

# ♥ yearbook love

A Jostens Adviser & Staff Publication | SPRING 2019

**2020 VISION**  
Inspiring design trends

**THEMES**  
Get a jumpstart

**DISTRIBUTION EVENT**  
Streamline for more celebration time



**WHAT  
COMES  
NEXT IS  
ALREADY  
HERE**





PRESENT

## NOW HEAR US

Content is queen. A great yearbook is not only beautiful design and stunning photography, but meaningful storytelling that honestly portrays the lives of the people in the school — the good times, the hard times, the ways students are learning and making a difference in the world.



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NOW.

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HERE.

US.

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JOSTENS LOOK BOOK 2019

### INSPIRATION. PROVIDED FOR STUDENTS, BY STUDENTS.

The Jostens *Look Book* celebrates the “best of the best” in outstanding student yearbook journalism. Captivating design, dynamic photos, clever text — compiled with love for you.

Visit [yrbklove.com/lookbook](http://yrbklove.com/lookbook) to receive your copy.





ISSUE 78 | SPRING 2019

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

Reflect on the hours and heart you've poured into your yearbook, and you know why you love it. It's probably many of the same reasons we love it — the impact it has on the student body, the school history, the community. You've created a time capsule that captures not only the people but also the events of the year. You've watched your staffers grow in their skills and confidence as they create your yearbook.

But from the moment the yearbook goes off to print, before your distribution event happens, you're already thinking about next year's yearbook. You've made mental notes about what you'd like to improve upon next, design ideas, ladder updates, timelines to adjust. What's next is already here.

In this issue, Jostens provides you with tools for wrapping up this school year with an exceptional distribution event and helpful ideas for next year.

Together, we celebrate your yearbook with you!

— LindaSue

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# Why we yearbook

GABY



**Gaby Doyle**

Beverly Hills High School [CA]



Students from all walks of life, social groups and learning levels can come together as a team and as a family through the yearbook classroom. They have the chance to meet each other and work together to produce something that will be kept forever. In addition, they learn how to manage projects, problem solve, work under deadline pressures; use cameras, Photoshop and InDesign.”

JACK



**Jack Steiner**

The Catholic High School of Baltimore [MD]



Yearbook provides me with the opportunity to teach in a real-world environment and run the class like a business. The results of empowering the students with the full responsibility of the project has produced the best books in our school’s history and garnered state-wide recognition of our program. This has only been possible because of Jostens and their relentless pursuit of excellence.”

ELIZABETH



**Elizabeth DeVinny**

Eagle Peak Middle School [CA]



Through yearbook, my students have an authentic platform to learn real-world skills that excite them and put them on a path toward success in high school and future jobs. Our school had to add three beginning Digital Media classes to handle the volume of students who want to learn photography and design before they can sign up for yearbook class.”

RUSS



**Russ Keberly**

Holmes Middle School [MI]



In my building, yearbook is viewed as a leadership opportunity because of the many freedoms and responsibilities the students inherit. This process has instilled a level of confidence in staff as they move on to new ventures in life. The experiences and skills my students have learned by being a part of yearbook has allowed them to pursue other challenges in life with confidence.”



# love this job

JORDAN



**Jordan Kenkel**

Indianola High School [IA]



In addition to teaching students the very important life skills of making deadlines, careful planning, and effectively working with others to accomplish a task, yearbook helps my students interact with people they normally wouldn't and build working relationships with teachers. It also allows them to make their own mistakes and improve based on their previous errors. It just constantly makes them think!"

MARGARET



**Margaret Edmonson**

Smithson Valley High School [TX]



Beyond the teaching scope of sequence and standards, yearbook is about relationships and encouraging students to grow as writers, photographers and as people. I've had students who continued their work on college newspapers and yearbooks, and many who received degrees in journalism or public relations fields. Others have gone on to pursue careers utilizing yearbook experience in project management and collaboration."

ABRI



**Abri Nelson**

Washington-Lee High School [VA]



I love that every student can find a home and a way to contribute in the classroom. Yearbook gives students a voice like no other activity because they are involved in every aspect of production. I have seen the transforming power of purpose that a student can receive just when someone puts trust in them to tell a story that matters."

MARCILLE



**Marcille Nance**

William Amos Hough High School [NC]



We support each other, work together and cheer each other on. Every day I am able to witness a successful, student-run business in the yearbook classroom. Students are successfully creating, marketing and selling a product to their friends, family and their community. My kids will go to college and into the workforce with the 21st century skills they need to succeed in any career."





# VISION

# YEARBOOK DESIGN TRENDS THAT INSPIRE

*Our experts scoured multiple industries to uncover the trends at the cutting edge of culture and creativity. Their innovative work resulted in three trend libraries to inspire yearbook design. The yearbook spreads featured in this article capture the essence of these trends.*

**WHAT  
COMES  
NEXT IS  
ALREADY  
HERE**

*Jostens new trend collection includes templates, fonts, colors and art to make it easier to capture these looks in your yearbook. See your yearbook kit for more.*







Plano East Senior High School [TX]  
Abby Cole, adviser

**DESIGN ELEMENTS**

Large font size used to draw attention

Stories focus on connections through common threads

Traditional serif fonts

Emphasize connections with Jostens 2020 Varsity Twist Trend Collection.

# VARSITY TWIST

**ENGAGE COMMUNITY**

Modern twist on school spirit. Explores unique ways we are all connected.

Winston Churchill High School [MD]  
Naomi Ratz, adviser

**DESIGN ELEMENTS**

Muted color

Stories focus on bringing people together, surprising connections

Stylized use of numbers in captions

Statement type treatment in dominant title/headline





# SCHEMING YOUR THEME

OVERHEARD IN THE YEARBOOK CLASSROOM:

*“Can’t wait until this yearbook is finished so we have nothing to do.”*

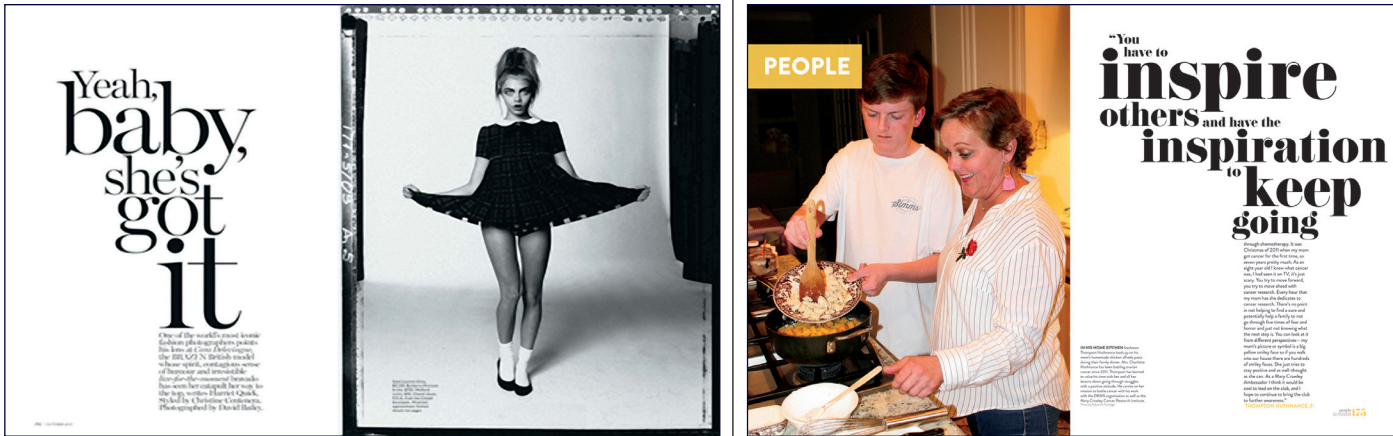
**NOTHING TO DO? NO WAY.  
YEARBOOK HAS NO OFF-SEASON.**

Savvy yearbook advisers and staff know the weeks after the completion of the spring delivery book can be valuable. It’s the perfect time to start planning for next year’s yearbook. And it all begins with theme development.

The theme is a central idea that sets the tone for the story of the year and energizes the yearbook staff. Repeated throughout the yearbook on the cover, endsheets and in the opening, closing and dividers, it unifies the storytelling message of the yearbook and gives it personality, verbally and visually.

An early focus on theme development can jumpstart the next yearbook and get the staff excited about the new storyline of the year. Several advisers shared with us how they engage their staff in the process.





Students from Highland Park High School [TX] use a magazine layout for inspiration.

Staffers develop a theme project that includes a cover, design elements, color choices and a font, all of which connect to the tone of the theme.

## AVA BUTZU

ADVISER 17 YEARS

Grand Blanc High School [MI]

### PROCESS

Staff members are divided into groups of 5 to 7, and each group selects a theme to develop for a five-week project. The project includes a cover, three elements, color choices and a font, all of which connect to the mood and tone of the theme. They create dividers, front endsheet, seven module spinoffs dedicated to the theme and decide on the organization of the book.

### RESEARCH

Students look at commercials, ad campaigns, YouTube videos, college brochures, school bookstore, magazines, ad agencies, Pinterest, Issuu and musicians with marketing campaigns. Students evaluate other schools' themes using the *Look Book* and our classroom library of yearbooks we've gotten in exchange with other schools.

Students look for something that captures the spirit of this school, the year, the generation, our lives.

They read the opening copy from our past three yearbooks. Students analyze what made it unique to the year, this school and this population. They are advised to carefully set the tone

and format the copy style to match the theme of the book. If it's a fun theme, the writing style should be too.

### DEVELOPMENT

We don't start with a design concept. That will distract from a meaningful theme. The design will evolve from the well-developed theme.

Groups prepare their theme project ideas on a web platform like Trello or Pinterest Board. Each group divides the assignments and meets every day to share what each member has developed and is contributing.

I emphasize that students write opening copy before they do anything visually. They work it and rework it. Then we have

a sharing session where they read it out loud to the other groups. We decide which of the openings resonates with us emotionally. That is the theme we usually end up making THE ONE.

It is important to listen to all suggestions and have lots of full-group meetings. We often edit verbal and visual components as a group and work toward consensus. This helps to bring the opinionated people into the fold so we are a team.

The adviser should take notes on ALL the ideas suggested at every meeting on a Google doc to be shared with everyone. Having an available list of all the brainstorming has been vital.

# RANDY JACKSON

ADVISER 6 YEARS

Forest Lake Christian School [CA]

I highly recommend taking students out of the classroom environment to spark inspiration.

## PROCESS

Our school administration actually picks a theme for the year. As a Christian school, they usually pick a word, along with a Bible verse to go with it. The theme this year is *Focus* and the verse talks about pressing on toward the goal. I like to be different and stretch my class to be more creative with it.

The process began in the summer. Key members of our team got together on a fun trip, a yearbook conference. We talked about what it is they love to do outside of school. Several of the students love exploring, so we decided that would be a great fit for the verse.

## DEVELOPMENT

Coming up with great ideas depends on the theme. For our theme *Focus*, we actually went on a hike and did quite a bit of exploring during the Santa Cruz yearbook conference. We took lots of photos that inspired us. During one of our hikes, we found a fallen tree. We climbed it, taking photos as we went. This inspired us to use shoes in different poses in the yearbook.

We also look online to see how other schools interpret their themes. If we get stuck, going online helps get us back on track and sparks new ideas.

I highly recommend taking students out of the classroom environment to spark inspiration.

# MARGIE RAPER

ADVISER 15 YEARS

Highland Park High School [TX]

This process gives us confidence our verbal concept is strong, and that makes the visual planning much easier.

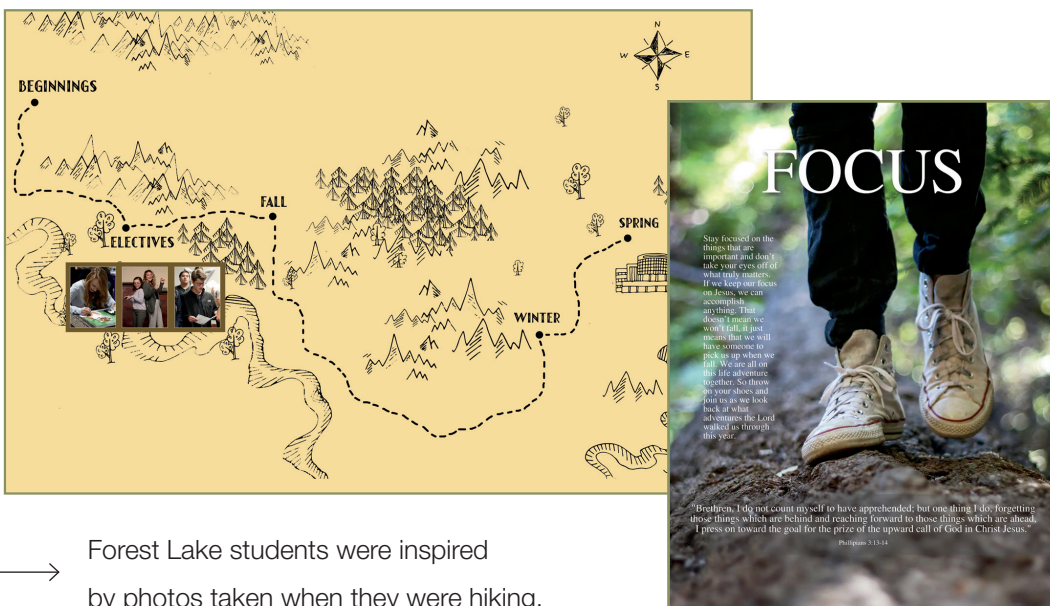
## PROCESS

The staff begins by watching commercials on YouTube, including playlists of the best commercials of the year, Super Bowl commercials and promo commercials for athletic teams. They extend the search by researching advertising and branding agencies.

We explore brand messaging in commercials, and think about the word choices in the script that producers made to connect with the recognizable visuals of the product or company, or how the verbals and visuals work together to create a tone, mood or feeling.

We also look at the multimedia versions of the advertising, exploring how it translates from social media, web and print.

## INSPIRATION



Forest Lake students were inspired by photos taken when they were hiking.





Highland Park students break into teams of three to conceptualize theme ideas for slideshow presentations. ←

## DEVELOPMENT

The staff breaks into diverse teams of three. Each group begins a portfolio project divided into two phases.

Phase One: a theme planner worksheet with a narrative, anecdote or rough draft theme copy to explain the concept; the exact thematic phrase; and 10 examples of content-specific story ideas, angles and experiences they could cover that tie with the concept.

From those 10 examples, each group chooses a storytelling method to fit the story idea and create a realistic and executable action plan to capture the experience.

We haven't said the "D" word at all. Everyone wants to jump into design, but this process gives us confidence our verbal concept is strong, and that

makes the visual planning much easier.

The groups present and, as a staff, we come to a consensus of the thematic phrase. All this brainstorming creates a database of verbal ideas we can pull from throughout the year.

Phase Two: thematic phrase packaging, cover and endsheet design, title page/parting pages, opening/closing spreads, divider spread, dominant story packages and secondary module story packages.

The groups share poster or slideshow presentations. The editorial board takes command to ask questions, evaluate, critique, take notes and document the ideas, feelings and reactions to the designs.

The editors are the decision-makers and responsible for the finalized theme concept

package. The process, before the editors take over, gives all staff members a chance to have a voice in theme development. Everyone on staff has the opportunity to see a little of themselves in the theme, and that helps them take ownership of the book.

## CREATIVITY

The staff is advised to search business annual reports and college brochures for graphics and the magazine section of any store.

Once the staff and editors have a solid concept and clear vision of the tone, mood and energy of the book, they explore fonts that share the same feeling. We will type blocks of text in different sizes, typefaces and colors with variations of leading and tracking. We print them and

hang them on the wall.

We play with common letters we use for our school name, mascot and theme phrase to get a feeling for how the characters behave within a font family.

For colors, we love the Jostens swatch book. We destroy it by cutting out all the swatches and play the color coordinating game.

On everything we design, fonts and colors have to be seen on paper, not the screen, before a decision is made.

Once the theme development is complete and the design library is built, the editors lead the staff in lessons to teach the verbal concept, how the design works, what photos to look for and what interview questions can help tie back to the theme.

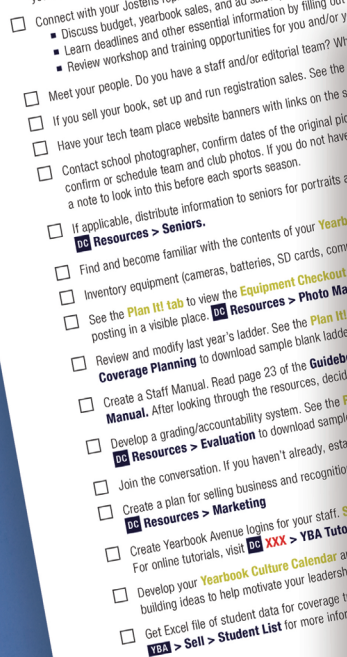
# GROW YOUR KNOW

*Jostens new yearbook program offers advisers ongoing support and guidance*

Advising a yearbook is rewarding. And, at times, challenging. In fact, an adviser can be described as teacher, coach, mentor, project manager, historian, keeper of tradition, counselor, proofreader, world-class inspirer, marketer, photographer, negotiator, technology wiz and journalist. It's no small job, but it's also nothing short of amazing.

The road to success can be both thrilling and daunting. But, you don't have to go it alone — thanks to Jostens new *Grow Your Know Adviser System*. We've got your back — every step of the way.

The program provides ongoing support for high school and middle school yearbook advisers, whether their yearbook program is classroom-based or club-based. The goal is to equip advisers with the information and guidance they need to feel comfortable and confident in their role, freeing them to focus on the bigger picture.



## BEAT SHEET EVALUATION

CATEGORY	ADVANCED
Preparation	Reporter thoroughly completes the Beat Sheet, digging for unique details that reveal a fresh, interesting angle.
Interview Questions	Reporter prepares and asks more than five open-ended questions. Questions asked reveal unique details that result in interesting direct quotations from those interviewed.
Summary Paragraph	The summary paragraph is creative and full of interesting details about the event or person interviewed. OR, "The summary paragraph includes not only the 5 Ws/It and is written with proper grammar, spelling and punctuation, but is also creative and full of interesting details.
Photos	Reporter takes and uploads at least the minimum number of photos required on the Beat Sheet. The photos are clear and unique in composition. They cover a wide range of participants, audience members and perspectives.

## MODULE/SPREAD EVALUATION

CATEGORY	ADVANCED
Deadline Completion	Staff member completed all spread/mod elements and editing early in order to assist others on staff.
Grammar, Punctuation, and Spelling	The mod/spread is flawless in grammar, punctuation and spelling.
Photos	Photos are not only crisp and unique, they include creative composition and unique storytelling details.
Copy (caption/stories)	Includes all of proficient, plus stories are written with creative description and include multiple perspectives (when possible). Captions reveal more about the event than what can be seen in the photo.
Headlines	Headlines are creative, using such devices as alliteration, puns, or rhyming to draw the reader in.
Page Design	Mod/Spread design consistently follows guidelines established in the style guide.

## WE ASKED. YOU RESPONDED.

The *Grow Your Know Adviser System* was developed in response to a survey that Jostens sent to advisers with two to three years of experience.

Jostens received nearly 350 responses from advisers across the country who identified the things they found most challenging about producing a yearbook. At the top of the list were organizing and motivating staff; working with Yearbook Avenue or InDesign; meeting deadlines; and grading.

The solution: provide ongoing support, step-by-step resources and tips to reduce the stress of producing a yearbook. And, add some fun along the way.

## THE DETAILS

The family of *Grow Your Know* adviser supports has grown from four books and a set of photo cards to a comprehensive system that will guide advisers from the word "go" through the words "Yippee! The yearbook is here!" The system revolves around weekly emails that start within a



PROFICIENT

Reporter...

minimum...

cover the ev...

PROFIC...

Staff member completes...

mod elements and editing...

deadline.

The mod/spread includes...

in grammar, punctuation, or...

Photos are crisp un-posed shots...

hold visual appeal

Stories are written in past tense...

include the 5W's/1H and quotations...

from interviews. Captions are written...

in present tense in the first line, then...

past tense thereafter. Captions include...

a quote whenever possible.

Headlines are written according to the...

style guide and relate to the focus of...

the mod/spread.

Mod/Spread design inconsistently...

follows guidelines established in the...

style guide.

In gram...

not talk...

style gu...

ADVISER WORKBOOK

# YEARBOOK CULTURE CALENDAR

Resources > Culture

**CELEBRATIONS – HAVE SOME FUN WHEN YOU'RE IN FULL SWING**  
 Everyone likes an occasional pat on the back or "job well done" acknowledgment. Create a sense of fun, both verbally and visually, and your staff will enthusiastically help achieve the shared, desired outcome. Express appreciation – sincerely and unexpectedly!

- Halloween Font Costume Party: Students select a font and develop a costume that represents it. Have a fashion show at the party!
- Thanksgiving (secret Santa, White Elephant, etc.)
- Holiday Party
- Birthday Buddies
- Valentine's Day Boxes
- 100th Day of School
- Deadline Submission Potluck
- Finalized Submission Party
- End-of-Year Banquet

## SAMPLE QUICK LEAD CULTURE CALENDAR

Editors: Kelsey, Trey, Megan, Phillip, Tiff, Josh

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.
30	Weekend + Weekly Update *Kelsey	7-Minute Review: Spread Rubric *Trey	Team Building *Megan	The Harbor *Phillip	4 Spirit Day *Tiff	5 6
7	Weekend + Weekly Update *Josh	Thank You Notes *Kelsey	Team Building *Trey	The Harbor *Megan	11 7-Minute Progress Report *Phillip	12 13
14	Weekend + Weekly Update *Tiff	7-Minute Review: Spread Rubric *Josh	Team Building *Kelsey	The Harbor *Trey	18 19 Spirit Day *Megan	20 27
21	Weekend + Weekly Update *Phillip	Page/Photo Showcase *Tiff	Team Building & Thank You Notes *Josh	The Harbor *Kelsey	25 7-Minute Progress Report *Trey	26 2
28	Weekend + Weekly Update *Megan	7-Minute Review: Spread Rubric *Phillip	Halloween Font Costume Party (Non-Work Day)	The Harbor *Tiff	1 2 3	

### NOTES FOR EDITORS

- On their assigned day, each editor will start class with a Quick Lead and will be the "chief" editor of the day.
- After 30 minutes of work time, do a stroll around the room to check in with every member of the staff.
  - Remember, you set the tone for the day. If you are having a rough day or do not feel you can adequately lead the class for the day, it's okay. Just check in with the adviser BEFORE the designated quick-lead day. It is your responsibility to text a fellow editor and/or the adviser to "cover" that day. It's responsible for making up those points (trade days with the person you covered for or stay in at lunch).
- ...roughly 10 minutes include: Truth About Me, AKA, Circle of Commonality, Circle of Trust Chairs, ...description, see the Grow Your Know Guidebook, pages 24-27).

week of the first day of school and follow the cadence of the year, whether the book delivers in the spring or fall.

## WEEKLY EMAILS

Every Thursday evening, advisers who work with Jostens for the 2019-2020 school year will receive emails to help them prepare for the following week. The emails will include several 7-Minute Starter lesson plans, tests, activities for students and tutorials. These help advisers stay on track and take the guesswork out of producing a yearbook.

## PRINT MATERIALS

Two books supplement the email support. The books will be sent automatically to new advisers. Advisers who have worked with Jostens for a year or more may opt to purchase them. They include a hardcover, *Grow Your Know: Fundamental Adviser Guidebook*, and a spiral-bound, *Grow Your Know: Fundamental Adviser Workbook*.

Both books are full of essential information to help advisers navigate the

production of a yearbook, from creating a ladder, to developing and using strategies to ensure effective coverage, take good photos, write compelling content, select and motivate staff members, and market and distribute the book.

The workbook is updated annually. It provides a chronological, step-by-step guide, quick tips and best practices. It also points advisers to where they can look on Yearbook Avenue to find additional helpful information.

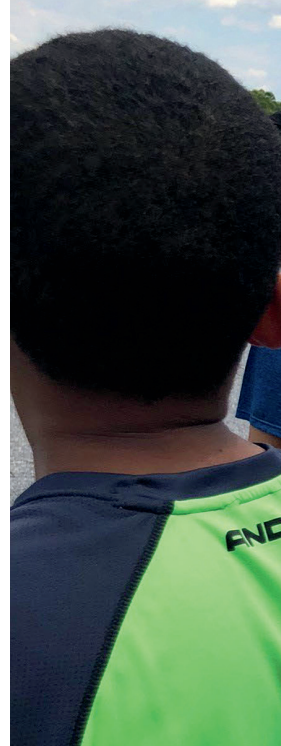
*Grow Your Know* helps make the year less stressful for advisers. Every week, you get everything you need to make the tasks easier to complete. That kind of support has a trickle-down effect. You can use the weekly lesson plans to help empower your editors. They can become better leaders by presenting lessons to staff members. Most of all, you won't have to search for answers any more. You'll have everything you need to grow your know, and your program.

Contact your yearbook rep to learn more about the *Grow Your Know Adviser System* and about earning graduate credit.

# EARN GRAD CREDITS

As a supplement to the *Grow Your Know Adviser System*, Jostens has teamed up with the University of San Diego to award grad credits to yearbook advisers. Online learning modules completed over the summer provide information on topics like setting up yearbook production processes and systems, strategies for motivating staff and grading students. Participants undergo a practicum in their own classrooms and, after their yearbook ships, they're assigned a grade and awarded grad credits based on completion of online classes, quizzes and their ability to guide their students in areas that make them more employable — like critical thinking and communication.





# TICKET TO CELEBRATION

WHAT COMES NEXT IS ALREADY HERE

*Efficient yearbook distribution means that there is more time to celebrate your school.*



The yearbook, the story of the students in your school, is unlike anything else your school offers its community. First, it includes all students, from outgoing to shy, athletic to academic, acquaintances to first loves. It's hard to imagine another product with as much power to embrace such a wide range of people.

So, when advisers and administration think about a yearbook distribution event, they should think less about the act of handing out yearbooks and more about the ability to create a climate-and-culture-building tradition. It doesn't even need to take much time.

At **Chattahoochee High School [GA]**, yearbooks are handed out over lunch periods. They decorate a small outdoor space with streamers and balloons, play music and invite an ice cream truck to sell to students during that time. With Jostens Distribution Ticket system, students have their books in minutes, so there's plenty of time for signing yearbooks and hanging out with friends. It's inexpensive, fun, and the principal loves both

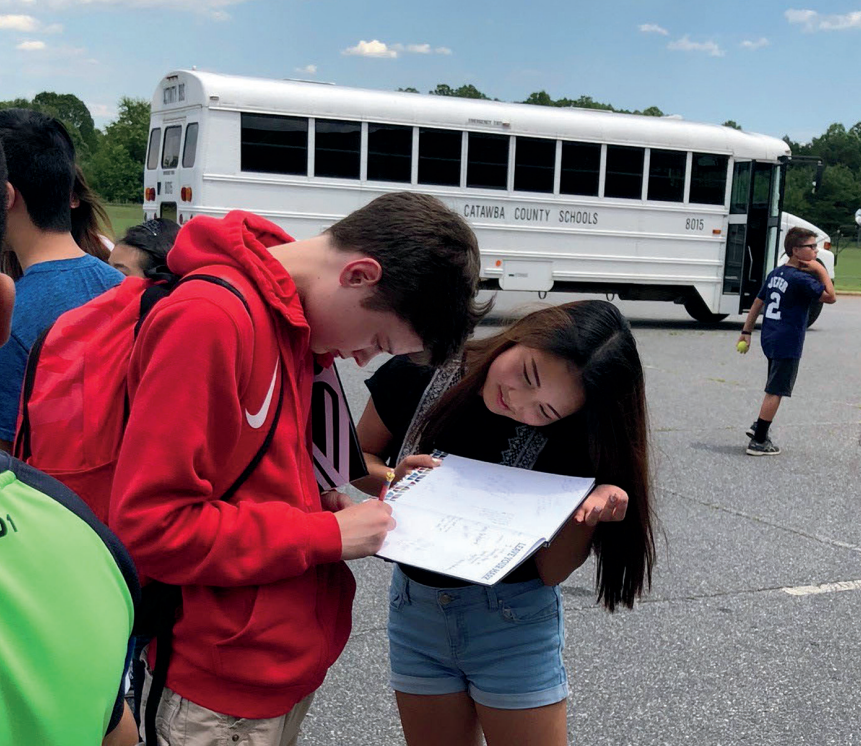
the ease and the community-building aspects of the event.

**Mounds Park Academy [MN]** hands out their yearbooks after an all-school assembly that includes recognition of the yearbook staff, a yearbook dedication to a teacher and a slideshow of photos set to music. It's simple, totally free and generates an enormous amount of positive energy toward the school.

Regardless of how the yearbook helps you celebrate your school, distribution efficiency is key. Administrators want to build a positive school culture, but they can't justify the loss of academic time to simply hand out a book. Advisers want to get the yearbook in as many hands as possible, but they don't want to spend their last week of school overwhelmed by the process.

This is the secret recipe: with a good system in place, advisers can spend time focusing on a school event supplemented by the yearbook. The yearbook distribution itself should be almost invisible.





**FAR LEFT** With a distribution ticket system, Marcille Nance's yearbook staff at William Amos Hough High School [NC] can quickly and easily troubleshoot problems and answer questions so students can enjoy the big day.

**LEFT** Ashley Reinhardt, adviser, River Bend Middle School [VA], created a culture-building tradition that gives students more time to have fun, sign books and celebrate the story of the year.

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*Jostens Distribution  
Tickets are intuitive,  
easy and convenient.*

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It's quick. As many as 1,500 books can be distributed in 30 minutes. Questions about orders and personalization are answered before distribution day. Most, or all, books are sold before the event. On distribution day, everyone can kick back and have fun.

Taylor Helms, yearbook adviser at **Lincoln Charter High School [NC]** has been using the distribution ticket system for the past three years.

"Our previous system of distributing was tedious and prone to errors," she said. "It involved me tagging every yearbook with a sticky note that had a student's name on it before distribution day. The distribution ticket system allows us to hand out yearbooks more efficiently."

Helms noted that the new system requires far less preparation for the adviser. The distribution process is much faster and more accurate.

"Having the students sign the ticket also creates a system for confirming that all purchased yearbooks were, in fact, distributed to the student," she said.

The ticket system is easy and intuitive, and Helms implemented it without a hitch. When they are distributed quickly, there is time to build an inclusive tradition that everyone loves.

**Want to learn more?** Talk to your rep or search for Distribution Tickets in the Yearbook Avenue Digital Classroom.

## THE POWER OF THE TICKET SYSTEM

**Maureen Farry, yearbook adviser, West Forsyth High School [GA], piloted the Jostens Distribution Ticket system.**

“We’re able to distribute about 1,200 books in less than an hour and a half,” she said. “Since the tickets are color-coded, it’s easier to distinguish between students receiving personalized books and those receiving non-personalized books. We collect the tickets, and staff members mark off on a Google sheet who has picked up their book. Adding the Google sheet component this year made compiling the master list of pickups a lot easier.”

## A WIN-WIN SOLUTION

**Paul Siegel, yearbook adviser at Dunwoody High School [GA], saw the previous adviser struggle to get all the books passed out, so he looked for a solution.**

“When I heard about the Jostens Distribution Ticket system from my yearbook rep, I knew we had to try it,” he said. “It builds excitement around the book and the end of the year in general. Students like it. They get their books and get to signing faster. They look back over the year and remind themselves of the memories.”



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## 2019

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## JOSTENS

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## PHOTO

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## CONTEST

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## WINNERS

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Thousands of student photographers from across the country submitted their impactful moments to the 2019 Jostens Photo Contest. More than 6,000 photo entries were received, with 98 photos selected as the award winners. Jostens is grateful for the opportunity to showcase these top award winners.

Judges for the 2019 Jostens Photo Contest were:



**JENNY BEAN**  
Yearbook Adviser  
Yukon High School [OK]



**KATHRYN CAMPBELL**  
Director of Publications  
St. Paul Academy & Summit School [MN]



**CADE CLEAVELIN**  
Freelance Photographer [TX]



**PETE TITTL**  
Yearbook Adviser  
Liberty High School [CA]

In addition to the Grand Prize and First Place winners showcased on these pages, additional winners are displayed at [jostensyearbooks.com](http://jostensyearbooks.com) and will be featured in the 2020 *Look Book*.

## GRAND PRIZE

**GRAND PRIZE SHOOT** | Chad Byrd, photographer | Richardson High School [TX]

Soon millions of hard-working students across the country will be walking across the graduation stage to receive their diplomas. Byrd was able to emphasize this student's joyful dance celebration by using a shallow depth of field.









**FIRST PLACE**  
**Graduation**

*SURPRISE*

**Ali Albee**, photographer  
Grand Blanc High School [MI]

Albee used tight cropping to focus the viewer's attention on the jubilant emotion in this storytelling photo. In it we see both a close friendship and the joy of an important day in every student's life.



**FIRST PLACE**  
**Student Life & Traditions**

*ETERNAL GLORY*

**Xinpeng Deng**, photographer  
Valley Christian School [WI]

A recently-crowned homecoming king and queen huddle together under fireworks on their first date. Back and top-lighting enhance Deng's photo of this sweet high school experience.





**FIRST PLACE**  
**Academics &**  
**Community Service**

*ART CLASS*

**Katie Drake**, photographer  
Shawnee Mission East  
High School [KS]

Drake used a low viewpoint to help control the background and minimize distractions from the main subject, allowing her to capture a student inspecting a flower etched into a clear drawing material.

**FIRST PLACE**  
**Sports: Sidelines &**  
**School Spirit**

*FOUR CAPTAINS*

**Sabrina VanDeBussche**,  
photographer  
Patrick Henry  
High School [OH]

When a beloved co-captain was tragically lost to a car accident, his three cohorts memorialized him by walking onto the football field with his jersey. VanDeBussche's photo captures this touching moment.



**FIRST PLACE**  
**Landscape**

*MILKYWAY*

**Chris Herzan**, photographer  
Forest Lake Christian School [CA]

The contrast range between the lightest and darkest tones in this photo provide a stunning view of the Nevada backcountry. Herzan's photo was made possible by the fact that there is no light pollution to muddy the details of the starry night.





**FIRST PLACE**  
**Sports: Athletes in Action**

*LIFE IN THE FAST LANE*

**Kate Ryan**, photographer  
Bishop Kelly High School [ID]

Ryan added interest to this underwater freestyle swimming photo by placing the main subject in the top third of the photo. Leading lines are used to emphasize a sense of movement and focus on the athlete.



**FIRST PLACE**  
**Yearbookers in Action**

*PHOTO OF THE YEAR*

**Cody Wilkins**, photographer  
Karl G. Maeser Preparatory Academy [UT]

Wilkins cleverly stepped back, capturing multiple layers from the mountainous background to the action on the soccer field to his fellow yearbookers at work.

**FIRST PLACE**  
**Photo Illustration & Manipulation**

*WIZARDRY*

**Joey Westermeyer**,  
photographer  
Steamboat Springs High School [CO]

This composite image, meant to conjure a portal, was created using sparks from steel wool, an image of the Milky Way and a photo of a friend on a snowy path. Framing accentuates the center of interest.







**FIRST PLACE**  
**Portrait**

*ESTHER*

**Lydia Barlowe**, photographer  
Parkwood High School [NC]

This stunningly simple photo portrays a sense of fun through the direct gaze of the subject. Barlowe's choice of a clean background and black-and-white exposure emphasize her playful expression.



**FIRST PLACE**  
**Middle School**

*JUMPING THE DISTANCE*

**Andrew Fendley**, photographer  
Sims Middle School [FL]

A fast shutter speed keeps the main subject sharply in focus and freezes the action despite the movement of a long jump. Fendley's low viewpoint adds interest and leading lines to the photo.

**FIRST PLACE**

# < love this >

JEFF MOFFITT



**Mallory Palmer • 10**  
"I got into photography when I was in sixth grade. I saw a lot of people on social media and wanted to try it."



**Zack Boeyink • 12**  
"Photography is a way I can think creatively and just see the beauty of things."



**Maggie Baugh • 12**  
"I needed a fine art credit, and found I really enjoyed photography."



**Caroline Marsden • 11**  
"I first got into photography because my mother is a professional photographer, so I could follow her lead. I grew up in photos constantly."



**Emma Ebeling • 12**  
"I mainly got into photography when I started Ms. Vodicka's class freshman year. It was the most fun and creative part of my day, and I could fully express myself in the class. I loved finding new things to shoot and creating art from the landscape around me."



**Julian Lawless • 11**  
"People have always said that I take great photos and that's what kept me inspired to keep working and explore new subjects."

## Picture's worth a THOUSAND words

Many people think that photography is just about clicking a button to capture a moment that one can share on social media. However, photography is also about capturing a specific moment in detail in which people would not be able to see unless they take a closer look.

With a camera, everyone can get a closer look through the lens.

"My best photo's look was a picture of an abstract plant. It had great contrast from the snow and the leaves. I also liked it because the long leaves of the plant kept your eyes moving around the frame," Michael Filarski • 9 said.

By simply zooming into a moment with a click of a button, one can express a picture with a thousand words. The question is why people choose to take pictures. Some do it for fun, for a living, or they just want to have a zero hour class.

"I mainly got into photography when I started Ms. Vodicka's class freshman year. It was the most fun and creative part of my day and I could fully express myself in the class. I loved finding new things to shoot and creating art from the landscape around me," Emma Ebeling • 12 said.

Photography can be a range of things from hobbies to job occupations.

Either way, photography can be enjoyed by everyone if they have an interest in expressing themselves through the lens.

Since photos capture a specific moment in time, people are able to have a different perspective towards the object and the world. One object may contain a thousand stories to tell. With the slightest adjustment of an angle for the photo of an object, it can change the perspective of someone trying to interpret the image taken.

"I really like photography because you can see everything from different angles, in ways you have never seen everyday objects," Bridget Walsh • 10 said.

One picture can tell a story that will stick with a person for a long time. One image said it all.

## Telling our STORY



24 students in photojournalism were tasked with taking pictures within our community that told the stories of over 800 students. You could find them in the classrooms, on the playing fields and behind the play stages. Capturing moments in time that would be on the pages for a lifetime.

PHOTOGRAPHY CLASSES

Clayton High School [MO] | Marci Pieper, adviser

# SEEING IS BELIEVING

For many, art is their varsity sport. This spread from Clayton High School [MO] provides recognition to those artists, while displaying their incredible work. In addition to featuring specific photographers, it also highlights one of the many elective courses offered at Clayton in a unique and interesting way.

It is not a spread full of students sitting at desks. It provides interest and imagery. Keeping within their theme *Show Me*, the Clamo staff looked for and planned spreads that linked back to their theme concept in subtle ways. This is a prime example of carrying their theme throughout the yearbook.



# JOSTENS CREATIVE ACCOUNT MANAGERS SHARE WHAT CAUGHT THEIR EYE

LIZABETH WALSH

## Livin'La Vida MOCHA

### Embracing Community Through Coffee

As you inch forward in the line, the smell of fresh pastries and brewing coffee hits your nose. Through the bustling crowd, you see smiling faces and small groups of friends talking to each other, as they stand in line, patiently waiting for the delicious goods they are about to receive. Whether students were munching on muffins or catching up with their friends, coffee shop was a place for students to spend their Wednesday mornings. "I love the cheap prices and large portions, and the overall vibe of coffee shop. It's a very happy, friendly vibe. You know, you're in and you feel welcome, you give them your money and you get your food really fast. The people there are always smiling," Helen Wornop, 11, said. Coffee and pastries were not the only things students walked out of

coffee shop with; some students walked out with new friends. "It was a really cool way for me to make friends because [when] it was first semester freshman year, and I was really stressed, it was kind of a cool thing to bond over," Aina Wilkison, 11, said. Through eating good food, and making new friends, coffee shop allowed students to gain work experience. "I think it's really cool that the students get that kind of experience because that's something really important, especially because they can get job experience from it [coffee shop]," Isabelle Morrow, 12, said. Students recognized Coffee Shop as a welcoming and friendly environment, where students were able to meet new people and open a portal to a life beyond the classroom.

by Alia Love



Laugh over coffee: Sejal Rawat, 11, and Isabella Pimental, 9, stand outside as they wait for their turn at the coffee shop. Rawat and Pimental were talking with fellow class members when they wanted to return to them. The coffee shop coffee shop made my morning better. But it helps me interact with the school and become more social," Greg Green, 11 said. Photo by Kaitlyn Lands.



A Mocha for Everyone: Angel Robles, 11, brings a container into coffee shop to carry out coffee for his classmates. Robles was one of many students who would bring boxes or containers to carry the drink's order. "Usually Mr. Seals lets us go to coffee shop by three. We take other people's orders so we can buy their normal coffee in the morning," Annie Sheran, 11 said. Photo by Faith Vidal.

## Open to Close



Working as a Team: Kevin Mackay and Gabe Martin help each other make coffee. They first got the recipe out of the classroom or caramel syrup in the cup, then added ice, and finally began to fill up with coffee. Their job was to work together on the end coffee while coffee shop was running. Photo by Faith Vidal.



Leading a helping hand: Mrs. Brown helps Lizzy Haines with cleaning the coffee table. This was the coffee station where students could get sugar and creamer into their coffee. Mrs. Brown and Haines took the time to ensure that the classroom remained clean for students. Photo by Faith Vidal.



Answering: Queen Taylor Smith just Haines, 11, got change for her orange juice at the Wildcat'fe. Haines visited the coffee shop on Wednesday, the first of September during first break to purchase orange juice. Photo by Kaitlyn Lands.

## Wildcat'fe REVIEWS

"I love coffee shop! It's one of the best things I've done so far in high school. I love interacting with the kids that work there and just being in the room makes me feel good!" -Hazel Lips, 10

"I feel it's a great way to let the students participate in many different activities and it works well with all of us and like in general, it really awesome!" -Maha Lopez, 10

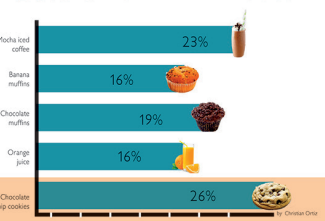
"Everyone I go to's been good for the past 4 years it's been one of my highlights of my day when it's that time of the week." -Harsh Goldberg, 12

"In past years I have, its good... I feel like it got them good table for the future and they really want healthy food." -

by Christian Orla

"Well, coffee shop is a very comfortable environment, usually the lines go quick and everything flows nicely. The people there are also really nice and I love how students are participating in it as well." -Katie Hicks

## DHS's Favorite Treats



by Christian Orla

Dunwoody High School [GA] | Paul Siegel, adviser

# SWEET COVERAGE

I love coffee and snacks, and I love how the staff at Dunwoody High School [GA] features their Wednesday coffee shop, the Wildcat'fe. In this spread, they create a tasteful blend of student and school culture coverage.

Rails of space separate five modules that provide opportunities for a variety of content, including everything from a survey that touches on favorite items to reviews of the coffee shop itself. Cutout photos add spice to the Favorite Treats chart. While 24 individuals are either quoted or pictured, the sweetest aspect of this spread is that anyone who visits the coffee shop or works in it can relate to the topic in myriad ways.

And check out that cute headline! What's not to love when you're Livin' la Vida Mocha?

# < love this >

TINA CLEVELIN

**JUNIORS**

**UP CLOSE AND PERSONAL - If I starred in a reality TV show, it would be...**

*How To Successfully Procrastinate Everything.*  
JANE SELANDER

*The Amazing Race so I could travel the world.*  
MAILE HUNT

*Hide and Seek in Plain Sight.*  
CAMDEN WATKINS

*Disco Briscoe: A True Story.*  
REEVE BRISCO

*The Life Of A Love-Struck Teenager.*  
ILANA WHITMER

*American Ninja Warrior.*  
NOAH SQUIRES

*Keeping Up With The Kardashians.*  
LONDON RAWLINGS

*Who Can Fill A Swimming Pool With Tears The Fastest?*  
BELLA COLVIN

*Any show on the Sportsman's Channel of Outdoors.*  
JACKSON HARTLEY

*Friends, that's the only way I can have some!*  
JONAH HEIMULI

*Hamnade Mechanic.*  
ARTURO DIAZ

**114**

*"I collect shoes-I don't even wear them. I just like to look at them. The most unique pair I have is my grandma's leopard-print high heels from the 1950s."*  
ANNALIESE SPANGLER-TEWBY

Lone Peak High School [UT] | Scott Gibby, adviser

## THE BEST LIGHT

Playing off their *Close Up* theme, the Epic staff highlighted students who were not covered adequately in previous years by including large student profile images and quotes. Not only does it echo the *Close Up* concept and design, but it also provides insight to a student's activities and personality. This spread shows a student's unique hobby of collecting shoes, including a fun fact about Grandma's 1950's shoes.

Their *Up Close and Personal* module continues the secondary coverage with questions that allow for the coverage of 11 additional students. The staff was smart to design for opportunities to cover anyone in the school since students are more interested in designs that include themselves or their friends.

What a great display of coverage and design working together to create a spectacular spread!





# JAU

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