presentations in Creative Problem Solving, Dramatic Presentation, Free-Standing Set Construction, Costuming, Leadership, Teamwork, Group Dynamics and Mechanical Structural Engineering.

"This was an exciting and unique experience for students both old and new to the Odyssey of the Mind Program," said camp director Cindy Hacker.



Setting the Record Straight

We would like to make a correction to the Float Contest winners at the 1995 OM World Finals. Our first-second-and third-place winners were as follows:

- First Place: Florida
- Second Place (tie): Michigan - Brookside Elementary School & Missouri
- Third Place: Tennessee

We offer our congratulations to those participating OMers who were a part of the above floats at the Odyssey of the Mind World Finals in Knoxville, Tennessee.



Problem Procedures

Problem #1 Amusin' Cruisin'

by Wayne R. Kehrli, International Problem Captain

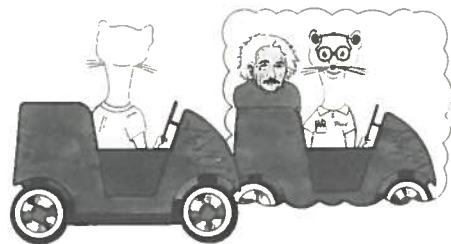
Approximately 15 minutes before the team's scheduled competition time, a Staging Area Judge meets all team members and the coaches. Then, the Staging Area Judge directs the team and any team assistants to move the vehicle, props and membership sign to enter the staging area. The entire team is present in the staging area with its coach(es). The team presents all of the forms, including the Outside Assistance Form, two (three at World Finals) Style Forms, the Cost Form, two (three at World Finals) copy of lists, and any clarifications. The Staging Area Judge inspects the membership sign. The team is then asked to review the vehicle with the judge, who will check the propulsion system and batteries. The judge will check for potential floor damage and safety hazards. The team will identify the five tasks and the Staging Area Judge will review them with reference to the team-provided lists. Additionally, the Staging Area Judge will ask the team to place the vehicle in the Start Area. The team members are usually given an opportunity to ask questions. The Staging Area Judge will explain to the coach(es) the procedure for picking up the long-term raw score, including penalties. The Staging Area Judge will dismiss the non-performing team members and the coach(es), who may sit in designated chairs if provided. After this, no one may assist the five long-term members in any way until the presentation is completed. The Timekeeper is introduced to the team and then introduces the team to the audience.

When the Timekeeper says, "BEGIN," time begins and the team removes everything from the staging area and proceeds with the problem solution, including any setup required and Style.

The driver will attempt at least two journeys (as defined in the problem) with the vehicle and observe one of the attractions during one journey and the other attraction during a different journey. The vehicle will initiate three required tasks and two team-created tasks during any or all of the journeys.

This is a linguistic problem; that is, teams may use language as part of the solution to the problem. Either at the end of eight minutes or before if the team notifies the judges, the competition ends. Usually the judges will then meet with ALL team members to discuss their solution. It is the team's responsibility to bring materials to clean up any mess in order to leave the competition area clean and dry for the next team. The team and any assistants should quickly clear the area.

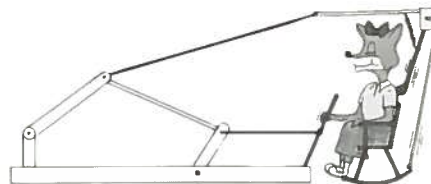
Unless otherwise indicated, the Head Judge reviews with the coach or the Division III team captain the team's long-term raw score and penalties but NOT Style, after it is compiled. The final percentaged score will be produced by the score room. The team's final score will be the percentaged long-term plus the percentaged Style plus the percentaged spontaneous scores. Then the penalties will be subtracted, resulting in the final score.



Problem #2 OMvention

by Alice McCrae, International Problem Captain

At some tournaments a pre-staging area may be designated outside the performance room. Approximately 15 minutes before the scheduled time, the team is



called by the Staging Area Judge. All team members and the coach will proceed to the designated pre-staging area with all problem solutions, props, scenery, membership sign, and any team-provided equipment. The team will present two copies of its Style Form, a Cost Form, Outside Assistance Form, clarifications (if any), and two copies of its list as specified in B. Limitations #12 of the problem. The Staging Area Judge will ask how the judges will know when the team is finished, check paperwork for clarity, pass the paperwork on to the rest of the judging team, and answer any team questions. The Staging Area Judge will also check for footwear, the membership sign, potential floor damage and safety hazards.

When the Staging Area Judge has completed his/her responsibilities and answered all team questions, the team and coach will be given three minutes to clear the pre-staging area, if used, and proceed to the staging area adjacent to the competition area. Anyone may assist in this movement.

At this time a judge, in most cases the Timekeeper, will give any final explanation about the competition area, answer any additional questions, and then ask the non-performing team members and coach to leave the staging area. They may sit in designated seats, if provided. After this, no one may assist the five performing long-term team members in any way until the presentation is completed. The Staging Area Judge will explain the procedure for obtaining the long-term raw score.

The Timekeeper will introduce the team to the audience, ask for pagers and cellular phones to be turned off, and that videotaping and/or flash pictures be taken only with the coach's approval. When the Timekeeper says "BEGIN," time begins and the team moves everything to the competition area. The team then has eight minutes for setup, Style, and the problem solution. If a pre-staging area is not used, the team must clear the staging area within three minutes after time begins.

The competition site will be a minimum of 7' x 10' but larger, if possible. There will be markings only if necessary for safety. There will be a three-prong electrical outlet available, but the team will provide any necessary extension cords or outlet adapters.

At the end of eight minutes, the Timekeeper will NOT call time, but an overtime penalty will be assessed if the team has taken more than eight minutes. When the team indicates completion of its presentation, the judges will meet with ALL team members to discuss their solution, ask questions or for demonstrations, then indicate to the team to quickly remove its solution. It is the team's responsibility to bring materials to clean up any mess in order to leave the area clean and dry for the next team.

Unless otherwise indicated, the Head Judge reviews with the coach or Division III and IV team captain the team's long-term raw score, including penalties but not Style, as soon as the raw score is compiled.

Problem #3*Classics...* **GREAT IMPRESSIONS**

by Rita Sleeman, International Problem Captain

At some tournaments a pre-staging area may be designated outside the performance room. When the team is called by the Staging Area Judge, all team members and the coach will proceed to the designated pre-staging area with all items needed for its performance. The team will present two copies of its Style Form, a Cost Form, an Outside Assistance Form, clarification(s), if any, and two copies of its list described in B.13.



When the Staging Area Judge has completed his/her responsibilities and answered all team questions, the team and coach will be given 3 minutes to clear the pre-staging area and proceed to the staging area adjacent to the 7' x 10' performance area. The coach and non-performing team members may assist with this movement.

At this time a judge, in most cases the Timekeeper, will give a final explanation about the performance area, answer any additional questions and then ask the non-performing team members and coach to leave the staging area and sit in their designated seats, if provided by the Tournament Director. After this, no one may assist the five performing long-term team members in any way until the presentation is completed.

At the Timekeeper's signal, the eight-minute time limit will begin and the team will proceed with its setup, Style and long-term presentation. Plugging in an extension cord, adjusting lights, if possible at the site, and turning on any electrical equipment are all part of the time limit. If no pre-staging area is used, the team must clear the staging area within three minutes after the eight minute time limit begins.

The team should indicate to the judge when its performance is finished. If the team requires more than eight minutes, judges will assess a penalty for overtime; however, time will not be called. The Timekeeper's time is the official time.

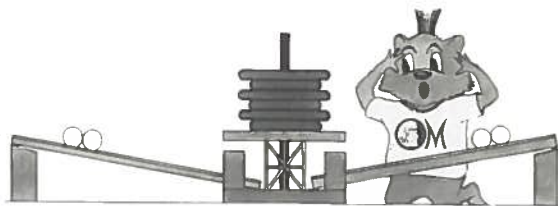
At the conclusion of the performance all team members take a bow and talk with the judges. The judges may look at the scenery, works of art, membership sign and any other items used in the performance, and ask the team questions about its solution. The judges will inform the team members when they may move out of the presentation area. Coaches may assist at this time. The team must clean up any remaining debris and remove all its items from the competition site in a timely manner.

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**CRUNCH**

by Dan Semenza, International Problem Captain

Prior to their scheduled time of competition, one or more team members



will bring their structure to the weigh-in site. A Weigh-In Judge will weigh the structure, confirm a four-inch opening exists through the entire length of the structure, make appropriate measurements for thickness of wood, and check for artificial strengthening. Penalties will be noted at that time. If time permits, the team may make corrections. After filling out the weigh-in check list, the Weight-In Judge will seal and store the structure in a team-supplied container or paper bag until approximately 25 minutes prior to the scheduled time of competition. Stored structures may be picked up only by a team member(s) and carried to the competition site. The coach and remaining team members will report to the competition site 20 minutes prior to the team's scheduled time with the props, school sign, and anything else needed for the long-term problem solution.

At the staging area, the Staging Area Judge will remove the weigh-in checklist and direct the team to take the structure from the container. The Cost Form, Outside Assistance Form, and clarifications will be collected and sent to the scoring table. Two Style Forms (three at World Finals) are given to the Style Judges. They are informed whether Style will continue after the structure is crushed. The coach and all team members should be present in the staging area while the judge goes through a list of procedures and answers questions they may have. The props will be checked for possible safety hazards and to see if they may cause damage to the site. The team is reminded that it has three minutes to clear the staging area of all items after time begins. After this is completed, the coach is told where the score may be obtained after the long-term solution. After this is completed, the coach and non-performing team members will be directed to leave the staging area and informed if special seats have been placed for them. They may not assist in any way from this point on. If an adult assistant is used in Divisions I or II, he or she must be identified in the staging area and will remain with the team throughout the long-term solution. When all is ready, the Staging Area Judge will direct the team's attention to the Timekeeper. After the Timekeeper says "BEGIN," the team will have eight minutes for site setup, Style presentation, and weight placement.

In Division I, an adult may assist in the placement of weights in excess of **20 pounds**. In Division II, an adult may assist in the placement of weights in excess of **40 pounds**. At least one team member must be physically involved in the placement of these weights.

The only people allowed inside the testing area during the competition are the five team members and the judges. In Divisions I and II the adult assistant may also be present. Style may take place before, during, and/or after the structure breaks.

(continued on page 10)

Problem Procedures (continued from page 9)

COMPETITION will end when (1) Style has been completed and the structure has broken, or (2) the eight-minute time limit for the competition has expired. All wood from the broken structure must be placed back in the container and the team must clean up the testing site. The judges will meet with the coach and all team members to discuss the solution to the problem. If a structure is to be tested for artificial strengthening, it must be returned to the weigh-in site. Penalty points may be assessed at this time. Unless otherwise indicated, the head judge will present the coach with the long-term score sheet and review any penalties. The coach then has one half-hour to question any technical aspect of the long-term score.

Problem #5**THE TALL TALES OF JOHN JIVERY**

by Marietta Kehler, International Problem Captain

Approximately 15 minutes before the scheduled competition time, the Staging Area Judge will meet all team members and the coach in



the staging area or pre-staging area, if one is used to review all pre-competition requirements. At this time, team members will bring their props, scenery and membership sign and present their paperwork. This includes the Cost Form, Outside Assistance Form, two copies of the Style Form, clarifications (if any), two copies of a list identifying the membership name and number, problem and division, the hero/heroine, the feat, the thing that exists as explained in the tall tale, and the surprise. The Staging Area Judge will also check for non-penetrable foot coverings, and require team members to put shoes/sneakers on, if their foot coverings do not comply with requirements; answer any team questions; identify the Head Judge for the coach so that they can meet for scores at a designated time after the team performance; and identify the Timekeeper.

The final staging area will be the team's designated starting point for its timed performance. Adults may assist the team in carrying equipment to this place, which will be adjacent to the performance area. However, after props, etc. are placed in the final staging area, no one may assist the five performing long-term members in any way until the performance is completed. Each team will have three minutes to clear the pre-competition area that the next team will occupy during the competing team's performance. If this is a pre-staging area that is to be vacated by movement to a staging area, the three minutes are in addition to the eight-minute presentation time. If this is a staging area that the team is to vacate only after time begins, the three minutes are part of the eight-minute presentation time. When the team has assembled itself in the staging area, the judge will introduce the team to the audience and will give the signal to begin after requesting silence from the audience. This judge will also indicate to the audience that no videotaping can be done without the permission of the team. The team then moves its props for its

timed performance without adult assistance.

It will be the team's responsibility to complete the problem within the eight-minute time limit. Judges will not call time, but an overtime penalty will be assessed if the team has taken more than the eight minutes.

After the performance, the judges will meet with the complete team to discuss its solution, ask questions or request a demonstration. The team will then quickly remove its solution from the performance area. It is the team's responsibility to bring materials to clean up any mess in order to leave the area clean and dry for the next team. Adults may assist in this clean up.

After its team's competition, the coach should inquire of the Head Judge when to check back for the team's long-term raw scores and penalties. The Head Judge will identify the specific area and time to meet. When the Head Judge meets with the coach the judge will note the time on the score form. The coach will have 30 minutes in which to return if additional questions or concerns arise.

Procedures for Spontaneous Problems

by Joy Kurtz, International Problem Captain

Before Competition

All team members, accompanied by one adult (usually the coach), report 10 to 15 minutes before scheduled competition time to the Spontaneous Holding Room, if one is being used. If the competition is not using a holding room, the team members should report to the spontaneous room 10 minutes before the scheduled time. **Do not knock** on the door or enter the room. **Wait quietly!**

When the team is called, all team members may go to the Spontaneous Problem Room. Upon entering the Spontaneous Problem Room, a judge will tell the team members whether the problem is verbal, hands-on or a combination (verbal hands-on). The team members will be given one minute to decide which five team members will participate. (If there are only five, then all must participate.) The non-participating team members may stay in special seats set aside for them in the room. If they choose to stay, they must remain quiet and serve as observers only. Any interference from the non-participating team members will be penalized as follows:

Minor Infraction = -5 points (from raw spontaneous score) This will be given for inadvertent interference that does little or nothing to actually help the team. (This penalty may be given more than once.)

Intermediate Infraction = -15 points (from raw spontaneous score) This will be given one or more times for inadvertent interference that helps the team or one time for one instance of deliberate interference. If deliberate interference substantially helps the team or occurs more than once, a major penalty will be assessed in addition to this penalty.

Major Infraction = -35 points (from raw spontaneous score) or a spontaneous score of 0 (cannot fall below 0) This will be given for deliberate and repeated interference or for obvious help. (This penalty may be given more than once.)

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Problem Procedures (continued from page 10)

These are all at the discretion of the judges.

If a coach does not choose to send all team members to spontaneous (either to the holding room or to the problem room), it is perfectly acceptable. There will be NO PENALTY for not sending more than five team members. However, if a team has only five or fewer team members, all must report.

REMINDER: To avoid congestion, only one adult may accompany the team members to the holding room.

During Competition

Each problem states the rules for that problem. Team members must listen carefully to the judge reading the problem. In a hands-on problem, if the judges feel that the team misunderstood the problem, they will voluntarily provide information to attempt to clarify the problem. Once time begins, it may not be stopped.

During a verbal or verbal hands-on problem the following terms will be used by the judges: (1) If students repeat an answer that was already given, the judge will say, "Duplicate, give another response." (2) If an answer is inappropriate or doesn't make sense to the judge, the judge will say, "Inappropriate, clarify or give another response." (3) If students can't be heard, or mumble, or can't be understood, the judge will say, "Unclear, say it again."

If the problem is hands-on, unless the problem specifically states you may, a taped or marked course **may not** be altered.

Timing devices that beep or make a sound signifying an elapse of time may **not** be brought into the competition room.

REMINDER: If the problem is verbal or verbal hands-on and the turning cards procedure is used, the team member responding **MAY NOT** turn the card until he/she finishes responding. The judges will stop any team member who does so and make him/her repeat his/her answer. Repeated offenses may result in an Unsportsmanlike Conduct penalty.

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 that can be expressed only by revealing the spontaneous problem should be addressed to the Problem Captain by one of the spontaneous team members. All other spontaneous problem concerns (generally procedural) 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—judges' subjective decisions may not be challenged.

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