| **Student Name:** Aiden Cheng |
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| **Motion:** This house believes that parents should prioritise their child’s success over their happiness |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow) | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be three to four minutes in length.  We can rephrase away from an imaginative inquiry in the hook, and focus instead on the biggest impact to make a stronger impression.  In the signposting, you have to label and preview all of the issues in your speech!  It’s smart to use time as a scale on how much happiness you can experience in life vs success.   * However, Opposition is suggesting that they will never find success when they are deeply unhappy anyways, because they cannot focus on their studies.   Instead of having prolonged silence in response to the POI, just move forward to the next point of your speech.  Excellent claim I that you can still find happiness in the process of working hard. However, we need to explain how this is LIKELY to happen, especially if these are subjects that they do not like.  Can we explain why prioritising happiness is equivalent to just letting the child break whatever rules that they want?   * Analyse the nature of children and why they are easily unhappy when not allowed to do things like gaming.   + Point out why children won’t focus on success in the short-term without parental intervention.   We can spend more time on the impact statement here, why is it so damaging to the quality of their future life?   * We can highlight each of these future costs and show how severe the harms would be if they do not have an income.   We need to engage with the Opposition stating that these are jobs that make them happy.   * Explain that these are low-income jobs that lead to a terrible quality of life.   Good job answering all 4 POIs today!  Finish up your conclusion and end the speech by 4:30.  5.00 | | | | | | |

| **Student Name:** Lucas Ma |
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| **Motion:** This house believes that parents should prioritise their child’s success over their happiness |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow) | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be three to four minutes in length.  We need to start our speech with a high-impact hook please, instead of just affirming your side of the motion!   * Good job signposting, but please preview the label of your argument as well.   Make sure you have your speech structure down clearly, instead of clarifying it in the middle of your speech.  Well done on the response to the POI.   * But can we explain how parents can both be strict as well as allow children to have some happiness? * We can also analyse how children can still follow rules and take education seriously, while still being happy.   Finish your sentence first before accepting the new POI.  Good argument that it’s difficult to improve or do well when we are deeply unhappy.   * However, can we explain the linkage here?   + Analyse why one’s mental well-being affects their ability to learn and work.   While it’s important for them to like their jobs, what if they make bad decisions such as low-income or unstable jobs?   * We need to explain how they can be happy when they do not have income or they are unemployed?   We need to impact or analyse why the purpose of existence is happiness, rather than success. Can they have enough to survive and still have a good life?  It’s an interesting response that children are more likely to enjoy learning without the pressure, but it doesn’t take into account that some children simply do not enjoy the educational process of difficult subjects.  Good job concluding after hearing the second bell.  Good job answering 5 POIs today!  4.17 | | | | | | |

| **Student Name:** Chloe Lit |
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| **Motion:** This house believes that parents should prioritise their child’s success over their happiness |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow) | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be three to four minutes in length.  I like the hook, but it’s fairly summative, rather than focusing on high-impact harms.  Don’t forget to signpost your speech! Preview the label of all of your issues.  Make sure you have your speech structure down clearly and have clear transitions throughout the speech.  Can we explain how parents can both be strict as well as allow children to have some happiness?   * We can also analyse how children can still follow rules and take education seriously, while still being happy.   Finish your sentence first before accepting the new POI.  Good claim that it’s difficult to improve or do well when we are deeply unhappy.   * However, can we explain the linkage here?   + Analyse why one’s mental well-being affects their ability to learn and work.   While it’s important for them to like their jobs, what if they make bad decisions such as low-income or unstable jobs?   * We need to explain how they can be happy when they do not have income or they are unemployed?   We need to impact or analyse why the purpose of existence is happiness, rather than success. Can they have enough to survive and still have a good life?  It’s an interesting response that children are more likely to enjoy learning without the pressure, but it doesn’t take into account that some children simply do not enjoy the educational process of difficult subjects.  Good job answering 4 POIs today!  4.14 | | | | | | |

| **Student Name:** Preston Chung |
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| **Motion:** This house believes that parents should prioritise their child’s success over their happiness |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow) | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | 3 | **4** | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be three to four minutes in length.  Nice hook explaining that success and happiness do not necessarily contradict each other, but go on to explain that the Proposition believes that success does actually lead to happiness.   * Good job signposting today!   On the set-up:   * Excellent job defining the motion as well as giving examples on what that looks like.   + We can also give an example on what the Opposition needs to defend, such as allowing their students to give up important classes just because they think it’s too hard.   Don’t take the POI when you’re mid-sentence, finish your point first.   * Good response that in adulthood, we have to learn to do hard things.   In your first argument, good characterisation on parents allowing the child to do whatever they want in order to be happy!   * Can we explain why prioritising happiness is equivalent to just letting the child break whatever rules that they want?   + Analyse the nature of children and why they are easily unhappy when not allowed to do things like gaming.   + Point out why children won’t focus on success in the short-term without parental intervention.   I like that we are explaining that children can still find happiness in the process of working hard. However, we need to explain how this is LIKELY to happen, especially if these are subjects that they do not like.  We can spend more time on the impact statement here, aside from low scores, why is it so damaging to the quality of their education and the opportunities available for their future?   * We can highlight each of these individual skills and show how it is applicable to the future.   We need to shorten the first argument so we can insert a second argument today!   * Good job answering all 4 POIs today!   Nice conclusion!  4.55 | | | | | | |

| **Student Name:** Alyssa Chan |
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| **Motion:** This house believes that parents should prioritise their child’s success over their happiness |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow) | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be three to four minutes in length.  The hook needs to be more high impact, rather than just an imaginative inquiry.   * Good job signposting!   Excellent response to the POI that you can still find happiness in the process of working hard. However, we need to explain how this is LIKELY to happen, especially if these are subjects that they do not like.  Good characterisation on parents allowing the child to do whatever they want in order to be happy! But can we explain why prioritising happiness is equivalent to just letting the child break whatever rules that they want?   * Analyse the nature of children and why they are easily unhappy when not allowed to do things like gaming.   + Point out why children won’t focus on success in the short-term without parental intervention.   We can spend more time on the impact statement here, why is it so damaging to the quality of their life, aside from not being able to spend on healthcare?   * Hospital bills are just ONE example. We can highlight each of these future costs and show how severe the harms would be if they do not have an income.   We need to engage with the Opposition stating that these are jobs that make them happy.   * We finally responded to this via the POI and stating these are low-income jobs that lead to a terrible quality of life, good job!   Good job answering all 4 POIs today!  Finish up your conclusion and end the speech!  4.25 | | | | | | |

| **Student Name:** Yu Bo Peng |
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| **Motion:** This house believes that parents should prioritise their child’s success over their happiness |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow) | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be three to four minutes in length.  Excellent hook today! We can emphasise a little bit more on the impact to make a stronger impression.   * Good job signposting as well.   On the set-up:   * The Opposition does not actually need a model today, but I appreciate the illustrations and examples on what this looks like in your world.   Well done on the response to the POI that parents do not have to allow their children free reign!   * Can we explain how parents can both be strict as well as allow children to have some happiness?   We can analyse how children can still follow rules and take education seriously, while still being happy.  I like the response that it’s difficult to improve or do well when we are deeply unhappy.   * Can we explain the linkage here? Analyse why one’s mental well-being affects their ability to learn and work.   While it’s important for them to like their jobs, what if they make bad decisions such as low-income or unstable jobs?   * How can they be happy when they do not have income or they are unemployed?   We need to impact or analyse why the purpose of existence is happiness, rather than success. Can they have enough to survive and still have a good life?  Good job answering all 4 POIs today!  Don’t argue the second argument after the 4th minute. I’m not supposed to write anything down after the 4th minute.  5.02 | | | | | | |

| **Student Name:** Jay Lam |
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| **Motion:** This house believes that parents should prioritise their child’s success over their happiness |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow) | N/A | 1 | **2** | 3 | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be three to four minutes in length.  Please ask a serious POI, Jay! Not about whether the speaker likes sharks.   * We improved as the debate went on, well done! You can do very well when you apply yourself, Jay. * Well done on asking your opponents for a POI.   + BUT if your POI is rejected, please verbalising anything immediately after taht.   Good hook focusing on the future of children, but highlight what is the harm statement to improve the impact please.   * Good job signposting, but please preview the label of your issues.   Excellent response to the POI that you can still find happiness in the process of working hard. However, we need to explain how this is LIKELY to happen, especially if these are subjects that they do not like.  While I appreciate the conclusion that success CAN lead to happiness, we need to engage with the Opposition that for many students, the process of attaining success makes them deeply unhappy because they don’t do well on these subjects.   * It’s an interesting response that children are more likely to enjoy learning without the pressure, but it doesn’t take into account that some children simply do not enjoy the educational process of difficult subjects.   Finish your sentence first before accepting the POI.   * Rather than continue to ask clarifications to the POI, just move forward instead.   We can spend more time on the impact statement here, why is it so damaging to the quality of their life, and their future success?   * We can highlight each of these future costs and show how severe the harms would be if they do not have an income.   We need to engage with the Opposition stating that these are jobs that make them happy.   * Explain directly that these are low-income jobs that lead to a terrible quality of life.   We can’t lose our speech structure as we go on, make sure we maintain the 3 issues structure for the 3rd speaker.  Good job answering all 4 POIs today!  4.30 | | | | | | |

| **Student Name:** Blossom Chan |
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| **Motion:** This house believes that parents should prioritise their child’s success over their happiness |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow) | N/A | 1 | **2** | 3 | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be three to four minutes in length.  We have to ask more POIs today, Blossom!  In the hook, we need to focus on having more impact, rather than just a summation!  Don’t forget to signpost and preview all of the labels of your issues.  It’s smart to use time as a scale on how much happiness you can experience in life vs success.   * However, Opposition is suggesting that they will never find success when they are deeply unhappy anyways, because they cannot focus on their studies.   Excellent claim that you can still find happiness in the process of working hard. However, we need to explain how this is LIKELY to happen, especially if these are subjects that they do not like.  Can we explain why prioritising happiness is equivalent to just letting the child break whatever rules that they want?   * Analyse the nature of children and why they are easily unhappy when not allowed to do things like gaming.   + Point out why children won’t focus on success in the short-term without parental intervention.   We can spend more time on the impact statement here, why is it so damaging to the quality of their future life?   * We can highlight each of these future costs and show how severe the harms would be if they do not have an income.   We need to engage with the Opposition stating that these are jobs that make them happy.   * Explain that these are low-income jobs that lead to a terrible quality of life.   Good job answering all 4 POIs today!   * But don’t take the POI when you’re mid-sentence, finish your point first.   Nice conclusion!  2.45 - We are under-timed today, try to reach 3 minutes! | | | | | | |

| **Student Name:** Verena Wong |
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| **Motion:** This house believes that parents should prioritise their child’s success over their happiness |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow) | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be three to four minutes in length.  Good hook emphasising what parents ought to focus on, we can also highlight immediately what the impact statement ought to be!  In the signposting, you have to label and preview all of the issues in your speech!  But can we explain how parents can both be strict as well as allow children to have some happiness?   * We can also analyse HOW children can still follow rules and take education seriously, while still being happy.   + We are presuming that they can do both without explaining why it is likely to happen.   Finish your sentence first before accepting the new POI.  It’s an interesting response that children are more likely to enjoy learning without the pressure, but it doesn’t take into account that some children simply do not enjoy the educational process of difficult subjects.   * I like the impact about unleashing the potential of students, we can insert some illustration here to prove the point!   Good argument that it’s difficult to improve or do well when we are deeply unhappy.   * However, can we explain the linkage here?   + Analyse why one’s mental well-being affects their ability to learn and work.   While it’s important for them to like their jobs, what if they make bad decisions such as low-income or unstable jobs?   * We need to explain how they can be happy when they do not have income or they are unemployed?   We need to impact or analyse why the purpose of existence is happiness, rather than success. Can they have enough to survive and still have a good life?  Good job answering all the POIs today!   * But ATTEMPT to answer that last POI rather than just moving on.   Good effort concluding after hearing the second bell.  4.29 | | | | | | |