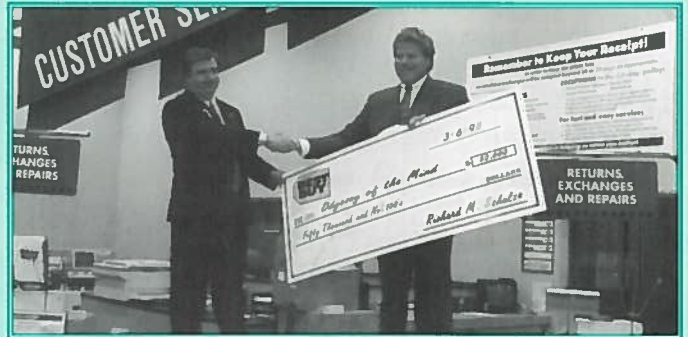


Best Buy Makes Great Investment

The best buy that The Best Buy Children's Foundation (BBCF) could make this year is an investment in OM, and they have done so! BBCF has granted \$50,000 to the OM Association, Inc. for use in developing a Long-Term problem related to the retail industry for the 1998-99 season. It's a great fit, because the BBCF emphasis is on innovative programs that promote personal achievement, build relationships and life skills and accentuate learning opportunities for school-age children.

OM Executive Director, Robert T. Purifico, accepted the grant with gratitude and enthusiasm at the grand opening of Best Buy in Knoxville, TN on March 6, 1998. The grand opening of the Knoxville store brings Best Buy to 285 stores in 32 states.

"OM looks to Foundations like BBCF to offer children the opportunity to think divergently and work just like they will need to in their professional lives," Purifico said. "We're pleased that BBCF has invested in the development of tomorrow's leaders as they go about the process of helping to make the world a better place in which to live." Purifico went on to add that creating a problem related to the retail industry will provide OMers with a creative opportunity that they understand. As we all know, the retail environment is a place where many kids feel right at home. "The Long-Term problems expand students' education by teaching them problem-solving and team-building skills that can't often be taught in a text book," said BBCF President Susan Hoff. "Supporting OM gives BBCF an excellent opportunity to engage youth in the entrepreneurial spirit of Best Buy."



Robert T. Purifico, Executive Director of OM Association, Inc. accepts Best Buy Children's Foundation check from Rich Robokoff, Best Buy Regional Manager.

Primary Teams Show Their Colors



Oregon OM held the third annual Statewide Primary Showcase on Saturday, March 7, 1998. Thirty one primary teams from 26 membership organizations participated in the event, which is a special tournament designed specifically for primary teams.

The Oregon Statewide Primary Showcase was the brain-child of Nan Bolstad and Jeanette Crowley, but primary tournaments are not new for OM — there's actually one communi-

ty that has been holding primary tournaments for the past 15 years! The kids who've participated in these tournaments used previous OM problems, as there were no problems written exclusively for primary teams.

In the past, primary teams performed at regional tournaments, but weren't always given the attention they deserved and were sometimes seen as entertainment. Nan and Jeanette thought it would be a good idea to pool the resources of Oregon's state association, and to offer one centrally located tournament exclusively for primary teams.

While teams may still choose to perform at their local regional tournament, there are some unique features of this showcase tournament that really benefit the primary students, including:

- ◆ All team members may perform in the Long-Term solution and the spontaneous problem.
- ◆ Before performing, the team may choose to be scored numerically or with a check off system.

continued on page 4

"DRINK MORE MILK," Say Experts

got milk?

Unfortunately, many OMers would have to answer "not enough." As kids get older, their consumption of milk declines. But according to new calcium guidelines recently released by the Food and Nutrition Board of the National Academy of Sciences, kids in the bone-building years of adolescence should have at least 1,300 mg. of calcium a day. In "milk terms" that measures out to be approximately four servings a day.

heat 1 cup of milk in a microwave and add instant coffee to taste. Children love hot cocoa. Use milk instead of water for package



mixes, and you'll boost the calcium three times over the amount in the package.

sugar than an equal size portion of a soft drink. And flavored milk is just as nutritious as white milk. Try mixing the flavored milk with plain milk to create the taste that's just right for you. Powdered mixes work great, too!

8. Try Other Fast Food Options — try a chili and cheese or broccoli and cheese baked potato for a change of pace. Order milk instead of a soft drink.

9. Add One Glass a Day — simply drinking one more glass of milk a day than you do right now can add 300 mg. of calcium to your diet instantly.

10. Get Your OMers Involved, Too — building strong bones during childhood can help reduce the risk of broken bones caused by osteoporosis later in life. Motivate your OMers to meet their calcium needs with this Top 10 list today!

New Calcium Recommendations

Age (yrs)	Calcium Needed (mg.) per day	Number of Servings per day
1-3 years*	500	
4-8 years	800	
9-18 years	1,300	
19-50 years	1,000	
51+ years	1,200	

*Serving sizes for children ages 1-3 are 2/3 of adult size.

As a matter of fact, the National Academy of Sciences recommends that most Americans increase their daily calcium intake by 25 percent. Because milk and milk products provide 73 percent of the calcium in the food supply, that means consumers of all ages need to drink more milk!

Top 10 List for Feeding Your Bones

The National Academy of Sciences' new calcium recommendations means that OMers really need to bone up on milk and milk products. How can you help them meet their optimal calcium needs (and yours, too)? Easy! Just take a look at our Top 10 list for feeding your bones.

1. Eat Breakfast — studies show that people who eat breakfast (especially cereal and milk) have diets higher in several key nutrients, including calcium.

2. Enjoy a Latte or Hot Cocoa — most lattes have two-thirds of a cup of milk in a regular size. To make your own at home,

3. Be a Model — kids need to see that drinking milk is something parents and other adults do! Supermodel Christie Brinkley drinks milk, why not you? Sport that milk mustache!

4. Make Calcium Convenient — keep packages of string cheese and yogurt on hand to make it easy to get more calcium.

5. When You Indulge, Choose High Calcium Desserts — pudding, frozen yogurt, and ice cream all provide about 80 mg. of calcium

per half-cup. Cookies and milk are another tasty high calcium treat. Lower calorie options are available for all of these choices.



6. Consider Calcium When Cutting Fat or

Calories — if you want to reduce fat and calories, start with the "extras" in your diet. "Extras" such as chips, cookies, candy, and oil add high amounts of fat and calories to your diet for relatively few vitamins, minerals, or other nutrients. Make a low-fat diet a calcium-rich diet with 3-4 daily servings of Milk Group foods. The dairy case is filled with choices, including reduced-fat, low-fat, and fat-free options.

7. Taste a New Flavor — most prepared flavored milks have less added



Adapted with permission from Idaho Dairy Council



NATIONAL DAIRY COUNCIL
AMERICA'S DAIRY FARMERS

1997-98 ODYSSEY OF THE MIND

STATE / PROVINCIAL / INTERNATIONAL MEMBERS

(13,644 in 38 countries with 65 chartered associations as of 3/30/98)

Chartered Association	Membership 1995-96	Rank 1996-97	Membership 1997-98	Rank 1997-98	Chartered Association	Membership 1996-97	Rank 1996-97	Membership 1997-98	Rank 1997-98
Texas	1590	1	1674	1	Rhode Island	35	49	39	46
Michigan	881	2	882	2	Idaho	31	50	38	47
California	736	3	774	3	Delaware	38	48	37	48
Ohio	727	4	757	4	Germany	26	52	33	49
Colorado	642	6	689	5	Utah	27	51	26	50
Virginia	683	5	687	6	Australia	21	54	22	51
Wisconsin	633	7	624	7	Louisiana	13	59	21	52
New York	567	8	557	8	District of Columbia	22	53	19	53
Minnesota	470	9	468	9	United Kingdom	14	57	18	54
Massachusetts	340	11	386	10	Poland	10	60	17	55
Pennsylvania	339	12	351	11	Singapore	1	73	14	56
Maryland	356	10	344	12	Benelux	13	55	12	57
Florida	315	15	343	13	Italy	8	62	12	57
North Carolina	334	13	322	14	Kazakhstan	18	56	11	59
Washington	325	14	304	15	Alaska	4	70	10	60
New Hampshire	280	16	280	16	Ural Region, Russia	42	46	6	61
Georgia	206	20	234	17	China	5	66	5	62
Oregon	241	17	225	18	Colombia	1	78	5	62
Arkansas	208	19	214	19	Hong Kong	5	65	5	62
Tennessee	214	18	212	20	Hungary	5	65	5	62
Indiana	190	21	204	21	Peru	1	78	5	62
Illinois	188	22	196	22	<i>Unchartered Areas</i>				
British Columbia	177	24	192	23	Lithuania	5	65	4	67
Maine	180	23	185	24	Yellowknife, NT	10	60	4	67
Iowa	167	25	184	25	Alberta	8	62	3	69
New Jersey	165	26	180	26	Curacao	5	65	3	69
Missouri	152	28	176	27	Japan	3	71	3	69
Nebraska	161	27	171	28	Venezuela	3	71	3	69
Kansas	134	31	146	29	Brazil	2	74	2	73
Connecticut	132	32	132	30	Korea	--	--	2	73
South Carolina	138	30	118	31	Quebec	2	74	2	73
South Dakota	115	34	118	32	Argentina	1	78	1	76
Montana	123	33	115	33	Bolivia	1	73	1	76
Arizona	114	35	112	34	Ecuador	--	--	1	76
Kentucky	77	37	82	35	Egypt	--	--	1	76
Oklahoma	95	36	77	36	France	--	--	1	76
North Dakota	72	38	69	37	Guatemala	--	--	1	76
New Mexico	62	42	67	38	Hawaii	1	75	1	76
Vermont	67	40	66	39	Honduras	--	--	1	76
Mississippi	68	39	64	40	Manitoba	1	67	1	76
Nevada	51	43	64	40	Moldova	--	--	1	76
Alabama	64	41	54	42	Mexico	1	78	1	76
Ontario	51	43	51	43	Norway	1	78	1	76
Wyoming	50	45	50	44	Nova Scotia	1	73	1	76
West Virginia	39	47	42	45	United Arab	--	--	1	76
					Virgin Islands	--	--	1	76

Following are excerpts of an article which appeared in the January 23, 1998 issue of the *Philadelphia Inquirer* newspaper. It's all about something that OMers hold near and dear to their hearts — **DUCT TAPE!**

Singing the Praises — Sometimes Literally — of Duct Tape

by Alan J. Heavens

No one knows who said it first, but the statement, "God made the world in six days and it is being held together by duct tape," is close to the mark.

Duct tape — or versatility in a 60-yard by 2-inch-wide, silver-faced roll, as I call it — is being used in an almost endless number of ways around my house these days.

Two weekends ago, I went through five rolls while insulating pipes in the basement. I used it when piecing together several black plastic bags to protect the outdoor grille from the ravages of winter. I pieced together several more bags to prevent expanses of soil under my deck from slowly washing away.

A piece has been wrapped around the driver's side-view mirror of the van now for 51 weeks, and successfully covered the jagged edges during the last annual state inspection. A baseball bat came in contact with a mirror.

One of the best stories about duct tape is from the annals of *Inquirer* history. Photographer John Costello was on assignment covering the Bosnian war when he fell into a hole during the night and broke his foot. To continue walking, he wrapped his ankle in duct tape.

And let's not forget Apollo 13. Tom Hanks, Kevin Bacon and Bill Paxton used duct tape and pages of their flight

manuals to create a way to purify the air in the capsule so they could create a contraption to remove the carbon dioxide from the air.

The real astronauts did, too.

As with many useful products, the tape was a World War II invention, answering the Army's need for a waterproof material that could be used for quick repairs in the field. Cloth mesh was combined with rubberized adhesive, and duct tape was born.

After the war, the tape was used by air-conditioning and heating companies in installing duct work in new homes. Duct tape got its name and its metallic color because of it.

It also comes in other colors, but metallic is the most widely used.

Duct tape has acquired millions of other uses. There are entire Web sites devoted to duct tape.

A temporary solution

What should be remembered about duct tape in applications other than duct work is that it is a temporary solution. And in some uses, it can be dangerous. Some homeowners have wrapped their furnaces in it after discovering a crack because they failed to read the warning label: "Not to be used on heating appliances. Suitable for use at no more than 80 degrees C (176 Fahrenheit F).

Temporary. Which is why some of the uses I've seen touted on the Web make me wonder. Like the fellow from Denver who uses duct tape to seal his leaky gutters. If the gutters are metal, and the duct tape traps the moisture, the leaks could be getting larger.

Then there is canoe repair (they suggest plugging the leak first with bubble gum). Bring life vests and go only if you can swim very well.

Using duct tape to replace lawn-chair webbing seems like a good long-term solution. But patching car mufflers and tailpipes doesn't.

Taping the cables coming out of the back of the computer qualifies as a good long-term use.

Admittedly, using it to repair a side-view mirror has only made me delay getting it fixed.

OK, OK, I'll have it replaced.

In fact, I'll do it at the same time I have the passenger-side parking light replaced. See, just before Christmas, a truck backed into the van and shattered the light. So it needs to be replaced before inspection.

The pieces of the light are being held with clear mailing tape. After all, duct tape isn't see-through, is it?



Primary Teams Show Their Colors

continued from page 1

- ◆ Immediately after the team's performance, all team members and coaches are presented with a ribbon, and a photo is taken to be given to the team as a keepsake.
- ◆ Parents are also allowed a photo opportunity.
- ◆ Judges give team members positive comments and encouragement.
- ◆ Coaches may accompany their teams into the Spontaneous room and stay with the kids for support.
- ◆ The team does both a hands-on and a verbal problem, which are specially designed for primary students.
- ◆ The teams have 30 minutes in the Spontaneous problem, and the judging team gives lots of feedback and also takes time to teach the team some Spontaneous tricks and tips.
- ◆ Teams are scheduled, so that no team has to stay at the showcase for more than three hours, unless they wish to stay and watch other teams.

Coaches of young teams really appreciate these aspects of the primary showcase tournament. Just like in a regular tournament there is a food concession, an OM sales booth, and an area where the kids can color and play. The Oregon OM Primary Showcase is designed to be a very unique and nurturing experience for our youngest OMers, so mark your calendar for next year's event, or call Oregon OM to get involved.





OM Association, Inc.
Second International Creativity Conference
Dimensions in Creative Problem Solving

October 9 - 11, 1998 ♦ Omni San Antonio Hotel ♦ San Antonio, Texas

Dear Creative Colleague,

Pablo Picasso once said, "Every child is an artist. The problem is how to remain an artist, once he grows up." If Picasso was still alive today, my guess is that he would be very impressed and supportive of the efforts of the OM Association and all that it has accomplished since its inception.

Our mission plan not only states that "OM values and nurtures creativity," but goes on to state the foundation upon which OM is to accomplish this massive objective. In addition, the Strategic Plan of the OM Association goes on to provide the guidelines to spread creativity and the notion of divergent thinking throughout the world so that, as Picasso so eloquently stated, we can help children, we now fondly tag as OMers, maintain that ability to be an artist in whatever strata of life they select.

Some twenty years later, the OM Association is proud to announce that its efforts, on behalf of a core of thousands of volunteers, have produced nearly 14,000 members currently in 38 countries, and 71 Chartered Associations all of which represent nearly one million children throughout the world. The programs developed and administered by the OM Association have been so warmly received throughout the world because they develop one's ability to think divergently. In an effort to further nurture and develop this skill, the OM Association cordially invites you to attend its Second International Conference on Creativity. The Conference will represent the opportunity to reflect on the elements of creativity as they relate not only to the field of education but to the corporate world as well. Please join us as we celebrate our second conference in an effort to use our creativity, "...to help make the world a better place in which to live."

Robert T. Purifico
Executive Director

Keynote Speakers

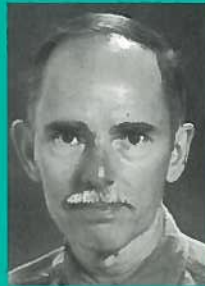


Robert T. Purifico, Executive Director of OM Association, Inc. and Vice-Chairman of the OM Board of Directors, continues the OM mission through the facilitation and further development of the OM Model School Program. Schools involved in the model have both endorsed and employed the OM teaching methodology as presented which supports the OM pedagogy and its emphases on divergent thinking.

Dr. Joseph L. Montessano, Superintendent of Hackensack Public Schools in New Jersey, has been influential in guiding his district, which has become a recognized OM educational model, in creating equal access to quality education and enrichment opportunities for ALL students. He believes that OM and the skills it enforces to be the link between education and the business world.



James P. "Tom" Camerlo, a dairy farmer, is one of our nation's leaders in the dairy industry and is currently President of the National Milk Producer's Federation. He has served as an advisor to three presidents regarding domestic and international agricultural issues. Additionally, Tom has been credited with the creation of the U. S. Dairy Export Council.



Dr. Robert Harriss has received numerous honors and awards including: The NASA Exceptional Scientific Achievement Medal and the NASA Outstanding Leadership Medal. Currently, Professor Harriss is a member of the teaching and resource faculty at Texas A & M. His primary interest is in the development and application of advanced technologies to problems of sustainable development.

INVITED SESSIONS

Texas Tapestry of Traditions: Imagination bubbles through and through our great Texas traditions. From Texas African American musical roots to Asian dance to Hispanic folktales, our folklore is a wonderful expression of multicultural and multigenerational creativity. Join us for a look into using local folk traditions to teach and foster creativity.

New Ways to Fire the Canon — An Innovative Approach to Enhance the Humanities Curriculum: This hands-on presentation is designed for the secondary level humanities classroom. All teachers can implement creative lesson plans within the confines of a curriculum using a repertoire of strategies to model creativity in the classroom that promote divergent thinking .

Paralympics Team Invention — BOARDWALK: Student patent holders share team work and creative techniques used to develop, invent and patent The Boardwalk. This is a device that is attached to a walker which aides someone in raising from the seated position to a stand.

Eureka Not for Me, I'm an OMer (The Day I Knew I Could): What is "FAB" about the OM capability for employers? The speakers will connect "the missing link" between employers' requirements and OM-developed abilities. An awareness session for OMers. OM discovers, develops, fosters and enhances multiple skills sought by employers.

The Creative and Inventive Process and OM: What do you do with all those inventive ideas your teams create doing OM solutions or just from being creative? This session will describe a new inventing program and will walk participants through an inventing process.

Academic, Scientific and Leadership Talents Detection and Creative Problem Solving in Mexican Undergraduates: Academic, scientific and leadership talents can be detected by applying creative problem solving and research methodology to real problems. Students develop a written report about the problems and all the possible solutions.

It All Begins in Pre-School: Children begin at birth to explore the intricate world around them. The curriculum for pre-school, developed by this presenter, demonstrates how using an open-ended curriculum that teaches children how to think and not just memorize and to be problem-solving individuals at a very young age, will be instrumental in the educational lives of these young people forever.

Art Links: Linking Art Symbols Through the Creative Process to Identify Advanced Development and Reasoning in Students: Participants will explore baseline information to analyze students' drawings and art work in relation to indicators of advanced development and advanced reasoning abilities. Approaches to working with children to gain insights into these creative processes will be presented.

Stretch Learning Using Creativity: Participants will explore the three elements that make up a creative assignment: thinking skills, content and motivation. This process takes the "fluff" out of what many believe to be fun creative assignments and replaces it with "punch" for a true learning experience. This session will also show how to allow learners to take risks in a nurturing environment that will help to build the creative thought process.

Encouraging Risk Taking & Problem Solving with Simulations: Participants will play a simulation game followed by a discussion of how divergent thinking, problem solving and risk taking can be encouraged in the classroom using this and other simulations.

Caring for the Inner Muse — Physical, Emotional and Psychological Exercises for Creative and Joyful Living: Hurried lifestyles decrease productive thinking, harmonious living and natural creativity. This session concentrates on techniques that can aid in reducing stress, help increase creativity as well as productive and joyful living. Many exercises are suitable for students.

Creative Problem Solving Process, The Tools and Creativity Style: Participants will learn more about their own creativity style and will also be introduced to a specific Creative Problem Solving process and its tools. This process has helped many to become better critical and creative thinkers and problem solvers. Problems become viewed as opportunities and challenges!

Expanding the Possibilities: Activities to Promote "More-than-One-Way" Thinking: This presentation will involve participants in hands-on experiences with activities that promote "more-than-one-way" thinking, as they travel a path toward open-ended thinking, considering numerous possibilities, options and alternatives appropriate for learners of all ages.

OM For All Ages — Elementary to College to Career: OM is good for all ages. How OM affects elementary age students, middle school students, high school students, college students, coaches and judges will be discussed as well as the impact on various careers.

Developing Creative Teaching Strategies: This session will explain the process used to stimulate creativity and the generation of innovative teaching strategies in teachers from high school and graduate schools by applying creative strategies and tools of creative problem solving.

Modeling the Creative Process through Improvisations: This interactive workshop involves participants in creative problem-solving through improvisational scenes and stories. Skills in problem identification, solution and risk-taking are modeled through exercises involving vocalization, movement, characterization and narrative.

INVITED SESSIONS

Days of Challenge — Another Dimension in Creative Problem Solving: Participants will learn how to implement a “Days of Challenge” program which includes creative thinking and problem solving activities in their district. Handouts will be provided.

European Union — Employment Youthstart: Many young people (more than 20% across the European Union) will leave school without formal qualifications and in some cases, without even basic literacy and numeracy skills. Youthstart aims to support the better integration of young people under the age of 20 into the labour market, particularly those without basic qualifications or training.

Sounds Like...?: Participants will have the opportunity to discover how different types of musical instruments work through a problem-solving construction activity. Learner objectives and evaluation techniques will be considered.

Creativity in Picture Book Illustrations: Picture book artists need to consider the content of the story and adapt their innate style or develop a brand new one in order to reveal the aesthetic beauty that underlies the story. Seven artists’ different styles are studied and their creativity marvelously reveals the universal art logic.

The Tennis Court as a Classroom: The intent of this presentation is to show that using the tennis court as a classroom makes a good alternative teaching medium for advancing the social and cognitive development of students with and without disabilities. Discussed will be the following characteristics and skills related to the tennis game and court: active learning, rewards, attention and motivation, teacher’s role, discipline, self-instruction, testing, modeling, self-development, decision making, problem solving, math and language. Hands-on audience participation will be encouraged.

Using Movement to Facilitate Creativity and Learning: Learn the muscle movements that facilitate development of synapses in the brain. Coordinated movement can help develop neural pathways in the brain. We’ll explain how and do some exercises with you.

The Learning Connection: Participants will be actively engaged in hands-on activities which necessitate critical thinking and problem solving for the real world. Each participant will receive a handbook of activities to reinforce H.O.T.S. (high order thinking skills).

Breaking Mind Sets: This session will explore the dilemma of how to move individuals from the idea that there is only one solution to a problem to the belief that there are multiple solutions for the same problem. Participants will explore the idea that individuals can break the mind set presented by situations and find other solutions to a problem using creative problem solving techniques.

Creative Problem Solving in Humor — The Riddle Process: This short paper argues that the problem solving strategies developed by children through the mastery of riddles and doodles play a significant role in the development of general problem solving skills and of more generalized creativity. Following the work of William Fry, the structure and process of children’s riddles in Anglo-American culture are presented as exercises in problem solving, and specifically in developing the ability to both produce and then resolve linguistic ambiguity.

Research — Interest & Opportunities: This session will be a roundtable discussion of OM Association, Inc.’s current and prospective research interests, including a review of OM’s annual Dissertation Awards Program.

Life-Long Problem Solving — Daily Encounters with Creativity: This hands-on workshop focuses on fostering life-long learning and creative problem solving through “creative moments.” Participants will complete sample exercises, develop “creative moments,” receive a creativity journal starter and learn to adapt exercises for work groups, students and OMer.

Visiting Authors and Illustrators — A Shared Creative Experience in Children’s Literature: This panel presentation addresses the concept of visiting authors and illustrators as models for young and developing creators. The emphasis is on authenticity in children’s literature and creative collaboration through community resources.

Hands-On Teaching & Learning — The OM Pedagogy in Action: The presenter will model an OM curriculum lesson (“Art for Artifacts Sake”) and engage the participants as learners. The seven stipulatives of the OM pedagogy will be experienced.

Glenn Miller, Glasser and Creative Tension: Engage in strategies from William Glasser’s “Choice Theory and Reality Therapy,” Robert Friz’s “Creative Cycle,” Julia Cameron’s “Creative Recovery” and Glen Miller “sound.” Participants will learn to create mindfully and proactively.

The Hothouse Effect — Dynamics of Highly Creative Groups: Participants interactively explore key factors behind the achievements of history’s most creative communities. We then apply our findings towards enhancing all of the creative dynamics of groups in corporate and educational settings.

Discovering & Developing the Explorer, Artist, Judge & Warrior in Yourself & Others: Successful application of the creative process requires that an individual or group play all four of the roles: explorer, artist, judge and warrior. This session will illustrate through a series of self-discovery and interactive activities, how each of these roles can be infused into OM.

INVITED SESSIONS

The Hackensack OM Model: Join keynote speaker, Dr. Joseph Montesano, Superintendent of Schools from Hackensack, New Jersey, and a panel of instructional leaders from the OM Association's first model school program. Learn how the OM strategies are being infused into the district's curriculum.

Improvisation — The Creative Act of Choice: Improvisation allows participants to focus on opportunities for creative action in their environment. Attendees will be involved in improvisational activities that strengthen the ability to make choices quickly, decisively and creatively.

Creativity on Demand: Need a creative idea? This workshop offers hands-on experience in methods used by real world creative professionals to quickly produce useful, high quality ideas about any subject — whenever you want.

Predicting the Risk: Do you want increased quality from your students/employees? Would you like students/employees to become teachers, not just learners? Learn how to stop "predicting" results and start empowering risk-taking.

Creativity Can Be Taught!: Every person is creative. Creativity isn't something you either have or you don't. It's more a matter of degree than ability. Your creativity depends on what you do with what's in your head. This session will discuss the left and right brain and how creativity can be taught! Come and learn how you and your students can become more creative.

Something OM'ish: Something OM'ish can transform a classroom, workshop, training session or an OM team into the epitome of creativity with "stylish," hands-on activities. In this session, one can experience the excitement of imagination, the joy of learning and the rewards of "make it, take it."

Odyssey of the Mind EVERY DAY!: Two public school gifted education coordinators share proven ideas for implementing a middle school Odyssey of the Mind elective. Participants will receive guidance and materials as well as discover their own learning styles.

Thinking, Problem Solving & Assessing — A Must in Education & Life — Peanuts, Paper and Nails!: This hands-on workshop is action packed as participants use peanuts, scissors, paper and nails to problem solve and assess problems in the real world. Each participant will receive a booklet of ideas.

Employing OM Techniques of Creativity and Problem Solving in the Work Place: Did you ever sit around a board table with your "best" management team and just stare? Participants will focus on business problems and develop many creative solutions.

Multi-Cultural Travel Onto Uncharted Paths: Come and create a multi-cultural presentation using simple, everyday material. . . Turn cloth into an Indian poncho into a karate suit into a Viking's attire. . . A twig into an Indian raindance stick... A magic marker into a bamboo grove. . . The list goes on.

Second OM International Creativity Conference Registration Form

Name: _____

Address: _____

City: _____ State/Province: _____

Zip: _____ Country: _____

Day Phone #: _____ Fax #: _____

E-Mail Address: _____

Special Needs: _____

Registration Fees:

OM Creativity Workshop	\$ 25 U.S.D _____
Conference (before 9/11/98)	\$295 U.S.D _____
Conference (after 9/11/98)	\$325 U.S.D _____
TOTAL	_____

Method of Payment:

VISA MasterCard Check Enclosed

Credit Card #: _____

Expiration Date: _____

Purchase Order #: _____

Registration fees for the Creativity Conference include: Keynotes, Friday Evening Mexican Fiesta Reception, Saturday and Sunday Continental Breakfast, Saturday and Sunday Lunch, Saturday Evening International Buffet at the Institute of Texan Cultures and all Conference Costs. It does not include the Pre-Conference Creativity Workshop.

Signature: _____

Make checks payable in U.S. funds to: University of Maryland. Fax form to 301-314-6693 or mail form to: Odyssey of the Mind Conference, University of Maryland Conference & Visitor Services, 101 Annapolis Hall, College Park, MD 20742-9122 USA. For further information call (301) 314-7884 or e-mail umconf@accmail.umd.edu.

Scholarships Update

Where Are They Now?

The following are last year's OM Scholarship recipients as well as the institutions they presently attend:

Recipient Name	Type	College/University
Destiny Allen	OM	Fordham University - New York NY
Sara Anderson	OM	Edgewood College - Madison WI
Eric Beaver	PAOM	Penn State Univer - University Park PA
Christina Besonen	MIOM	Michigan State Univer - East Lansing MI
Jeanette Brodersen	OM	SD State University - Brookings SD
Margaret Bruening	OM	University of Cincinnati - Cincinnati OH
Abigail Call	NHOM	University of NH - Durham NH
Rajesh Chopdekar	NJOM	Cornell University - Ithaca NY
Stephanie Creese	IAOM	Iowa State University - Ames IA
Chantel Curbo	OM	Texas A&M Univer - College Station TX
Brian Cusack	OM	The Cooper Union - New York NY
Aubree Dill	MIOM	Univer of Notre Dame - South Bend IN
Mark Ethier	MAOM	MIT - Cambridge MA
April Fail	SCOM	Newberry College - Newberry SC
Alexander Feltham	OM	Brown University - Providence RI
Neil Fennell	OM	College of Art & Design - Savannah GA
Molly Forr	PAOM	MIT - Cambridge MA
Daniel Friedman	OM	Hamline University - St Paul MN
Sarah Gregory	OM	CO State University - Fort Collins CO
Sean Haggart	CAOM	University of CA - Berkeley CA
Jeffrey Hansen	IAOM	Iowa State Univerrrsity - Ames IA
Martha Harvey	OM	Morehead State Univer - Morehead KY
Jason Howell	NCOM	University of NC - Cahpel Hill NC
Christopher Kimball	OM	Rice University - Houston TX
Stephanie Kirsch	OM	University of PA - Philadelphia PA
Jeffrey Koenecke	MAOM	University of S Maine - Portland ME
Jarid Kvale	OM	SD State University - Brookings SD
Ian LeClair	NHOM	Bowdoin College - Brunswick ME
Dustin Levy	NJOM	Moravian College - Bethlehem PA
Mark Luskin	OM	Centre College - Danville KY
Jessica Lyons	CAOM	Sonoma State Univer - Rohnert Park CA
Patrick Methvin	NCOM	University of NC - Chapel Hill NC
Rebecca Middendorf	GAOM	Agnes Scott College - Decatur GA
Michele Muggli	OM	University of CO - Boulder CO
Matthew Newcomb	OM	University of PA - Philadelphia PA
Chetak Reshamwala	MAOM	MIT - Cambridge MA
Lauren Roark	OM	University of CA - Davis CA
Nathan Sanford	OM	University of VA - Charlottesville VA
Thomas Scanlan	IAQM	Iowa State University - Ames IA
Adam Schroeder	IAOM	Iowa State University - Ames IA
Matthew Semel	OM	New York University - New York NY
Christopher Setser	OM	Baldwin-Wallace College - Berea OH
Andrew Smith	MAOM	Collof the Holy Cross - Worcester MA
Brian Smithling	OM	MIT - Cambridge MA
Jennifer Solms	OM	University of NC - Chapel Hill NC
Paul Stein	OM	Lake Area Tech Inst - Watertown SD
Chris Strohmaier	OM	Drake University - Des Moines IA
Chris Stubbs	OM	Cornell University - Ithaca NY
Sarah Sutherland	OM	University of BC - Vancouver BC
James Watts	IAOM	Iowa State University - Ames IA

OM Association Awards Thirteen Scholarships

OM Association, Inc. is pleased to announce that the following candidates have been selected as recipients of a \$500 OM scholarship for the college/university of their choice. This year the OM Scholarship Committee received over 190 applications. The deserving OMer are:

Brian Bernard	Grand Rapids, MI
Paul Blanchfield	Brookfield, CT
Inga Budish	Curacao, Netherlands Antilles
Allison Clark	Colton, NY
Joseph Cvach	Edgewater, FL
Todd Dragoo	Sierra Vista, AZ
Cory Hupp	Brownsville, OH
Bridget Klest	Dexter, OR
Allison MacLeod	Dover, NH
Adam Walker	Custer, SD
Anna Warloe	Corvallis, OR
Timothy Watts	Kingsport, TN
Martha Wright	Lexington, SC

Congratulations to all OM scholarship recipients.

OM Alumni Association Awards First OMAA Scholarship

The OM Alumni Association is proud to announce its 1997-98 OMAA scholarship recipient. **Kelly Aitken**, from Pittsburgh, PA, will receive a \$250 scholarship to use towards tuition costs at the college/university of her choice. Kelly has been involved in OM for eight years and plans to continue her involvement in the organization while she is attending college. The OMAA looks forward to her continued involvement in the OM Alumni Association.

Congratulations, Kelly!

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- _____ Copies of **Odyssey Update** book (@ \$17.75 plus shipping and handling) \$ _____
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- _____ Copies of **Competition Stimulates Creativity** book (@ \$17.50 plus shipping and handling) \$ _____
Contains a collection of 12 long-term, 28 verbal spontaneous, and 15 nonlinguistic spontaneous problems. Features a chapter on the value of competition in the workplace and in education.
- _____ Copies of **OMermania! Encouraging Humor and Creativity Using the Odyssey of the Mind Problems** book (@ \$19.50 plus shipping and handling) \$ _____
Features a discussion on humor and includes 12 long-term problems as well as 40 verbal and 17 nonlinguistic spontaneous problems for practice.
- _____ Copies of **Problems to Challenge Creativity** book (@ \$18.50 plus shipping and handling) \$ _____
Contains 15 long-term problems, 29 verbal spontaneous problems, and 21 nonlinguistic spontaneous problems. Includes a chapter on why all OMers are winners!
- _____ Copies of **Make Learning Fun! Activities to Develop Creativity** book (@ \$17.95 plus shipping and handling) \$ _____
Contains 11 long-term problems, 19 nonlinguistic spontaneous problems and 38 spontaneous problems.
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Contains 25 OM-style activities instructionally suitable for all ages in all arenas of learning.

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This video, accompanied by a discussion and activity guide, examines many creative achievements throughout history and suggests how we can make our own creativity work better for us.
- _____ Copies of the **OM Marketing Video -- A Fascinating Journey*** (@ \$19.95 which includes shipping and handling) \$ _____
An eight-minute video that tells the OM story -- from its goals to its benefits! This is one more tool to help you secure funds for your local OM program or OM organization.
- _____ Copies of **Style Videotape*** (@ \$35 which includes shipping and handling) \$ _____
Provides an understanding of Style and how it relates to the long-term solution.
- _____ Copies of **So Now You're On An OM Team Videotape*** (@ \$29.95 which includes shipping and handling) \$ _____
A 30-minute video for team members, coaches, parents and judges which includes a guide for viewing. Explains what it's like to be part of an OM team.
- _____ Copies of **Advanced Coaches' Training Videotape*** (each video comes with one **Advanced Coaches' Training Workbook**) (@ \$25 which includes shipping and handling) For experienced coaches. \$ _____
Used in conjunction with the Advanced Coaches' Training Workbook, which provides coaching techniques.
- _____ Additional copies of **Advanced Coaches' Training Workbook** (@ \$5.00 which includes shipping and handling) \$ _____
- _____ Copies of **Odyssey of the Mind Awareness Videotape*** (@ \$19.95 which includes shipping and handling) \$ _____
Narrated by Bill Moyers, this tape introduces the viewer to the OM Experience.
- _____ Copies of **1997 OM World Finals Video Yearbook*** (@ \$50.00 which includes shipping and handling) \$ _____
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- _____ Additional subscriptions of **1998-99 OM Newsletter** (@ \$10 per year in USA, \$15 outside USA) \$ _____
Published five times per year, it contains noteworthy and newsworthy information about the OM program, problems, events and participants.
- _____ **1998-99 Associate Membership** (Individual \$20; Alumni \$25; Family \$35) \$ _____
Provides the subscriber with a newsletter subscription and a ticket(s) to the Coaches' Recovery Party at the 1999 World Finals.

My total order is: ➔ \$ _____

Enclosed is check # _____ payable in U.S. FUNDS, a purchase order or U.S. Postal Money Order payable to **OM Association, Inc.**

Please note: Any customs and/or duty charges are the responsibility of the purchaser.

* not available in PAL or SECAM

OM ASSOCIATION, INC. 1998-99 SCHOOL MEMBERSHIP REGISTRATION FORM

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114 East High St., Glassboro, NJ 08028-2549

Please complete this form and return it with a check, U.S. Postal Money Order or purchase order (**payable in U.S. funds**) to Memberships, OM Association, Inc., P.O. Box 547, Glassboro, NJ 08028-0547. The OM Association, Inc. School membership fee is \$135 if the membership mailings go to a North American address. Outside North America the membership fee is \$150. Non-U.S. members must make payment in U.S. funds drawn on a U.S. bank or via a U.S. Postal Money Order. All membership categories receive a subscription to the *OM Newsletter*.

Membership Name _____ **School Classification** (circle one): rural urban suburban
Member # (if renewal) _____ **Grades Covered in Membership School** _____

Name and address of individual authorized by member to act on its behalf in reference to all matters pertaining to OM Association, Inc.:

Name _____
Address _____
City _____ **State/Province** _____ **Zip** _____ **Country** _____

(Please indicate your membership type by circling the appropriate category below.)

MEMBERSHIP CATEGORIES

Divisions I, II and III only:

- A** Individual School. In competition, may enter one team, per problem, per division, within the school. Must register as the school name.
- B** Home-School students in a certified home-school program. In competition, may enter one team per problem. Must register as the certified school program name.
- C** Two or more schools with the same principal. One principal that serves two or more schools may join for the schools s/he heads. In competition, may enter one team, per problem, per division, for each division housed within the schools. Only this category uses the name of the school district, such as "Glassboro Schools."
- D** Community Group. An established community-based organization, housed within the community, with a mission to serve youth. In competition, may enter one team per problem. The president/director/leader must sign below to attest that this group falls within those parameters. Also, you must include the organization's by-laws with this application. Supplemental educational support groups (i.e. PTAs) are not eligible for membership under this category.

_____ *signature* *typed or printed name*

Division IV:

OM Supporters:

- E** College and Military
- F** Associate Member (Individual \$20; Alumni \$25; Family \$35)

ADDITIONAL SUPPORT MATERIALS

Additional subscriptions of **1998-99 OM Newsletter** (@ \$10 per year in USA, \$15 outside USA) _____ \$ _____
Published five times per year, it contains noteworthy and newsworthy information about the OM program, problems, events and participants.

1998-99 Associate Membership (Individual \$20; Alumni \$25; Family \$35) _____ \$ _____
Provides the subscriber with a newsletter subscription and a ticket(s) to the Coaches' Recovery Party at the 1999 World Finals.

If this is a new membership, please specify how you learned about the OM Association, Inc. School Program:

- Recommended by a colleague/parent
- Read about OM in _____ publication
- Viewed your World Wide Web home page
- Received an unsolicited mailing
- Heard about it at _____ conference
- Other _____

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Coach/Contact's Name:
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State/Province:
Zip: _____ Country:
School Phone No.:
Home Phone No.: _____ Fax No.:
School District:

Note: If you have an APO/AE address please indicate location: City _____ Country _____

Enclosed is check # _____ payable in **U.S. FUNDS**, a purchase order or U.S. Postal Money Order payable to **OM Association, Inc.** in the amount of \$ _____ for _____ membership(s) (\$135 North American, \$150 other).

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Odyssey of the Mind

P.O. Box 547, Glassboro, New Jersey 08028
Web Address: <http://www.odyssey.org/>

CHANGE SERVICE
REQUESTED

The Odyssey of the Mind Newsletter is published by OM Association, Inc., P.O. Box 547, Glassboro, N.J. 08028. Individual subscription yearly rate: North America \$10, outside of North America \$15. Executive editor, Janet Vincz-D'Alessandro; Layout, Denise Reinhart.

Summer Enrichment Programs Update:

The following Summer Enrichment Programs (SEP's) will take place in the summer of 1998:

California OM, Resident Camp at *Camp Surf YMCA* in San Diego, June 15-19. The Camp is open to Divisions I and II. The cost is \$250 per camper. For information contact Janet Gray (760) 325-2215 or e-mail to DKGray@compuserve.com.

Iowa OM, Resident Camp at *Grinnell College* in Grinnell, June 21-27. Cost is \$295 for week. Campers will choose an area of interest — mechanical, structural or theatrical and develop solutions to Long-Term problems based on well-known fairy tales. Campers will live in college dorms, eat in the cafeteria and experience the best of Odyssey of the Mind, working with experienced OM coaches and learning new skills. For more information contact Joyce Anderson at (515) 423-9594 (evening) or Jim Work at (515) 421-4408 (daytime).

Missouri OM, Two Day Camps. The first camp will take place at *Kirk of the Hills Presbyterian Church* in St. Louis from July 13-17. The cost is \$150. (Siblings of campers will receive a 10% discount off the registration fee.) The second camp will be held July 27-31 in Kansas City at a site to be announced. The cost is \$150 and siblings are eligible for a 10% discount. For further information on either of these camps, contact Diane Jones at (314) 542-2004 (fax or phone) or e-mail to DJONES9285@aol.com.

New Hampshire OM, Six Day Camps. Campers will experiment with various media and materials (including the edible and the messy), create wacky constructions, play very strange games and build better brains through fun activities developed by Odyssey of the Mind and NHOM. Space is reserved on a first-come, first served basis. Each camp is limited to 55 students. Camps with less than 35 campers enrolled may be canceled. The cost per camper for a one-week session is \$165 and includes a camp T-shirt, all materials and an afternoon snack. The camps are open to any child who has completed 3rd through 7th grade. The camp day begins at 8:30 a.m. and runs until 4:00 p.m. For further information contact Jill Schoonmaker (603) 868-2140 or e-mail to jill@nhom.org. The dates and sites are:

July 6-10:	<i>Gilmanton School</i> in Gilmanton and <i>Pennichuck Junior High School</i> in Nashua
July 13-17:	<i>Broken Ground School</i> in Concord and <i>Woodbury School</i> in Salem
July 20-24:	<i>Londonderry High School</i> in Londonderry and <i>Dondero Elementary School</i> in Portsmouth

Oregon OM, Three Day Camps. Oregon OM's first ever Summer Enrichment Program will kick off this year. The three, one-week day camp sessions will be co-sponsored and produced by the A. C. Gilbert Discovery Village in Salem. Each session will be five days long and will go from 9:00 a.m. to 4:00 p.m. daily. The cost for the week is \$185. The camp is open to students who have completed 4th through 8th grade. For further information contact Jennifer Madland (503) 371-3631 or e-mail to sobey@qte.net. The dates and sites are as follows:

July 20-24	<i>A. C. Gilbert Discovery Village</i> in Salem
July 27-31	<i>Luckiamute School</i> in Monmouth
August 10-14	<i>A. C. Gilbert Discovery Village</i> in Salem