

table of contents

letter from your adviser	2
letter from the editors-in-chief	4
job descriptions.....	5
publications policy	7
style guide	9
eight steps to success in yearbook	13
grading policy	14
ads information.....	15
quotable quotes	16
gathering info	17
beats info.....	18
staff list.....	19

letter from your adviser

Welcome to the 2006 Decamhian staff and thanks for taking on this challenge. It means a great deal to me that each of you has decided to invest your time into this project. You won't be disappointed!

I always wish that I were somehow able to give you a glimpse of the great sense of accomplishment you'll feel for your part in making our yearbook come together when it arrives in late May. I guarantee you that the pride you'll feel in your work and the effort we all have put in as a staff will quickly make you forget the many sacrifices along the way. How great it is to show your friends the book and be able to say "I wrote that story...", "I designed that layout...", "I shot that picture..."

The best years, for me, are always the ones where the staff comes together as a team and has fun during the process of putting together the book. When you come into yearbook each day, whether you're an editor or a first year staffer, you work to help create the team atmosphere we need to be successful.

Over the past 24 years, the staff has won numerous awards. We've won 11 CSPA Gold Crowns and ten NSPA Pacemakers which are the highest awards given to any high school yearbooks. These awards are great and meaningful to me in that they reflect objective recognition of your great accomplishment and hard work. The awards however are never an end within themselves and in the end I hope they symbolize to each staff member that we worked hard at our very highest level of capability and that along the way we had a fun time working together.

I hope you'll read this manual it and use it as a reference and that it will be helpful. Here are a few random tips and insights for having a successful and rewarding year as a Decamhian staffer. Do read it, and I'm sure you'll find it helpful.

Good communication is the key to success.

Whether it be communication with your photographer about the exact pictures you need and when you need them; with your editor about problems that you see with your work; or with your adviser in letting him know about any problems you see on the horizon: talking about it with me is crucial. I have never and will never be upset about anything that might happen along the way if we're talking about it before it becomes a major problem. Please take the time to talk with me. If you need to be absent, gone, dead, missing, say so in advance so we aren't lost without you.

Treat each other with care and respect.

In one of my previous lives (pre yearbook, that is), I was a coach and as I've advised yearbook staffs over the past 23 years I've come to view us as a kind of academic team and advising, academic coaching. Each member of the staff is very important to the entire process, and hence must be treated accordingly. The editors are extremely important and will probably do twice the work and put in twice the time of many of you, but without a staff, the book would never get done. Without the effort and commitment of each of you, the work load will become overwhelming.

Keep yearbook in yearbook

When you're working on a story or shooting pictures, don't tell anyone outside of yearbook what you're covering and how you plan to cover it. That information must be kept confidential. Perhaps the most difficult situation I've ever had as an adviser resulted from a staffer who tried to explain to another student how a certain story was being written. The student completely misunderstood and came to me demanding that the story be rewritten to her standards. Her parents later even got involved in a situation that could have been avoided if the staffer had just kept what she knew to herself. And please don't show the photos

And please don't show the photos you've taken. Tell people who want to know what we're doing that they need to buy the book.

Equally as important, if you are having problems with someone in yearbook or the stress is getting to you talk with your parents, me, or another staffer so we can help improve the situation. Don't take it to friends who can't be part of the solution.

Never miss a deadline.

Perhaps our most important task is to meet all our deadlines. Missing deadlines is unacceptable and could make our book arrive late. How would you like to get your yearbook after school is out? Work hard and get it done on time!!

Finish early/don't put it off.

There is actually more time to finish your work than you think. Remember that every day we have an hour and a half fourth period to work. Too many staffers often waste this time and then complain they have too much work to do after school. It's OK to spend that time doing whatever you need to do, but remember it could help you finish much earlier if you use it to work. Another time to consider is before school—I'm usually here by 7 a.m. and, in a pinch, lunch is a time when the computers are often free.

Sell your ads.

We raise most of the money we spend on computers and convention and workshop travel from our ad sales. Every staffer is responsible to sell \$500 worth, but more would be greatly appreciated.

Distinguish yourself with your hard work.

Between November and January, I am often asked to write up to fifty recommendation letters for members of this staff. I don't mind doing it at all because in nearly all cases I have come to care deeply about and believe strongly in you. If you are one of those people who greatly desires to get into a "hard to get into" college of your choice, take the initiative and distinguish yourself quickly in your staff work. Be a business manager, volunteer for those thankless extra jobs, spend extra time talking with me so I can get to know you and find out what's important to you. I like to think of myself as a keen observer and I observe you more than you will ever know. Some of you who are sophomores or juniors may aspire to be editors next year and the same holds true for you. Become involved. Make yourself known!

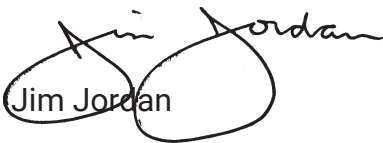
Have fun/Make it fun.

When the going gets a little tough, be positive and have a good time. Work hard together, make new friends on staff and be a force to help make it fun for others.

Again, I'm very glad you're on staff and I look forward to working with you this year. Let's make the

2026 Decamhian the best ever!

Sincerely and with much respect,


Jim Jordan

letter from your editors

Dear Staff,

Welcome to the 2006 Decamhian Staff. We are thrilled that you have chosen to invest your time and talents into yearbook. This class can be amazingly fun with Secret Pals, late Wednesdays, Saturday bonding times, and the friendships you create that can last a day or a lifetime. You stupendous staffers and photographers come together to create this miracle on ice called the **2006 Decamhian**.

It takes a lot of time and meticulous attention to produce a three hundred and forty page book. But when Sign and Dine rolls around and you see everyone looking at the story you wrote, or the picture you took, you want to run up to them, grab them by the throat, and tell them you were responsible for that. Telling your friends about what you did for this class can be a profound experience, as well as seeing your work on paper, finalized in a book. But even before this year gets too crazy and out of hand, we would like to thank you for joining us in the hard, but rewarding adventure we are about embark on.

The Decamhian has a long and prestigious history of producing incredible books because we have an incredible staff who fill create phenomenal stories, take fantastic pictures, and have more good times than is legally allowed in Cuba.

Much Love,

Laura Blay, Megan Carlisle, Maryam Zoma

Editor-in-Chief

job descriptions

editors in chief: Laura Blay, Megan Carlisle, Maryam Zoma

- The editors in chief's primary responsibility is to oversee the entire production process of the 2006 Decamhian. They set deadlines, oversee, and make decisions regarding design and editorial content as well as train and manage the staff. They are responsible for periodical meetings with the adviser, section editors, business managers, and the staff. The editors are the driving force behind making the book happen.

assistant editor: Billy Lawler

- Assistant Editors will assist the editors-in-chief in the production of the yearbook. This will include, but not be limited to editing staffer's copies, managing the staff (think animal handlers), helping the staff reach our deadlines, and any other number of extraneous responsibilities.

photography editor: Ai Pierce

- The Photography Editor has one of the hardest jobs of coordinating all of the photographers. The Photo editor will help the Editors-in-Chief assign photographers to individual layouts, and make sure all photographers are getting their pictures taken, formatted properly, and printed. The Photo Editor is akin to the Editor-in-Chief in that the Photo Editor must be responsible for the cameras, keep the photographers on target, and the extensive digital database organized.

section editor-ads: Megan Carlisle

- The job of the ads editor is to create parent/staff guide for ads, to select fonts, to determine ad sizes, to create ad data base and to determine secondary coverage in the section (i.e. news stories)

section editor-index: Kayti Carlisle

- The section editor will generate an In Design index or one in PageMaker, train staff in how to make index entries, check all names for accuracy and check all page numbers for accuracy.

business managers: Laura Blay, Chase Walker,

- The job of the Business Manager(s) is to coordinate all aspects of the business of yearbook including budgeting, ad sales, book sales, and publicity.

tech editor:

- The job of the tech editor is to be the handy man of yearbook, keep the computers running, including the responsibilities such as creating databases, setting up the network, fixing any of the numerous problems that are bound to occur in the computers, doing graphic work, and creating the index.

more job descriptions

all staffers:

- All staffers are responsible for brainstorming and developing new coverage ideas for the yearbook, communicating with photographers about important events, and writing captions, and copy for submission to the assistant editors, editors in chief, and adviser. Everyone needs to have atleast three Quotable Quotes at the end of each week, and make sure they turn in all of their work before the deadline! (we get really grumpy if you don't)

writers:

- The job of the writers is to gather information about the story they are assigned. They will be required to interview people accurately and keep updated notes about their story. Captions will be assigned for each individual story, and every writer will need to communicate with the photographer to get all the information needed to complete the captions. Most importantly, they are responsible for writing their story, getting it corrected by the editors and advisor, and turning in their story BEFORE THE DEADLINE!

photographers:

- The job of the photographers is the most important on the staff. Without strong photography a yearbook cannot be "great." Photographers will cover all events they are assigned, shoot, format, and print all photos for deadline. They will also be responsible for recording dates when photos are shot and writing rough captions including each of the 5Ws and H (Who, What, When, Where, Why, and How). They will work closely with the photo editor as well as the individual writers. If you are having trouble getting "good" photos it is your responsibility to seek the needed help.

adviser:

- The job of the adviser is to support all aspects of the production process of the yearbook and to offer advice as needed and asked for. He should help create an atmosphere of creativity, responsibility, hard work, and most of all fun. He will be available as a mediator, encourager, design and writing consultant, friend, and hopefully as the year progresses, your biggest fan. He loves kind words and smiles, and hopefully he will find the time to give a lot of both back to you. Round Table Pizza (pepperoni and mushroom), Jamoca Almond Fudge ice cream, Kiwi Strawberry Snapple, a smile from his kids, Oreo Cookie Blizzards, Jamba Juice Orange Dream, an evening out with his wife, or a dinner or lunch at Chili's will always improve his "moods." (just a helpful hint!)

publication policy for del campo

Purpose

The purpose of the Decamhian, Del Campo High School's Student Yearbook, is to as accurately as possible report a 365 day year, 24 hour day life of Del Campo High School, it's students, staff, and faculty in words and photographs in a contemporary design package. Its primary functions include being 1) a historical record; 2) a memory book; 3) a public relations tool; and 4) an educational activity.

Although students in all but four states have had their freedom of expression outlined in the First Amendment of the Constitution of the United States of America challenged and limited by the 1988 Kuhlmeier vs. Hazelwood Board of Education Supreme Court decision, California students and their rights of free speech in high school publications have been protected by a previous ruling of the California Ed code.

Therefore, it is the responsibility of school officials to insure the maximum freedom of expression of publications classes. Recognition must be given these rights, considering the limitations of the California Education Code of obscenity, libel, and physical disruption of the school day. The school also recognizes that in case of questions, a due process must be established for maintaining the integrity of student publications.

The Decamhian yearbook, the Roar newspaper, and Reflections literary magazine are established as forums of student expression. As a forum, each publication should provide a full opportunity for students to inquire, question, and exchange ideas. Content should reflect areas of student interest, including topics about which there may be dissent or controversy.

It is the policy of Del Campo High School that the students have the ultimate right to determine the content of student publications within the limits of the California Education Code and those outlined below for due process of questionable material.

I. Official School Publications

A. Responsibilities of Student Journalists

Students who work on an official student publication will:

1. Rewrite materials, as required by the adviser and editors to improve sentence structure, grammar, spelling, and punctuation.
2. Check and verify all facts and verify the accuracy of all quotations.
3. In the case of editorials and letters to the editor concerning controversial issues, provide space for rebuttal comments and opinions.
4. Determine the contents of student publications.
5. Strive at all times to maintain the highest possible standards in quality of writing, research, and demeanor.

B. Prohibited material

Students cannot publish material which is "obscene to minors." Obscene is defined as:

1. The average person, applying contemporary community standards, would find that the publication, taken as a whole, appeals to a minor's interest in sex.
2. The publication depicts or describes, in a patently offensive way, sexual conduct.
3. Vocabulary which when read by the average person, applying contemporary community standards, would be judged profane, such as using a religious figure's name profanely or words describing sexual or biological functions in an offensive fashion.
4. The audience for these purposes is considered a) students; b) parents and school-based adults and c) the community.

Students cannot publish or distribute material which is "libelous," defined as a false and unprivileged statement about a specific individual which could injure the individual's reputation in the community. If the allegedly libeled individual 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 journalist knew that the statement was false or that they published the statement with disregard for the truth—without trying to verify the truthfulness of the statement.

1. A public official is a person who holds an elected or appointed public office.
2. A public figure is a person who either seeks the public's attention or is well known because of his achievements.
3. School employees are to be considered public officials or public figures in articles concerning their school-related activities.

4. When an allegedly libelous statement concerns a private individual, school officials must show that the false statement as published willfully or negligently, i.e., the student journalist has failed to exercise the care that a reasonably prudent journalist would.
5. Under the "fair comment rule" a student is free to express an opinion on matters of public interest. Specifically, a student enjoys a privilege to criticize the performance of school officials in their assignments.
6. The district and publications recognize, however, the rights of privacy which must be protected of minors in intermediate school and must apply stringent standards of what may constitute libel of an individual student.

Students cannot publish or distribute material which will cause "a material and substantial disruption of school activities."

1. Disruption is defined as student rioting; unlawful seizures of property; widespread boisterous conduct; or substantial student participation in a school boycott, sit-in, stand-in, walk-out or other related form of activity. Material that stimulates heated discussion or debate does not constitute the type of disruption prohibited.
2. In order for a student publication to be considered disruptive, there must exist specific facts upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial material disruption to normal school activity would occur if the material were distributed. Mere undifferentiated fear or apprehension of disturbance is not enough; school administrators must be able to affirmatively show substantial facts which reasonably support a forecast of likely disruption.

C. Due process

- 1) If, in the opinion of the student editor, student editorial staff, or faculty adviser, material proposed for publication may be "obscene", "libelous", or "cause a substantial disruption of school activity", the material will first be submitted to the site principal. If, in the judgment of the principal, there are questions of legality, the material will be submitted to the Publications Board. This board will consist of members of the publication's editorial board to consist of not less than five students, a faculty representative to be appointed at the beginning of each year by the students (not the staff adviser) and an administrator (not the principal). Lacking a unanimous decision on the material, a legal opinion will be sought of a practicing attorney. It is recommended that the services of the attorney used by the local paper be used. Legal fees charged will be paid by the school district.

2) Production process

- a) All material for publication will be reviewed by the faculty adviser for grammar, punctuation, and spelling.
- b) Students will make all substantial and material revisions.
- c) Publication of specific material may be suspended for legal review.
- d) Administration does not have the right for blanket prior review.
- e) Administration does not have the right to cut off funding of publications because of a disagreement over editorial policy.
- f) Only students have the right to determine publication schedules.
- g) First Amendment rights are guaranteed the student editor and rest only with that individual.
- h) Students have the rights to set reasonable, non-disruptive methods of distribution of all publications.

Adviser Job Security

No teacher who advises a student publication will be fired, transferred, or removed from the advisership for failure to exercise editorial control over the student publication or to otherwise suppress the right of free expression of student journalists.

style guide

Sports

- Use possessive properly: Use boys' and girls' to designate teams. boys' and girls' Basketball. In most cases, boys or girls is used as part of a noun phrase: The girls' soccer team placed fifth in state competition.
- Team names: capitalization -Boys' Varsity Basketball team, Girls' Junior Varsity Basketball... capitalize full name only, varsity team, jv team. Capitalize and do not use periods when abbreviating junior varsity. Always abbreviate JV when it is used as a modifier, as in JV team. Otherwise, spell it out: JV baseball, JV volleyball, JV football, the junior varsity team.
- The Football Stadium: If used as a proper name, then capitalize the entire name. (ie. The Del Campo Football Stadium)
- Athletic teams: Cougars, Broncos, Spartans.
- Event titles: Capitalize official titles of districts and meets, but lowercase shortens titles: District 5AAA Championship, District 5AAA, Mid-western League, Southern Valley League, the team went to state, district meet. Also Capital Athletic Team or CAL, not CAL league.
- Leagues: Capitalize and abbreviate-without periods- the names of certain athletic leagues:NBA, NHL, NFL, AFL, USFL.
- Advanced Competition: Sac Joaquin Section; Sac Joaquin Subsection Tournament: She competed in the subsection tournament. He went to the section tournament.
- Numerals: Spell out one through nine and use figures for 10 and above for most other numbers: eight-point lead, 19-point lead, first quarter, second-quarter lead, nine field goals, 10 field goals, sixth place, 10th place, fourth-ranked team, first base, seventh inning, No. 1 team, No. 2 player.
- Reporting scores and records: Use figures exclusively. When reporting scores, a parallel form should be used. Place a hyphen between the totals of the winning and losing. Wilson lost the match 4-8. Grant beat Jefferson 48-36. When reporting a tie , the scores go win-lose-tie

Faculty

- Teacher names—no Mr. or Mrs. -English teacher, Stan Zumbiel not Mr. Stan Zumbiel

Student Life

- Class names—capitalization -it's Senior Class not senior class, seniors not Seniors
- Classes: Capitalize official class names, but use lowercase when used to identify individuals: junior, Junior Class, senior Frank Terraglio, Class of 2006.

Clubs

- Adviser, not Advisor
- Organizations: The proper name of an organization is always written out on first reference. The title of such an organization may be abbreviated - without periods - on second reference and thereafter if it will be clearly understood by readers. Do not follow an organization's full name with an abbreviation or acronym in parentheses or set off by dashes. Abbreviate - without periods - if clearly understood: FBLA, FNL, PTA, FBI, CIA.

- When the abbreviation will not be clearly understood, or for variety, use a shortened form of the name or a synonym: Religious Society of Friends: Quakers, the sect, the denomination.
- All words in an organization's name are capitalized, with the exception of a, an, and the and prepositions of less than five letters.
- Clubs and organizations: Capitalize the names of clubs and organizations: Speech and Debate team, Pep Club, French Club (but "the club"), Jazz Band, Pep Band, National Honor Society.

Academics/Courses

- Course titles-Do not abbreviate except when used as an adjective: physical education, (not "P.E." or "phys. ed."; but "P.E. classes"); Journalism II (not J-II); English (not Eng. or eng.)
- Advanced Placement Program: AP, AP tests, Advanced Placement English, advanced placement class (lowercase because it is not the official title).
- Course titles: Capitalize only the proper name for a class: Personal Typewriting, personal typing, English 2, sophomore English, Geometry, Algebra 1, Algebra class.
- If in doubt, use this rule of thumb: if you are referring to a specific class then capitalize; but if you are referring to a subject or class in general, then use lower case: World History, fifth-year French, French class, Biology students, Algebra class, business test, math assignment, I wanted to take Creative Writing, I'm studying creative writing.

Abbreviations

- Colleges-When abbreviating the names of colleges and universities, do not use periods: CSU, UCD, UCLA, and USF.

Capitalization

- The Block schedule: The Block schedule, not the Block Schedule.
- Awards: Teacher of the Year, Most Valuable Player, National Merit Scholar Finalist, Cougar Award, Coaches Award, Most Improved Player.
- Buildings: Capitalize the proper names and their distinguishing modifiers of buildings and official areas within the school and city: Arco Arena, MacArthur Field, Cherry Island, Room 17.
- Words which serve as both proper names and common names (depending on how they are used in a sentence) should always be lowercase: auditorium, cafeteria, library, main office, choir room, journalism room, etc.
- Directions: In general, lowercase north, south, east, and west when they indicate compass directions. Capitalize these words when they designate regions: Pacific Northwest, Snow fell in the Northeast, East, South.
- Holidays and special, historic or school events or days: Fourth of July, National Dog Week, New Year's Eve, World War II, Reformation, Christmas, Homecoming, Spirit Week, Western Day, Blue and Gold Day, Get-Up-And-Go Day (do not capitalize "pep assembly").
- a.m., p.m.: Lowercase, with periods. Avoid the redundant 10 a.m., this morning.

Identification

- On first reference, identify a person by title, class or position: Principal John Doe, English teacher Jim Jordan, senior Monica Mozes, center Jane Dough.
- Avoid use of double identification in a story, especially in sports, unless it is relevant to know both: center Jane Dough (not “sophomore center Jane Dough”), yearbook adviser Jim Jordan (not “yearbook adviser and English teacher Jim Jordan”).
- Always use a person’s first name (or initials) and last name the first time they appear in a story: Melissa Anderson, H.L. Hall, John K. Jamison.

Numerals

- In general, spell out numerals one through nine and use figures for 10 and above: nine students; 10 football players; three tests; \$21.5 million; eight cows; 1,200 people; ninth place, 11th place. Fifteen hundred students attended the JEANC High School Press Conference Oct.25 at the University of the Pacific.
- Ordinal numbers: Spell out and capitalize First through Ninth when used as street names; use figures with two letters for 10th and above: 2125 Second Ave., 102nd and Division.
- Percent: One word: 45 percent (not 45 per cent, never 45%)

Punctuation

- Quotes: A period is always placed inside quotation marks (except when a logical or exact distinction is desired in specialized work in which clarity is more important than usual). Other punctuation marks go inside when they are part of the quoted material: “I saw the play,” he said, “I saw the play.” “Did you see the play?” he asked. Should I see “King Lear”? Replying with the one word “Bunk”, he subsided. This act may be cited as the “Army-Navy Medical Services Corps Act of 1947”.
- Ellipsis: Use option ; to form an ellipsis, which indicates omission of words. Treat it as a three-letter word, with spaces on both sides and no space between the periods within the ellipsis: Webster defines ellipsis as the “omission of one or more words...necessary to make the expression grammatically complete.”
- When words are deleted from the end of a complete sentence, the original period is kept -and the ellipsis consists of four periods: Webster defines ellipsis....
- Brackets and parentheses: Put a period inside brackets or parentheses when a complete sentence is enclosed in brackets or parentheses: (The day was too hot for baseball.) When the parenthetical expression forms only part of the sentence, put the period outside the bracket or parenthesis: The day was too cold for football (or skiing).
- Acronyms and organizations: Do not use a period after initials of commonly accepted or widely known organizations, buildings, activities, etc.: CSU, FBI, CSF, PTA, CIA, etc. (Use periods after U.S. and U.N. Remember that U.S. and U.N. are only abbreviated when used as adjectives)

- Commas: Commas are used to separate words or figures what might be misunderstood: What the problem is, is not clear. Commas are used to indicate the omission of a word common to both parts of the sentence and easily understood: Talent is inherited; genius, never.

Attributions

- In stories after a quote, the order is grade, name, said. "We are determined to reach our goals," Senior Alex Redding said.
- In quotable quotes do not write the word said. "Some really funny quote" Tara Delgado at water polo practice.

Dates

- October 3 not October 3rd.

General Macintosh

- Spacing: Single space only after a period (.).
- Indenting: Use indents, not tabs or spacebar—learn how to do them correctly on the computer.
- Quotation marks: Use quotation, not ditto marks. "You are great."

Miscellaneous

- Accept/Except: Accept means to receive. Except means to exclude.
- it's, its: It's is a contraction for it is or it has: It's up to you. It's been a long time. Its is the possessive form of the neuter pronoun: The company lost its assets.
- Olympics: Capitalize all references to the international athletic contests held every four years: the Olympics, the Winter Olympics, the Olympic Games, the Games, an Olympic-sized pool.

8 steps to success in yearbook

- 1. Have a Blast!** It's a guarantee that we'll all get stressed out, but the more tired you are, the funnier things get; the more hungry you are, the better a La Bou baguet with dill sauce tastes. Go with the flow and have fun with things.
- 2. Don't Procrastinate.** The sooner you get your work done the sooner you can relax and actually enjoy your time here.
- 3. Communication is the KEY.** The more you talk to the editors, the adviser, and to each other, the easier life in yearbook will be, especially during deadlines.
- 4. Ask for HELP.** If you don't understand something don't be afraid to ask for help. It is better to ask a million questions than not get the job done.
- 5. Be Patient.** The editors have even more work than you so be kind and wait until they can help you, or come with a smile and say please and thank you.
- 6. Listen to Announcements.** Even when you are not literally in Yearbook keep your mind on it. Always be listening for interesting coverage options (photo/copy).
- 7. Don't question authority.** When the big kiddos (editors and Mr. Jordan) say jump, don't ask how high, just do it. There's probably a reason for it, even if it is just for their sick twisted amusement.
- 8. Bring Food.** Whenever possible, bring food into yearbook and share. It makes life in here a heck of a lot more bearable - and scrumdiddily-umptious.

Good luck!

grading policy

Grades will be determined on the timely completion of all deadlines and other assignments. At quarter and semester, point values will be assigned to required work and grades will be earned accordingly.

Here are some examples of possible point values for assorted assignments.

- Deadlines - **all parts finished on time** (50 points)
- Quotable Quotes - **3 per week** (15 points a week)
- Beats -**completed every week** (50 points a week)
- Design Folder -**every section completed** (265 points)
- Ads- **\$500** (100 points, 1 point per \$5)
- Miscellaneous assignments - **captions,
intro copy,
leads,
layouts,
questionnaires,
etc.** (10-40 points a piece)

ad sales information

The purpose for selling yearbook ads is to raise money to fund the production of the yearbook. These funds are used to help send people to journalism camps, purchase state of the art equipment, and keep the price of the book at a minimum. We sell to parents, friends, and businesses.

You, as a staff member, are required to sell \$500 worth of ads. Keep in mind that if our entire staff meets the quota, we will only raise barely \$12,500 and that last year we sold over \$25,000! Each one of you can easily sell \$1,000.

As an incentive for selling ads, when you meet the \$500 quota, you will receive a free yearbook. If you do not meet the quota, your efforts will reflect in your semester grades. Once you sell the ad, it is your responsibility to collect the money and then work with the purchaser in putting it together. If you take over someone else's ads, with their permission, you will earn full/partial credit on that ad. To earn an "A" you must make your full quota.

Well, what can I do to start selling ads?

It's fun, and it's easy. Here's some information that hopefully will help you.

There are four different types of ads:

- Parent ads
- Friend ads
- Group ads
- Business ads

1. The first step in selling ads is to make a verbal agreement with the ad purchaser. Remember, in order to sell ads, you must make an effort to get out and contact businesses, parents, friends, businesses of friend's parents, etc.

2. Once you have a verbal agreement for an ad, record the agreement with the business managers.

3. After the agreement has been recorded, tell an ads editor. Also, tell an ads editor when someone who agreed to buy an ad has changed their mind or for any reason has canceled their order.

- Note that these verbal agreements must be made before November 2.
- After the ad has been paid for by the deadline of November 15, you will be responsible for meeting with the ad purchaser to discuss ad design and layout.
- Accept only payment in full for group ads.
- The prices for ads are as follows:

Full Page: \$300.00

Eighth: \$65.00

Half Page: \$175.00

Twelfth: \$50.00

Quarter Page: \$90.00

quotable quotes

Every Friday, you will be responsible to hand in three quotable quotes. They can be from a student in one of your classes, a teacher, a D.J. you heard on the morning radio, or even your favorite television show. Your quotable quote does not necessarily have to be funny, but it should represent something that was going on at a particular time. Do not quote people in yearbook, the same teachers, or your ten best friends.

The information you should include for each quote is listed below. Remember, it is better to have too much information than not enough.

1. Quote
2. Who said it (name)
3. What grade they are in
4. When they said it (date, period, and time)
5. Who they were talking to
6. What is the background to the quote (explanation)

-what was going on at the time it was said.

Example #1

"My grandma's teeth are like stars, they come out at night"

Junior Sarah Webb said to junior Cassie Siskoff August 27 in Jim Wagner's 3rd period English 3. Webb was giving an example of a simile for a grammar assignment.

Example #2

"If there is an emergency follow me. I'll be running and if you can keep up with me you will live"

Jim Wagner said during third period English 3. Wagner was mentioning the possibility of a drill and joked that those who fell behind wouldn't make it out.

Example #3

"I went to the Buske School of Handwriting"

Kenneth Hodges said to his 1st period AP Chemistry class August 27. Hodges was explaining the reason his handwriting was illegible.

gathering info **beat system**

Every other Friday you will need to turn in a beat. That means that during those two weeks you need to get in contact with someone who is aware of what is going on in your beat. Then you will write up a report including new happenings or events, and turn it in. Because of the new coverage, beats are more important than they have ever been so please be very thorough. If they are not complete it will affect your quarter grade. If for some reason, you are having problems getting in contact with your beat, talk to Christina as soon as possible.

Along with this beat you will need to turn in an idea for the soaring section. It can be an individual, a particular group, or anything that you think is positive and unique at our school. Write down your idea and then give a little explanation for your choice.

If you are reporting on a sports beat:

- Keep up on game scores
- Report all stats
- People who stand out during a particular game
- Keep track of dates of games and make sure the photographer knows

If you are reporting on a club beat:

- Report all meeting dates
- Events outside of school
- Lunchtime activities
- Inform editors and photographers of all events

If you are reporting on an academic beat:

- Report all meetings
- Keep track of all events inside and outside of school
- Report all classroom activities and interesting lessons
- Inform editors and photographers of photo opportunities

gathering info: we got the beats

academics

1. Aca deca
2. Art
3. AVID
4. Band
5. Choir
6. DcTv
7. Drama
8. English
9. Foreign Language
10. Freshmen Seminar
11. Math
12. Newspaper
13. PE
14. ROTC
15. Science
16. Social Studies
17. St. Government
18. Yearbook

Svetlana V.
Theresa T.
Leyla G.
Lisa M.
Brends B.
Tiffany M.
Justine T.
Natalie L.
Rebecca S.
Emma d.
Justine T.
Melanie F.
Megan H.
Kayti C.
Kati U.
Ali I.
Ashley J.

clubs

1. Art club
2. Ches
3. Christian
4. CSF
5. Dance
6. Drama
7. Film
8. Foreign Lang.
9. FNL
10. Good Samaritan
11. Grass Roots
12. Grey Matter
13. Hip Hop
14. JNAD
15. Native American
16. NHS
17. Speech/Debate
18. Ultimate Frisbee

Kristina P.
Melanie F.
Kaite S.
Billy L.
Kacey C.
Katie G.
Nicole H.
Kristina P.
Kristin H.
Jessica W.
Bree S.
Svetlana V.
Mariam K.
Melanie LeG
Robert J.
Chase W.
Leyla G.
Ali I.

fall sports

1. Cheer and Dance
2. Cross Country
3. Football (Varsity)
4. Football (JV)
5. Football (Frosh)
6. Golf (Girls' Varsity)
7. Soccer (Boys' Varsity)
8. Soccer (Boys' JV)
9. Tennis (Girls' Varsity)
10. Volleyball (Varsity)
11. Volleyball (JV)
12. Water Polo (Boys' Varsity)
13. Water Polo (Boys' JV)
14. Water polo (Girls' Varsity)
15. Water Polo (Girls' JV)

Natasha K.
Maryam Z.
Nicole & Tiffany
Rebecca S.
Brandon C.
Megan H.
Theresa T.
Chase W.
Katie S.
Lyndsey & Megan
Kayti C.
Tabor W.
Tabor W.
Laura and Bree
Laura and Bree

spring sports

1. Baseball (Varsity)
2. Baseball (JV)
3. Baseball (Frosh)
4. Golf (Boys' Varsity)
5. Soccer (Girls' Varsity)
6. Soccer (Girls' JV)
7. Softball (Varsity)
8. Softball (JV)
9. Swim and Dive (Varsity)
10. Swim (JV)
11. Tennis (Boys' Varsity)
12. Track and Field

winter sports

1. Basketball (boys' V)
2. Basketball (boys' Frosh/JV)
3. Basketball (girls' V)
4. Basketball (girls' Frosh/JV)
5. Wrestling
6. Rugby

2026 decamhian staff list

EDITORS IN CHIEF

		Term	Birthday	Phone Number
Laura Blay	4700 Pedersen Way, Carmichael	T1T2	01/22/88	718-4155
Megan Carlisle	8503 Pronghorn Court, Citrus Heights	T1T2	02/11/88	233-3019
Maryam Zoma	8205 Manger Way, Citrus Heights	T1T2	05/19/88	721-7361

ASSISTANT EDITORS

Billy Lawler	5005 Deer Park Cr, Fair Oaks	T1T2	06/27/88	965-8830
--------------	------------------------------	------	----------	----------

PHOTO EDITOR

Alison Pierce	6805 Dunmore Ave., Citrus Heights	T1T2	12/03/87	962-2011
---------------	-----------------------------------	------	----------	----------

WRITERS

Seniors

Jochob Bartkovsky	4401 Baron Ave, Sacramento	T1	02/22/88	806-6011
Leyla Ganji	6149 Van Aistine Ave, Carmichael	T1	03/28/88	488-9887
Megan Hahn	7200 Spicer Dr, Citrus Heights	T1T2	06/17/88	965-5878
Ali Izadi	6919 Linda Sue Way, Fair Oaks	T1	06/22/88	965-0146
Ashley Johnsen	8117 East Carriage Lane, Fair Oaks	T1T2	04/12/88	849-8665
Tiffany Matthews	6851 Goot Way, Carmichael	T1	07/20/88	944-0220
Addie Studin	4715 Creek Rd, Sacramento	T2	03/14/88	247-2851
Chase Walker	3505 Dutch Way, Carmichael	T1T2	05/17/88	944-2688

Juniors

Kayti Carlisle	8503 Pronghorn Ct, Citrus Heights	T1T2	06/24/90	223-3019
Nicole Harakas	7145 Sutter Ave, Carmichael	T1T2	09/28/89	944-4299
Kristin Harmon	7672 Eastgate Ave, Citrus Heights	T1	12/29/88	961-6248
Lyndsey Jukich	4231 Bannister Rd, Fair Oaks	T1	03/07/89	863-7780
Natasha Kumar	4028 Eastwood Village Ln, Carmichael	T1T2	05/14/90	944-1773
Rebecca Shragge	5736 Southbrook Way, Carmichael	T1T2	10/03/89	961-8301
Bree Summerfield	3736 Gordon Way, Carmichael	T1		944-7429
Kati Uschmann	6430 Shadow Hawk Dr, Citrus Heights	T1T2	08/03/89	725-7159
Tabor Williams	7130 Winding Way, Fair Oaks	T1	12/11/88	965-0533

Sophomores

Mariam Klaib	7651 Mariposa Glen Way, Citrus Heights	T1	08/30/90	723-2761
Lisa Meinschock	8232 Scarlet Oak Cr, Citrus Heights	T1	07/09/90	727-4164
Justine Tormey	3629 Voleyn St, Carmichael	T1	04/06/90	944-1408

Freshmen

Emma deVries	2331 Carlsbad Ave, Fair Oaks	T1	09/07/91	484-0448
--------------	------------------------------	----	----------	----------

PHOTOGRAPHERS

Brenda Baker	7711 San Juan Way #7A, Fair Oaks	T1	07/01/89	962-7279
Robert Jordan	7314 Quail Rd, Fair Oaks	T1	07/28/88	967-9295
Melanie LeGro	6300 Rampart Dr., Carmichael	T1T2	6/13/89	417-2446

PHOTOGRAPHERS/WRITERS

Brandon Crain	4848 Rockland Way, Fair Oaks	T1T2	02/14/90	966-1030
Katie Gogunskiy	4922 Vir Mar St, #14, Fair Oaks	T1	08/06/90	863-5506
Natalie Leshchinskaya	7345 Washburn Way, North Highlands	T1	05/05/90	833-4192
Kristina Peterson	6351 Templeton Dr, Carmichael	T1T2	04/05/88	967-3472
Katie Shafer	4113 Rutledge Way, Carmichael	T1T2	03/12/88	944-0702
Theresa Thomas	8749 Noland Lane, Fair Oaks	T1T2	02/22/88	967-4211
Svetlana Voskanyan	5042 Dewey Dr, Fair Oaks	T1T2	03/12/88	962-2903
Jessica Weiss	6038 White Cloud Ct, Citrus Heights	T1T2	07/29/87	721-8140

gathering info day one

Getting relevant and usable information through interviewing is one of the most important jobs a writer can do. Many times during the year, you will be assigned to go out into the student body and come back with as little as two or up to ten quotes about an event, an issue, or just opinions.

Let us tell you now: you will be tempted, many times, to simply go to your friends and say, "Hey, I need a quote, so say something interesting." PLEASE DO NOT DO THIS! We are trusting you to be the ears of the school for a year, and what you hear will be recorded forever. So, go up to students you don't know, even if it means talking to the "interesting" guy at the end of the table in ceramics. He might have something awesome to say.

Get a back-to-school quote from every class except yours. For instance, if you are a sophomore, get a quote from a freshman, a junior, and a senior. Happy hunting!

Work for answers that have depth and a couple of polysyllabic words!

1. What changes, construction or otherwise, have you noticed around campus? What seems new at Del Campo this year?
2. What are you most looking forward to this school year?
3. What was the best thing about returning to school?
4. What did you do to prepare for the start of the school year?