



Odyssey of the Mind

Newsletter

VOLUME 15

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SPRING 1993

Two OMers find OMER Town Was he home?


Ever wonder where OM's lovable raccoon, OMER, spends his leisure time? His appearances are frequent at World Finals, but what does he do during the rest of the year?

Two OMers, Alison Van Camp and Tanya Drosis, participants in the Odyssey of the Mind program for the last seven years, may have stumbled on his whereabouts quite by accident.

Last August, they decided to enjoy the luxury of a long weekend in Northern Michigan. From Birmingham, Michigan, they headed north via the eastern coastline along Lake Huron. About half an hour north of Bay City, on Highway 23, they found themselves in the town of OMER. Thanks to Groves High School team parent-coaches Garrett and Maggie Van Camp, we have a photo of this picturesque OMER locale in Michigan.

Since Michigan OM boasts over 700 OM members, you might wonder if OM's huggable critter has been doing a little recruiting—big time—for MOMA. Or, perhaps you might be more inclined to believe that the creature's respectability convinced the townspeople (are they all OMers in Michigan's smallest city?) to name the town in his honor.

You might even wonder just how many other OMER towns our raccoon can call home. In Texas maybe? California? Or perhaps OMER has towns in other OMERlands! How about it: England . . . Germany . . . Russia . . . what do you say?

If you see OMER be sure to ask him. And see if you can spot him, this summer, in a town near you. 



Odyssey of the Mind and IBM—

Perfect Together

In the spring of 1987, International Business Machines (IBM), one of the largest corporations in the world, awarded OM a monetary grant and became its corporate sponsor.


Monies from IBM were immediately earmarked for the development and distribution of curriculum materials as well as judges' and coaches' training material. This remains true today.

How did this partnership evolve?

IBM's commitment to OM occurred after this giant, long committed to education, sponsored a series entitled, "I, Leonardo, A Journey of the Mind." The commercial time purchased by IBM was used to present a message about education. This segment featured footage from an OM competition and was narrated by Walter Cronkite. (You will recognize portions of this broadcast on the current *Awareness Video*).

Today, after six years of sponsorship, IBM remains committed to supporting OM. Here's why:

1. IBM continues to support and maintain an interest in education (even at a time when many non-profit programs are threatened).
2. IBM wants to introduce the "best and the brightest" American and international students to the corporation in a positive way.
3. IBM wishes to foster student creativity and problem-solving skills.
4. IBM feels strongly about its association with an innovative approach to education.

Since IBM became our corporate sponsor in 1987, OM membership has doubled. OM has successfully built program recognition because IBM has helped to publish it nationally and provided OM with tools for growth. IBM is currently working with IBM in Europe to increase international participation. 

Dinosaurs

Teams working on the Odyssey of the Mind long-term problem, *Dinosaurs*, should refer to the January 1993 issue of *National Geographic* magazine. Over 50 pages are devoted to dinosaurs, including their range, evolution and habitat. It is beautifully illustrated and includes numerous photographs of fossils being uncovered, as well as those in laboratories and museums.

The issue also includes a beautiful supplement of an array of dinosaurs that ranged across North America during the Mesozoic era. The supplement is suitable for framing and would be an attractive addition to any classroom.

As in most of the Odyssey of the Mind problems, *Dinosaurs* lends itself to students to gain further knowledge about the subject. While youngsters are interested in problems, use their motivation to help make learning fun!



SPOTLIGHT



Spotlight on Betty Schmidt

Betty Schmidt, second grade teacher at Jerome Elementary School in Saginaw, Michigan, has been the Michigan Odyssey of the Mind Association (MOMA) Director for the past four years.

Betty's first contact with OM was in 1982-83, when she coached and co-directed what is now Michigan OM's Region 5. Explains Betty, "I first read about the OM program in an educational magazine. I was really impressed with its approach, as I was using the creative and spontaneous approach in my classroom; but the article was from New Jersey, which seemed so far away.

"Soon after, my sister Joan Sabourin (Region 5 co-director and Delta College professor) called to tell me about an OM meeting at Central Michigan University. Excited, we went 'exploring' and later that year started OM in our area. We held our first local tournament at Delta College (remember, none of us had ever seen an OM tournament). We were really nervous when twenty teams registered. That was the birth of Region 5. With the help of a super Region 5 Board of Directors, we now handle 155+ teams in a sanctioned competition, along with our full-time teaching schedule."

Michigan OM is currently divided into 10 regions that handle close to 800 OM members. "We have increased our membership and Board of Directors, established more regions, upgraded our coaches' and judges' workshop trainings, and improved many other facets to help ensure the smooth running of the Michigan OM Association," says Betty.

She adds, "The MOMA Board of Directors is a great group to work with. When we hit rough spots, everyone helps out. It's not unusual to see Directors and Problem Captains from one region helping out in another region. Our MOMA group is our biggest asset when it comes to dedication in getting parents, teachers, and kids involved. They are the greatest team of OMer's."

Betty is often asked why she spends so much time and money on OM. Her answer: "I love seeing the creativity of children channeled in a positive direction, their great sense of self-esteem, and the smiles of my OMer team members. I feel secure in knowing that these kids are our future leaders."

Betty, a full-time wife, mother of four boys and one girl—now all married—and grandmother to eight, keeps her family involved with OM at many different levels. They contribute as runners, judges, even as an on-site medic and volunteer for whatever else needs to be done. As for Betty, in addition to handling the job as MOMA director, she continues as Region 5 co-director, and has been a coach, Spontaneous Problem Captain and Scorekeeper. She has also served OM Association, Inc. and can usually be seen working hard in the Score Room at World Finals. Thanks Betty, for all your tireless efforts!



Last Year's OM Scholarship Winners... Where are they now????

Chevron and Honda Monetary Grant Winners

Jason Steve Annan, SC—Duke University, Durham, NC
 Julia Suzanne Beardsley, NY—Messiah College, Grantham, PA
 Eric Allen Boyle, SD—University of South Dakota, Vermillion, SD
 Christy Ann Campbell, KY—University of Kentucky, Lexington, KY
 Bethany Elise Carlson, SC—Clemson University, Clemson, SC
 Douglas James Carty, NH—Arizona State University, Tempe, AZ
 Camille Kay Chapman, VA—Virginia Tech, Blacksburg, VA
 Paul Thomas Chen, CA—UCLA, Los Angeles, CA
 Kathryn Marie Clark, WA—Ricks College, Rexburg, ID
 Michael Dennis Cole, VA—College of William and Mary, Williamsburg, VA
 Kia Kristine Conley*, NC—University of North Carolina at Chapel Hill, NC
 Adrian Leigh Cook, OK—University of Central Oklahoma, Edmond, OK
 Kevin Michael Cropper, VA—Virginia Tech, Blacksburg, VA
 Katherine Dutton Crowley, OR—St Olaf College, Northfield, MN
 Brandy Lee Daugherty, MD—James Madison University, Harrisonburg, VA
 Shawn D Falkner, NY—Embry-Riddle Aeronautical University, Daytona Beach, FL
 Anna Marie Gonowon*, AR—Duke University, Durham, NC
 Stephen Howard Griffith, OH—The Ohio State University, Columbus OH
 Tracy Brian Harton, TX—Rice University, Houston, TX
 Amy Irene Heathfield, WI—University of Wisconsin, River Falls, WI
 John Michael Herin, NC—Brown University, Providence, RI
 Christopher J Hernandez*, CA—Harvard University, Cambridge, MA
 Kathryn Eileen Hicks, FL—University of Florida, Gainesville, FL
 Heidi Ann Holbein*, NY—Potsdam College, SUNY, Potsdam, NY
 Neil Andrew Jacobs, SC—University of South Carolina, Columbia, SC
 Dylan Clayton Jones, TX—University of Texas at Austin, TX
 Josh G Keehn, SD—University of Wyoming, Laramie, WY
 Robin Laurel Keen, MI—Lawrence Technological University, Southfield, MI
 Michael R Kessler*, SD—LeFornneau University, Longview, TX
 Fred Aaron Kurtz, PA—University of Maryland at College Park, MD
 Lisa Marion Langendorfer, VA—University of Virginia, Charlottesville, VA
 Kimberly Beth Langley, MA—Georgetown University, Washington, DC
 Laura Lapey, NY—Hartwick College, Oneonta, NY
 Adam Gregory LaPratt, MI—Albion College, Albion, MN
 Anne Shee Lee, SC—Duke University, Durham, NC
 Jennifer Leigh May, NJ—Cornell University, Ithaca, NY
 Amanda Shay Moody, TX—Baylor University, Baylor, TX
 Robert Louis Morrison II, OH—Ohio North University, Ada, OH
 Jessica Jillene Myers*, MS—East Central Community College, Decatur, MS
 Michelle Ann Neben, NE—Massachusetts Institute of Technology, Cambridge, MA
 Lori Joanne Park, MI—University of Michigan, Ann Arbor, MI
 Joshua William Pruzek*, WI—University of Wisconsin at Eau Claire, WI
 Daniel Patrick Rolsma*, PA—Robert Morris College, Coraopolis, PA
 Teresa Denise Sanders, MN—Coe College, Cedar Rapids, IA
 Ali Safarnejadarabi, MD—University of Maryland at College Park, MD
 Alison Leigh Shepherd, NC—The University of North Carolina at Chapel Hill, NC
 Scott Dennis Shoemaker, MD—Drexel University, Philadelphia, PA
 Shawna Kaye Sigler, AL—Jacksonville State University, Jacksonville, AL
 Sean Glen Sullivan, MA—Deep Springs College, Dyer, NV
 Donna Jean Thompson, GA—Berry College, Mt. Berry, GA
 Binh Tang Vo, CO—Middlebury College, Middlebury, VT
 David Alan Vogler, PA—Rochester Institute of Technology, Rochester, NY
 Andrew Thornton Wilburn, VA—Randolph-Macon College, Ashland, VA
 Jason Lawrence Willis, OH—Bowling Green State University, Bowling Green, OH
 Kevin L Zwiefelhofer, WI—Milwaukee School of Engineering, Milwaukee, WI

*denotes CHEVRON scholarship winners; others represented are HONDA winners

Scholarship Winners

Jeremy Lee Hill, WY
 Full tuition: University of Maryland Eastern Shore

Bradley Ring, OH
 \$1,000: GMI (General Motors Institute)

1990-91 (junior year) winner

Simon Dodd, OR—Oregon State University, Corvallis, OR

**1993 OM Scholarship Winners will be announced
in the Renewal issue of the OM Newsletter.**

Clarifications

(The numbers are continued from the winter issue of the *OM Newsletter*)

Pit Stop

6. The "front" of the vehicle will be the closest part of the vehicle to the start line after the initial placement of the vehicle. The "rear" of the vehicle is the opposite end of the vehicle. "Forward" motion will be considered to be the direction that the vehicle travels with the "front" leading the way. "Reverse" motion will be considered to be the direction that the vehicle travels with the "rear" leading the way (i.e. opposite of "forward").

7. Although the vehicle may be changed or repaired in the PIT AREA more than once, only after the final change (not a repair) made in the PIT AREA will the vehicle be judged in full glory. If there is going to be more than one change in appearance, the team must identify to the judges the final or full glory change.

8. The problem (B. limitations 7 a. and h.) describes a mechanical jack as a mechanical machine. This requires the jack to provide a mechanical advantage. (Ref. *The World Book Encyclopedia*)

9. General Clarification #3 (Scoring of Style #1) means that the Style Judges will judge the appearance of the vehicle after the team places the vehicle at the start line (see problem B. 4 e.) and before time begins.

10. If a vehicle begins with a legal propulsion system and then breaks down and cannot be repaired, the team may push or pull the vehicle to do laps, keep the points already scored using the legal propulsion system, and lose only the points for those laps completed by pushing or pulling.

11. If the vehicle's wheels do not fit within the PIT, a Spirit of the Problem penalty of 25 points will be assessed. Judges will determine this by either: 1) checking its wheels when the vehicle stops in the PIT, or 2) after time has ended asking the team members to move the vehicle to the PIT.

12. If the vehicle breaks down and the team members on the vehicle can repair it using parts and/or tools on the vehicle and without touching the floor or receiving assistance from another team member, then there will be no penalty assessed.

13. All tools and materials to be used during the performance including those used for repairs must be brought to the Staging Area Judge. These will be moved to the performance area by the performing team members after time begins. Tools used for repairs are exempt from cost. However, items used as spare parts count in the cost unless otherwise cost exempt. If these items are used, their cost will be added to the costs listed on the Cost Form.

Dinosaurs

3. The scene from the Mesozoic era must be in a scene portrayed as a scene in a play rather than depicted in another (static) form such as in a painting.

4. Although the creativosaurus may be a team member in costume for all divisions, it may not perform the scored tasks in D. 4, d. and e. unless it is a Division I team.

5. The development or invention must be reasonably identifiable, not just a broad concept.

6. The team's performance may consist of only a scene from the Mesozoic era or it may have portions set in different time periods. If the Mesozoic era scene is part of a larger performance, then, when the Mesozoic era is presented, the action on stage must be focused on that portion of the stage where the team is presenting its Mesozoic era scene.

7. The invention or development inspired by the Creativosaurus must be either mentioned, described or demonstrated during the 8-minute performance time. Any or all of these methods may be used.

Old Man and the Sea

2. The required conclusion is a conclusion for the team's analogy.

3. Because there are many interpretations of the story "Old Man and the Sea," the team is to make clear to the judges what its interpretation of the story is. The judges will base their scores in D. 6. on how well the team's analogy presents the team's interpretation of the story. This may not necessarily be the judges' interpretation of the story. The interpretation of the original story and the analogy of the interpretation are two separate items. However, they may be presented separately, woven together or in any way the team wishes. Just remember that the judges must know what you—the team members—think the story is about in order to decide if your analogy is good.

Which End is Up?

7. Costumes may become props after they have been worn as costumes. However, you may not wear or carry a prop simply to avoid putting it in the containers.

8. Jigs that are used for building structures or parts of structures must be designed and built by team members.

9. The containers must stand on their own when being measured.

10. Although commercially purchased balsa wood can vary in density, teams may not press or compress balsa wood to change its density.

11. If there are only two support sides to the structure, they must be on opposite sides of the 6" x 6" x 1" block. If there are three or more support sides to the structure, two of them must be on opposite sides of the structure.

12. No piece of the structure's 6" x 6" x 1" end may go inside the 6" x 6" x 1" area. That is to say, assume it must fit over a solid block measuring 6" x 6" x 1".

13. The membership sign must either fit into one of the two suitcases or be painted (drawn, etc.) on the outside of one of the suitcases.

14. Items, such as backpacks, which are normally worn, not carried, may be used as part of a costume. However, if they are taken off during part of the performance, they may only incidentally be used as a prop at that time. This will be a judges' decision as to whether they are mostly part of a costume and only incidentally a prop. Items that are carried, not worn, by team members are props and must be contained within the suitcases.

15. Containers used for structure storage may not be used as props unless they are one of the allowed suitcases or are contained within the allowed suitcases.

Folk Tales

There are no additional clarifications for Folk Tales. 

COACHES' CORNER...

Who's Really The Judge?

by Janet Jones, Feature Writer for the OM Newsletter
and experienced OM Judge

All over the world, the training of this year's OM judges is complete. The PROBLEMS have been studied, the *Judges' Rule Book* reviewed, and the strategies for being on your feet (or on your seat) all day have been discussed. Certification complete, pencils sharpened, stopwatches in hand, the judges are ready! Let the games begin!

Where, literally, do these judges come from? What makes them tick? And, just how do their brains work?

Just as many coaches of OM teams are teachers, it follows that many OM judges are educators. Former coaches, whether teachers or not, make excellent judges because they know and understand the rules of the program and the mechanics of the type of problem with which they have worked. Seeing the OM problems from the inside makes it much easier to judge them from the outside.

Not all judges are teachers. The next circle in that pool of volunteers includes moms, dads, trades people and professionals. A dentist who is a former Air Force pilot and who makes remote-controlled aircraft worked with the flight problem a few years ago. A mechanical engineer was an outstanding structure official. A home extension agent who had experience judging 4-H competitions transferred those skills to OM very successfully. Perhaps, most interesting of all, we are now seeing an increasing number of former OMers who return to sit on the other side of the table!

With the possible exception of the "former judges" and "team members," most judges volunteer for one reason: they wish they could have been on an OM team!


The fascination with the creative process knows no age limits. While always hoping for the team that "knocks your socks off," judges enjoy and look for a particularly innovative idea, and appreciate even a single item or concept in a solution. But it's the quest for the gems that keeps them coming back!

Judges hold teams and coaches to high standards. They expect coaches who have prepared their teams adequately—whose forms are complete and correct, who obtained and abided by problem clarifications, and who kept hands off the team's solution. Judges expect teams to exhibit (guess what) teamwork, confidence in their abilities, and respect to tournament rules.

But judges hold themselves to standards equally high. They expect professionalism from each other, including, but not limited to, promptness, accurate scoring, and (far from least) genuine enthusiasm and appreciation for each team's hard work. Their objective is not to criticize, but to reward the students' creativity with their presence and attention.

Yet, there is one more consideration for OM judges—one which is not usually taught in training, but which becomes very evident to officials beginning with the first tournament at which they serve: OM teams are judged for eight minutes (well, all right, maybe 15 minutes counting the staging area time), but OM judges are watched, observed—JUDGED all day. Coaches, parents, non-

performing teams, even performing teams are constantly monitoring the spoken word and the body language of the judges. Did they laugh? Were they supposed to laugh when they did? Look! That's the judge that made notes. Wonder what that meant! Was that judge paying close enough attention? Did they all catch that pun? Why were they conferring? What was taking them so long? What were they so carefully examining? It can be a little intimidating. Or a lot! Sometimes judges feel like there is a "Watchbird" watching them!

That too, is part of the high of judging OM contests. Putting on that badge, or better still, that red OM Official's shirt is demanding, challenging work that happens to be a great deal of fun. And yet, sometimes judges wonder, "Who is really the judge?" 

Reflections of an OM Tournament Director

by Victoria Levesque, Maine*

accepting, convincing,
enlisting, cooperating,
deciding, providing,
.....and more.

schedules, signs,
orders, clarifications,
space, limitations,
.....and more.

duplicating, mailing,
calling, scheduling,
running, enlisting,
.....and more.

complaints, harassment,
submission, stress,
compromises, promises,
.....and more.

creating, destroying,
consuming, struggling,
budgeting, glorifying,
.....and more.

interruptions, sanity,
family, limits,
crisis, meetings,
.....and more.

accusing, assuming,
demanding, conflicting,
surrounding, limiting,
.....and more.

completion, encouragement,
unity, feat,
award, escape,
.....and finality.

*Thanks to Joan Staffiere, Maine OM, for passing this along.



World Finals Coaches' and Officials' Problem

LITTLE BRICK ROAD

- Purist Division (Coach must solve the problem alone.)
- Poetic License Division (Coach may get help from others.)
- Officials' Division

A. THE PROBLEM

Your problem is to design and create a vehicle that will travel and break a balloon target. The vehicle will be released from a specific point behind a start line, travel 40' (12.2m) while avoiding two rows of bricks and break its balloon target. The first row of bricks will be 10' (3m) from the start line and the next row of bricks will be 25' (7.6m) from the start line. The bricks (2" x 4" x 8" or 5cm x 10cm x 20cm) will be 28" apart and will be placed directly between each start position and its target (see Figure A).

Thus, the **Spirit of the Problem** is to have your vehicle travel to and break a balloon target while overcoming obstacles.

B. THE LIMITATIONS

1. The vehicle may not be guided by any type of remote control, strings, tracks placed on the floor, etc.
2. You may not alter the competition site, nor may you place anything on the competition site.
3. The vehicle must be self-propelled. You may not assist it except in preparation (e.g., you may wind rubber bands, turn switches, etc.). However, the vehicle may roll down a ramp as propulsion. If a ramp is used, it must always remain entirely behind the start line.
4. The vehicle must travel on the floor and may climb over bricks. However, it may not fly or be a projectile.
5. The vehicle must be self-contained. It may not drop off parts as it travels, shoot darts, etc.
6. You may use up to 4 straight pins attached to your vehicle to break your balloon.
7. The vehicle, including pins, etc., may not exceed 10" in width, 24" in length.
8. Your target balloon is the one whose number corresponds to your start number.
9. Your vehicle must carry a 3" x 5" card with your start number. This will be provided by the tournament officials.
10. You may not touch the vehicle after it has been released until the officials signal the end of that round.
11. There are no cost limitations.
12. The judge will give the signal to begin. Each vehicle must be released immediately. When the last vehicle stops, that round of competition will end.
13. The vehicles may not damage the floor.
14. If something is not prevented in the limitations, it is allowed unless it is deemed a Spirit of the Problem violation.

C. THE COMPETITION

1. Participants may compete in a qualifying round. If so, the first vehicle to break its balloon will be selected to advance to the next round. Should no vehicle break its balloon, the first vehicle to break any balloon will advance or win.
2. The competition site will be set up as in Figure A.

Qualifying Rounds:

1. Contestants and their vehicles must be entirely behind the start line when the competition begins.
2. The 3" x 5" card must be on the vehicle when it breaks its balloon target. Any vehicles advancing to the next round will receive a new 3" x 5" card.
3. If a vehicle impedes another vehicle's path or collides with another vehicle . . . SORRY!
4. If a vehicle hits an obstacle . . . SORRY!
5. The first vehicle to break its balloon will advance in the competition.

Final Round:

1. The finalists from the preliminary competition(s) will run against each other. The same rules apply.
2. The judges' decision is final.

NOTE: Coaches are encouraged to have their team members present as a cheering section!

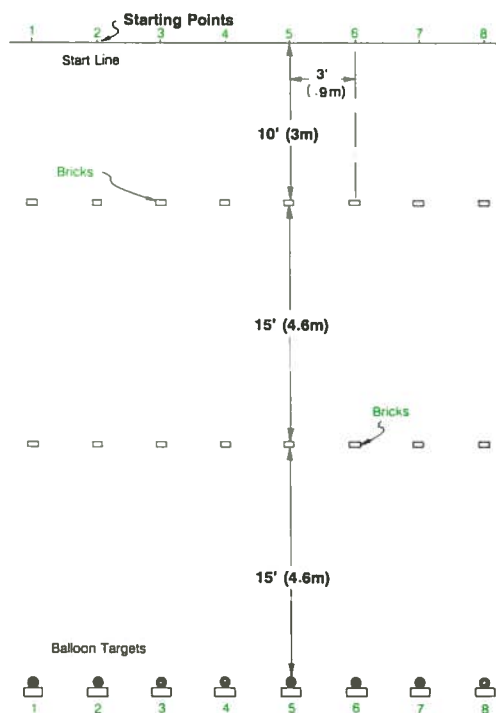


Figure A

OM NOTES

- * California's Region XI received fiscal support from the efforts of two OM judges that have served that region. Doug Defrees, who judged *Delayed Reaction* last year for both the regional and association final, approached his employer, IBM, to contribute \$1,000 to be used for this year's tournament. Corvin King, who judged last year's *Atlas* problem, donated money that allowed the region to purchase officials' shirts.
- * Two years ago, California OM's Gino Do built a twenty-foot dragon as one device that moved tennis balls to a specific target for the *Give and Go* problem. Although his first versions did not work very well (and actually failed to operate at the regional and association finals competitions) Gino won a Ranatra Fusca award for his creativity and the risk factor of his solution. When he and his team advanced to World Finals, Gino rebuilt the dragon. This time it successfully delivered the tennis balls to its identified target. Once again, now at World Finals level, Gino won a Ranatra Fusca—and another honor. His "dragon" was displayed at the facility where the awards ceremony took place. So impressed were the judges and coaches with Gino's creative device, that they took up a collection to ship the "dragon" from Tennessee back to California. The following year Gino exhibited his legendary device at CA OM's regional competition. This year, Gino was asked to display it at the California Science Teachers' Association Conference. And the dragon lives on
Gino plans to display it once more—this year—as a fund-raiser for his school's OM Club.
- * Michigan OM's newsletter cleverly used this year's problem names in the following excerpt: *And they said dinosaurs were extinct! Well, leave it to OMers to do the impossible and bring them back to life. Or what about that mechanical device called a "jack?" You can bet it never had so much notoriety. With all the folk tales and analogies, I am sure many coaches are wondering which end is up.*
- * Georgia OM's newsletter publishes a *Dear Peachie* column—in Q and A format—to gently remind members what activities are and are not "legal."
- * Many associations are requesting that teams bring a team photo (in costume) to present to the Staging Area Judge(s). This is an aid to the entire judging team, especially with respect to *Style*.
- * Tennessee OM passes along this reminder to teams that are requested to provide judges for tournaments: *Remember that a competition needs good, dedicated judges in order to operate fairly and efficiently. In selecting judges, make sure they enjoy children, are willing to give one day for training and one day for competition, and that they understand that competition scheduling makes it next to impossible for them to see their own child(ren) perform.*
- * Students from the Gothenburg Journalism class created a video, featuring highlights from the 1992 Nebraska OM Association finals. This video is for sale to interested NEOMers.
- * Jackie Marshall, TX OM, writes to remind us that participants in her regional competition travel as much as five hours to get to that tournament.

Briefly Speaking

OM Board Briefs from the November 15, 1992, meeting:

- Membership report indicated a total of 7,654 members as of 11/12/92.
- Nancy Wingenbach, president of the OM Association Directors' Advisory Board (OMADAB) presented a report to the OM Board with recommendations from the OM Association Directors.
- Carole Micklus was selected as Board Chair for the next three years; Bob Purifico was elected as Vice Chair for the same time period.
- The Board approved an increase in the membership fee to \$135 (to be maintained at that rate for five years, beginning 1993-94) in order to achieve the objectives of its five-year plan.
- The OM coaches' camp/course is undergoing evaluation for university course credit.
- A pilot for OM's new community program is slated for fall, 1993.

Association Roundup 1993 SEP Dates

The Summer Enrichment Program (SEP) is an opportunity for kids to enjoy OM year-round. Participants are led by experienced OM coaches that use problems developed by OM Association. Under their guidance, children can develop stronger problem-solving skills and become more adept in their ability to integrate the other necessary elements so essential in competition.

These "camps" are generally one week long and provide youngsters with the opportunity to involve themselves with creative problem-solving activities, thought-provoking games, drama and other artistic endeavors, as well as athletic activity such as swimming, and outdoor fun that may include picnics and nature hikes.

The Summer Enrichment Program is not restricted to OM participants. Other young people that might like an atmosphere conducive to creativity would enjoy the SEP experience. And, while the OM Associations listed below are hosting these camps, individuals from other states are invited, and encouraged, to participate.

If you are interested in obtaining more information about the OM Summer Enrichment Program (SEP), contact your association director to see how you can obtain a copy of the SEP Awareness Video.

IA OM

June 20-26 at Grinnell College, Grinnell, IA.
Contact Joyce Mc Henry, (515) 423-9594.

ID OM

Contact Jane Fallon for more information, (208) 882-1392.

NH OM

Contact Jill Schoonmaker for more information, (603) 868-1797.

NC OM

July 11-17 at Queens College, Charlotte, NC.
Contact Tina Jenkins, (704) 364-2832.

OK OM

June 13-19 at SOSU, Durant, OK.
Contact John Kee, (405) 799-3951.

TX OM

**July 25-31 at Midwestern State University,
Wichita Falls, TX.**
Contact Jim Burgess, (817) 692-6581. 

1993-94 ODYSSEY OF THE MIND ORDER FORM

_____	Copies of OMermania! Encouraging Humor and Creativity Using the Odyssey of the Mind Problems book (@ \$19.50)	\$ _____
	<i>Features a discussion on humor and includes long-term problems as well as forty verbal and non-linguistic spontaneous problems for practice.</i>	
_____	Copies of Problems to Challenge Creativity book (@ \$18.50)	\$ _____
	<i>Contains fifteen long-term problems, twenty-nine verbal spontaneous problems, and twenty-one non-linguistic spontaneous problems. Includes a preface on why all OMers are winners!</i>	
_____	Copies of Make Learning Fun! Activities to Develop Creativity book (@ \$17.95)	\$ _____
	<i>Contains nine long-term problems, two primary problems, nineteen non-linguistic spontaneous problems and thirty-eight spontaneous problems — activities to develop creativity!</i>	
_____	Copies of OM-AHA book (@ \$15.95)	\$ _____
	<i>Contains nine long-term problems, over forty spontaneous problems, and nine World Finals warm-up problems. In addition, thirteen authors contributed to a special section on OM style.</i>	
_____	Copies of Odyssey of the Mind book (@ 13.50)	\$ _____
	<i>Contains fifty-seven long-term and spontaneous problems. Sixteen authors contributed to a special section on OM Coaching tips and ideas.</i>	
_____	Copies of Problems! Problems! Problems! book (@ \$12.95)	\$ _____
	<i>Features a discussion on creativity and over sixty creative long-term and spontaneous problems.</i>	
Shipping and Handling for above book orders: Add \$2.00 for the first book \$ _____		
Additional books, add \$1 each. Outside of America add \$4 per book.		
_____	Copies of The OM Song (@ \$6, which includes shipping and handling)	\$ _____
	<i>Audio cassette contains two versions of The OM Song by Gwen Warnock. One version is sung, the other is an instrumental with some choral background.</i>	
_____	Copy of OMecdotes book (@ \$18 for a pkg. of 12. Outside USA add \$2)	\$ _____
	<i>Contains anecdotes about teams, coaches and staff involved with the Odyssey of the Mind Program.</i>	
_____	Additional copies of Judges' Rule Book (@ \$3.50 inc. shipping)	\$ _____
	<i>Contains a description of officials' roles, pre-tournament and tournament preparation and procedures, the general rules, awards and some judging tips.</i>	
_____	Additional subscriptions of OM Newsletter (@ \$8 per year in USA, \$10 outside USA)	\$ _____
	<i>Published five times per year, it contains noteworthy and newsworthy information about the OM program, problems, events and participants.</i>	
_____	Additional copies of Odyssey of the Mind Program Handbooks (@ \$5 inc. shipping)	\$ _____
	<i>Contains the general rules of the Odyssey of the Mind Program.</i>	
_____	Copies of Basic Coaches' Training Videotape (@ \$25)	\$ _____
	<i>Provides an overview of the role of the coach and highlights some pertinent program rules.</i>	
_____	Copies of Advanced Coaches' Training Videotape including one Advanced Coaches' Training Workbook (@ \$25)	\$ _____
	<i>For experienced coaches. Used in conjunction with the Advanced Coaches Training Workbook which provides coaching techniques.</i>	
_____	Copies of Advanced Coaches' Training Workbook (@ \$5)	\$ _____
	<i>Provides seasoned OM coaches with some suggested coaching techniques.</i>	
_____	Copies of 1992 World Finals Video Yearbook (@ \$50)	\$ _____
	<i>In-stock video "yearbook" of the past year's World Finals competition.</i>	
_____	Copies of 1993 World Finals Video Yearbook (@ \$50)	\$ _____
	<i>Video of the World Finals, chronicling the event that culminates the 1992-93 year. Available after October, 1993.</i>	
_____	Copies of Odyssey of the Mind Awareness Videotape (@ \$15)	\$ _____
	<i>Narrated by Bill Moyers, this tape introduces the viewer to the Odyssey of the Mind Program.</i>	
_____	Associate Membership (Individual \$20; Family \$35)	\$ _____
	<i>Provides the subscriber with a newsletter subscription and a ticket(s) to the Coaches' Recovery Party at World Finals.</i>	
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	Total:	\$ _____



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Mildred Micklus
 339 Monroe Avenue
 Cherry Hill NJ 08002

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1993-94 ODYSSEY OF THE MIND MEMBERSHIP APPLICATION

P.O. Box 547, Glassboro, NJ 08028

Please complete this two-sided form and return it with a check or purchase order (**payable in US funds**) to OM Association, Inc. PO Box 547, Glassboro, NJ 08028. The Odyssey of the Mind membership fee is \$135 if the membership mailings go to a North American address. Outside North American the membership fee is \$150, payable in US funds.

Membership Name _____ Member # (if renewal) _____

Grades Covered in Membership School _____

Membership Categories

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

- A. **Individual School.** In competition, may enter one team per problem, per division, within the school. Must register as the school name.
- B. **Home-School students in a certified home-school program.** In competition, may enter one team, per problem.
- C. **Two or more schools with the same principal.** One principal that serves two or more schools may join for the schools s/he heads. In competition, may enter one team, per problem, per division, for each division housed within the schools. Only this category uses the name of the school district, such as "Glassboro Schools."
- E. **College and Military**
- F. **Associate Member** (Individual, \$20; Family \$35)

Mailing Address (for newsletter delivery)

Coaches/contact's
 School Address _____
 City _____
 State/Province _____
 Zip _____ Country _____
 School Phone No. (_____) _____
area code
 Home Phone No. (_____) _____
area code

Shipping Address (for UPS shipment of membership packet)

Coaches/contact's
 School Address _____
 City _____
 State/Province _____
 Zip _____ Country _____
 School Phone No. (_____) _____
area code
 Home Phone No. (_____) _____
area code
 School District _____

Enclosed is check # _____ payable in **U.S. FUNDS** or a purchase order payable to **OM Association** in the amount of \$ _____ for _____ membership(s) (\$135 North American, \$150 other) and products as indicated on the reverse side of this application.