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Question 1: What do I do once I arrive at the tournament?

When you arrive at the designated school, please do the following:

- 1.) Go to the cafeteria (or otherwise designated judge area) and wait to check in with the coaching staff.
- 2.) When checking in with the coaching staff, make sure you have a stopwatch and your judge code.
- 3.) Please inform coaches of any schools you shouldn't judge or any specific students you shouldn't judge.
- 3.) Bring this document and look it over, while grabbing some free refreshments!
- 4.) Around 8:30 – 8:45 AM, the tournament officials will provide instructions and answer any questions.
- 5.) At the conclusion of the judge meeting, Round 1 assignments will be distributed. If you are scheduled to judge, go judge! If you have a “bye” round, relax. It is good to bring something to read in case of this.
- 6.) At the conclusion of each round, the next round's assignments are made. You will get this when you turn in your ballot. If you had a bye, tournament officials will tell you when to check with the “tab” room for your next assignment.

Question 2: What do I do when I have been assigned a round to judge?

- 1.) Look at the category you have been assigned on the ranking form (See Pages 3 & 4.) You should NOT judge the category in which your child competes. You should NOT judge the same category twice in one day. If either of these has happened, go to the Tab Room immediately!
- 2.) Briefly look over the description of the category you have been assigned in this booklet.
- 3.) Check the “postings” to get the specifics on the round which you are supposed to judge. (See Page 5 for more specifics). For example, if you are judge “N6” assigned Original Oratory, Round 1, Section F, then you would be judging competitors: 336, 347, 319, 307, 315, and 331 – in that order! **Do NOT change the order of presentation unless told by tournament officials!**
- 4.) Once you know the room number and the list of competitors, head to the room. Sit in the back – center of the room. Ask anyone who is sitting that blocks your view to move. You are to sit centered so you can see everything from a central standpoint. You are to sit in the back so that you can monitor the other competitors to ensure they are being professional.
- 5.) Double-check the room number when you enter. Once in the room – before beginning the round – read of the competitor numbers you have. This ensures the kids went to the right room and that you went to the right room.
- 6.) When you are in the room, students will each give you a “critique sheet”. (See Page 6). This is where you write notes for each student during the round. You will return all student critique sheets and your overall rankings to the “Tab Room” at the conclusion of the round.

Sample Judge Rank Sheet – 2 Options (Depends on the Tournament)

Canfield Judge Clinic

Round 1, Section F, Room 208 (9:15 AM)

Judge: N6 (Jones)

#	Code	Title	Rank
1	336		
2	347		
3	319		
4	307		
5	315		
6	331		

Judge's Signature: _____

This is a sample of the ballot you will receive if we have the computer program print them off. This will depend on the tournament host. Notice, the competitor's numbers are already listed in order for you. Please double-check this against the postings before going to the room!

*** A second possible judge ballot is given on the next page. Notice, this ballot does NOT have any competitors listed. In this case, you MUST check the postings. This ballot, though, does provide an overview and general rules for the event you will be judging. Please also consult this document!*

Original Oratory Ohio High School Speech League

Round 1

Room 208

Section F

Code	Title	Rank	Time

Instructions to Judges

No ties may be given. "1" is the best rank; "2" is the second best rank; etc. Do not use Roman numerals to record ranks.

Contestants are to speak at the time and in the order scheduled unless otherwise directed by the Tab Room.

The aim of Original Oratory is to train students to write and present a speech that is intelligent, truthful, interesting, and original. Any appropriate subject may be used for the oration.

Since the contestants delivering these orations have written them, the judges should consider thought, composition, and delivery in evaluating them. Orations may propose a solution to some current problem, creatively analyze a chosen topic, alert the audience to a threatening danger, strengthen devotion to an accepted cause, or eulogize a person. Since a public speaker has an obligation to be truthful, the contestant must alert the audience to the use of any nonfactual illustrations, especially in narrating personal experiences. The sources for all quoted words and statistics must be clearly and verbally cited within the oration itself.

Orations must be given from memory without the use of physical objects, properties, or costumes. The mechanics of speech must be observed faithfully: poise, quality and use of voice and gesture, emphasis, variety, and enunciation, and for directness and sincerity to make an impression upon the audience.

The time limit is ten (10) minutes with a 30 second grace period. Any time penalty is left to the judge's discretion. Upon student request, judges are asked to give a two-minute signal at the end of 8 minutes, and a closed fist indication at the end of 10 minutes. Timing begins with the first word and/or movement in the presentation.

Judge's Signature _____ Code **N6** School _____

Sample Postings!!!

Canfield Judge Clinic Original Oratory

Round 1 – 9:15 AM								
Section	A	B	C	D	E	F	G	H
Judge	B7	A11	C6	K2	M4	N6	L1	D5
Room	203	204	205	206	207	208	209	210
1	303	323	313	329	339	336	340	335
2	325	302	327	304	314	347	308	348
3	312	324	322	338	320	319	316	309
4	343	344	301	321	330	307	341	334
5	326	350	345	305	337	315	318	317
6	310	342	346	328	306	331	349	333
7		311					332	

Round 2 – 10:45 AM								
Section	A	B	C	D	E	F	G	H
Judge	A4	X5	E7	B4	A4	M10	C5	B12
Room	203	204	205	206	207	208	209	210
1	334	325	315	326	311	303	321	344
2	309	301	327	340	329	343	331	348
3	335	316	307	342	320	330	333	306
4	308	313	337	310	302	317	345	322
5	324	336	312	328	346	319	323	332
6	304	314	341	338	318	347	350	349
7		339					305	

In our pretend scenario, we are judge “N6” assigned to Round 1, Section F of Original Oratory.

Question 3: *What do I do once I'm in the room and students are there?*

- 1.) At this point, you have collected a "Critique Sheet" from each competitor, have verified the room number, and have checked each student's code. Everyone is in the correct room!
*** Note: If you are judging Extemp, this is very different. See those pages in this manual.*
- 2.) Make sure you are sitting in the back-center of the room. If anyone is blocking your view or if you want anyone to move for any reason, you are in control: make polite requests.
- 3.) If there are any observers, remind them that they are to remain quiet and respectful during the round.
- 4.) Once you begin the round, the door is to remain closed. Nobody should enter or leave the room.
- 5.) If you see a student in the room you know VERY WELL or a student from Canfield, excuse yourself and report to the Tab Room to remedy this situation.
- 6.) If everything is ready to go, remind students to have their cell phones turned off. **Also, double check that your phone is off! We get fined if your phone goes off during the round!**
- 7.) When you are ready, announce the first speaker's number. That person will stand up, go to the front of the room, and perform. Start timing when they begin. Stop timing when they stop. Please announce their time. **The only events where you are to give time signals are IMPROMPTU and EXTEMP.**
- 8.) Write critiques while the student is presenting. If you wait until after the student is done or after the round, you will hold up the entire tournament. Make sure to fill out the bottom of the sheet too.
- 9.) At the conclusion of the presentation, the student will sit down. Write down any last critiques you want to note. When you are ready for the next presentation, call the next competitor's number, and that person will stand up, go to the front of the room, and begin. **You should not take more than 1-2 minutes or so MAXIMUM between speakers! KEEP IT MOVING! We have time constraints!**
- 10.) After each student presents, keep track of how you would be ranking the round were it to end right then. See the grid on Page 8 for assistance. If you wait until the end of the round to rank everyone, you will forget each person's presentation!
- 11.) There cannot be any ties!
- 12.) Once everyone has finished, congratulate them and they will leave. Take two minutes or so and make any last comments on the ballot or critique sheets you need to make. **DO NOT HOLD UP THE TOURNAMENT!**
- 13.) Once students have left and you know how you are ranking the round, assign quality points. There cannot be ties with quality points, and higher ranks get higher quality points.
- 14.) When you are completely done, take your ballot and critique sheets to the Tab Room. They will double-check what you did and give you your next assignment.

Here is a completed matrix for our pretend round.

1.	336	1	2	2	2	3	4		
2.	347		1	1	1	1	2		
3.	319			3	4	5	6		
4.	307				3	4	5		
5.	315					2	3		
6.	331						1		
7.									

In this case, here is what we see:

- » After 2 speakers, we preferred the second one .
- » The 3rd speaker was worst than the first two.
- » The 4th speaker was worse than the first two but better than the third.
- » The 5th speaker was good, but we still like the second person most.
- » The 6th speaker wows us, and this person is our favorite in the round.

This way, once everyone is finished, you have your rankings and you don't have to think!

Note: There CANNOT be a tie. Once you have completed ranks, assign quality points.

MINIMUM Quality Points Per Rank	
1 st Place:	AT LEAST 94
2 nd Place:	AT LEAST 88
3 rd Place:	AT LEAST 82
4 th Place:	AT LEAST 76
5 th Place:	AT LEAST 72
6 th Place:	AT LEAST 71
7 th Place:	AT LEAST 70

Reminders: There are NO TIES in rank or quality points.
Someone with a a higher rank MUST have more quality points.

Question 4: *Are there additional rules – spoken or unspoken – for judges?*

- 1.) Never trade judge assignments with another judge. Once it's assigned, only the Tab Room can change it.
- 2.) Do NOT discuss a round with competitors or other judges until the completion of the awards ceremony. This is because another Canfield judge might judge the same person later and be biased by what you say, and students from other schools are not supposed to talk to their judges after the round has finished.
- 3.) Please do not take food or beverage into a classroom – except perhaps water if absolutely needed.
- 4.) Students are permitted to have bottled water in the room.
- 5.) Do not ask for students' names or school affiliation before, during, or after a round.
- 6.) Do not wear any Canfield apparel while judging. Also, do not tell the students you are from Canfield.
- 7.) As the judge, you are to take control of the room. Do not act clueless or uncertain.
- 8.) Remember, that somebody is going to be unhappy with your critiques and rankings. Somebody is going to think you're a "bad" judge. Just judge it as you see it, make your comments constructive and positive; make your rankings match the comments; and let the coach worry about the rest.
- 9.) You are obligated to judge until rounds are completed. Do not leave the tournament until released by the tab room **AND THE CANFIELD COACHING STAFF**.
- 10.) Be friendly and supportive toward the competitors. Congratulate them. **Provide positive nonverbal signals while they are performing (act interested)!!!**
- 11.) Do not touch items in the classroom. Teachers are finicky about their desks and storage.
- 12.) Please write a decent amount of stuff on the critique sheet. Students and coaches will use this information to refine the presentation and make it more compelling to judges.
- 13.) Please write a "reason for the rank in the round". What made someone a "2" instead of a "1"? Why were they the "1" instead of the "2"? Coaches never see students compete – we must use this information to know how to help the students improve!

Question 5: *What are some sample critiques?****Things you should / could write:*****1.) Positive Remarks / Strengths**

- I liked _____'s voice. That voice fit the character well and was easy to distinguish.
- Excellent facial expressions! You character - _____ - was easy to identify based on this.
- Great transitions. You were very quick and sharp getting from one character to another.
- Excellent use of volume. When you were quiet on the _____ line, it was very powerful!
- Great confidence! Even though you messed up the line, you quickly regained composure.
- You have a certain charisma that just makes me intrigued to hear what you need to say.
- Excellent use of a variety of sources. (extemp)
- Your gestures were very well orchestrated to fit exactly what you were saying.
- Wow! Your voices are amazing! Great job going from such different voices without hesitation!

2.) Areas for Improvement

- Overall, you have great voices. Your female voice just isn't cutting it for the mother, though.
- You need to completely finish a line as one character before switching to another character.
- I didn't get what you were doing as the dad when you grabbed something on the floor?
- You only cited one source in the presentation. Need more facts. (extemp)
- You're being monotone. With more expression in your voice, it would be more compelling.
- Don't be afraid to be loud! You were holding back at the climax, and it hurt the scene.
- Work on memorization. You spent too much time thinking about your next line.
- It seemed to move slow. Maybe try for more energy?
- I think if you did _____ in the one scene, it would be awesome!
- You're going too fast and not articulating well. I couldn't tell what several words were.

3.) Reason for Rank

- Clear characterization and made the story come to life. Great Job! (only give this to a #1)
- Your [voices, enunciation, confidence, transitions, citations, etc] were not as good as others.
- The _____ scene [gave you the edge / took away from the presentation].
- Your voices were better than the 4-6 ranks, but you were not as refined as #1 / #2.

Other important notes:

When critiquing a student, it is meant to be CONSTRUCTIVE (both positives and negatives). Give ideas. Meaningful input. Avoid being condescending or mean. Pretend this is your child and they will see what you write on the bus. I have had students crying on the bus before because judges berated them. That's just wrong. True – some of them aren't very good, but be constructive!

The thing that will most anger a student and a coach is a lack of constructive comments.

Everyone wants to know something they did well. What did you like best? What was neat? etc

Even the best students want to see something in the “needs improvement” category because they want to know what they could do to be even better in your eyes!

***** Note: Much of this material about category descriptions comes from the Ohio High School Speech League (www.ohssl.org) – with various contributors and its constitution. The Canfield coaching staff might have edited parts so it is more current and coherent.***

Drama / Humor

[DI and HI]

General Structure:

The student presents a memorized selection from a published play, novel, short story, or non-fiction piece, interpreting all of the characters vocally and physically. Dramatic Interpretation selections must be primarily serious in tone, while Humorous Interpretation selections are primarily funny (many are from comedic plays, humorous novels, or children's literature).

Specifics:

1. The student finds or prepares a cutting from literature, which he then memorizes and presents in each round. He interprets all the characters.
2. Monologues are acceptable.
3. The student must present an introduction that includes the title and author of the literature; however, this introduction does not have to come at the opening of his presentation.
4. While the use of gestures and body language is extremely important, movement is generally limited.
5. Time Limit is 10 minutes, with a 30-second grace period.

Judging Criteria:

Judges will evaluate the student on the effectiveness of his interpretation of the characters and the cohesiveness of the script. That is, were characters distinct and did the work come to life?

These are two separate categories, one Humorous and one Dramatic. Selections used in these categories come from published plays, novels, short stories, or poetry and may be adapted for purposes of continuity. The student must name the title and author and the source from which the cutting was made, but this introduction does not have to come at the beginning of the performance. The length shall not be more than ten minutes (with a 30-second grace period); there is no minimum length. In Dramatic Interpretation, the student must build to a dramatic climax and leave a definite emotional impact on the listeners. He/She must achieve this through definite vocal and physical characteristics for each character and must convey strong emotions. The judge must be able to identify one character from another both vocally and physically. This may be a monologue of one character or have many characters. In Humorous Interpretation, the student must build to an effective humorous impact; characters should be identifiable as with Dramatic. These are interpretation events, not solo acting events.

Duo Interpretation

[DUO]

General Structure:

Two students present a memorized selection from a published play, novel, short story, or non-fiction piece, interpreting all of the characters vocally and physically. The literature can be either serious or funny. Each student may portray several characters.

Specifics:

1. Two students work as a team to find or cut a piece of literature, which is then memorized and presented each round.
2. The students must present an introduction that includes the title and author of the literature; however, this introduction does not have to come at the opening of the presentation.
3. While the use of gestures and body language is extremely important to portray the different characters, the students may not touch each other or make eye contact with each other when in character.
4. Time Limit is 10 minutes, with a 30-second grace period.

Judging Criteria:

Judges will evaluate the students on the effectiveness of their interpretation of the characters and the cohesiveness of the script.

A team of two students presents a selection from published plays, novels, short stories, or poetry that has been adapted for purposes of continuity. The emotional impact may be humorous or dramatic. There must be an introduction identifying the title and author, but this introduction does not have to come at the beginning of the performance. The length shall not be more than ten minutes (with a 30-second grace period); there is no minimum length. Each performer may play more than one character; movement is permitted, although the characters may not touch each other or look directly at each other. The performers may look at and touch during the introduction and transition material. This is an interpretive event, not an acting event. No props are used. The judge must be able to identify one character from another both vocally and physically.

Extemp**[USX or IX]**General Structure:

The student prepares a speech on a current event topic for each round of competition. After thirty minutes of preparation, the student presents his/her speech without benefit of notes.

Specifics:

1. The student arrives at the Prep Room of a tournament with his box of research materials. When the round begins, the student is called to the desk, where he/she draws (blindly) three topic slips. He/She selects one topic slip and returns the others to the envelope. The topics are phrased as questions. He/She then has the remainder of the thirty minutes to research and prepare a speech which answers that question. He/She uses only the research material he has brought with him. The judge does not see the student during prep time.
2. Topics are drawn from current broadcast or print news medias (often magazines such as Time, Newsweek, and U.S. News and World Report).
3. The OHSSL Constitution has specific information about how the student can store, outline, etc. his research material.
4. Time Limit is a maximum of 7 minutes, with a 30-second grace period. The judge will give the student time signals.

Judging Criteria:

Judges will evaluate the student on how he/she answers the question, the accuracy of his/her facts and statistics, the speech structure, and the vocal and physical delivery of the presentation.

These are two separate categories, although in some small tournaments they may be combined. This is a contest based around the utilization of current event topics. Prior to the student's speaking in the round, he/she will have had 30 minutes to prepare a speech on the topic of his choice (the topics are phrased as questions). The speech may not exceed the time limit of seven minutes (with a 30-second grace period); there is no minimum limit. The student researches/prepares a speech on his/her chosen topic from the resources brought to the tournament. There has to be a certain amount of analysis of the topic as the speaker answers the question. A judge should look for clear organization of material, evidence to support the answer to the question (in the form of statistical data, facts, quotations, expert testimony, examples, etc.), and good physical and vocal delivery. A judge who questions the validity of some evidence may bring concerns to the TAB Room personnel; do not discuss them with the student.

PROCEDURE:

- One student enters the room at a time.
- That student should give you their slip of paper with his/her question.

TIMING:

- Show 2 fingers when the student has used a total of 5 minutes.
- Show 1 finger when the student has used a total of 6 minutes.
- Show half a finger when the student has used 6:30.
- Show a closed fist when the student has used a total of 7 minutes.
- Generally, do NOT cut a student off.

Impromptu Speaking

[IMP]

General Structure:

The student prepares a speech on a quote without much preparation.

Specifics:

1. All competitors are in the round when it begins.
2. Each speaker draws **TWO** quotations out of an envelope from the judge. The speaker must decide quickly which quote to discuss. Once the speaker returns two quotes to the envelope, time begins. At this point, the competitor has a maximum of 7 minutes, with a 30-second grace period to both prepare and present a speech about the chosen quote.
3. While the student is preparing the speech, many judges will provide thirty-second time notices as to the amount of time used in prep.
4. Time signals are the same as extemp.

Judging Criteria:

Judges will evaluate the student on the content and structure of the speech, as well as the vocal and physical delivery.

The Student selects one topic out of **TWO** drawn and then has seven minutes to both prepare the speech and deliver it. This time may be divided in any way the student chooses: one competitor might prepare for five minutes and speak for one minute, whereas another student might prepare for two minutes and speak for 5 minutes. The total length may not exceed seven minutes (there is a thirty-second grace period); there is no minimum length.

New for 2010-2011:

- Each student draws **TWO** quotations from the envelope, then selects which one to discuss.
- Each student must either **AFFIRM** or **NEGATE** the quotation (or **QUALIFY** it) using **facts**.
- Personal stories are NOT permitted in the speech, except a quick reference in the intro or conclusion.
- (Technically not new): Students might bring "evidence" to the room, but they are not required to do so. If they cite anything in their speech, it should be specific (like extemp).

PROCEDURE:

- Make sure everyone is in the room.
- Call the next speaker back to select three quotes.
- Once a decision is made, start the stopwatch.

TIMING:

- Count in 30 second intervals while the student is preparing.
- Show 2 fingers when the student has used a total of 5 minutes.
- Show 1 finger when the student has used a total of 6 minutes.
- Show half a finger when the student has used 6:30.
- Show a closed fist when the student has used a total of 7 minutes.
- Generally, do NOT cut a student off.

Oratorical Interpretation

[OI]

General Structure:

The student finds a speech written and delivered to an audience by someone else; he/she then memorizes it and presents it in each round.

Specifics:

1. Many speeches have been written by students and presented at the OHSSL State Tournament in previous years. These speeches are collected in Winning Orations, available from the League office. These speeches may be used in this category.
2. Libraries contain book collections of speeches given by numerous people. Any of these speeches may be used in this category.
3. Proper credit must be given to the original author/speaker during the performance.
4. Nothing in the speech can be changed, even statistics that are out-dated. The student in his/her introduction may reference this.
5. Time Limit is 10 minutes, with a 30-second grace period.

Judging Criteria:

Judges will evaluate the student only on the physical and vocal delivery of the speech, **not the content of the speech.**

In this category, the student memorizes a speech that was written and presented by another person. The student cannot change the speech to update statistics or facts or add additional research; he/she may leave out parts of the speech; he/she may, in an introduction, indicate that the speech content, although still relevant today, has statistics that are twenty years out of date. The student must indicate in an introduction the title and author of the speech. The length shall not be more than ten minutes (with a 30-second grace period); there is no minimum length. The delivery should be natural and not sound memorized (although it is). The student may move and gesture. The judge may comment on the physical and vocal presentation of the speech. The judge may not comment on the content or structure of the speech (since the student didn't write it), but he/she may comment on the appropriateness of the speech for the student. Sincerity should be the keynote characteristic. The student must be persuasive and establish direct communication with the listeners. The judge should consider vocal patterns, gestures, posture, poise, and over-all effective communication skills.

Original Oratory

[00]

General Structure:

The student writes a speech that includes an introduction, a body, and a conclusion. The speech is memorized and presented in each round.

Specifics:

1. Any subject may be used for the oration, but the student should keep in mind this question: What do I want my audience (including my judges) to understand from my speech?
2. The speech may be serious or light-hearted in tone.
3. A maximum of 150 quoted words is permitted in the speech. Please refer to the OHSSL Constitution for more information on how to do this.
4. Plagiarism is grounds for immediate disqualification.
5. If the student is competing at District and State Tournament, he/she must type the speech according to information found in the OHSSL Constitution.
6. Time Limit is 10 minutes, with a 30-second grace period.

Judging Criteria:

Judges will evaluate the student both on the physical and the vocal delivery of the speech and on the content and structure of the speech.

Any appropriate subject may be used, but the orator must be truthful; any non-factual reference must be indicated. The approach may be the definition of a problem, the definition of a problem plus offering a possible solution, a eulogy, or philosophy on a particular subject. The length shall not be more than ten minutes (with a 30-second grace period); there is no minimum length. The student cannot use more than 150 words of direct quotations from any other published source. The judge may critique/comment on the structure and content of the speech as well as the delivery. The delivery should be natural and not sound memorized (although it is). The student may move and gesture. The judge may comment on the physical and vocal presentation of the speech. Sincerity should be the keynote characteristic. The student must be persuasive and establish direct communication with the listeners. The judge should consider vocal patterns, gestures, posture, and over-all effective communication skills.

Prose & Poetry

[PP]

General Structure:

The student weaves together a program of literature, that includes both prose and poetry genres, revolving around a central theme. Although the students have a manuscript in their hands during the presentation, students interpret (not read) the selections in each round.

Specifics:

1. The prose and poetry must have a common theme. Any subject may be chosen, and it may be serious or light-hearted.
2. Prose is defined as all non-poetry writing such as short stories, cuttings from novels, plays, cuttings from non-fiction pieces, etc. Poetry includes song lyrics.
3. The selections are not to be deliberately memorized. ***It should appear that the students are “reading” them from the manuscript in a notebook.***
4. An over-all introduction and transitions from selection to selection should be written. These are to be memorized. Although the manuscript/notebook **does not have to be closed** during the presentation of these transitions, most judges will expect that to happen.
5. There must be 200 words minimum of each type of literature (i.e. prose and poetry). This may be found in only one piece of literature (for example, a poem) or it may be achieved by several selections (for example, three shorter poems).
6. If the student is competing at District and State Tournament, he must type the manuscript according to information found in the OHSSL Constitution.
7. Time Limit is 10 minutes, with a 30-second grace period.

Judging Criteria:

Judges will evaluate the student on the effectiveness of his interpretation vocally and physically, as well as the adherence to the central theme and the impact of the literature.

Each contestant has prepared a manuscript combining prose and poetry, tying the two together with a central theme. There must be at least 200 words each of prose and poetry in the typed manuscript. Prose selections can come from novels, short stories, plays, or non-fiction literature such as essays and newspaper columns. The manuscript must be held by the student, which then allows him/her to focus on the vocal performance rather than a physical performance. There is no rule about the format of the manuscript (i.e. type of notebook used) or whether the manuscript is open or closed for the introduction and transitions. This is an interpretative event; although dialog may be used, characters are only hinted at. The program should not be memorized, but the reader should be familiar with the material. The student in the introduction must explain a central theme and identify the title and author of the first selection, but he/she need not identify all titles and authors in the introduction. The length shall not be more than ten minutes (with a 30-second grace period); there is no minimum length. The judge should consider the emotional impact of the literature, the success of the melding of literature around the central theme, and vocal patterns, gestures, posture, poise, and over-all effective communication skills.