"The Hawkeye Staff Manual is a work in progress, to be edited, updated and added to."

Hawkeye

Staff Manual

v5.0

This staff Manual Belongs to:

_____

• A Guide to Mountlake Terrace High School's Student Newspaper •
• 21801 44th Ave W • Mountlake Terrace, WA • 98043 • 425.670.7770 • MTHS.Hawkeye@gmail.com •

Table of Contents

I. Policies • 5

Publication Policies 6
Style Guide 13
Grading Policy 17
Room Policies 20
Conventions 23

II. Staffing • 25

Job Descriptions 26
Resources 32
FANs 35
Contacts 37

III. How-To • 39

Writing 40
Photography 42
Design 44
Business 48
Leadership 50
Press Law 53
Ethics 58

IV. Journalistic Process • 61

Newspaper 62
Web site 63
FACES 64

V. Legacy • 65

History 66
Acclaim 74
Tradition 78

HAWKEYE Staff Manual v5.0

Originally created by	Scott Bush
With updates from	Jakob Homan W. Joe DeMiero and Pamela DeFino
v5.0 and 5.1 were updated by	Leah Pope

Hawkeye Policies

In this section you will find:

• *Publication Policies, pg. 6* •
• *Style Guide, pg. 13* •
• *Grading System, pg. 17* •
• *Room Policies, pg. 20* •
• *Conventions, pg. 23* •

Publication Policies

"I am not the editor of a newspaper and shall always try to do right and be good, so that God will not make me one." ~ Mark Twain

I. General Policies

A. Mission

1. Mission Statement

The Hawkeye's mission is to provide the MTHS community with quality, thought-provoking, student produced publications. In these efforts, the Hawkeye has established several open forums for the exchange of information, opinions, and artistic expression dedicated to those in the MTHS community.

2. Philosophical Foundation

Freedom of expression and press freedom are fundamental values in a democratic society. The mission of any institution committed to preparing productive citizens must include teaching students these values, both by lesson and by example. As determined by the courts, student exercise of freedom of expression and press freedom is protected by both state and federal law, especially by the First Amendment to the U.S. Constitution. Additionally, Article I, Section 5 of the Washington State Constitution reads: "Every person may freely speak, write and publish on all subjects, being responsible for the abuse of that right."

Accordingly, public school officials are responsible for encouraging and ensuring freedom of expression and press freedom for all students. Therefore, it is the policy of the Hawkeye, the MTHS Administration and the Edmonds School District Board of Education that the Hawkeye and its subsidiary publications (FACES, the Hawkeye.org, special editions, etc.), the official, school-sponsored student print and online news media of Mountlake Terrace High School, have been established as forums for student expression and as voices in the uninhibited, robust, free and open discussion of issues. Each medium should provide a full opportunity for students to inquire, question and exchange ideas. Content should reflect all areas of student interest, including topics about which there may be dissent or controversy.

B. Meetings

In order to protect the integrity of Hawkeye staff and publications, all meetings are 'open,' unless designated 'closed' by the Executive Editor.

C. Ownership

All published and non-published materials intended for use in Hawkeye publications, by members of the Hawkeye staff are the legal property of the Hawkeye. No other entity may use said materials without the express permission of the Hawkeye Executive Council and the original creator(s) of the product.

D. Letterhead

All official Hawkeye documents should be printed on official Hawkeye letterhead. Such documents may include, but are not limited to, letters to faculty or administrators, and meeting agendas. Before any document is printed on official letterhead, the Executive Editor must review the document. Only Hawkeye Executive Council members and the Hawkeye Adviser may have access to Hawkeye letterhead and the logo.

E. Logo

The hawk head logo, as drawn for the Hawkeye by Geremia Doan, is the property of the Hawkeye and should not be used without permission from the Executive Editor, Adviser or Executive Council.

F. Travel

When possible, the staff of the Hawkeye shall travel to conventions such as those of the JEA, NSPA, WJEA, etc. These trips shall be coordinated by students (to be determined when it is decided to travel), the Adviser and the FANs Coordinator. Students will be responsible for funding their own trip by working in the Concession Stand or paying the difference.

II. Editorial Policies

A. Free Speech

1. School Board Policies

"Student Publications (Adopted Revised 1/19/93). Stu-

dent publications produced as part of the school's curriculum or with the support of the Associated Student Body fund are intended to serve both as vehicles for instruction and student communication. Student publications are a valuable means of expression under the First Amendment to the U.S. Constitution. To the extent the material appearing in such publications does not disrupt the learning environment, students should have broad discretion over what does appear. Such material may not be libelous, obscene, or profane nor may it cause a substantial disruption of the school, invade the privacy of others, demean any race, religion, sex, or ethnic group, advocate the violation of the law, or advertise tobacco products, liquor, illicit drugs, or drug paraphernalia."

Therefore, it is the policy of the HAWKEYE, the MTHS Administration and the Edmonds School District Board of Education that student journalists shall have the right to determine the content of student media.

2. Prior Restraint

No student media, whether non-school-sponsored or official, will be reviewed by school administrators prior to distribution or withheld from distribution due to the content therein. The school assumes no liability for the content of any student publication, and urges all student journalists to recognize that with editorial control comes responsibility, including the responsibility to consistently follow professional journalism standards.

3. Protected Speech

1. School officials cannot:

(a) Ban student expression solely because it is controversial, takes extreme, "fringe" or minority opinions, or is distasteful, unpopular or unpleasant;

(b) Ban the publication or distribution of material relating to sexual issues including, but not limited to: virginity, birth control and sexually-transmitted diseases (including AIDS);

(c) Censor or punish the occasional use of indecent, vulgar or profane words in student publications;

(d) Prohibit criticism of the policies, practices or performance of teachers, school officials, student government, the school itself or of any public officials;

(e) Cut off funds to official student media because of disagreement over editorial policy;

(f) Ban student expression that merely advocates illegal conduct without proving that such speech is directed toward and will actually cause imminent unlawful action;

(g) Ban the publication or distribution by students of material written by non-students;

(h) Prohibit the endorsement of candidates for student office or for public office at any level.

2. Commercial Speech.

Advertising is constitutionally protected expression. Student media may accept advertising. Acceptance or rejection of advertising is within the purview of the publication staff, which may accept any ads except those for products or services that are illegal for all students. Ads for political candidates and ballot issues may be accepted; however publication staffs are encouraged to solicit ads from all sides on such issues.

4. Unprotected Speech

The following types of student expression will not be protected:

1. Material that is "obscene as to minors," defined as material that meets all three of the following requirements:

(a) The average person, applying contemporary community standards, would find that the publication, taken as a whole, appeals to a minor's prurient interest in sex; and

(b) The publication depicts or describes, in a patently offensive way, sexual conduct such as ultimate sexual acts (normal or perverted), masturbation and lewd exhibition of the genitals; and,

(c) The work, taken as a whole, lacks serious literary, artistic, political or scientific value. Indecent or vulgar language is not obscene.

2. Libelous material. Libelous statements are provably false and unprivileged statements of fact that do demonstrated injury to an individual's or business's reputation in the community. If the allegedly libeled party is a "public figure" or "public official" as defined below, then school officials must show that the false statement was published "with actual malice," i.e., that the student journalists knew that the statement was false or that they published it with reckless disregard for the truth without trying to verify the truthfulness of the statement.

(a) A public official is a person who holds an elected or appointed public office and exercises a significant amount of governmental authority.

(b) A public figure is a person who either has sought the public's attention or is well known because of personal achievements or actions.

(c) School employees will be considered public officials or public figures in relationship to articles concerning their school-related activities.
(d) When an allegedly libelous statement concerns an individual who is not a public official or a public figure, school officials must show that the false statement was published willfully or negligently, i.e., the student journalist who wrote or published the statement has failed to exercise reasonably prudent care.
(e) Students are free to express opinions. Specifically, a student may criticize school policy or the performance of teachers, administrators, school officials and other school employees.

3. Material that will cause "a material and substantial disruption of school activities."

(a) Disruption is defined as student rioting, unlawful seizures of property, destruction of property, or substantial student participation in a school boycott, sit-in, walkout or other related form of activity. Material such as racial, religious or ethnic slurs, however distasteful, is not in and of itself disruptive under these guidelines. Threats of violence are not materially disruptive without some act in furtherance of that threat or a reasonable belief and expectation that the author of the threat has the capability and intent of carrying through on that threat in a manner that does not allow acts other than suppression of speech to mitigate the threat in a timely manner. Material that stimulates heated discussion or debate does not constitute the type of disruption prohibited.
(b) For student media to be considered disruptive, specific facts must exist upon which one could reasonably forecast that a likelihood of immediate, substantial, material disruption to normal school activity would occur if the material were further distributed or has occurred as a result of the material's distribution or dissemination. Mere undifferentiated fear or apprehension of disturbance is not enough; school administrators must be able affirmatively to show substantial facts that reasonably support a forecast of likely disruption.
(c) In determining whether student media is disruptive, consideration must be given to the context of the distribution as well as the content of the material. In this regard, consideration should be given to past experience in the school with similar material, past experience in the school in dealing with and supervising the students in the school, current events influencing student attitudes and behavior and whether there have been any instances of actual or threatened disruption prior to or contemporaneously with the dissemination of the student publication in question.
(d) School officials must protect advocates of unpopular viewpoints.
(e) "School activity" means educational student activity sponsored by the school and includes, by way of example and not by way of limitation, classroom work, official assemblies and other similar gatherings, school athletic contests, band concerts, productions in the drama department and scheduled in-school lunch periods.

5. Legal Advice

1. If, in the opinion of the Executive Editor, Adviser or any member of the staff, material proposed for publication may be "obscene," "libelous" or would cause an "immediate, material and substantial disruption of school activities," the legal opinion of a practicing attorney should be sought. The services of the attorney for the local newspaper or the free legal services of the Student Press Law Center [(703) 807-1904] are recommended.

2. Any legal fees charged in connection with the consultation will be paid by the board of education.

3. The final decision of whether the material is to be published will be left to the Executive Editor and Executive Council.

6. Sensitive Content

"Sensitive Content" may affect the livelihood of the source, the future of the Hawkeye, or could have legal implications for either. If encountered, the sensitive content must be brought to the attention of the Executive Editor, and subsequently organized, documented, and stored as an 'X-File' by the Executive Editor. The files will then remain in the possession of the Executive Editor and shall include, but are not limited to: writer's interview notes, drafts of the story, other ancillary documentation, and photographs.

B. Opinion Policy

Staff editorials, editorial columns and letters to the editor serve as a forum to express opinions, in a well-written and thoughtful manner. Letters to the editor are signed and should be no more than 200 words. Editorial columns are signed, usually exceed 200 words and are customarily related to news content. Staff editorials are unsigned since they represent the views of the leadership staff (Executive

Council) of the Hawkeye. Views in all forums do not necessarily reflect the views of the Hawkeye staff, the MTHS student body, the faculty, the administration or the School Board.

C. Letters to the Editor

The Hawkeye staff, specifically the Opinion Editor, determines whether submissions shall be printed. No unsigned submissions will be printed. Letters to the editor should be submitted to the Executive Editor or the Opinion Editor. All submissions may be submitted via e-mail at MTHS.Hawkeye@gmail.com, in person in Room 130 at MTHS, or placed in the Adviser's mailbox in the main office.

It is the tradition of the Hawkeye to print as many letters to the editor as space allows in each issue. The Hawkeye reserves the right to not print any letter.

All letters to the editor must include the author's name, signature, and title (such as class or position). Typed, double-spaced letters are preferred, but legible, hand-written letters are acceptable. Letters should not exceed 200 words, or one double-spaced, typed page.

D. Comics & Editorial Cartoons

The editorial pages of the Hawkeye serve as a forum for student expression. The Hawkeye staff invites MTHS students to submit their works for publication. In order to be published, a comic or editorial cartoon must meet or exceed the following standards:

1. The comic or editorial cartoon must be original. Any comic or editorial cartoon that is copied or plagiarized will not be accepted. Satire, if believed appropriate and well-done by the staff, is acceptable.

2. The comics are judged by the Executive Council and editorial cartoons by the Editorial Editor based on the quality of artwork and the general theme or punch line.

3. Comics and editorial cartoons may express any political or religious views the artist may have. The Hawkeye will not prejudge any comics or editorial cartoons based on a political or religious message. Comics or editorial cartoons that attack specific people or groups of people, in a malicious or ill-natured way will not be accepted.

4. Specific people appearing in the form of caricatures in comics or editorial cartoons have the right to be informed of their appearance.

5. Comics or editorial cartoons may not contain profanities that would not be acceptable in a typical school situation.

6. In the event that there are not enough quality comics to fill the comics section, said section will not be printed.

7. No comics will be accepted without the approval of the Executive Council and Editorial Editor.

E. Research

1. Triangulation of Sources

All stories must be triangulated: three primary sources must confirm the facts in the story in order for it to be print-worthy. Note that it is best that all three sources are quoted within the text of the story.

There are three kinds of sources which may be used in the process of writing a story: primary, secondary, and tertiary. Primary sources have a direct relation to a story and are usually in interview format. Secondary sources are sources once-removed from the story; for example, instead of an interview with the athlete who won the gold medal, an interview with the athlete's coach. Finally, tertiary sources are farther removed from the story; for example, a press release that publishes the athlete's scores.

2. Anonymity

The Hawkeye refuses to print or post online any unsigned letters to the editor. The Hawkeye will allow anonymous sources in cases of extreme sensitivity according to the discretion of the Executive Editor. Such cases include stories that may affect the livelihood or have legal implications for the source.

3. 'The Burns Clause'

All information obtained by the Hawkeye is exclusively for use in Hawkeye publications. The unpublished work of Hawkeye staff shall not be used as a source to incriminate persons, and holds the right to refuse to transfer or relinquish Hawkeye-related materials—such as photos, stories, interview notes, or other ancillary documentation not mentioned herein—in the event that they are to be used for anything other than the journalistic purposes of the Hawkeye. This policy is consistent with standards set by the Washington State Bar Association and the Bench, Bar and Press Committee Guidelines.

F. Photo Manipulation

1. Responsibility

Advisers of student media should not make any decisions about suitability or legality of any images in question. Instead, advisers should empower students to make such decisions and counsel students to avoid deceptive practices

in all aspects of publications work.

2. Ethical Base

HAWKEYE students should consider the following tests devised by University of Oregon journalism professors Tom Wheeler and Tim Gleason about "whether and how to manipulate, alter or enhance" images:

(a) The viewfinder test. Does the photograph show more than what the photographer saw through the viewfinder?

(b) The photo-processing test. A range of technical enhancements and corrections on an image after the photo is shot could change the image. Also, do changes go beyond what is routinely done to improve quality—cropping, color-correcting, lightening or darkening?

(c) The technical-credibility test. Is the proposed alteration technically not obvious to the readers?

(d) The clear-implausibility test. Is the altered image not obviously false to readers?

If any of the above tests can be answered "yes," JEA urges student journalists to:

1. not manipulate news photos
2. not publish the image(s) in question, or
3. clearly label images as photo-illustrations when student editors decide they are the best illustration to support story content.

G. Obituaries

The HAWKEYE publishes news briefs/obituaries regarding a student, faculty or staff member who has died. These briefs/obituaries are typically published in the news section. The reporter assigned to prepare the obituary must confirm the details of an individual's death with proper authorities:

1. the Dean of Students or a building administrator, who is the confirmation source for a student who has died;
2. an administrator, specifically a principal or assistant principal, who is/are the confirmation source(s) for a faculty or staff member who has died;
3. the funeral home in charge of the arrangements for the deceased, which is the confirmation source for independent verification of the death;
4. members of the deceased person's family, who are the best source to double check spelling of names, relationships of survivors, and other information. No matter how difficult, the reporter must contact the family of the deceased person if at all possible.

An obituary or death notice should be written with the same care as an objective news story. In some cases, the obituary information will be included in the text of a news story about the death. Where possible, reporters should seek to obtain comments from friends of the deceased (including family members) for possible inclusion in the obituary report. Family members, even in the time of their grief, usually appreciate contact from members of the press to double-check the facts. Obituaries must be accurate, written with dignity, and provide sufficient detail.

H. Electronic Policies

1. Passwords

All passwords will be kept in a folder stored for safekeeping at the discretion of the Executive Editor and Adviser. No non-staff member shall be informed of passwords; new recruits must be fully-fledged members of HAWKEYE before they are given passwords.

The password to the business computer shall be kept at the discretion of the General Manager, to be shared with business staff of his/her choosing. Likewise, the password to the photography computer shall be kept by the Photo Manager to be shared with photographers/graphic designers of his/her choosing. The password to the Executive Editor computer should be held securely by the Executive Editor and Adviser.

2. Electronic Resources

Student journalists may use electronic information resources, including Internet Web sites, e-mail, listserves and Usenet and Bitnet discussion groups, to gather news and information, to communicate with other students and individuals and to ask questions of and consult with sources. School officials will apply the same criteria used in determining the suitability of other educational and information resources to attempts to remove or restrict student media access to online and electronic material. Just as the purchase, availability and use of media materials in a classroom or library does not indicate endorsement of their content by school officials, neither does making electronic information available to students imply endorsement of that content.

Although faculty advisers to student media are encouraged to help students develop the intellectual skills needed to evaluate and appropriately use electronically available information to meet their news gathering purposes, advisers are not responsible for approving the online resources used or created by their students.

The Board recognizes that the technical and networking environment necessary for online communication may require that school officials define guidelines for student exploration and use of electronic information resources. The purpose of such guidelines will be to provide for the orderly, efficient and fair operation of the school's online resources. The guidelines may not be used to unreasonably restrict student use of or communication on the online media.

III. Business Policies

A. Advertising

1. Right to Refuse

The Hawkeye will not accept advertising that the staff believes to be:

(a) factually inaccurate
(b) designed to mislead, deceive or defraud
(c) containing malicious, vindictive, or unsubstantiated attacks
(d) offering goods and/or services illegal for teens to possess, buy, or use
(e) libelous
(f) obscene, or
(g) certain to create imminent danger or disruption to the educational mission of MTHS.

The advertisements printed within and/or distributed by the Hawkeye do not necessarily reflect the views of the Hawkeye, MTHS students, the faculty, the administration, the School Board nor the community.

2. Controversial Content

In the event that the Hawkeye receives a request to print an ad that the staff believes might cause controversy, the ad will be fully discussed by the Executive Council, who may also seek input from MTHS staff, students and community. The final decision in whether to accept and publish such an ad is completely within the jurisdiction of the Executive Council of the Hawkeye.

Before an unsolicited advertisement is published, the ad must meet the criteria listed in the Hawkeye Advertising Policy. All unsolicited ads will receive equal consideration with solicited ads for publication. Unsolicited ads will be carefully examined to insure the business/service is legitimate.

If a client's ad (solicited or unsolicited) is deemed unacceptable by the Hawkeye General Manager and/or Executive Council, the advertiser will be contacted in a timely manner. The Hawkeye Business Staff will work in conjunction with the advertiser to develop an ad meets the requirements of the Hawkeye Advertising Policy while still benefiting the client.

3. Payment

Payment by the advertiser for the advertisement is to be received no later than 21 days after the issue in which the ad appears is distributed. If payment is not received by this time, all discounts will be voided. Yearlong or multi-issue contract advertisers have the option of paying after each issue, in installments, or paying in full prior to Monday of the last week of the school year.

4. Dimensions

The measurements for advertisements as designated by the business staff when an ad is sold shall not be changed upon placement in the paper. Dimensions shall not be placed by estimation, but calculated to the exact proportions as it was sold to be.

B. Spending

The General Manager must approve all spending. The General Manager alone can approve spending up to $100. If the amount is between $100 and $500, the General Manager and the Executive Editor must approve the expense. If the amount exceeds $500, the Executive Council has final approval.

C. Concession Stand

The Concession Stand shall be opened by Hawkeye staff and FANs members for as many sporting events and dances as possible. At least two people should work each shift, and an adult should be present unless one of the student workers has a Food-handler's Permit or two years of experience with working in the Concession Stand. Inexperienced staff members shall always be paired with an experienced worker.

Proceeds from the Concession Stand shall be handled by the General Manager and whoever he or she designates as is defined in the official Concession Stand Procedures.

IV. Staffing

A. Leadership Staff

Leadership staff for the following year will be chosen before publication of the last issue of each year. Leadership

staff members are responsible for finding and training their own replacements, but must submit their choice to the Executive Council for approval. Prerequisites for certain positions are as defined in the accompanying Job Descriptions.

B. Executive Council

The Executive Council shall consist of five to seven members of the leadership staff who have proven their responsibility and reliability. The Executive Editor, General Manager and Web Manager shall always be included. Other positions may be filled at the discretion of the existing Executive Council and preset members of the incumbent Council.

C. Review

All content to be printed in the newspaper must be reviewed by the Executive Editor prior to publication. All content for the web site must be reviewed by the Web Manager; it is preferable that the Executive Editor view it as well, but it is not necessary.

D. Accountability

1. Absence

When a staff member knows he or she will be out of town or is sick for an extended period of time, he or she must check in with his or her immediate supervisor, Adviser and Executive Editor, especially when deadlines are approaching or they have specific responsibilities on a story or other project.

If deadlines absolutely cannot be met, staff members need to communicate with their supervisor(s) well in advance of the actual deadline to resolve the situation.

2. Response to complaints

In the event that a Terrace faculty/staff member, student or community member takes issue with a photograph, graphic, article, column, advertisement, etc. published in any subdivision of the Hawkeye, the matter will be dealt with by the Executive Council and the producer of said published material. No staff member will be removed from staff due to opinions of their work expressed by people outside of Hawkeye.

E. Adviser Job Security

The Hawkeye Adviser is not a censor. No person who advises the Hawkeye will be fired, transferred or removed from the advisership by reason of his or her refusal to exercise editorial control over student media or to otherwise suppress the protected free expression of student journalists.

F. FANs

1. Advisory and Support

The Hawkeye Family and Alumni Network shall be composed of parents and relatives of Hawkeye student as graduates from the Hawkeye staff. It shall provide support in organizing travel, keeping the staff fed during Crunch, coordinating retreats and working the MTHS Concession Stand.

2. Coordination

Each year a senior FANs member will act as FANs coordinator for the duration of the school year. This person shall provide leadership and organization to the group in all of the activities listed above.

V. Policy Practices

A. Circulation

A reference to these guidelines will be included in the Hawkeye Staff Manual, which shall be circulated to the entire Hawkeye staff. The actual draft of these guidelines will be kept with the Executive Council, the administrative team, and FANs.

B. Amendments & Ratification

New policies and amendments to existing policies must be ratified by the Executive Council with a unanimous vote; or, if a unanimous vote is not possible, a majority vote with no more than one abstention is acceptable. New policies and amended policies must be published in a new version of the Staff Manual and, if appropriate, published in the Macula (the intra-staff newsletter).

Once a policy has been ratified, all staff members are expected to abide by the policy.

Ratified by the Hawkeye Executive Council, December 2006

"In matters of style, swim with the current; in matters of principle, stand like a rock." ~Thomas Jefferson

Style Guide

The following styles were compiled to be a quick and easy reference of Hawkeye-specific stylistic standards. If the answer to a question is not covered, check the most recent edition of the Associated Press Style Guide.

Animal

» **Staff box:** In the staff box—or as some call it, the "Bite Me Box"—Animal, as well as Lynda McDougal, should always have a humorous title and it should be changed at least annually.

» **Stories:** In stories, refer to Animal the first time as Jim "Animal" Pecotte. Subsequent references may be written as "Animal".

Attribution in stories

» **Administrators:** When citing school administrators, capitalize their position if used before their name as part of a title, otherwise lowercase. For example, "Principal John Smith" and "John Smith, the principal."

» **Facts:** In journalistic writing, many facts and all opinions need attribution, whether from a person, reputable Internet source, other newspaper or some other relevant source (in editorials, the opinions of the columnist don't need attribution).

» **Grade level:** Always identify students by their grade level in the first reference. Do not capitalize the grade level. For example, to quote a junior student in a story use "...junior John Smith said."

» **Multiple sources:** In the case of two or more sources with the same last name used in one article, use both first and last names and middle initial if further distinction is necessary.

» **Names:** The first time a person is mentioned, use both his or her first and last name and their title relevant to the story. For every following reference to the same person, use his or her last name only.

» **SLCs:** Always identify faculty members by smaller learning community and the subject they teach, but do not capitalize the subject unless it is a proper noun or a special program. For example: science teacher John Smith, English teacher Jane Doe.

» **Titles:** Do not identify any source as Mr., Mrs. or Ms. unless the title is an accepted part or form for the type of story, such as an obituary. Never use "Dr." unless the person is a medical doctor/physician. Specify the possession of a Ph.D. if necessary.

» **Verbs:** Always use "said" to attribute quotes or "according to" when citing information from a nonspeaking source. Do not use "replied," "commented" or "answered." The verb of attribution is always written in past tense, except in stylistically anomalous feature stories.

» **Word choice:** Avoid the "thinkies, believies and feelies." Never use phrases such as "...John Smith thought that..." or "John Smith feels that he..." Instead, use "John Smith said he thought that..." and "John Smith said he felt..."

» **Wording:** Attribute quotes with the noun, then the verb. Example: "John Smith said," not "said John Smith."

Boxes

» **Fill:** The filling of grey boxes should always be set at 15 percent grey.

» **Overprint:** Never use the "Overprint" option.

» **Use:** Boxes are used to highlight stories on a page and break up the monotony of a layout. They always consist of a 1 point stroke black border.

By lines and staff lines

» **Multiple authors:** When two staff members coauthor a story, their names are listed alphabetically by surname and their staff line states "Hawkeye staff." When three or more writers work on a story together, the by line shall read, "Hawkeye staff" and there shall be no staff line.

» **Multiple title:** If a staff member, for some unusual reason, has two titles, then the one most relevant to the article or column at hand will be used in the staff line.

Captions

» **Content:** Captions should be interesting and serve to draw the reader into the story. Captions should tie the picture in with the story, but be careful not to repeat the lead of the story.

» **Identification:** Always identify every person clearly

visible in the picture, and specify which name/title applies to which person in the picture.

» **Length:** Captions should be at least two sentences, and the last line should always reach at least halfway across the column.

» **Styles:** All journalistic styles apply for captions, including time references, phone numbers and sports references.

» **Voice:** Write captions in the active voice.

Columns

» **Length:** Legs of text should ideally be longer than they are wide.

» **Number:** Never use more than five columns across the entire width of the page.

» **Width:** Except in extreme circumstances, columns of body text should be between 10 and 20 picas wide. Any narrower and justification gets awkward, wider and the text gets hard to follow.

Dates and times

» **a.m. & p.m.:** Always use lowercase "a.m." and "p.m." There is no space between the letters of the "a.m." and "p.m." However, there is a space between the numeral and the "a.m." or "p.m." For example, "The event occurred at 7 p.m."

» **O'clock:** Do not spell out times except noon and midnight. For example, "Today's meeting will be at 1 p.m.," not "Today's meeting will be at one o'clock."

» **Days:** Always capitalize days of the week. Never abbreviate unless used in a chart or infographic. For example, "The event occurred Monday."

Hawklets

» **Bullet:** The bullet of a Hawklet is generated by pressing the shift, option, and "R" keys at the same time to get a ‰, and then changing to Zapf Dingbats font.

» **Content:** Content should include relevant info that was not included in the story. For example, the time of the next showing of a play or location of the next game in a playoff series or a contact person for a feature story.

» **Length:** Keep them as short as possible. One sentence is preferable, but more is acceptable.

» **Placement:** Always position Hawklets on the outside of the page. For example, on a double-page spread, any Hawklets used would appear on the left hand side of the left hand page and the right hand side of the right hand page.

»**Punctuation:** If the Hawklet is one sentence, do not use a period. If it is more than one sentence, use periods between sentences but not on the last sentence.

» **Tab:** Press tab, not space, after the ‰ in a Hawklet.

Headlines

» **Dummying:** Always use a repeated letter (for example: "XXXXXX") to dummy a headline or caption.

» **Length:** Headlines should never be more than two lines, except when placed a single-column of text. In that case, never more than three lines.

» **Starting with numbers:** Never start a headline with a number except when the number is a year. For example, "Hawks finish a superior season," or "'05 season ends on a high note."

Phone number references

» **Advertisements:** In advertisements, phone numbers may use periods, bullets or other separators instead of dashes. Include the area code in all advertisements, unless the advertiser specifically requests otherwise.

» **Area code:** Always include the area code when mentioning phone numbers in stories or ads, even if it is a 425 area code. Offset the area code from the rest of the number by enclosing it in parentheses. For example: "(451) 555-1234".

» **Dashes:** Use a dash to separate the first three numbers from the last four.

Photo/graphic credits

» **Bad sources:** Photos from imdb.com, fandango.com, wikipedia.org, etc should not be used in any publication.

» **Graphics:** Graphics, which are any type of illustration, editorial cartoon, collage or digital art, are attributed with "Graphic by...." However, no more than two people should be credited for the same graphic. For example, an editorial cartoon worked on by two people would be attributed "Graphic by John Smith and Jane Doe."

» **Illustrations:** Photo illustrations should always be clearly labeled as such.

» **Staff photos:** Photographs taken by Hawkeye staff members should be attributed with the name of the photographer and the organization. For example, "John Smith/Hawkeye."

» **Submissions:** Photographs submitted to be published with a story should be attributed with "Photo courtesy...." For example, if a photo is submitted by John Smith,

Continued...

who is the subject of a feature story, the picture would be attributed "Photo courtesy of John Smith."

» **Punctuation and placement:** Graphic and photo attributions do not have periods at the end and should always be placed under the lower right corner of a photo or graphic.

» **Use with permission:** Graphics and photos used with permission from other newspapers or magazines are attributed with "Graphic/photo used with permission from...." For example, a movie picture used in an A&E review would be attributed "Photo used with permission from Rolling Stone magazine."

Production and publication references

Productions and publications consist of the following: books, movies, plays, poems, songs, television programs and lectures.

» **Capitalization:** Capitalize the main words, including prepositions and conjunctions more than four letters. Capitalize articles such as "the," "a," "an," etc., if they are the first word in a title. For example: "The Impressive Life Story of John Smith".

» **Hawkeye:** The word "Hawkeye" is always typed in small caps. The Family and Alumni Network is called FANs. The alumni association is called the Hawkeye Alumni Association.

» **Quotation marks:** Put quotes around all such works except the Bible and other books that are mostly catalogs of information, such as almanacs and encyclopedias.

Pulled quotes

» **Attribution:** Attribute the quote with a leading tilde (~), a space, and then the person's name. Press shift-return and enter his or her title on the next line. For example, "~ John Smith"—followed on the next line by "assistant principal." Only proper nouns in pulled quote attribution titles are capitalized.

» **Content:** Pulled quotes draw attention to a particular quote included in a story. The quote should accurately represent the tone of the story and the person quoted should be attributed in the pulled quote.

» **In editorials:** In editorials do not attribute pulled quotes if it is an excerpt from an article. The attribution is inherent in the fact that the piece is a column. Of course, if you are quoting a quote in the column, use attribution.

» **Length:** Try to have the quote be one sentence.

» **Placement:** Place pulled quotes between columns of text.

Sports references

» **Coaches:** When using the word "coach" as part of someone's title, be sure to capitalize it. When "coach" is used as part of a position, do not capitalize. For example, "Coach John Smith," and "...said third base coach John Smith." Do not refer to someone as "Head Coach John Smith". Instead, use "Coach John Smith".

» **Divisions:** Use "3A" or "AAA"; "4A" or "AAAA," never "Triple-A" or "Quad A."

» **JV:** Never spell out junior varsity; always use "JV".

» **Mascots:** We are the "Hawks." The possessive is "Hawks'" as in "...in the Hawks' second win of the season...". Always capitalize a school's mascot. For example, Terrace Hawks or Shorecrest Scots.

» **Team types:** Do not capitalize the type of a team. For example, "women's varsity volleyball team," not "Women's Varsity Volleyball Team." Do not capitalize "varsity" or "third team." However, "C-team" is correct.

» **WesCo:** The Western Conference is always referred to as "WesCo".

Terrace references

» **ASB:** Associated Student Body is always ASB. Do not use periods to separate the letters of the acronym. ASB officers (president, etc.) are not capitalized unless used in conjunction with the officer's name. The same rule applies to the title "Activities Coordinator." For example, "Vice President John Smith" and "John Smith, ASB vice president."

» **HBN:** The Hawk Broadcasting Network is called HBN.

» **LRC:** The library is referred to as the LRC, and the commons area below it as the HUB (as in Hawk Union Building, despite the disconcerting fact that it is not actually a separate building).

» **School names:** When referring to the school, always use "MTHS" or "Terrace"—never "Merry Mountlake" or "Mountlake Terrace H.S." For all other schools, use the name of the school and abbreviate M.S. for a middle school or H.S. for a high school.

» **SLCs:** Smaller Learning Communities may be referred to as SLCs or small schools, and individual names (Discovery, Renaissance, TAAS, AOS, Innovation) are always capitalized.

» **The P-41s:** The faculty rhythm and blues band is the P-41s, any day now they will be coming out of retirement.

Hawkeye Paragraph Styles

These are the Hawkeye preset paragraph styles which we use in the newspaper, except in cases of special headlines. They should be fiddling with only when necessary, and not in any excessive amounts (fonts should never be anything other than StonePrint or Formata, except in special headlines). Leading that isn't specified is set to the automatic value.

Headline 1 Big **Formata, Medium, 45 pt**

Headline 1 Thin **Formata, Regular, 45 pt**

Headline 2 Big **Formata, Medium, 37.8 pt**

Headline 2 Thin **Formata, Regular, 37.8 pt**

Headlines go down in size from here, main headlines should never exceed 45 pt nor be smaller than 27 pt. The Italic option may be used in smaller headlines. For example:

Headline 4 Italic: Formata, Italic, 27 pt

Headline-Sub 1: Formata, Regular, 21.6 pt, 27 pt leading

Headline-Sub 4: Formata, Regular, 14.4 pt font, 27 pt leading

Similarly, subhead styles should stay between 14.4 pt and 21.6 pt

---

These styles should never be adjusted under any circumstances. They are the set style of the Hawkeye, and pages look awkward when they are messed with.

Caption: Formata, Regular, 9.9 pt font, 11 pt leading

Body Text: StonePrint, Roman, 10.35 pt

Column Body: StonePrint, Roman, 10.8 pt font, 12.87 pt leading

By Line: Formata, Medium, 9.45 pt font, 13 pt leading

Staff Line: Formata, Regular, 8.1 pt font, 13 pt leading

"Nearly all men can stand adversity, but if you want to test a man's character, give him power." ~Abraham Lincoln

Grading System

This grading policy is to be used for Issues 4 and 5 of volume 22, to test its effectiveness and desireability. After Issue 5, the Executive Council will meet to decide whether or not to continue use of this policy.

Students enrolled in Beginning Journalism, Advanced Journalism or Publication Management shall have their grades calculated by the formula below, using the forms to follow.

For new staff members: For one's first issue on staff, just 50 points are required; for one's second issue on staff, 75 points are required - all other requirements remain the same.

At the end of each semester, every student in Hawkeye will meet with the Executive Editor and the Adviser to fill out the Personal Evaluation and discuss the point totals for each issue, the Web site and either Jam Session or FACES, depending on which semester it is.

If a staff member scores eight or less in a category on the evaluation, he or she will be required to meet with the adviser and may be put on probation pending the outcome of that conference.

Each new semester, a new form shall be printed and copied that is specific to the number of issues in that semester.

This form is specific to second semester of 2006–07.

Issue 4 _____

Issue 5 + _____

Issue 6 + _____

Issue 7 + _____

Web + _____

Total: _____/500 = _____%

Evaluation Grade **_____/45 = _____%**

Average Percent: _____

Percent-Grade Scale

A = 93%+	B- = 80–82.9%
A- = 90–92.9%	C+ = 77–79.9%
B+ = 87–89.9%	C = 70–76.9%
B = 83–86.9%	F = less than 70%

Final Grade: ____

Evaluation

Initiative

5 pts - Actively seeks to improve our publication by seeking new stories and fresh and relevant feature ideas

4 pts - Volunteers for assignments and/or uses own resources to fulfill duties and complete assignments

3 pts - Accepts assignments when they are made and follows instructions adequately in carrying them out

2 pts - Consistently needs directions and is casual about carrying them out

1 pt - Show no interest and/or ability to contribute to the quality of our publication

_____
Self-Evaluation

_____
Student Editor Evaluation

_____
Adviser Evaluation

Responsibility & Dependability

5 pts - Actively takes responsibility for the quality of our publication; carries out individual responsibilities; volunteers to help others; performs extra duties; frequently works outside of class

4 pts - Consistently dependable in carrying out his/her duties, helps others when asked

3 pts - Usually carries out duties, may need to be reminded

2 pts - Careless about completing duties, seems uninterested in cooperating with others to create a quality publication

1 pt - Thoroughly untrustworthy and/or uncooperative most or all of the time

_____
Self-Evaluation

_____
Student Editor Evaluation

_____
Adviser Evaluation

Growth & Learning

5 pts - Exhibits eagerness to learn and applies new learning to improve in all aspects of publication process

4 pts - Learns new skills and concepts and uses them to improve quality of work in all aspects of journalism

3 pts - Learning is limited to specific skill areas (writing, layout, etc) or has little impact on work

2 pts - Learning is very limited and does not have an apparent effect on work

1 pt - Work shows no growth

_____
Self-Evaluation

_____
Student Editor Evaluation

_____
Adviser Evaluation

_____
Total Score

"A person reveals his character by nothing so clearly as the joke he resents."
~Georg Christoph Lichtenberg

Point Value Key

Writing:

Short story (100–250 words . . . . . 25 pts
Medium story (251–600 words. . . . . 50 pts
Long story (601+ words. . . . . 75 pts

Photography:

Hawk Talk . . . . . 25 pts
Editing the Hawk Talk. . . . . 10 pts
Posed shots. . . . . 5 pts
Assemblies. . . . . 25 pts
Concerts/shows . . . . . 35 pts
Sports events. . . . . 30 pts
All-day events . . . . . 50 pts
Editing a photo . . . . . 5 pts
Cutting out a photo (other than a headshot) . . . . . 15 pts

Graphic Design:

Drawing an illustration. . . . . 10 pts
Drawing an editorial cartoon. . . . . 20 pts

Business:

Sell an ad. . . . . 50 pts
Design an ad . . . . . 40 pts
Publicity . . . . . 20 pts
Managing an account. . . . . 5 pts

Editing:

Newspaper design . . . . . 25 pts per page
FACES design. . . . . 10 pts per page
Web design . . . . . 10 pts per update

Jam Session (first semester only):

Getting a donation . . . . . 40 pts
Picking up a donation . . . . . 25 pts
Setting up prior to the event . . . . . 15 pts per hour
Helping out on the day of the event. . . . . 20 pts per hour

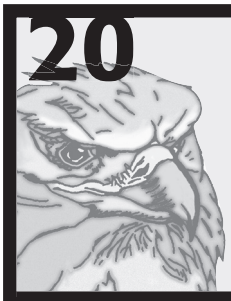
Other point awards up to ten points may be given by members of leadership staff for other activities (editing a story, distributing the paper, etc.). Such extra credit must be signed off on by the leadership staff member giving the points and either the Executive Editor or Adviser within two days of the points being earned. Punctuality and Quality Points should be applied to writing, photography, graphic design, and editing assignments. The points are added or docked to/from each individual assignment before they are added together.

Punctuality Points

Ahead of deadline		+5 pts
On deadline		0 pts
Days late	1	-5 pts
	2	-10 pts, etc

Quality Points

Outstanding first draft		+5 pts
Revisions required	1	0 pts
	2	-5 pts
	3	-10 pts, etc



Room Policies

"The reputation of a thousand years may be determined by the conduct of one hour."

~Japanese proverb

The Hawkeye room (a.k.a. Room 130) is a place for fun and joy, work and discipline, friendship and family. Follow the rules, and you won't get disowned and/or excommunicated.

Behavior

» All school rules apply at all times

» Your behavior in the Hawkeye room reflects on the maturity of the Hawkeye staff. Act your age, or better yet, act several years older than your age—just so long as the environment in the Hawkeye room remains informal and moderately relaxed.

» Due to the open relationship Hawkeye shares with the MTHS community, staff members, students, administrators, etc. are liable to walk in at any time. Always behave in such a way that you wouldn't be embarrassing yourself or Hawkeye if, for example, the district superintendant were to randomly walk in. He has before; he will again.

» The classroom side of the room will be kept clean and any messes made by the Hawkeye staff will be removed and cleaned.

Room Hours

» On school days when there isn't Crunch, the room will always be open till at least 3:30, often later, but rarely past 5 or 6 p.m. Vince—or another teacher who uses the room, such as Tim Cashman, Angelo Comeaux or Ryan Nelson—will open the room by second period on school days.

» During Crunch: On school days, the room will be open during school and after until approximately 7 p.m. On non-school days, the room will open between 9 a.m. and noon, and will remain open until 7 p.m.

» Weekends when there isn't Crunch: The room won't be open unless there are extenuating circumstances, such as extra preparation for conventions or the Jam Session. If such circumstances exist, contact Vince about having the room open.

Security

» If a non-Hawkeye staff member is on the Hawkeye side of the room, politely ask them to leave.

» The photo cabinet should always be locked unless the photo manager, executive editor or adviser is present, or if an authorized staff member is getting something out of it. Always lock the photo cabinet when it is not in use. Cameras and other photography equipment should never be left out or unattended.

» Unless a staff member is researching or filing old issues of the Hawkeye, the inactive morgue should be locked at all times.

» When a staff member/adviser is the last person to leave the room, they should always close the windows and Venetian blinds, be sure that the photo and inactive morgue file cabinets are all locked, check that Vince's office is locked, turn off all the lights, close the room door and make sure it's locked.

Desks and Computers

» Each editor/manager is given a desk; some may have to share a desk.

» No staff member should leave their own belongings on or under someone else's desk. That is their space, please respect it.

» Hawkeye staffers who do not have a computer in the Hawkeye room are welcome to use the computers on the classroom side of the room or an editor's computer if the editor is agreeable.

» The Hawkeye password is not to be shared with anyone not in Hawkeye. New staff members should not be told the password until they have demonstrated trustworthiness and a willingness to stay on staff.

» The photo computer has a different password, which is only to be known by the Photo Manager, Photo/graphics Editor, Executive Editor and those editors or photographers that they decide need to know it. Do not tell someone the photo password unless you hold one of those first three positions listed.

Extraneous Equipment

» The microwave may be used by all Hawkeye members who clean any messes made therein and outsiders who ask very nicely. The microwave is not to be used for experiments or other curiosity-driven activities.

» The typewriter is for display, not typing contests or

games of dodgeball.

» The fan may be turned on when approximately 70 percent or more of the people in the HAWKEYE room agree that the temperature should be brought down. However, in no instance is anyone ever to take a poll concerning room temperature (psychic polling excluded).

Chair Etiquette

» Do not remove HAWKEYE chairs from the HAWKEYE side of the room. They are never to be taken even to the classroom side of Room 130.

» Chairs may be slept or sat on. Please do not stand on them, it leaves dirty little footprints.

» If someone gets up momentarily, do not steal their chair. If you require a chair, but they are all taken, borrow a chair from the classroom.

» Chairs tend to congregate in the vicinity of the photo computer. As marvelous as the photographers may be, they do not appreciate chairs blocking their way, so please don't leave the chairs as a blockade.

» HAWKEYE chairs are not for having mini races, jousting tournaments or other cretin forms of debauchery.

Phone Policy

» When the phone rings, pleasantly answer the phone and say "HAWKEYE, this is <your name>." Staff members in the room should become quiet when the phone rings, realizing that all calls are important. Turn down any music and conduct yourself in a professional and mature manner.

» If the phone is for someone other than you, answer with "Yes, one moment please," and place the call on hold. Do not yell across the room for that staff member to pick up the phone.

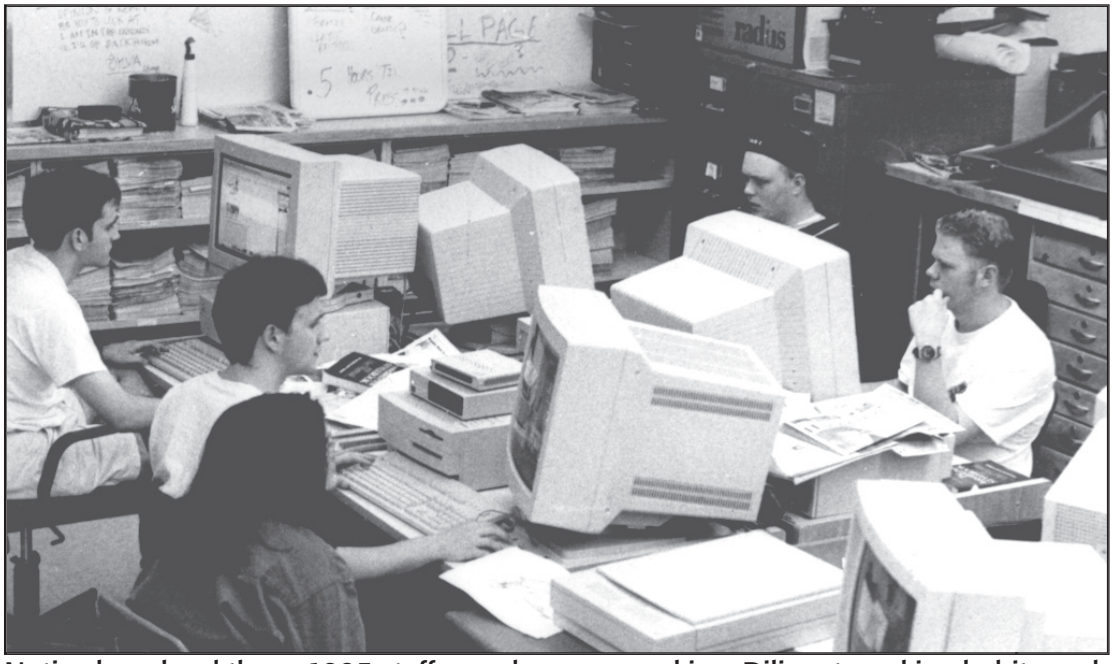
» If the person is not in the room, take a complete message, including name, phone number and what the call is regarding using scratch paper. Repeat pertinent information to make sure it is correct. Never simply say the person is "Not here" or "Gone," and then hang up– always take a message.

» Leave the message in the person's box and remind them they have a message next time you see them. Also, tell others in the room who might see that person before you do to relay the message that someone has called for them.

» Dialing instructions:

- To make a local call, first dial 9 then the number.
- To call any room within the district, simply dial the four-number extension.
- To answer a call to a phone anywhere in the room, pick up a phone that is not ringing, press star (*)-star (*)-3 and answer the caller.
- To place a call on hold press the hold button. The LED arrow will begin to flash on the bottom of the phone.

Continued...



Notice how hard these 1995 staff members are working. Diligent working habits such as the ones shown here contribute to HAWKEYE's tradition of excellence.

You may now hang the phone up without disconnecting the caller. Picking the phone up again will take the caller off hold.

- To transfer a call to another phone first be sure that the caller is on the line and not on hold, then press the transfer button and then dial the extension of the phone. Press transfer again and hang up.
- To forward incoming calls to another phone press the forward button and dial the new phone's extension. Press forward again.

Food and Drink

» Students consuming food and drink near computers shall be personally responsible for any damage to equipment from their negligence—intentional or not.

» Never leave any food, drink or eating utensil in the sink and expect others to clean up after you.

» If you leave to acquire food and/or drink and don't ask the adviser if he wants something, the adviser may partake in whatever delectable treat you return to the room with.

Dress

» No shirt, no shoes, no Hawkeye for you.

» Other than common courtesy in wearing appropriate clothing, there is virtually no Hawkeye clothing policy. Just remember, very few people want to see your undergarments, cleavage, navel, etc. and even fewer of them are in Hawkeye. So keep it PG.

Morgue

Upon distribution, several copies of each issue must be archived in the file cabinet archives [the inactive morgue], and a stack of papers must be archived on the newsroom shelves [the active morgue].

At the end of each year, the active morgue must be rotated. Papers on the far left must be recycled, and all other papers must move one shelf to the left, making room for the new year's issues.

Papers in the active morgue are for staff members' use. Papers should not be taken out of the inactive morgue.

Mailboxes

» Mailboxes should be checked on a regular basis; this means at least daily.

» Do not retrieve papers out of mailboxes that do not belong to you.

White Board

» The whiteboard on the Hawkeye side of the room is for Hawkeye use only, and then only by the section editor or manager it is allotted to.

» Each section editor is assigned a section of the whiteboard and these sections should be checked and maintained on a daily basis and only written on by the section editor.

» The advertisement chart should be kept up-to-date and always list ads to appear in the upcoming issue plus their size, orientation, and section to be placed in.

Illegal Substances

» If any substance that is illegal for high school students of any age to possess, buy, or use is brought into the Hawkeye room, the person or persons bringing it will be asked to leave and appropriate authorities will be contacted.

» Because Hawkeye students are required to sign and hold to an Activities Code, if they are caught with any kind of illegal drug, tobacco product, or alcohol, they will not be allowed to continue being in Hawkeye.

Darkroom

If you observe any of the following rules being bent, twisted or broken, politely ask the wrongdoer to stop, or get the attention of one of the photography teachers.

» Only photography students are allowed in the darkroom. Because Hawkeye and Tempo use entirely digital cameras, no photographer from either publication is allowed in the darkroom unless he/she is also in a photography class.

» No students are allowed in the darkroom unless a photography teacher is in the vicinity or has given their express permission for the students to be there.

» Nothing from the outer room should be taken into the darkroom, including chairs and desks.

» The darkroom is not a lounge area. Keep out of the darkroom unless you have a purpose for being there.

» Never block or hold the rotating darkroom door for any reason.

» Do not take food into the darkroom.

The Board

» Anything placed on "The Board" is not to be taken down until the year 2015, unless it is deemed inappropriate.

» Any staff member may add items to "The Board" that they see fit, but ideally each item should have some intrinsic, esoteric, or symbolic meaning to the Hawkeye staff.

"There is no end to the adventures that we can have if only we seek them with our eyes open."
~Jawaharlal Nehru

Conventions

Purpose and scope

Conventions are a chance for staff members to learn, compete and network with large numbers of other student journalists from throughout the region and across the country. There are three conventions every year, national conventions in the fall and spring, and a state convention in the late winter. A small group of leadership staff attends the convention in the fall, while every staff member is encouraged to go to the conventions in winter and spring.

Perhaps the most intensive educational experiences staff members have during the year, conventions provide staff members an opportunity to interact with, or be taught by, people who are experts in a particular field of journalism. In addition, these conventions include contests, workshops, keynotes, critiques, industry exhibits and "Break with a Pro" sessions.

Fortunately, these conventions are also a lot of fun. Exploring the host city and taking in the sites is always an intriguing experience for many different reasons. People seem to bond while experiencing their odd adventures together. Most people will notice the biggest change in people who attend is that there seems to be a pantheon of inside jokes and weird stories to tell.

Hotel

Room arrangements are made for a hotel near the convention; usually grouped together. Even if a non-convention hotel is chosen, it will be within walking or short transit distance from the convention center.

People are sorted, by gender, into rooms of up to four people. Usually, people room with their closest on-staff friends. However, organizing rooms is left to the discretion of the student travel coordinator based on what combinations of people work best for the group as a whole.

While at the convention people are encouraged to go to sessions on their own, to ensure that as many different experiences as possible can be brought to the HAWKEYE as a whole. When not on the convention site or in the hotel, staff members cannot be alone. During the day people should be in groups of at least two. It's easiest to just walk with your room group to make sure an odd person isn't left behind. The policy for site-seeing during the night changes depending on what city the convention is in. Usually, though, people have to be in groups of at least four and may sometimes need to be with a chaperon.

Contests

Every journalism convention has write-off competitions for various journalism jobs or writing fields. All staff members are highly encouraged to compete in a category. The competitions, while stressful, are a great experience from which students can learn some of their strength or weakness in a category.

Most write-offs are scheduled for the afternoon on the Friday of the convention. At the state convention, these contests usually start early in the morning. There are also a limited number of write-offs where staff members send in some work from the year. Write-offs are in a wide range of ever changing categories. Check out **www.jea.org/awards/writeoffbook2.html** for the best listing of write-offs and rules.

Then-junior Jenny Rowe watches for results at the Anaheim convention in 2000.

Staff members in their senior year of school get first pick of write-offs. Leadership staff may then choose a category related to their duties on staff. All left over categories are then spread amongst all remaining staff members on a first-come-first-serve basis. The adviser, travel coordinator and executive editor coordinate the write-offs. While some competitors may end up in a category they know nothing about, they are still expected to try their hardest for the best experience possible. Plenty of opportunities prior to the convention will be provided to get novice competitors prepared.

The JEA may award certificates from three different categories: honorable mention, excellent and superior. The winners are based on quality and completeness on an individual basis compared to tough national standards, not in relation/comparison to other competitors in their category. The JEA judges could give every person in a category a superior or give no award to any competitor. Overall, it's about meeting a professional standard and seeing how you compare, rather than competing against your fellow student journalists.

Hawkeye also enters into a competition called Best of Show. Categories are organized by page count and form of medium. In each category 10th through 1st place is awarded to various papers who are judged to be the best at that convention.

In the past Hawkeye has entered a variety of categories, including newspaper (with a variety of page counts), magazine (FACES), and special editions.

Activities

In addition to exploring the host city in individually planned groups, there is usually an activity planned for the entire traveling party. These are guaranteed to be both fun and lighthearted as people relax after competitions and hours of note taking.

The type of activity changes greatly based on location and group size. Trips, in the past have included excursions to an amusement park, a huge arcade, professional sporting events, extensive sight-seeing tours, and exclusive visits to important monuments or places of business. These excursions are always included in the cost of the trip.

Additionally, you can always count on Vince to think of some entertaining method of whiling away the hours. For example, the 2006 Vince DeMiero Vertigo Tour took Vince and four staff members around approximately seven miles of downtown San Francisco (on foot!) to visit sites from his favorite film, Vertigo.

Sessions

Hour-long sessions are the main bulk of what staff members do while at the convention itself. Either a professional of that topic or a high school group that excels in it usually conducts these sessions, often in lecture format.

Sessions cover a wide range of topics. Some really common sessions for national conventions are on news writing, design, photography, group activities/dynamics, column writing, sports writing, typography etc. All staff members are expected to take notes and to serve as ambassadors by sharing any ideas with fellow staff members during or after the convention.

Like all things in life, sessions vary in quality and relevance. Some sessions are amazing and dynamic while others are found to be not what the staff member expected, to put it gently. If a session doesn't seem to be relevant or worthwhile, it is more than okay to politely leave at any time. The best decision would be to then enter into another session already in progress.

There have been many times when a staff member has left a less than par session and entered a truly great one that taught them a lot. Another option might be to walk to the room of the next session you are interested in to get the best seat possible.

Some sessions are very popular and fill up fast, often causing people to sit on the floor all the way out into the hall. After a convention or two people gain a feel for which sessions these will turn out to be and take appropriate precautions.

If there is a session that covers a topic a staff member is passionate about and might fill up fast, they can leave the prior session a bit early. It's a good idea to get to the room early and wait for the one going on to end. They can also just plan on attending a session in the same room right before it. Either way, it's sometimes good to have a backup choice you can run to.

For your first couple of sessions it's okay to use a buddy system if you're scared or nervous. Never go in groups, however. We want staff members to learn and experience a wide range of topics that are relevant or interesting to them personally. Going in a group defeats the purpose by limiting the scope of experience to just a few sessions.

Hawkeye Staffing

In this section you will find:

• *Job Descriptions, pg. 26* •
• *Resources, pg. 32* •
• *FANs, pg. 35* •
• *Contacts, pg. 37* •

Job Descriptions

"Don't take things too seriously, have fun, but lead with compassion, and a mission to uphold the Hawkeye's values and history."
~Alex LaCasse, Hawkeye Executive Editor, 2005–'06

Adviser

» Oversees the entire staff and paper
» Works with Executive Editor and General Manager to maintain a budget
» Oversees grading, with input from the student grading process
» Instructs staff on journalistic styles in different aspects of the paper
» Keeps current on stylistic matters
» Provides expertise and assists with layout, reporting and business
» Acts as liaison to the faculty and administration
» Carries out necessary disciplinary action
» Acts as teacher liaison to beginning journalism classes
» Serves as source of objectivity for the Executive Council and Leadership Staff
» Serves as sounding board for all staff members or provides one
» Serves as the "official adult" on all staff functions outside of school
» Provides suggestions for improvement and problem solving
» Serves as the adult liaison to FANs
» Does not make final decision, but provides input and advises the Executive Council and staff members
» Provides a journalistically professional atmosphere and experience for students
» Provide students with an educated, professional role model

Prerequisites: Must have an education in journalism and have had substantial hands-on journalistic experience. Must work well with teenagers and have no inclination whatsoever toward permitting or demanding prior review or restraint.

Executive Council

As is stated in the Hawkeye Publication Policies, Article IV, Section B: "The Executive Council shall consist of five to seven members of the leadership staff who have proven their responsibility and reliability. The Executive Editor, General Manager and Web Manager shall always be included. Other positions may be filled at the discretion of the existing Executive Council and preset members of the incumbent Council."

Members of the Executive Council make the fundamental organizational decisions of the Hawkeye with input from a variety of sources. Most importantly, they work closely with the adviser on all issues to learn of decisions from the past that are similar or had similar consequences.

In order to make a decision on any issue of concern or controversy, this process should be followed:

» Seek input from every staff member who is involved in the issue
» Thoroughly discuss through the issue and understand all facets
» Suggest multiple decisions or solutions
» Talk about the ramifications of these decisions/solutions and their impact on the organization and others who are affected
» Assess how each decision/solution adheres to the mission, vision, policies and ethical standards of the Hawkeye
» Ideally, work to reach a consensus
» If a consensus cannot be reached, vote and obtain a super-majority of the members with no more then one abstention
» If previous steps cannot be met, and if the decision is not deadline dependent, postpone the decision until consensus can be achieved.

One of the primary concerns of the Executive Council is to uphold the vision, mission and policies of the paper.

Any staff member may attend Executive Council meetings, held on Mondays at 3:00, to have their opinion heard on any matter. Only members of Executive Council, however, can vote to decide an issue. Each member of the Executive Council has one vote. The Adviser serves as an executive secretary to the Executive Council, but is not a voting member.

Prerequisites: Members of Executive Council must

have at least one year of experience in a leadership position prior to membership; this is a year-long commitment.

LEADERSHIP STAFF

Executive Editor

» Oversees the entire organization, including all HAWKEYE-related operations and productions
» Represents the paper in all matters with the students, staff, administration, community and any other external or internal group or individual
» Upholds the vision, mission and policies of the paper
» Acts as the student legal expert to the paper, researching and educating the staff in contemporary student press law, ethics and responsibilities
» Maintains a proper balance between all divisions of the paper
» Works closely with the adviser to manage the organization
» Maintains files of all significant matters related to the operation and policies of the paper
» Approves all correspondence and other documents before publication and distribution
» Ensures that a Brainami occurs for each issue and all content is assigned
» Works with general manager and adviser to establish and maintain a budget and publication schedule
» Oversees the organization of contests, memberships, affiliations and conventions
» Serves as liaison to the HAWKEYE FANs
» Helps approve all candidates for editorial positions with input from Executive Council and the adviser
» Resolves conflicts—both internal and external to the paper
» Recommends disciplinary action to Executive Council and/or adviser
» Chairs all Executive Council meetings and serves as voting member of the Executive Council
» May take on additional staff responsibilities—time and energy permitting—but may not have sole responsibility for any one section of the paper
» Holds responsibility for the maintenance of the Staff Manual, but may delegate this responsibility to a capable staff member

Prerequisites: Must have at least one year of staff experience in a leadership capacity and have demonstrated strong leadership capabilities; must have developed knowledge of journalistic writing, layout and business; must not hold any other position in the school or community that would place him or her in a conflict of interest with the mission or policies of the paper. This position is a year-long commitment.

Section Editors (all)

» Coordinates all content material of the section
» Completes layout of the section
» Works with photo/graphics editor for photo requests and shoots
» Coordinates with fellow section editors to provide in-depth thought provoking packages in each issue
» Oversees reporters and photographers who work on the section
» Not only meets publication deadlines, but also sets realistic goals/deadlines for all writers/photographers
» Actively keeps up to date on the section's industry in order to be versed in current trends or discoveries
» Studies past issues in order to improve on the coverage and quality of the section
» Manages all personnel who are contributing to a given issue

Prerequisites: Must have at least one year of staff experience and have demonstrated leadership capabilities; must not hold any other position in the school or community that would place him or her in a conflict of interest with the mission or policies of the paper; must have demonstrated a proficiency in the field that his/her section pertains to; must have proficient layout skills in InDesign. This position is a year-long commitment.

News Editor

» Organizes beat reporters for special news items that need frequent follow-ups
» Maintains a professional relationship with administrators on campus and meets with them

regularly to keep up-to-date on current school events

Editorial Editor

» Watches out for legislation that affects teens in our area
» Seeks out a balance of writers with both liberal and conservative points of view
» Keeps up-to-date with current topics of debate among peers for possible story ideas

Opinion Editor

» Actively seeks out letters from all segments of the Hawkeye audience
» Attempts to diversify the letters people write, when applicable
» Works with the News and Editorial editors to come up with a solid Hawk Talk survey question

Feature Editor

» Establishes an even balance between soft and hard story topics

Health Editor

» Explores new ways of educating and informing students about important teen health issues
» Goes for depth in topics over breadth
» Keeps working relationships with health authorities among the administration and teaching staff

Technology Editor

» Maintains a balance between strict technology news and anything in the gaming technology world

Arts & Entertainment Editor

» Keeps close contacts with media sources and studio representatives
» Maintains a running list of Arts and Entertainment events happening in the area for possible story or calendar use
» Maintains coverage that emphasizes campus arts and entertainment stories
» Maintains a professional relationship with music/arts teachers on campus and meets with them regularly to keep up-to-date on current events

Sports Editor

» Maintains a solid working relationship with head coaches
» Keeps a bank of information on all games for reference and season wrap-ups
» Maintains a solid record of all varsity competition for each WIAA sanctioned sport
» Seeks ways to acknowledge student participation and accomplishments in non-WIAA athletics

The following two positions may be held by a single person:

Photo Manager

» Works with photographers to produce photos that accompany editorial content
» Communicates effectively with section editors for photo assignments
» Works with business managers to establish and maintain a photography budget
» Trains new staff members in proper photography skills
» Keeps up-to-date on current photography techniques

Prerequisites: Must have at least one year of staff experience and have demonstrated leadership capabilities; must have a high level of expertise in photography. This position is a year-long commitment.

Photo/Graphics Editor

» Uses proficient skills in Photoshop to edit photographs and graphics for publication

Prerequisites: Must have at least one year of staff experience and have demonstrated leadership capabilities; must have a high level of expertise in Photoshop. This position is a year-long commitment.

Copy Editor(s)

» Proofreads and corrects copy for grammar, spelling and content throughout the entire writing process
» Contributes to the definition of Hawkeye styles
» Settles any questions that may arise concerning journalistic style

The following two positions may be held by a single person:

Web Manager:

» Collects/manages online content
» Holds all responsibilities of a section editor

Prerequisites: Must have at least one year of staff experience and have demonstrated leadership capabilities and proficiency in ethical decision-making. This position is a year-long commitment.

Web Designer:

» Places web content on the site
» Keeps up with web design technology and applies state-of-the-art techniques to the HAWKEYE web site
» Works with Executive Editor and Web Manager to develop a schedule for Web updates

Prerequisites: Must have at least one year of staff experience and have demonstrated leadership capabilities; must have a high level of expertise in html formatting and Web design. This position is a year-long commitment.

BUSINESS STAFF

General Manager

» Oversees all business aspects of the paper, including: purchasing, sale of ads, fund-raising, budgeting, human resources and marketing
» Oversees distribution and exchange of issues
» Maintains clear, accurate, and up-to-date bookkeeping of expenditures, sales, and fund-raising
» Works with Executive Editor and adviser to establish and maintain a budget
» Oversees the care and maintenance of computers and other equipment
» Checks the paper for accuracy in ads
» Maintains a contemporary knowledge of and proficiency in ad design
» Works with school activity leaders and advisers to solicit and secure on-campus ads
» Designs and maintains the ad rate card and fact sheet
» Oversees mailing of invoices and copies of the paper to advertisers
» Acts as the main student producer for Jam Session
» Serves as the fund-raiser/concession stand liaison
» Approves all spending and any modification of the budget
» As the manager of the Human Resources Department, settles disputes and arguments in all levels of the organization; outranks everyone in relation to personal conflicts
» Approves everything business related before it's mailed or distributed
» Serves as a voting member of the Executive Council

Prerequisites: Must have at least one year of staff experience and have demonstrated leadership capabilities; must not hold any other position in the school or community that would place him or her in a conflict of interest with the mission or policies of the paper. This position is a year-long commitment.

The following positions are optional, any responsibilities not covered by staffers in these positions belong to the General Manager.

Advertising Manager

» Works with General Manager to coordinate ad campaigns and sales
» Solicits ads from the campus and community
» Works closely with desktop publishers to design solicited ads
» Maintains link with advertisers after the ad run date to foster repeat business
» Keeps detailed records of all transactions with advertisers, including contracts, etc.
» Understands and maintains knowledge of advertising design
» Understands and maintains knowledge of how to use all important business-related software programs
» Maintain a file of all previous advertisement deals and the ad designs
» Works with businesses to assure they have no outstanding payments and that all bills are paid on time

Prerequisites: Must have proficient knowledge in advertising and selling ads; must have demonstrated

proficient people skills; must be able to work closely with General Manager to coordinate ad sale and design.

Distribution and Exchange Manager
» Works with General Manager and Executive Editor to develop and maintain a distribution and exchange system
» Oversees distribution of the paper within the school and community and mailing of the paper to subscribers and exchange schools
» Markets the paper throughout the school and community
» Keeps all subscription address lists updated and organized

Public Relations/Marketing Manager
» Promotes the paper to audience
» Collects data about each issue from focus groups and delivers it to the General Manager, section editors, Executive Editor and copy editor/ managing editor
» Deals with public who approach with any general questions or concerns

Fund-Raising Manager
» Works with all staff to raise funds for Hawkeye
» Works to find unique and feasible ways to increase funds
» Manages working of the Concession Stand
» Coordinates with JAM SESSION organizers to further the amount of money raised
» Organizes people for working at fund raising events and supervises them while working

Travel Coordinator
» Works with adviser, Executive Editor and General Manager to plan and coordinate all staff functions outside of school
» Works with General Manager on fund-raising and budgeting matters pertaining to travel plans
» Completes and sends registration for all convention related events
» Gathers proficient knowledge of each location the staff travels to in order to guide staff members and answer questions

Human Resources Manager
» Recruit and welcome new staff
» Sends thank you cards and other correspondence
» Prepares birthday cards for Hawkeye staff
» Helps organize special Hawkeye sponsored events such as the JAM SESSION, Food Drive and Auction
» Develops and maintain ergonomics in the Hawkeye room
» Assists in operating Hawkeye booths at special events, such as the Course Fair and Curriculum Night
» Available to act as an intra-staff peer mediator
» Organizes the writing of "anony-fuzzy" letters throughout the year

Prerequisite: Must have strong people skills.

EDITORIAL STAFF

Lead Reporter
» Coaches and teams up with younger, less experienced reporters
» Acts as the point reporter for a respective section
» Is available to write for breaking news or events at last minute
» Aids editor in the completion of his/her section
» Also fills all expectations of a regular reporter

Reporter
» Writes stories as assigned by section editors
» Keeps accurate notes on stories, including all interview notes and sources
» Adheres to all section deadlines
» Works with section editors to edit content of stories
» Continually improves skills and proficiency in writing

Graphic Artist
» Works closely with section editors to determine what graphics are needed
» Produces graphics, whether handmade or computer-generated, as assigned

» Becomes well versed in multiple forms editorial art in order to offer variety in the publication

Photographer

» Takes pictures as assigned by the Photo Manager
» Confirms identities of all primary subjects in pictures
» Maintains proper proficiency in photography skills
» Adheres to the professional and ethical standards of solid photojournalism

OTHER POSSIBLE POSITIONS

Production Manager:

» Oversees the entire production process of the paper
» Oversees the care and maintenance of computers and other equipment
» Works with General Manager to establish and maintain a production budget
» Works with General Manager and Managing Editors to set up pages according to ad sales/ placement and editorial content
» Schedules the printing of the paper
» Instructs staff on the proper use of equipment and software, fundamental design aesthetics and standards; coaches and assists staff in electronic page layout
» Keeps current on the state of the art in desktop publishing technology
» Works with Executive Editor and adviser to establish and maintain a production technology budget

Prerequisites: Must have at least one year of staff experience and have demonstrated leadership capabilities; must not hold any other position in the school or community that would place him/her in a conflict of interest with the mission or policies of the paper. This is a year-long commitment.

Communication/Research Director:

» Oversees the research and development staff and functions of the paper, including: surveys, polling, on-line database searches, newspaper clippings, etc.
» Oversees reviewing exchange papers and disseminating ideas to the staff
» Oversees morgue, library and electronic libraries and The Core
» Oversees research of contemporary press law and related issues, and researches how other schools have handled 'hot' topics
» Serves as public relations and marketing director of the paper on behalf of the Executive Editor and the Executive Council at school and in the community, duties may include: creating press releases, developing presentations, and moderating forums
» Seeks advisory feedback and input from students, staff, administration, community, etc., about the content and layout of the paper and shares this information with the Executive Editor and other appropriate staff
» Serves as an advocate for MTHS students—works with students who have concerns with any aspect of his or her school life; will serve as a liaison on behalf of these students to school committees, administration and/or staff; may write a regular column or simply work behind the scenes on behalf of these students; will share any newsworthy findings with the Executive Editor

Prerequisites: Must have at least one year of staff experience and have demonstrated leadership capabilities; must not hold any other position in the school or community that would place him/her in a conflict of interest with the mission or policies of the paper. This is a year-long commitment.

Librarian:

» Keeps past issues of the paper organized in logical format in the Morgue
» Oversees use of rare and special issues
» Works with the web manager/designer to keep the electronic archive up-to-date

"Seek not, my soul, the life of the immortals; but enjoy to the full the resources that are within thy reach."
~Pindar

Resources

This section is intended to be a reference of important contacts in the school, community and local businesses. Remember, you are representing the Hawkeye when you call one of the people or organizations listed below, so act accordingly.

School-Related

Mountlake Terrace High School
21801 - 44th Avenue West
Mountlake Terrace, WA 98043
http://www.edmonds.wednet.edu/mths
phone: 425-670-7776
fax: 425-670-7771

Edmonds School District
20420 68th Ave. W.
Lynnwood, Washington 98036-7400
Phone: 425-670-7000

Concession Stand
x5608

ASB Office
x5764 – ASB officers
x5694 – Nadine Coombs
x5693 – Kim "Stew" Stewart

MTHS main office
425-670-7776
425-670-7771 (fax)

Legal Resources

American Civil Liberties Union
7052 2nd Ave. 300 Hoge Building
Seattle, WA 98104
phone: 206-624-2180
fax: 206-624-2190

Davis, Wright, Tremaine
Attorneys at Law
Howard Stambor
phone: 206-628-7771
fax: 206-628-7699

Student Press Law Center
1815 N. Fort Myer Drive, Suite 900
Arlington, VA 22209-1817
Phone: 703-807-1904

Publications-Related

Hawkeye Room
Phone: 425-670-7770
Fax: 425-670-7773
http://www.theHawkeye.org
MTHS.Hawkeye@gmail.com

JEA Northwest/Region 1
Steve Matson, MJE
Charles Wright Academy
7723 Chambers Creek Road
Tacoma, WA 98467
smatson@attbi.com
smatson@mail.charleswright.org
Home: 253-759-6753
Work: 253-620-8321
Fax: 253-620-8431

Journalism Education Association
Kansas State University
103 Kedzie Hall
Manhattan, Kan. 66506-1505
785-532-5532

Pacific Publishing
636 S Alaska Street
Seattle, WA 98108
comprint@nwlink.com
(Richard Fazakerley, Operations)
Phone: 206-461-1282
Fax: 206-461-1289

World of Oz Travel
Erni Cultum
16030 Bothell-Everett Hwy. #100
Mill Creek, WA 98012
phone: 425-742-7783
fax: 425-338-2133

WJEA
www.wjea.org

Wsja
Washington Student Journalists Association
www.studentpress.org/wsja/

Commercial Publications

Seattle Times
1211 164th St. Sw #101
Lynnwood, WA 98037
425-745-7803

The Herald
Grand And California
Everett, WA 98206
Phone: 425-339-3429
Fax: 425-775-8950

The Enterprise
Phone: 425-775-7521
Fax: 425-774-8622

Local Schools

Aces Alternative High School
9700 Holly Drive
Everett, WA 98204
Phone: 425-356-1300

Blanchet High School
8200 Willingford Ave. N.
Seattle, WA 98103
Phone: 206-527-7711

Bothell High School
18125 92nd Ne
Bothell, WA 98011
Phone: 425-485-0361

Cascade High School
801 Casino Road
Everett, WA 98203
phone: 425-339-4500

Edmonds Community College
20000 - 68th Ave. W.
Lynnwood, WA 98036
phone: 425-640-1500

Edmonds-Woodway High School
7600-212th Ave W
Edmonds, WA 98020
phone: 425-670-7904

Everett Alternative High School
3516 Rucker Ave.
Everett, WA 98201
phone: 425-339-4320

Everett Community College
801 Wetmore Ave.
Everett, WA 98201
phone: 425-388-9100

Everett High School
2416 Colby
Everett, WA 98201
phone: 425-339-4400

Garfield High School
400-23rd Ave.
Seattle, WA 98122
phone: 206-281-6040

HM Jackson High School
1508 136th St. SE
Mill Creek, WA 98012
phone: 316-5200

Inglemoor High School
15400 Simonds Rd.
Bothell, WA 98011
phone: 425-485-0271

Juanita High School
10601 NE 132nd
Kirkland, WA 98034
phone: 425-823-7600

Kamiak High School
10801 Harbour Point Blvd
Mukilteo, WA 98275
phone: 425-356-6620

Lake Stevens High School
2908 113th Ave. NE
Lake Stevens, WA 98258
phone: 425-335-1515

Lake Washington High School
12033 NE 80th
Kirkland, WA 98033
phone: 425-828-3371

Lynnwood High School
3001 - 184th Street SW
Lynnwood, WA 98037
phone: 425-670-7520

Mariner High School
200-120th SW
Everett, WA 98204
phone: 425-356-1700

Marysville-Pilchuck High School
5611-108th St. NE
Marysville, WA 98270
phone: 360-653-0600

Meadowdale High School
6500 168th SW
Lynnwood, WA 98037
phone: 4250670-7707

Mount Vernon High School
314 N 9th St.
Mount Vernon, WA 98273
phone: 360-428-6100

Oak Harbor High School
8616 800 Ave. W.
Oak Harbor, WA 98277
phone: 360-679-5806

Scriber Lake High School
19400 56th Ave. W
Lynnwood, WA
phone: 425-670-7270

Sehome High School
2700 Bill McDonald Way
Bellingham, WA 98225
phone: 360-676-6481

Sno-Isle Vocational Skills Center
9001 Airport Road
Everett, WA 98204
phone: 425-353-8810

Shorecrest High School
15343-25th Ave. NE
Seattle, WA 98155
phone: 206-361-4286

Shorewood High School
17300 Fremont Ave.
Seattle, WA 98133
phone: 206-361-4372

Snohomish High School
1316 Fifth St.
Snohomish, WA 98290
phone: 360-568-0603

University of Washington
Campus Operator - 206-543-2100
News and Information - 206-543-2580
newsweb@u.washington.edu

Woodinville High School
19819 136th NE
Woodinville, WA 98072
phone: 425-489-6700

Washington State University
Campus directory assistance: 509-335-3564

Essential Contacts

Pizza Hut
425-774-5050
6128 196TH ST SW
Lynnwood WA, 98036

Teriyaki Garden
(425) 778-6720
21210 44th Ave W
Mountlake Terrace, WA 98043

"Call it a clan, call it a network, call it a tribe, call it a family. Whatever you call it, whoever you are, you need one."
~Jane Howard

FANs Family & Alumni Network

"Our mission is to unite the parents of the Hawkeye staff, involve the community and to reach out to the alumni of the Hawkeye. To ensure the success of the Hawkeye, its mission and its activities, we will provide our organizational support, encouragement and expertise."

FUND-RAISING ACTIVITIES

Concession Stand

We operate the MTHS concession stand located near the NE entrance to the Terraceum. We have the potential to make between $8,000 and $10,000 at all basketball, wrestling, volleyball events and dances. Please have a valid health card. Hours worked in the Concession Stand are converted into dollars in each student's travel account, and depending on the profits, is usually $10-11. Any additional revenue goes into the Hawkeye's general account. The sign-up binder is in Room 130 on the business desk.

Jam Session

Jam Session is an evening where we celebrate and recognize all the winter sports athletes and other student groups such as cheerleaders, Steppas, etc. There are give-a-ways, contests, music, goofiness, etc. and generally a great time to be had by all. We make some money by having the Concession Stand is open and charging a small fee at the door. We will also collect food for local food banks as admission. Any funds raised here go toward the Hawkeye general account.

ORGANIZATIONAL ACTIVITIES

FANs Meetings

It's important that members attend the regular monthly meetings. The meetings are a direct way that parents and alumni can invest their time and energy in this organization. We think you'll find that you'll have a great deal of fun and enjoy working with this dynamic group of students and adults. We have traditionally met one night each month at 7 p.m. in Room 130.

Crunch Night Food

We traditionally work in the Hawkeye room for a couple days before publishing each issue—a lot. And we get hungry. A lot. And we get cranky if we get really hungry. Will you please feed us? We really only need dinner and beverages during what we affectionately call "Crunch Nights"—special, stressful times that precede publication distribution dates. There are usually about 10 to 12 hungry mouths, but check with us before setting your menu.

Adult Supervision

Frequently, the Hawkeye staff members need to work after school on weekdays and on weekends. Technically, we need to have an adult here, too, and sometimes Vince likes to, oh, say sleep, eat, visit his family, have a life, grade some papers, etc. So, if there might be some other adult persons who wouldn't mind spending some time with a bunch of crazy, talented teenagers, Vince and his family would greatly appreciate it. Also, check to see if your business offers any kind of matching funds for volunteering for a non-profit organization. Jack Maloney (Brigid '97) used to volunteer all the time and U.S. West sent us a nice check for $450 when Jack turned in his volunteer time sheet. That was nice.

Newsletter/E-Mail Updates

The monthly FANs newsletter is produced and mailed out to all members of our organization. Maybe you could help with this?

Distribution/Mailing

After each issue of the paper is produced, we need to send it to our subscribers. Please contact the General Manager to offer to help.

Alumni/FANs Database

We need one or two computer literate folks (or those willing to learn) to update and maintain our alumni database, working with the HAWKEYE Alumni Association. Some research at the district office and MTHS counseling office will be needed to further develop our listings.

Hawkwear™

We have our own line of clothing—really! It's very cool. We need a student and FANs member to help organize and oversee the production, ordering and delivery.

Journalist In Residence Program

We'd like to host a professional journalist for a few days to come in and work with us and just hang, too. Ideally, we'd like to have this person for 24 hours a day for a couple of days in December or January. We may need housing, meals, transportation and help with some expenses. Obviously, we also need a professional journalist who would be willing to join us, too. We'll need a parent or alumnus to help coordinate this project.

HAWKEYE/FANs Celebration

This is our annual end-of-the year celebration. We'll need a couple of people to organize and plan this event each year, as well as a place to host it. Large back yards aren't necessary, but they sure do make for fun impromptu games of football (Vince's sons are crazy football ninjas—beware!).

HAWKEYE/FANs Midyear Retreat

This is our annual all-staff midyear retreat. FANs members are welcome to attend and help facilitate the retreat. More details to come.

HAWKEYE/FANs Leadership Retreat

This is our annual leadership retreat. Usually, members of the Executive Council, section editors and other managers attend. FANs members have also attended in the past to help facilitate the retreat.

CONVENTIONS AND TRIPS

WJEA State Convention

This is the state convention. It usually lasts from about 8 a.m. to around 4 p.m. It is held at a high school in the central vicinity of Washington state. We'll need some drivers and chaperons for the day.

JEA/NSPA Fall Convention

The HAWKEYE staff has traditionally sent its Executive Council and some leadership staff members as its delegation to the fall convention.

JEA/NSPA Spring Convention

This is the biggie. The real big biggie. The HAWKEYE staff has always sent a large delegation to the spring convention and has always fared very well in national competitions. We hope to take full advantage of the incredible educational opportunity the conference sessions offer, as well as take in all the wonderful sites. We'll need chaperons!

SPJ, ACLU, etc.

There are some other conferences and conventions that come up throughout the year. We'll decide which sessions we'd like to attend depending on the time and resources available each school year.

WJEA Summer Journalism Camp

We'd like to send some returning staff members to this incredible camp held at Central Washington University. Students spend four days networking and learning how to improve as journalists and three nights staying in campus dorms.

This section is specially designed to be replaceable each year with new staff information.

Leadership Staff 2006-07

Name	Title	E-mail Address	Cell Phone	Home Phone
Vince DeMiero	Adviser	DeMieroV@mac.com	206-931-3154	425-670-0961
Leah Pope	Executive Editor	leahepope@gmail.com	425-220-2945	425-776-9844
Joanna Chu	General Manager	peachiez89@yahoo.com	425-971-5020	425-775-4805
Jordan Gisler	Web Manager/Sports Editor	jkg_1218@yahoo.com	206-799-3286	425-771-4948
Ji Mun	Photo/Graphics Editor	fremder.mann@gmail.com	206-334-5047	206-778-2119
Christina Montilla	Photo Manager	zecrimsonmod@yahoo.com	425-931-4243	425-775-3829
Patrick Hume	Editorial Editor	blue5pat@aol.com	425-931-9676	425-774-0999
Kendra O'Halloran	Opinion Editor	thestrokes93@aol.com	425-971-7992	425-778-4545
Sharon McClintock	News Editor	sharontifftock@hotmail.com	425-501-2999	425-670-8512
Quynh Dinh	Feature Editor	gotsquynhstaluv@yahoo.com		425-776-6756
Katherine Waldo	Health Editor/Web Designer	WaldoKay@gmail.com	425-244-0835	
Corina Cheever	Tech Editor	tomuchenergy4u@hotmail.com	206-940-8236	425-778-2545
Jon Apel	A&E Co-editor	Cha-chi@@comcast.com	425-417-7486	425-672-4507
Ben Schuyler	A&E Co-editor	benschuyler@yahoo.com	425-772-8851	425-672-2038

"A happy childhood is poor preparation for human contacts."
~Colette

Staff Contacts

Hawkeye Staff 2006-07

Name	E-mail address	Cell Phone	Home Phone
Alan Adzhiyev	alanjames2001157@hotmail.com	425-931-3974	425-776-2999
Brady Barnes			
Brandon Brinkley			
Maria DeMiero	maria.demiero@mac.com		425-670-0961
Colin Diltz	numetal087@hotmail.com	206-406-2707	425-485-7800
Kathryn Goddard	kathrynjoy@hotmail.com	425-239-5224	425-672-9395
Heidi Gunderson	heidi.gunderson@gmail.com	425-218-1637	425-422-2297
Stephanie Jones	Steph_I_jones89@yahoo.com	425-387-2485	425-778-9352
Amanda Lockleer	tigger98037@hotmail.com	425-750-7025	425-776-3319
Isaiah McNaughton			
Jamie Postle	sk8tergurl_055@yahoo.com	206-384-5126	425-672-8677
Cassie Soriano	Ranko06@hotmail.com	206-794-9134	425-673-1344
Jacob Tupper	mynameisjaketup@hotmail.com		425-776-7209
Kyle Tuthill	kyletuthill@aol.com		
Rostik Vaynshteyn			
David Whalen			

As of January 2007

Hawkeye How-To

In this section you will find:

• *Journalistic Writing, pg. 40* •
• *Photojournalism, pg. 42* •
• *Design, pg. 44* •
• *Business, pg. 48* •
• *Leadership, pg. 50* •
• *Press Law, pg. 53* •
• *Ethics, pg. 58* •

40 Journalistic Writing

"Rage is the only quality which has kept my, or anybody I have ever studied, writing columns for newspapers."

~Jimmy Breslin

Things you should know so that your editors don't get upset and punch things that should not be punched

Concerning formatting stories:

- Some editors prefer electronic copies of your story, some prefer print-outs. Know what your editor wants and do it.
- Always double-space a draft, especially if you're printing it—your editor needs room to write comments/corrections.
- Don't use some cryptic font or obscenely small type. This puts editors into bad moods and does not help at all in the editing of your story.

Concerning grammar:

- If you aren't sure about a grammatical rule, check the rule before you make the same mistake a dozen times in your story.
- If English isn't your first language, or you have trouble with grammar for other reasons, by all means, pick up a cheat sheet for common grammatical errors. You shouldn't have to worry about the words you're writing more than the message you're putting across.

Concerning punctuation:

- At the end of a quote, the punctuation goes on the inside of the quotation mark.
- Never use exclamation marks in news writing, and only rarely in any other piece.
- Avoid rhetorical questions outside of columns.

Concerning quotes:

- Quotes are good in any and all stories, but not when they're irrelevant. Avoid qualifications such as "the kid in the street" or "the parent who heard about this topic from his/her neighbor's cousin's dog."
- Especially in news stories, quotes should not be hidden in large sections of text. Give them their own paragraph with room to breath.

Concerning spelling:

- Always spell-check a story before you turn it in. If Word can do it in a few seconds, there's no reason why an editor should have to take several minutes to do it. Besides, the less your editor has to think about incorrect spellings, the more they can think about the content of your story.
- It is the responsibility of the reporter to ensure that all names in the story are spelled correctly and that positions are accurate. Always check name spellings before turning in a final draft.

In General:

- Check your own work before you turn it in.
- Ask someone else (i.e. another staff member, editor, adviser, etc) to look over it and give you ideas for improvement
- Bribery of your editor, while it may bring you smiles and thanks, is on the whole detrimental to you and only you. A bribed editor will feel guilty about giving you comments for improvement, which in turn gives you little to no chance of growing as a writer and thus will lead you into a downward cycle of complacency that will likely never end.

Styles of Writing

NEWS

Summary:

This is basic reporting. You must investigate your topic thoroughly, and get information and viewpoints from relevant subjects.

Beginning journalists often think of news as cold and boring, and in a way it is. While writing news, you have to keep what you think out of the article, which often leads to finding the topic less interesting. However, the process of interviewing and researching can lead to personal interest and awareness which many experienced news reporters find thrilling.

Things to remember:

• Think of an interview as a conversation, not a question and answer session. You'll be able to better serve the interests of your readers if you ask questions that they might ask, not just "who, what, where, when and why."

• Though you need to remain intellectually connected to your subject, try to remain emotionally detached while writing. News stories should be as unbiased as possible.

• It's easy to be tempted to express your opinion by talking to people you agree with more than people you disagree with. Avoid this at all costs—speak to people with a well-rounded array of opinions.

Common Mistakes:

• Writers frequently have "featurey" moments in their news stories. Avoid these; when mixed with a serious news feel, it can only sound corny.

Sections where this can be used: **News, Health, Technology, A&E, Sports**

FEATURE

Summary:

This is the classic human interest piece. You want your reader to be intrigued by what you're telling them, and you can do this by letting your voice shine through, without making it opinionated.

Features tend to be longer stories, mainly because they focus on a single topic to a remarkable extent. While researching a feature, you need to ask and answer every question that could possibly be asked.

Things to remember:

• You need to make your story applicable to the reader. You can write all you want about the difference between mitosis and meiosis, but your reader won't care if you don't explain how this applies to them.

• Features are often better with inforgraphics. While researching, keep an eye out for interesting, applicable data that could easil be put with your story to draw a reader in.

Common Mistakes:

• Don't shy away from any portion of a subject simply because it might draw controversy. If you're going to commit to a topic, do so completely, so that the whole story is told, not just the sanitized version.

• Even though you can sound more human in this writing, don't start injecting your opinion. Save that for an accompanying column.

Sections where this can be used: **Feature, Health, Technology,**

OPINION

Summary:

This is where you finally get to express your opinion (hence the name). In columns, editorials, reviews or commentaries, the point you want to get across is what you believe and why.

Beyond that, opinion pieces can serve serveral purposes, including, but not limited to: explanation, argumentation, criticism, commendation, commemoration, entertainment, rallying the troops, etc.

Things to remember:

• You need to support your arguments with as much research as you would put into a feature piece, often more.

• Satire should be funny, not cryptic and indecipherable.

• A lot of your readers won't agree with you, and you're more likely to hear from these readers in any case. Don't get discouraged, just remember that you're writing to persuade people who disagree with you.

• Opinion pieces outside of the Editorial section should be labeled as such.

Common Mistakes:

• Don't forget to state your opinion and make your purpose clear.

• Libel is sometimes a four-letter word in scholastic journalism, but when it comes down to hard-core editorial-writing, it is something that needs to be considered. See the Press Law and Ethics sections (pgs. 53 and 58) for what speech is legal and what isn't.

Sections where this can be used: **Editorial, Feature, Health, Technology, A&E, Sports**

Photo journalism

"A picture is worth a thousand words. An interface is worth a thousand pictures."
~Ben Shneiderman

It's all in the Location

HUB

The HUB is a tricky place to shoot because the florescent lights doesn't make for very good lighting. During daylights hours, it is particularly important to shoot with your back to the windows. If you face them, the light streaming through the windows will light up your background and make your subject look dark.

Indoor

On close-range posed shots, use a flash, but try to ensure that there's also plenty of overhead lighting. Classrooms and hallways are generally well-lit, so quicker shutter speeds can be used.

Outdoor

Rain and fog can both affect how your pictures turn out (not to mention how the wind and chill can affect how you take them), but the only thing to be done is work through the weather and try for innovative way of taking interesting pictures away from the hindrances. Try to keep the sun behind you during daylight, so it will light your subject; likewise avoid facing the sun because it can make your subject appear dark.

Sporting events

The action in sports can be hard to shoot, especially in tough lighting. In general, keep your shutter speed quick in order to catch the action. It's easier to make a photo lighter after it's taken in dim lighting than it is to make it clear when it was originally blurry. Therefore, set your shutter speed with a mind for clarity over light.

Keep in mind who you're shooting. The other team's star player may be really photogenic, but your audience would rather see their own star player than the opposition's. That said, place yourself where you'll be catching your own team's moments of glory (e.g., where they're making goals/shots/points).

You always want a face in your picture—a mass of bodies may look cool, but the reader want to know who's in the picture. Also, keep in mind that you as a photographer need to be able to identify your subject, so try to familiarize yourself with the looks of the players (or just be sure to get a jersey number or other identifying trait in the photo).

Terraceum

The Gym at Terrace is notorious among Hawkeye and Tempo photographers for its bad light. This is one of the places where you need to sacrifice light in your pictures for the sake of clarity. When the lights are out or dimmed during assemblies, don't even try taking photos. "Photography" comes from words that mean "writing with light." If you have no light, then taking pictures is like setting black type on a black background—there's just no point.

Theaters

When photographing events on stage, always try to position yourself approximately five feet above stage level if possible. If allowed, move around so that you get different angles on the stage. In general, you can trust the lighting to work for your camera; if one scene is too dark, odds are it'll be lighter in another.

During dramatic productions, identify the leads early and focus on getting close-ups on them, preferably interacting with other leads. Look for a chance to get a full-ensemble shot, too; these can come in handy in desgning the layout, even if they aren't as exciting to take.

Avoid falling asleep between pictures. You need to pay attention to the plot so you can identify the action and purpose when writing a caption later.

Remember your manners: always ask whomever's in charge if you may take pictures, and take them at a dress rehearsal rather than a performance if possible.

Things to consider:

When do I use a flash?

You should only use a flash when taking headshots, group photos or similarly posed shots. These should generally be avoided anyway, so the flash shouldn't trouble you overmuch. When using a flash, never stand more than ten feet away from your subject(s), any more distance will void the flash and give you a dark picture.

What sort of lighting is ideal?

Lighting is usually best when it is created by professional lighting designers with the specific purpose of being good lighting (such as that in a play or musical). Unfortunately, though, most places aren't lighted as well as the average stage. Any kind of white light works, as long as you have lots of it. Florescent lights set high above the scene of the shooting have a tendency to appear dim in photos because very little of the light is shining directly at the subjects and back into the lense. When possible, try for lower-angled lighting that shines from behind your position.

How do I choose between auto-focusing and manual focus?

Don't convert to manual focus unless you have time to get the depth correct before taking a picture, and even then only when the autofocus is liable to choose the wrong depth (such as in a basketball game). If the autofocus can do it right, and the split-second it takes to do so doesn't ruin your chance at a good shot, then by all means, let the camera do it for you.

How should I frame photos as I'm taking them?

Frame loosely. Hawkeye cameras take large enough pictures that editors can crop a lot out and still have a fairly large image.

Editors hate it when they have a great picture, for example, of a basketball play, but the ball is two-thirds of the way out of the picture. It's worth risking storing the extra information in the picture to get everything that you need. The same goes for people. It's better to just photograph the whole person (unless you're taking a headshot) and let the editor decide whether to crop closer or not.

Photos grab readers and pull them into a story; without pictures, there'd be much less point in writing. Therefore, photographs must be worthy of the content they advertise.

Tips for Taking Good Photos

- Avoid clichés, like photos of a guy at his desk, or some person standing in their workplace—go for an innovative, interesting perspective.
- Don't use a flash when you're more than ten feet away from you subject, and never use it when said subject is moving.
- It's easier to make a photo lighter after it's taken in dim lighting than it is to make it clear when it was originally blurry. Therefore, set your shutter speed with a mind for clarity over light.
- Stick with auto-focus until you're comfortable enough adjusting the manual focus to do so quickly and accurately.
- Take a combination of close-ups and wide shots.
- Get as many different angles and directionalities as you can; try to give your editors more layout options than they need or know what to do with.

Design

"There is no greater force known to man than the desire to change someone's layout." ~Tim Harrower

This chapter is intended mainly for use by editors when they lay out their pages, but may also be found useful by anyone on staff — writers can find help in sizing their stories, photographers can find standards for captions, business staffers can find ways to design effective advertisements, etc.

Glossary

Air: White space used in a story design.

All caps: Type using only capital letters.

Attribution: The line identifying the source of a quote.

Banner: A wide headline extending across the entire page.

Bar: A thick rule. Often used for decoration, or to contain type for subheads or standing heads.

Baseline: An imaginary line that type rests on.

Bastard measure: Any non-standard width for a column of text.

Bleed: A page element that extends to the trimmed edge of a printed page.

Body type: Type used for text.

Border: A rule used to form a box or to edge a photograph.

Box: A ruled border around a story or art.

Broadsheet: A full-size newspaper, measuring roughly 14 by 23 inches.

Bug: Another term for a sig or logo used to label a story; often indented into the text.

Bullet: A type of dingbat, usually a big dot (•), used to highlight items listed in the text.

Byline: The reporter's name, usually at the beginning of a story.

Caption: A line or block of type providing descriptive information about a photo.

Character: A typeset letter, numeral or punctuation mark.

CMYK: An acronym for cyan, magenta, yellow and black — the four ink colors used in color printing.

Column: A vertical stack of text.

Column rule: A vertical line separating stories.

Continuation line: Type telling the reader that a story continues on another page.

Copy: The text of a story.

Copyright: Legal protection for stories, photos or artwork, to discourage unauthorized reproduction.

Crop: To trim the shape or composition of a photo before it runs in the paper.

Cutout: A photo where the background has been removed, leaving only the main subject, also called a silhouette.

Dingbats: Decorative type characters (such as bullets, stars, boxes, etc) used for emphasis or effect.

Display headline: A non-standard headline (often with decorative type, rules, all caps, etc) used to enhance the design of a feature story, photo spread or news package.

Double truck: Two facing pages on the same sheet of newsprint, treated as one unit.

Dummy: A small, detailed page diagram showing where all the elements go.

Ellipsis: Three periods (...) used to indicate the omission of words.

Em-dash: A dash as wide as the capital letter M in any given font, used to indicate an interjection (I ate ten hot dogs last night—ten!).

En-dash: A dash as wide as the capital letter N in any given font, used to indicate a length of time (Nov. 10–12).

Family: All different weights and styles (italic, boldface, condensed, etc) of one typeface.

Flag: The name of a newspaper as it's displayed on Page One; also called a nameplate.

Flush left/right: Elements aligned so they're all even along the left or right margin.

Folio: Type at the top of an inside page giving the newspaper's name, date and page number.

Font: All characters in one size and weight of a typeface.

Four-color: The printing process that combines cyan (blue), magenta (red), yellow and black to produce full-color photos and artwork.

Grayscale: A scan of a photograph or artwork that uses only shades of gray.

Grid: The underlying pattern of lines forming the framework of a page.

Gutter: The space running vertically between columns.

Hairline: A thin rule.

Header: A special label for any regularly appearing section, page or story; also called a standing head.

Headline: Large type running above or beside a story to summarize its content; also called a head, for short.

Hyphen: The short dash that connects two words.

Hyphenation: Dividing a word with a hyphen at the end of a line.

Indent: A part of a column set in a narrower width. the first line of a paragraph is usually indented to accomodate art, logos or initial caps.

Index: Alphabetized list of content and their page numbers.

Infographic: Newsroom slang for "informational graphic;" any map, chart or diagram used to analyze and event object or place.

Initial cap: A large capital letter set at the beginning of a paragraph.

Inset: Art or text set inside other art of text.

Italic: Type that slants to the right, *like this.*

Jump: To continue a story on another page; text that's been continued on another page is called the jump.

Kerning: Tightening the space between letters.

Leading: Vertical spacing between lines of type measured in points.

Margin: The space between elements.

Measure: The width of a headline or a column of text.

Orphan: A short word or phrase that's carried over to a new column or page; also called a "widow."

Photo credit: A line that tells who shot a photograph.

Pica: A standard unit of measure in newspapers. There are six picas in one inch.

Point: A standard unit of measure in printing; there are twelve points in one pica.

Pulled quote: A quote that has been pulled out from the text for emphasis.

Refer (or reefer): A line or paragraph, often given graphic treatment, referring to a story elsewhere in the paper.

Rule: A printing term for a straight line; usually produced with a roll of border tape.

Serif: The finishing stroke at the end of a letter; type without these decorative strokes is called "sans serif."

Sidebar: A small story accompanying a bigger story on the same topic.

Spread: Another term for a large page layout; usually refers to a photo page.

Stand-alone photo: A photo that doesn't accompany a story, usually boxed to it stands alone; also called "wild art."

Style: A newspaper's standardized set of rules and guidelines. Newspapers have styles for grammar, punctuation, headlines, design principles, etc.

Subhead: Lines of type, often bold, used to divide text into smaller section.

Tabloid: A newspaper format that's roughly half the size of a broadsheet newspaper.

Tab stops: Predetermined points used to align data into vertical columns.

Teaser: An eye-catching graphic element, on Page One or section fronts that promotes an item inside.

Weight: The boldness of type, based on the thickness of its characters.

White space: Areas of a page free of any type or artwork.

This glossary is composed of selected excerpts from Tim Harrower's "The Newspaper Designer's Handbook."

A handy guide to keyboard shortcuts in InDesign

Apple-C: Copy

Apple-X: Cut

Spacebar-click: Drags the page around for navigation

Apple-G: Group

Apple-L: Lock position

Apple-V: Paste

Apple-D: Place

Apple-P: Print

Apple-Q: Quit

Shift-Apple-Z: Redo

Apple-S: Save

Apple-A: Select all

Apple-I: Spellcheck

Apple-B: Text frame options

Apple-Z: Undo

Shift-Apple-G: Ungroup

Shift-Apple-L: Unlock

See the InDesign User's Manual for more handy shortcuts

Layout Guide

Advertisements

In general practice, Hawkeye does not run ads on the front page, doubletrucks, or in the editorial section, but other than those pages, most editors will have to place ads in almost every issue. Ads should always be placed from the bottom of the page prior to placing any content (legal issues can crop up if editors start resizing or reshaping ads already paid for by advertisers).

When working with multiple ads, try to set them across the bottom of the page before stacking them vertically. Try not to let text wrap around the ad, though it is inevitable that this has to happen occasionally. Also, sticking with modular design, try to have them line up against each other as well as with the columns of text wrapping around. Usually when a section has multiple ads and pages, it's best to spread them evenly throughout the section rather than packing them all onto one page.

The business section decides which ad(s) goes in each section. Some advertisers pay extra to be placed in a specific section/spot, but other than on those occasions negotiations can be made. Depending on the availability of content, editors can exchange/share ads, but they should always alert the general manager to any such changes.

Captions

Captions, also known as cutlines, are used to describe or explain the contents of a picture or graphic. Photographers and editors should strive to make them at least two sentences, but never more than four. Captions should never take up less than two lines on a page, and the last line should always extend at least halfway across the text box. Captions should always be a single column wide.

Cutlines can be placed under a picture with the photo/graphic credit, on the side of it, or in the case of some cutouts or graphics, in an indent into the graphic. If a picture has a lot of emptiness, and space is scarce on the page, then the caption can be put inside the picture (if the area is darker than 40 percent black, the caption should be in reverse (white) text with a .5-point stroke.

Continuations

Story jumps (continuations of stories) should only be used to extend stories starting on the front page or on inner sections when a story takes more than one page and is not on a doubletruck. To continue a story, add a text box to the end of the story, crossing only one column, and say "See _____ on page ___". The first blank should be filled with what is called a continued refer, which is the headline from the second part of the story. At the head of the second section, always designate where the story is continued from.

When jumping stories from the front age, try to always jump them to the same general vicinity later in the section. Whenever possible, jump at least six inches of text (that's roughly 200 words), and try to have at least 4 inches (125 words) before you jump it, otherwise the reader won't think it worthwhile to read the story. Avoid jump stories in places that will leave less than one line of words at the beginning of the continuation, and never, ever jump a story more than once.

Doubletrucks

"Doubletruck" is the fancy journalistic term for the two-page spread in the center of the paper. It is usually reserved for packaged spreads in either Feature, Health, Tech or A&E. Four-page pullouts for special events such as Homecoming or Graduation also include a doubletruck in the middle. Doubletrucks are special because graphics and text can be printed right across the center of the page, where there is usually a gutter. Thus, doubletrucks need to be transferred into a single one-page document from the two-page section document before being sent to the printer.

With doubletrucks, graphics should always be the dominant part of the page design. The dominant photo/graphic should be especially good, and the content, since it is displayed so prominently, should be extremely well-written. Additionally, doubletrucks should never have ads on them, and editors should strive to have another page prior to the doubletruck so that the section flag isn't stuck in the centerfold.

Dummies

Editors often find it easiest to design their pages be sketching them out in a notebook, in the margins of their homework, on a napkin, etc. (Mind you, drawing in pencil tends to make this process much easier.) When doing this, you should always remember to leave a pica between all

elements, and the basic order of design elements: headline, graphic, caption, story. Sometimes this changes based on what is available or the size of the page, but the principle still remains.

Front Pages

Because of its prominence in the newstand, the front page should always be well-designed and aesthetically pleasing. A common trick in persuading readers to open the initial fold of the paper is to have the dominant photo fold over that line so that they have to open it to read the caption. The dominant graphic on the front page need not always be attached to a story; wild art is fine, as long as it is and interesting, well-composed piece.

Headlines

Headlines are always written in present tense, and should be basically a short sentence summarizing a story. They don't always need common articles such as "the" or "a." Short and sweet is the way to go, but cliche and cheesy phrases can get overused before they get published once. Headlines should not be punctuated at the end and words should only be capitalized other than at the beginning if they are proper nouns.

Headshots

All editorials include headshots, which should be cropped just around the author's face. More important, though, are headshots of the subjects of news, feature and sports stories. These should never be more than 12 picas wide, but neither should the face therein ever be smaller than a nickel. Headshots should be placed near the top of a story, but never close enough to the byline to suggest that the photo is of the author. Along those lines, the headshot should include, if not a caption, the subject's name and title/position as it relates to the story.

Photos/Graphics

Cropping

When cropping photos, editors should be sure to consult either the photographer or the photo manager when performing risque crops. Photos can be vertical, horizontal or square, and the cropping generally depends on the content. In general, follow these rules of thumb:

- Crop close enough that the action is clearly the focus, but loosely enough to give the action some context.
- Avoid cutting people in half, as well as cropping limbs at the joint.
- Leave room for the photo to breathe - if the content is directional or captures a mood, then a looser crop can enhance that.
- Build a layout around the pre-exiting shapes of your photos, so that you don't have to crop your photos to fit an awkward shape.
- Don't eliminate information in such a way that the cropping changes the meaning of the photo. Whether this is done intentionally or accidentally, it can lead to a multitude of legal problems.

Directionality

A picture has directionality when the subject of the photo — be it a person, a car, or a landscape — noticeably faces one way or the other. Most photos qualify as directional. Never place a directional photo so that is faces off of the page or onto another unrelated page. If possible, place the story relative to the photo such that following the direction of the photo will lead the reader to the story.

Directionality does even have to be left or right; sometimes photos cause the eye to track up or down, in which case the story should be placed accordingly.

Dominance

Every page design needs a dominant graphic to be played up largely and prominently near the top of the page. This should be the photo or illustration that will have to most impact at a large size. This is what draws the reader into a page and should always be of good quality.

Text

Columns

What professional newspapers call bastard measures (column widths that vary from story to story), the Hawkeye embraces. Always try to design stories that are placed one on top of the other so that the gutters of their columns don't line up. Each leg of text in a story should always be at least an inch long, and columns should always be between 10 and 20 picas wide.

Shapes

Text, like art, can come in various shapes. Modular design, the practice of creating a rectangular shape with each headline/graphic/story set, allows for horizontal, vertical or square text. In general, stories seem shorter when they get wider, and thus the audience is more likely to read it. Columns, also, should always go on the left or write side of the page, and be a single column, occasionally in a grey box.

Business

"Designing your project for monetization first, and people second will probably leave you with neither."

~Tara Hunt

Ah, the wonders of the Hawkeye Business Department. Face it, without the business-side of the publication, the editorial-side can't do much of anything (and vice-versa, of course). So! Let's dive into some serious business topics.

Purpose

First, the purpose of the Business Staff. Yeah, we know it's important, but why? Well, the Business Department gets to: take care of those "non-editorial" responsibilities so that the Editorial Staff can focus on getting out a good publication; acquire enough money to produce Hawkeye publications and build on our resources; to make sure former and current staff members are connected and happy; and to put a "face" with our publications.

Structure

That sounds like a lot of good stuff. So, how does it get done? The second topic is structure. Just as the Executive Editor oversees the responsibilities of staff members on the Editorial Staff (section editors, writers, photographers, etc.), the General Manager does the same for the responsibilities of the Business Staff. The General Manager works closely under the Executive Editor to ensure all goals are achieved. The General Manager also has a seat on the Executive Council so that the business angle is addressed in all important decisions that the Executive Council makes.

Next come the Assistant General Manager and the Division Directors who work in more specific areas of the Business Department, such as Advertising, Marketing and Public Relations, and Human Resources. Depending on the staff of a particular year, the General Manager and the Assistant General Manager may oversee a division directly, or each division may have a separate director.

The Assistant General Manager helps oversee all activities in the Business Department, assists the Division Directors as needed, and helps coordinate Business Staff activities. The Division Directors oversee all activities in their divisions. They communicate with the General Manager and Assistant General Manager on a regular basis and must be consistent and creative in their efforts to help ensure that Hawkeye remains the trend-setter for scholastic journalism organizations.

Working closely with the Division Directors and General Manager are members of the Business Staff, who assist the Division Directors in the "goings on" of the Business Department. Business Staff members must attend All-Staff meetings, retreats, and conventions, and must follow all of the same contractual and grading guidelines as any other Hawkeye staff member.

Responsibilities

Now to some specifics. The Human Resources Division's mission is to keep current and former staff members connected and happy, and to keep extraordinary people coming into the program. Some projects for this division include: birthday cards, planning fun activities, helping with retreats, coordinating Hawkeye travel, maintaining mail boxes, overseeing recruiting, planning end of the year celebration with FANs, Hawkwear™, taking minutes at staff meetings, e-mail/phone tree, oversee and maintain the morgue, coordinating crunch night food with FANs, and celebrating big and small successes.

The mission of the Advertising Division is to accumulate enough money for the organization and the staff to function with ease, to produce Hawkeye publications, attend conventions, and to update technology. The primary objectives of this division are to: maintain the budget, sell advertisements for all publications, apply for grants, seek donors, work on color runs/production schedule, sponsor fund-raising events (i.e., Jam Session, Alderwood Rotary auction), maintain the Classified Advertising section, oversee ad designs, work with the Marketing Division on revenue projects, and work with ad clients and donors to make sure they are happy and connected with Hawkeye.

Policies

As is the case of every Hawkeye policy, there are very important reasons why Advertising Policies are in place. Primarily, these policies keep Hawkeye within the legal and ethical boundaries in which we like to operate.

The Advertising Policy, which is printed in every issue, says that the Hawkeye will not print any advertisement that the Executive Council deems to be factually inaccurate, designed to mislead, deceive, or defraud, contain

malicious, vindictive, or unsubstantiated statements, offer goods or services that are illegal for teens to possess, buy, or use, is libelous or obscene, or that creates imminent danger or disruption to the educational mission of Mountlake Terrace High School.

If there is concern or question, then the advertisement should be addressed to the Executive Council for review. If the Executive Council deems the advertisement to fail any of the criteria, the General Manager should work with the advertiser to remedy the advertisement so it is suitable for print. If there is concern that an advertisement may be controversial, then the Executive Council may seek input from other Hawkeye staff members, the Adviser, MTHS faculty, students, and community.

It is important that all advertisements receive equal consideration and treatment in this respect. Choosing to run one advertisement but not another, if in fact neither fails any of the above criteria, has certain political and legal implications that should be carefully considered. Ultimately, the Executive Council has the right to refuse to print any advertisement.

Without exception, all payments for advertisements must be received no later than 21 days after the issue in which the advertisement appears is distributed. If payment is not received, all discounts or special prices become void. It is important that the advertiser understands this. If payment is not received in a reasonable time, the General Manager may seek legal advice and take legal action against an advertiser who has an account past due. If an advertiser has purchased a "Package" or multi-issue advertisements, it is at the discretion of the General Manager and the advertiser as to when payment must be received by. The date should be no later than 21 days after the last advertisement is published.

When dealing with unsolicited advertisements [advertisers who come to the Hawkeye, rather than a Business Staff member contacting them first], it is important that the advertisement meets the Advertising Policy's criteria, and that the General Manager investigates the credibility of the advertiser to ensure that the business is legitimate.

It is the policy of the Hawkeye to donate one 1/16-page advertisement to any MTHS ASB-sponsored organization or activity per year. If an MTHS ASB-sponsored organization or activity would like to purchase an advertisement, and has not already received their complimentary 1/16-page advertisement in that school year, then the cost of a 1/16-page advertisement should be deducted from the price of the advertisement. Subsequent advertisements for MTHS ASB-sponsored organizations and activities receive a ten-percent discount. If the organization is a part of the school, but not sponsored by the ASB [such as Music Boosters], it will be at the discretion of the General Manager as to whether the organization receives a 10 percent discount. All discounts and complimentary advertisements are in-kind gifts on behalf of the Hawkeye. This service should be appropriately advertised each year to MTHS organizations.

It is the policy of the Hawkeye to charge a nominal fee for designing advertisements. Because the Hawkeye is responsible for everything that it publishes, and for the effectiveness of the advertisement, it is important that the design is professional.

Practices

To keep a business like the Hawkeye afloat, there are several important practices that should be noted:

- It is acceptable for the Business Staff to run "in house" advertisements. For instance, a series of "Advertising in the Hawkeye works! Here's why..." ads would be considered an "in house" advertisement campaign. An ad that featured stories in an upcoming issue, or publicized Hawkeye Online would also be considered an "in house" ad. These types of advertisements should be kept in balance with other paid advertisements printed in a particular issue.
- After an issue is distributed, Business Staff members should contact advertisers and let them know how successful the issue has been. The advertiser should receive several copies of the issue their ad appears in, with a thank you card and a tear sheet of the page the ad appeared on.
- Focus groups should be hosted after every issue, with diverse readers in attendance.
- Each advertiser, or potential advertiser, should have an independent file folder and these files should be organized at all times. In these folders should be a record of any communication [whether it be via telephone, fax, e-mail, etc.], so that any Business Staff member can quickly familiarize his- or herself with the history of the account. A copy of all contracts should also be kept in these files, along with a tear sheet of all published advertisements, for record. Only the General Manager and designated Business Staff members should access these files.
- Daily organization and updating of the budget is also essential to productivity. The General Manager is responsible for ensuring all accounts are settled before the end of the school year.

Leadership

"Leadership is the art of getting someone else to do something you want done because he or she wants to do it."
~Dwight D. Eisenhower

Leadership: Calm in the Storm

From Jill Geisler's column on Poynter Online
More columns can be found at www.poynter.org

1. Be calm when they're nervous.

You set the tone. Journalists tell us repeatedly how much they value leaders who are calm and communicate clearly in crisis. Your steadiness can strengthen others.

2. Get nervous when they're too calm.

Be alert for complacency, overconfidence, or a lack of communication. That's when your radar should tell you to boost your positive energy and theirs. Get people talking, thinking, and sharing.

3. Staff strategically.

Breaking news lures everyone into the first day's coverage. But when all hands are on deck, all hands burn out. Carefully manage your staffing so there are fresh minds rotating through the supervisory process. You don't make good decisions when you're exhausted.

4. Staff creatively.

When the only story is the big story, use all available human resources. Pull people from their routine assignments, from sports to interns to the business side, and bring them into your news effort. When you are working 'round the clock, you need all the help you can get. And you may discover talent you never new was lurking on your staff.

5. Think tomorrow and beyond.

News-loving leaders easily get drawn into the coverage of the moment. Resist the "vortex of today" and be ever looking forward. What does the next shift need? What do the people in the field need tomorrow? What big picture issue does this story call to mind?

6. Know what you're doing, and ask "What are we missing?"

Today's coverage can be so exciting that we narrow our focus. Keep asking questions that challenge the obvious. Why? Why not? Who else? How does that work? Why does that fail? Who are we not hearing from? Interestingly, these questions can apply to the stories your cover as well as your own internal systems and execution.

7. Listen to your people in the field.

You sometimes send people into harm's way. Make certain everyone in your organization is looking out for them and trusting them. Now is not the time to cut corners on anything, from budget to communication. Remember that for every person with a newspaper byline or with broadcast "face time," there are other staffers out there who are equally important. Treat every person in the field with the same appreciation for their effort: photojournalists, producers, engineers, photo editors, reporters. Pay special attention to those—at home and away—who make technical miracles happen to you.

8. Raise problem-solving to an art form.

Even newsrooms that pride themselves on planning run into challenges. Big stories come with surprises. Treat everyone on your staff as a potential problem-solver and celebrate the solutions they provide. Keep a record of the problems and solutions, for inclusion in plans for "next time."

9. Stay human in your coverage and in your approach to staff.

We've learned the important of telling stories through the lives of people affected by the event. We need to be equally attentive to the "people side" of leading. The people on your staff may be worried about their homes and safety. Make certain your newsroom is a place where that matters, and you do something positive about their needs and fears.

10. Keep them fed.

But you knew that already.

Qualities of a good leader
...According to Rachel Sundholm,
Cascades Camp and Conference Center, 2006

A good leader:

• Sees the big picture - In order to be an effective leader, it should go with out saying that you have to know what is going on in your group at any given time.

How does this apply to Hawkeye? Section editors need to understand not only what is going in their section, but also have an idea of what's going in the rest of the paper. That way, if multiple sections are covering the same content, they can collaborate on a package or, at the very least, ensure that they don't print the same information (or teaser).

Likewise, the photo manager needs to be aware of all content, to predict photo needs even before they are requested; the general manager needs to know who has room for ads; the executive editor needs to know not only what is going in the current issue, but also what will be happening in three issues, and so on.

• Has a vision statement - In addition to working on the present, a leader has to plan for what they see happening in the future of the organization.

Hawkeye leadership staff should always be planning a few issue ahead. Section editors can prepare months in advance for content they know is coming (Homecoming, jazz festivals, sports events, etc). The leaders of today define the Hawkeye of tomorrow; it is their responsibility to make it a good one.

• Is a custodian of norms - be an example.

Ghandi said, "Be the change you wish to see." So don't ask someone to do something you wouldn't do—and always strive to be an outstanding staffer, that others will see your example, and follow it.

• Clarifies - Those you lead won't care to follow you unless they know exactly what has to happen and why it needs to be done.

A writer can't write if they don't know why their story is important—and nobody can just do what is asked of them, if they have no incentive to do it. Rather than asking someone to do a job, and trust you that it really is important, tell them why it's important, and I guarantee it, they'll do a better job. There's nothing like feeling important to motivate a staff member to do something well.

• Creates and sustains a safe place - If your organization isn't safe, why should any of your staff members choose to stay there?

Hawkeye has had all kinds of people—from staffers on the verge of insanity, to valedictorians, and quite a few who qualify for both. This diversity makes Hawkeye a breeding ground for dissent. And if the leadership staff can create amity on the staff, then there won't be any need for this next role, which makes your life as a leader much easier.

• Resolves conflict - Dissent happens, so deal with it in a way that will prevent more conflict in the future.

When writers fight over stories, it is their section editor's responsibility to make peace; when business staffers can't agree on who sold a particular ad, the general manager must step in; the list of potential inter-staffer conflict goes on. If two staff members have a personal issue with each other, and it starts to affect their work in Hawkeye, it is the executive council's responsibility to fix the issue to the extent that the staff is peaceable.

• Can be trusted - a leader is in a position to know confidential information, so don't blow it.

If a staffer needs help with something, and they don't want their troubles broadcast to the world, they should be able to go into the Hawkeye room, find one of the leadership staffers that is almost always there, and get the help they need. An editor/manager can become a best friend when no one else is around, but a slip in trust can ruin that bond indefinitely.

Dear Leadership Staff Member:

In order to further the tradition of the Hawkeye and to ensure your continued growth as a young journalist, I would like you to strongly consider and answer the following questions. Thanks for your thoughtful consideration and your commitment to this organization.

~Vincent F. DeMiero, adviser

1. Describe the audience your section of the organization serves: _____

_____

2. What is the specific purpose or mission of your section? _____

_____

3. What are some of the section's traditions upon which you would like to build? _____

_____

4. What are you absolutely committing to cover/accomplish in your section this year? _____

_____

_____

5. What are your goals as they relate to nurturing and building a support staff (writers, photographers, salespeople, etc) for your section? _____

_____

_____

6. What are your individual goals as they relate to your growth as a journalist and a member of the Hawkeye staff? _____

_____

_____

7. When your work is critiqued at the end of the semester, what will be some of the key accomplishments by which you want to be judged? _____

_____

8. What ideas do you have for your section this year? _____

_____

_____

_____

9. What is your commitment in terms of professionalism as it relates to the Hawkeye organization (attendance and behavior at meetings, attention to quality work, furthering the ideals of the Hawkeye, etc)?

_____

_____

"Newspapermen learn to call a murderer 'an alleged murder' and the Kind of England 'the alleged King of England' to avoid libel suits."

~Stephen Leacock

Press Law

The Student Press Law Center's High School FAQs

The questions high school student journalists most frequently ask about their rights

© 2000 Student Press Law Center

[Stolen fair-and-square from www.splc.org and edited for spacing]

Q: Do high school students have First Amendment rights?

A: Yes. As the United States Supreme Court said in 1969, "It can hardly be argued that either students or teachers shed their constitutional right to freedom of speech or expression at the schoolhouse gate." But the First Amendment only prohibits government officials from suppressing speech; it does not prevent school censorship at private schools. A state constitution, statute or school policy could provide private school students with free speech protections.

Q: What is a "public forum for student expression?"

A: A student publication is a public forum for student expression when school officials have given student editors the authority to make their own content decisions. A school can do that either through an official policy or by allowing a publication to operate with editorial independence.

Q: What about underground or independent student publications? Are they protected from censorship?

A: Absolutely. Although public schools can establish reasonable restrictions as to the time, place and manner of distribution of underground publications, they cannot absolutely forbid their distribution on school grounds. Like school-sponsored publications that are forums, a school must show substantial disruption before they can censor an independent publication.

Q: Can a student publication be sued for libel, invasion of privacy or copyright infringement?

A: Yes, and occasionally they are. In such cases the individual reporter and the editor could be held legally responsible. Court decisions indicate that a school which does not control the content of a student publication may be protected from liability.

Q: Can student reporters protect confidential news sources or information?

A: Some states have "shield laws" and others have court-created privileges that protect journalists from having to reveal this kind of information. However, most states have never explicitly applied these laws to student journalists. You should check your state law before making a promise of confidentiality because once you make such a promise, the law requires you to keep it.

Q: Can I use freedom of information laws?

A: Yes. Freedom of information, or "sunshine" laws, require government agencies such as public schools to open many of their official records and meetings to the public. These laws vary from state to state.

Q: Can I use cartoon characters, song lyrics or another publication's photographs in my publication?

A: In most cases, only when you have obtained the permission of the copyright holder. Each of these works is protected by copyright law, which means others can use them only if they have obtained permission. Publishing a credit line does not take the place of permission. There is an exception to copyright law called "fair use" that can apply if you are only taking a small amount of a copyrighted work or if you are using the material along with a news story about it.

When in doubt, check it out with the SPLC. There are a million and one ways to get a hold of the information you're looking for - visit the Web site [www.splc.org], e-mail them or give them a call. They're there to give you free advice. They've worked with the Hawkeye *on cases regarding open meetings, censorship, and the historic Stacey Burns photograph case. They know us, and they like helping us.*

Three Supreme Court Decisions Affecting Scholastic Press Rights

Tinker v. Des Moines Independent School District (1969)

Three high school students from Des Moines, Iowa, were suspended from school for wearing black armbands in protest of the Vietnam War. The students wreaked legal havoc due to their first amendment right to freedom of speech.

The Supreme Court decided that, because the armbands did not cause any disruption from education and did not interfere with the rights of others, the armbands were perfectly legal.

> **"Students in school... do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."**
> ~*U.S. Supreme Court*

In addition to supporting students' freedom of speech, this case brought about doctrine which defends all student rights: "Students in school as well as out of school are persons under the Constitution and do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."

This decision upheld first amendment rights for all high school students, in written speech as well as spoken. High school journalists, however, must still follow the restrictions that are imposed on all journalists. In addition to self-imposed ethics, students must beware of libel, right

Bethel School District v. Fraser (1986)

Bethel School District in Spanaway, Washington suspended Mathew Fraser for what they called a lewd spring election campaign. Fraser had given a speech supporting a classmate running for ASB office beginning, "I know a man who is firm. He is firm in his pants..." The speech went on with other double entendres and potentially obscene suggestions.

The court ruled that because the speech was delivered to a captive audience (defined as an audience that cannot choose to discontinue exposure to the lewd content of the speech), it counted as a disruption to educational procedures.

The Bethel v. Fraser case set back what Tinker did for student rights, though not so much in scholastic print journalism. When something potentially offensive is in writing, the reader may choose to stop reading at any time, or to not begin reading in the first place. Thus, though the case gives a good lesson, Bethel v. Fraser could only potentially apply to Hawkeye students if they were to take up a form of broadcast journalism.

Hazelwood School District v. Kuhlmeier (1988)

Hazelwood directly addresses administrative censorship of a student newspaper, bringing unprecedented focus to high school freedom of the press. The principal of Hazelwood East High School in St. Louis, Missouri deleted two pages of the Spectrum (the content deemed unacceptable included articles on teen pregnancy and the effects of divorce on students).

This case gives administrators the right to censor student publications only under certain circumstances, related to intended audience, quality of content, sponsorship of the publication, the publication's role in the school, and previous policies at the institution.

Censorship which is not covered by Hazelwood by default can have the Tinker standards applied to it. Use the flow chart on the next page to discern whether censorship is allowed in a given situation.

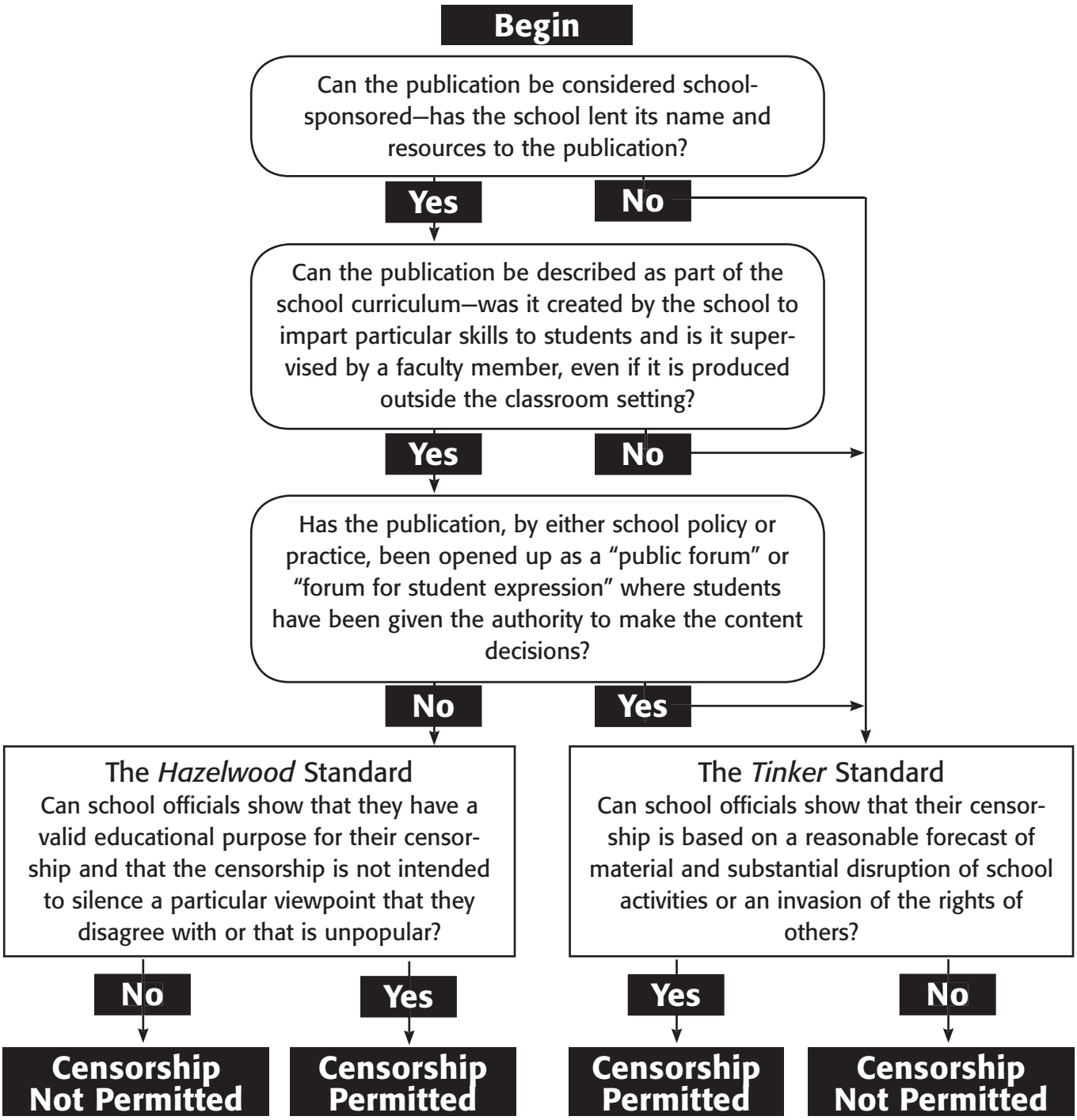
At MTHS, the Hawkeye was established as a student forum (see Editorial Policies, pg. 6), so the Tinker standard applies. Because prior review is not the policy at Terrace, there naturally cannot be much of an issue with censorship. Still, staff members should be cautious not to give the administration or district any reason to request prior review by, for example, causing a material and substantial disruption in the school learning process.

Note: The Washington Administrative Code section on student rights explicitly states, "All students possess the constitutional right to freedom of speech and press" (Section 215.2).

How to know if your case falls under Tinker or Hazelwood

This diagram describes how a court would determine if a particular act of censorship by school officials is legally permissible.

©2001 Student Press Law Center

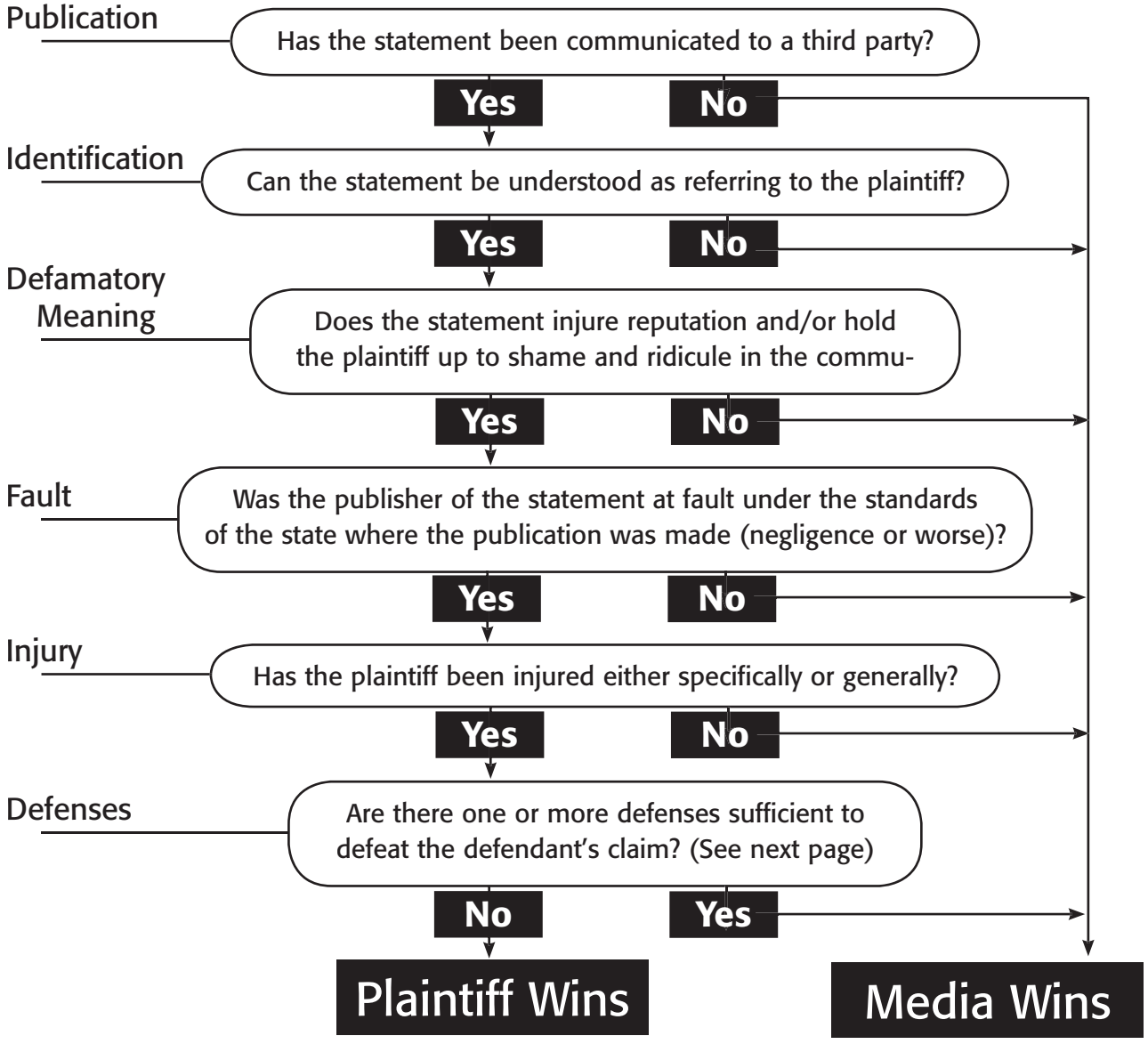


Libel *is the **publication** of **false** statements presented as fact that **harm** another's reputation.*

Many things can lead to libel, among them negligence of a reporter and biased writing; written into the very nature of true libel is that it is the fault of the reporter/publisher. A succesful libel lawsuit brings damages (financial loss), pain to the libeled person, and an overall drop in trust from the readership. Thus, it is every writer, reporter and editor's responsibility to know what constitutes libel and to avoid falling into it.

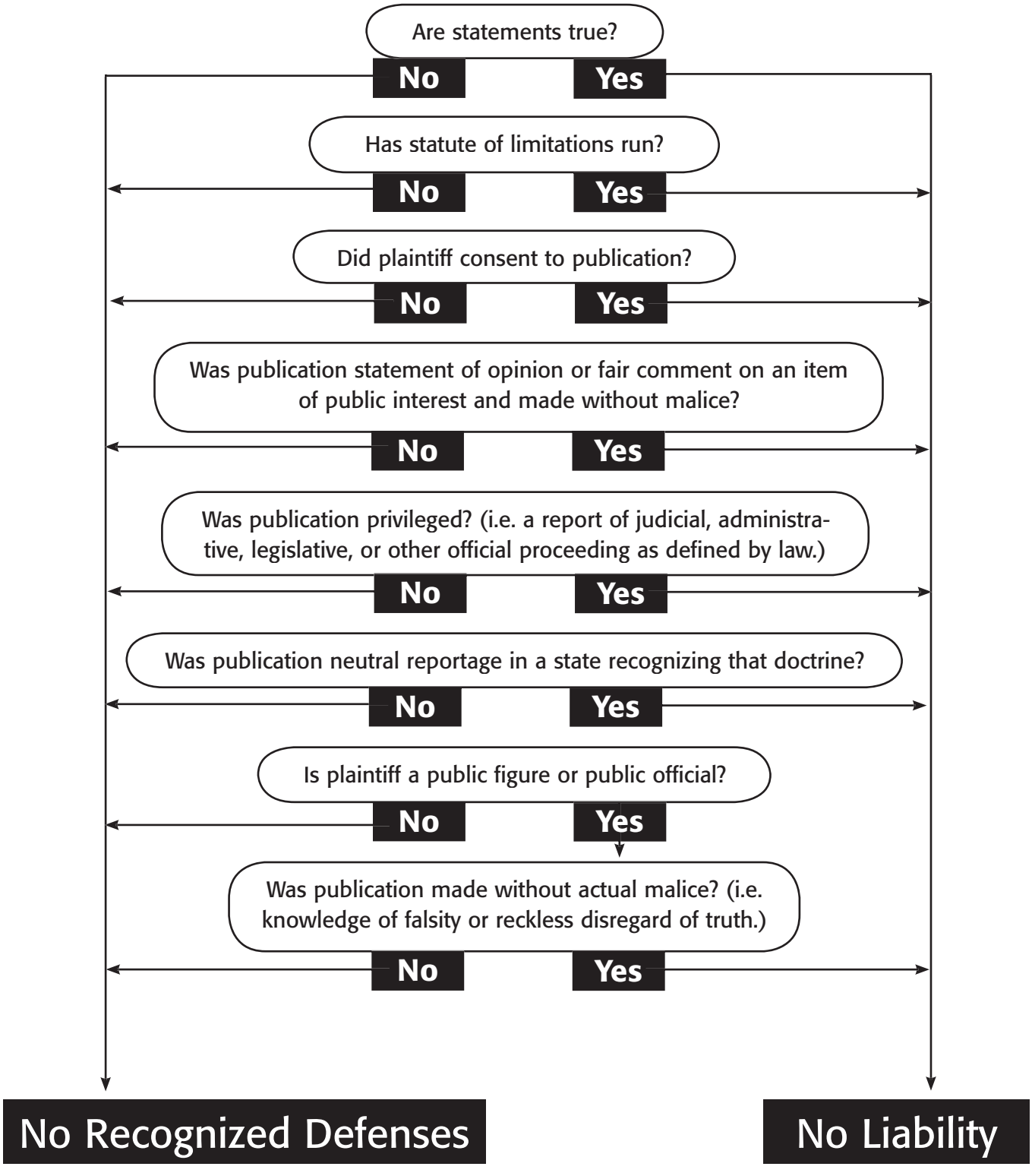
Legal elements a plaintiff must prove to win a libel lawsuit:

(If the plaintiff succeeds at proving all of these, the defendant may still offer defenses listed on the following page.)



Possible defenses to a libel lawsuit:

A lawsuit can only be successful when the defendant has some sort of liability. If you are unsure if it's safe to print something, check these questions. However, when in doubt, it is usually best to leave it out.



Ethics

"The bravest are surely those who have the clearest vision of what is before them, glory and danger alike, and yet notwithstanding go out to meet it."

~Thucydides, Greek historian

Code of Ethics

Society of Professional Journalists®

Members of the Society of Professional Journalists believe that public enlightenment is the forerunner of justice and the foundation of democracy. The duty of the journalist is to further those ends by seeking truth and providing a fair and comprehensive account of events and issues. Conscientious journalists from all media and specialties strive to serve the public with thoroughness and honesty. Professional integrity is the cornerstone of a journalist's credibility. Members of the Society share a dedication to ethical behavior and adopt this code to declare the Society's principles and standards of practice.

Seek Truth and Report It

Journalists should be honest, fair and courageous in gathering, reporting and interpreting information.

» Test the accuracy of information from all sources and exercise care to avoid inadvertent error. Deliberate distortion is never permissible.

» Diligently seek out subjects of news stories to give them the opportunity to respond to accusations of wrong-doing.

» Identify sources whenever feasible. The public is entitled to as much information as possible on a sources identity.

»Always question sources' motives before promising anonymity. Clarify conditions attached to any promise made in exchange for information. Keep promises.

» Make certain that headlines, news teases and promotional material, photos, video, audio, graphics, sound bites and quotations do not mis-represent. They should not oversimplify or highlight incidents out of context.

» Never distort the content of news photos or video. Image enhancement for technical clarity is always permissible. Label montages and photo illustrations.

» Avoid misleading. re-enactments or staged news events. Label them if they are necessary.

» Avoid undercover or other surreptitious methods of gathering information except when traditional open methods do not yield information vital to the public. Use of such methods should be explained as part of the story.

» Never plagiarize.

» Tell the story of the diversity and magnitude of the human experience boldly, even when it is unpopular to do so.

» Examine your own cultural values and avoid imposing those values on others.

» Avoid stereotyping by race, gender, age, religion, ethnicity, geography, sexual orientation, disability, physical appearance or social status.

» Support the open exchange of views, even views you find repugnant.

» Give voice to the voiceless; official and unofficial sources of information can be equally valid.

Distinguish between advocacy and news reporting. Analysis and commentary should be labeled and not misrepresent fact or context.

Distinguish between news and advertising and shun hybrids that blur the lines between the two.

» Recognize a special obligation to ensure that the public's business is conducted in the open and that government records are open to inspection.

Minimize Harm

Ethical journalists treat sources, subjects and colleagues as human beings deserving respect.

»Show compassion for those who may be affected adversely by news coverage. Use special sensitivity when dealing with children and inexperienced sources or subjects.

» Be sensitive when seeking or using interviews/photographs of those affected by tragedy or grief.

» Recognize that gathering and reporting information may cause harm or discomfort. Pursuit of the news is not a

SPJ Code of Ethics, cont'd

license for arrogance.

» Recognize that private people have a greater right to control information about themselves that do public officials and others who seek power, influence or attention. Only an overriding public need can justify intrusion into anyone's privacy.

» Show good taste. Avoid pandering to lurid curiosity.

» Be cautious about identifying juveniles suspects or victims of sex crimes.

» Be judicious about naming criminal suspects before the formal filing of charges.

» Balance a criminal suspect's fair trial rights with the public's right to be informed.

Act Independently

Journalists should be free of obligation to any interest other than the public's right to know.

» Avoid conflicts of interest, real or perceived.

» Remain free of associations and activities that may compromise integrity or damage credibility.

» Refuse gifts, favors, fees, free travel and special treatment, and shun secondary employment, political involvement, public office and service in community organizations in thy compromise journalistic integrity.

» Disclose unavoidable conflicts.

» Be vigilant and courageous about holding those with power accountable.

» Deny favored treatment to advertisers and special interests and resist their pressure to influence news coverage.

» Be wary of sources offering information for favors or money; avoid bidding for news.

Be Accountable

Journalists are accountable to their readers, listeners, viewers and each other.

» Clarify and explain news coverage and invite dialogue with the public over journalistic conduct.

» Encourage the public to voice grievances against the news media.

» Admit mistakes and correct them promptly.

» Expose unethical practices of journalists and the news media.

» Abide by the same high standards to which you hold others.

Questions to ask when you meet an ethical dilemma on deadline:

1. What do I know? What do I need to know?

2. What is my journalistic purpose?

3. What are my ethical concerns?

4. What organizational policies and professional guidelines should I consider?

5. How can I include other people, with different perspectives and diverse ideas, in the decision-making process?

6. Who are the stakeholders—those affected by my decision? what are their motivations? Which are legitimate?

7. What if the roles were reversed? how would I feel if I were in the shoes of one of the stakeholders?

8. What are the possible consequences of my actions? Short term? Long term?

9. What are my alternatives to maximize my truth-telling responsibility and minimize harm?

10. Can I clearly justify my thinking and my decision? To my colleagues? To the stakeholders? To the public?

By Bob Steele, Poynter online, 2000

Eleven Elements of Excellence

Tips on good journalism from The Seattle Times

1. Work with purpose and with passion.

Know why you're doing what you're doing. If you're not sure, ask. Don't be afraid to challenge an assignment or an assumption—if you have a better idea. Our mandate is not to shoot down ideas, but to consider a variety and choose the best. Ask yourselves and others: "What good does it do?" Once the path is chosen, go at it with gusto.

2. First identify questions, then find answers.

Good journalism always starts with clear questions. Work from questions, not from conclusions, and be open to finding answers that will surprise you and readers.

3. Have a point, and make it.

Readers should not have to understand what we're trying to say with a story, photo, or graphic. Help them. Write with clarity and with the authority earned by good, thorough unbiased reporting and editing. Strive for crisp and active leads, strong summary paragraphs, jargonless language and unified story packages that bring headlines, cutlines, photos and graphics together in powerful harmony.

4. Turn deadlines into an advantage.

Whenever possible, get today' news into today's paper. Anticipate what will be covered by the competition, both print and broadcast, and go beyond that. Use our turnaround time to give readers depth and understanding they can't get anywhere else, and help them understand what's likely to happen next.

5. Leave the pack behind.

When a crowd of reporters is headed in one direction, that's often a signal for us to go another. Chances are there's a great counter-intuitive story or photograph to be had by taking a road less traveled. Look for patterns in news, and look for ways to distinguish the significant from the trivial. Emphasize the "why" of news, and provide context to help readers understand how it affects them.

6. Kick butt and call readers to action.

Look for stories that compel readers and community leaders to act. Challenge authority. Give voice to the powerless. Right wrongs.

7. Help build community.

In our increasingly diverse and fragmented world, we have a special role and opportunity to bring people together. Look for those trends—social, cultural, emotional—that transcend race, age, religion, politics and geography.

8. Venture from your comfort zone.

Seek out perspectives different than your own, both in the newsroom and in the community. Take advantage of and honor our diversity.

9. Respect readers, each other and yourself.

Our readers are intelligent, informed, active people. Our work should show we respect their intelligence and their time. The way we work should show we respect each other, and the quality of our work and our conduct should show we respect ourselves.

10. Think rain, trees, fish, airplanes, software and coffee.

We live in one of the world's remarkable places, and the pages of our newspaper should reflect that each and every day. Our readers should be able to pick up the paper and know instantly: this ain't Indianapolis. Each day, we should strive to provide a sense of place, to introduce readers to important and interesting people, to be the authoritative voice on the news of the day, to be the national leader on our franchise coverage areas.

The Hawkeye is the only newspaper serving specifically the Mountlake Terrace High School community. An impartial reader should be able to pick up a copy of the Hawkeye, immediately understand the community it serves, and—rather than think "Oh, this was obviously made by high school students"—wonder why a professional organization would focus so closely on a high school.

11. Take risks—and have fun.

Every day, push yourself and your colleagues to do better journalism. Today's standards are a platform, not a destination. Together, let's push our profession to new levels. We'll have fun doing it, and readers will sense our enjoyment and share in it.

Hawkeye Journalistic Process

In this section you will find:

• *Hawkeye Newspaper, pg. 62* •
• *The Web site: www.theHawkeye.org, pg. 63* •
• *FACES, Feature Magazine, pg. 64* •

HAWKEYE Newspaper

"Newspapers are almost always quite mistaken about everything."

~Matthew Pearl, The Poe Shadow

The Press Cycle

- Observe happenings around the school/ community - what can/should we cover?
- Recall previous content - is there something we can/should follow up on?

Ongoing

→

- Brainami
- Assign content

First week of content cycle

↓

- Writers work on stories
- Section editors submit photo/ graphic requests & begin dummying pages
- Photo manager assigns photo missions

First & second weeks of press cycle

→

- Packages coordinated
- First drafts of stories due

Two and a half weeks before deadline

↓

- Advertisement sales due
- Photo assignments and graphics completed
- Final drafts of stories due

One week before deadline

↓

- Writers apply final edit to copy
- Editors layout pages

Five to two days before deadline

→

- Section editors submit pages to executive editor for review
- Sections are edited and completed

Three to one day(s) before deadline

↓

- Adviser advises on final content
- Executive editor gives final approval and sends pages to publisher

Deadline

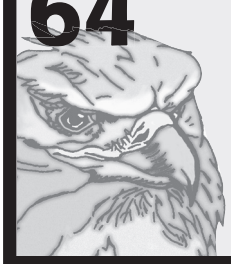
"Internet is so big, so powerful and pointless that for some people it is a complete substitute for life."
~Andrew Brown

Web site

Web Content Flow

These activities overlap, such that both "weeks" are happening at the same time. Suppose you have weeks A and B. The process for what will go online Friday of Week B begins on Tuesday of Week A, and so on.

	Week One	Week Two
Monday	• All staff members consider what can/should be covered in the following week's online edition	• Writers work on stories • Photographers and graphic designers do exactly as their names imply (Continued)
Tuesday	• Brainami Content for the next two weeks • Assign stories/photo missions	
Wednesday	• Writers work on stories • Photographers and graphic designers do exactly as their names imply	• All content due to section editors by 3 p.m. on Wednesday (except for sports scores and other last minute things)
Thursday		• Section editors edit content and give to Web manager • Web manager and executive editor go over content to ensure quality, and to package for placement
Friday		• Web manager gives packaged material to Web designer, who places it on the Web by 5 p.m. Friday



FACES

"Who could tell what forms, what visions, what faces, what forgiveness he could see in the glow of the west!" ~Joseph Conrad

History

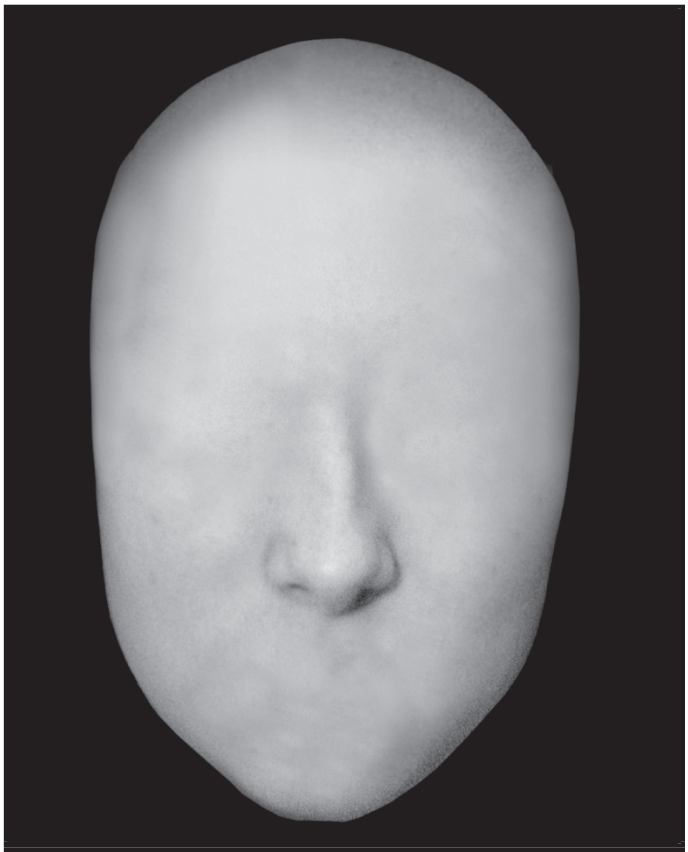
The inaugural issue of FACES magazine debuted in spring of 2001. A FACES release party was held in the staff lounge at MTHS, and advertisers, school board members, faculty, HAWKEYE staff members, and friends of the HAWKEYE attended.

At the time of its release, no other scholastic publication paralleled its content, design, or overall concept. The idea of an in-depth and trendy magazine originated during the 1999-2000 school year and materialized under the leadership of Executive Editor/Editorial Director Pamela DeFino ('02) and General Manager/Art Director W. Joe DeMiero ('01). The inaugural issue placed 10th in the Newsmagazine category at the bi-annual NSPA/JEA convention a year later.

The second issue of FACES featured literally thousands of MTHS students' photos on the cover—embedded as a mosaic in four FACES staff members' pictures. The staff members each represented a class of students: Alex LaCasse, freshmen; Vi Phan, sophomores; Nico Moscoso, juniors; and Amanda Darby, seniors. Randi Irby, a junior, served as the editor.

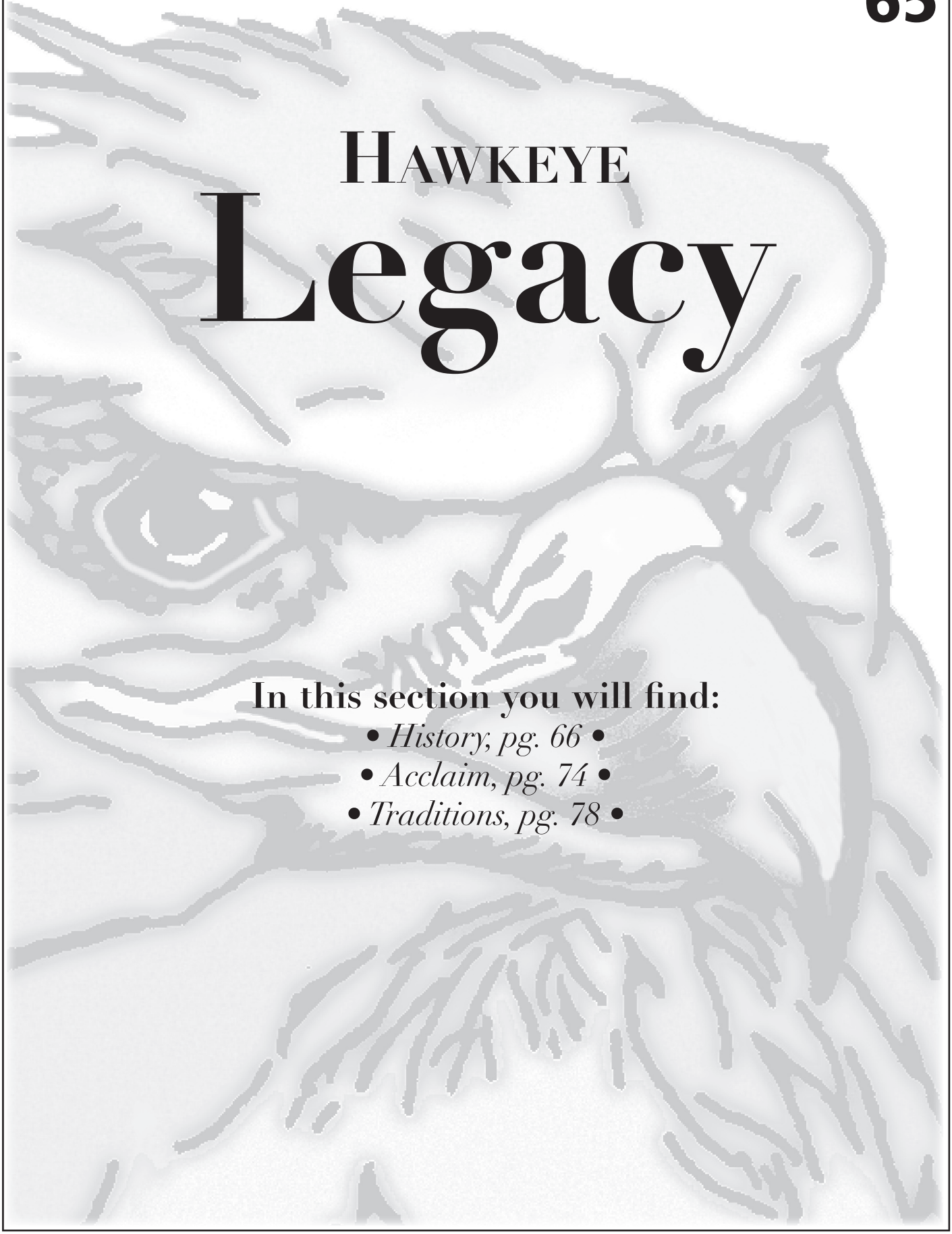
Mission

FACES magazine provides the student body with a humanistic, in-depth look at a variety of subjects from diverse perspectives.



The inaugural cover was created by W. Joe DeMiero ('01) by merging a photo of a face with the head of a bald person. Then, using several tools in Photoshop, the facial features were removed. The cover was intended to be slightly ironic, given the publication's name. And, the idea was to make the face applicable to any ethnicity and either gender.

Hawkeye
Legacy



In this section you will find:

• *History, pg. 66* •
• *Acclaim, pg. 74* •
• *Traditions, pg. 78* •

History

"Some people make headlines while others make history."
~Phillip Elmer-DeWitt

Over the course of nearly four decades, the Hawkeye has served as a voice and a guide for the students of Mountlake Terrace High School and the Mountlake Terrace community. In that time, it has grown from a simple four-page paper to a full-size newspaper that is recognized nationally for its commitment to quality, accuracy, journalistic integrity and professionalism; survived budget cuts, new advisers, name changes and threats of contempt of court charges; sparked the careers of successful teachers, journalists and editors; and developed into a true open forum—a place where the students, staff and community of MTHS can converge to express opinions and solutions to problems facing the local and global society around them. The Hawkeye has truly become, in accordance with their mission statement, a "quality, thought provoking publication."

The first Hawkeye was published in 1961 under the leadership of Adviser Gene Adams, now an administrator at Whitman College. At that time, the Hawkeye came out with bi-monthly, four-page editions on five-column sheets and was produced by an MTHS class. The only leadership position was that of a single editor, filled first semester by Sharon Fell and second by Steve Durst.

In the 1962-63 school year, the Hawkeye gained Adviser Robert Merrill and two new editors. Leadership staff positions in Hawkeye evolved to include editor in chief, associate editors, news editor, feature editor, sports editor, business manager, in addition to photographers and reporters.

The following year, under the direction of Adviser Sandra Gleason, that the position of copy editor was added.

In 1965-66, Editors Randa Carbary, Becky King and Chuck Brickell produced 18 issues during their 4th period Hawkeye class. At that time, in order to be a part of the Hawkeye, a semester of journalism was required. That year also marked the first year the business department used contracts.

This is one of the earliest known photos of the Hawkeye at work. It shows the 1962 staff, with premier editor Sharon Fell inset.

Adviser Mike Sullivan took over the paper in 1966, at which time, the Hawkeye became responsible for several fund-raisers including car washes, bake sales, cotton candy sales and dances, in addition to their ever-present ad sales.

Following a redesign in 1967, the Hawkeye continued to prosper under Sullivan until 1969, when school and district budget cuts forced the paper out of business. The cuts meant the end of an era for the staff, but though it was down for the moment, the Hawkeye definitely was not out.

In 1973, under Adviser Don Timmerman, the Hawkeye came back with a monthly paper, which marked the first use of waxing and graphic art in the Hawkeye.

Timmerman and the students kept the paper alive until 1976, when it again hit the budget chopping block.

There was no student newspaper at Terrace until 1983, when Adviser Joan Bennet and Editor Magaret Baldwin introduced "The Terrace Times." This DECA-sponsored venture lasted just a

year, and the name didn't stick. When the paper returned, again under Timmerman in 1985-86, it was called the HAWKEYE again.

Enter Vince DeMiero.

Timmerman kept the beast alive until 1988, when current Adviser Vince DeMiero brought a fresh perspective to the staff. But DeMiero, who fell short of being a miracle worker, was not well received. When he assembled his first staff, he was surprised to find that very few upperclassmen were willing to work with the new adviser, and thus appointed sophomore Dawn Benish the editor in chief.

After two years of producing the newspaper with Benish, DeMiero decided to take a year off teaching to get his master's degree at Washington State University in 1990.

The year DeMiero was absent was certainly one of the most eventful in HAWKEYE history. With interim Adviser Jim Norton, HAWKEYE went through one of the most controversial years of the paper's existence.

On February 25, 1991, Norton fired the entire staff—including Editor in Chief Mike McLaughlin—announcing, "The HAWKEYE is no more... we are creatively and intellectually bankrupt." The staff was given a chance to reapply, and Dawn Benish, by then a senior, returned as editor in chief. Later that spring, Norton became outraged when obscene sounds were discovered on HAWKEYE computers. He imposed several limits on the paper and the entire staff resigned shortly after. The last edition of the HAWKEYE that year was printed by the beginning journalism class, with Norton serving as both adviser and editor in chief.

The 1984 staff of the Terrace Times, which ran for a single year as a DECA-run publication while HAWKEYE was out of business due to budget cuts.

The paper was slow to restart upon DeMiero's return. However, although 1991-92 began with 4- and 8-page papers, the year ended on a more positive note. Sophomore Editor Rachelle Hein, junior Eric Darnall and freshman Chris Fulton led the team to an extremely strong '91-'92.

The staff started with four- and eight-page papers, but was able to move toward a stronger 1991-92 through the leadership of sophomore editor

Continued on next page

This flag was introduced in the 1987 volume of the HAWKEYE.

The 1992 HAWKEYE staff - This photo includes three HAWKEYE editors in chief: Eric von Darnall (92-93), on the far left of the front row; Rachelle Hein (91-92), front and center with the UW sweatshirt; and on the far right of the back row, Chris Fulton (93-94).

Rachelle Hein, as well as that of junior Eric Darnall and freshman Chris Fulton.

With Eric Darnall as editor in chief in 1992-'93, Chris Fulton as managing news editor and Rachelle Hein reviving the literary magazine "Esoteros," the HAWKEYE team was incredibly successful. Esoteros was published both as a regular pull-out and as a book.

In 1993-94, Editor in Chief Chris Fulton and Managing News Editor Stacey Burns, both juniors, led the staff to HAWKEYE's first Journalism Education Association and National Scholastic Press Association's national convention in Portland, Oregon. HAWKEYE placed tenth in the Best of Show competition, and several individuals received awards.

The HAWKEYE also competed in the National Quill and Scroll competition for the first time that year, yielding two winners and DeMiero was named the Washington Journalism Education Association's distinguished adviser.

In 1994, HAWKEYE affiliate Geremia Doan drew the hawk-head logo that stayed in use through the next decade. During a later trip to Germany, Larry Harnden had a relief sculpture made of the logo, which now resides on the HAWKEYE Honor Wall.

Editor in Chief Stacey Burns took the helm in 1994-95, and HAWKEYE took seventh JEA/NSPA convention in San Diego along with an unprecedented 12 individual awards. Three HAWKEYE journalists also competed and won in the National Quill and Scroll competition.

At the WJEA conference, HAWKEYE took second in the state. The WPA awarded the HAWKEYE second place in the state in the category of general excellence. Seven individual staffers won accolades, three of which were first place awards. DeMiero was named WJEA's Adviser of the Year and won first place in WPA's Communicator of the Year competition.

In the 1994-95 school year as well, the HAWKEYE was the in the media spotlight after two staffers took photographs of a brawl in the student parking lot. Though local police wanted the photos as evidence, Stacey Burns and the HAWKEYE Editorial Board decided not to turn them over on the grounds that doing so violated the journalistic integrity of the paper. After being issued a subpoena, the Burns took the matter to the Snohomish County Superior Court in an attempt to drop the subpoena which ordered her to turn over the negatives. The judge, however, denied Stacey's request and agreed to let an appeals hearing occur before a contempt of court hearing.

An appeal to the Washington State Supreme Court was denied by the court clerk and the issue was sent back to the county. After more than a year, the prosecutors decided not to pursue the issue any longer, so, technically, Burns remains in contempt of court to this date. The case brought the HAWKEYE, Burns, and the Editorial Board a great deal of national attention. As the only high school journalist to ever be subpoenaed and brought up on contempt of court charges, Burns set a precedent for student journalists across the country.

Larry Harnden placed first in the nation in feature photography, while Jeff Nusser placed third in the nation in sports writing. The NSPA/Associated Collegiate Press/Student Press Law Center Scholastic Press Freedom Award was given to Stacey Burns for her handling of the legal situation regarding photos taken of a campus altercation. Bradey Day earned an Honorable Mention in the On-Site News Write-offs. Adviser Vince DeMiero was named one of four Dow

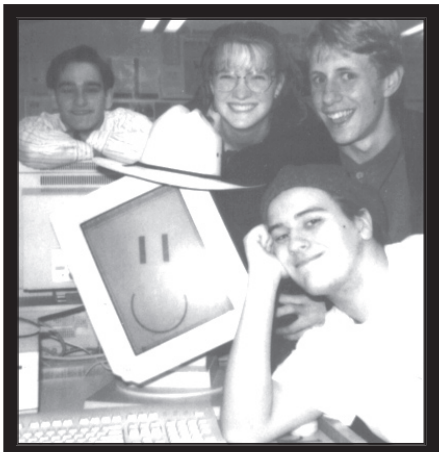
Jones Distinguished Advisers.

At the JEA/NSPA national convention in San Diego, the HAWKEYE placed seventh in the Best of Show category. Mike Watters was the only student in the nation to score a Superior in News/Magazine Layout. Stacey Burns, Simon Farretta, Sara Lamson, and Amy Colton all received excellents. Joey Roberts, Lindsay Nall, Kashi McGilloway, Jeff Nusser, and Diane Phan earned Honorable Mentions.

The HAWKEYE earned second in the Best of Show competition at the WJEA state conference, where Vince DeMiero was named Adviser of the Year and Stacey Burns was named Runner-up for Student Journalist of the Year. Jeff Nusser received a Superior in Sports Writing and Larry Harnden received a Superior in Carry-in Photography. Simon Farretta and Lindsay Nall received Honorable Mentions in Editorial Writing and Review Writing, respectively.

The paper received second place in General Excellence from the Washington Press Association. Three staff members received first place awards. Mike Watters in Single Graphics, Geremia Doan in Editorial Graphics, and Ray Quan in News Writing. Heather Presler won third place in Editorial Graphics. Three Honorable Mentions were given to staff members, including Stacey Burns for Regular Columns, Larry Harnden for Sports Photos, and Lindsay Nall for A&E Writing. Adviser Vince DeMiero was named Communicator of the Year for faculty advisers of student publications in secondary schools.

The HAWKEYE placed first in the General Excellence competition from the Society of Professional Journalists. Stacey Burns and the HAWKEYE received the Susan Hutchison Bosch Award for journalistic courage and leadership, referencing her refusal to turn over negatives to the police. This was the first time a student or scholastic publication won the award.



In 1995, the HAWKEYE purchased several new computers, including this Radius Pivot monitor. Pictured from left to right are Production Manager Scott Bush, Editor in Chief Stacey Burns, Photo Editor Larry Harnden and Feature Editor Mike Watters, all graduates of 1995.

In the International Quill and Scroll Writing and Photography Contest, three staff members won awards. Joey Roberts for his Sports Writing, Chris Fulton for In-Depth News Writing and Scott Bush in Advertisement Design.

The HAWKEYE placed first in the state in the Best of Show category at the WJEA State Conference. Three staff members, Ryan Sadoski, Kelly Nelson, and Kristine Nelson were awarded Honorable Mentions in the On-Site Write-offs.

At the 1996 JEA Spring Convention in San Francisco, the HAWKEYE placed third in the nation for papers 17 or more pages. Of the 19 HAWKEYE staff members who participated in on-site write-offs, eight were given Honorable Mentions, four were awarded Excellents, and Ryan Sadoski won a Superior in Sports Writing. Stacey Burns and the 1994-95 Editorial Board were named finalists for the JEA Student Impact Award, for their handling of the campus altercation photos.

The Washington Press Association named the HAWKEYE Editorial Board first in the state for its editorial, "Don't blame district for budget cuts." This same editorial was later sent to the National Federation of Press Women where it placed first in the nation. The WPA also named Eric Nusser first in the state for Sports Photography and second for News Photography. Myla Wilson placed third in the state in A&E writing. The HAWKEYE as a whole was awarded first in the state in the General Excellence category.

The Society of Professional Journalists awarded the HAWKEYE first place in the 1995 Excellence in Journalism Competition.

After graduating 23 seniors from the HAWKEYE in 1995, the '95-'96 staff knew they would have a great deal of rebuilding to do. Under the leadership of Editor in Chief Lindsay Nall, it didn't take long.

Attending the fall JEA/NSPA convention for the first time, DeMiero, Nall, Jonelle Sage, Joey Roberts and Bradey Day joined former staff members Mike Watters and Stacey Burns in Kansas City where the HAWKEYE placed second in the nation in Best of Show for papers between nine and 12 pages. HAWKEYE was also named a finalist for the national Pacemaker Award, which is given each year to a publication whose ongoing coverage actively plays a huge role in the school community.

Continued on next page

The 1995-96 school year brought forth a story unprecedented in Hawkeye history: five former MTHS students were implicated in a murder of a student from Cascade High School. The student was pushed off a train trestle crossing the slough in nearby Blythe Park. The experience of covering the story led the Hawkeye to write a staff editorial about the unprofessional practice of the so-called professional media, whose reporters tried to ask the Hawkeye staff covering the story about the incident. The team who worked on the story—Editor in Chief Bradey Day, Managing News Editor Joey Roberts, Head Photographer Eric Nusser and Managing Editorial Editor Simon Farretta received the Los Angeles Times News Story of the Year Award for their incredible coverage.

The Hawkeye was honored with its first National Pacemaker Award ("the Pulitzer Prize of scholastic journalism," as NSPA Director Tom Rolnicki described it), for its work in 1996.

Vince was named one of four Dow Jones Newspaper Fund National High School Journalism Distinguished Advisers of the Year.

At the NSPA fall convention in Chicago the Hawkeye won first place in the Best of Show contest. And you can ask Vince about the shoe-shine incident.

The Hawkeye also received first place in the AAA division of the Washington Traffic Safety Commission/DSHS/DAHA Journalism Contest in 1997 and the grand prize in this first-ever state competition focusing on coverage of drugged driving. The Hawkeye again placed first in the nation in the Best of Show contest at the 1997 fall convention in St. Louis. Former Editor Mike McLaughlin student taught with DeMiero and accompanied the Hawkeye to St. Louis.

Hawkeye hosted the 1997 WJEA state convention at MTHS.

In 1998, Hawkeye served as the host newspaper for the JEA/NSPA spring convention in Seattle, and Vince served as the local organizing chairman. Under the editorship of Adam Jude Hawkeye received third place at the Spring Convention in Albuquerque. The Hawkeye was also a finalist for the National Pacemaker Award. Adam Jude was named the Lu Flannery Washington State Journalist of the Year and was a finalist for the National Student Journalist of the Year award.

The 1996 staff in San Francisco, after the JEA awards ceremony. Standing is front of Vince DeMiero on the far right is two-year editor in chief Adam Jude, then a freshman.

W. Joe DeMiero took the editorship in 1999-2000, starting the staff strong with a redesign of the paper. Teasers spanned the left edge of the front page, a look that was coveted by many papers in years to come. Due to an innovation from J.G. Homan (class of 1998), Hawkeye editors started using Quark to design their pages.

The staff retreat was held at Timberline Meadows Lodge in Mazama, WA, for the first time. Frank DeMiero's presentation was fantastic, as it is every year. Frank's highly anticipated presentations have been on topics such as ethics, teamwork, integrity, synergy, and love. The landscape of Mazama would become eternally entwined with the many elements and principles the Hawkeye staff works and lives by (kind of like feng shui).

While the year began in a Zen-like manner, it would not stay that way for long as the staff soon found themselves in a role which they had never played before. Not only were they journalists, they would soon become activists.

The Editorial Staff took a stand against teen smoking with a four-page issue dedicated to kicking the habit. The Smoke-out was printed to warn the many students who smoked that the surgeon general's warning was to be taken seriously.

While students were encouraged to kick the habit, the Hawkeye was kicked out of several open meetings by school administrators. Of course, the Executive Council did not take this boot to the behind lightly and sought to educate the administration on laws regarding open meetings in schools (check out www.access.wa.gov and learn for yourself about the Sunshine Ordinance). Because administrators and faculty are public employees acting on behalf of the state, and since

any state agency that holds a meeting where a vote is taking place regarding the public is open to the public, faculty meetings cannot be deemed private. However, if a meeting is to be declared private, it must be declared private in writing 24 hours before it takes place.

The series of meetings in question concerned the institution of a new class schedule, which could have put limitations on the cocurricular activities in which students could participate. At the time, the Executive Council found itself in a precarious situation. The administration was close to putting a new bell schedule into effect without parent or student input. In an unprecedented Executive Council decision Hawkeye printed a four-page special edition revealing the details of the administrative plan and urging parents to make their opinions known at the usually low-attended parent meetings and for students to write letters to the editor. The response was incredible.

Hawkeye staff members received several individual recognitions throughout the year, including the selection of Kathryn Douma and Xuan Che to the Seattle Times All Star High School Journalism Staff. Kathryn Douma was also selected as one of two editors for HighWired.com's National Edition's Senior Section. Adviser Vince DeMiero was named to the ten-member board of the JEA's Student Press Rights Commission, and HighWired.com's prestigious national advisory board. The Hawkeye placed first in the American Scholastic Press Association's spring competition, and second runner-up at the WJEA State Conference in Auburn. This year's staff was also recognized with a Pacemaker nomination, and a tenth place in Specialty Papers at the spring convention in Anaheim.

The 2000-01 Leadership staff retreat proved to be productive, educational, enlightening and just a little bit gassy. Thanks to FANs coordinator Carma DeMiero, everyone was well fed.

The new millennium greeted the Hawkeye with new accolades and new challenges under the editorship of Pamela DeFino. Due in part to the leadership of the Hawkeye, Terrace became one of the first nine recipients of the First Amendment Schools Award, a joint effort of the SPLC and Freedom Forum. This represented a victory over all of the many challenges the Hawkeye staff faced in previous years and their unrelenting will to provide the MTHS community with thought-provoking publications. In honor of the award, the Hawkeye Editorial Staff pledged to cover issues relating to student rights and printed a First Amendment special edition, which placed fourth in the nation at the spring convention in San Francisco; the newspaper placed fifth in the nation in the Best of Show category.

This convention trip was notable for another reason. Adviser Vince DeMiero developed a bleeding ulcer in San Francisco that rendered him M.I.A. for nearly the entire convention trip—and for several weeks after. Thanks to chaperones Jon Ummel, Kimberly Nelson, and Scott Bush, the show went on.

That year, the Hawkeye also covered the latest information on the Gates Grant , and the very controversial suspension of a starting forward on the undefeated men's basketball team due to an incident involving drugs and alcohol. The Herald also printed a Hawkeye staff editorial on the unrealistic expectations of the WASL on students and teachers.

2001 was also a Hawkeye restructuring odyssey, the Executive Council created an entirely new educational program by instituting the Levels System, with the mission that all Hawkeye staff members should be well rounded and

Continued on next page

The Gordon McLaughlin Honor Wall was dedicated in 2001 to hold Hawkeye's tradition of excellence.

equally adept in photography, writing and business matters. The grading policy was revamped and a staff contract emerged as well. A business staff of roughly 15 people flourished and raised upwards of $10,000, setting a new standard for advertising revenue.

The business staff embarked on several ground-breaking projects, including starting "Focus Groups" (many thanks to staffer Carly Rogers-Dayton), which gathered readers' responses and feedback after each issue. Projects such as these prompted state recognition, and the business staff was asked to present on these topics at the WJEA State Convention.

This year also brought forth the inaugural issue of FACES. This feature magazine was the first of its caliber in the world of high school journalism. It featured difficult topics from the loss of a parent to light-hearted eye candy like the latest fashion trends. It was a break from the hard news the Hawkeye was used to covering and a new medium for high school media.

Hawkeye held two retreats that year, a winter retreat for the entire staff and a retreat for the leadership staff in the summer. Hawkeye finally received a new computer lab of Macintosh G4s (the fastest computer in the Hawkeye room the year before was a glorified calculator). At this point, photography became purely digital (though there were no robotic maids to clean up the room, which would have been far more useful).

Executive Editor Pamela DeFino and General Manager W. Joe DeMiero started the first-ever student-run organization for student journalists in Washington state—the Washington Student Journalists Association. After presenting the idea to the WJEA Board in December of 2000, and receiving an overwhelming amount of positive feedback, DeFino took the organization on as her senior project. The Hawkeye was the first host school for the WSJA, and after DeFino graduated in 2002, the organization was passed on to President James Eberlein and the JagWire at Emerald Ridge High School.

DeFino and DeMiero presented the philosophy of the WSJA to several hundred student journalists at the 2001 WJEA State Convention. The presentation featured a recorded parody of the popular Budweiser "Waasup!" commercial: members of the Hawkeye staff (who wish to remain anonymous) filmed their own "Waasjaa!" commercial. Although the initial response from students was less than stellar, Scott Bush liked the commercial a lot, and that's all that really matters.

Following this, the 2001-2002 school year opened with another redesign: a tab format on inside pages and a much bolder masthead, again under editor Pamela DeFino. The Bill and Melinda Gates Foundation Reinvention Grant continued to be an important issue as the school began to work on creating smaller learning communities, which would divide students into small schools within MTHS with the hope to improve student retention.

For the first time the Diversity and Community Awareness Committee provided students with the forum for grievances (other than the Hawkeye Opinion section, of course), which the Hawkeye Executive Council participated in and supported.

At the NSPA Fall Convention in Boston, the Hawkeye placed second in Best of Show, and FACES placed tenth in the Newsmagazine category (when it competed at the fall convention in Boston in 2001 it had to be placed in the newsmagazine category because no feature magazine category was offered).

One goal of the staff was to improve the Hawkeye's relationship with Terrace administration. For the first time in Hawkeye history, an administrator, Principal Mark Baier, spoke at the WJEA State Convention, which was hosted by Hawkeye at MTHS. This was

a great step in the right direction. The Hawkeye alumni and staff were integral in the success of the convention by taking care of the necessary organization, by hosting symposia and by serving on a student press rights panel. This year was also marked by the Hawkeye's second National Pacemaker Award.

The Hawkeye Alumni Association was founded in 2002 as an extension of FANs. "Activating the 'A' in FANs" was the inaugural motto. The first staff reunion took place at Edmonds City Park and a comprehensive historical database began. There had been by this point approximately 350 members of the Hawkeye staff under advisers Vince DeMiero, Jim Norton and Don Timmerman.

For the following two years, Sarah O'Hara served as the Executive Editor of the Hawkeye, bringing with her the infamous Kay O'Hara, FANs extraordinaire and surrogate Hawkeye mother. Under O'Hara (the younger), Hawkeye placed eight and seventh in the JEA/NSPA Best of Show.

At the 2005 national convention in Seattle, Hawkeye staff again played host, volunteering in contest organization, auction set-up and convention registration, and placed second in the Best of Show competition.

In an exciting twist on a complaint from a parent about sophomore News Editor Leah Pope's editorial entitled "No such thing a 'unnatural sex,'" Executive Editor Emily Smith and Vince spoke on 710 KIRO concerning students' rights to choose to print such controversial content.

After losing many leadership staffers to the impending horror, Graduation, Hawkeye started 2005 with only two seniors and a short bus-load of juniors. The young ones were quick on the uptake, though, and under Executive Editor Alex LaCasse, earned first place in the Best of Show competition at the JEA/NSPA convention in San Francisco. At the WJEA convention, Vince DeMiero was chosen for his second Adviser of the Year award.

The 2006 staff at the spring convention in San Francisco, where they took first place in the Best of Show competition. Note the stunned grins on most faces.

Procedure for updating History:

As stated in the job descriptions (page 26), the executive editor is responsible for the maintainance of the staff manual, though they may delegate the task to a capable staff member. The Hawkeye history is to be written by a coalition of no fewer than three people at the end of each school year.

Acclaim

"It is better to deserve honors and not have them than to have them and not deserve them."
~Mark Twain

Up-to-date through January 2007

WJEA

Best of Show
First · 2004 (tie), 1996
First Runner-up · 1995, 2006
Second Runner-Up · 2000 & 2001

Journalist of the Year
Adam Jude · Winner · 1999
Sarah Goodwin · Finalist · 1999
Stacey Burns · Finalist · 1995

WJEA Adviser of the Year
Vincent DeMiero · Winner · 1995, 2006

News Writing
Alex LaCasse · Excellent · 2006
Joe Hinson · Excellent · 2003
Joe Hinson · Honorable Mention · 2004

Editorial Writing
Leah Pope · Superior · 2006
Azzréal Pugh · Excellent · 2003
Marina Waterman · Excellent · 2002
Simon Farretta · Honorable Mention · 1995

Feature Writing
Beth Wolff · Superior · 2002
Erika Thomas · Excellent · 2001
Katie Miller · Honorable Mention · 2000

Review Writing
Miko Calivo · Honorable Mention · 2002, 2003, 2004
Kelly Nelson · Honorable Mention · 1996
Lindsay Nall · Honorable Mention · 1995

Sports Writing
Jeff Nusser · Superior · 1995
Steve Sibson · Honorable Mention · 2003
Gabe DeMiero · Honorable Mention · 2002

Newspaper Layout and Design
W. Joe DeMiero · Superior · 2000, 2001
Ryan Sadoski · Honorable Mention · 1996

Editorial Graphic/Cartooning
Ji Mun · Honorable Mention · 2006
Vanessa Arquillano · Honorable Mention · 2000

Copy Editing and Headline Writing
Jessica Hattan · Excellent · 2004
Kristine Nelson · Honorable Mention · 1996

Carry-In Photography
Dan Doucette · Superior · 2003
Larry Harnden · Superior · 1995

JEA/NSPA

Pacemaker
Winner · 1996, 2002
Finalist · 1995, 1998, 2000

First Amendment Schools Award
Recipient · 2000

JEA/NSPA/Quill & Scroll/CSPA First Amendment Press Freedom Award
Winner · 2006, 2007

NSPA Multicultural Print Journalism Award
Recipient · 1996

Best of Show, Newspaper
First · 1996, 1997, 2006
Second · 1995, 1998, 1999, 2001, 2005
Third · 1996, 1999
Fifth · 2000
Sixth · 1997
Seventh · 1995, 2004
Eighth · 2003
Tenth · 1994, 2001

Best of Show, Specialty Paper
Fourth · 2001
Sixth · 2000
Tenth · 2000

Best of Show, Magazine
Tenth · 2001

Pioneer
Vincent DeMiero · 2003

JEA Journalist of the Year
Adam Jude · Finalist · 1999

JEA Student Impact Award
Stacey Burns, 94-95 Editorial Board · Finalists · 1995

News Writing
Joe Hinson · Excellent · 2002, 2003, 2004
Stacey Burns · Excellent · 1995
Alicia Boulet · Honorable Mention · 2001
Beth Wolff · Honorable Mention · 2001
Alex LaCasse · Honorable Mention · 2004, 2005, 2006
Rebecca Chandler · Honorable Mention · 1998
Bradey Day · Honorable Mention · 1995, 1996

Editorial Writing
Morgan Redfield · Excellent · 2005
Simon Farretta · Excellent · 1995, 1996
Morgan Redfield · Honorable Mention · 2004
Tom Carpenter · Honorable Mention · 2004
Kerry Rankins · Honorable Mention · 2000

Feature Writing
Ahmed Namatalla · Excellent · 1998
Amy Colton · Excellent · 1995

Review Writing
Pamela DeFino · Superior · 2001
Connor Shively · Excellent · 2004
Lizzie Gudmunson · Honorable Mention · 2000
Jessica Lee · Honorable Mention · 1998
Lindsay Nall · Honorable Mention · 1995

Sports Writing
Ryan Sadoski · Superior · 1996
Steve Sibson · Honorable Mention · 2002, 2003
Kevin Breiwick · Honorable Mention · 1998
Ahmed Namatalla · Honorable Mention · 1998
Jeff Nusser · Honorable Mention · 1995

Newspaper Layout and Design
W. Joe DeMiero · Honorable Mention · 2000
Scott Bush · Honorable Mention · 1995

Newsmagazine Layout and Design
Mike Watters · Superior · 1995
Jody Churchfield · Honorable Mention · 1997

Literary Magazine Layout
Stephanie Bunyan · Honorable Mention · 2005

Editorial Cartooning
Ji Mun · Honorable Mention · 2005
Vanessa Arquillano · Honorable Mention · 2001
Irina Galushko · Honorable Mention · 1998

Computer Generated Art
Xuan Che · Superior · 2000

Computer Designed Info Graphic
Jody Churchfield · Excellent · 1998

Adverting Design
Bradley Johnson · Excellent · 2001
W. Joe DeMiero · Excellent · 1998
Sylvia Chong · Excellent · 1996
Nicole Langendorfer · Honorable Mention · 1998
Jonelle Sage · Honorable Mention · 1996

Carry-In Advertising
Rachelle Lanzon · Superior · 1995
W. Joe DeMiero · Excellent · 2001
Sara Lamson · Excellent · 1995

Headline Design
Lindsay Nall · Excellent · 1996

Carry-In Headline
Kashi McGilloway · Honorable Mention · 1995

Carry-In Infographic
Gabe DeMiero · Honorable Mention · 2002

Copy Editing/Headline/Caption Writing
Sarah Sibson · Excellent · 2001
Erika McLaughlin · Excellent · 1996
Stephanie Slater · Honorable Mention · 1998
Diane Phan · Honorable Mention · 1995

Photography Portfolio
Amy Dittmar · Superior · 2005

On-Site Enterprise Photography
Sarah Goodwin · Excellent · 1997

Photography: Two Weeks' Work
Dan Doucette · Excellent · 2003
Jeremy Duncan · Honorable Mention · 2005

Black and White Newspaper Photography
Jeremy Duncan · Honorable Mention · 2004
Nathan Pegram · Honorable Mention · 1998
Eric Nusser · Honorable Mention · 1996

Poetry
Emily Smith · Honorable Mention · 2003, 2004, 2005
Sarah Wilder · Honorable Mention · 1998

Prior to the formation of the Hawk Broadcasting Network [HBN], Hawkeye entered these categories:

Television On-Air Reporter
Kim Priest · Honorable Mention · 1996

Television Sports
Chris Statton & Ryan Sadoski · Excellent · 1995
Adam Richmond · Honorable Mention · 1996

Television Sports
Chris Statton · Honorable Mention · 1996

Television News
Hy Cohen · Honorable Mention · 1996
Josh Choi · Honorable Mention · 1996

Radio News
Joey Roberts · Honorable Mention · 1995
NSPA/Los Angeles Times Photo of the Year: Feature Photography
First · Larry Harnden · 1995

NSPA/Los Angeles Times Story of the Year: News Writing
First · Bradey Day, Joey Roberts, Eric Nusser, and Simon Farretta

NSPA/Los Angeles Times Story of the Year: Sports Writing
Third · Jeff Nusser · 1995

NSPA/Associated Collegiate Press/Student Press Law Center Scholastic Press Freedom Award
Stacey Burns · Recipient · 1996

Dow Jones Newspaper Fund National High School Journalism Teacher of the Year
Vincent DeMiero · 1995

ASPA

Best of Show
First Place · 2000

Washington Press Association

Sweepstakes
First · 1996
Second · 1994
Second Runner-Up · 1998

Communicator of the Year
Vincent DeMiero · Winner · 1994

News Writing
First · Ray Quan · 1994

Editorial Writing
First · Editorial Board · 1996
Third · Editorial Board · 1999

Editorial Graphic
First · Geremia Doan · 1994
First · Vanessa Arquillano · 1999
Third · Heather Presler · 1994

Feature Writing
Third · Jakob Homan · 1998
Honorable Mention · Megan Baxter & Jody Churchfield · 1998
Honorable Mention · Sarah Wilder · 1998

Sports Writing
Third · Kevin Breiwick · 1999

Sports Photography
First · Eric Nusser · 1996
First · Sarah Goodwin · 1999
Honorable Mention · Larry Harnden · 1994

Single Graphic
First · Mike Watters · 1994
Honorable Mention · Jessica Lee · 1999

Arts & Entertainment Writing
Third · Myla Wilson · 1996
Honorable Mention · Lindsay Nall · 1994
Honorable Mention · Jody Churchfield · 1998

News Photography
Second · Eric Nusser · 1996
Third · Sarah Goodwin · 1998

Feature Photography
First · Catleah Cunanan · 1998

Single Page Layout
Second · Jody Churchfield · 1998

Regular Columns
Honorable Mention · Stacey Burns · 1994

International Quill & Scroll

Sweepstakes Winners
Jessica Lee · 1998
Eric Nusser · 1996

Advertising Design
Scott Bush · 1995
Nicole Langendorfer · 1997
W. Joe DeMiero · 1997

Editorial Column
Tom Carpenter · 2004
Sarah O'Hara · 2004
Jessica Lee · 1997
Terra Mork · 1997

Sports Writing
Joey Roberts · 1995

In-Depth News Writing, Individual
Chris Fulton · 1995

Photography
Eric Nusser · 1996

Society of Professional Journalists

Excellence in Journalism
First · 1994, 1995, 1996
Third · 1997, 2006

Susan Hutchison Bosch Award for Journalistic Courage and Leadership

Stacey Burns and the Hawkeye · 1995

National Federation for Press Women

News Writing
Second · Rachelle Hein · 1994

Editorial Writing
First · Editorial Board · 1996

Editorial Graphic
Honorable Mention · Vanessa Arquillano · 1999

Feature Photography
Honorable Mention · Catleah Cunanan · 1998

The Seattle Times All-Star High School Journalism Staff

Kathryn Douma · 2000
Xuan Che · 2000

Highwired.com

National Edition Stories
Numerous staff members · 2000 & 2001

Senior Edition Editor
Kathryn Douma · 2000

Online Newspaper Advisory Board
Vincent DeMiero · 2000

Seattle Times Urban Journalism Workshop

Jeff Mar · Delegate · 2001

Seattle Mariners Student Media Day

Brady Barnes · Delegate · 2004
Gabe DeMiero · Delegate · 2003
Steve Sibson · Delegate · 2002
Jeff Mar · Delegate · 2001

Washington Traffic Safety Commission/DSHS/DAHA Journalism Contest

Grand Prize · 1997
First Place · 1997

Hawkeye Most Valuable Staff Members

Winners
Alex LaCasse · 2006
Emily Smith · 2005
Sarah O'Hara · 2004
Amanda Darby · 2003
Pamela DeFino · 2001, 2002
Kathryn Douma · 2000
Sarah Goodwin · 1999
Rebecca Chandler · 1998
Simon Faretta · 1996
Mike Watters · 1995

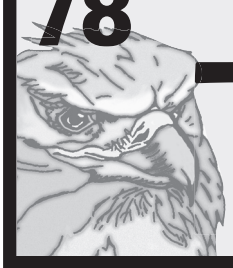
Runners Up
Ji Mun · 2006
Morgan Redfield · 2005
Joe Hinson · 2004
Randi Irby & Alex LaCasse · 2003
Bradley Johnson · 2002
W. Joe DeMiero · 2001
Xuan Che · 2000
Monique Kelsey · 1999
Adam Jude · 1998
Kristine Nelson · 1996
Stacey Burns · 1995

Gordon C. McLaughlin Scholarship

Recipients
Alex LaCasse · 2006
Emily Smith · 2005
Sarah O'Hara · 2004
Amanda Darby · 2003
Pamela DeFino · 2002
Vanessa Arquillano · 2001

MTHS Parent Volunteer Award

Recipients
Mark & Suzy LaCasse · 2006
Kay O'Hara · 2004



Tradition

"Traditions are group efforts to keep the unexpected from happening."
~Barbara Tober

The Hawkeye Theme Song

By Jon Ummel, chaperon du jour

To be sung to the tune of the Oscar Meyer song

My Hawkeye has a first name,
it's S-U-P-E-R.
My Hawkeye has a second name,
it's super-I-O-R.
I like to read it everyday,
and if you ask me "Why?" I'll say:
"'Cause Hawkeye has the best in news and sports and lots to say!"

The Hawkeye Pledge of Alligience

I pledge alligiance to the Hawkeye
of Mountlake Terrace High School,
and to the students for which it stands,
one forum, under Vince,
with free speech and InDesign for all.

This "Pledge," so to speak, may or may not have been written by one Leah Pope under the strong unfluence of Kendra O'Halloran, both of whom wished in no way to undermine the proliferation of the Unites States Pledge of Alliegience. They, as well as the Hawkeye as a whole, are firmly patriotic. In fact, this Pledge is nothing more than a spoof, a gag, a joke, if you will, and should by no means be taken seriously. By anyone.