



Mock Trial Matters

The official newsletter of the
National High School Mock Trial Championship, Inc.
www.nationalmocktrial.org
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NATIONAL MOCK TRIAL MATTERS

Applications For An At-Large Seat on the NHSMTC Board of Directors Due By March 15

Below is the procedure for becoming a candidate for an at-large position on the National High School Mock Trial Championship, Inc. Board of Directors. Anyone desiring to do so should read the Amended and Restated By-Laws of NHSMTC, Inc., which can be accessed at <http://www.nationalmocktrial.org/bylaws.pdf>. The Board meets twice a year, once in October in the city of the following year's competition, and a second time in May during the national competition. It is at this second meeting that election to open at-large Board seats takes place. Board responsibilities include establishing policy, promoting mock trials, selecting host sites, and assisting the states that host the national competition.

Section 2. Annual Election of Directors a). To qualify as a nominee for an at-large position on the Board of Directors, the individual must either:

(1) provide a written communication received **no later than March 15** to the current Chair of the Board indicating that he or she wishes to be so nominated. Said communication may include any information the nominee believes to be pertinent regarding his or her qualifications to serve on the Board. All such information will be forwarded to the State Coordinators and posted to the NHSMTC, Inc. website prior to the annual meeting of the Board.



Recent state mocktrial competition in California

(2) provide a communication as set out in (1) above to the Chair before the end of the May meeting of the Board if the deadline is missed and the person still wishes to be a candidate.

Said communication must be accompanied by a nominating petition signed by at least three (3) State Coordinators. Nominations so received as well as those in Section (1) above will be printed on the ballot handed out at the State Coordinators meeting.

(3) Nominations from the floor during the annual meeting of the State Coordinators will be accepted. Nominations must be supported in writing by at least three (3) State Coordinators. These nominations will be considered write-in votes on the ballots.

MOCK TRIAL MATTERS IN THE STATES

Florida to Host 2004 National High School Mock Trial Competition

The Florida Law Related Education Association, Inc. will host the 2004 National High School Mock Trial Competition in Orlando on May 6-9, 2004. The Association celebrates its 20th anniversary this year and its 14th year of administering the state level mock trial program for high school students. Florida students placed fifth in the nation last year.

“We have tremendous support from the judicial branch for our programs,” stated Annette Boyd Pitts, founding Executive Director of FLREA. Pitts won the 2001 American Bar Association Isidore Starr Award for Excellence in Law Related Education. She is also the recipient of the National Improvements in Justice Award, a \$10,000 award for her work in the area of justice education.

“Our state mock trial program is very similar to nationals,” Pitts reported. FLREA added a Code of Ethical Conduct to the program five years ago. This has helped create more positive attitudes and behavior among participants. Students must agree to follow a Code of Ethical Conduct throughout the competition. The Code is included in the case materials. Members promise to compete with the highest standards of ethics, demonstrating ethics and professionalism in and out of the courtroom. Teacher coaches agree to focus on the educational value of the program and discourage willful violations of the rules. Attorney coaches agree to uphold the highest standards of the legal profession.

Additionally, FLREA has added a Legal Professionalism Awards category. Professionalism is defined as the pursuit of practice of the highest ideals and tenets of the legal profession. It embraces far more than simply complying with the minimal standards of professional conduct. The essential ingredients of professionalism are character, competence, and commitment. Two awards are presented annually. Each school is allowed to nominate two teams for the award. The students consider professionalism (as defined above), spirit, and ethical conduct as they make their decisions. One county has won one of the awards every year since it began. Baker County students have been honored for five years by other students. “This is even more important than winning first place,” said the coach.

Florida used to hold the state finals in Tallahassee until 9/11. Then public use of court facilities in Leon County was severely restricted. “We moved to Orlando and have been greeted with open arms by the judges and court staff,” commented Pitts. The Orange County courthouse is a magnificent structure with over 50 courtrooms under one roof.

The Florida Law Related Education Association, Inc. will be reconstructing its website to include a National High School Mock Trial section. The website address is www.flrea.org and staff receives email at staff@flrea.org. You can also write the organization at 1625 Metropolitan Circle, Suite B, Tallahassee, Florida 32308.

Mock Trial Matters in Iowa Middle Schools

By John Wheeler, Director, Iowa Center for Law & Civic Education and
Board Member of the National High School Mock Trial Championship



This fall marked the 20th anniversary of the Iowa Middle School Mock Trial Program. More than 2,000 students in grades 6-8 took to courtrooms across the state to experience the same type of program in which their high school counterparts participate. The middle school cases tend to be more straightforward and the rules are slightly more forgiving in terms of what roles the students undertake, but these students take part in essentially the same program as high school mock trialers – and they do it well!

In addition to the program in Iowa, other states also offer mock trial experiences for middle school students either as part of the high school program or as a separate entity. South Carolina, for example, has a rapidly growing program targeted toward the younger students.

I asked Iowa middle school teachers, coaches and students to compile a list of “selling points” for mock trial at this level. Here’s what we came up with:

Mock Trial Matters in middle school because it ...

1. *Aligns with the “project-oriented” philosophy and approach of the middle school.* In general, middle schools encourage project-based instruction. Teachers work with students to identify areas of interest that have far-ranging curricular impact. Mock trial is just such a “project,” combining social studies, language arts, performing arts, and, frequently, science and math.
2. *Increases the number of academic competitive opportunities for middle school aged students.* In high school, there are seemingly endless opportunities for students to get involved in extra-curricular academic events. At the middle school, the choices are much narrower, and mock trial serves as a valuable addition to the middle school curriculum. By taking the program out of the classroom into a competitive setting, students are challenged to achieve at a higher level. Jean Oberbroeckling, a Cedar Rapids middle school teacher, notes that “mock trial stretches students to new heights. Students who are never required to do what they think they cannot do will never know what they are capable of doing.”
3. *Introduces problem-solving and public presentation skills.* “What I see as especially important benefits of middle school mock trial,” writes Rebecca Wilson of Louisa-Muscatine, a middle school teacher-coach for 16 years, “are associated with real-world skills. These involve things such as communication, teamwork, higher order thinking skills (quick thinking on your feet), problem-solving, and research skills, just to name a few.” Christy Blome, a Des Moines attorney and a mock trial parent and coach, commented that, “a benefit of mock trial was having the team members be able to present their arguments in a public setting. One thing that we worked on as a team was the idea that effective communication was more than the actual words – that it involved the way you presented yourself, your body language, the rhythm of your speech, etc. I watched several kids go from stumbling through an oral argument to presenting a polished argument in a professional manner.”
4. *Helps students to plan and to define long-range goals.* Until the middle school level, students are rarely challenged to work on a project that lasts longer than a few weeks. Mock Trial takes months of preparation and requires careful planning to ensure that everything is ready by competition day. Diane Coffin teaches and coaches mock trial at a private school in Cedar Rapids. She describes her students’ initial exposure to mock trial: “our students begin the process with a camp during the summer and then set goals the first week of school when the case arrives. For many of these students, planning to go to trial the first week of November provides them with their first opportunity to implement a plan that covers such a long period of time.”
5. *Fits in well with the curriculum and supports student learning objectives in social studies, gifted and talented education, and community involvement.* George Davison Jr., an attorney and radio personality in Des Moines who has coached mock trial for more than a dozen years, remarks that “traditional models of teaching about our legal system focus on the structure of the court system and the job of judges. Mock Trial allows students to have a first hand experience with the judicial system. They see what it takes to investigate, to prepare, to prosecute and to defend a case. They

gain insight into which arguments work and which won't. Finally, they gain an appreciation that despite the best preparation and presentation, they still might not win on the merits." These are skills and understandings that advance the curricular goals of virtually every school district in the country. Nancy Stammer, a teacher of talented and gifted students in the IKM school district, uses Mock Trial to meet the standards her school district is charged with achieving. She says that "one of IKM's goals is 'to widen the extent of student engagement and advancement in reading, writing, and comprehension.' Isn't Mock Trial a perfect way to do this?"

6. *Provides case content relevant to the lives of students and provides a good springboard for discussion of far-ranging societal issues.* Recent middle school mock trial problems have dealt with anger management issues, second-hand smoke, school theft, steroid abuse, and drunk driving. The case materials also provide an opportunity to use community resource people in a classroom setting. Police officers, doctors, social workers, psychologists, school administrators, and forensic experts are all welcomed into classrooms to discuss the relationship between the mock trial problem and what is actually happening in their communities. Frequently, what starts out as a discussion of a mock trial case ends up the students investigating the community problems on which their mock trial case was based.
7. *Gives a different perspective on the nature of rules.* Middle school-aged students are very rule-oriented. Mock Trial allows them to see how rules and laws can be interpreted differently by different parties. It expands their "world view." Attorney George Davison Jr. notes that, "The best reason for the program that I have found is it gives preteens an opportunity, perhaps for the first time, to think on their feet and to learn that all in the world is not black and white. For most, until they get involved in Mock Trial, life has been a series of clearly defined 'dos' and 'don'ts.' Mock Trial exposes them to a set of rules which are subject to a variety of definitions and applications. More importantly, the student learns that the rules can be used to advance or to impede a proposition. This is a significant learning and coping skill." Attorney Christy Blome agrees, saying that "mock trial is "a wonderful way to introduce the concept of 'two sides to every story.'"
8. *Brings in a community component to the benefit of both the students and the community.* Mock Trial necessitates the involvement of community members as coaches, resource persons, advisors, and judges. It allows attorneys to build connections with the youth. Sue Happel a middle school mock trial educator-coach in Ottumwa, believes the program can serve as "a powerful community liaison with the local bar association."
9. *Supports your high school program.* With a middle school program operating with rules similar to the high school competition, coaches find that they do not need to spend valuable time reintroducing middle school 'veterans' to the process and can focus on the case much more quickly. The middle school program also gives high school students a way to get involved earlier in the year. At least a dozen middle schools involve high school students as 'peer coaches.' In at least one situation, the high school students can receive credit for the community service hours they spend with the younger mock trialers.
10. *Is fun!* The Middle School Mock Trial program offers an opportunity for team-building and bonding among those students who frequently are not involved in athletic competitions. Attorney Christy Blome observed the benefits of working as a team. "One student could not win a round; it took the combined efforts of each and every team participant to effectively argue the case... The ability to work together is a valuable, life-long skill." Many life-long friendships have been forged over discussions of direct and cross-examinations. Former teammates, now in college,

visit weekly via phone and email. Mock trialers who were competitors and rivals in middle school and high school are now college mock trial teammates. The Young Lawyers Division of the Iowa State Bar Association has sprinkled among it alumni of the middle school mock trial program.

11. *Makes a difference.* Attorney George Davison Jr. notes, “The greatest thrill is when you see a student with whom you have worked suddenly understand a concept. When that happens, you know that you have made a difference in that child’s life.”

We all know of the tremendous impact that mock trial can have on high school students. I encourage you to consider offering a middle school program as well. Sometime in the future (perhaps the *near* future!), we might even consider a National Mock Trial Championship for Middle School to complement our High School tournament.

Please feel free to contact me (jwheeler@iowabar.org) if you have any questions or would like additional information about the middle school mock trial program in Iowa.



2003 California Walt Stewart Courtroom Artist Competition
2nd Place - Beatrice Guo

2003 California Walt Stewart Courtroom Artist Competition
3rd Place - Crystal Mulikin



Mock Trial Is *Inclusive*: You Don't Have to Be a Star to Be In the Mock Trial Show

For students in a large high school, Mock Trial is one organization that draws in adolescents who might not “fit in” anywhere else. In addition to the talent that I see in my classroom (which I need for the team’s key positions), we find a place for those students who have very little talent but who need to be involved--either because they have poor support at home or low self-esteem for other reasons. In Broken Arrow, we have included students who had physical, emotional or mental handicaps and sometimes, they have proven to be our BEST! Others have been able to be our timekeepers, our bailiffs, or our videographers in the courtroom. Even with a minor part, they get to ride on the bus and come to the practices after school several times a week, where we discuss the key points of the case, laugh about some parts, and develop a lasting friendship along with our strategy. So, Mock Trial has been the highlight for some students who did not otherwise feel very connected to a large, impersonal school of 4,000+ such as ours. As we review the cost to Oklahoma taxpayers of supporting the increasing numbers of high school dropouts, it is money well spent to reach out and keep these kids involved. Mock Trial is one good way to do just that.

Mollie Conroy, Street Law Teacher

“Who’s Who Among America’s Teachers” (2000/2002)

Broken Arrow 1998 South Intermediate High School Teacher of the Year

OJC Adjunct Faculty Member of the Year

Mock Trial Matters: The Reflections and Accomplishments of Mock Trial Alumni

Mock Trial Made Zac Rutledge a Better Insurance Actuary

My name is Zac Rutledge and I work in the Actuarial Department at Safeco Insurance Company in Seattle, Washington. I wish to write a few words about my experiences with the Oklahoma Mock Trial program during my sophomore year of high school in Piedmont, Oklahoma.

My career has little to do with law. I studied math and physics in college, and now I work with numbers and statistics to help the Underwriters at Safeco price their business adequately. The closest that I get to law is researching the rate a specific state will allow before rejecting our filing! This being said, I would like to testify that my experiences with Mock Trial were positive, important, and enduring even though I had no plans for pursuing a career in the legal profession.

In High School, excruciatingly shy as I was, the thought of participating in something like Mock Trial mortified me, to say the least; but during the fall of my sophomore year, several friends decided to “check it out” and peer pressure (for once a positive thing) convinced me to join the group.

Going into the first meeting, I was optimistic but nervous—I had already decided that I would play a supporting role i.e., “there’s no way that I’m speaking in front of a bunch of lawyers/judges in a real courtroom!” As parts were assigned in that first meeting, I respectfully asked to keep the minutes of all our meetings. Our instructor agreed to my request, but I could see in her eyes that she had reservations... After everyone had an assignment, a role to play, a duty; we realized that opening statement was still left unassigned. My instructor began to look around the room, eyeing each one of us. I began to sweat. She says: “Zac, why don’t you do opening statement instead of the minutes?” I immediately said that I would indeed do it, and I thought, “Well, that was easy.”

And as I went through the season, I did the opening statement over and over—each time becoming more confident. I progressed so much in this area of confidence in public speaking that I don’t so much remember the case that we worked on or the detailed arguments made by defense and prosecution. Rather, I remember the feeling that I had right before making my *first* statement—nervousness and fear. I remember the feeling I had when I completed *all* of my statements—pride and accomplishment. By the end of the season, I felt and knew, that I had achieved, from a personal perspective, something deep and important; I was on the road to attaining self-confidence.

Today, I am reminded of all these things whenever I deliver a proposal to a business partner or present a topic of interest to some of my colleagues in actuarial. I have no problem with public speaking now; in fact I enjoy it. Of course, my ease with speaking has come about after years of work, but I know that much of it began with the Mock Trial program my sophomore year; where for the first time in my life, I was given the chance to present myself to the world in a confident, professional manner. Surely, my Mock Trial experience played some role in building a foundation on which I could continue to improve my skills as a speaker. And in the corporate world, I reap the benefits of this everyday.

Mock Trial Made Beth Hatterman a Better Teacher

The following article appeared on the Connecticut Consortium for Law and Citizenship Education (CCLCE) Website and is republished by permission

The Connecticut Mock Trial Program has been running for 26 years, and presently there are a number of people who competed as students and are now teacher and lawyer advisors for teams.

Beth Hatterman and Kelly Hodges are two examples of people who have stayed involved in the program. They competed together in 1991 for the first Stamford High School mock trial team, as lawyers for both the plaintiff and defense, and argued the same AIDS residence case used in this year’s competition. Beth now teaches

English at Stamford High School and has been a faculty advisor for the Stamford team for the past six years, the last five with Tony Pavia, who involved her in the Mock Trial Program when she was his student in 1990 and 1991. Kelly is a lawyer in Stamford with the law firm of Paul, Hastings, Janofsky & Walker. She has been involved in litigation and is currently in corporate practice.

Beth and Kelly again are working together as advisors for the Stamford mock trial team. “My continued involvement is slightly more of an avenger factor than Beth’s,” Kelly has said. “She is apparently over our one point loss to Hamden in 1991, but I will continue to be involved until an SHS team brings home a title!”

Both Beth and Kelly have high praise for their participation in the Mock Trial Program. “I credit mock trial as great preparation for my current teaching career,” Beth states. “It helped me refine my analytical skills, become more adept at public speaking, and pushed me to think on my feet.” Kelly is equally enthusiastic. “I love watching the kids pull a case together and still manage to surprise me on the day of competition. Selfishly, it’s an opportunity for me to ‘give back’ while doing something I really love.”

Mock Trial Made Michelle Lindo a Better Trial Lawyer

I decided I was interested in the law when I was a freshman in high school. I participated in Mock Trial at Piedmont High School almost 15 years ago, with Mike Brown from Yukon as our attorney-coach. Mock Trial was my first experience with courtroom practice, but it was far from my last. Throughout my undergraduate years at the University of Oklahoma I participated in several moot courts in my political science classes. I graduated summa cum laude from the University of Oklahoma in 1994 with a BA in political science (area of concentration in congressional studies) and a minor in history. During law school, I was comfortable participating in the first year moot court competition because of my prior Mock Trial and moot court experiences. In later years, I took as many practical litigation courses as possible, and I judged the moot court competition one year. I obtained my JD with honors in 1997 and passed the Oklahoma bar exam that summer.

For the past 5 1/2 years, I have been a trial attorney in the US Air Force, stationed first in South Dakota and now Japan. I’ve been both a prosecutor and defense counsel. Unlike young attorneys in the civilian world, I’ve been the lead counsel on nearly every court-martial (federal court) I’ve done. I’m currently the #2 USAF defense attorney in the Pacific Circuit, which covers airmen stationed in Hawaii, Guam, Korea, Japan, and many deployed locations in and around Asia. My primary duties include assisting junior defense counsel with the more complex courts-martial and advising other defense counsel on any defense questions they have. In the summer, I’ll be moving to Washington, DC, to become an appellate attorney for the Air Force.

While I had the notion I wanted to become an attorney before I enrolled in Mock Trial, I had no attorney relatives or friends who could share their trial experiences with me. Participating in Mock Trial helped me to decide that I really wanted to pursue a career in law. I remember the first competition. We worked really hard to prepare, but the actual courtroom part was thrilling to me. The experience made the real courtroom less intimidating to me, and it also convinced me that I wanted to do trial work. Although I didn’t realize it in high school, there’s a huge amount of money to be made in other areas of the law. However, I believe I would be quite bored not practicing in the courtroom. While having an airman (and his/her family’s) or a victim (and his/her family’s) future at stake makes the work stressful, it is also rewarding. I firmly believe the great experiences I had in high school Mock Trial directly led to my current occupation, and I hope other high school students continue to benefit from this worthy program. If I lived in Oklahoma, I would like to repay some of the time the Canadian County attorneys and judges volunteered when I was in high school.

Sincerely,

Michelle M. Lindo, Captain, USAF
Deputy Chief Circuit Defense Counsel, Pacific Circuit

Former *Mock* Trialers Get *Real*, Defeat the University of Washington in Court (Without Even Attending Law School!)

Jasmin Weaver and Noah Purcell

Not only are these former mock trial attorneys not yet attorneys, they aren't even in law school! But Jasmin Weaver's and Noah Purcell's refusal to sit on the sidelines while faced with what they saw as a manifest injustice resulted in their first "real" legal victory, a victory that in turn became very real for their 35,000 fellow students at the University of Washington who will each be \$135 richer as a result of their victory.



It all began in August 2001, when the University of Washington found itself facing a \$13 million budget deficit despite having imposed a 6.7% increase in tuition and a 10% increase in housing costs for the coming year. It decided to impose an energy surcharge of \$3 per credit hour, amounting to \$135 per year for students taking the normal load of 45 credit hours, on students using classrooms or laboratories to make up the \$20 million in energy costs not funded by the legislature. Though this would add \$135 to a \$300 tuition increase that many students already could not afford, there was little reaction aside from the protests of a few student leaders. Some attributed the muted reaction to the fact that the increase was announced in the summer when most students were off campus. Others saw it as just another manifestation of student apathy, a feeling that it would be impossible to prevail against the wishes of a powerful university and its Board of Regents, which included among its luminaries attorneys well-versed in the law, such as William Gates, Sr., the father of "Microsoft Bill."

Fortunately for those who despaired of successfully challenging the fee, there were two former high school mock trial attorneys, Jasmin Weaver and Noah Purcell, who were invigorated by the challenge and were willing to devote their time, energy, and acquired expertise to prove that the university had acted *ultra vires* (beyond its lawful authority) in imposing the energy fee.

Jasmin and Noah had been attorneys on the 1997 state champion mock trial team that represented Washington in the national mock trial championships in Nashville, Tennessee. They were convinced that their mock trial experience, their subsequent service in student government, and the courses they took while majoring in philosophy, prepared them well for the battle that lay ahead. They had learned to research complex legal issues in their mock trial years, and they dedicated themselves to doing the same here.

Their research told them that only the legislature the power to set tuition, which by definition included all operating fees. Operating fees were defined as those that applied "across the board," to all students. The law did give the university the authority to impose "special fees," those that applied only to a portion of the student body, such as fees for materials used in a chemistry laboratory. The issue, then, was whether the energy fee was an across-the-board operating expense already included in students' tuition, or a special fee assessed on only a portion of the student body.

The university argued that because the fee would not apply to the 15% of the university's 35,000 students whose coursework did not require the use of a classroom or lab, it was a "special fee." Jasmin and Noah were convinced that its broad applicability made it more of an operating fee. There was no case law on the issue, and the attorney general had never issued an opinion concerning the distinction between special and operating fees. Moreover, William Gates, Sr. conceded, "it's very difficult to be flat-out definitive" concerning the distinction between the two fees and the intent of the legislature. Being unqualified to practice law, they had to find an attorney to represent them *pro bono* if they did most of the research. They found one, and Jasmin filed the legal action, which became known as *Weaver v University of Washington*. She requested a preliminary injunction to prevent the university from imposing the energy fee in the fall of 2001, and a permanent injunction following a hearing on the issue.

In September, 2001, Judge Robert Alsdorf denied the request for a preliminary injunction, saying that Jasmin had not shown she couldn't afford the fee, or that to pay it in the interim would irreparably harm her. But two months later, Judge Alsdorf granted the permanent injunction, ruling that the energy fee was already covered by the operating fees that are part of tuition, and that the UW "does not, by the mere expediency of affixing a new label of 'special fee' to it have the legal authority to exempt an energy fee or surcharge from the limits imposed by the state legislature on the amount of tuition which may be charged to students at the state's colleges and universities.

The university, knowing that it was unlikely to prevail on appeal, conceded the issue. As a result, it was not only forbidden to collect the fee in the future, but the \$45 it had collected from each student for the fall quarter had to be refunded. Once again, the value of law-related education and mock trial in helping produce young adults with the sense of justice, knowledge, analytical skills, and self-confidence to use the law to correct an injustice was on display, and it is something in which anyone associated with these fine programs can justifiably take pride.

Jasmin and Noah both graduated from the University of Washington in 2002 with degrees in philosophy. They were recently married, and both will be attending the University College of Dublin in the 2003-2004 school year. Noah will be pursuing a Master's Degree in Economics. Jasmin, one twelve national recipients of the prestigious George Mitchell Scholarship, will be her master's degree in Equality Studies. Upon their return, Noah plans to attend Harvard Law School. Jasmin plans to pursue a Master's Degree in Public Policy at the Kennedy School of Government, also located in Cambridge. As part of her studies she is currently interning for Mary Harney, the Deputy Prime Minister of Ireland.



2003 California Walt Stewart
Courtroom Artist Competition Winner -
Francisco Magana

2004 Mock Trial Summer Trial Programs

Mock Trial Matters will occasionally make available information concerning mock trial summer programs for high school students and college mock trial scholarship opportunities. This should not be taken as an endorsement by either the editors of *Mock Trial Matters*, or the **Board of Directors of the National High School Mock Trial Championship, Inc.**, of any program or its sponsors.

Summer 2004 Mock Trial Academy: Step Into The Courtroom

By: Alicia M. Hawley, Esq.

Mock Trial Academy is the place to go for high school students who are looking to develop or improve their trial advocacy and public speaking skills under the instruction of experienced trial lawyers and college Mock Trial coaches.

Mock Trial Academy is a trial advocacy conference, endorsed by the American Mock Trial Association (AMTA), where real life trial lawyers and college Mock Trial coaches from around the country instruct high school students in the art of trial advocacy. The conference will be held at North Central College in **Naperville, Illinois**, one of Chicago's western suburbs, from **JUNE 17-27, 2004**. The students will stay in North Central's dormitories and learn in its classrooms, giving them a glimpse of the college experience.

At Mock Trial Academy, high school students will get expert instruction from some of the most knowledgeable Mock Trial minds in the country. Students will immediately apply what they learn as they prepare to try *People v. Lee Darnell*, a fictitious case in which the defendant has been charged with murdering her own son. The conference culminates with the students trying this case, which was previously used in a college Mock Trial competition.

Mock Trial Academy students will spend their days learning about various aspects of trial advocacy and implementing these techniques in small group sections as they prepare every aspect of the case for trial. Students will learn the principles and the finer points of each stage of trial, including opening statements, direct examinations, cross examinations, closing arguments, objections, courtroom procedures and trial strategy.

Both students with and without high school Mock Trial experience are encouraged to apply for enrollment as Mock Trial Academy helps students improve their public speaking skills, think creatively and strategically, and learn to conduct a trial from start to finish.

Students will also participate in numerous field trips and social events which may include visits to a police crime laboratory, Northwestern University School of Law, a downtown Chicago law firm, and a courthouse. Social events may include movie night, a dance, Whirlyball (a Chicago favorite combining basketball, lacrosse, and bumper cars), and more.

Mock Trial Academy's endorser, AMTA, is the governing body of intercollegiate Mock Trial across the country, and administers every college Mock Trial tournament in the United States. For high school students who are looking to get a jump on their college mock trial preparation, there is no better place as all faculty and guest speakers at Mock Trial Academy are affiliated with AMTA.

Students in Grades 9-12 during the 2003-2004 school year are eligible to apply for admission to Mock Trial Academy. For more information, please visit our website at www.mocktrialacademy.com, email information@mocktrialacademy.com, or call 773.244.2934.

The application deadline is March 29, 2004.

[The 2004 Capitol Hill Mock Trial Institute](#)

The 2004 Capitol Hill Mock Trial Institute is a week-long program, on the campus of The Catholic University of America in the heart of Washington, D.C. designed to enhance students' mock trial skills and their performances in mock trial competitions. It is open to students between the ages of 12 and 18 and will be held in Washington, D.C. June 26-July 3, 2004. The program is open to students of all ability levels and will be structured accordingly, with advanced training for more experienced participants and beginner training for novices. More detailed information about the Institute is available at <http://summerdebate.cua.edu/mock>, Written correspondence may be sent to:

Aaron Fishbone, Assistant Director
The Catholic University of America
Debate Program c/o Media Studies
620 Michigan Ave., N.E.
Washington D.C. 20064

Mr. Fishbone's e-mail address is fishbone@cua.edu.

The curriculum, presented by nationally recognized coaches of high school and college mock trial teams, judges, legal practitioners, and law professors, includes devising and delivering winning openings and closings; conducting successful direct and cross examinations; and raising and responding to objections.

Tuition, room, and board for the Institute is \$1395, and there is a limited amount of financial aid available. [Applications for financial aid must be received no later than MAY 3, 2004.](#)

Applications and payments for the Mock Trial Institute must be made online at <http://summerdebate.cua.edu/mock>, **and must be received by May 21, 2004.**

College Mock Trial Scholarships Available

Some colleges and universities, appreciating the value to students of mock trial competitions, offer scholarships to students chosen for their mock trial teams. Beginning this semester, the **University of Southern California** will award very small scholarships to students specifically for Mock Trial. The Mock Trial scholarships will be in addition to other awards or aid. **Howard University** currently offers some half-tuition scholarships to students, but only after they have competed for a season.

We hope to publish a comprehensive list of those institutions of higher learning that offer mock trial scholarships to graduates, as well as the criteria used to select recipients, in the next issue of *Mock Trial Matters*. Please submit the details of any scholarships of which you are aware to richard.nagel@comcast.net.



Supreme Court of the United States

Submissions to the *Mock Trial Matters* Newsletter

Mock Trial Matters, the official newsletter of the National High School Mock Trial Championship, endeavors to demonstrate *why* mock trial *matters* – that is, why it is an activity that deserves the enthusiastic support of educators, parents, and the public, as well as of the legal community. To effectively accomplish that goal, we need your help. We are deeply appreciative of the efforts of **JUDY FITZER**, Oklahoma State Mock Trial Coordinator, who submitted the reflections of many Oklahoma mock trial participants, past and present, and **JOHN WHEELER**, Director of the Iowa Center for Law & Civic Education, and author of the fine article on Iowa’s middle school mock trial program. We encourage you to similarly inform the nation of the unique aspects of *your* state mock trial program by submitting an article for publication in the NHSMTC *Mock Trial Matters* newsletter.

Gratefully,

The NHSMTC *Mock Trial Matters* Newsletter Committee

Renee Hildebrant
Andy McVey
Rick Nagel, Chair

Please e-mail comments, corrections, suggestions for future articles, requests for information, and contributions to forthcoming issues to richard.nagel@comcast.net.

2003 Contra Costa County, California
Courtroom Artist Competition Winner -
Sylvia Yun
Northgate High School

