



**Odyssey of the Mind**

*Newsletter*

VOLUME 14

NUMBER 1

FALL 1991

## *President George Bush Cites the Efforts of The Odyssey of the Mind Volunteers*

In mid-September, OM headquarters received a Certificate of Merit from President Bush. This is not the first time OM has received a citation from the President. However, this unique award cites OM's community service effort as one of the President's "Thousand Points of Light." The envelope arrived at OM Headquarters addressed to "The Volunteers of Odyssey of the Mind".




*Thank you for your commitment to community service. Through your generosity and hard work, you have shown that the tradition of neighbor helping neighbor is alive and well in our country. Your efforts profoundly influence the life of your community and they are a shining example for us all. Barbara joins me in saluting you and sending you our best wishes. God bless you.*

## **OM BEGINS IN AUSTRALIA**

**T**he land down under, with its kangaroos and koala bears, now has something else . . . the Odyssey of the Mind. Elaine Street, a high school teacher in New South Wales, came to the 1991 OM World Finals at the University of Tennessee in Knoxville. Like most of us, she was impressed with the enthusiasm, creativity and camaraderie of the participants. She felt Australia would enjoy OM.

When Elaine returned she spoke with officials at the University of New Castle who were organizing a confer-

ence for DECA (Design Education Council of Australia). Dr. Sam Micklus was invited to speak at the conference. He also presented an OM awareness session, spoke to middle school students and met with business and political leaders.

Carole Micklus, OM Executive Director, spent a great deal of time with Elaine helping her set up an OM Association in Australia. Look for the first Australian teams to compete in the 1992 World Finals in Boulder, Colorado. 

# WONDERING ABOUT CREATIVITY

by James J. Pallante, Ed.D.

The OM Association provides leadership, an enormous amount of human energy and unrelenting enthusiasm toward fostering human creativity in its many forms—with an emphasis on creative problem solving. OM encourages alternative viewpoints and discourages absolutism. This is important when one considers just what defines creativity.

It's not likely that anytime soon there will be a consensus on what constitutes genuine creativity, anymore than agreement on what is a work of art and what is mere pretension. These are questions that require interpretive answers.

How we go about making such interpretations is, ironically, a creative act in itself. First, the creator (artist) tries to speak through her/his work to the interpreter (viewer/ transactor). Depending on how common an artistic vocabulary exists between the creator and the interpreter, there may be effective—or poor communication.


This is complicated by the fact that "artistic" vocabulary is socially determined. Both the creator and the interpreter have been shaped by, and are bonded to, their parent cultures. For this reason, they are not entirely free to create spontaneously.

These two acts—creating the art and interpreting the art through transaction, are further bound by other conventions. While most reasonable people will allow the artist the right to create art in her/his own terms, these same people will judge the work and give it meaning through their own transaction with it. Only infrequently will those simultaneously participating in the creation, and judging the result, challenge the validity of the interpretation or question the adequacy of their own experience. They do not scrutinize their own basic assumptions which may, if studied, cause them to examine art more closely.

Another interesting aspect of judging human creativity are the questions, Who may judge? Do professional critics or scholars have a more important role in making definitions than common folk? If yes, is art then defined by a special few? If not, does everyone's judgement count equally? Or should we vote, and the majority prevail?

I don't know the answers to these questions. I would be wary of anyone who claimed to have a final answer. Human creativity, as we have seen time and time again through OM, is boundless. It is various. It is exceptional to overly rigid norms—although it is also culturally bound in some ways.

By the way, what's the greatest painting ever done? poem? music? sculpture? Why? Is a second grader's drawing of the family cat art? Can a consciously arranged piece of raw meat be art? great art? Who should say? Why? Final answers are not only impossible, they are not nearly as important as asking the questions. Let's ask OMER what he thinks.

*Dr. Pallante, a member of the OM Board of Directors, is the Dean of the College of Health, Education and Human Resources, at the University of Scranton in Pennsylvania.* 

## Problem Clarifications

### Hybrid Relays

1. If a vehicle accidentally touches a prop, it will be considered as an external vehicle control.
2. Props may not obscure the finish line.
3. The length of the steps in Figure F should be 34", not 30½".

### Alice in OMerland

If the name ALICE, referring to the required character, is said or sung during the presentation, it must be given the standard pronunciation.

### Atlas

B. 3, a. and B. 4, b. are NOT inconsistent. You may not buy balsa wood precut to any specifications less than 1/8". However, team members may cut down 1/8" wood. Judges will assess a Spirit of the Problem penalty if they determine that any wood used which is less than 1/8" was not cut back by one or more team members.

### OMument

1. The monument may be dedicated to a person, place, thing or event.

## OMER'S OMATHON

OMER extends an invitation to all OM members to create an original and imaginative OM story. Your entry must be on one side of a standard 8.5" x 11" sheet of paper. You must also attach a copy of the *Official OMATHON Entry Form* (that appears on page 3 in this newsletter) to your entry.

Your entry should "tell" an OM story that can be real or imaginary. For example, you may depict an experience or situation that happened to the team or a team member and/or an adaptation of a solution to one or more present or past OM problem(s).

The format and method of communication is completely open. You may, but are not required to, use one or more of the following formats:


Poem	Prose
Art Work	Riddle
Story	Cryptogram*

*\*If you use the cryptogram, you must submit a "key" and a clear explanation for the judges and/or evaluators.*

You may submit your entry individually or as a team. You (or your team) may submit more than one entry, provided each one is accompanied by an official entry form. Please be sure you type or clearly print all written material submitted to OM. (Use of a computer is acceptable.) This includes entry forms as well as the stories, poems, etc. submitted as entries.

Entries must be received by January 15, 1992. Winners will be announced in the spring.

Send to: **OM Association: OMATHON**  
**P.O. Box 547**  
**Glassboro, New Jersey 08028**

**NOTE: Once submitted, entries become the property of OM Association, and can not be returned.** 

# OFFICIAL OMATHON ENTRY FORM

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE/PROV. \_\_\_\_\_ ZIP \_\_\_\_\_

MEMBERSHIP NAME \_\_\_\_\_ MEM. # \_\_\_\_\_ DIVISION \_\_\_\_\_

## Rules:

*Size* - must be on one side of an 8.5" x 11" sheet of paper.

*Format* - Entry may contain one format (i.e. artwork) or multiple formats (i.e. a cryptogram within a short story or a story with an illustration). However, all parts must relate to the whole or must be integrated to represent a common theme.

## Evaluation and Judging:

Judges will evaluate each entry in five categories. (Four will be of your choice from the list below and the fifth is the **overall concept**.) The maximum number of points awarded an entry is 100. One to 20 points will be awarded for each category.

You must **select four areas** on which you (or your team) wish to be judged. Choose from the list below. (Each area is worth 20 pts.) Circle the four areas on which you want your entry to be judged and attach this form to you entry.

1. Number of different words with "OM" in them (i.e. home, mom, some, etc.)\*.
2. Use of different words with "OM" that communicate the story.
3. Grammar and sentence structure.
4. Using common, everyday items in an unusual way.
5. Clever integration of seemingly unrelated components.
6. Unique use of form, background, outline, space, color.
7. Use of surprise or the unexpected.
8. Three-dimensional effects on a flat surface or on/in two dimensions.
9. Divergence from the common or expected outcome.

*\*Must highlight these words—boldface or use a highlighter*

The *Overall Creative Concept* of *all entries* will automatically be judged and can receive up to 20 points. Using only the space provided below, elaborate/explain the overall concept of your idea or solution.

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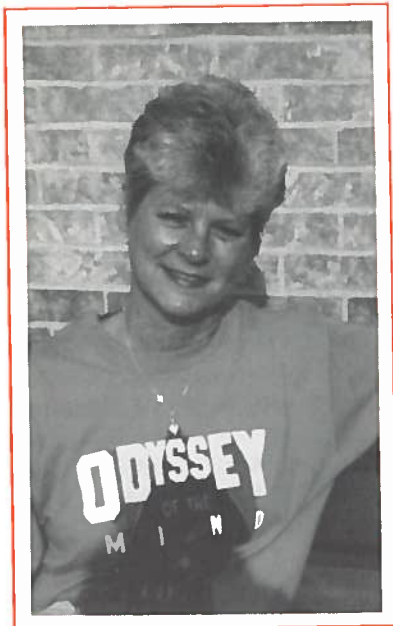
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# SPOTLIGHT



"I've enjoyed watching the OM process cross from the simple competition to the application of creative problem solving in other areas. And, that's happened to young people as well as adults involved in Ohio OM." So says Nancy Wingenbach, Ohio OM Association

Director, featured in this issue's OM Spotlight.

Nancy's had numerous opportunities to see just how creative adults can be! First introduced to OM by her children, she served OM as assistant coach, community organizer, judge—at regional state and World Finals. She was also regional director before working in her present capacity.

Under Nancy's guidance for the last three years, Ohio OM has reached new goals. It has increased in membership by 12%, expanded its regions to 13, and established a formal Board of Governors. "The Ohio OMers, from participant to judges to regional directors are talented, creative and dedicated people," says Nancy, who feels proud to be so involved with this tremendous group of OMers.

On October 11, 1991 Nancy was elected President of the OM Association Directors' Advisory Board. Elected by her peers, she will serve a one-year term.

In her spare time, Dr. Nancy Wingenbach is the Director of Curriculum and Instruction for the Independence School System. She has also been a member of the local school board for the last 8 years, worked as an adjunct at Kent State University and continually maintains a high level of involvement in gifted education. As a mother of three, her children give Nancy a sense of pride. One, following in Mom's footsteps, has a Ph.D.; another is a busy mother; and a third, in high school, is hooked on hockey.

Nancy feels, "OM has made a difference in Ohio, and Ohio is making a difference in OM." We thank Nancy for that, and look forward to her continued participation.



## COACHES' CORNER

"Being a coach is a time-consuming and hair-pulling, but most rewarding experience," notes Betty Schmidt, OM Director in Michigan. In her Michigan OM Newsletter published this fall, she goes on to say, "Learning can be fun and at the same time very challenging. As a coach we must understand that this is the student's competition, not the adults. This is an extremely hard part of being a coach . . ."

Betty's words ring true because coaches (adults) want to experience the fun and challenges that evolve from being associated with the Odyssey of the Mind Program. Those who choose to participate as coaches do come away from the OM experience feeling a measure of growth and satisfaction. Their feelings are different than those the students experience, but not less valuable. The articles below speak to this point. Although two of the writers reference last year's long-term problems, the authors put the coaching experience into perspective, as only coaches can do.

### My Experience As . . . An OM Coach

by Carolyn D. Fairbanks

Lexington Public Schools, Lexington, NE

These last six months, I seem to have experienced almost every human emotion. And not just once. Over and over again. There were moments of high elation followed by disorganization, disorientation and frustration. My team judged, chastised, laughed and shared great joy. We were engaged in a total creative experience. Now, it is important to understand what the creative process is.

I didn't want to coach, because, as an artist, I know full well what the creative process is. It is constant exploration. It is starting with a blank sheet and wondering what to do with it. It is improving ideas . . . thinking about how you can do it better. It means beginning again, over and over, not knowing the "correct" answer.


As an artist, everything rests on my ideas because I work alone. With a team, it is the combining of ideas that makes up the creative process. Knowing the difficulty and uncertainty of the creative process as an artist is one thing. Being involved in the creative process as a team, is more difficult.

It seemed to me that after starting early, in October, each week the kids left frustrated, uncertain and lost. The personality, especially the weaknesses, seemed to pop out of different individuals at the most inopportune times. There were tendencies to quit, especially when the going got tough. Our desire to have everyone cooperative and eager and full of workable ideas and bring them to reality was great. The chance of it all working together at a given moment was rare.

Often we failed to recognize what we did accomplish each time. We were often discouraged because we still did not have THE answer. But, of course, the creative process is made up of a million specks that get formed and reformed together towards a whole. The whole is never set and perfect.

There is never one right answer. So the next week they all came back, and brainstormed again. The brainstorming never stopped. The week after regional competition, they were still changing and improving, and exploring.

What did we learn? That we must seek to be flexible. We must be encouraging. We must be persistent. We must remember that someone who has not been through this particular experience will never understand it.

Most of all, we must remember that creativity and teamwork are terrific aspects of our human lives . . . And that's why we're here. 

## BAA,BAA BLACK SHEEP

by Janet Jones, contributing writer  
and former World OM Coach

Few groups on earth are as diverse as an OM team. Define, for example, Rotarians: Civic-minded businessmen. Altar societies, fraternal organizations, even Latin clubs—all have members with a common purpose.

No matter how your team was assembled—by virtue of being in the same class or by luck of the draw at tryouts—you are to become the “shepherd” of a flock of seven sheep whose sole unifying characteristic is their diversity.

What is the thread that unites an OM team? Absolutely none!

Long-haired rockers, star athletes, classical musicians, carpenters and mechanics, the serious and the studious, the air-head artiste (who reads Aristotle), you'll marvel at the “dis-uniformity”—the diversity—of this little flock.

It comes to pass, for all shepherds, that a sheeping-of-another-color often appears. This is a team member who's not quite learned how to be a member of a team. The student whose inborn or cultivated uniqueness makes it more difficult than usual for him/her to interact cooperatively. What's a shepherd to do?


First, spell out all the rules, briefly and simply. “*This room is off limits . . .*”; or “*Today we will stop at 5:00 p.m. . .*” Do it early; do it conversationally; do it with eye contact; do it before problems develop, and do it away from the site when conflicts do crop up. Review rules and expectations at planned discussion sessions.

Second, realize that this child is a product of genetics and environmental factors beyond your control. She knows she talks too much; he can't help being active. A big part of your task as coach is to help each student set reasonable goals. “Write a script” may be totally beyond this child's abilities, and could lead to enormous frustration and acted-out anger. “*If the bear says, ‘. . .,’ what could the tiger say?*” is a *manageable, less threatening question*.

Third, when an eruption does occur, as it will, allow the child's anger to run its course. Psychologists say nobody can be mad for more than about a minute and a half! If interrupted, however, (“*HERE NOW! We won't have that kind of behavior!*”) the tantrum escalates and the child now has something else to be mad at: YOU. Remove him/her from the area if at all possible.

Finally, when everyone has defused, you get to use all those radio-talk-show-counselor techniques. Compliment

something you honestly admire. Use “I” statements: “*I have a problem with . . .*” Ask the student for a possible solution. No accusation. No punishment. Be concise. Don't overreason.

With a little luck, your patience and acceptance of his/her abilities and feelings, your direction toward achievable goals, your respect of the child's privacy and intelligence (and most of all your sense of humor) will make for a smoother OM season. Black sheep aren't **baaaa-d**, just **ewe-nique**. 

## Mother Endures Her Own Odyssey of the Mind

by April Anderson

Published in *Rapid City Journal*, Rapid City,  
South Dakota on March 14, 1991.

For the last four months I've been coaching my son's Odyssey of the Mind team. OM is a national organization founded to teach children creative problem solving. If you have ever been involved in one of your children's activities, maybe you can relate to this poem.

“Odyssey of the Mind! OM it's called.

Please be our coach, Mom,” our son bawled.

Teaching problem-solving for a counselor like me,

Should be fun and easy, I thought . . . so I agreed.

I read over our problem called Give and Go.

It said build four targets—some high, some low.

Then into the targets send about a zillion tennis balls.

Moved with devices, that the children built, one and all.

Suddenly I felt in a panic. I'm not a scientist or engineer.

Just the notion of Physics makes me quiver with fear.

Then I read in the handbook “No outside assistance” can adults provide.

I should have felt relieved instead of gagged and tied.

At every meeting, cookies and Kool-Aid I'd provide.

The kids were having fun, but no solutions had been tried.

Finally I got them brainstorming for a potential theme.

Nerds and Ninji Turtles were mentioned and everything in between.

Thank heavens they didn't share my fears and doubts.

They designed, built and sewed. They knew the route.

This problem could be solved and they knew how.

Still for me I felt I was giving birth to a cow.

Did they understand the handbook a mile thick?

Would they ever get the paint and tape to stick?

The costumes and the music . . . were they complete?

Can you really get this together in time to compete?

(Continued on page 6)

## Mother Endures Her Own Odyssey of the Mind

(Continued from page 5)

And after what seemed like a lifetime, suddenly only  
a week was left.


I was at the end of my rope . . . completely bereft,  
Shouting, "We've got so much to do! Time is almost up!  
Will you ever get this done?" All they would say was "Yup!"

When the day of the competition finally arrived,  
I was exhausted. For weeks I'd been sleep deprived.  
Yet in my delirium, as I watched them perform,  
I realized their solution had really taken form.

They had done it, solved the problem as a team,  
I tried to act humble, but in my eyes I felt a gleam.  
Till at the awards ceremony, as I sat relieved we were done.  
To my shock and disbelief they announced that we had won!

Another month until the state competition! Do I laugh or cry?  
I'm surprised I feel so happy but I think I know why.  
Solving tough problems surely can make frustration grow,  
But when you work together love also multiplies, you know.

The moral of this story, if there is one, it's this:  
if your child asks your help, make the answer "yes."  
You'll find it like no other.

Except for the time when you became a mother. 

## OM NOTES

- \* Check the label on this issue of your newsletter to be sure your membership information is correctly listed with our office. Changes should be directed to Rene Goodwin at (609) 881-1603. Note that our new address is: OM Association, P.O. Box 547, Glassboro, New Jersey 08028. Any problem questions (or requests for clarifications) should be forwarded to this address.
- \* The 1991 World Finals Videotape is now available. To obtain your copy, send a check or P.O. in the amount of \$50. to: 1991 World Finals Video Yearbook c/o the above-mentioned address.
- \* A new Advanced Coaches' Training (with workbook and videotape) is available from OM Association. This video and workbook can be purchased for \$25. Additional workbooks may be purchased for an additional \$5 each.
- \* Massachusetts OMers would like to know if you are interested in being an OM pen pal. OMers who would like to open the channels of communication are encouraged to contact Barbara Mann at: Triton Regional High School, Elm Street, Byfield, MA 01922.
- \* Ken Westlake, regional director for Florida's Tropical Region, was honored as Dade County's Gifted Teacher of the Year for '91. Ken, who was nominated by the DAGT (Dade Association for Gifted Teachers) was one of 20 finalists considered for this award. A committee reviewed his (written) philosophies on teaching and working with gifted children. But Ken feels his entry on his most memorable experience: taking 4 teams to World Finals, and all his work with OM, weighed heavily in the selection. Congratulations Ken!
- \* Ann Keast of Nevada OM thanks IBM for its donation of a computer "set-up". This equates to a \$2,330 contribution!
- \* Wisconsin OM is celebrating its 10th anniversary this year. The search is on for a state tee-shirt design with a creative slogan for Wisconsin OM.
- \* The New Mexico Odyssey of the Mind Board of Directors has formed a Liaison Board. This new board consists of individuals from business communities and various organizations throughout New Mexico. It is designed to take a broad look at how to increase membership as well as strengthen and support NMOM.  
Two major efforts have been undertaken by this group: to generate increased awareness of OM in New Mexico and to enhance support of NMOM coaches. The vision statement drafted by these individuals says: *OM seeks to build a generation of youngsters who can create goals, develop creative alternatives, identify problems, achieve results, take risks, collaborate with others, make decisions and who are able to find a better way.*
- \* While the October issue of *Parenting Magazine* features an article on OM called "Mind Olympics", look for the February 1992 issue of *National Geographic World* to feature an article on the 1991 OM World Finals in Tennessee. They also wrote about us in a 1985 issue.
- \* IBM's latest issue of *Think* magazine features an article on OM. It's entitled "Kids R Creative At 'Odyssey' World Finals" and features pictures and information about the 1991 World Finals competition. The magazine is mailed to all IBM employees and retirees.
- \* The OM Association Directors' Advisory Board met in mid-October. Association Directors (or their representatives) had an opportunity to visit the University of Colorado at Boulder, the site of the 1992 World Finals Competition. The dates for the 1992 World Finals are May 28, 29, and 30, 1992.
- \* A reminder that problem clarifications can be accessed by using the OM Computer Bulletin Board. To do so, you need a modem, preferably running at 1200 or 2400 baud, a computer, and a communications package. The telephone # is : 1-609-881-0562. Log on as **OM** (first name) and **Member** (last name). Once you have successfully logged on, follow the menu directions by entering a **B** to browse clarifications. Select the specific problem by number. Remember, log off the system by selecting **B** for bye.
- \* Jonathan Mollenhauer of Pitman, New Jersey was accepted at Wesleyan University in Middletown, CO. His early notification letter referenced his OM participation:

## OM Notes *(continued from page 6)*

"Each year we offer early notification to a small group of particularly outstanding candidates, and we believe you deserve this recognition. It was interesting to read of your involvement with Odyssey of the Mind. More high school students should take advantage of such a great program."

- \* Belated congratulations are extended to the following 1990-91 World Finals champions:

St. Anne's High School, RR #3, Talbot Road, West Maidstone, ON. Coach: Rick Godfrey; Team members: Tricia Fuerth, Abby Godfrey, Aron Godfrey, Meghan O'Brien, Amanda Rossi and Lia Zannier. Team members won a Ranatra Fusca in Pompeii, Division III. *The team demonstrated both risk-taking and creativity with its artifact: A vase ice sculpture.*


Also, West Virginia was omitted from the list of semi-finalist winners of the Banner Contest. 

## STAFF ADDITION, PROMOTION AND RETIREMENT AT OM HEADQUARTERS



It's hard to believe that with only nine full-time staff members, OM Headquarters had three staff changes this summer! We are pleased to welcome one new staff member and congratulate two others.

You may have noticed that you received your membership material a little earlier this year. And, it's a direct result of our efficient staff and competent new hire, Edith Lloyd. Edie, who joined us on July 1, seems to be able to do the work of three people. But maybe it's because she is the mother of a set of triplets, age 6. Adam, Brian and Christopher keep Edie rather busy, but in her free time she enjoys sewing, reading and spending time with her active family.

Maureen Donovan vacated the position that Edie filled. The reason? Maureen is our new bookkeeper/treasurer. She replaces Shirley Adams who retired on July 31. Shirley worked in the capacity of Treasurer for 12 years, almost since OM's inception. We thank Shirley for all the work she has done and the many services she has contributed to OM. Best wishes Shirley, for many years of enjoyment, rest and relaxation. 

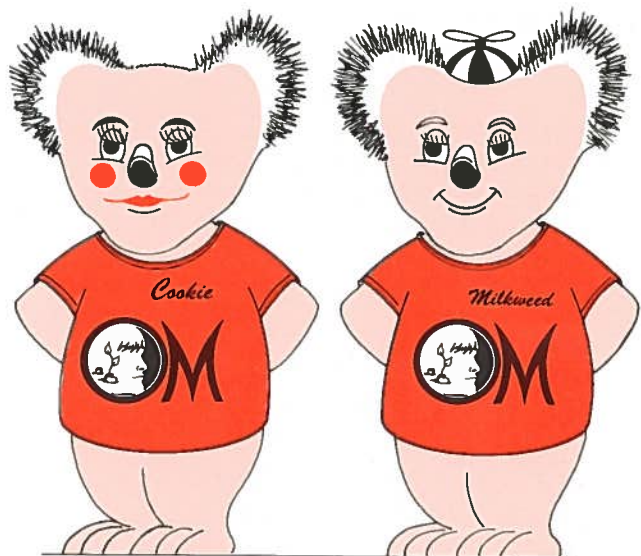
## Geographic Odyssey: Australia

The first Geographic Odyssey began in the Spring 1991 OM Newsletter. It posed questions about Budapest, Hungary. This issue features Australia.

Ask students to research some or all of the questions about Australia. As always, try to provide a creative and enjoyable educational experience. Let them go above and beyond if they choose.

1. What is the capital of Australia?
2. How many states and territories comprise Australia?
3. What are they?
4. Where do koalas live?
5. What is the dingo fence? Compare its length to your state/province boundaries.
6. Although kangaroos may stand 6' high, they are about \_\_\_\_\_ long at birth.
7. Approximately how many people live in Australia?
8. Australia is famous for what beautiful, multi-colored gems?
9. What is perhaps the most distinctive architectural landmark in Australia?
10. What people have the oldest heritage and most ancient art forms on the continent?
11. The Great Barrier Reef is comprised of some 2,500 reefs and 1,000 islands. If you were snorkeling or SCUBA diving somewhere near the reef, describe what you might see? Write a report and substantiate it with facts.
12. What types of dangerous creatures may be found on land and the waters surrounding the continent?

*See page 11 for answers.*



Cookie: "Do you know what my name is in Australia?"

Milkweed: "Biscuit."

Cookie: "I asked the wrong person."

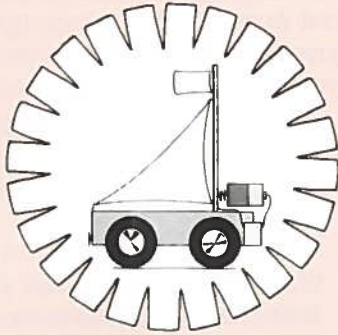
## PROBLEM PROCEDURES

Problem #1, Divisions I, II, III and IV

### Hybrid Relays

by Wayne Kehrl, International Problem Captain

Approximately 15 minutes before the team's scheduled competition time, a staging area judge meets all team members and the coaches. At that time, a staging area judge directs them with their five vehicles, props and membership sign to enter the staging area. The team



presents all of the forms, including the Outside Assistance Form, two copies of the Style Form, the Cost Form, and any problem clarifications. The staging area judge inspects the membership sign and the flag. The team is then asked to review each vehicle with the judge who will check the propulsion system, size and pins. Additionally, the staging area judge points out specific areas which relate to the course and answers any questions that the team may have. The judge will provide the 2 oz. weight to the team. The staging area judge will then dismiss the non-performing team members and the coaches. The timekeeper is introduced to the team and then announces the team to the audience.

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 set-up required and style.

Each vehicle of the team's choice will complete a segment of the course in order. The vehicle will be placed behind the starting line and will be carrying the flag. The vehicle should be released but NOT pushed. The team may end a segment at any time by touching the vehicle or removing the flag. The vehicle finishes a segment when it breaks the balloon or reaches the finish line (see **B. 15** of the problem). The team should then transfer the flag to the next vehicle. This procedure is repeated for all 5 segments. One of the vehicles other than the vibration vehicle or the fifth vehicle must drag the 2 oz. weight for its entire segment.

This is a linguistic problem and the style may proceed throughout the competition period. 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 the team members to discuss their solution.

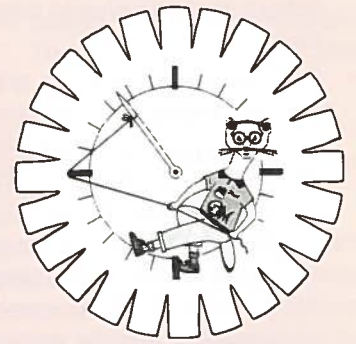
Unless otherwise indicated, the head judge reviews with the coach or Division III team captain the team's long-term raw score (and any other penalties but NOT style) as soon as it's compiled.

Problem #2, Divisions II and III

### Delayed Reaction

by Alice Mc Rae, International Problem Captain

Approximately 15 minutes before the team's scheduled competition time, the team members and the coach must report to the staging area judge. The judge will direct the team to move all its props, membership sign, etc. into the staging area.



At that time the judge will ask for the team's paperwork including Cost Form, Outside Assistance Form, two copies of the Style Form, two copies of the diagram of the team's solution, and any problem clarifications the team has received regarding its solution. The team must clearly identify the 4 team-selected tasks (from page 9 a.- g.) as well as the 4 free-choice tasks. Remember that the diagram does not get judged, but is to help the judges better understand what, when, and where the team's solution actions will occur. Please refer to **B 10** of the problem for other contents of the diagram.

The staging area judge will forward the papers to the appropriate judges. While the judges are looking at the diagram and Style Forms, if the team has chosen task 9 e., the staging area judge will be checking the solution for safety. If there are no further questions, the staging area judge will ask the coach and non-performing team members to leave the staging area, and will introduce the timekeeper to the team. The timekeepers will introduce the team to the audience.

When the timekeeper signals, the team members with all props move to the competition site. From the timekeeper's signal through set-up, style, and performance, the team has 9 minutes. At the end of 9 minutes, the team must stop; any task completed after this time will not be scored.

The weight must stay entirely within the weight zone (**WZ**) until the last task is completed. It may be touched by team members to start its movement but then may not be touched directly or indirectly without penalty. The weight's movement must **initiate** the process of completing each task. All tasks must be completed within the Delayed Reaction Zone (**DRZ**) except **B. 9 f.** which must enter the **WZ** and return something to the team's **DRZ**. From the time the weight begins to move, until the last task is completed, team members may not enter, reach into, or hold anything that reaches into the **DRZ** or **WZ** without penalty.

Each task must be completed separately. Although two or more tasks may be occurring simultaneously, there must be at least 5 seconds between the **completion** of any two tasks.

If the team finishes before time ends, it may tell the judges that it is finished. Since this is a non-linguistic problem, team members may talk to each other or the judges at any time if it is not of a performance nature.



The judges may have questions or may wish to look at the task completion items, so the team members should leave their solution set up until the judges tell them they may leave. They should then quickly clear and clean the area for the next team.

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, Divisions I, II, III and IV

### *Classics...* Alice in OMerland

by Rita Sleeman, International Problem Captain

At least at some tournaments, due to the noise interfering with the performance, a pre-staging area may be designated outside the performance room. When the team is called by the staging area judge, the seven team members and coach will proceed to the designated area with all problem solutions, props, background scenery, membership sign and any team-provided audio-visual equipment/table/stands needed for their presentation. The team will present two copies of its Style Form, a Cost Form, Outside Assistance Form, problem clarifications (if any) and one or two 8½" x 11" sheets of paper listing the items that will be scored (B. 5 a.- h.). When the staging area judge is finished giving instructions and answering questions, that judge will ask the coach and two non-performing team members to leave the staging area. After this no one may assist the five performing long-term members in any way until the presentation is completed.



If there is a pre-staging area, the team then proceeds to the staging area adjacent to the 7' x 10' performance area. At this time a judge will give a final explanation about the performance area, point out the timekeeper, and answer any additional questions.

At the timekeeper's signal, the eight-minute time limit will begin and the team will proceed with its set up, style and long-term presentation. If a team wants the 4' x 5' panels moved or removed, the five long-term team members must do it during the eight-minute time limit. In Division I, if the panels are determined to be too heavy for team members to move, the staging area judge will explain the procedure that is being used for their movement. Plugging in an extension cord and turning lights on/off, if available, are part of the time limit.

The competition is over when the team's presentation is finished. The team must tell the judges when it is through. If the team required more than eight minutes, judges will assess a penalty. However, time will not be called. The timekeeper's time is the official time and no other time will be considered.

At the conclusion of the performance the judges may ask the team to see any required items, props, and/or costumes for closer inspection and may ask the team any questions in regards to its solution to the long-term problem. The judges will inform the team members when they may move out of the presentation area. The team must replace the two 4' x 5' panels to their original position and clean up all remaining debris.

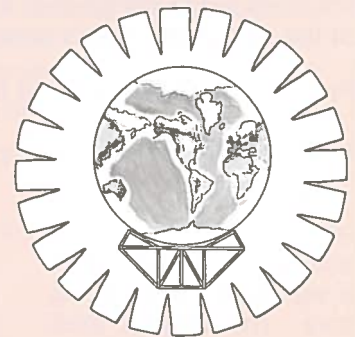
Unless otherwise indicated, the head judge will review with the coach or the Division III team captain the team's long-term raw score as soon as it is compiled.

Problem #4, Divisions I, II and III

### Atlas

by Dr. Fred Bradley, International Problem Captain

Prior to the scheduled time to compete, one or more team members will bring their structure to the weigh-in site. A weigh-in judge will weigh the structure, make appropriate measurements and note any penalties. If appropriate, the team may make corrections at this time.



After filling out the weigh-in sheet, the weigh-in judge may tag and store the structure until approximately 15 minutes prior to the scheduled time to compete. If structures are stored, only the team member(s) can pick up the structure and carry it to the testing site.

At the staging area, the staging area judge will direct the team to remove its structure from the storage container and will ask for all appropriate forms. The two style judges will be given a copy of the team's Style Form and will be informed as to whether any portion of style will be performed after the structure breaks. The coach and all seven team members should be present while the staging area judge goes through a list of procedures and answers questions. However, after this is completed, the coach and the two team members (not performing in the long-term solution) will be excused from the staging area. If an adult assistant is to be used by a Division I team, he/she is to be identified in the staging area and should remain with the team throughout. The adult assistant must enter the competition site with the team, not before.

All props and audio-visual aids must be ready to move when the "BEGIN" signal is given. When all is ready, the staging area judge will direct the team's attention to the timekeeper. After the timekeeper says and signals "BEGIN", the team will have eight minutes for site set-up, style presentation, and weight placement.

In Division I, an adult may assist in the placement of weights of 25 pounds or more. At least one team member must be physically involved in the placement of these weights.

(continued on next page)

The only people allowed inside the testing area during the competition are the five team members and the judges. (And, in Division I only, an adult assistant may be present). There is to be no coaching or assistance of any kind, from any person, during competition.

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

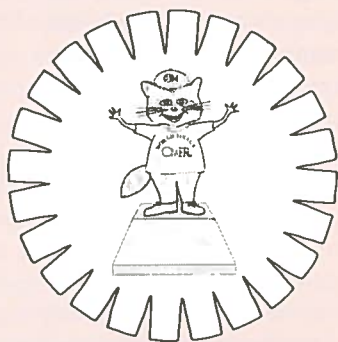
*Weight placement* will end if the weight stack COMES TO REST against the safety pipe; style may continue. *Competition* will end when (1) style has been completed and the structure has broken, or (2) the eight-minute time limit for competition has expired. Any structure to be tested for artificial strengthening must be placed back into its container and returned to the weigh-in site. Penalty points may be assessed at this time. Unless otherwise indicated, the head judge will go over any penalties with the coach at the end of the team's competition.

Problem #5, Divisions I and II

### The OMument

by Dr. Marietta Kehler, International Problem Captain

There may be an area adjacent to the performance area designated with a sign as the pre-staging area. The staging area judge will meet the team in this area approximately 15 minutes before performance and review all pre-competition requirements. The team will present its Cost Form, Outside Assist-



ance Form, and two copies of the Style Form. These forms are in the *Odyssey of the Mind Program Handbook*. The team will wait in the pre-staging area until the prior team has finished. The staging area judge will identify the head judge for the coach so that the coach can later meet with the head judge for scores.

When the head judge signals, the team members will take their props and equipment to the staging area. This is the area which will be the designated starting point for their timed performance. Adults may assist the team in carrying equipment to this area. When the team has assembled itself into the staging area, the judge will give the signal to begin. The team, without adult assistance, then moves its props for its timed performance.

The two 4' x 5' panels will be provided by the Tournament Director. These panels will stand on a pre-taped spot at the rear of the performance area. If the team chooses to use its own panels, the team must move them during the eight minutes of competition. 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 eight minutes. Prop disassembling may be done after time ends, and adults may assist the team. The team members must leave the area clean and the panels in their original position on the designated tape.

The coach should inquire of the head judge when to check back for the team's long-term score and penalties. The head judge will identify the specific area and time they will discuss the scoring.

*Spontaneous*, All Divisions


by Joy Kurtz, International Problem Captain

### Before & After Competition

Teams should report to the "holding room" or spontaneous competition area ten minutes before their scheduled time. Teams must wait **quietly** until the head judge calls them to participate. **Under no circumstances** should anyone knock on or open the door to a spontaneous competition site. Only five team members may enter the competition site. Coaches, parents and additional team members must wait outside the competition area. It is the decision of the team which five team members compete in spontaneous. Teams of less than five members may be at a disadvantage in certain spontaneous problems. If the team has five or more members they **must** send five members into spontaneous. The head judge will check to be sure it is the correct team and division.

Teams should be prepared for any type of spontaneous problem, verbal, verbal manipulative, or hands-on non-verbal. Team members should listen very carefully as the head judge reads the problem. A copy of the problem will also be placed before the team so it is available for the team to refer to.


Once the team has competed it should not divulge the nature of, or discuss, the spontaneous problem with anyone until the end of the tournament.

If the team or a team member has a concern about something which occurred in the spontaneous room it should be discussed with the problem captain or head judge in a private location. The coach may be present and/or present the argument **only** if it does not relate to the specifics of the problem. 

## SCHOLARSHIP REMINDERS

All scholarship applicants must return completed OM scholarship applications and all supporting information to the OM office no later than January 15, 1992. Please make sure that you have carefully answered all the questions and have provided all of the necessary information in order to receive full consideration. You may apply for BOTH the monetary grant AND the school-sponsored scholarship; however, only one scholarship can be awarded to each winner. If you are applying to a specific school-sponsored scholarship, YOU must contact the college/university, obtain the necessary application materials, and fulfill all necessary application requirements for that institution.

Additional information about the OM Scholarship Program can be found in the *Odyssey of the Mind Program Handbook* and the yellow scholarship application brochure enclosed with each membership packet.

Be sure to mail completed forms and supporting information to OM Scholarships, PO Box 547, Glassboro, NJ 08028. 


## Little Man Tate FEATURES ODYSSEY OF THE MIND

We watch in awe as Fred Tate reads at age one. At age seven we see him write poetry, paint murals (in oil and water), play piano at competition level and solve intricate mathematical problems. We also observe that he is isolated by his peers, not just because he is intelligent, but because of his sensitive nature.

Fred Tate is a fictional character depicted in the movie, *Little Man Tate*, scheduled for release in late October/early November. This film focuses on young Fred and his attempts to "fit in". An extraordinarily gifted boy, his life is greatly influenced by two women. One is his mother and the other a child psychologist (who works exclusively with the education of gifted and talented children). An "adult" intellectually, Fred embraces the psychologist as a mother/mentor. Various scenes from the film show us how much he also needs his natural mother for support and guidance, as any child would.

Jodie Foster, who makes her directorial debut, was drawn to this film because of its themes of conflict and heroism arising in a real-life family. "I love films about rites of passage—about how people become who they are and why that is", says Foster. "This film has certain connections and resonances I can relate to . . . in terms of things I feel deeply and believe in."


The filming, which took place last year, features a short segment that presents an annual Odyssey of the Mind competition. OMers will quickly realize that the clip shown in the film does not accurately depict the OM program. However, during this movie we see Fred make a transition and evolve into a kid who finds a sense of balance and a network of support. Much of that support comes from the "friends" he meets through his OM experience. In this respect, it parallels the experience of many OMers.

Although this "reviewer" was somewhat disappointed by the movie's inaccurate portrayal of the OM program, the connection that OM plays a part in Fred's "rite of passage" is clear. The film is ★★★½ — as long as one does not expect it to portray the Odyssey of the Mind Program as OMers know it! 

### OMecdotes

(OM-ec-dote) a short, entertaining story that captures the spirit of Odyssey of the Mind, usually tickling the funnybones of all OMers.

One of the early OM problems was called the Windy Cool Rod. The vehicle had to carry one team member as far and straight as possible, using the air from two window fans. This problem was featured on the PBS Series, "Creativity with Bill Moyers".

One day a boy called the OM office for a clarification. He asked if all of the team members had to be human. Carole said, "Say that again . . ." The boy asked, "Can one of our team members be a gerbil?" Carole replied, "I know what you want to do. You want the gerbil to ride your Windy Cool Rod!" The boy then said, "Well we don't want him to build it for us, lady!" 

### Geographic Odyssey: Australia

Teacher's helper (continued from page 7)

1. Canberra
2. Seven
3. Queensland, Northern Territory, New South Wales, Victoria, South Australia, Western Australia, Tasmania
4. In eucalyptus forests of Australia. The Aborigines named this animal "koala" meaning "I don't drink." The gum leaves of the eucalyptus trees supply all the necessary moisture.
5. The dingo fence, approximately 6' high, keeps dingos (wild dogs) from entering sheep breeding territory. According to *National Geographic*, the fence travels through plains, over rock hills, over river beds and sand dunes for almost 6,000 miles.
6. Three quarters of an inch
7. 16 million
8. Opals
9. The Sydney Opera House
10. Aborigines
11. Open-ended
12. Open-ended

## ASSOCIATION ROUND UP

New Chartered Associations: Australia, North Dakota

### New Association Directors:

<b>AUSTRALIA</b>	Elaine Street	(049) 633575
<b>AZ</b>	Barbara Smith	(602) 791-2187
<b>CO</b>	Margie Kelley	(303) 871-2431
<b>DE</b>	Terri Fitzgerald	(302) 697-9324
<b>KY</b>	Barbara Clift	(502) 227-6546
<b>NC</b>	Tina Jenkins	(704) 364-2832
<b>NE</b>	Diane Boerkircher	(308) 784-2650
<b>ND</b>	Jolene Richardson	(701) 239-7287
<b>NV</b>	Sharon Cathey	(702) 687-3136
<b>NJ</b>	Bill Reinhart/Dan Semenza	(201) 766-9558
<b>NY</b>	Diane Ventura	(518) 381-4345
<b>OK</b>	John Kee	(405) 799-3951
<b>SD</b>	Shirlie Moysis	(702) 773-4662
<b>UT</b>	Sharlene Ricks	(801) 756-8540

### Membership Cut-off Dates

AL	12/20/91	NJ	12/31/91
AR	01/01/92	NM	01/14/92
AZ	02/06/92	NV	03/01/92
MA	01/01/92	OH	01/15/92
MD	02/01/92	OK	02/15/92
ME	01/31/92	OR	01/06/92
MS	01/15/92	SD	12/31/91
NC	01/10/92	VA	01/06/92
NE	12/01/91	WI	01/06/92
NH	02/14/92	WV	01/15/92

Continued on page 12



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# Odyssey of the Mind

P. O. Box 547, Glassboro, New Jersey 08028

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ADDRESS CORRECTION  
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The Odyssey of the Mind newsletter is published by OM Association, Inc., P.O. Box 547, Glassboro, NJ 08028. Individual subscription yearly rate: North America \$8; outside of North America \$10. Executive editors: Dr. Samuel Micklus and Janet Vincz.

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## ASSOCIATION ROUND UP *(continued from page 9)*

### Competition Dates

AZ	State	04/04/92	Arcadia HS, Scottsdale	03/21/92	Kingswood Mid & HS, Wolfeboro; Nashua HS, Nashua		
GA	Regionals	02/15/92	GA Southern University				
		02/22/92	Armstrong College, Savannah & Parkview HS, Lilburn	State	04/04/92	Portsmouth HS, Portsmouth	
		02/29/92	Mt Zion HS, & Columbus College, Columbus	NM	State	03/21/92	W. Mesa HS, Albuquerque
	State	03/21/92	Northside HS, Warner Robbins	NV	State	03/28/92	Proctor Hug HS, Reno
MA	Regionals	03/28/92	Shrewsbury Mid Sch, Shrewsbury; Melrose Mid Sch, Melrose Medfield Mid Sch, Medfield; Triton Regional HS, Byfield	NY	State	04/25/92	Syracuse University, Syracuse
			Worcester Polytechnic Inst, Worcester	OH	Regionals	02/28-09/92	Stow-Munrow HS, Stow
	State	04/11/92				03/06-07/92	Sheidan HS and Jr. HS, Thornville
ME	Regionals	03/14/92				03/07/92	Muskingum College, New Concord
	State	04/04/91				03/13-14/92	Edison College, Piqua; Marysville HS, Marysville; Chillicothe, Chillicothe; Wintersville HS, Wintersville; Sinclair Community College, Dayton; University of Findlay, Findlay
MD	Regionals	02/29/92	Northern Middle and Northern High, (So. Central); No. Harford MS, (E. Central)			03/14/92	Salem HS, Salem
		03/07/92	McDonough HS, (Southern); Catonsville Community College, (No. Central) Salisbury State University, (Eastern); So. Hagerstown HS, (Western); Laurel HS, (Central)			03/20-21/92	Medina HS, Medina
		03/14/92	Gaitherburg HS, (W. Central)	OK	State	04/10-11/92	Marysville MS & HS, Marysville
	State	04/04/92	Univ. MD, Baltimore		Regionals	03/14/92	Rogers St College, Claremore
MN	Regionals	02/15/92	South Junior HS, St. Cloud			03/21/92	SW OK St Univirsity, Weatherford
		02/29/92	Glencoe HS, Glencoe; Armstrong HS, Plymouth; East Middle School, Great Falls			03/28/92	SE OK St University, Durant
		03/07/92	Moorhead Sr HS, Moorhead; Harding HS, St. Paul; Owatonna HS, Owatonna; Central HS, Duluth			03/28/92	Phillips University, Enid
		03/14/92	Coon Rapids HS, Coon Rapids		State	04/11/92	E Central University, Ada
	State	03/21/92	Armstrong HS, Plymouth	OR	State	04/11/92	Western OR State College, Monmouth
		04/11/92	Armstrong HS, Plymouth	SD	Regionals	02/29/92	Dakota St University, Madison
MS	Regionals	03/20/92	Millsaps College, Jackson			03/07/92	No. State University, Aberdeen; SD Sch Mines/Tech, Rapid City
		03/21/92	Millsaps College, Jackson			04/04/92	Riggs HS, Pierre
		03/28/92	Neshoba Central, Philadelphia	UT	State	04/11/92	Spanish Fork HS
	State	04/25/92	MS Univeristy for Women, Columbus	VW	State	03/28/92	Fairmon State College, Fairmont
MT	Regionals	02/29/92	Lockwood School, Billings; Washington School, Glendive; Ft. Benton HS, Ft Benton; Sentinel HS, Missoula	WI	Regionals	02/29/92	Sturgeon Bay HS, Sturgeon Bay; Sturgeon Bay Mid Sch, Sturgeon Bay
			Montana State University, Bozeman			03/14/92	Aldrich, Jr. HS, Beloit; Seymour Mid Sch & Seymour HS, Seymour Baraboo Sr. HS, Baraboo; East HS, Appleton; Univ. WI, Superior
	State	03/21/92	Appalachian State University, Boone;			03/21/92	Mensha HS, Mensha; Grand Ave Mid Sch, Milwaukee
NC	Regionals	03/07/92	Reynolds Middle School, Ashville; East Carolina University, Greenville			03/28/92	Ben Franklin Jr HS, Stevens Point; Iowa-Grant HS, Livingston; Sheboygan Schs, Sheboygan
		03/14/92	Kennedy Jr HS, Charlotte; Wake Forest University, Winston Salem		State	04/11/92	Univ WI, Stevens Point
			Winnisquam Jr/Sr HS, Tilton	WY		03/28/92	Riverton
NH	Regionals	03/07/92	Merrimack HS, Merrimack; Pinkerton Acad, Derry	World Finals		05/28-30/92	Denver, Colorado
		03/14/92					