

YEAR BOOK LOVE

A Jostens Adviser & Staff Publication | FALL 2017

CULTURE OF FUN

One adviser's secret weapon

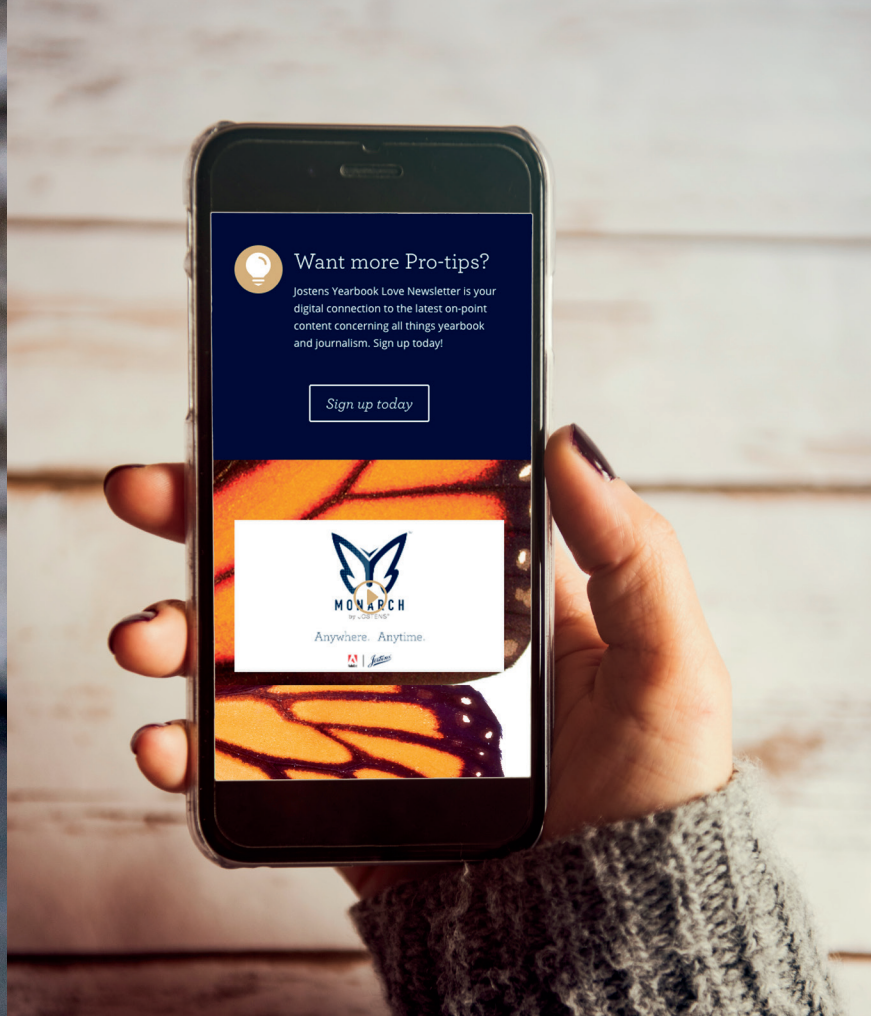
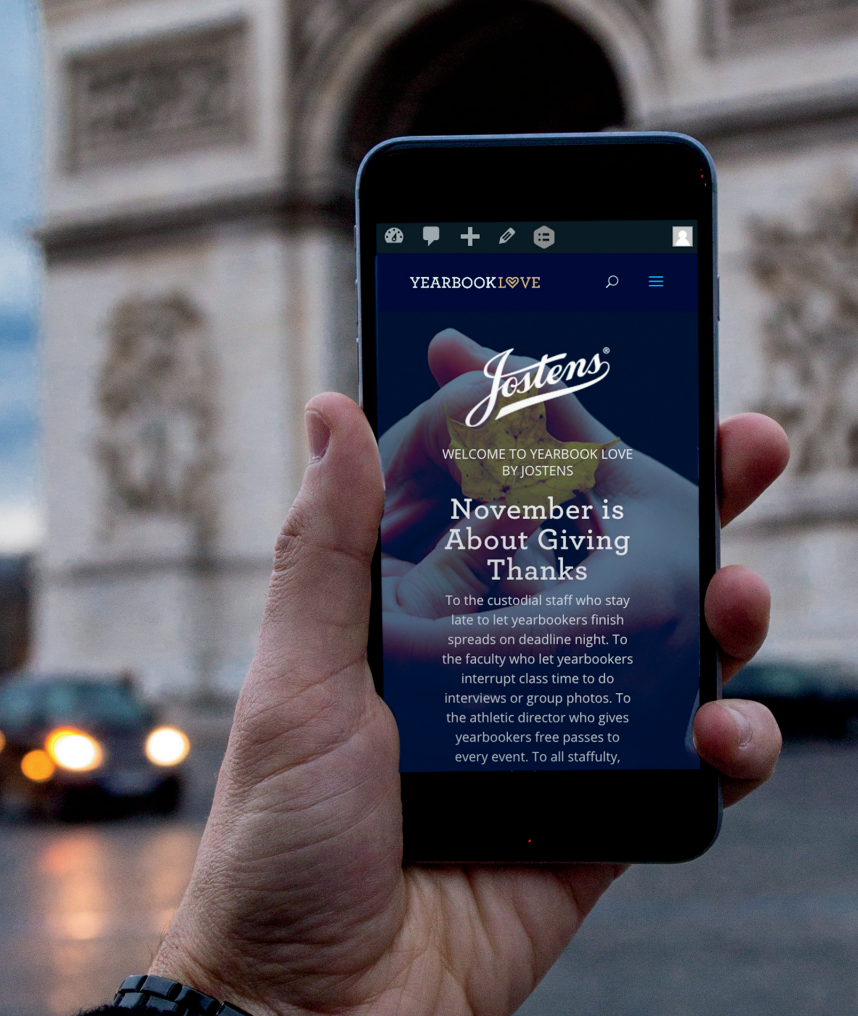
STEP BY STEP

Building a better yearbook program

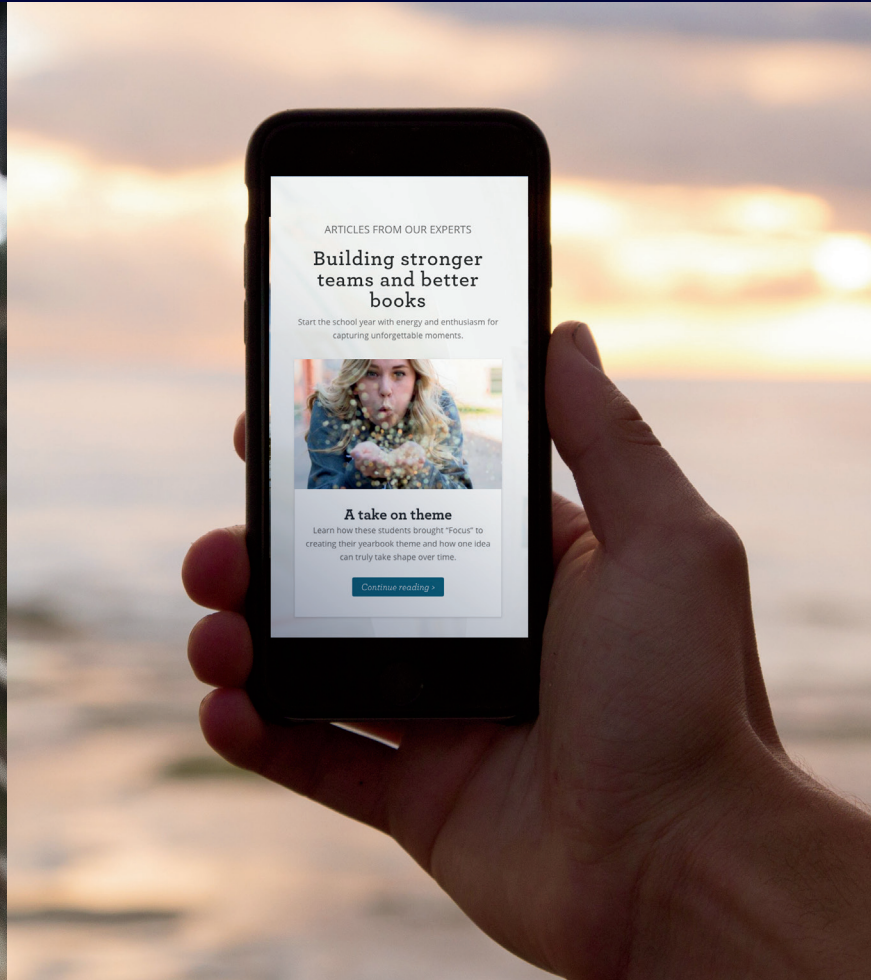
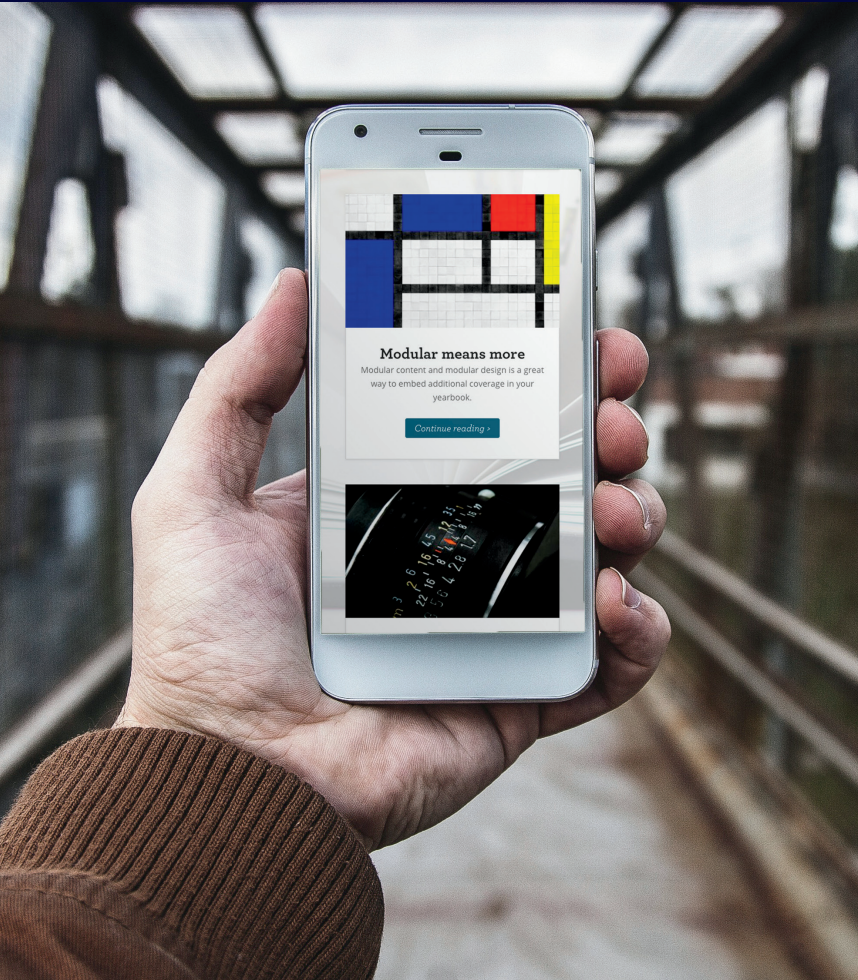

KNOW YOUR RIGHTS

The do's and don'ts of yearbook journalism





LOVE ON THE RUN.
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YEAR BOOK LOVE

ISSUE 75 | FALL 2017

Welcome to *Yearbook Love* magazine—the largest-circulation magazine in the world devoted entirely to creating and marketing yearbooks. Your subscription is provided compliments of your local Jostens representative.

LETTER FROM THE EDITOR

When I was younger, I had a coach who always said, “Stick to the fundamentals.” The practicality of this advice eluded me as a 10-year-old. But now, I see how valuable keeping things simple sometimes really is. The same can be said for creating a yearbook. No matter how many years you’ve been advising or how talented your staff are, everyone needs to start with the basics.

In this issue we have great, yet practical, ideas from advisers and students from across the country. We also take a look at a few award-winning spreads and stellar scholarship winners.

Before tackling that 400-page chronological book with jump coverage, just remember: advance planning, organization, simple design and a bit of recruiting goes a long way. And don’t forget to have fun. Making a yearbook, at a basic level, should always be fun.

COVER PHOTO

James Cordell, Multimedia Designer, Jostens

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10 TIPS

**TO HELP
IMPROVE
YOUR
YEARBOOK
PROGRAM
RIGHT NOW**

We've all been there, reading an article online or sitting in a class at a personal development conference and thinking, "This is great. But I can't implement this right now. I don't have the time or bandwidth."





To Basics

There are some things that take a high amount of activation energy to get started, but this doesn't always have to be the case. Here are 10 things you can do right now that won't take weeks of advance planning.

1 KNOW YOUR STAFF

Really get to know your staff and make sure they know one another. Have a show-and-tell (they aren't just for 5th graders). Have staff members bring in items that describe themselves. Be sure to participate.

2 SET GOALS

Set both staff and individual goals. Try wearing goal bracelets to serve as reminders (search "goal bracelets" in the Digital Classroom). Different color beads can represent goals. Fill out your goal posters from your yearbook kit and hang them.

3 FINISH YOUR LADDER

Plan a complete ladder that includes the content description, responsible staff member and plant deadline for every page.

4 ORGANIZE DEADLINES

Create a save-the-date reminder that lists all the deadlines for the year. Post it in a visible place, email it to parents and provide digital and printed copies to your staff members.

5 STUDENT LIST

Secure a student list for coverage tracking and marketing. Make your school's secretary your friend.

6 SEND IN YOUR CD

Send your portrait CD to the plant as soon as you get it. They can quickly upload the contents to Portrait Editor. Once the portraits are there, you can print a proof sheet for each grade to make sure every name is spelled correctly and that there are no duplicates.

7 HAVE A PHOTO EDITOR

Be sure to choose a photography editor. This can be your lead photographer or someone else with an eye for great photography. Let your editor sort through the 500+ photos that your staff take. Upload only the best 10–20 percent.

8 INVITE AN EXPERT

Ask a local photographer or camera store to teach a workshop with your students. Ask a local graphic artist to teach a lesson to your class. Have a salesperson give a presentation on knowing one's target audience. Relieve yourself from the pressure of being the source of all knowledge.

9 OWN SOCIAL MEDIA

If possible, choose a social media manager and have them create social media accounts for your program. Use the accounts to show previews of spreads, run contests, and announce school news. This is a great way to bring awareness to your program and your staff's hard work.

10 DISPLAY YOUR WORK

Find a secure place in the school to put past yearbooks on display (trophy case, media center, etc.). Let past work be visible to remind people of the longevity of yearbooks.

A hand is shown in the upper left corner, placing a white rectangular block onto a wall of similar white blocks. The wall is composed of several rows of these blocks, with some missing, creating a grid-like pattern. The background is a plain, light color.

BUILDING A BETTER YEARBOOK PROGRAM

“The biggest thing I did to grow our program and the quality of our yearbook was recruit staffers.”

There’s no magic formula for building a better yearbook program, but setting high expectations for staffers is essential. So is taking unconventional approaches to promote the book.

Five years ago when Matthew Rickard took over as the yearbook adviser for the *Buccaneer* at Page High School in Greensboro, NC, the program had 23 staff members. Now, he teaches 48 students in two yearbook journalism classes.

“The biggest thing I did to grow our program and the quality of our yearbook was recruit staffers,” Rickard said. “I go door-to-door visiting freshman classes right before class registration, and I talk to the students for a few minutes about our program and my standards. I also pass out applications as I do this and, as long as I fill my seat requirements, I am allowed to select which kids can join the yearbook program. I also got an honors credit added to our program, which helped encourage upper-level students to take yearbook—and stay in yearbook.”

In a school with 2,000 students, casting a wide coverage net is very important.

When Rickard took over, staffers were primarily covering themselves and their friends.

“I instituted a few new rules to help stem that problem. First, yearbook staff can only appear on the pages they have to be on. For example, if you play basketball, you can be on

that spread once, but I should not see you on the TWERP Dance spread, because you don’t have to be on that spread. Second, we use the coverage report to figure out which kids can’t be in the book anymore. After a student has appeared in the book five times, he/she is persona non grata.”

The staff notifies students if they’re in the book three or more times.

“The most important thing you can do is let kids know they are in the book,” he said. “Why would you buy a book if you aren’t in it? We send letters, make phone calls and deliver ‘you’re in the book’ slips to them in class.”

They also put up seasonal posters in the hallways—and, unconventionally, on the floors.

Yes, the floors.

“Kids are always looking down at their phones,” he explained. “Last year we printed out 600 photos and hung them down the hallways from the ceiling for kids to take. Purchasing information is on the back of the photos. We also used glass pens to advertise on school windows. We do individual text messages, and sometimes we will even tweet an amazing picture.”

In December, his students dress up as Christmas presents and hand out flyers in the car rider line.

They also maintain several social media accounts: Facebook, Twitter, Instagram and Snapchat.

FUN AND GAMES *Buccaneer* staff members Maggie Hild, Maggie Harrill, Lizzie Barnhardt and Rachel Walker break the ice with a marshmallow tower challenge.



Photo by Matthew Rickard

“We are slowly building trust among the students. Trust that they will be in the book, and trust that the yearbook will be worth buying.”

To build a strong yearbook culture in the classroom, Rickard had two mottos painted on the walls: “Non ministrari sed ministrare,” which means not to be served, but to serve, and “It’s because of us, not about us.”

“Getting kids to go the extra mile and step outside their comfort zone is really about culture and expectations,” he said, “and mine are very high.”

Rickard takes measures to inspire his staff’s creativity.

“Design is not my strong suit. So I try to find as many well-designed books as possible, and we try to emulate them. When I took over the program, our room was filled with sample yearbooks from the other schools in our county. I threw them all away. If you’re going to emulate someone, why emulate the school down the street? Emulate the best.”

He emailed yearbook advisers that had won Pacemaker Awards and Gold Crowns and asked them to send samples of their books. Rickard and his staff used them as examples.

“The *Look Book* is a valuable tool as well,” he said. “We also attend a local summer yearbook workshop, which is something our program never did before I became the adviser. These workshops are amazing and invaluable.”

Rickard’s program has an annual budget of \$75,000, but his staff generates close to \$90,000 every year.

“We do it by selling ADS! ADS! ADS!” he said. “I am completely transparent with my students about the yearbook budget. We talk about how much we need, and what we want to spend our money on. They know how important ads are, and they have completely bought in on selling them.”

To secure more funding, he also writes grants in January.

“I call it grant season, and I write 10 to 15 every year. Most of them are rejected, but if I only get one or two, that is a big deal. If I can use grant money to buy equipment (cameras, computers, etc.), then the rest of our money can go back into the yearbook.”

They use innovative approaches to sell books.

“Kids only seem to notice what is different or personal,” he said. “So while homemade posters are cool, and we do those, they are not different or personal. Kids tend to notice them once, and that’s it. When we hung pictures from the ceiling our students took pictures of them, tweeted them/ snapped them all on their own. Kids were talking about it

for a week afterwards. I want to incorporate more guerrilla style advertising in the future.”

Their efforts have translated into increased book sales.

“When I took over, we were selling around 450 to 475 yearbooks. Now we’re selling around 700. None of this happened overnight. We are slowly building trust among the students. Trust that they will be in the book, and trust that the yearbook will be worth buying.”

Ad sales are an integral part of every yearbook program. Last year, they sold \$20,000 in senior ads.

“They are easier to sell at our school,” he said. “Our parents are pretty involved. Still, it is important to get all the relevant information out there. We block off a day or two. We role-play making phone calls, then we divide up the phone numbers for the senior class, and we call every single parent, and document that contact.”

They also generated \$18,000 in business ad sales.

Rickard requires each of his students to try to sell 10 business ads; it’s part of their grade. With 48 staffers, that’s 480 attempted ad sales. If each staffer only succeeds once out of every 10 tries, that’s still 48 ads.

“Most staffers can sell two ads, and a few of them can sell eight or nine,” he said. “We look for businesses that are close by or are affiliated with our school or community.”

They approach typical businesses, like restaurants down the street. But his staff also tries to sell ads to car dealerships, dental offices, even the store where their school buys furniture.

“I tell my kids to just keep asking. It is okay to be told no. I joke that it’s like finding a prom date. Keep asking, eventually someone will say yes.”

Rickard walks his talk: “I sell ads also. I would not ask them to do something I would not do.”

He incentivizes his staffers. If they sell \$500 in business ads, they get half off the price of their yearbook. If they sell \$1,000 in ads, their yearbook is free.

He sets an ad sales goal. If the staff collectively hits it, they buy an upgrade for the yearbook room. So far they’ve bought a Keurig, a flat screen TV, a refrigerator and some expensive camera accessories.

“The yearbook room is their home,” he said. “We want it to be as nice as possible.”



Back to Basics

MR. RICKARD'S TIPS FOR GROWING A YEARBOOK PROGRAM

- 1 Be a presence in your school.** Yearbook is a brand. Build your brand.
- 2 Everything doesn't have to say "buy your yearbook."** Try new things: put up pictures, share your accomplishments and let people know the yearbook exists.
- 3 Build a strong staff of dedicated students.** Talented, caring staffers make all the difference, and my staff is amazing.

ON THE BEAT Lynsey Owen, Lucy Froelich and Kayla Shakib cover a Carolina Hurricanes practice for the yearbook.

CREATING *a culture of fun*

An inspiring mentor who makes yearbook fun can change a person's life.

Just ask Pedro Cabrera, yearbook adviser, Judson High School in Converse, TX.

As a student at Holmes High School in San Antonio, TX, Cabrera signed up for the journalism class because he wanted to have the same elective as his friend.

"I was a part of a very well run program headed by Martha Singleton, who I regard as one of the greatest people that I've ever met," he said. "It turned out to be my saving grace because I ended up joining my school newspaper, which ended up being my high school career, which ended up being the greatest time I had in high school, which ended up leading to me studying communication, which ended up with me eventually taking over a journalism program."

Photo by Pedro Cabrera



“I knew that I wanted to do for students what Ms. Singleton had done for me. And have a blast.”

Fast-forward a few years. Cabrera’s tenure as the yearbook adviser at Judson began with the 2014-2015 school year. When he stepped in, the program wasn’t living up to its potential.

“It was the dumping ground elective,” he said, “with a series of really bad books, no newspaper and a debt that was growing year after year.”

Cabrera’s principal knew he had a journalism background, so when the previous adviser quit, he asked Cabrera to step in.

Undaunted, he started the newspaper, *The Fuel*, and revived *The Rocket*, the school’s waning yearbook program.

“I knew that I wanted to do for students what Ms. Singleton had done for me. And have a blast.”

He rolled up his sleeves and got to work.

“I had to get students out of the program who didn’t want to be there and train the students who did want to be there. I set up an introductory journalism course, and then they had to choose the newspaper path or the yearbook path, which is how it should be done.”

He developed a campus newspaper and tapped into social media platforms. He chose a new yearbook company, Jostens, and he created expectations for his students.

And, he created a culture that nurtures his students and inspires them to create quality publications and stay in the program.





Photo by Carley Rudolfo



Photo by Carley Rudolfo

“Just like every other workplace, if you have a high turnover rate or employees who don’t want to be there, then the quality of the product decreases. And I can’t have that.”

Now the campus has a successful online newspaper with nearly 3,000 followers on three social media platforms, and it publishes three to four newspapers each year. The second yearbook produced under his tutelage was recognized by the Interscholastic League Press Conference (ILPC), the state journalism association in Texas.

Today, twice as many students have enrolled in his Introductory Journalism class, either as an elective credit or just because they’re curious about the program and want to join it. And, graduating students have gone on to major in journalism or mass communication in college.

A thriving journalism culture is rooted in loyalty.

“Students need to feel they are valued,” he said. “And I want them to know that their loyalty to my program is valued.”

His might be one of the few programs in the country where staff members earn a letterman’s jacket.

“I was told about a local vendor that creates letterman’s jackets at a very reasonable price,” he said. “So, typically, in their junior year, students enrolled in Yearbook Production 2 or Newspaper Production 2 receive a letterman’s jacket, paid for by the program. If they take Yearbook Production 3 or Newspaper Production 3, they earn patches for their jackets.”

When his staff meets deadline, they celebrate by playing board games or by enjoying a down day to give them some well-earned time off.

He also honors them with a year-end party.

“The party has contingencies though: their behavior throughout the school year is vital, their ability to hit deadlines is vital, and the sales of the yearbook need to be to the point

that we make a profit. If all of those are met, then the party occurs. And they want that party!”

Cabrera selects the best of the year, and then the staff votes on them. At the party, he hands out awards for Best Story (newspaper-specific), Best Spread (yearbook-specific), and Best Photo (both staffs).

He also honors students who are selected to join the yearbook staff.

“The current staff’s seniors go around school, handing out gifts to the new staff members,” he said. “They also announce who I have chosen to be the next year’s editors, and that is when those people find out that they’ve been chosen.”

To promote the school’s publications, he created Facebook, Twitter, and Instagram accounts.

“I knew I was going to have to brand the product somehow in order to spread the word,” he said. “I asked our graphic design teacher to create an assignment for his students, to create a logo for us. With Facebook and Twitter, whenever I post a story, I link it to our online newspaper. Whenever I post a yearbook photo, I watermark it with the logo that the graphic design students created.”

They use hashtags as often as they can, and he asks his students to retweet, reblog or share the posts.

“I am very adamant about my students getting recognized for their work. So every time a story is posted, their byline is on it. Every time one of their pictures is posted, it’s attributed. If kids know their name is online, they will share it, and then their friends will share it, and so forth. Before you know it, tons of people have seen what we posted.”

Thanks to Cabrera, student journalism at Judson High School has never been more fun.



LEFT: Senior Qiara Luckett discovers she has been named editor of *The Rocket*.

MIDDLE: Senior Serena Rodriguez is proud to be selected as part of the yearbook staff.

RIGHT: Junior Izabella De La Garza receives a bucket of goodies along with the title of assistant newspaper editor.

BELOW: Jose Veliz, Nathan Folwer and Gus Rivera serve as *The Fuel's* sports team.

Photo by Jennifer Gutierrez

Back to Basics

MR. CABRERA'S TIPS FOR RECOGNIZING STAFF EXCELLENCE

“Students need to feel they are valued. And I want them to know that their loyalty to my program is valued.”

- 1** Create a fun environment for students; this makes classroom management ten times easier.
- 2** Join in the fun. During the school year deadline parties, I don't sit behind my desk. I play cards and board games with them. At our end-of-the-year staff party, I am out there bowling with them, playing laser tag, eating pizza, playing arcade games.
- 3** Celebrate their achievements. Journalism is not a normal class. Students won't work hard for you just to earn a grade. They will work hard to create a book, so celebrate them in fun ways that they will look forward to.



Photo by Pedro Cabrera



IN THE KNOW

by Mandy Mahan*



KNOW YOUR STAFF (MANUAL)

A staff manual outlines processes and procedures so that a pre-existing standard operating procedure exists if questions arise. We recommend that every manual include the following:

- CONTENT POLICY**
- PORTRAIT SUBMISSION POLICY**
- BOOK DISTRIBUTION POLICY**
- OBITUARY POLICY**
- ATTENDANCE REQUIREMENTS**
- MULTIMEDIA POLICY**
- CONDUCT POLICY**
- STAFF SELECTION & DISMISSAL**
- STAFF ROLE DESCRIPTIONS**
- GRADING POLICY**

Visit the Digital Classroom to download an editable staff manual. It includes all the basics, which can be edited to suit your needs.

**Mandy Mahan is the publications adviser and foreign language department head at d'Iberville High School [MS].*



KNOW YOUR TERMS

Student journalism has its own jargon. Here are a few yearbook terms you should know to make your life easier.

COVERAGE

A yearbook should celebrate every person and event in the school, so including every student is important. What is considered good coverage? Shoot for each student being in the book at least three times (portrait, quote, a team or club photo and a candid).

DEADLINES

The number and timing of deadlines is determined by the number of pages in your yearbook and when it is shipped to your school. Meeting deadlines ensures that your book delivers on time.

POINT SIZE

Typography is measured in points from the top of an ascender to the bottom of the descender. There are 72 points to an inch.

PICA

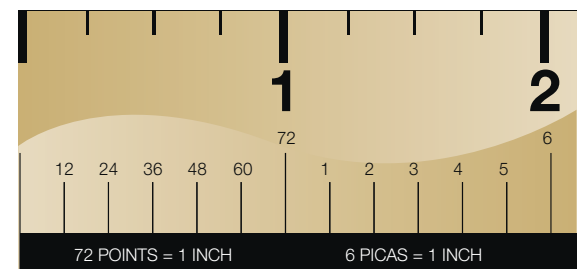
A pica is 1/6th of an inch, a unit of measurement used by graphic designers. The grid you see on the Jostens Page Designer and InDesign is a 1-pica grid.

SIGNATURE

A grouping of pages that are printed on the same press sheet and folded into a 16-page mini-booklet; signatures are bound to make a complete book.

WHITE SPACE

An unoccupied part of a design; so named because the white background is visible. All white space should be planned and includes margins, interior spacing and rails.



Let's face it, there is a lot a yearbook adviser needs to know. But having a working knowledge of some basic terms and concepts can go a long way during the thick of yearbook season. Here is some information to help keep you in the know this year.



KNOW YOUR RIGHTS



KNOW YOUR ADMINISTRATION



Learn more about student journalism rights at yearbooklove.com

Being involved with student journalism can sometimes lead to sticky situations. Familiarity with these key terms will help you lead your students in the right direction.

TINKER V. DES MOINES

The 1969 Supreme Court case in which three teenage students were suspended for wearing arm bands in protest of the Vietnam War. They claimed the ban on the bands violated their freedom of speech. The case reversed the decision of two lower courts who initially ruled in favor of the school district. The decision is the source of the famous quote stating that students do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.”

HAZELWOOD V. KUHLMEIER

The 1988 Supreme Court case in which a principal refused to let a student newspaper publish stories regarding teen pregnancy and effects of divorce. The court decided that school administrations could control content in student publications, but only if they could prove

that content disrupted the educational process.

PUBLIC FORUM

Public forum is when a publication's editors and staff have full creative control over content. A publication can be considered a public forum either by officially stating it in an approved statement or through history of operation as such, though the latter is more difficult to prove in court.

PRIOR REVIEW

Prior review is the practice of showing all content to a member of administration prior to publication. Prior review is allowed by law.

PRIOR RESTRAINT

Prior restraint is when a member of administration prevents a staff from publishing content on the basis of censorship. In public schools, administration must prove that the content will cause a disruption in the educational process in order to enact prior restraint.

If faced with difficult decisions about content, have a process in place. Kirkwood High School [MO] often leans into controversial topics, so their staff is well aware of their procedure. According to the Kirkwood editor, Olivia Rau, their process has eight steps.

STEP 1: Have your staff members brainstorm interesting story ideas.

STEP 2: Have the staff present their ideas to the editorial board.

STEP 3: Have the editors present the ideas to the adviser.

STEP 4: Make any adjustments needed after conferring with the adviser.

STEP 5: Gather information and photography through student and adult interviews.

STEP 6: Construct a rough draft and layout of the story and photos, and prepare an explanation of why this story matters.

STEP 7: Present the story to the principal in a manner that indicates you are informing them of the story's inclusion, not asking for permission.

STEP 8: Print the final version of the story in the book.

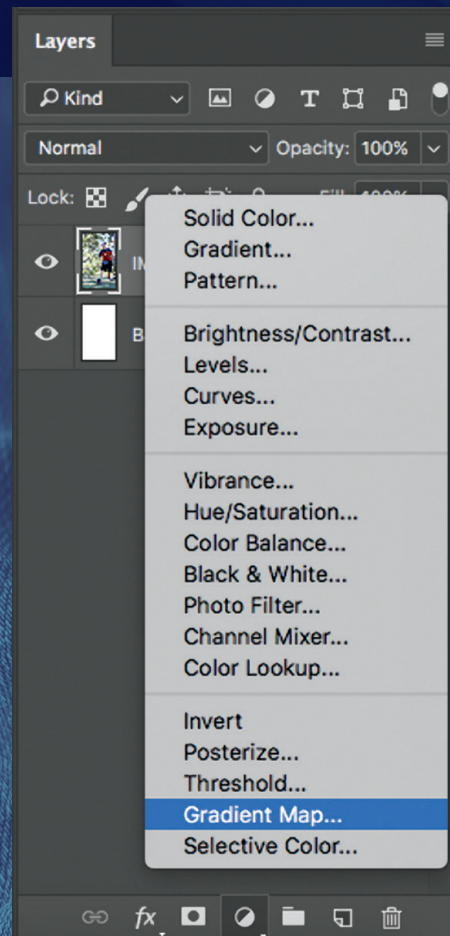
CREATING A DUOTONE EFFECT

LEARN HOW TO APPLY A TRENDY PHOTO TREATMENT IN JUST A FEW STEPS

by Connor O'Brien*

1 Open the image you want to edit in Photoshop.

2 Near the bottom of the Layers palette, select the shaded semi-circle icon and click to create a "Gradient Map" adjustment layer.



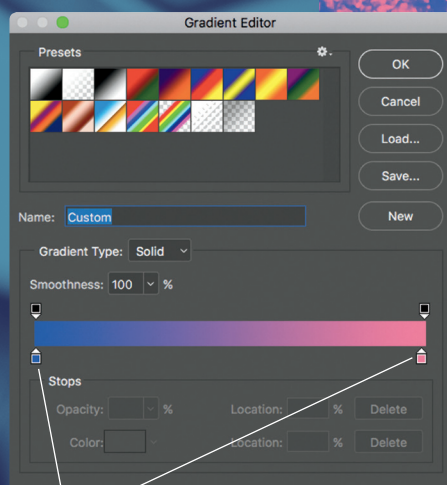


Learn more InDesign tips and tricks at yearbooklove.com

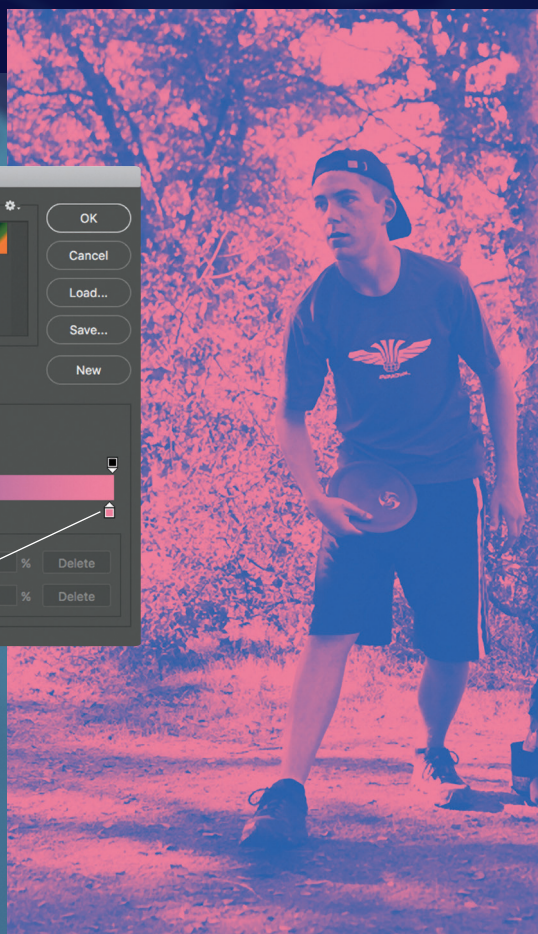
3 Edit the gradient by selecting it in the Properties palette and choosing two contrasting colors. They can be the same hue and have differences in luminosity or be completely different colors. The more contrast, the better. Make sure that the darker of the two colors is on the left of the gradient spectrum.

4 If the Gradient Map makes your image hard to see, you have two choices. Either you can choose two colors with more contrast or you can select the layer containing your photo and edit the Brightness/Contrast under the image menu to make the effect more visible.

5 Finally, you can use the Horizontal Type Tool (T) to add text around your photo. This example uses Venice and Trasandina. To create text that interacts with the image, you can use blending modes such as “overlay” and “multiply” from the top of your Layers palette.



Click on a color stop under the gradient bar and an eyedropper tool appears. Use this to select colors from the swatches palette.



And the winner is...
**JOSTENS
DESIGN
CONTESTS**

As the judges of the 2017 Jostens Design Contests sat down to deliberate the finalists, one word came to mind: sophisticated. Thousands of students submitted spreads that were sophisticated in both design and content, which gave the judges plenty to discuss.

Four prizes (grand prize, first, second and third) were awarded in each contest. The Jostens/Adobe InDesign Contest, in its 13th year of existence, is open to all students creating their yearbook using InDesign software. The Jostens YearTech Online Design Contest, in its 9th year, is open to yearbook staffs using Jostens Page Designer software to create their yearbooks.

INDESIGN GRAND PRIZE

LAINIE DUCKWORTH

Shawnee Mission East High School [KS]

Adviser: C. Dow Tate

The content drives the design in this spread. The topic may have been unplanned, but it's an example of great journalism. The infographics are inviting and very readable. Wonderful use of color.

YTO GRAND PRIZE

AVNI KULKARNI

Woodward Academy [GA]

Adviser: Rebekah Goode-Peoples

This spread contains a striking image and has beautiful balance. Simple design for a complicated subject. The typography fits the design nicely.

MORE THAN A MARCH

DESIGN BY LAINE DUCKWORTH

SENIOR EMMA VAUGHTERS SPEAKS ON THE WOMEN'S MARCH, RELAYING HER THOUGHTS ON EQUALITY AND POLITICS

Q: What were your thoughts on the women's march in KC?

A: It was really empowering. I felt like a lot of people banded together to show support for each other. The atmosphere was very inviting and welcoming, and it felt really good to be there with that many people. I stayed for about three hours.

Q: Why did you go?

A: I'm pro-equality, and I knew that I couldn't miss such an important and impactful event. As much as I would've loved to go to the one in D.C., I was just happy that there was one in KC. I wanted to be around

people who feel the same way I do about equality and the current political situation.

Q: What do you think the message Donald Trump being president sends to women?

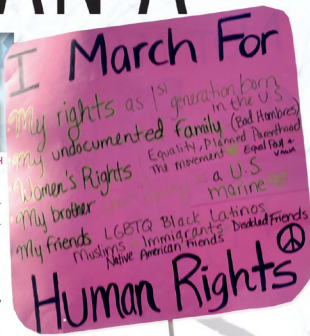
A: It sends the message that no matter how skilled, smart or how much experience you have, it doesn't matter. It says that if a man is in the same position as you, then he will be better than you.

Q: What was the most important message that these women's marches sent out?

A: Probably just that unity is really important and no matter what your political beliefs are, you're still a woman. We need to

stand by our gender because there's a lot of disparity in the world and despite people saying that we're equal, we're not equal in a lot of ways. That's what's most important to me, that everyone needs to stick together.

PHOTO BY KATIE KUHLMAN • STORY BY ADDIE VON DRESHE



4 MILLION marched globally
10,000 marched in KC
1 IN 5 East students marched

WOMEN'S MARCH TOOLBOX



MOST IMPORTANT ISSUES DISCUSSED AT THE MARCH

1. WOMEN'S RIGHTS	51%
2. RACIAL EQUALITY	27%
3. LGBTQ RIGHTS	22%

77% of East students SUPPORTED THE MARCH

RESIST

MARCHING TOGETHER

BOTH MEN AND WOMEN SUPPORTED THE MARCH.



"I supported the women's march because it stands for more than women's rights. It goes across all human rights. I was photographing it as well because I was trying to get a documentary perspective. It is history in the making and we're living it. The experience was eye-opening that people can be so involved in politics and civil rights."

ANNIE LOMSHEK, 12



"I support the women's march because I believe everyone should have equal rights no matter what. I know women have equal rights on paper, but in society they should be shown that way. Women can't continue to be abused and shown as weaker than men. In fact, there are women that are more successful than men. I will be in the future."

CARSON JONES, 10



088 FEATURE

JANUARY 089

"Israel has protected me and my identity for so long. I feel this obligation to serve and protect it like it has protected me."

For as long as she can remember, Dani Ben-Arie '17 has loved Israel. She grew up with two Israeli parents and spent summer after summer in Israel with her extended family. "Israel was just kind of the place I went, the place my grandparents lived and I went there in the summers. It was just kind of normal," said Dani. Keeping with family tradition, Dani and her family visited Israel during the summer of 2015 during Project Protective Edge. There was a huge influx of rockets being fired into the country and Project Protective Edge was instated to protect the citizens of Israel. The project included the construction of the Iron Dome in Israel, which intercepts and destroys rockets before they can cause harm. It was while visiting family in Israel that summer that Dani would make a decision that would change her life forever. She was having a normal day with her family—they had decided to visit the zoo. They were wandering around and admiring the animals like any a normal day. "All the animals started freaking out and we were like 'what's going on?' and then all the birds started flying off," said Dani. Rockets were flying towards Israel and Dani and her family were stuck running to the restrooms of the zoo because it was one of the few places in Israel without a local bomb shelter. "I could hear the whistling noise and I thought 'this is it. I'm dead. I'm dying here.'" No one of the zoo died from that rocket. Dani was able to carry on her visit to Israel safely

because the Iron Dome caught the rocket she thought would end her life. The Iron Dome did more than just save Dani's life, it gave her a new outlook on her future. "It gave me this moment of clarity where I just realized that the people who had just saved my life are just like me. They're my age, they're people who have a passion for Israel, who are citizens of Israel like I am. That was my first moment of 'this is what I want to do.'" As all her peers were making decisions about colleges, Dani decided to join the Israeli Army, the Israeli Defense Forces, or IDF. As her friends shared their acceptances and signed to play Division I sports, Dani visited Florida to meet other American teens who would be joining the IDF with her. Instead of buying a plane ticket for orientation weekend, Dani bought a plane ticket to Israel for Garin Tzebar, the program that teaches American soldiers Hebrew and absorbs them into the community. "It has been a really confusing experience, especially when I go to colleges on tours and I think 'oh my god I love this college I could see myself here. I want to go here' and then realizing that this isn't going to be for another few years. And then also going to colleges and realizing that I am going to be three years older than all the other freshman." These conflicts, however, have not deterred Dani from her determination to serve Israel. "Israel has protected me and my identity for so long. I feel this obligation to serve and protect it like it has protected me. It doesn't feel like a choice."



by Sati Bircoll '17

MY MISSION



NEW PERCEPTIONS

THE COMMENCEMENT OF HIGH SCHOOL MEANS NEW ACQUAINTANCES, NEW CLASSES, NEW INTERESTS, A NEW ATMOSPHERE, AND NEW BEGINNINGS OVERALL.

MAYBE YOU WERE nervous the night before, maybe you slept with a calm and quiet sense of certainty. Maybe that morning you ate a big breakfast, maybe you were so anxious you ate nothing at all. Maybe your mom drove you to school, maybe you walked. Either way, the moment you stepped on that grass for the first time, you became something new.

"I LOOK FORWARD TO MY DANCE CLASS."

Going to high school for the first time can often be a nerve-racking and anxiety-inducing experience. After surviving the tortures of middle school, freshmen often come in with major expectations of what their high school career will be like. For some, the fear that this will be just as bad--no, worse--than middle school hangs over them as they step into their first class. Others quickly find that high school is much more enjoyable than middle school. **"High school is less restrictive--you can walk around at lunch. At middle school I couldn't do that,"** said freshman **Adam Rosales**. Having these new, basic freedoms can make high school more exciting than anxious.

Freshmen also can take more elective classes than allowed in middle school. **"I look forward to going to dance class. That's like my favorite class ever,"** said **Paige Barrella**, a freshman who is also in theater and show choir.

Though it can be hard to adjust at first, as the year goes on freshmen often grow more confident in themselves and begin to feel more at home. You may enter freshman year as a nervous middle schooler, but you leave as something else--something a little smarter, a little taller and a little better at understanding the world.



MAYLENE SHANDRUM attends Santa Susana because of their large focus of the arts. Since it is her first year here, she is not sure whether she is going to pursue dance or graphics as a major. Maylene says, "It's too early to make up my mind about what my emphasis will be, since there are so many options, but it will be within the arts programs."

IMBUE 17 PEOPLE FRESHMEN

DOGS ON CAMPUS

Mike Smith, StuCo join forces to help these in need

HOT DOGS COOKING
during both lunches, Student Council decided to raise funds for the homeless by selling hot dogs. In collaboration with Mike Smith and his group, they were able to sell over 100 Wienerschnitzel hot dogs during first and second lunch.
"The first time I went here for the assembly, I loved it," Smith said. "I just had to come back again because this school is such a good environment to be in."
Each hot dog was sold for \$1 each. If a student spent \$5 or more on hot dogs, they were given a free hat with their order.
"I think it was really fun and beneficial for Mike Smith's Hotdogs for the Homeless," Alyssa Callias (18) said. "If he chooses to do this again next year, I think we would definitely try to get involved."

The drop off area was divided into three sections of grills, a stocking area, and a condiment zone. At the time, the hot dogs were sold with skateboards, caps, hot dog eaters and hot dog servers.
"It was an easy way for kids my age to help and give back to people in need with the little money that we have," Miranda Alonzo (18) said. "Selling hot dogs was a good choice because it's a classic and most people like them." Smith is partnered with homeless shelters throughout the U.S. and his crew helps support them through these kinds of fundraisers.
"Everybody enjoyed eating their hot dogs while being able to help a cause," Bryan Garcia (18) said. "It was moving to hear Mike Smith's influence from his own mouth and be able to see him making that impact and be part of it."



SHAKE UP IT. Hand in hand with Mike Smith, Justin Cory (18) gears him and his group. Smith is an accomplished "hangover" and speaker who travels to schools sharing his story. "I think it was really fun because you get to meet Mike Smith and his crew, and I helped out for a good cause," Cory said. "It's in my nature to help people and to be a role model."

WENIEE HUT. Now purchasing a hot dog from Student Council, Justin Cory (18) catches her food with condiments. Student Council joined with Mike Smith to sell the dogs. "This really got me to get this opportunity to hang out with Mike Smith, especially after the assembly," Justin said. "The hot dogs will be even better if I could make them with condiments." "I was really glad to get this opportunity to hang out with Mike Smith, especially after the assembly," Justin said. "The hot dogs will be even better if I could make them with condiments."

04-07-16 Photo Credits: Anthea Ferrandino and Russel Valdez

cracking CODES

Classes in upstairs H try to crack code

04-07-16 Photo Credit: Alysha Meloncon



PICKING THE LOCK. While collaborating with teachers in the upstairs H building, Dr. Nguyen (18) has to solve the mystery. The objective of this activity was to solve codes and unlock boxes which held documents to find the answers. "It was fun, interesting with different grade levels and being to solve the codes," Nguyen said. "It was challenging having to look for some of us and hidden meanings."
NUCLEAR CODES. Entering in the wrong code for the first time, Jessica Hines (17) tried to crack a code with a different code. The project was created by Mr. Paul Thomas, Mrs. Jennifer Brown, Mr. Robert Davis and Ms. Cathy Salas for the English and World History classes. "Thomas and that of them were through this scavenger hunt before," Hines said. "They had us try to crack a code for us as well."
THE GREAT HUNTING. Struggling to open the lock, Sebastian Alonzo (18) gets in a code for the second time. Pictures and documents were available as hints for the Breakout EDU to help solve the codes that were provided. "The codes and the hints were really interesting," Alonzo said. "Some of the break out codes had something completely different, but it was fun cracking out the box."

BREAK DOWN
RISE UP

HOSA hosts anti-vaping campaign
04-18-16 Photo Credits: Justin Ho
SPIN THE WHEEL. After spinning the wheel, Alexis Perry (18) was to see the prize in hand. The event was held during lunch, which featured a DJ, a photo booth and a prize wheel, where students won "Sweet Doves, Real Lip" merchandise. "It really did increase my passion to not vape or drink and to spread awareness about the dangerous effects," Perry said.

HOSA BALLIN'

Basketball tournaments hold to raise club funds

04-25-16 Photo Credit: Russel Valdez



FACE TO FACE. HOSA took on the ball, Brian Lopez (18) is taking to the basket while trying to avoid Noah Cho (17). On the 25th and 27th of April, HOSA held an annual basketball tournament where teams received medals for the games they won. "I signed up for the tournament because my friends and I were looking for a challenge after being last year," Lopez said. "It's a fun event that teaches you life skills, such as teamwork and caring."



SEWING THE PIECES TOGETHER

Sophomores in fashion prepare outfits for next year
PREP WORK. Working on the fashion project, Kiana Nolasco (18) is measuring pieces of fabric. Fashion 101 students created their own miniature model of a dress that would benefit their next school year. "I enjoy how hands-on this project is," Nolasco said. "It made me excited for next year because we can actually start learning different techniques on how to make clothing." For their introduction to Fashion 101, students were given a list of items to make. "We're also thinking about the color scheme we have in mind for the dress and if it would fit the style."

04-07-16 Photo Credit: Alysha Meloncon

LOBE on the BRAIN

Brain anatomy drawn on swim caps to learn different parts

04-28-16 Photo Credit: Russel Valdez



BRAIN GAME. Helping the correct anatomical structures, Vanessa Torres (18) is drawing on the brain. "The assignment was to watch the Human Dissection class and make a diagram of the brain," Torres said. "It was a good way to learn about the brain and the different things that it did." For more info, visit **THE MAP**. Drawing on the brain, Vanessa Torres (18) is drawing on the brain. "The assignment was to watch the Human Dissection class and make a diagram of the brain," Torres said. "It was a good way to learn about the brain and the different things that it did." For more info, visit **THE MAP**. Drawing on the brain, Vanessa Torres (18) is drawing on the brain. "The assignment was to watch the Human Dissection class and make a diagram of the brain," Torres said. "It was a good way to learn about the brain and the different things that it did." For more info, visit **THE MAP**.

LENDING a helping HAND

Teachers, peers assist each other

04-14-16 Photo Credit: Alysha Meloncon



GREENHUMB. Also generating their assets, Nathan Fighian (18) is helping his friend, Nicholas Reed (18) piece a puzzle in the classroom. "I was really glad to see the puzzle pieces being put together," Fighian said. "It was really helpful to see the puzzle pieces being put together." "I was really glad to see the puzzle pieces being put together," Fighian said. "It was really helpful to see the puzzle pieces being put together."

Key Club social was held. Chrissy Teigen gave birth to first daughter with John Legend. The Blood Drive came to school. SkillsUSA went to Reno for state competition. Coyote Coachella was cancelled due to bad weather.

INDESIGN FIRST PLACE

RYAN KROGH

Santa Susana High School [CA]

Adviser: Matthew Abbe

This design screams sophistication. Simple, clean typography is highlighted by a background that enhances the spread rather than distracts. The placement of the photo also works well with the background.

YTO FIRST PLACE

KIANA TIBULE

Southwest Career and Technical Academy [NV]

Adviser: Matt LaPorte

A prime example of a strong dominant photo supported by good modular design. Well-executed levels of space and clever headlines make this spread pop.

DESIGN CONTEST JUDGES



LINDA DRAKE, MJE, has advised the yearbook for 36 years, the newspaper for 22 years and the publications website for three years at Chase County Jr./Sr. High School [KS]. In 2008, Drake was named the JEA National Yearbook

Adviser of the Year. Drake is currently serving on the JEA Awards Committee.



AMY MORGAN teaches journalism and advises the student publications at Shawnee Mission West High School [KS]. She was recognized as the Jackie Engel Award Winner for outstanding advising in Kansas in 2011, and was named a JEA Special Recognition Adviser in 2014.

Her publications have earned local, state and national recognition over the years.



MARY PATRICK is the retired adviser for the Maize South Middle yearbook. *The Stampede* has won numerous CSPA Gold and Silver Crowns, NSPA Pacemakers and KSPA All-Kansas awards. A former JEA board member,

Patrick has been the recipient of the JEA Distinguished Adviser and Lifetime Achievement Awards and the NSPA Pioneer Award, and is a member of the NSPA Journalism Hall of Fame.

FAR FROM BASIC

JOSTENS 2017 YEARBOOK SCHOLARSHIP RECIPIENTS

In 2015, Jostens established the Jostens Yearbook Scholarship Program to honor yearbook staff members who have clearly demonstrated innovation in project management, marketing or design.

The program awards graduating senior yearbook staff members who attend a school that uses Jostens as its yearbook publisher.

We are proud to announce this year's recipients, who will each receive up to \$10,000 to use for their education.



SYDNEY BALLWEBER
@sydneybweb

St. Mary's High School [CO]

Currently attending: University of Denver

Major(s): Biological Sciences | Business

Sydney Ballweber faced an uphill battle when thrust into the position of business manager of St. Mary's yearbook, *Marylin*. The previous manager had just stepped down due to conflicting obligations. In addition, Chantal Seitz, the school's yearbook adviser, was hired a week before school began. But Ballweber not only weathered this storm, she navigated it with poise and confidence.

"Sydney and I were brought together in a sink-or-swim situation," Seitz said. "However, Sydney was a life raft in the middle of a storm. She calmed the rough seas for me by her positivity, serenity, adaptability and flexibility."

Not only was Ballweber positive, she was proactive. She immediately began to brainstorm ways to sell more yearbooks, including tapping into weekly school e-blasts, which helped keep parents in the loop regarding yearbook news. Her school had traditionally kept the contents of the yearbook secret, but she began to share previews of spreads, leading to excitement among the student body. She also took a grassroots approach to marketing the book, talking to students in hallways, classrooms or anywhere else students might have questions. Her efforts paid off, as the *Marylin* sold yearbooks to over 85% of its

student body, exceeding sales from the previous year.

"This year I spent quite a bit of time talking to other students about our yearbook and encouraging them to buy a book," Ballweber said. "People got really excited to see whatever spread or feature I was talking about that day, which helped increase the interest in our yearbook."

Interestingly enough, Sydney wasn't always so business savvy. It was her time on the yearbook staff that helped her discover an area of study she wouldn't have considered otherwise.

"Yearbook helped me discover that I enjoy dealing with business," Ballweber said. "I joined the yearbook as an extremely science-minded person, which has not changed. However, I also discovered that I am passionate about the business side of life as well."

Ballweber's newfound passion for business and organizational prowess made it easy for her adviser to give her full control of the program's record keeping, sales and advertisements.

"Having a business manager who is self-directed is critical," Seitz said. "Her skills and efficiency will be hard to replace and her kindness and sunshine-filled smile will be sorely missed."



Ballweber loves the colors and photography of the homecoming week spread.



SYDNEY LOOMANS
(@srloomans)

Fond Du Lac High School [WI]
Currently attending: UW-Whitewater
Major(s): Finance | Supply Chain Management

Known as the “spreadsheet queen,” Sydney Loomans served as editor-in-chief of Fond Du Lac High School’s yearbook, the *Cardinal*, for two consecutive years and for good reason. Her leadership, project management skills and organization were unparalleled.

“Her work in project management has completely changed the culture and production of our yearbook,” adviser Erika Daleiden said. “Her ability to lead without alienating and communicate without overwhelming others has changed how our staff gets things done.”

Over the past two years, Loomans turned the *Cardinal* into a lean, mean, publication machine. Her knowledge of spreadsheets helped her track a number of program goals as well as provide transparency for the rest of her staff. To keep the program moving forward she held weekly staff meetings, all of which had clear agendas so that every minute was productive.

“Sydney was one of the most organized and motivated editors I ever worked with,” Jostens representative Jayme Bogner said. “She worked side by side with her yearbook adviser to try to get to 70 percent sales in one of the highest high schools in the state.”

Increasing yearbook sales was no easy task. In her senior year, 92 percent of Loomans’ staff was new to yearbook. In addition, the yearbook program was club-based, meaning they didn’t have scheduled times to meet during the normal school day. The entire 278-page book would have to be created after school.

Knowing she was working with students new to yearbook, Loomans set up one-on-one meetings with every staff member, an idea born out of a feedback form she sent to her previous staff. These individual meetings not only helped keep the staff on track with deadlines, they also helped her get to know her staff members better.

“I met with people two weeks before the deadline and gave them compliments and pointers on their spreads,” Sydney said. “This proved to be very helpful and efficient. With every deadline, the staff got better at following guidelines. Also, I got to know everyone on staff really well. I found out what their strengths and weaknesses were.”

“She set a tone that made this group of varied personalities dedicate their time and efforts to making the *Cardinal* one of the most inclusive books we have ever produced,” Daleiden said.



Loomans believes the Bitmojis on the yearbook spread capture her staff members’ personalities well.



LISA QUANG
(@ohheeyitslisa)

Everett High School [MA]
Currently attending: Bentley University
Major(s): Marketing

After losing an adviser two weeks into the semester, most students might throw in the towel. Not Lisa Quang, editor-in-chief of Everett High School’s yearbook. But rather than call it quits, she knew that it was up to her to rally the troops.

“The staff was discouraged when our adviser left,” Quang said. “There were some moments when the book seemed like an impossible task but I did not give up and persuaded my team to keep going as well.”

It was this can-do attitude, along with many late nights, that led to her not only finishing the yearbook, but creating one of the best books in her school’s history. The Everett High yearbook increased sales by over 20% under Quang’s supervision. Part of this sales spike was due to Lisa’s revamping of the book’s design.

“I noticed that many people are interested in simple designs,” Quang said. “Therefore, I added more white space to all of our spreads. I also persuaded students to buy the book by showing them previews

of some of the pages.”

Quang continued to keep the train on the tracks until Everett hired another yearbook adviser. But things weren’t always easy. The program was missing deadlines and staff motivation was low.

“We ran into many problems, including inappropriate photos and poor productivity,” Quang said. “I noticed members didn’t feel like working on pages they disliked, so I allowed students to choose the spreads they wanted.”

Flexibility was one quality that helped her lead the staff in the completion of their yearbook. Dedication was another.

“Throughout the year Lisa demonstrated extraordinary abilities in project management, design and photography that enhanced the overall look of our yearbook,” new adviser Leah Bordieri said. “We could always rely on Lisa to show up after school, evenings or weekends to grab the perfect sports, club or superlative shots we needed to complete our pages.”



Quang thinks the diversity of the sports section divider represents her school’s student body.

< love this >

TINA CLEAVELIN

moments 8:22am

November 4

Robotics
Mr. Applegate

Friday

November 29 7:45am

English 6
Ms. Neill

Tuesday

Warren Clark (8) jumping into Coles Lake in Oregon.

Henry Booth (8) probe diving at summer camp.

Qu'lan Gard (8) walking on the beach in Jamaica.

Tabitha Charow (8) White Water Rafting in Pittsburg.

Sophie Guilany (7) at the beach in Fort Leavenworth.

Ava Miller (8) in White Sands, New Mexico.

Luella Bormann (7) and Dylan Lewis (7) jumping off a boat at Lake Ube.

Snapshots of FUN in the SUN
Oh the places we go, to beat the Texas heat

Keeping Afloat

Students dive into summer vacation.

▶ **Summer:** the two month break that all teenagers craved. Whether staying at home, or traveling to unique destinations, one thing was always the same. Sun, sand, cool waters managed to work their way into that time off.

Many students, like Warren Clark (8), got to enjoy their fun in the sun on vacation. "I had so much fun in Oregon with my family, and if I could do this again I would. Summer break was really fun. I'm glad I took time off of school." Clark spent her time jumping off the high rocks into the crystal-clear waters of Oregon's many lakes with her family. Beach destinations were popular with students, not just for the swimming and adventure but also for communing with wildlife.

▶ **Waving to Summer:** At home in the water, Christian Cooper (8) swims with a dolphin in Cabo San Lucas over the summer. The vacation experience allowed him to interact and even ride on the sea mammal. "Riding [the dolphin] was such a unique experience," Cooper said.

▶ **Beachy Vibes:** Paddle in hand, Kira Rosen (7) kayaks while vacationing in Oregon. She and her family camped for four days, enjoying the scenery and celebrating summer. "Kayaking was fun because it was really adventurous and I got to see lots of animals," Kira said.

Photo courtesy of Kira Rosen. 2. Not exactly outdoors, Emily Wootton (8) plays beach volleyball at the AIX complex in Cedar Park. The complex had four courts complete with fans said to help athletes imitate the authentic experience. "It's a great way to have fun during the summer and practice volleyball at the same time," Wootton said. Photo courtesy of Emily Wootton.

What do you like to do at the beach?

"I like going to the beach. My favorite is South Padre. It's fun to swim."
▶ Rubi Kizer (8)

"I like to chill on the beach and build sand castles. Galveston is my favorite because I can hang out with my friends and family, and it's peaceful."
▶ Kieyanna Dunn (8)

"Scuba diving is fun because I love interacting with underwater life. My favorite place are the Caribbean Islands."
▶ Hays Turner (6)

"I've been to South Padre probably ten times. I like swimming there because there's no limits, you don't have to stop swimming at any certain point."
▶ Diego Salazar (6)

"I've gone snorkeling before, I like seeing underwater life. In the past I've seen reef fish and sea turtles."
▶ Rishi Rajesh (6)

MODULES IN THE MOMENT

With their In the Moment theme, the Kealing Middle School staff celebrated the moments of the year. The staff incorporated thematic modules like Snapshot, Freeze Frame, Press Pause and Postcard to My Future Self.

In addition, the Moments module (left-hand side of season sections pages) featured photographs taken by students who are not on the yearbook staff. The plan: the yearbook staff assigned each 1st period class a specific moment (date and time) and then arrived with 15 iPads. The students took one photo either individually or in small groups at the same time to capture that moment. Modules were modeled after the iPhone 'moments' design with the time and date logged.

Kealing Middle School [TX] | Adviser: Kristen Scott

<love this>

JEFF MOFFITT

MORE EXPOSURE

Photographer flourishes in community

New Barbies, glitter nail polish and a Canon Rebel T2i. On senior Jo Anna Edmison's 19th birthday, she received her first DSLR camera. From there, Edmison learned her way into the world of photography.

"I enrolled in Photography 1 as a freshman, and it completely changed my life. I became obsessed with the constant knowledge and improvement I was awarded with. I did everything I could to be shooting all the time, even if it wasn't for projects within the class," Edmison said. "Photography became something that I needed in order to feel satisfied and something that I was really more than passionate about."

Toward the end of freshman year, Edmison decided to put her artistic work on Instagram for others to see. She quickly gained recognition

from the community and from many outside of Palos Verdes.

"I shoot film, digital, video, you name it. I don't have one project I am focusing on. I shoot for companies like Get Back Supply Co. where I have been hired to take lifestyle portraits of their products embedded within a carefree, adventurous lifestyle," Edmison said. "Other than that, I am always into experimenting."

Edmison planned to attend a college where she could major in photography and video.

"I intend to travel frequently and use photography as a mechanism to help others think about environmental and social issues," Edmison said. "I want to change the world and expose people to alternate viewpoints to persuade them to take action."



photo by K. JAFFE | layout by A. MOCHI | copy by E. HONG, M. KRUMHOLTZ, G. HERTZMAN, O. HARRIS

CONSTANT CREATION

Environmental influences inspire up-and-coming artist

"Art keeps me out of trouble," senior Griffin Mactavish said. After a friend showed him the world of spray paint and paint pens, Mactavish busied himself in the world of art.

"I take influence from where I live and the music I listen to," Mactavish said. "Other people perceive it as being unique to me. I convey my personality through my creations."

To expand his range of styles, Mactavish took art classes. "I like exposure to all different styles and techniques, but I mainly try to make art that actually means something," Mactavish said. "I start out with just a couple colors, and then it evolves from there with shapes. Other times, I figure out meaning for my art after I make it. It's kind of a subliminal thing I'm thinking about when making a piece."

After presenting at four art shows, Mactavish hoped to gain recognition.

"I want to get my name out there and see people's interpretations of my art," Mactavish said. "I'm already in my career and selling pieces. It's what I want to do."



WHOLE NEW WORLD

New home creates challenges for Chinese immigrant

The bright lights and busy streets that he once called home had transformed into a tranquil blue sea surrounded by suburban houses. He was no longer sure where home was.

Speaking little English, senior Steven Fu moved from Shanghai to Palos Verdes Estates for a better education in 2013.

"The first two years were the most difficult. My English was terrible. It was hard to make friends. It's not the same culture," Fu said. "It's a lot better now."

Joining different programs allowed him to regain his voice.

"I had a lot of good influences here, like Youth and Government," Fu said. "Just being in the program helped me with my confidence. Public speaking made me more fluent in English and helped me break out of my shell."

Due to this experience, Fu developed study skills.

"I've become more independent. I realized the importance of working hard," Fu said. "I used to be this kid who didn't care about school. All I wanted to do was just enjoy life. Now, I actually care about getting good grades, going to a good college and getting a good job."



SENIORS-EDMISON/MACTAVISH/FU/2017

FUN WITH PHOTOS

The senior section in the Palos Verdes High School yearbook, *Triton*, came to life through visually exciting and unique studio shots that accompanied individual profiles. The colorful photos and their bright hues (created by smoke bombs) connected visually with the book's theme, "Noise." It is clear the students photographed were having fun in the process, which engages the reader and is much more compelling than the expected headshot that is normally seen in most books.

Palos Verdes High School [CA] | Adviser: Susan Pavelka



Learn more about how the *Triton* staff captured these photos at yearbooklove.com

NEW WAYS TO PERSONALIZE YEAR **IN** IT BOOK

SM

ZIMMERMAN
2018



Kyle Johnson



A JOSTENS EXCLUSIVE

Our enhanced personalization options provide students with more contemporary designs to make their yearbooks their own.

Jostens[®]



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ATTN: YEARBOOK ADVISER

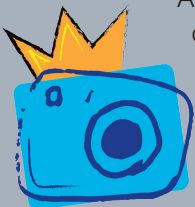


2018 JOSTENS PHOTO CONTEST IN PARTNERSHIP WITH PHOTOG FEST

THE PREMIER HIGH SCHOOL PHOTOGRAPHY COMPETITION JUST GOT BETTER.

All official selections will be exhibited at Caelum Gallery in the Chelsea neighborhood of New York City on Oct. 7, 2018. Winners will also be featured at the 2018 Teen Indie Awards in Brooklyn, New York.

Entries accepted Nov. 15, 2017–March 1, 2018



FOR MORE INFO:
jostens.com/photocontest
photogfest.com

