



Odyssey of the Mind

Newsletter

RENEWAL ISSUE

Spring 1990

Please fill out this entire form. Do not put down a school district as your name. Foreign country memberships: Outside of North America the membership fee is \$100. If the membership is a Department of Defense

School and all the membership mailings go to an APO or FPO address, the membership rate remains \$90. TO ORDER: Fill out and return this form to OM Association, P.O. Box 27, Glassboro, NJ 08028.

1990-91 ODYSSEY OF THE MIND MEMBERSHIP RENEWAL AND ORDER FORM

ENCLOSED IS CHECK # _____ PAYABLE IN U.S. FUNDS OR A PURCHASE ORDER IN THE AMOUNT OF \$ _____

FOR _____ MEMBERSHIP(S) AND/OR ...

FOR MEMBERSHIP \$ _____

- _____ Copies of *Problems to Challenge Creativity* book (\$16.95 @ plus \$1.75 shipping & handling) \$ _____
- _____ Copies of *Make Learning Fun* book (\$16.95 @ plus \$1.75 shipping & handling) \$ _____
- _____ Copies of *OM-AHA* book (\$15.50 @ plus \$1.75 shipping & handling) \$ _____
- _____ Copies of *Odyssey of the Mind* book (\$12.50 @ plus \$1.75 shipping & handling) \$ _____
- _____ Copies of *Problems, Problems, Problems* book (\$10.95 @ plus \$1.75 shipping & handling) \$ _____
- For multiple book orders: Shipping / handling is \$1.75 for the first book. Additional books, add \$1 each \$ _____
- Outside of North America shipping / handling is \$4 per book
- _____ Additional newsletter subscriptions (\$8 @ per year USA, \$10 @ per year outside USA) \$ _____
- _____ Additional Odyssey of the Mind Program Handbooks (\$9 @) \$ _____
- _____ Coaches' Training Videotape (\$25 @) \$ _____
- _____ Most Current World Finals Video Yearbook (\$50 @) \$ _____
- _____ Awareness Videotape (\$15 @) \$ _____
- _____ Associate Membership (Individual \$15, family \$25) \$ _____

Total Enclosed \$ _____

MEMBERSHIP NAME _____

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

- A Individual School: In competition may enter one team per problem, per division, for each division within the school. (\$90)
- B Program Name where an itinerant teacher works with the OM Program in two to five schools: In competition may enter each problem once. Under this membership, the itinerant teacher, not the program coordinator, must work with the OM Program. Tip: If you work with a specific program in just one school, it will probably be to your advantage to join under category A, not B. (\$90)
- C Two buildings served by the same principal: In competition may enter one team, per problem, per division. Please list both schools as the membership name. Example: Washington Ele/Jefferson JHS. (\$90)
- D Community Group: In competition may enter each problem once. This must be an existing community group, not one formed just to join the OM Association. Community memberships are available only if the local schools refuse to participate in the program and have never done so. (\$90)
- E College / University: May enter one team in each problem. (\$125)
- F Associate Member (Individual \$15, Family \$25)

COACH'S SCHOOL ADDRESS _____

CITY _____

STATE / PROV _____

ZIP _____ COUNTRY _____

COACH / CONTACT _____

COUNTY _____

SCHOOL # (area code) _____

HOME # (area code) _____

Grades Covered _____

OM Notes

- * In January, **John Anderson**, Utah OM Association Director, was one of three persons to receive the Utah Association for Gifted Children's Award. John received the award based on his contributions to the Odyssey of the Mind Program.
- * The summer issue of the Odyssey of the Mind newsletter will be mailed in July. If you aren't at school then, please contact your school concerning the newsletter's arrival. If your school closes for the summer, ask your post office personnel to keep it for you. Since the newsletter is bulk mailed, and if your school closes for the summer, the newsletter becomes undeliverable. The post office keeps it ten days before throwing it away.
- * **OMerkens**, short for OMER tokens, will be in abundance at the creativity festival at world finals. We've ordered 100,000 for world finalists to trade at the festival in exchange for participating in an association's creative activity. The top three associations ending the festival with the most OMERkens will receive cash awards.
- * "Odyssey of the Mind teams are unique from most other competitive teams in the fact that boys and girls can compete on the same team." — **Dr. Sam Micklus**
- * OM Association does not grant permission for the OM logo, OMER, or any of the other characters to be used by unauthorized persons on items designed for fund raising purposes.
- * The majority of Odyssey of the Mind coaches are parent coaches. Parents also provide needed support to the teams. Look in next year's newsletters for a column devoted solely to parents.
- * **Bruce Sawyer**, Maine Association Director, in his state OM newsletter refers to himself as **MAD**. This acronym certainly gets the reader's attention. Bruce, a computer whiz, downloaded **OMER'S NEWS** from the OM bulletin board and included it in his association newsletter. By the way, OM members will find OMER'S NEWS if they access the OM Association bulletin board. The phone number is (609) 881-0562.
- * We're sad to hear that in January **Betty Wendell's** house burned. It was reported that the former New Mexico association director and her family lost everything in the house.
- * New Hampshire association director, **Marcy Mager**, eight New Durham Elementary School teachers, eleven junior or senior high school students, and three family members recently returned from a trip to Leningrad. Marcy planned the visit through a United States consultant who arranges US/Soviet exchanges. The stipulation was that everyone, including students, had to submit lesson plans and to teach. Next October, New Durham Schools will host 15-20 Soviets who will teach in its schools.
- * **Jackie Marshall**, Texas regional director, and **Julie Duncan**, regional tournament director, report that the northwest Texas regional competition ran with no problems. "It was like being a Maytag repairman that day! It was wonderful," state Jackie and Julie.



- * "Business leaders tell legislators all the time that if schools will send them students who can think and reason, they will train them." — **Andrew Rooney**
"What does OM mean for legislators and policy makers? First, it means that examples of higher-order thinking skills and higher outcomes are already alive and well in their state or territory. It also means that legislators and policy makers need to build such ideas and efforts into discussions of restructuring schools and to support and encourage programs like OM." — **Andrew Rooney, senior writer/editor Education Commission of the States.**
- * Maryland regional director, **Janis McGeehan**, reports that the Waldorf, Maryland Jaycees took on her region as a project and helped to direct the tournament and to coordinate fund raising. Janis expects more involvement next year.
- * The **New Jersey OM Association** Odyssey of the Mind summer camp will be held July 15-22 at Weiss Ecology Center in Ringwood.
- * Add **Mary Koski**, Illinois, and **Catherine Banks**, Texas, as associate members.
- * **Fred Schultz**, past Ohio association director, informs us that he also began his OM involvement as a parent coach before becoming a judge and the association director.

1990 Chevron and Honda Odyssey of the Mind Scholarship Winners

Once again OM Association expresses its sincere appreciation to Chevron, Inc. and to Honda, USA for their continued support of our scholarship program. *The following students each receive \$1,000 OM Association scholarships except for the two with asterisks who share one award.*

- * Michael Stewart Allen — Asheville, North Carolina
- * Mark Alan Ariail — Arden, North Carolina
- David Sender Blumenthal — Worthington, Ohio
- Conni Arlene Brott — Spencerport, New York
- Candace Dyan Butler — Verden, Oklahoma
- Christopher Paul Cantrell — Cowpens, South Carolina
- Sally Jean Cappert — Butte Des Morts, Wisconsin
- Buddy Coopwood — Riverton, Wyoming
- Jennifer Ann Cunningham — Yardley, Pennsylvania
- Erika Elizabeth Fanselow — White Bear Lake, Minnesota
- Kelly Lee Gregson — Custer, South Dakota
- Maggie Marie Hagemen — Bowstring, Minnesota
- Pamela Marcia Hayes — Millville, New Jersey
- Brian Hunter — South Berwick, Maine
- Joseph Michael Johnston — Decatur, Alabama
- Evan O'Connor Jones — Borger, Texas
- Daniel Robert Kirchner — Black Creek, Wisconsin
- Juliet Lauber — Barker, New York
- Niki Korin Lavis — Arden, North Carolina
- Mark John Madland — Salem, Oregon
- Khanh Trong Nguyen — Denver, Colorado
- Mark Jon Olsen — Worthington, Ohio
- Alvadore Perry Osborn — Urbandale, Iowa
- Jacqueline Diane Otis — Wintersville, Ohio
- Ann Marie Paulukonis — Madison, South Dakota
- Todd Samuel Presner — Miami, Florida
- Travis James Reindl — Custer, South Dakota
- Mark Henry Rockwell — Graham, Washington
- Seth Aaron Savitsky — Lehigh, Pennsylvania
- Erin Sage Scott — Denver, Colorado
- Julia Ashley Spencer — Colonial Heights, Virginia
- Justine Renee Swaney — Fairchance, Pennsylvania
- Kathryn Mary Walsh — Aurora, Colorado
- Chris Webb — Belle Fourche, South Dakota
- Jennifer Ann Whitney — Middleport, New York
- Brant Barnett Wood — Lansing, Michigan



Odyssey of the Mind

... a creative approach to education.

NATIONAL SCIENCE & TECHNOLOGY WEEK

Sooner than we think, we'll be counting on the students sitting in our nation's classrooms to be the discoverers, inventors, healers, investors and policy-makers of tomorrow. Will they be ready for tomorrow's world?

They can be if they are provided a rich environment, both in and outside of school. Planting the seeds of curiosity and exploration in the minds of students is the goal of National Science & Technology Week '90 (April 22-28), coordinated by the National Science Foundation. The Odyssey of the Mind Program captures this spirit by supplying fascinating, hands-on activities adaptable for students in kindergarten through college. These activities are also appropriate for use in the classroom, at home or in extracurricular settings.

So whether you're a teacher, a parent or an interested member of the community, we urge you to celebrate NSTW by using these activities yourself or by promoting their use wherever possible. Help us nurture the young minds that will be so necessary to guide tomorrow's world. For more information on NSTW, write the National Science Foundation, Washington, D.C. 20550.



APRIL 22-28
1990

The Odyssey of the Mind Program

The Odyssey of the Mind Program promotes divergent thinking in students from kindergarten through college. It offers students a unique opportunity to participate in challenging and motivating activities both inside and outside their regular classroom curriculum. Students learn to work with others as a team developing self-confidence by creating solutions, evaluating their ideas and making final decisions. They develop their creative skills through problem solving and independent thinking. Hence, the Odyssey of the Mind Program makes learning fun.

To participate in the Odyssey of the Mind Program, the school must be a member of OM Association. Members come from throughout the United States, Canada, China, Japan, Mexico, Poland, the Soviet Union, and U.S. Department of Defense Schools located in several different countries.

In addition to the problems and rules for competition, OM members receive curriculum materials containing creative problem-solving activities at the elementary and secondary levels for science, mathematics, technology education, social studies and language arts. These materials are made possible by IBM, the sole corporate sponsor of OM and its student competitions.

Odyssey of the Mind teams consist of five to seven members. An OM Association member may have several teams in the same problem and run intramural competition to determine the best team to enter in sanctioned competition. Each team entering sanctioned competition must have a teacher, parent or other adult designated as its coach.

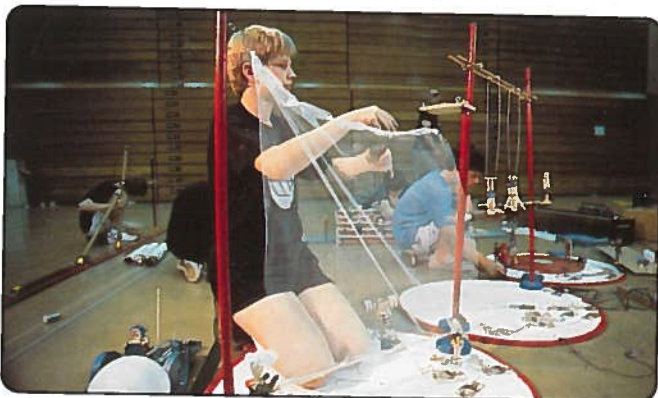
Competition is by division. The divisions are as follows:

- Division I, kindergarten through fifth grade;
- Division II, grades six through eight;
- Division III, grades nine through twelve;
- Division IV, college and university students.

Competing teams are judged in three areas: the **long-term problem** where teams prepare solutions and bring them to competition; **style** or the enhancement of the long-term solution; and the **spontaneous problem** given to the team on the day of competition. The long-term solution is worth a maximum of 200 points, style is worth a maximum of 50 points and spontaneous is worth a maximum of 100 points. The total of these three scores determines a team's rank in competition.

Teams in most locations compete on a regional and/or state level. Teams advancing from competition become eligible to attend the annual World Finals.

For more information, write OM Association, Inc., P.O. Box 27, Glassboro, NJ 08028.



Corporate Sponsor



A Message to the Teacher,

One of education's most important goals should be to teach people to think. This can be accomplished in any subject area. Creative problem solving is one method that can help to enhance an individual's critical thinking skills. It can be an exciting way to teach and, judging from the high motivation of hundreds of thousands of students, an exciting way to learn.

Creative problem solving is a method of teaching easily adapted to science and technology. Science is not a body of knowledge to be memorized - it is the process of asking questions and finding answers using all of the information and resources available. In broad terms, science is systematized knowledge derived from observation, study and experimentation performed in order to determine the nature or principles of what is being studied. Science searches for systematized knowledge of nature and the physical world. This knowledge invariably stimulates new questions that require solutions as well as challenges to existing theories. Science is a perpetual process of discovery. It is a fundamental quest for answers which in turn creates new questions. It is an endless process of problem creation and problem solving. The joy of science derives from the notion that there are no boundaries to the questions asked - the only limitations are those of human curiosity, imagination and energy. Students normally possess these attributes in enormous quantity. They need only to be encouraged to try, and to understand that science is a process of trial and error. There is discovery in the process regardless of the outcome.

Technology may be described as applied science. Simply stated, technology is developing ways to do things easier or accomplish tasks that we can't do naturally. Primitive examples such as the spear and the plow (which changed man from a food gatherer to a food producer), to modern wonders such as computers, telecommunications and nuclear energy, all fall under the umbrella of technology.

Creative problem solving may very well become an important method of teaching in the future. This brochure offers several problems of varying degree of difficulty. These may be done individually or by teams for friendly competition. They may also be used in science fairs or activities during National Science and Technology Week. Some teaching techniques used in creative problem solving are somewhat different from those used in a more traditional classroom. A few teaching strategies are as follows:

1. Emphasize Divergent Problems

Many students, especially those with high creative potential, enjoy divergent problems more than the convergent type. Convergent problems, or those with one correct answer, are the type on which our educational system is largely based. For example, rote memorization or reading something and searching for the correct answer to a specific question usually doesn't require in-depth thought processes. Convergent problems are certainly easier to use, but quite often are not as interesting. Divergent problems are "open ended," that is, they have numerous acceptable solutions. Problems appeal to the child in all of us. How do you respond to a question that begins, "What if . . . ?" Immediately you know your imagination, not just your memory, is going to be involved. Students have greater opportunity to think critically, analyze a problem, formulate alternatives to it, then synthesize a solution that they feel is the best approach to solve the problem. Decision making becomes a continuous process.

2. Keep an Open Mind

Teachers who try to place an emphasis on developing creative skills in students quickly learn to expect the unexpected. At first, this may make some teachers uncomfortable since convergent problems are generally used in our educational system. Most teachers tend to feel more secure when they know exactly what the outcome to a problem is supposed to be; however, not knowing all possibilities is part of the creative development process. Creative problem solving is quite motivating for students, and their enthusiasm makes teaching exciting. Teachers should provide a climate for developing creativity by caring, encouraging decision making and rewarding students often for divergent thinking.

3. Make the Students Do the Work

The teacher's role should be that of a facilitator. Subject content makes more sense to students when it is tied to real life experiences and personal understanding. The effective teacher asks provocative questions and poses interesting problems. He or she is then available to direct students toward appropriate resources and give the intellectual "nudges" necessary for thinking and learning to continue. When students need to know something, they learn how to find it. Teachers will find that they have a new status—that of a resource person.

4. How to State a Problem

Teachers should avoid stating a problem that suggests a stereotypic answer. For example, if you ask someone to make an envelope, we have a preconceived concept of what an envelope is and how it is made. If we ask students to name different ways that we could carry a letter, we may be surprised at their responses. Asking for different ideas to get rid of flies is a much better problem statement than asking someone to design a fly swatter. Another helpful way to stimulate ideas is to pose certain limitations to a problem. For example, if you ask someone to invent something, he or she may be bewildered. This is too broad a statement. On the other hand, you cannot ask to design a red, ride-on toy fire truck. This is too constrictive. You may take a middle ground and ask to design a toy, or a pull-toy. This still leaves a great deal of latitude for creative thinking. You should include those limitations that have practical considerations, such as types of materials to be used, costs, size, safety, solutions in good taste, etc.

5. Try to Keep the Ideas Flowing

After the problem has been stated, the next step is to try to come up with as many ideas as possible. Brainstorm sessions and group discussions are good ways to begin to generate ideas. Teachers should make students aware of the fact that better ideas usually come later in the thought process. Most people have a tendency to evaluate or judge ideas too soon. When a student has an idea that can solve a given problem, encourage the student to remember or record that idea, but have the student try to come up with alternative solutions. If we have a large number of ideas from which to choose, our chances of success are increased. The old saying, "Let me sleep on it," is very appropriate. After putting a problem aside for awhile, we may return to see obvious flaws, better ways to do it, or perhaps combine several ideas into one.

6. Strive to Make Students Love to Learn

Make learning fun! Humor is generally very important to creative people. OM attempts to inject humor into problem solving whenever possible. Being curious and having fun is natural for young people. If we combine learning with curiosity and fun, it may prove to be one of the best ways to motivate children. Creative problem-solving activities should be followed by good, open-ended teacher questioning and class discussion. This will maintain enthusiasm and interest in the subject and cultivate a growing understanding of that discipline's concepts.

7. Encourage Students to Extend Themselves

Creative problem solving can be used in either competitive or non-competitive situations. Teachers may want to try both methods or, better yet, let the students decide. Remember that the students do all the work. They create the ideas, make their own decisions and carry out the solutions. The competition factor makes them try harder, do more than what is required and give attention to details. This extra effort helps them to develop lifelong skills: they put pride in their work and go beyond what is asked of them. In team competition, learning to work with other people is also a very important social skill. This is greatly enhanced when people interact with others and develop strong friendships.

ROUND TRIP (for Middle and Secondary School Students)

A. The Problem

Your problem is to design, build or adapt a vehicle that will travel forward to reach a qualifying line and then return as close as possible to its original position. The vehicle must break the imaginary plane of a qualifying (Q) line (see Figure A). The qualifying vehicle with the shortest distance to any part of its own start mark will advance in the competition. Also, any vehicle crossing the Q line that returns to its starting area and breaks the balloon in that area will automatically advance to the second round.

Thus, the **SPIRIT OF THE PROBLEM** is to have your vehicle go forward, cross the qualifying line and return, resting closer to its start mark than anyone else's vehicle does.

B. Limitations

1. The vehicle may not be guided by remote control.
2. The vehicle must be self-propelled. You may not assist it **except** in preparation (e.g., you may wind rubber bands, turn switches, etc.).
3. The vehicle must be self-contained. It may not drop off parts, etc.
4. The vehicle, including pins, etc., may not exceed 10" in width, 24" in length.
5. You may use up to 4 straight pins on your vehicle to break your balloon.
6. The vehicle must touch the balloon to break it. It may not shoot darts, pins, etc.
7. The vehicle must break the plane of the qualifying line prior to breaking its balloon to count.
8. Vehicles may turn around, go in reverse, or in any other manner return to the start mark.
9. You may not touch the vehicle after it has been released.
10. You may not alter the competition site, e.g., lay tracks, guide wires, etc.
11. There are no cost limitations.
12. The judge will give the signal to begin. When the last vehicle stops, that round of competition will end.
13. If something is not prevented in the limitations, it is allowed.

C. The Competition

1. Participants will compete in two (or three) rounds. In each qualifying round (Round I and possibly Round II) up to three competitors will be selected to advance. Rounds II or III will be the finals where the winners will be determined.
2. The competition site should be set up as in Figure A.

Round I (Possibly Round II):

1. Contestants and their vehicles must be entirely behind the start line and in their starting area when the competition begins.
2. Any vehicle not crossing the plane of the qualifying line will be eliminated. However, it will not be removed from the site until the last vehicle has come to rest.
3. If two or more vehicles tie when reaching their start marks, the first vehicle to break its balloon wins. In the event of a tie, where no vehicles break their balloons, the vehicles that tie will compete until one wins.

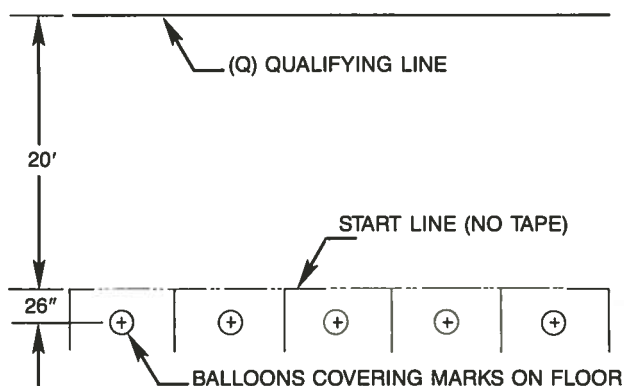
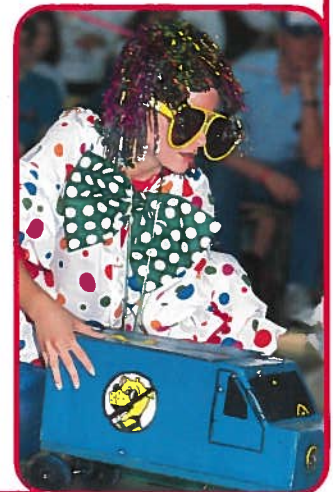


Figure A



CLEAN UP YOUR ACT (for Elementary, Middle and Secondary School Students)

A. The Problem (suggested for teams of three to five people):

Your team's problem is to create and present a performance about pollution and an attempt to reduce it. You can decide the type of pollution for your theme, such as the pollution of fresh water, salt water, air, the ozone layer, environmental aesthetics, etc. The team must include the following in its performance:

1. The cause of the pollution.
2. A representation of the pollution. This may be pictures, drawings, models, people in costume, etc.
3. The actual or potential effect of the pollution on our environment.
4. A suggestion to reduce the pollution.
5. Something made from trash, e.g., putting old products to new uses, make a new product from trash, a work or art, an animal made out of trash that can be helped by reducing pollution, etc.
6. Involving the audience in some way.

B. Limitation

1. Everything must be made from trash or used items. However, teams may purchase glue, staples, tape and other simple fasteners.
2. Performance time: 8 minutes.
3. School furnishings may be used. This includes musical instruments, video players, projectors, musical recordings, art supplies, etc.

C. Scoring (if the problem is used in a competition):

1. Quality of the presentation 1 to 15 points
2. Creativity of the presentation 1 to 30 points
3. Team's method of showing how the pollution occurred 1 to 20 points
 - a. Making a simple statement about the pollution 1 to 5 points
 - b. A more elaborate way of presenting how it occurred . . . 1 to 20 points
4. The representation of pollution 1 to 30 points
5. Effect(s) on the environment 1 to 15 points
 - a. Making a simple statement about the effect 1 to 5 points
 - b. A more elaborate way of presenting the effect 1 to 15 points
6. The solution to reduce pollution 1 to 50 points
 - a. Making a simple statement about reducing it 1 to 25 points
 - b. A more elaborate way of presenting the solution 1 to 50 points
7. Make something using trash 1 to 25 points
 - a. Elementary level: make an animal that can be helped by reducing pollution or replicate something that is being done.
 - b. Middle school/secondary levels: putting old products to new uses, making new products from old ones, etc.
8. Involving the audience 1 to 15 points

D. Suggestions for the Teacher:

1. You may suggest a theme such as good (clean-up) vs. evil (pollution); a documentary; save a particular species of animal; optimum use of a resource, etc.
2. For older students, you may choose any one of the themes mentioned and add others, e.g., convincing someone who is doubtful, making a trash band (musical instruments out of trash), etc.
3. Use your own discretion to change the problem for your class. You may add further limitations, eliminate some, change the scoring, etc.
4. Have students present their solutions to each other. Judges may be chosen or have each student vote for the best presentations. Then have the better teams make presentations to parent groups, assemblies, Board of Education meetings, etc.



SKYSCRAPER (for Elementary, Middle and Secondary School Students)

A. The Problem

Your problem is to design and build a structure made of toothpicks, straws and clay. Your structure will support a container on its top that will be able to hold weight. You will be scored on your structure's height as well as the amount of weight that it holds.

B. Limitations

1. You will be given an envelope containing 50 toothpicks, 4 plastic straws and 1 piece of clay. You will also be given scissors to use. The scissors and envelope may not be a part of your structure.
2. After your structure is finished, it will be measured. For each 3" height increment your structure reaches, your score will be increased. After it has been measured, you will then place the container on the top.
3. Nails will be used as weights. You must place the nails into the plastic container one at a time without removing them. Nails must be supported for 3 seconds to count for score.
4. Once the first nail has been put into the container, the structure may not be touched. You will continue to place nails into the container until the structure breaks.

C. Scoring

1. If your structure stands at least 3" high and successfully supports the container, you will receive 10 points.
2. Each nail supported will receive 1 point. The total number of nails held will be multiplied by the total number of 3" height increments.
For Example: If your structure is 3" tall and holds 10 nails, then 3" equals 1 increment and 10 nails x 1 increment equals 10 points.
Another Example: If your structure is 6" tall and holds 10 nails, then 6" equals 2 increments and 10 nails x 2 increments equals 20 points.

D. Suggestions for the Teacher

1. You may set a time limit for the problem. For example, if you allow 15 minutes to work on the problem, start and stop each team at the same time. Then move the container and nails in turn to each solution for testing.
2. Give each team an envelope containing 50 toothpicks, 4 straws and 1 piece of clay (3/4" x 3/4" x 1") such as Plasticine, Plast-I-Clay, or equivalent safe, soft clay.
3. Height is to be measured from the surface on which the structure is placed to the top of the structure. **Do not** include the height of the container.
4. The container should be a pint-size plastic food container.
5. Standard 20-penny nails are recommended. The same size nails must be used for each team.
6. Increments must be a full 3". The structure must reach or exceed the full 6", 9" or 12" measurement to receive additional score.
7. Give each team a ruler, yardstick or tape measure to determine the height of its structure while it is working.
8. As an extension to this problem, you may invite an architect or structural engineer to visit your class to discuss structural design in your community.

E. For Elementary School Teachers

If you feel that the problem is too complicated for young children you may consider eliminating the height increments. Have the students make a structure a minimum of 6" high. You may also substitute paper clips or pennies for nails. For example, if the structure is a minimum of 6" high, award 10 points; if the structure supports the container award 10 points; and for each nail, paper clip or penny held, score 1 point.



OM Association, Inc.
P.O. Box 27, Glassboro, NJ 08028

Send for a free brochure/registration form
1990-91 membership is \$90.00
IBM curriculum materials are included with membership

OM Books of Problems to Develop Creativity

Problems to Challenge Creativity.....	\$16.95
Make Learning Fun!.....	\$16.95
OM-Aha!.....	\$15.50
Odyssey of the Mind.....	\$12.50
Problems! Problems! Problems!.....	\$10.95

Add \$1.75 shipping/handling for the first book.
Additional books, add \$1.00 each. Outside of USA, \$4.00 per book.

Briefly Speaking

The December 2, 1989 OM Association board of directors' minutes were approved at the March 11, 1990 meeting. The board briefs follow.

These motions were made and carried.

- * To accept the May 28, 1989 minutes.
- * To accept the treasurer's report.
- * To elect Carole Micklus as chairperson and Robert Purifico as vice-chairperson of the OM Association Board of Directors.
- * To provide the OM staff with up to three paid days for emergency/personal use subject to the approval of the executive director.
- * To commend Passageways Travel for the job it did coordinating flights and housing for the fall program governance committee meeting.
- * To accept an amended 1988-89 annual report.
- * To restructure all OM staff salary guides.

These reports were presented.

- * A membership report showed the membership as of December 1 to be 6,451 compared to 5,330 for last year at the same time.
- * The fall program governance committee meeting held in Chicago was very productive. Fund raising was the meeting's major topic.
- * Carole Micklus stated that she will attend a meeting with IBM and Stone/Hallinan. They will discuss possibilities for a Lipper Award nomination.
- * A scholarship committee report suggested that the scholarship application deadline be extended to January.
- * An OM Association sanctioned camp program would offer chartered associations the opportunity to raise money.
- * The Membership Task Force Committee survey pointed out the need for the associations to have financial assistance, coaches' burnout, and the value of word-of-mouth publicity. The board requested the committee to analyze its data to make board guidelines and recommendations.

New Business:

A committee was appointed to project OM staff job titles and job descriptions for the next five years.

World Finals

1990 — Iowa State University, Ames
1991 — University of Tennessee, Knoxville
1992 — University of Colorado, Boulder

1989-1990 Odyssey of the Mind State/Provincial/Foreign Country MEMBERSHIPS

(7,960 paid members as of March 31. Chart does not include collegiate members.)

ASSOCIATION/ AREA	MEMBERSHIP 88-89	RANK 88-89	MEMBERSHIP 89-90	RANK 89-90	% INCREASE % (LOSS)
Michigan	553	1	600	1	8
New York	510	2	554	2	8
Texas	406	5	548	3	35
Ohio	448	3	497	4	10
Colorado	419	4	484	5	15
Wisconsin	287	6	353	6	22
California	193	10	329	7	70
Virginia	278	7	320	8	15
Maryland	230	8	263	9	14
Washington	201	9	234	10	13
Minnesota	188	11	226	11	20
Arkansas	173	14	218	12	26
Pennsylvania	175	13	203	13	16
North Carolina	187	12	192	14	3
Florida	98	21	168	15	71
New Hampshire	146	16	156	16	7
Maine	173	14	156	16	(10)
South Carolina	145	17	152	18	5
British Columbia	134	19	147	19	8
New Jersey	136	18	127	20	(8)
Tennessee	75	25	114	21	52
Nebraska	94	22	113	22	20
Oregon	104	20	111	23	7
Georgia	81	24	100	24	23
Iowa	65	29	100	24	52
Indiana	60	31	99	26	65
Montana	59	32	96	27	61
Massachusetts	70	27	92	28	31
Kansas	55	36	85	29	55
South Dakota	61	30	84	30	34
Missouri	66	28	83	31	26
Arizona	55	36	81	32	47
Kentucky	88	23	75	33	15
Dist of Columbia	72	26	73	34	1
Illinois	57	34	73	34	28
Alabama	61	30	72	36	18
Oklahoma	54	38	72	36	33
Mississippi	56	35	67	38	20
New Mexico	39	40	52	39	33
West Virginia	38	41	52	39	37
Connecticut	38	41	51	41	34
Vermont	44	39	45	42	2
Nevada	24	44	32	43	33
Wyoming	29	43	28	44	(3)
Utah	14	48	26	45	86
Delaware	24	44	25	46	4
Alberta	23	46	24	47	4
Idaho	10	49	19	48	90
SE Ontario	18	47	16	49	(11)
DODDS	5	53	14	50	180
Mexico	7	51	8	51	14
* Louisiana	6	52	7	52	17
NE Ontario	10	49	7	52	(30)
Russia	1	56	6	54	500
* Manitoba	5	53	6	54	0
Shanghai	5	53	5	55	0
* Alaska	1	56	3	57	200
* Saskatchewan	1	56	2	58	100
* Hong Kong	—	—	1	59	—
* Germany	1	56	1	59	0
* Japan	—	—	1	59	—
* Pakistan	—	—	1	59	—
* Philippines	1	56	1	59	0
* Poland	—	—	1	59	—
* Rhode Island	1	56	1	59	0
* Yukon	—	—	1	59	—

* denotes unchartered



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OM Isn't Just for the Gifted

OM recently exhibited at the Association for Supervision and Curriculum Development (ASCD) in San Antonio. Many administrators came by our booth who had heard about the Odyssey of the Mind Program, but were not members. Many of these people, however, had the misconception that Odyssey of the Mind is solely for children who are identified for gifted programs and that it is not appropriate curriculum material for non-identified gifted students.

We know for a fact that many students not identified as gifted do very well in the Odyssey of the Mind Program. Unfortunately, schools frequently offer the program only in classes for the gifted. Hence, many students are excluded who can benefit from using the materials.

In many cases the instruments used by schools to identify gifted students do not include an instrument for creativity. Quite often a minimum IQ score of 130 is the criterion to be accepted into a gifted class.

At this same convention, a principal came by our booth who was determined not to let the Odyssey of the Mind materials be used solely in gifted classes of her school. Her rationale came from her personal experience. When her son was in fourth grade he scored a 129 on an IQ test. One point shy of meeting the requirement for admittance into the gifted program. He thought he had failed. Her other son scored a 131. Good enough to be in the gifted program. He thought he could conquer the world.

The first son continued to have poor self-esteem even though he earned straight A's in school. In the eleventh grade, a teacher recommended the son be re-evaluated for the gifted classes. He scored a 147 on the Slosson, good enough to be in the gifted class. Now a college student, the son feels better about himself and does well in college.

Offering the Odyssey of the Mind Program to almost every student should substantiate the fact that students who do not meet the admission standards for the gifted classes can do well solving the long-term problems and working on spontaneous brainstorming activities.



In Praise of OM Officials

by Janet Jones, Borger, Texas

It takes a very special person to be an OM official. To give up a Saturday you could have spent "couch-potatoing," shopping, or doing the myriad tasks that don't get done during the week. To get up early, drive (in some cases) long distances, and put up a genuine smile. To listen hard to the littlest team members' voices, to agonize over the vehicle that won't work, to feel as proud as if it were your own kids when a team "nails it." To spend long hours on your feet (or other parts of the anatomy) being as fair, conscientious and even-natured as possible, under the constant pressure of wishing every team could win. And to love it so much that you come back again and again.

It takes LOTS of these very special persons to volunteer their time and stamina to officiate at Odyssey of the Mind competitions. Without these dedicated individuals, OM would still be a dream.



Inquiring Minds Want To Know

With landfills overflowing and our natural resources becoming extinct, let's challenge creative minds to find uses for some of our wasted items. What can we do with . . .

babies' teeth (after they fall out)?
soapy water after it washes clothes?
belly button lint?
carry out containers?
corn cobs or husks?
felt left over from the manufacture
of tennis balls?
fingernail clippings?
used gum and wrappers?
honey wax?
last year's calendars?
metal bottle tops?
metal filings from drilling holes?
peanut hulls or walnut shells?
pencils two inches in length?
unpopped popcorn kernels?
used sticky notes?
pointed-toed, high-heeled shoes?
used disposable diapers?
empty non-refillable ink pens?

Membership Packet Design Selected for EDPRESS Award

The design of the Odyssey of the Mind membership packet was selected by the EDPRESS Association for exhibiting excellence in educational publishing in the category *Graphics of the Whole Publication*. Dr. Sam Micklus designed and illustrated the graphics for the packet coordinating the packet cover and the program handbook with the long-term problems.

Dr. Micklus will accept the award in June at the EDPRESS awards banquet at the National Press Club in Washington, D.C.