



Odyssey of the Mind

Newsletter

VOLUME 11,

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ODYSSEY OF THE MIND SCHOLARSHIPS INCREASE

Scholarship Deadline December 1

Odysey of the Mind scholarships are available to high school juniors and seniors and full-time college students. Scholarships vary from corporate monetary grants to college/university tuition grants.

The candidate should possess the following additional qualifications: member of past or present Odyssey of the Mind teams, evidence of creative problem-solving abilities, and strong academic record or special talents.

The OM Scholarship Application Form may be found on page 18 of the *Odyssey of the Mind Program Handbook*. Submit it along with the written recommendations from the Odyssey of the Mind coach and principal or professor, the student's own statement as noted on the application form, an 8" by 10" black and white photograph of the applicant, and a copy of both sides of the applicant's parents'/guardians' most current IRS 1040. Each membership packet contains a scholarship preference list that must also be submitted with the application form. Return all requested forms to be received by December 1 to OM Scholarships, P.O. Box 27, Glassboro, NJ 08028.

Odyssey of the Mind 1988-1989 Scholarships

Chevron or Honda Corporation monetary grant — may vary in amount, usually \$1,000 each.

Central Michigan University, Mt. Pleasant; \$300 yearly tuition grant, renewable up to three years providing recipient maintains a 3.25 grade point average.

College Misericordia, Dallas, PA; full tuition for four years.

Drexel University, Philadelphia, PA; President's Freshman Scholarship which provides full tuition and fees for freshman year. Approximate value: \$8,000.

Friends World College, Huntington, NY; four tuition grants up to \$2,000 per year.

GMI Engineering & Management Institute, Flint, MI; to incoming freshman; \$1,000 non-renewable.

University of Maryland, College Park; four years renewable tuition grant of approximately \$1,950 per year; US citizen only; minimum 1350 SATS, high school 3.5 gpa.

Neumann College, Aston, PA; full tuition for four years providing recipient maintains 3.0 or higher grade point average and maintains full-time student status.



OMER: Hi, Chipper. What'cha doing?

Chipper: Hi, OMER, Hi, Flood. My science class is working on an OM curriculum project called, "Ring Around the Tree Trunk." I'm chewing this tree into boards. It's hard work.

Flood: With just a meager research effort into the technology of cutting, you would have found it to be much more efficient to use a saw.

Chipper: Now you tell me! But then again, what about tradition?

OM NOTES

- "We were accorded with warm welcome and friendliness of American people everywhere. We sincerely hope that the friendship between our two nations will increase day by day." —**Chen Wei Xin, Shanghai, China**, coach **Juvenile Press's** 1988 world finalist team.
- Floridian **Judy MacLeod**, regional director and assistant association director, researched the *Odyssey of the Mind* Program in her school. She conducted the study to fulfill her master's degree requirements from Nova University. The research indicated that during their four-month involvement with the OM program the students increased their creativity in originality and elaboration. Students also demonstrated social improvement, enhanced self-esteem, group cooperation, and increased leadership skills and creative problem-solving skills.
- A mother in Hillsborough county Florida raised funds to send the four first place Tampa OM teams to the 1988 world finals. One son participated on a first place team. A second son was fighting for his life, afflicted with a rare incurable form of cancer. When asked why she was still coaching and fund raising, the mother replied, "I coach because of my belief that someday an *Odyssey of the Mind* participant will grow up to discover a cure for what is now an incurable disease." — abstracted from Judy MacLeod's master's thesis.
- All **Kiwanians** take note. **Chris Rice**, director of program development for Kiwanis International, plans to use slides of the OM program as part of a slide show seen by hundreds of thousands of Kiwanians. For more information, contact Chris at Kiwanis International, 3636 Woodview Trace, Indianapolis, IN 46268.
- The fall **program governance committee** meeting, attended by each chartered association director, took place October 8 and 9 in Denver. The directors had the opportunity to tour the University of Colorado-Boulder, site of the 1989 world finals.
- We're considering **Iowa State University in Ames** as a possible site for the 1990 world finals.
- "Developing our young people's creativity and ingenuity cannot be done solely in the classroom setting. The *Odyssey of the Mind* is an excellent example of an extracurricular activity which supplements and enhances traditional education." —taken from a letter from **George Deukmejian**, Governor of California, to **Janet Lutz**, California Regional Director.
- Eight million dollars has been federally appropriated to fund the "Jacob K. Javits Gifted and Talented Education Act." This will result in a reestablishing of the Office for Gifted and Talented within the Department of Education, creation of a national research center, teacher training and technical assistance, curriculum design, model programs and direct state grants. Actual funds are expected to be available next year.
- **Teresa Amabile**, author of *Growing Up Creative*, a book on children's creativity, explains how to judge creativity. Termed **consensual validation**, Amabile states, "A product is judged to be creative if people familiar with the relevant field believe it is." She adds the phrase **Intrinsic Motivation Principle of Creativity**. Explains Amabile, "People will be most creative when they feel motivated primarily by the interest, enjoyment, satisfaction and challenge of the work itself—and not by external pressures."
- "The creative process does not end with an idea; it starts with one. Creative ideas are just the first step in a long process of bringing thought to reality." —Alex Osborn

The Numbers Game

The following statements contain numbers and letters that when translated make a correct statement. By equating the numbers with the key letters, the meaning of each statement can be found. Example: 16 = O in a P, would be ... 16 ounces in a pound. Your problem is to find these words. Turn to page 6 for the answers.

- | | |
|--------------------------|------------------------------|
| 1. 26 = L of the A | 7. 4 = Q in a G |
| 2. 7 = W of the A W | 8. 24 = H in a D |
| 3. 12 = S of the Z | 9. 1 = H on a U |
| 4. 32 = D F at which W F | 10. 29 = D in F, in each L Y |
| 5. 90 = D in a R A | 11. 52 = W in a Y |
| 6. 8 = S on a S S | 12. 602 = T at L Y W F |

Summer Enrichment Program

by William C. Reinhart, Camp Director

TEST YOUR OM INTEREST INTENSITY ON THE OM-ETER
(please circle one)

- Do you like relaxing on the beach?yes no
- Are you fascinated by thought-provoking games and activities?yes no
- Would you like to be a professional problem solver?yes no
- Could you handle swimming, canoeing and picnicking on crystal-clear lakes?yes no
- Does a week-long vacation in the Poconos, air-conditioned rooms, and good food appeal to you?yes no

How to score your answers:

If you circled yes to two or more of the above questions, then you missed out on one of the best kept secrets this side of planet Earth. You should have come with us to Dallas, Pennsylvania to participate in the Creative Competitions Summer Enrichment Program. It was a real journey of the mind and emotions with fascinating thought-provoking games, exciting activities, swimming, drama, fun in the sun and more. Our 150 graduates over the past four years are now considered certified OM problem solvers.

This one-week intense crash course in concentrated competition really challenged the intellect by crushing functional fixedness and illuminating campers' perceptions of the world. Master coaches constructed extremely emotionally-charged interactions and thought-stimulating concepts that made participants evolve into independent original thinkers in just one magical week.

At the camp, held at College Misericordia in the heart of the Pocono Mountains, teams of six or seven participants shared intensive training in solving problems from professional OM counselors. Participants selected their problems prior to arrival. One popular problem this past summer was "Murder Mystery Weekend"—a real thriller of a whodunit plot with such unexpected surprises that cold chills went up spines while shivers and shudders echoed through the normally sedate and unsuspecting audience. A banquet and awards ceremony completed the week in grand tradition.

We recommend that interested coaches, parents and OM team members write to Creative Competitions, P.O. Box 27, Glassboro, NJ 08028 for information relevant to participation in next summer's SEP. It is a win-win situation filled with all the drama one can handle.

The following COACHING DON'T'S and DO'S were prepared by Kathy Martinchek, Michigan regional director and distributed via her coaches' training workshops.

COACHING "DON'T'S"

- **Don't** tell team members how to solve the problem, but rather ask questions to help them think it through.
- **Don't** allow any criticism of teammates' personalities — no cutting remarks.
- **Don't** step in on their disagreements — let them work it out as part of learning team work.
- **Don't** limit creativity by setting parameters which are too tight.
- **Don't** get disturbed when teams make mistakes along the way — this is part of the OM learning process.
- **Don't** allow them to be irresponsible — help them realize that this hinders the entire team.
- **Don't** make them feel like they have failed if they don't win — failing is only when they won't try again.
- **Don't** complain about other teams, coaches, or judges in the competition.
- **Don't** allow teams to prepare a problem solution which knowingly goes against the Spirit of the Problem or any of the limitations that are given in the problem itself. **READ, READ AND RE-READ THE PROBLEM AND THEN READ, READ, READ SOME MORE.**
- **Don't** dispute a judge's ruling without explaining why to the students — always be sure your dispute is valid.
- **Don't** get uptight — relax and remember that teammates are the ones who have to know everything or find out. You are only the coach and are not supposed to do the problem solutions.

COACHING "DO'S"

- **Do** teach team members the creative problem-solving process and use it throughout the problem solution.
- **Do** help team members realize that winning isn't the only goal. The process of getting to "there" is what's important, not just the competition.
- **Do** help team members recognize the abilities of each member and encourage them to capitalize on the individual strengths of ALL.
- **Do** encourage growth through each new experience.
- **Do** help them get organized and become aware of the importance of keeping a schedule and meeting deadlines.
- **Do** help them expand their minds, dig deeper, and come up with more creative ideas.
- **Do** work with teams on the spontaneous problem component of the OM program.
- **Do** try always to answer a question with a question.
- **Do** help them give and take constructive criticism of IDEAS but avoid insulting and insensitive personal remarks.
- **Do** be willing to admit you don't know everything and encourage your team to get help from others. (Be careful with this one.)
- **Do** help them to learn how to evaluate their ideas and progress continually through each aspect of the problem solution.
- **Do** go over the score results with the team after a competition to help it improve in future tournaments.
- **Do** set a good example of adult behavior and by all means be a good role model for your team and others.
- **Do** let your team know you are human and have needs also.
- **Do** be a quiet "guide on the side," not the "sage on the stage."
- **Do** relax and enjoy these young, creative minds at work!!!

COACHES' CORNER

- **Carol Heaton**, coach of Marine School's world finalist team, reports that the seven girls on the team were honored guests in the town's centennial parade this past summer. Marine, Illinois is a village of 950 people located near St. Louis, Missouri.
- Tournament directors may wish to initiate "a coaches' box" at their competitions. While a specific team competes, the team's coach and its alternate members may sit in an area designated as the coaches' box. This makes the coach visible to the judges and also recognizes the two alternate team members.
- This year, the Division IV problems are included in every membership packet. But, please note, **Meteor Busters** will be a competitive problem for Division IV only.
- The 1989 world finals will take place May 25-27 at the University of Colorado-Boulder. The Division IV competition will take place concurrently.
- Did you notice that the color on each long-term problem coordinates with the packet cover?
- The problem clarification deadline is **March 1**, not April 1 as in the past. Remember, no problem clarifications will be given for **Fabulous Fables**.
- Additional program handbooks may be purchased for \$9 each. You may also wish to order a copy of the 1988 world finals videotape which sells for \$50 and/or the coaches' training videotape which sells for \$25. Order from OM Association.
- Tournament directors may wish to designate their judges by having them wear pinnies such as those worn by intramural sports participants. The pinnies may be kept and used year after year because as designed one size tends to fit all. For larger tournaments, the specific judging assignment may be affixed with felt letters to the pinnies such as HEAD JUDGE, STAGING AREA JUDGE or STYLE JUDGE.
- The synopsis sheet of the long-term problems, included in the membership packets, was incorrect for members who received their packets in September. The problem **Just in Time** is available to divisions I, II and III.
- Several language arts teachers have expressed an interest in having more activities dealing with topology. Did you know that topology is really a branch of mathematics? Wonderful exciting things can be done with this topic in all subject areas. Topology can be developed into enrichment units that will stretch the mind and develop higher level thinking skills. It can even be extended into unique art projects. For those of you who are interested in the topology idea previously given and eager to obtain others on this topic, we refer you to the original source, *Math For Math Lovers I*, Sunburst Communications, Pleasantville, N.Y., 1982.— Thanks, **Dr. Ann Melton**, language arts curriculum writer for the curriculum guides and Coordinator of Academically Gifted Program, Haywood County Schools, Waynesville, North Carolina, for supplying us with this information.
- Coaches, judges, administrators, etc. are invited to submit articles for possible publication in the Odyssey of the Mind newsletter. Please submit materials to Dr. Elisabeth Bradley, OM Newsletter, P.O. Box 27, Glassboro, NJ 08028.
- Please check your membership card to make certain we have your name correctly listed in our office.

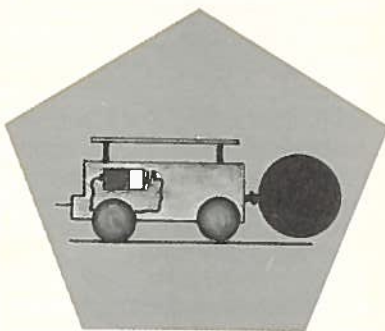
PROBLEM PROCEDURES

Spontaneous (*before and after competition*)
by Joy Kurtz

Ten minutes before its scheduled spontaneous competition time, the team is to arrive at the competition site. Only the team and the coach are to be at the site. Parents, team supporters, media personnel, etc. are to wait elsewhere. The team is to remain quiet and orderly and wait to be called by a spontaneous judge. This judge will notify the five spontaneous problem team members when they are to enter the competition site. No one else may enter the competition area, not even the coach.

After the team has competed and left the competition site, no participant is to divulge the nature of the problem or discuss it in any way with anyone until after all teams have competed.

Problem #1
Just in Time
by Lee Talbot



Prior to the start of the problem, the team will be met by a judge. At that time, the team with its vehicles, costume parts and props will be directed to enter the staging area. The team will present to the judge its style form, cost form, two (2) copies of a list of costume parts, and any problem clarifications it has received. It will also have available a properly completed outside assistance form (if not previously submitted). At that time, the judge will inspect the vehicles, the costume parts, and the props to make sure that they conform to the requirements and will not damage the site. Additionally, the judge will point out specific items which relate to the course and answer questions which the team may have.

At the judge's signal, time will begin and the team may proceed with setup and style. During the timed period, each team member must proceed to a numbered station with a vehicle bearing the same number and containing cards of the same number. Once the team member is in his/her station with the vehicle bearing the costume parts and cards, he/she may begin his/her delivery process. Each station may be visited more than once by the vehicles. However, a team member in another station may take only one card from each vehicle. A card may be taken only while a vehicle is in a station. If, during the delivery portion of the problem, the vehicles or the costume parts must be retrieved in a manner requiring a team member to leave his/her station, a penalty will be assessed. The penalty is five points for each offense, and will be assessed any time a team member touches a vehicle or costume part while either the team member or the vehicle or costume parts are not at least partially in the station. In the alternative, a five point penalty will be assessed if a team member enters the pentagon between the time the first vehicle starts the delivery process to the time the delivery process is completed. This only applies if penalty number six does not apply.

Once the delivery portion of the problem has been completed, team members may move about freely without penalty, but the vehicles and the cards must remain in their respective stations for scoring at the conclusion of the eight minutes. However, if the team wishes to remove the vehicle or cards before the eight minutes expire, the team may ask the judge to score the items to be removed; and, after scoring, the team may take them from their stations. Prior to the time running out, each of the individual

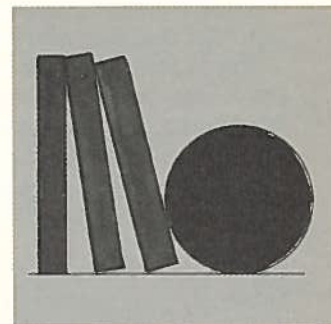
team members is to change his/her costume using the various parts which either began in the station or were delivered. The competition is over at the end of the eight minutes, or before, if the team indicates that it is finished. Style may be performed at any time during the eight-minute competition period.

Unless otherwise indicated, the head judge will go over the scoresheet with the coach at the end of the team's competition period.

Problem #2 **Cause and Effect**
by Alice McRae

When the team checks in, it should have ready to hand to the staging area judge the following:

1. Cost form—please check the OM program handbook for exempt items. All others should be listed. (\$75 maximum allowed)
2. Style form—listing the five style categories. Remember to be explicit on the free choice items.
3. Outside assistance form—signed by all team members and coach(es)
4. A copy of any clarifications the team has received that affect its solution.
5. Two copies of the diagram showing the layout and order of completion of the team's solution. Each task must be clearly identified. Diagrams should be on 8 1/2" by 11" sheets of paper. Task I, the last task, must also be identified. This should also contain the team's estimated time for task completion.
6. An additional drawing, diagram, or model of the layout—IF this has been designated as one of the team's free choices for Style.
7. The billiard ball which the team will be using.



The team will remain in the staging area until signalled by the judge to begin. The nine-minute competition time starts with the judge's signal to begin. The team will begin setting up and performing its solution.

When the billiard ball is released, the "estimated time" begins and continues until task I. is completed. All tasks must take place inside the Cause and Effect area but devices used to start the action must be placed in Launch Site A. They may, however, extend into the Cause and Effect area. Once the ball has been released, no team member may enter without penalty the Cause and Effect area nor touch anything that reaches into the area.

Style may be performed at any time during the nine-minute competition time. At the end of the nine minutes, the judge will call "time" and the team must stop. If time is called before all tasks are completed, no score will be given for those completed after the nine-minute time limit. If time has not ended, the team will tell the judges when it is finished.

The team is responsible for cleaning the competition area. and must provide its own cleaning materials.

If an additional drawing, diagram, or model of the layout was chosen for Style, the judges will return this to the team at this time.

Unless otherwise indicated, the head judge will go over the team's scoresheet with the coach at the end of the team's competition period.

Problem #3,
"Classics... Ye' Gods"
 by Rita Sleeman

When the team is called by the staging area judge, the five long-term problem members will proceed to the designated area with all props, background scenery, membership sign and any team-provided audio-visual equipment/ table/ stands needed for its presentation. The team will present to the staging area judge the style form, cost form, outside assistance form, problem clarifications (if any) and the required story board that is not scored.



Once the team enters the staging area, coaches, alternates and/or spectators may not assist the team in any way until the presentation is completed.

At the judge'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 two 4'x 5' panels moved or removed, this must be done by the five long-term team members during the eight-minute time limit. Placing of the membership sign and plugging in an extension cord is part of the eight-minute time limit also.

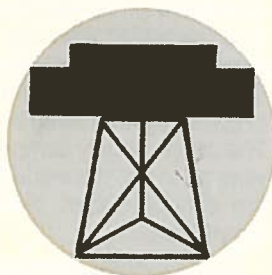
The competition is over when the team's presentation is finished. If the team requires more than eight minutes, a penalty will be imposed; however, "time" will not be called. The timing judge's time is the official time and no other times will be considered.

At the conclusion of the performance, the judges may ask the team to bring the props and/or costumes for closer inspection and may ask the team any questions in regard to its solution to the long-term problem. The judges will inform the team when it may move out of the presentation area will all props and equipment. The team must replace the two 4'x 5' panels to their original positions.

Unless otherwise indicated, the head judge will go over the scoresheet with the coach at the end of the team's competition period.

Problem #4, Do More With Less
 by Fred Bradley

Prior to the scheduled time to compete, one or more team members will bring the structure to the weigh-in site. A weigh-in judge will weigh the structure, make appropriate measurements, and note eligibility for bonus and/or any penalties. If appropriate, teams 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 fifteen minutes prior to the scheduled time to compete. If structures are stored, only a team member(s) may pick up the structure and carry it to the competition site.



At the staging area, all appropriate forms will be given to the staging area judge and questions may be asked. The coach should be present while the staging area judge discusses a set list of procedures and answers questions. However, after this is completed, the coach will be excused from the staging area. If any style is to be done after the structure fails, the staging area judge will inform the style judges. Also, if the structure is to be returned to the weigh-in site, a problem judge is to be informed. If an adult assistant is to be used by a Division I team, he/she is to be identified

before competition time begins.

Although teams may not enter the testing area, all props and audiovisual aids may be ready to be moved 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 signal to "begin" has been given, the team will have eight minutes for set-up, style presentation, and weight placement.

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

The only people allowed inside the testing area during competition are the five competing team members, the judges, and an adult assistant (if needed) in Division I. 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 from a safety point of view 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 the scoresheet (including the weigh-in sheet) with the coach at the end of the team's competition period.

Problem #5 Fabulous Fables
 by Marietta Kehler

If staging area noise will interfere with the performing team, there will be an area adjacent to the performance area designated as a pre-staging area. The staging area judge will meet the team in this area, or, if appropriate, the staging area, and go over all pre-competition requirements. The team will present its cost form, style form, outside assistance form, if requested, and any problem clarifications it has received. If in a pre-staging area, the team will wait until the prior team has finished and then be led into the staging area.



The staging area is the starting point for the competition. Adults may assist the team in carrying equipment to this area. When the staging area judge feels the team is ready, the timekeeper will give the signal to begin. Without adult assistance the team will then move its props to the performance.

Two 4'x 5' panels will be provided at the rear of the performance area. If the team chooses to use its own panels, it must make any panel movements during its eight-minute competition period. It will be the team's responsibility to complete the problem within the time limit. No signal will be given by the judges when the time has elapsed. Prop disassembling may be done after time ends. Adults may assist with this. The team must leave the performance area clean and with the original panels in their original positions.

Unless otherwise indicated, the head judge will go over the scoresheet with the coach at the end of the team's competition period.

Clarifications as of October 14

Do More With Less has the only clarifications so far this year. Any additional clarifications will be printed in the winter *Odyssey of the Mind* newsletter. In the mean time, to receive a printout of any future clarifications as they are being made, send a self-addressed, stamped legal-size envelope to Problem Clarifications, P. O. Box 27, Glassboro, NJ 08028.

1. Balsa wood measuring 1/8" by 1/16" may be used.
2. The minimum weight the structure may weigh is five grams.

Answers to the Numbers Game:

1. Letters of the Alphabet
2. Wonders of the Ancient World
3. Signs of the Zodiac
4. Degrees Fahrenheit at which Water Freezes
5. Degrees of a Right Angle
6. Sailors on a Sinking Ship
7. Quarts in a Gallon
8. Hours in a Day
9. Horns on a Unicorn
10. Days in February, in each Leap Year
11. Weeks in a Year
12. Teams at Last Year's World Finals

Funny Relations: reading left to right

Top row: pizza with everything on it; repeating rifle; high school; total loss; a negative attitude.

Second row: yield right of way; a sitting duck; horse back riding; skiing downhill; an inside job.

Third row: lacrosse; distance running; counting down and out; my three sons; hyphen.

Fourth row: counter clockwise; little league; turning over a new leaf; turn of the century; chips.

Bottom row: striped bass; cross country; what goes up, must come down; mixed vegetables; growing pains.

Try Incomplete Proverbs For Brainstorming

Incomplete proverbs is a fun brainstorming activity which you may wish to try on your students. In this activity the beginning of a proverb is given and then the respondent tries to complete it by coming up with a humorous completion. Example: "Don't put all your eggs"... The completion could be "in the omelette." Or, "A penny saved"... and the completion could be "is one cent." Suggested proverbs to complete are:

1. "He'd give you the shirt off his"...
2. "Don't count your chickens until"...
3. "A fool and his money are"...
4. "Absence makes"...
5. "You can't teach an old dog"...
6. "Rome wasn't built"...
7. "Look before you"...
8. "Always let sleeping dogs"...
9. "We'll cross that bridge when"...
10. "The grass is always greener"...
11. "In one ear and"...
12. "Two heads are better"...
13. "People who live in glass houses"...
14. "A stitch in time"...

Possible answers are on page 8.

Micah Rasmussen, OM scholarship recipient and a student at Rider College, wrote the following article. He writes based upon experiences as an OM participant for five years and as Key Club International trustee. Key Club is sponsored by Kiwanis.

Kiwanis International and Odyssey of the Mind

When we hear the word "Kiwanis," we associate it with a civic club which we occasionally read about in the newspaper. In fact, Kiwanis International is one of the largest community service organizations around, with several thousand clubs and more than a quarter million members throughout the world.

Every year, Kiwanis chooses several projects to highlight as its Major Emphasis Program. During the given year, the program calls on individual clubs to take on these projects. This past year, as part of its theme, "Achieve By Believing," *Odyssey of the Mind* was chosen as one of those suggested projects.

This presents tremendous possibilities for both Kiwanis International and *Odyssey of the Mind*. The advantage with Kiwanis is that it would be localized support. Many ways exist that Kiwanians will be able to assist teams and competitions. For example, Kiwanians are businessmen. When a team tries to tackle a complex subject, it may be appropriate to be able to talk to a specialist in that area (as long as we watch that *Outside Assistance!*). About three years ago, my team was trying to work with gears from clocks. For some reason, we were having a hard time comprehending their workings. So we visited a local watch repairman. The visit paid off. The same would apply for a structure team. Talking to a local architect or engineer might prove helpful.

Another suggestion is to have Kiwanians help at competitions. If extra manpower is needed, they could certainly help. And, since some members may be involved with specialized areas such as foods, they may agree to help with that aspect of the competition.

Kiwanis clubs often have programs during their meetings; and that may be an ideal time for a club to get to know what *Odyssey of the Mind* is all about by having team members come and speak. By doing something like this, a club could decide what help, if any, would be provided.

Although a rare instance, perhaps the ultimate assistance that an outside group could be asked to provide would be sponsorship of a member. Although most schools handle membership, I remember one team which for some reason or another couldn't get its school's cooperation to purchase a membership. Instead of giving up, that team asked for the local library to sponsor them. The team not only competed, but won at the state competition and went on to win the world finals in Arizona! (OM note: The next year the school district didn't hesitate to purchase this school a membership.)

Kiwanis clubs around the country and around the world may be anxious to help. I have listed a few means of support, but there are obviously more. Contact your local Kiwanis club. Even if there is nothing you can think of that you need, invite them to a competition. It won't hurt to have a cheering section, will it?

Coach Al

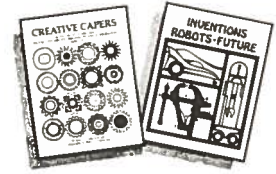
Here's a quiz. Can you identify what the designs represent on the cover of this year's *Odyssey of the Mind* competition and curriculum materials packet? Turn to page 7 for the answers.





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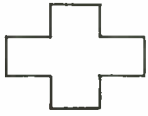
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YF67



Funny Relations Continues

As explained in last year's spring issue newsletter, "Funny Relations" can be created by positioning words or symbols to make common expressions or sayings. As an example, the answer to the first block is "pizza with everything on it." Now try to come up with the other answers; and, better yet, make up your own. Answers may be found on page 6.

everything pizza	rifle rifle rifle rifle	School	L + O ----- SS	-attitude
way yield	D u c k	esroh riding	S k i i n g	j an ob
La 	P i s t a n c e	3. O 2. U 1. T	My son- John My son- Sam My son- Fred	Fin
e r c t n u o	league	New Leaf	CENTURY	Chocolate Wood Potato Poker
BASS	C o u n t r y C o u n t r y	WHAT MUST	Veseabgetl	PAINS

Coach Al's quiz going top to bottom:

- The octagon represents *Fabulous Fables*. Omer is putting a penny in a piggy bank illustrating the moral, "A penny saved is a penny earned."
 - The triangle with a dinner place setting relates to *Mannerly Moppets*, a problem about proper manners.
 - The third illustration shows a ball knocking over dominoes. This shows *Cause and Effect*.
 - The yellow pentagon represents the site in the problem *Just in Time*. The vehicle inside is towing a balloon.
 - The green circle contains a structure supporting weights. This is associated with the problem *Do More With Less*.
 - The Greek, either Atlas or Heracles, supporting the circle symbolizing the earth represents *Ye' Gods*.
- The colored bars with science, social studies, language arts, technology education, and mathematics refer to the curriculum materials' subject areas.



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Odyssey of the Mind

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ASSOCIATION ROUNDUP

Competition Dates

AL	Regionals	4/1	Selma HS, Selma	OH	State	4/15	TBD, Raleigh
		4/1	Decatur HS, Decatur		Regionals	3/11 & 18	TBD
	State	4/15	Central HS-West, Tuscaloosa		State	4/29	Ohio Wesleyan Univ., Delaware
AR	Regionals	3/11	Ouachita Bapt Univ., Arkadelphia	OK	Regionals	3/18	Univ. Sci & Arts, Chickasha
		3/11	Cabot HS, Cabot			4/1	Phillips Univ., Enid
		3/11	Harrison HS, Harrison		State	4/15	E. Central Univ., Ada
		3/11	AR St Univ., Jonesboro	SC	Regionals	3/11	Blue Ridge HS, Greer
		3/11	Robey JHS, Pine Bluff			3/11	Lexington HS, Lexington
	State	4/8	TBD, Little Rock			3/11	Walterboro HS, Walterboro
BC	Provincial	4/8	BCIT, Burnaby		State	4/22	Univ. SC-Columbia
CA	Regional	3/11	Brannan MS, Sacramento	TN	Regional	3/4	Hutchison School, Memphis
	State	4/8	Cal State Univ.-Fresno	VT	State	4/15	Burlington HS, Burlington
FL	Regional	3/18	Tampa Museum of Science & Industry, Tampa	WV	State	4/8	WV St College, Institute
			Univ. S. Florida, Tampa	WI	Regionals	3/4	Menasha HS, Menasha
	State	4/15	(N) Parkview HS, Lilburn			3/4	Appleton East HS, Appleton
GA	Regionals	3/11	(S) Columbus College, Columbus			3/18	Univ. WI-River Falls
		3/18	Central HS, Macon		State	4/29	Univ. WI-Stevens Point
	State	4/8	Grinnell College, Grinnell	WY	State	3/11	Riverton HS, Riverton
IA	State	3/29	Spring Hill HS, Spring Hill	OM	World Finals	5/25-27	Univ. CO-Boulder
KS	Regionals	2/4	Garden City HS, Atwood				
		2/4	Concordia HS, Concordia				
		2/4	Wichita St Univ., Wichita				
	State	3/13	Barnstable HS, Barnstable				
MA	Regionals	3/11	McCarthy MS, Chelmsford				
		3/18	N. Middlesex Reg HS, Townsend				
	State	4/8	Univ. MD Baltimore Co., Baltimore				
MD	State	4/8	Anoka-Ramsey Community College, Anoka				
MN	State	4/14-15	TBD				
			MS Univ. for Women, Columbus				
MS	Regionals	3/4	Camdenton Public Schools, Camdenton				
	State	4/8	MSU, Bozeman				
MO	State	4/7	(N) Paterson St. College, Wayne				
MT	State	3/18	(C) Ocean Int Sch, Ocean				
NJ	Regionals	3/10-11	Paterson St College, Wayne				
		TBD	Albuquerque HS, Albuquerque				
	State	4/29	Syracuse Univ., Syracuse				
NM	State	4/8	SUNY-Geneseo				
NY	State	4/15	Holcomb School, Geneseo				
	Regional	1/11	SUNY-Geneseo				
		2/04	UNC-Wilmington				
		3/15	Carnage MS, Raleigh				
NC	Regionals	3/11	Friday JHS & N. Gaston HS, Dallas				
		3/11	W. Carolina Univ., Cullowhee				
		3/11					
		3/2					

Membership Cut-off Dates

In order for the member to compete in sanctioned competition, each association sets its own date by which the member must have joined. The dates are as follows:

AL	1/16/89	GA	1/28/89	MT	2/20/89	OH	2/01/89
AZ	3/01/89	IA	2/01/89	NV	2/01/89	OK	2/01/89
AR	1/01/89	MA	1/01/89	NJ	12/31/88	VT	3/01/89
BC	2/01/89	MN	1/15/89	NM	2/01/89	WV	1/15/89
CA	1/10/89	MS	2/01/89	NY	1/15/89	WI	1/13/89
FL	1/01/89	MO	2/20/89	NC	1/15/89	WY	2/01/89

Possible answers to incomplete proverbs:

- | | |
|-----------------------------|----------------------------|
| 1. "clothes rack." | 8. "stay on the bed." |
| 2. "you pass first grade." | 9. "it's constructed." |
| 3. "fun for his friends." | 10. "in the cow pasture." |
| 4. "the teacher angry." | 11. "out the nose." |
| 5. "to drive a car." | 12. "than no head at all." |
| 6. "in New York City." | 13. "have great tans." |
| 7. "take off your glasses." | 14. "saves embarrassment." |