



Vic Editor Notes



"The duty of the journalist is to seek truth and provide 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."

*-Society of Professional Journalists
"Code Of Ethics"*



Volume I Promo Poster - 2011



Volume II Promo Poster - 2012



Volume III Promo Poster - 2013

I enjoy expressing myself through writing (you can probably tell here) and graphic design, so the prospects of helping out in The Vic is naturally appealing. This is 'the' club I'm most proud of but let's face it: all those hard work that went into stringing pretty words to elaborate sentences, aligning the misaligned text-boxes, and putting some 20 pages to bed. I was always excited to witness my work getting printed, every time piles lined up on the 1112 windowsill - along with that scent of fresh magazine paper - ready to be distributed around campus. I sincerely hope you'll extend the spirit of student journalism from here, explore many many new possibilities, and to carry on this school tradition - one that VSA can be very proud of. And there's one last bit of advice: don't overwork yourself and try to keep Copus happy— love you all.

-Jonathan Chu (VSA Class of 2015)

Media Outlets Mr. Copus Recommends:

These are media platforms I follow on FB. Interesting, and challenging, my (current) favorite media outlets vary from "hard news" publications to longform magazines to opinion based BLOGs. Each are not without their limitations. Consume media with eyes wide open always asking yourself questions like, who funds this publication and who is the intended audience? Where do you consume infotainment, news, & opinion?

The Atlantic
The Victorian
The New Yorker
Vice News

Timeline
The National Post (CAN)
As I See It (HK Blog)
Vox Media

The Huffington Post
CNN Online
Brain Pickings
New York Times

PREAMBLE

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.

Journalists should:

- ▶ 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 allegations of wrongdoing.
- ▶ Identify sources whenever feasible. The public is entitled to as much information as possible on sources' reliability.
- ▶ 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 misrepresent. 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. If re-enactment is necessary to tell a story, label it.
- ▶ Avoid undercover or other surreptitious methods of gathering information except when traditional open methods will 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 their 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 they 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 news from 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.

The SPJ Code of Ethics is voluntarily embraced by thousands of journalists, regardless of place or platform, and is widely used in newsrooms and classrooms as a guide for ethical behavior. The code is intended not as a set of "rules" but as a resource for ethical decision-making. It is not — nor can it be under the First Amendment — legally enforceable.

The present version of the code was adopted by the 1996 SPJ National Convention, after months of study and debate among the Society's members. Sigma Delta Chi's first Code of Ethics was borrowed from the American Society of Newspaper Editors in 1926. In 1973, Sigma Delta Chi wrote its own code, which was revised in 1984, 1987 and 1996.

MINIMIZE HARM

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

Journalists should:

- ▶ 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 or 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 license for arrogance.
- ▶ Recognize that private people have a greater right to control information about themselves than 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 juvenile 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.

Journalists should:

- ▶ 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 if they 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.

Journalists should:

- ▶ 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 they hold others.

THE VICTORIAN

– Charter –

- 1) Don't write "the easy editorial"
- 2) Attend once a week Tuesday lunchtime meetings
- 3) Diversity of content-- articles, adverts, & editorials
- 4) Frequent editions (September - June)
- 5) Special Editions (CAS Trips Week + Y12 Grad)
- 6) Y7 - 12 Writers & any student can be an Editor
- 7) No teacher-centered content
- 8) Strive for 20% to be written in Chinese
- 9) Hold Originality & Academic Honesty Sacrosanct
- 10) Free to publish content & opinions that do no harm to individual, group, or school



"By, For & Of The Student, since 2011"



'The Vic Main Logo' (Color - 2012)
By **Jonathan Chu** - Class of 2015

WHAT IS THE VIC?

By **Mr. Copus**, *Coaxer & Cajoler*

The Victorian (The Vic) VSA's first student run newspaper "for, by and of the student," saw Volume 1 - Edition 1 first appear on campus in December 2011.

Published regularly and typically involving over 60 students, it aims to inform and entertain with regular sections including News, Arts & Entertainment, New Faces, Sports, and Editorial (etc).



"The Vic," a CAS Club with a Creativity focus is available to any Year 7-12 student interested in a creative or managerial element of journalism, is run by students with meetings on a weekly basis--Tuesdays on the 11th Floor.



The 25th Edition of The Victorian was published in Volume IV (2015)

In this upcoming year we will be working on Edition V of The Victorian. The plan is to have four distinct teams working with four different English teacher-supervisors on publishing eight editions.

This year we have new people in key positions. Joining existing Managing Editors Abbey Chan, Ashley Kot, & Pak Hei Lam, is Ian Lee. Each of these team leaders will be supported by a supervisor-- myself, Ms. Walls, Ms. Burrage, and Mr. Henshaw.

With each new Edition "The Vic" Editorial Staff strive to improve on the student newspaper formula while authentically engaging with an issue of global importance--freedom of expression. What is The Vic? The Vic is hands-on experiential learning.

In this Edition of The Vic

5-7	VIC INTRO
9-13	ON EDITING
14	PAGE ONE: <i>Notes</i>
15	NEWS: <i>Notes</i>
16-18	EDITORIAL: <i>Notes</i>
19	A&E: <i>Notes</i>
20	THE DURIAN: <i>Notes</i>
21	SPECIAL EDITIONS: <i>Notes</i>
22	VIC PERSPECTIVES: <i>Notes</i>
23	NEW FACES: <i>Notes</i>
24	STU COUNCIL: <i>Notes</i>
25	ALUMNI: <i>Notes</i>
26	SPORTS: <i>Notes</i>
27	FUN & GAMES: <i>Notes</i>
28	COMICS: <i>Notes</i>
29	PAST SECTIONS: <i>Notes</i>
30-36	APPENDIX
	Past Sections
	Advertisements
	Headlines
	Unedited Article
	Quality Photos
	Vic Quiz

THE 10 ABSOLUTES OF REUTERS JOURNALISM



1. Always hold accuracy sacrosanct
2. Always correct an error openly
3. Always strive for balance and freedom from bias
4. Always reveal a conflict of interest to an editor
5. Always respect privileged information
6. Always protect your sources from the authorities
7. Always guard against putting your opinion in a news story
8. Never fabricate or plagiarize
9. Never alter a still or moving image beyond the requirements of normal image enhancement
10. Never pay for a story and never accept a bribe

FOUR DIFFERENT GROUPS ALTERNATE TO PRODUCE THE VIC

By **Mr. Copus**, *Coaxer & Cajoler*

Throughout the course of a school year many students will contribute to The Vic. In our first year we learned Twenty students trying to produce a monthly newspaper was just too much work for busy IB students.

Learning from our mistakes, we have now switched to a rotational model where 3-4 groups of twenty students will work separately on different editions of The Vic. So while one group is working on the September edition in 1112, another group is meeting to produce the upcoming October edition in 1108, another group is working to map out and plan the

THE VIC HAS MANY JOBS

By **Adam Copus**, *Coaxer & Cajoler*

In The Vic we are all writers- that is everyone's job, but some students have additional duties:

Editor-in-Chief - Usually a DP student in charge of one group directly & the Vic over all. They work closely with the teacher supervisors.

Managing Editor - An experienced student in charge of one group. They will usually also be the News Section Editor and be responsible for finalizing the overall 24 page template. S/he is also a writer.

Section Editor - Each section in The Vic has one writer in charge-- usually a Y8-12. They assign the article ideas and writers, finalize the template and put it in the DropBox. S/he is also a writer/artist.

Writer - The most basic and most important job in The Vic. Writers create the articles for every section. They can write in English or Chinese in any section.

Columnist - Different from a writer, who is reporting fact, a columnist writes about his/her feelings & opinions and can display bias-- sometimes starting a column with, "you know what bugs me?"

Artist - Both the *Editorial* and *Fun & Games*

plan the November edition in 1114, and yet another group is working on a future edition in 1105.

"The Vic is a collaborative effort-- but you need to be proactive to ensure you get involved," says Vic Staff supervisor Mr. Copus.



Teams responsible for Volume V (the biggest yet)

ON EDITING

THE VIC: ORIGINALLY A LITTLE CAS PROJECT IDEA

By **Wade Ma**,
Founding Editor-in-Chief 2011-13



Managing the operations of The Vic is interesting, albeit a bit of an annoying experience. Being the Vic's first chief editor, I am proud to witness the moments when the first edition of the Vic came together, and even though I have already graduated from VSA, my time at the Vic always holds a special place in my heart.

A COLLABORATIVE CREATION

The Victorian is an interesting creation: each edition is collaboratively co-created

and runs mostly by students, and its omnipresence breaks the barrier between each generation and binds each and every year group together to make each edition as good as it can be.

Being the chief editor of the Vic allowed me to meet wonderful people all across year groups, and is a unique experience of its own.

Of course, being the editor in chief, and also the first, has its price. All through my term as chief editor I have noticed a growing problem of writers not meeting deadlines.

Often when Mr. Copus and I were hastily putting up final touches to the edition for hours after school, ready to be sent off to the printer only to find out that there were articles missing, and so often that even now, when I head to the Vic's webpage to read the latest edition, I have seen ads that were already outdated by days, or once, weeks. Despite this, the Vic still delivers its upmost quality of articles and school-related news by students for students.

HUMBLE BEGINNINGS

Looking back, I still remember the days

when the Vic was still a humble, little establishment. Originally "the Victorian" was a little CAS project idea to boost my CAS hours, but little did I know back then the Vic would be such a success that would continue even after I graduated VSA.

To say that I have created the Vic all by myself would be a lie as I still remember the days when we had trouble finding student writers to write for the first edition.

Its immense success throughout the school not only resulted from the hard work by the student writers but also from Mr. Copus's admirable dedication to the newspaper.

NOT JUST CAS HOURS

In the end, the Victorian is not just about getting the right amount of CAS hours, it is about the experience. Despite occasionally being 8000km away from the Vic's day-to-day operations, I would never forget my time here meeting such wonderful people and my experiences there, and as cliché as it sounds, the Vic would always be in a special place in my heart.

EDITORS ROLE CRUCIAL

By **Latifah Sat**, Editor-in-Chief 2013-14



In my experience, to meet a deadline, one must first plan ahead. We held meetings a month in advance and planned most articles. We assigned people to cover school events that we knew would occur in the month the edition is set to be published (House Day, EE Exhibition, etc.). Except for News, most other sections could technically be completed before the set deadline.

As editor, I would assess a writer's work load and assign tasks accordingly. Knowing your teammates well is crucial. So is knowing the work requirement for each year group. For example, if as editor you have a writer in Year 10 and you're responsible for the February edition, you should have judged that the writer will probably be "lastminute.com-ing" their Personal Project and thus hand in their Vic work late. Their lateness may delay publishing the entire February edition of the paper.

FACEBOOK COMMUNICATION IS VITAL

Moreover, it is important that the editor has means of contacting all writers and that all writers regularly check their Facebook or email. I preferred Facebook as a communication medium. I realized that posts in The Vic group were not enough. When deadlines came up, at approximately a week away, I would personally message every editor (and sometimes writers) who had not yet handed in their section to remind them of the deadline. Sometimes I would offer help too in case they were stuck.

Occasionally, people avoid you on Facebook. When this happens, I have to be prepared to finish their work for them. I have stayed late in school a few afternoons polishing up editions with Mr Copus in 1112. To be honest, I enjoyed moving pictures and resizing texts so much that I edited The Vic in my own time at home to procrastinate on working on my school work. Editors have to be prepared to put in more time than just the Tuesday lunch meetings.

An edition should be at least 75% completed a week from the deadline. Usually at this point, the Fun & Games, VSA Perspectives, Arts & Entertainment and at least another section should be finalized. These are the sections that usually don't require "external help" and therefore can be completed soonest.

"External help" refers to factors outside The Vic team. For example, the Student Council and Alumni sections require these groups to send us their own work. The New Faces section requires teachers or staff members to respond to writers before the deadline. Editorials require a variety of different responses. In the week leading up to the deadline, these external contributors need to be prodded if they haven't responded yet. News that has happened before the deadline should also be written and completed.

Moreover, it is extremely useful to me when an editor sends me a well-edited section with sizing, font (American Typewriter- size 9) and spacing correct. It saves me a lot of time in moving things about.

Overall, it has been awesome working on The Victorian. Any effort that I've put into this newspaper, Mr. C has put in ten times the amount! written and completed.

Opinion-based Writing Exemplar:

The following is an editorial written by Jonathan Chu, former Victorian Editor-in-Chief, for his Diploma Program Language & Literature written task in Year 12. It was externally assessed by representatives of the IB. Jonathan received full marks for this piece of writing.

Why Chinglish Shouldn't Be Left Out

How we failed to appreciate an unconventional fusion of language unique to our identity. !

By Jonathan Chu

Amongst the first things that spring to mind about the 'Fragrance Harbour' are its seductive skyline, shopping malls and a whole host of savoury delights. But what caught my attention recently were the voices of debate on a totally different subject - language.

I would like to begin with the question, "What happens if a language spreads from one culture to another?" Look no further, this is actually the case in Hong Kong. English, brought in by its colonial power, has blended with the city's local elements to form a hybrid variant - Hong Kong English, colloquially referred to as Chinglish. While the community has ridiculed and mocked its existence as invalid and inferior to 'proper English', what we have failed to realise, however, is how abandoning the formalisms of a native speaker is the only way to appreciate this unconventional fusion of language that is truly unique to our identity.

As a native of Hong Kong, self proclaimed Asia's World City, I have thoroughly experienced the society's emphases on learning proper English. Besides an official language alongside spoken Cantonese or written Traditional Chinese, bilingual education is offered where English is the primary language of instruction in many local and international schools. There is also, notably, a "Workplace English Campaign" launched by the government few years back - with a dedicated webpage as well as advertisements that pop up on the television from time to time, to encourage workers to practice and be confident with English. But what *is* 'proper English'? These efforts seem to be mutually accepted by the local citizens, but perhaps only for one major reason: To advocate British English, which is perceived as the standard and correct form of English.

You'd be forgiven if you ever wondered why. With more than 90% of the population Han Chinese, who speak Cantonese and various other dialects as their mother tongues, it is inevitable that the Chinglish phenomenon will occur in everyday life. Indeed ungrammatical and nonsensical errors can be found as a result of English being put into Chinese context, but this is only the case when judged by English grammar and syntax. Those in Hong Kong still prefer to stick

to the formal English - particularly the local teachers, remain firmly attached to the British norms of correctness.

Weighing several key evidences would reveal that this is not a simple yes or no affair. One of the core concepts lie in the fact that languages undergo many changes over time and space. The English language itself was formed by picking up and adopting words from foreign languages along its development. From its Celtic roots, to the Romance Latin, Anglo-Saxons and the Norman French that contributed to its eclectic form, English has dramatically evolved for more than two millennia. It has since emerged as the de facto international lingua franca, and the most widely spoken language in the world.

With its cosmopolitan and diverse nature, English has no doubt the ability to transform itself even further by mixing with a language that is so distinctively different - from a different family based upon a different script - the case of Chinese and Cantonese. In today's increasingly globalised world, this trend of mixing and forming hybrid languages should not be surprising.

Language is also a defining feature of a culture's identity, which is why Hong Kong people should cherish the variations they have brought to the English language from their own culture. Likewise, Hong Kong people still hold firm to the regional dialect of Cantonese, instead of the Putonghua that was adopted across Mainland China as the official language, while still being part of the Chinese language. Putting it this way, there is no reason why English should not develop its own dialect in Hong Kong and be accepted. Although this is to some extent dissimilar in context, as English is relatively novel to the territory with a history of less than 200 years, it can still be very distinctive and intimate to the Hong Kong society when local elements are to be incorporated, enhancing the Chinglish's originality and flair that should not be overlooked.

It is understandable that proficiency in standard English is still an advantage given its international acceptance and usage, and that learning the standard form is superior to a local variant which might be incomprehensible to anyone else that may form language barriers. Moreover, speaking broken English with wildly incorrect pronunciation and accents - by far and away the most typical problem that plagues many Hong Kong English speakers - can result in embarrassment. One of such example would be government officials representing Hong Kong and communicating with foreign, particularly English-speaking, leaders, who mispronounce some simple words when in conversation.

But how about those from India or the Arabic world, who speak their own, colourful languages? They will naturally add their accents to English too, hence the rise of other hybrid forms, namely Hinglish and Arabizi. Yet apparently we do not feel awkwardness of any sort presented by their accents, acknowledging that they are in fact non- native speakers of the language. Moreover, there are certain expressions that can only be represented by Chinglish, for instance Cantonese idioms and local specialties. Phrases like "Hey, *Ah Chan*, you want to *yum cha* or go to *Dai Pai Dong*?" is where Chinglish really shine.

On that pouring night of June 30th, 1997, as if reflecting the hints of nostalgia, the last governor Chris Patten bid his final farewell to the city by affirming that "Now, Hong Kong people are to run Hong Kong." The British brought to Hong Kong prosperity, stability, and values of a free and lawful society. They also brought an influx of Western culture and the English language, which is up to the Hong Kong people to extend this influence and define their future, but in their own unique way like nobody else.

Rationale

This written task is based on the topic "Language in Cultural Context", as I want to explore the debate on whether Chinglish should be accepted in the Hong Kong society. Being a raised in the city myself, I have experienced since young that Chinglish does not have widespread acceptance as a variety of English, and is commonly criticised as inferior to those who can speak formal English fluently in the community. This links with one of the outcomes of Part 1 of the course by discussing and analysing the impacts of language change.

The presentation of my written task is an online opinion piece published by Hong Kong's major English-language newspaper, the South China Morning Post. The purpose of this piece is to express my point of view in response to the critics of Chinglish. I write in favour of this hybrid language by arguing that the Hong Kong people should not fully adhere to the British norms of correctness, as Chinglish is a logical evolution of English in a Chinese dominant society. It can also retain its unique character by describing local specialties when traditional English fails.

As an opinion piece, the tone of this article is primarily sensational in order to appeal to the readers and be persuasive on my stance. For example, a hook is intentionally employed at the beginning by juxtaposing common connotations of Hong Kong to the rather unusual discussions of language. Other devices such as rhetorical questions and colloquial language are featured, as well as personal experiences and historical facts to strengthen my argument and assert a sense of authority. By emulating an actual online article of the South China Morning Post, the use of visual features adheres faithfully to the design, styles and typefaces of its official website.

296 words

Bibliography

"Chinglish." *South China Morning Post*. N.p., n.d. Web. 10 Feb. 2014. <<http://www.scmp.com/topics/chinglish>>.

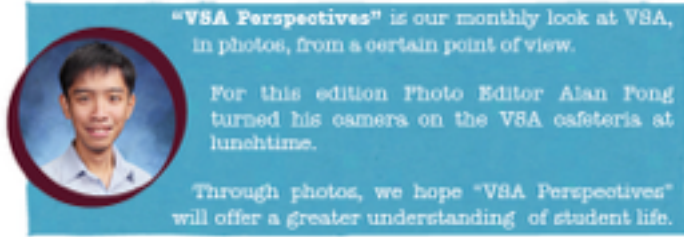
Jenkins, Jennifer. "Hong Kong English." *World Englishes: A Resource Book for Students*. New York: Routledge, 2003. N. pag. Print.

Thematic Household Survey Report No. 51. Rep. Census and Statistics Department, Hong Kong Special Administrative Region, May 2013. Web. 10 Feb. 2014. <<http://www.statistics.gov.hk/pub/B11302512013XXXXB0100.pdf>>.

Images

- <http://www.scmp.com/comment>
- <http://www.openbooknet.com/zh-hant/book/踢走港式英語小辭典-common-english-errors-hong-kong>

VIC PERSPECTIVES: Notes



- **Vic Perspectives** occupies the middle two pages (10-11) of each edition. These are the “picture pages” that add some balance to the text-heavy newspaper.
- In this section the Photo Editor snaps, selects, and positions 20-30 themed photos on the template in order to visually depict an aspect of student life at VSA.
- **Regular features include** a “Caption Contest” (example below) and a short paragraph from the Photo Editor explaining the approach taken with the theme for that particular edition (example above & below). Be sure to include the Editor’s avatar next to the theme explanation.
- **Photo Editors are reminded to strive for a good mix of photos in a theme.** Students from all ages and year levels should appear equally in this section (whenever possible). Do Not just take photos of one group of friends only for this section.
- In general, **pictures of one/two person(s)** are preferable to large boring group photos.
- Don't feel limited to VSA-only themes. Take your camera out for a walk somewhere in town and see what ideas pop up.
- Occasionally we can ask readers to submit photos or work with one of the student photography groups to gather the best photographs on a chosen topic.
- Do not take someone’s photo from Facebook or Instagram (etc) for Vic Perspectives without their approval.
- Can you think of any new and unique themes (topics or photography styles) for *VIC Perspectives*?



The Job: Vic Perspectives Editor

The photo journalist in charge of the *VIC Perspectives* section must inform the reader about the school by assembling a portfolio based around a chosen theme. Duties include:

1. Assembling a themed portfolio of 15-20 B&W photos
2. Choose a photo for the Photo Caption Contest Box
 - Write a short explanation for your chosen theme
 - Finalize the *VIC Perspectives* template by the deadline
 - Edit another section in the final editorial meeting

HEADLINES: *An Editor's Job*

HEADLINE NEWS: LESS IS MORE

Headlines must serve several purposes at once. A good headline draws attention to the article and hooks the reader by providing a reason for them to read the article. Like the first paragraph of the actual article, the headline must encourage readers to choose to read this article- rather than pass it by.

HEADLINES: THE POETRY OF JOURNALISM

If an article is prose writing (like a novel or short story) a headline is poetry-- the less words the better. Headlines can push the limits of grammatical rules by omitting some words & punctuation. Often a writer will submit an article with no headline or a boring working one such as "Boys Basketball Article." It is the job of the Section Editor to ensure all headlines in her section are intriguing.

See if you can come up with some quality headlines for these untitled articles (below). Remember to reveal just enough information, consider what section the article is appearing in and consider using a question, quote from the article or provocative statement when creating your short headline.

By Latifah Sat, Editor-in-Chief

This year, The Vic organized a poll where VSA voted for their favourite Young Adult novels.

Young Adult Novels are commonly defined by the adult world as classical coming-of-age books worth reading such as *Tom Sawyer* or *Little Women*. They are fictional volumes targeting juveniles above 11 and below 18 years of age (though research shows that 55% of these novels are purchased by those above 18 years old). Many lists nowadays of top Young Adult Novels are wearisomely of the same few archetypal representations of English literature.

Instead, The Vic has redefined Young Adult Novels as being books with protagonists under the age of thirty. We also added the aspect of "modernism", so that all books in our list are not published until after 1990.

We compiled an initial list of popular books that fit the criteria above, then made a poll for students from Year 6 to Year 12 to complete. Students were also asked to add their own favourites if they did not appear on the list.

After talking the results, what surprised me most was that the most popular books were ones that were included in the English syllabus in school, such as *Holes*, *Skellig*, *The Giver*, *The Boy in the Striped Pyjamas* and *Percy Jackson*. It either means that studying these books made them everyone's favourites, or that maybe they're the only books students have read because they were forced to for English class. This underscores the importance of the English department in selecting quality novels for study.

Also, many of our school's faves come in series. In the Top 5 alone, three of them are serial. Perhaps students prefer longer series because it gives them time to cultivate their feelings for the characters.

Authors whose names appear many times include John Green (six times), Carl Hiaasen (four times) and Neil Gaiman (three times). Rick Riordan, Stephenie Meyer, Jerry Spinelli and Mitch Albom are among those who appear twice.

Of the works on this list, I personally recommend those by Markus Zusak, an Australian writer whose manipulation of words can force an ice sculpture to shed tears.

Books belonging to the fantasy genre dominate the list, from *The Golden Compass* to *Eragon* to *The Infernal Desire*. The range of genre present is quite large as well, from "teen" rom-coms such as *Ella Enchanted* and *Princess Academy* to books touching on more mature subjects such as cancer and mental illness in *The Fault in Our Stars* and *It's Kind of a Funny Story* respectively.

Perhaps this array of books will become the classics that we force our children to read in the future. For now, we can just unanimously agree that they are the books worth protecting in case of an apocalypse.

- Q: When should a headline be in ALL CAPS?
- Q: How should A&E Headlines differ from News titles?
- Q: What is the problem with long titles?

...

I think I shouldn't have remind my helper or parent to help me pack my lunch. If they don't have not enough time to make it, I'll buy my own lunch at school instead of pointing my finger at my helper or parent and blaming them for my own responsibility. I should think of a way to solve my problem instead of barking at them for not making my lunch. I am the one that is eating the lunch not them.

--Austin Ng

By Janet Wong,
Writer
...

Us Year 6's are learning how to take responsibility for ourselves and have to take care of a flour baby for two weeks. In these two weeks I understood what it means to grow up and to take responsibility.

We all had a sack of flour to start with, then days later everyone's flour baby looked different. Some wrapped it in a towel, stuck eyes on it, gave it clothes and others did not change it, they said their flour baby was 'original'.

Many of us felt different about our flour baby. Some showed great affection, and some only cared about it because they needed to. We needed to take them everywhere and even those who like theirs started to get fed up about this.

It was kind of annoying to have to carry an extra kg of flour to go or leave school because you can't put it into your school bag, your have to carry it with your hands or with another small bag which, you also have to carry by hand.

Some students have left their flour babies on the 8th floor right across Mr Morrison's laboratory and he picked them up. That shows they have not learned what is to take responsibility for something.

However, almost all of us learnt a lesson in the end: our parents worked very hard to take care of us, and we should be grateful. I also feel we have all matured in the end. (but some of us cooked their flour baby, which shows they learnt nothing.)

Unedited Article: *Find & Fix Errors*

Mock Trial Article:

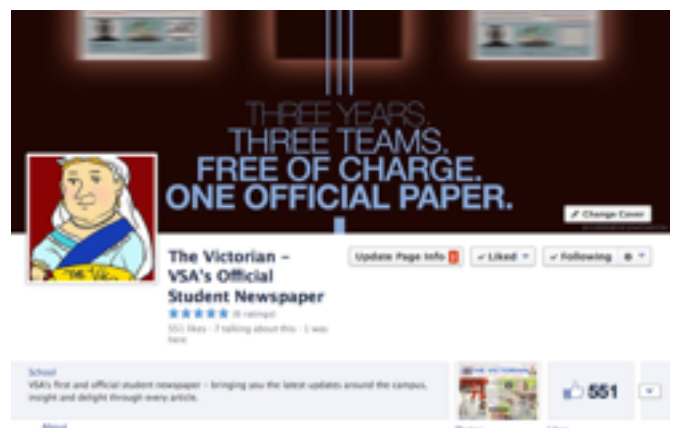
Recently VSA has been involved in the Interschool Mock trial competition, the largest scale Hong Kong wide Inter-school Mock Trial competition ever held involving twenty local and international schools in Hong Kong. I am happy to report that VSA has been generally successful in this competition achieving sixth place out of twenty schools, narrowly missing out on honourable mentions. Firstly I would like to give credit where credit is due and to congratulate my fellow Mock Trial Team members for their hard work, relentless effort and long sleep deprived nights in preparation for this competition. But more importantly, I would also like to take this opportunity to thank Miss.Barrowcliff and Mr.Webb for their guidance and contributions for the Mock Trial Team, especially sacrificing their own personal time during Easter Break to help prepare us for the competition.

In my opinion, this not being my first Mock trial experience, I still believe I gained a lot from this competition. Having the valuable opportunity to compete against the likes of Chinese International School, West Island School and Harrow International it has greatly improved me as a debater and a public speaker. Working alongside fellow Mock Trial members has also taught me how to be a team player, their diligence and unrelenting endeavour has always been inspiring throughout the competition. I believe that as a team we have come a long way, through thick and thin, team members have always been supportive of one another, even at the bleakest of times especially during our intense face-off with Chinese International School. Members playing as witnesses should also be congratulated for their avidness, their vivacity translated through their natural depiction of fictional characters within the case. Needless to say members portraying witnesses should seriously consider pursuing careers in theatre arts, I hate to see their talents gone to waste.

I can honestly say I have not worked with a group of people possessing such dedication, enthusiasm and assiduity, their tenacity translates through their work and performances during the competition. It has been a great honour and privilege to have represented the school in this event, knowing the talent and ability of these students and the with the assistance of dedicated teachers, I have no doubt the VSA Mock Trial team is in capable hands. I believe there lies a great future for the VSA Mock Trial team, hopefully new additions to Mock Trial team can continue the success we have already achieved.



The Vic Online (past PDFs): http://www.vsa.edu.hk/en/The_Victorian.aspx



The Vic Facebook Page- lots of "Likes" but what should we do with it?

Quality Photos: *Notes*



(ABOVE) Vic Writers visit the offices of CNN Int. in 2014

Q: WHICH OF THESE TWO PHOTOGRAPHS ARE QUALITY?



(ABOVE) Mock Trial members on an outing in March of 2014

PHOTOGRAPHS PART OF NEWS REPORTING

When Doug Meigs, a freelance journalist published by CNN & other news organizations, visited VSA in 2013 to discuss writing with the students in The Vic he spent time discussing photographs in print media. According to Mr. Meigs, photos are a vital part of the news reporting process.

PHOTOGRAPHS HOOK THE READER

Like a good headline, a photograph can help draw the reader to the article. Depending on the section photographs can serve different purposes. In the NEWS, A&E or SPORTS section photos should support the article and help tell the story. In the DURIAN or FUN & GAMES section a photo may be more for entertainment alone.

As for what makes a quality photo, Doug Meigs suggested a few simple rules. Firstly, no "static" or boring photos. Photos should depict life, movement, in all it's motion. Related to this rule is the rule of no boring group photos. There is nothing more naturally appealing to the human eye than a human face.

We have evolved to study the many expressions and emotions on our peers faces-- that is one of the ways our species has survived. Don't hesitate to use a close up of one person, on a CAS Week Trip perhaps, to represent the actions of a larger group of people. You shouldn't use a photo of all 41 trip participants standing in front of a museum-- this is boring. Boring is bad! Boring is the enemy!

MAINTAIN BALANCE

In addition to these two rules we should also strive to maintain balance to ensure within one edition photos represent all VSA students somewhat equally, don't include too many teacher photos and always use a photo caption (like the ones below the pics on the left). Editors, consider your photos carefully!



Comic - Fun & Games, V3.E3 By Melody So - Class of 2017