



## Surf the Net to <http://www.odyssey.org/odyssey> ....and find the hottest OM News!

**D**on't have the password to access the clarifications on the OM Bulletin Board? Need to check your association's membership cut-off date — "after hours?" Have a friend that would like an OM membership application? This info, and more, is just a few keystrokes away if you have computer access to the World Wide Web.

In October 1994, Doug DeFrees, a CA OM Region 11 board member and overall OM volunteer (with a long and varied OMography) created and maintained an OM-flavored home page. In June 1995, Doug began working more closely with OM Association, Inc. and other OM Chartered Associations to expand the OM home page to include not only up-to-date OM information but also links to other OM sources.

As the "Webmaster," Doug's Web work is a volunteer service for OM. We are the beneficiary of Doug's Web experience gained at his job for IBM at the Almaden Research Center in San Jose, CA. IBM also benefits by the skills Doug gains and improves upon by working on the OM pages. As Doug said, "Doing the OM Web pages allows me to be involved in this for an organization that I already believe in. It's for both the betterment of OM and the betterment of my work at IBM."

Doug's OM history is unique in that he did not get hooked on OM via his kids. He first became involved when the founder of CA Region 11 spoke to the "School Site Council," of which his wife Diane was a member. The purpose of the meeting was to solicit OM judges. "I'd judged in a school science fair the year before and enjoyed that, so I thought I would try OM. I got hooked. I enjoy working behind the scenes with the good people who give their time so kids can be involved in this program.

Judging at tournaments and seeing the things that OM teams are capable of gives me a high that lasts a week," says Doug.

So what can you find as you scan the OM home page? Clarifications for one. Updated the same day as those on the OM Bulletin Board. You can review OM facts, historical information, membership cut-off dates, a list of Association Directors' addresses and phone numbers, 1996 World Finals information, and much, much more! The OM page also links to other home pages created by OM chartered associations (BC, CA, NC, NH, ME to date). These can provide both statewide and regional information on everything from board meeting minutes to the date, time and location of Judges Trainings or Regional Tournaments. CA OM even posts its newsletter on the Web.

The Web is a new part of the Internet, which has been operating for more than 20 years—since the military (U.S. Defense Advanced Research Projects Agency) initiated a research project. This project investigated techniques and technologies for interlinking communications protocols that would allow networked computers to communicate across multiple linked packet networks.

The World Wide Web development followed in 1991 as a result of work by Tim Berners-Lee at the European Center for Nuclear Research, based in Switzerland. However, even the World Wide Web didn't really begin to take off until 1993 with the development of the Mosaic at the National Center for Supercomputing Applications (NCSA) in Illinois. Today, with the exciting extensions such as JAVA (a computer language developed at Sun Microsystems that allows full-

*(continued on page 5)*

## A Letter of a Different Type

**F**ourteen students who pioneered Odyssey of the Mind at Henry Sibley High School in Mendota Heights, Minnesota, were awarded OM patches designed for their school's official letter jacket.

The awards were presented by district OM coordinator Kathy Nadler, school superintendent Bob Monson, and the school principal during an academic awards ceremony held October 30. Created in the school's colors, the OM letter was designed to correspond with the official OM national logo.

To receive the honor, students had to meet certain standards established by the school. These include devoting a minimum of 100 hours of work to OM, competing in an OM tournament, and receiving a recommendation from a coach.



*Superintendent Bob Monson congratulates Henry Sibley High School OMers on their OM letter awards. Students pictured from left to right are Kevin Elder, Bill Skar, Scott Nadler, Laura Chasman and Laura Fischer. Other team members not shown are John Brauer and Krissy Skar.*



# SPOTLIGHT



*Spotlight on ...*  
**Cindy & Mike Watty,**  
*Nevada OM*  
**Association Directors**

In 1992, when Mike and Cindy Watty took on the responsibility of becoming co-directors of NV OM, the program was quite active in the northern part of their state, but not in the south.

Since Southern Nevada includes the growing metropolis of Las Vegas, this was the perfect target for soliciting new OM teams. So, with the help of Julie Smith and Gloria Mayfield, the Wattys set out — and achieved — their goal of gaining a large number of new members from that area.

This accomplishment does not come as much of a surprise, given Mike and Cindy's enthusiasm and experience. Their involvement in OM started in 1982, when they began coaching. (Between the two of them, they have taken 17 teams to World Finals.) Mike, a vice principal at Eagle Valley Middle School in Carson City, soon began organizing local OM competitions, involving all the students in his school. Cindy, a counselor at Reed High School in Sparks, NV, served as NV OM Regional Director for awhile. Both have held seats on the NV OM Board of Directors since 1988. They also organize coaches' and judges' training workshops, and developed — and now offer — two one-credit graduate courses on OM through Sierra Nevada College.

This energetic couple have coaching in their blood. When not devoting their time to OM teams, they coach teams of another sort: Mike, girls and boys basketball and volleyball, and Cindy, basketball, volleyball and track.

Their most important "team," however, is their five children — Aaron, 27; Erin, 24; Nicole, 18; Lindsay, 14; and Matthew, 11. So far, all but one child have been involved in OM, and Nicole was a member of two state championship teams and participated in World Finals twice.

Before becoming vice principal, Mike taught 7th- and 8th-grade science for 20 years in Stavanger, Norway; Paris, France; California; and Lake Tahoe, where he created a technology program that later became a model for other schools in the area.

Cindy has been a teacher of 5th- and 6th-graders and Special Education in Minnesota and Lake Tahoe. Presently, in addition to her counseling duties, she coordinates her school's Student Assistance Program and is a trainer for Here's Looking at You 2000.



## EXECUTIVE DIRECTOR'S CORNER

*A letter from Robert T. Purifico*

### THE OM ALUMNI ASSOCIATION IS BORN!

It is with great pleasure that I introduce Rajat Shah, President-Elect of the OM Alumni Association. In subsequent newsletters, Rajat will be updating our membership concerning information that relates to OM Alumni and their subsequent involvement with the OM Association. If you stop and think about it, there exists literally thousands of OMERS throughout the world. As you may know, many of them have returned to OM as judges, coaches and even Association Directors. The initial goal of the OM Alumni Association will be to investigate ways that our former OMERS may return and/or help the organization to grow. We envision each of our associations some day having their own Alumni Association that will offer support and help to its continued development. We even see an annual OM Alumni Planning meeting held yearly at the OM World Finals.

So what is it that OM Alumni could do to help? As I initially mentioned, their help is and will continue to be greatly appreciated in the area of judging and coaching. Additional help could also be identified in the area of sponsorship. Many young OMERS are beginning their professional careers and have come into contact with many corporations throughout the world. Their knowledge of OM could potentially aid in developing sponsorship for a specific chartered association or sponsorship, depending upon the corporation, on an international level.

As Rajat begins the process of developing our OM Alumni Association, he will need your help in establishing a firm foundation. Should you be an OM participant who has graduated from high school and would like to become a member of the OM Alumni, please feel free to drop Rajat a note addressed to Rajat Shah, President, OM Alumni Association, PO Box 547, Glassboro, NJ 08028. We all remain excited about the creativity that will be returned to OM from those who have experienced its development first hand as OMERS!



### *Briefly Speaking*

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

- \* The Board voted Carole Micklus as Board Chairperson, Robert T. Purifico as Vice Chair and Wayne Kehrlis as Secretary.
- \* The Board moved that Tom Mauro and Tom Conway be added to the Friends of OM.
- \* The Management Committee reported that Carole Micklus will serve OM as a consultant in a capacity of World Finals Tournament Director and Judge and Rules Coordinator.
- \* The Awards Committee noted that the OM Creativity Award as presented to Marv Creamer denoted "an ordinary person doing extraordinary things." Celebrity lists continue to be revised and updated.
- \* The Programs Committee reported that the Community-Based Program continues as a pilot for the next two years.

## Coaches Corner

### Why Do I Coach?

by Lynn M. Warburton, CA OM, Region III

Like many of you, I often find myself in the position of trying to explain to friends what I do as an OM coach. They look at me confused when I tell them, "Nothing. I can't *do* anything." Then I go on to explain how the entire basis of Odyssey of the Mind is to have only team members create, solve, design and fix their own solution to the problems. *Hands off* is the message to the rest of us—coaches, teachers, parents et al.

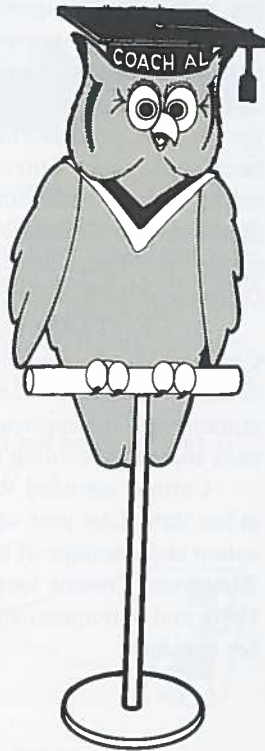
"But isn't it hard to just sit there and not say anything?" is usually the next question asked. But that is my job as a facilitator, and my pleasure. Because I love the excitement of sitting in a room with creative, inventive young people . . . even if I have to sit with a non-judgmental expression on my face and bite my tongue as they dream up one of the most hysterical plays on words I've ever heard.

But I learned fast to stay out of it. Not just because it is the rule and anyone who knows me knows I am a stickler for rules. And, as I soon learned, I'm just not needed. The kids are more capable of doing things themselves and they love the freedom to fly on their own. And although their flight path is not usually the one I would have chosen, the scenery along their route has always been very exciting.

So yes. I choose to spend hours every year *doing* nothing. Just try to get me to stop. It's really a very simple concept:

If I volunteer to coach, *I* can't do anything.

If I don't volunteer to coach, *they* can't do anything.



### Reflections of a First-Year OM Coach

by Ingrid Ulstad, Eau Claire, WI

Last year, I decided to coach for the first time. All I knew about OM was that it involved creativity and problem solving. Even after the informational meeting I still wasn't sure I knew what OM was all about. But I did think that OM sounded like a good idea for my daughter. I think she's extremely creative. Unfortunately, her creativity is not generally recognized in most of the academic subjects taught and valued at school. Only her family seems to know her secret.

Once I committed myself to coach an OM team, I decided that if I was going to invest so much time into this I would choose children I felt I could work with. I did not hold tryouts and ended up with a hodge-podge of kids. I did not have the brightest, the smartest, nor the quickest. I got a crier (plain nervousness), an unfocused wise guy who loves to tease, someone who can't tolerate teasing, a putdown artist and one perfect OM kid.

In the beginning I had trouble accepting the idea of an OM competition. I thought, Wherever you find a winner, you find a loser. But as I spoke to others more knowledgeable about OM, I discovered that the positive feedback from the judges is an integral part of the program — and I wanted the kids to hear positive feedback from people other than their parents.

What a time we had that year. Did we grow closer as a group? become best friends? treat each other with more respect? Not entirely. But the crier stopped crying; the teaser didn't tease as much; the recipient of the teasing learned how to handle teasing; and the putdown artist stopped such behavior when we met. Did we grow? Did the kids' self-esteem grow? Did the parents tell me their kids loved OM and that OM was a great experience for the kids? YES!

The team entered the tournament with a presentation that made them proud. I will coach an OM team again (despite the time commitment and difficulty on the eardrums and nerves). Why? My daughter wants to tackle another OM problem. And I can't refuse after reading a short essay she wrote at school. The last line reads: "It's fun letting your mind run wild and it's cool to never feel like you are wrong."

## Odyssey of the Mind in Latin America



Thom Budish, Curacao coach, and Joanne Lalumiere, a new coach from Brazil, admire a Peruvian painting at the AASSA Conference.

Recently, OM Assistant Director, Linda Foster traveled to Lima, Peru, to present an Odyssey of the Mind workshop to the Association of American Schools in South America (AASSA). The conference was well attended by numerous administrators and educators from South America. Thom Budish from Curacao, Linda's co-presenter, had the opportunity to share his experiences as coach of a 1995 World Finals championship team.

The OM workshop afforded educators the opportunity to participate in OM-style activities. The enthusiasm and interest in OM resulted in the development of the Odyssey of the Mind Organizing Committee (OMLAOC). Volunteers from Argentina, Brazil, Curacao, Peru, Venezuela and the US Virgin Islands are developing by-laws and anticipate having their first official OMLAOC meeting at the 1996 OM World Finals in Ames, Iowa.

## SPEAKING ABOUT REGIONAL DIRECTORS IN...

### PENNSYLVANIA

One afternoon in Philadelphia in the late 1980's, **Jeff Coppes** happened to sit down on a park bench next to Dr. Al Oliver, a former OM Association board member. Dr. Oliver spoke of the many hats he wore and about how Odyssey of the Mind was his favorite. He encouraged Jeff to "just try it."



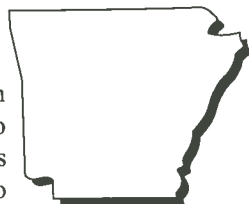
Since that day, Jeff coached 53 OM teams, of which 21 made it to state competitions and six to World Finals. Besides starting OM in his school district, in 1990 he successfully petitioned the PA OM board to start a West Central region. Under Jeff's direction, that region grew from 50 teams to 128 teams in just five years.

Jeff taught in the Huntingdon School District for 18 years, 14 of those as a teacher of gifted education. He is now Assistant Middle School Principal/Administrative Assistant to the Superintendent. During the summer he is the director of NEW VISIONS, a creativity summer camp at Juanita College. He is also co-director for VOYAGES, a day camp for K-2 children.

Jeff is married to Joan, a human resources manager. They have two daughters, Caitlin (an OMer in 5th grade) and Olivia, four-years-old. Jeff's hobbies include outdoor activities and restoring a turn-of-the-century house. He often vacations with his family in Cape May, New Jersey.

### ARKANSAS

**Carolyn Shry** jokes that she cannot remember ever not being involved in OM. Actually, her memories go back to 1982, when she helped coach her son's 7th-grade team. Coaching evolved into judging, which evolved into her becoming AR OM Regional Director in 1989-90.



Some of Carolyn's other OM activities include serving as Tournament Director, PR person and judges trainer for her region, fund-raising for the state board, and helping at the state level whenever needed.

While coaching got Carolyn involved in OM initially, what hooked her was the excitement of the kids participating in the program — she liked how it brought kids together in a fun environment.

When not doing OM, Carolyn is a GT Supervisor for the Western Arkansas Education Service Cooperative. She is the recipient of the AGATE Challenger Award for developing the LIFT program — a cooperative team-building program that uses all academic areas and low and high ropes initiatives to develop leadership potential in junior high students. Her hobbies include swimming, reading, and "fixing up" her home.

Carolyn is grateful to her husband of 27 years, Steve, who helps her out by transporting "OM stuff," measuring and cutting, and . . . whatever! They have three children — Eric, Heidi, and Samuel, ranging in age from 3 to 25 years.

### NORTH DAKOTA

**Corinne Nelson** began working with ND OM upon its inception in 1992. She started the program in her consortium of school districts and worked as a volunteer for the first state tournament. In the 1993-94 school year, she became Regional Director for the SE region of ND. She now works with a co-director, but takes responsibility for judges and their training. Translation: She spends lots of time on the telephone. Her home answering machine is constantly filled with Odyssey of the Mind messages.

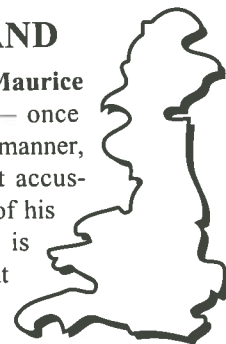


As a K-12 Gifted and Talented Coordinator for the Central Cass and Dakota School Districts, Corinne incorporated Odyssey of the Mind into the Levels of Service approach to gifted programming. This approach provides different levels of service to each student, according to individual needs.

Corinne attended World Finals each year since starting OM in her state. Last year was an exception, however. With the graduation and marriage of her son she just could not make the trip to Tennessee. Corinne looks forward to making the trip to Iowa in 1996, and anticipates another successful year for her region and her students.

### YORKSHIRE, ENGLAND

Yorkshire's new Regional Director, **Maurice Watkinson**, is a typical Yorkshireman — once met, never forgotten. His straightforward manner, sometimes considered blunt by those not accustomed to English demeanor — is all part of his Northern charm. But underneath Maurice is caring and personable, always ensuring that those he works with keep smiling.



In his professional life, Maurice is involved in programs that combine business skills with education. In fact, he is so committed to the Business Education program that he visited Boston to view the Compact Program in order to get a better understanding of the Private Industry Council operations. He also cooperated with Clackamas Community College in Portland, Oregon, on similar projects. While working for his previous employer, Maurice won the National Training Award. Some of his other accomplishments include serving as Chairman of the Leeds Engineering Initiative Education subcommittee, organizing School/Business programs, and being an active member of the Institute of Personnel Development. He is also involved in the School Curriculum Industry Project.

Maurice has been married for 34 years and has three grown children. Originally from Sheffield, he now makes his home in Stannington, in the Rivelin Valley.

Maurice is responsible for raising the awareness of OM/UK throughout Yorkshire as well as supporting all OM activities there.



## Problem Clarifications

### PROBLEM CLARIFICATIONS FOR AMUSIN' CRUISIN'

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



### PROBLEM CLARIFICATIONS FOR OMVENTION

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



### PROBLEM CLARIFICATIONS FOR Classics... GREAT IMPRESSIONS

- B.13b should reference B.7a, not B.6a.
- All of the painting selections in B.6a can be found in *The Great Book of French Impressionism* by Diane Kelder, published by the Abbeyville Publishing Group, 488 Madison Avenue, NY, NY 10022.
- Costume items may be listed at used value regardless of their origin.
- Since teams and judges are unable to accurately determine the use of texture in the selected French Impressionist work of art, scoring will be based on the team's interpretation of the original artist's use of texture and the apparent likeness of the reproduction.



### PROBLEM CLARIFICATIONS FOR CRUNCH

- Team members must add Blocks B and C (see figure B on problem) to raise the ramps at the required times. Judges will remind team members that it is time to raise the ramp and/or do a crunch if the team neglects to do so at the appropriate times.
- Teams may use either set of opposing sides of the tester to place the ramps. The opposing sides may be changed between crunches. The structure will not be considered broken under C.9d unless the structure cannot be "crunched" from either set of opposing sides.
- If a team member retrieves a ball without using the team-created retrieval device as per penalty 14, the judge will assess a



10-point penalty and warn the team or, as per penalty 13, a 25-point penalty and warn the team. If the act occurs again, the judge will stop weight placement. However, an additional penalty will not be assessed.

- F. Tournament Director Will Provide. At each competition site, number 6 should read, "a testing device (crusher) with two ramps, four billiard balls and four 1 1/2" blocks."
- There will be a minimum 4' clearance on all sides of the tester to allow for ramp placement.
- Costume items may be listed at used value regardless of their origin.
- Figure D—Tester Design should show a 1" diameter pole.
- The billiard balls will be standard 2 1/4" cue or pool balls.
- In J. Ramp Details, the figure after "or" should show the base board as 3/4" thick and the rails as 1/2" thick.
- Section H should reflect 18 grams = .6349 ounces.

### PROBLEM CLARIFICATIONS FOR THE TALL TALES OF JOHN JIVERY

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



### Surf the Net (continued from page 1)

fledged programs to be delivered to your browser over the net and executed there) the World Wide Web has the potential to change the way we do computing . . . and we, as OMers, are excited about our current and potential involvement in all of it!

**Editor's Note:** As with all technology today, on the other side of excitement lies the side of precaution. As stated in the *Odyssey of the Mind School Program Rulebook*, "It is against the rules to reveal the nature of the spontaneous problem before the end of the tournament. It is also against the rules to discuss or provide the content of a spontaneous problem with someone participating in a different competition at the same level (regional, state/association final) before that competition ends. It is also against the rules to place the content or solution of a spontaneous problem in public domain such as on the Internet, through e-mail, or in newsletters, etc. Any person violating these rules is subject to disqualification and/or disciplinary action taken against his/her team and/or membership." While the Rulebook specifically cites spontaneous problems, the same rule applies to long-term solutions.

### OM Needs Your Help

OM Association Inc. has received requests for foreign language versions of the current OM long-term problems. If your membership translated any of the problems or if you would like to volunteer to do this, please contact OM Association at (609) 881-1603 X 15. We welcome your assistance and/or suggestions.



## ODYSSEY OF THE MIND PRODUCT ORDER FORM

P.O. Box 547, Glassboro, NJ 08028-0547  
(609) 881-1603 • Fax: (609) 881-3596

- \_\_\_\_\_ 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 and additional activities to develop creativity.*
- Shipping and Handling for above book orders: Add \$3.00 for the first book.....\$ \_\_\_\_\_**  
**Additional books, add \$1.00 each. Outside of North America add \$4.00 per book.**
- \_\_\_\_\_ Copies of **Odyssey of the Mind School Program Rulebook** (@ \$3.50) .....\$ \_\_\_\_\_  
*Contains basic competition information and OM membership rules.*
- \_\_\_\_\_ Copies of **Odyssey of the Mind School Program Handbook** (@ \$5.00) .....\$ \_\_\_\_\_  
*Contains training, program and tournament information as well as material on awards and judging.*
- \_\_\_\_\_ **Creativity Around Us** (@ \$64.95 plus \$3.50 for shipping and handling; current members may purchase this package at a discounted price of \$39.95 plus \$3.50 for shipping and handling.).....\$ \_\_\_\_\_  
*This video examines many creative achievements throughout history and suggests how we can make our own creativity work better for us. Accompanied by a discussion and activities guide, this is an excellent resource for educational purposes or for personal enjoyment.*
- \_\_\_\_\_ Copies of **OMecdotes** book (@ \$18 for a pkg. of 12 which includes shipping and handling. Outside USA add \$2 for shipping and handling.) .....\$ \_\_\_\_\_  
*Contains anecdotes about teams, coaches and staff involved with the Odyssey of the Mind Program.*
- \_\_\_\_\_ 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 **Basic Coaches' Training Videotape** (@ \$25 which includes shipping and handling) .....\$ \_\_\_\_\_  
*Provides an overview of the role of the coach and highlights pertinent program rules.*
- \_\_\_\_\_ 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 which includes shipping and handling) .....\$ \_\_\_\_\_  
*Provides seasoned OM coaches with some suggested coaching techniques.*
- \_\_\_\_\_ Copies of **Odyssey of the Mind Awareness Videotape** (@ \$15 which includes shipping and handling) .....\$ \_\_\_\_\_  
*Narrated by Bill Moyers, this tape introduces the viewer to the Odyssey of the Mind Program.*
- \_\_\_\_\_ Copies of **1995 OM World Finals Video Yearbook** (@ \$50 which includes shipping and handling).....\$ \_\_\_\_\_  
*Highlights events and team performances of the 1995 World Finals.*

2nd Edition

### Shipping Address (for UPS shipment)

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**Please note:** Your product order will be shipped upon receipt. Memberships and newsletter subscriptions must be submitted on a separate order form.



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# Odyssey of the Mind

P.O. Box 547, Glassboro, New Jersey 08028-0547

**FORWARDING AND  
ADDRESS CORRECTION  
REQUESTED**

The Odyssey of the Mind newsletter is published by OM Association, Inc., P.O. Box 547, Glassboro, N.J. 08028-0547. Individual subscription yearly rate: North America \$8, outside of North America \$10. Executive editors, Dr. Samuel Micklus and Janet Vincz-D'Alessandro. Associate editor, Carol Ann Newlin.

## SCHOLARSHIP UPDATE

The OM scholarship applications (with all accompanying information) are due to OM Association, Inc. by Friday, January 5, 1996. See your application (in your membership packet) for the monetary grants and the university scholarships available. These scholarships will be awarded by the following associations:

ASSOCIATION SCHOLARSHIP	QTY	AMOUNT
British Columbia	1	\$500
Massachusetts	2	\$500
Michigan	2	\$500
Missouri	2	\$500
New Hampshire	2	\$500
New Jersey	2	\$500
North Carolina	1	\$1000
Oregon	1	\$500
Tennessee*		\$3000

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

OM Association also received a news release recently about the fifth annual Discover® Card Youth Tribute Award Scholarship Program. Developed and implemented in cooperation with AASA, the Tribute Award program rewards the outstanding leadership, community and personal achievements of America's youth by awarding major scholarships to high school juniors. Entries will be judged based on outstanding achievements that extend to all aspects of high school juniors' lives.

The Tribute Awards program consists of state and national scholarships totalling over \$900,000, with individual awards of up to \$22,500. Nine scholarships will be available in each of the fifty states, the District of Columbia and in American Schools abroad, and nine will be available nationally.

All applications must be received at AASA by January 17, 1996. Discover Card tribute Award applications are available by writing or calling AASA at P.O. Box 9338, Arlington, VA 22219, 703/875-0708.



**OM Coordinator**  
Please route this newsletter to

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## OK Professor Wins Essay Contest—OM Process is the Content

Late in the fall of 1994, Dr. Wayne Whaley, an engineering professor for Oklahoma Christian University of Sciences and Arts, received his second consecutive award in the annual Faculty Colloquium for an essay entitled, "Odyssey of the Mind: A Model for Engineering Education."

While coaching his daughter's Odyssey of the Mind team last year, Dr. Whaley saw the "process" as ideal for introducing university freshman to engineering design. His essay supports changing the standard engineering program to challenge and involve undergraduates in solving open-ended design problems at the beginning of their studies.

"Too often, students' creativity is squashed by two years of heavy science and math before they begin designing work," Whaley said. "Students need the challenge of design problems for which there are no unique solutions and a team to help solve the problem," he added.

Working as a team also teaches interaction skills demanded by engineering employers. Students learn to communicate with people who have different skills and different approaches to problem solving.

"The role of professor as coach is perhaps the most valuable concept that Odyssey of the Mind can offer engineering education," says Dr. Whaley.

