

**Mr. Giansante**



# **Hillcrest Yearbook**

**August 2019**

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## PRINTING

Please consider the environment before printing anything from this document.



# Learning Outcomes

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The student will ...

## General

- Demonstrate proper care of all computer equipment
- Demonstrate positive attitudes and work habits
- Demonstrate interpersonal and organizational skills
- Demonstrate Problem Solving Skills
- Make Productive Use of Time
- Demonstrate independence skills and only seek help when necessary

## Organization, Roles and Responsibilities

- Learn the role and responsibilities of staff members
- Participate in the decision-making process
- Develop responsibility for punctuality in meeting deadlines

## Software

- Be able to design a page using InDesign
- Do basic photo editing using PhotoShop

## Photography

- Take photographs using a digital camera (lighting, positioning, quality, etc.)
- Recognizing good photos

# Introduction

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“ I don't know the key to success, but the key to failure is trying to please everybody.

Bill Cosby

”

## Extra Time Club

As the final deadline approached in late May, it is often necessary to spend out-of-class time (ie. weekends) working on the yearbook.

“ Every minute wasted in class is a minute you will have to spend on a weekend or after school ...

Former Student

”

The amount of extra sessions required is completely dependent on the amount of work class members do not do during allotted class time.

These extra sessions are mandatory and will take precedence over other activities such as sports practices and games.

## Deadlines and Marking

Deadlines are a major part of producing publications. Therefore, journalism students should think of assignment due dates as deadlines.

Because this is a project-based class, students are expected to use their class time wisely in order to complete their projects on time. I am available to answer questions and provide help to those students who are actively working on their assignments.

## What the Yearbook should be ...

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- It should be today's story and tomorrow's history.
- It should be in focus.
- It should be a time capsule about this school year.
- It should be a book about everyone.
- It should have photos that tell great stories.
- It should be more valuable in ten years.
- It should be the MOST LOVED book on campus.
- It should be fun.
- It should be different than last year's.
- It should make you feel seventeen forever.
- It should make you laugh (... and cry).
- It should be the ultimate autograph album.
- It should make you proud.
- It should be something you can talk about with your college roommate.

Source: Herff Jones, Inc. (yrbktips.com)

# Insider's Advice

Sidestep surprises, dodge the drama and whip up the perfect yearbook - with a little help and advice from the people who know how: Yearbook Advisors who have stayed the course and in the process become experts in everything yearbook.

Friesens talked to yearbook advisors in their classrooms to get the some insider's tips on how to bring your yearbook in on time, on budget and sans headache. *Here's what they told us . . .*

## STAYING ON SCHEDULE

"I reinforce a simple motto, that 'We do everything we can possibly do today' and, although we may appear to have the luxury of time at the beginning of the course, we will be thankful that we got so much out of our way by the end of the course. So, for example, we don't wait for the student portraits to arrive or events to happen before we lay out those pages." GRANT SMITH, ADVISOR, SELKIRK SCHOOL, KIMBERLEY, BC

"Keep a binder of completed pages, and print off updated pages regularly. This will help you keep track of who is on task and on track and who needs to be assisted if necessary. Pair slower working kids with a gifted kid if needed." WARREN WIBERG, WOODMAN SCHOOL, CALGARY, AB

"Make your first job creating the book's outline. Use the page-layout poster you received and hang it on the wall. Then it is always there to keep you on track of what pages are to be done and when each deadline is to be met." KERRY TOOLE AND MAYA RENNIE, ST. MICHAEL SCHOOL, CALGARY, AB

"Slow and steady gets the job done. Regular weekly meetings with the yearbook club through the year will get the articles written and names typed in a timely manner". PAT LOCKER-BENNETT, MURIEL CLAYTON SCHOOL, AIRDRIE, AB

"Communicate regularly with the class (a 5-minute briefing at the start with computer monitors off), and do it from the customer's point of view so they are clear that this isn't just another class assignment." WARREN WIBERG, WOODMAN SCHOOL, CALGARY, AB

## DON'T WASTE TIME

"Keep your finger on the pulse of the class....people will find it very easy to look busy even when nothing is getting done." WARREN WIBERG, ADVISOR, WOODMAN SCHOOL, CALGARY, AB

"Students who like to procrastinate will make very good arguments in favour of delaying work on a page spread until the pictures arrive because it will be so much easier for (them) to do everything all at once. Good thinking but we must do everything we can possibly do today." GRANT SMITH, ADVISOR, SELKIRK SCHOOL, KIMBERLEY, BC



"I used to spend a lot of time doing final edits on the students' submitted page layouts, especially after my first year when I discovered how many little red stop signs I was receiving in my proofs. Now, I work intensively with 2 to 3 Final Layout Editors, who take in the other students' generally good layouts, and go through the pages systematically to correct any little oversights and add the final designer's touches. For new

students, there is a lot to learn and to remember about page design and although they have a checklist, some tend not to be very good at checking the details. I still do a final check, but now it goes quickly."

GRANT SMITH, ADVISOR, SELKIRK SCHOOL, KIMBERLEY, BC

## MINIMIZING SURPRISES

"The biggest 'surprises' are when I learn that such-and-such a student, who I've entrusted with a large area of responsibility, turns out to be far too "laid-back" for the job. I dedicate approximately 35% of the course to Reliability and Group Work Skills, to quickly raise the issue with these students. If they can't handle the expectations, then I will find someone else in the class who can and the less reliable students are given a lesser role and a poorer mark. (It's all done quite matter-of-factly because I am just following the course objectives that I set out at the beginning of the class.)" GRANT SMITH, ADVISOR, SELKIRK SCHOOL, KIMBERLEY, BC

"Hold people accountable for their pages...set deadlines and assign photo assignments. Link marks to meeting these deadlines. Editors and assistant editors are responsible for the editing, and have them physically sign off on their pages when done proofing them."

WARREN WIBERG, ADVISOR, WOODMAN SCHOOL, CALGARY, AB



"Always ask questions of the support personnel provided by Friesens, the printing company."

KERRY TOOLE AND MAYA RENNIE, ST. MICHAEL SCHOOL, CALGARY, AB

"Have someone who hasn't written or designed it, edit and double check the final page."

KERRY TOOLE AND MAYA RENNIE, ST. MICHAEL SCHOOL, CALGARY, AB

## PULLING IT ALL TOGETHER

"Make the class a work environment. Kids will over-socialize, leaving you holding the bag if given the opportunity, even when deadlines loom." WARREN WIBERG, ADVISOR, WOODMAN SCHOOL, CALGARY, AB

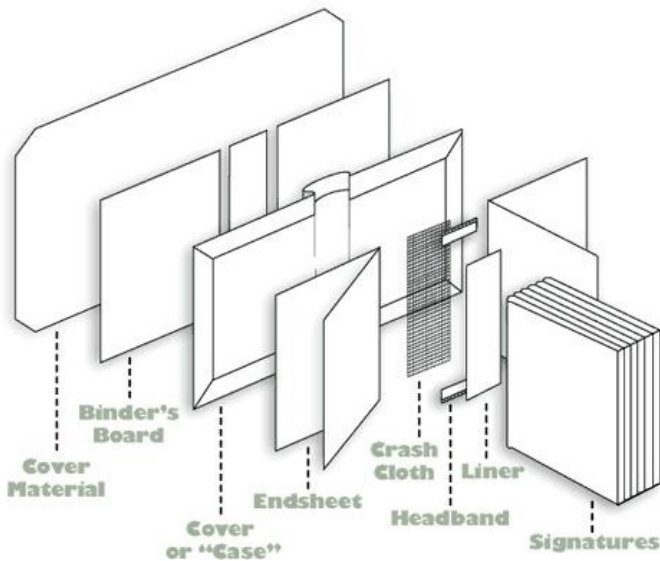
"Lots of verbal praise when warranted."

WARREN WIBERG, ADVISOR, WOODMAN SCHOOL, CALGARY, AB

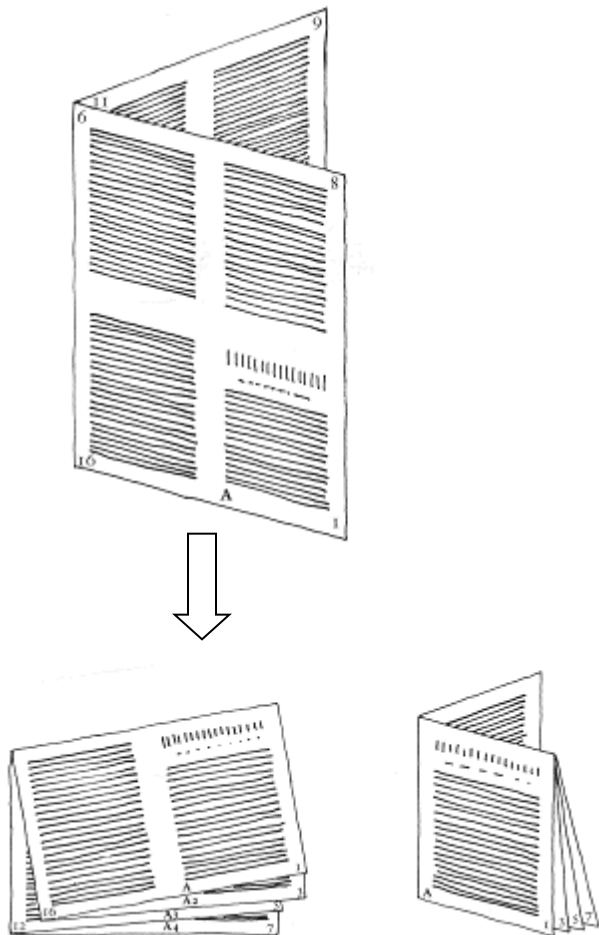
"Keep cool under pressure. Things will go wrong, but if you are organized and keep in mind that these problems will pass, you will survive!" CHRISTIE JOHNSON, MT. BAKER SCHOOL, CRANBROOK, BC

# Putting the Book Together

## Binding the Book



## Signatures

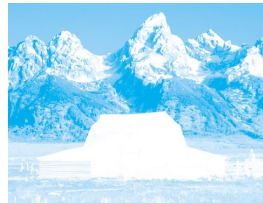
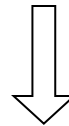


## CMYK

All color photos for use in the yearbook must be in JPG (CMYK) format. Normally, digital photos are in JPG (RGB) format. Therefore, all photos must be converted.

**RGB** stands for  
**R**ed  
**G**reen  
**B**lue

**CMYK** stands for  
**C**yan  
**M**agenta  
**Y**ellow  
**K**ey (Black)



Cyan Component



Magenta Component

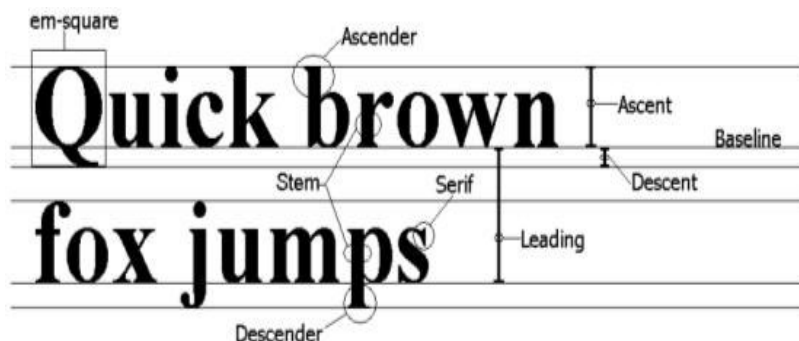
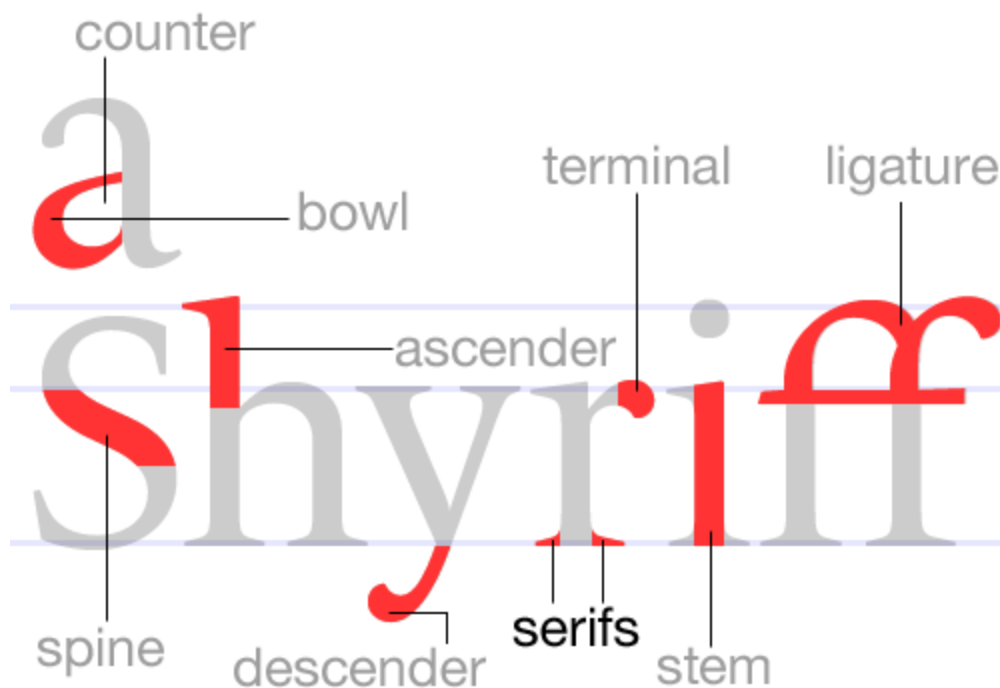


Yellow Component



Key (black) Component

# Typography Terms



Sans-Serif  Serif

Monospace  Whitespace

Proportional Slab-Serif

Regular **Bold** *Italic* underline ~~strikeout~~

# Planning Decisions

Many decisions must be made before we can start work on the yearbook:

## 1. Number of pages.

Due to the printing process, the number of pages must be a multiple of 8. Normally, we have done 208. This is 26 groups of 8 pages.

## 2. Number of color pages.

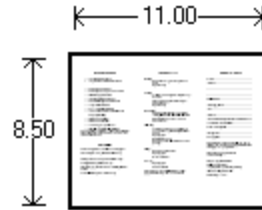
Due to the printing process, color pages must be in groups of 8, fitting in with the other groups of 8.

## 3. Size of each page.

To simplify things, we usually work with standard paper sizes.

Letter size paper is 8.5" by 11" (216 mm by 279 mm).

A4 size paper is 210 mm by 297 mm.



## 4. Orientation of the page.

There are two possible page orientations: portrait and landscape. The vast majority of yearbooks are done in the traditional portrait orientation. Recently, we have chosen to do it in the more artistic landscape orientation (2004-2005 and 2005-2006).



## 5. Headline Font

This gives each page a specific "look".

In my experience, this is the decision which the class has had the most trouble making.

Criteria:

- Must be legible
- Must contain numbers (0 to 9)
- Must contain special characters such as " - / & '
- Must have accented characters
- Must have uppercase and lowercase (unless a decision is made that all headlines are uppercase)

**ROUGH DRAFT**

**FATBOY SLIM**

**Goffik Shadow**

**swatch**

**TW Cen MT**



# Tips for Write-Ups

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Write in past tense. The book will be read after the school year.

Use an informal style. Write more like you speak and use a feature approach. Yearbook copy shouldn't sound like a research paper.

Content should stress the outstanding developments of this year, but don't use this term.

Do not use the term "last year". When the book is read, it may not be last year. If it is necessary to refer back, use "previous year."

Never discuss "next year". When the book is read, next year will not be next year. Your purpose is to create a memory book for this year. Leave next year to the newspaper.

Avoid using the name of the school, unless necessary for clarification. Your readers know which school it is. (Poor: "South's Debate Team..." Better: "The Debate Team...")

Use third person - "he," "she," "it," "they". Be an objective reporter giving an account of what took place. No "I's" or "you's."

In general, use short sentences. Do vary the length of your sentences and the sentence structure, however. Use short paragraphs - 35 to 50 words.

For the most part use simple, short words. You're after readability; don't try to impress with seven syllable words.

Use active verbs that help show action and tell the story. Avoid "is," "are," "was," "were."

Use active rather than passive voice. ("The pitcher caught the ball," not, "The ball was caught by the pitcher.")

Avoid beginning with articles, "a," "an," "the".

Avoid triteness. (Busy as bees).

Edit for wordiness. Eliminate all unnecessary words and your copy will be more interesting.

Use quotations to make your copy come "alive".

Strive to be absolutely accurate, whether giving facts, using description, or quoting someone. Never make up quotes.

Do not editorialize (give opinion). Tell the facts and let the reader be the judge. Let those you interviewed give the opinions. Avoid such lines as, "Homecoming was the best dance of the year." Who says?

Be as concrete and specific as possible. (Avoid: "The band played at many events." Better: "The jazz band set a record number of performances with 23.")

Do not use the same information in both the copy and captions or scoreboards.

Omit the obvious. ("Students learned much about the country's past in history.") Instead, focus on specific highlights of classes.

Omit dull lists, such as officers, qualifications, classes offered. Officers may be listed in captions.

When deciding what to include in copy, ask yourself what people will want to read about in 5, 10, even 20 years.

Interview those involved.

Before writing, study, then research your subject.

When you've researched the subject, read over your notes to find your focal point or key idea.

Arrange your facts to give emphasis to that focal point.

Write a simple outline, giving the order of information as well as approximate placement of opinion and quotes. Logical organization of information is the key to a good article.

Write a rough draft, following your style guide and incorporating the suggestions and rules above. Set it aside for a while, then edit and rewrite, perhaps many times, until you feel it is something you can be proud of, that it is publishable.

Then, and only then, turn it in to be edited. Do not dash off a rough draft, turn it in and expect someone else to make it "good".

Source: <http://jteacher.com>

# Design and Layout Tips

# Design & Layout Tips



## INCLUDE A DOMINANT PHOTO OR COPY

- should be the most important or interesting item and should grab attention
- techniques include: close cropping images, special effects, spot colour, isolation

## INCLUDE SECONDARY CONTENT

- content that supports the main topic
- techniques include: student quotes and images, interesting facts, surveys

## PLACE PHOTOS TO STIMULATE READER INTEREST

- use different sizes and shapes
- vary the dominant photo from one spread to another

## PLACE COPY EFFECTIVELY

- story and headlines operate as a single unit
- use captions for all photos and align them with the photos they support
- use fonts that tie in with the theme

## LINK ITEMS TOGETHER

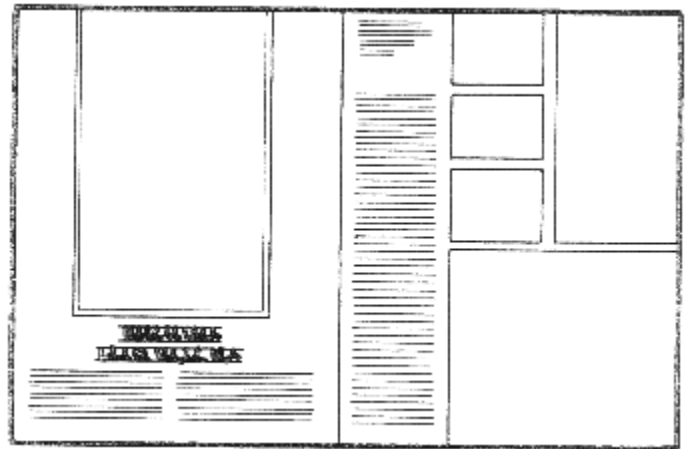
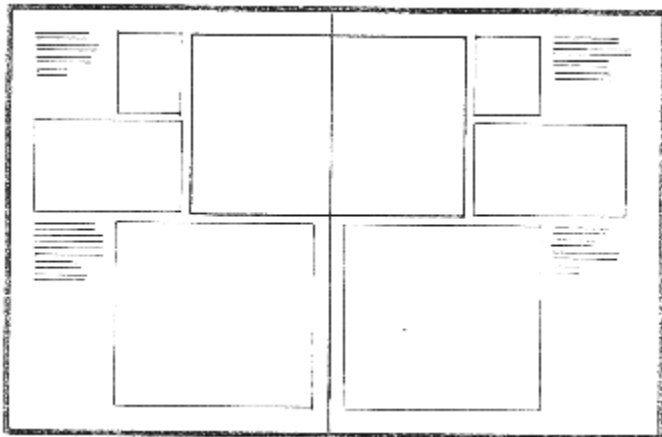
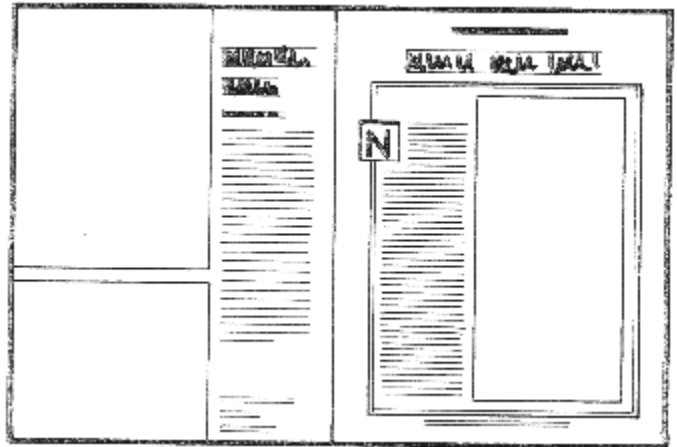
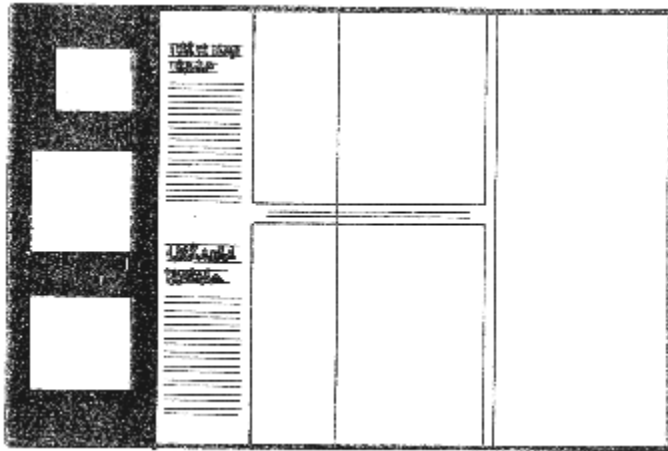
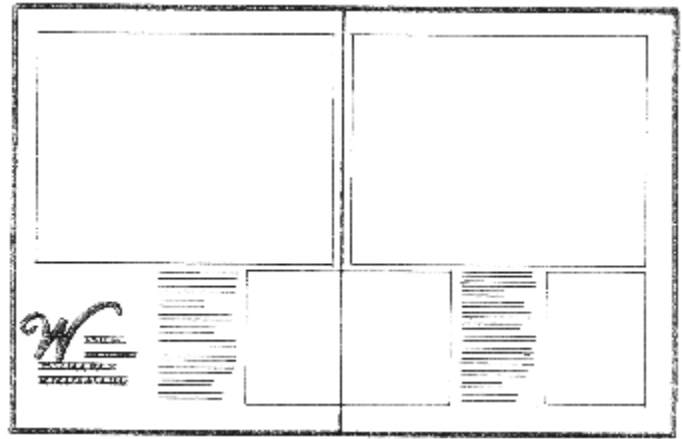
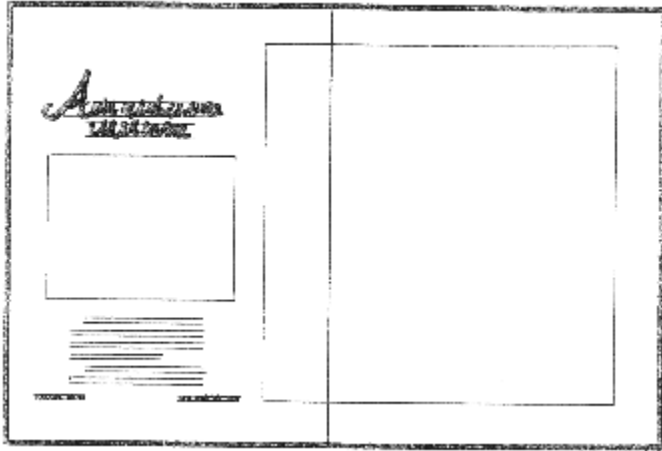
- create horizontal eyelines that carry the eye across the double-page spread
- link items together through visuals and copy
- use columns to structure elements on the spread

## EFFECTIVE USE OF WHITE SPACE

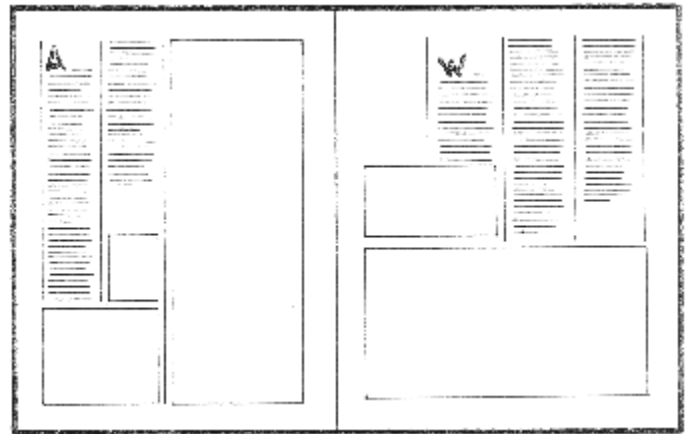
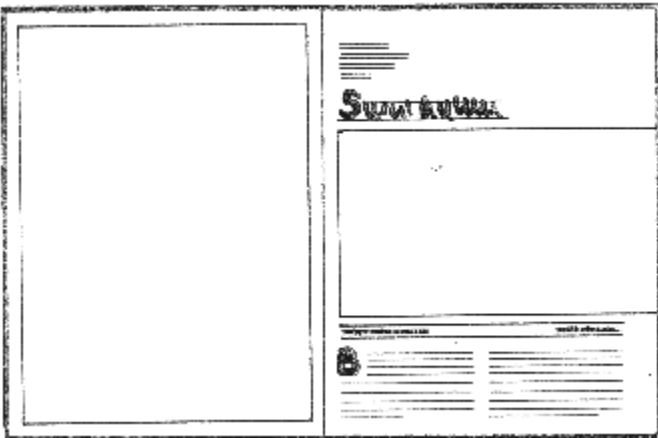
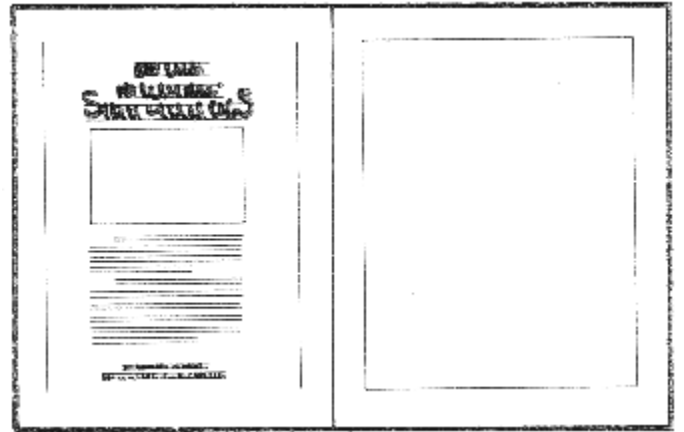
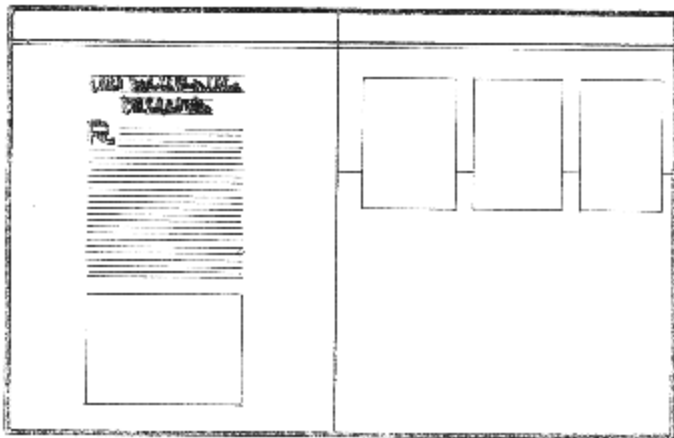
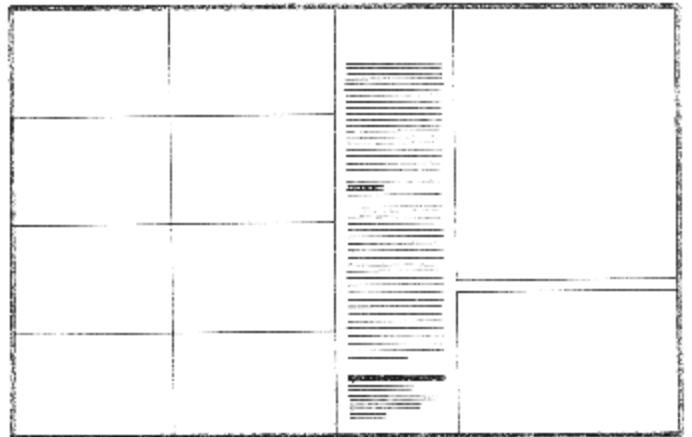
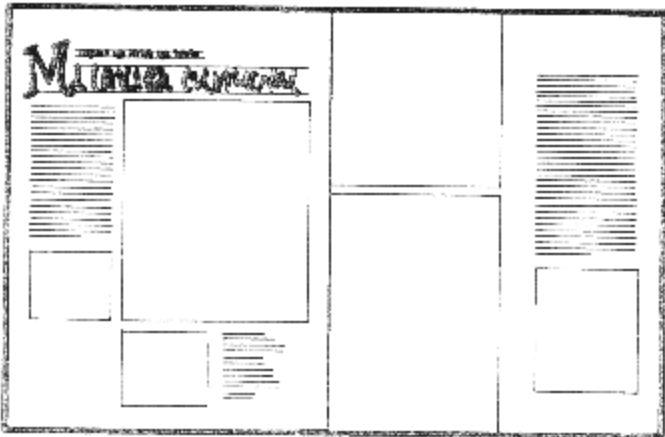
- creates a balance on the page
- effective white space draws attention to deserving content
- keep spacing consistent between elements
- plan carefully so that it looks intended

# Sample Page Layouts

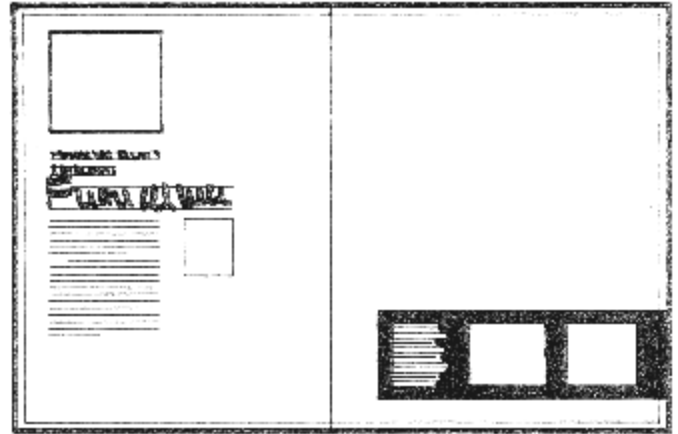
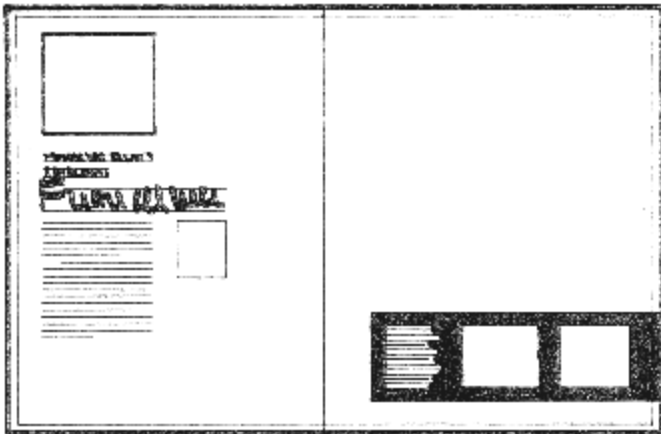
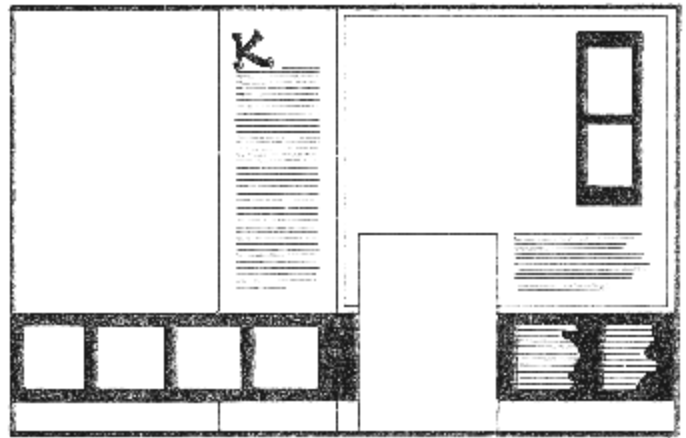
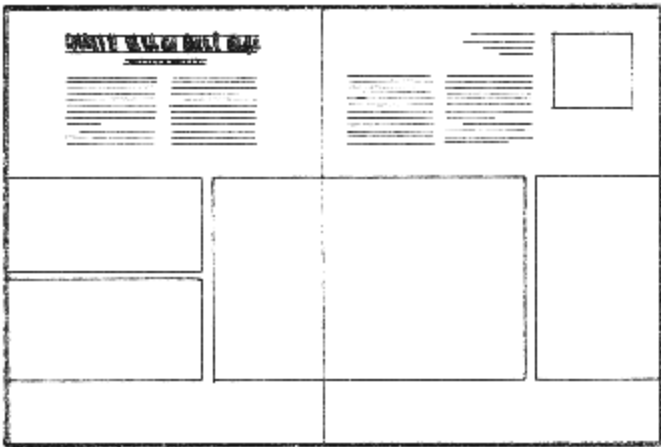
Source: Managing the Student Yearbook, by Jim Nelson Black, ©1983 Taylor Publishing



# Sample Page Layouts

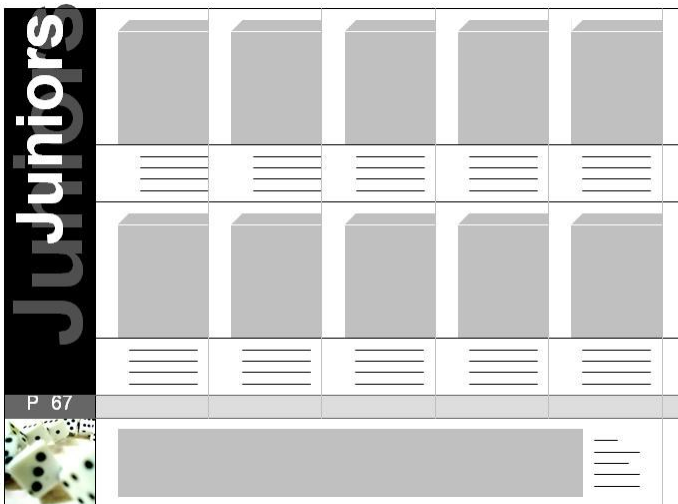
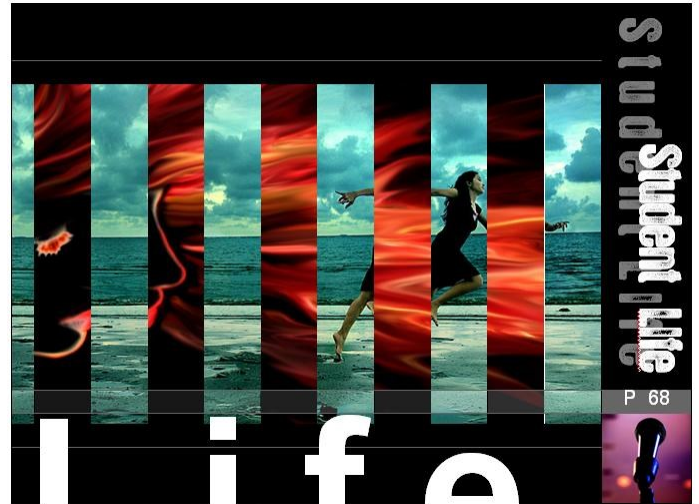
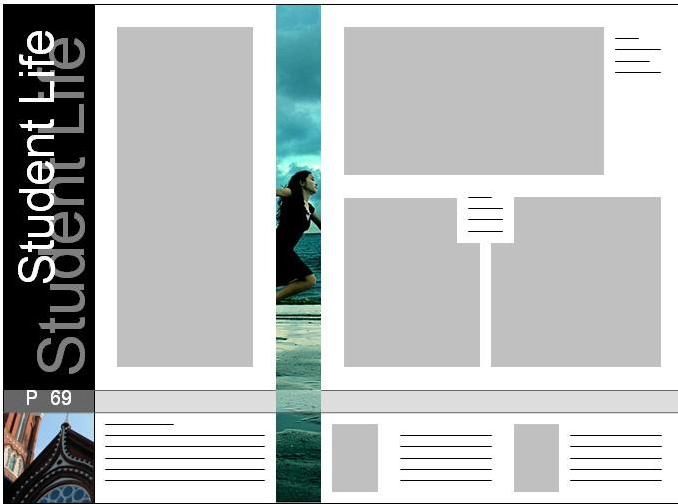


# Sample Page Layouts



# Layout Mock-ups

by Nicolas Hung, Yearbook Class 2006-2007



# Nice Layout

## THE FRIARS IN 2007

### *Student Athlete Graduation Success Rate\**

Graduation Rate: 94%  
 NCAA Div. I average: 77%  
 Providence is tied for third among  
 BIG EAST Conference  
 institutions

Ranked among the top-5%  
 of NCAA Division I schools

\*for student-athletes exhausting eligibility

### *Academic Honors*

BIG EAST Academic All-Stars: 92

HOCKEY EAST Academic  
 All-Stars: 16

MAAC Academic All-Stars: 2

All-Independent Academic  
 Team: 2

### *Athletic Honors*

NCAA Tournament

Participants (Team): 8

NCAA Northeast Regional

Champions: 1

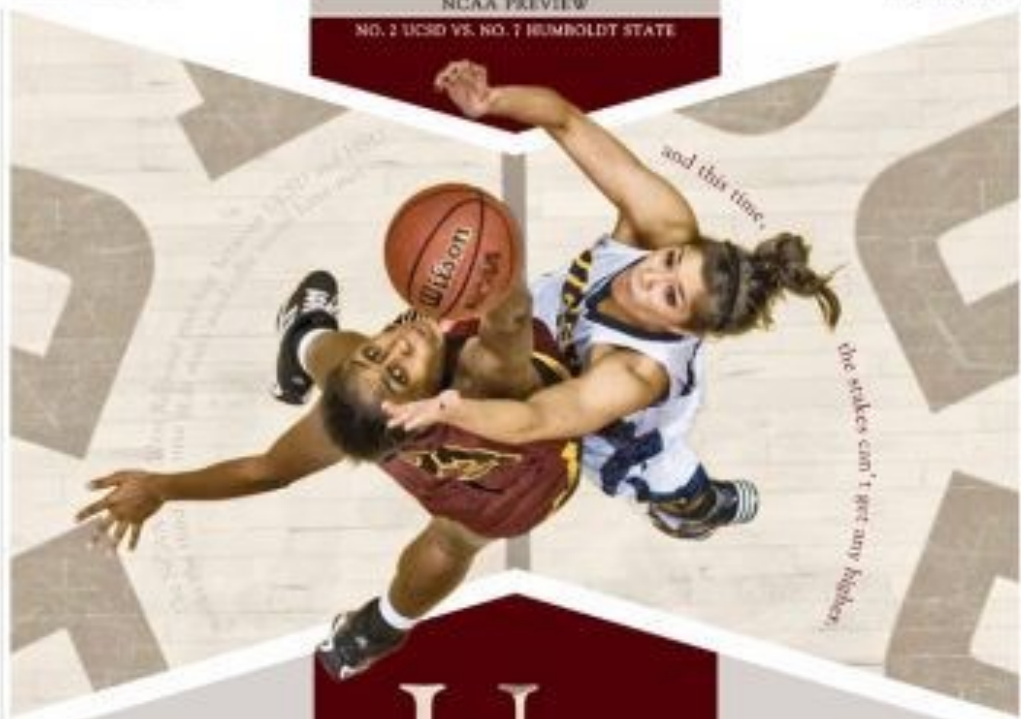
New England Champions: 9

All-America honors: 9

All-BIG EAST honors: 37



NCAA PREVIEW  
NO. 2 UCSD VS. NO. 7 HUMBOLDT STATE



and this time,  
the stakes can't get any higher.

# Up in the Air

By Gary Rose  
Senior Staff Writer  
@garyrose

March is the most exciting month of the year for college hoops. As if the winter game season formula was not enough, the NCAA selection committee found a way to raise the stakes even higher for the Trojans.

In what might be the most interesting matchup in the field of 64 teams, UCSD women's basketball is scheduled to play Humboldt State in the first round of the NCAA Division II Tournament on March 13. This will be the fourth meeting this season between the two teams, most recently, Humboldt pulled off an upset win on March 6, knocking the Trojans out of the California Collegiate Athletic Association Tournament.

Humboldt went on to win the conference tournament, earning an automatic berth in the NCAA women's. The Trojans agreed their bid by virtue of being CCAA regular season champions, and seemed to be guaranteed the West Region No. 1 seed before the loss. Instead, the top spot went to Pacific University and the 21-0 Trojans had to settle for the No. 2 seed, Humboldt, with only a 19-10 record, one game for the No. 1 seed.

Nevertheless, the Trojans know full well that Humboldt is a dangerous team. UCSD started

for W BASKETBALL, page 17

UCSD PLAYERS TO WATCH

TIFFANY HUNTER

Junior forward  
5'11" 165 lbs  
12.8 ppg  
40.7 pct



CHELSEA CARLISLE

Freshman guard  
5'9" 125 lbs  
10.8 ppg  
37.8 pct  
3.7 rpg  
22.8 pct



ANNETTE ILI

Senior guard  
5'10" 125 lbs  
12.0 ppg  
42.2 pct

NCAA WEST REGIONAL

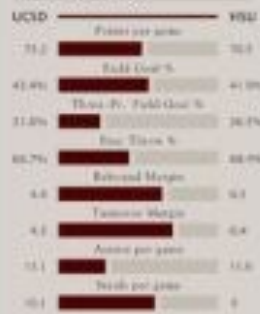
FIRST-ROUND MATCHUP

March 13, 2010  
2:30 p.m.  
Pacific Pacific University  
Evan Longhorn Pavilion  
No. 2 UCSD (21-6, 14-0), host in CCAA  
vs.  
No. 7 Humboldt State (14-10, 14-0), host in CCAA

RECENT MEETINGS

Jan. 21 @ Humboldt  
HSU 64, UCSD 56  
Jan. 26 @ UCSD  
UCSD 56, HSU 51

BY THE NUMBERS





# Nice Layout

www.shirkphotography.com

**WORK HARD PLAY HARDER**  
MUSKIE VOLLEYBALL 2012

8/21	Davenport Central	HOME	9/11	Clisten	HOME	10/2	Davenport Assumption	HOME—St. Night
8/28	Davenport North	AWAY	9/15	Clisten Tournament	AWAY	10/6	Durant Tournament	AWAY
9/1	Muskie Varsity Invitational	HOME	9/18	Bretendorf	HOME	10/9	North Scott	AWAY
9/4	Burlington	AWAY	9/22	Burlington Tournament	AWAY	10/16	Davenport West	AWAY
9/8	Linn Mar Tournament	AWAY	9/25	Pleasant Valley	AWAY			

Adrenaline Fundraising, Central State Bank, Toyota of Muscatine, John Deere, Krieger Motor Company, Miller and Harrison Insurance

**2010's GREATEST HITS**  
 PAGES 6-9

*art / classical music / dance / fashion / movies*      *pop music / television / theater*

**BOOKS**

## How 50 Cent scored a half-billion



**'The Big Payback: The Making of the Business of Hip-Hop'**  
 by Dave Karger  
 The author has chronicled the rise and fall of the music industry's most powerful player, 50 Cent, in a book that is as much a portrait of the man as it is a history of the industry. The book is a must-read for anyone who wants to understand the music business and the role of hip-hop in it.

**IN THE CLASSIC**

By the author of *50 Cent: The Making of the Business of Hip-Hop*, Karger's new book, *The Big Payback*, is a detailed look at the music industry's most powerful player, 50 Cent, in a book that is as much a portrait of the man as it is a history of the industry. The book is a must-read for anyone who wants to understand the music business and the role of hip-hop in it.

50 Cent's success as a rapper and entrepreneur is a story that has captivated millions of fans. Karger's book provides a behind-the-scenes look at the man's rise to fame and the challenges he has faced along the way. The book is a must-read for anyone who wants to understand the music business and the role of hip-hop in it.



50 CENT PERFORMS AT THE CONCERT WITH ALIENIGATOR AT THE MCGRAW HILL CENTER FOR THE PERFORMING ARTS IN WASHINGTON, D.C.

**Christmas at the movies:**  
 Kevin Spacey as Jack Abramoff; Nicole Kidman and Aaron Eckhart play grieving parents.  
 Pages E2-3

**ALSO INTERESTING**

See also: E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, E16, E17, E18, E19, E20, E21, E22, E23, E24, E25, E26, E27, E28, E29, E30, E31, E32, E33, E34, E35, E36, E37, E38, E39, E40, E41, E42, E43, E44, E45, E46, E47, E48, E49, E50, E51, E52, E53, E54, E55, E56, E57, E58, E59, E60, E61, E62, E63, E64, E65, E66, E67, E68, E69, E70, E71, E72, E73, E74, E75, E76, E77, E78, E79, E80, E81, E82, E83, E84, E85, E86, E87, E88, E89, E90, E91, E92, E93, E94, E95, E96, E97, E98, E99, E100.

# Nice Layout

## Contents



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### ON THE COVER

Acclaimed architectural photographer Gordon King took our cover picture of a Perth renovation project by Michael J. Martin Luxury Renovations. It's the project that makes Martin proudest and we share his thoughts on page 56.

### UP FRONT

**Then and now:** A look at the old and the new in home decor 12

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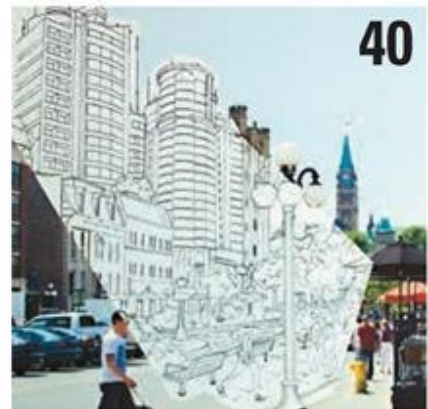


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# The Next CHAPTER

## Professionals seek to continue their studies in competitive programs

Over 170 countries were represented in the graduate population, graduates came to the university from all corners of the globe. While there was an equal number of females and males, the geographic origins of its graduates were equally as diverse as those of its undergraduates. By Libiane Cypriani

Many students who studied at UM for their post-graduate degrees already had extensive experience in the professional world, but when they continued their education they made the transition to a new identity. Having come around the globe, they came for the plethora of opportunities and the chance to enhance their education and their knowledge in a city with a truly international culture and a diverse population. By Troy Kim and Lindsey Hines

## GEOGRAPHIC ORIGINS

Over 170 countries were represented in the graduate population, graduates came to the university from all corners of the globe. While there was an equal number of females and males, the geographic origins of its graduates were equally as diverse as those of its undergraduates. By Libiane Cypriani



Photo by Jessica Boyd

Photo by Leah Hines

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### CHRIS LOPEZ

I graduated from the University of New Mexico with a B.S. in chemistry in 2003. My first job after graduation was working as a formulation chemist in a shampoos factory, designing different types of soaps and shampoos. Eventually, I found a job working for the state of New Mexico. There, I worked planning or top water for toxic metals such as lead. Three years later, I attended graduate school in Richmond, Virginia. I began as a teaching assistant for the freshmen lab and also started doing research with caprolactone drugs that are derivatives of caplacin, a patented breast medicinal drug. I realized I could find a better school and I decided to visit UM.

### TYLER SPAULDING

A native of Arizona, I hold a M.A. degree in strategic public relations from the University of Southern California and a B.A. degree in journalism from Arizona State University. I spent seven years working in the public relations industry. I have also worked with numerous PR agencies, where I worked on public outreach campaigns for clients like Microsoft. Most recently, I was the co-head of the public relations department at a boutique integrated communications agency. While at the agency, I spearheaded a number of campaigns for clients across multiple industries and helped launch Zhu Zhu Pets, electronic pet hairbrush, as one of the top toys of 2009.

### PRIGE HELMICK

I was born and raised in South Miami. I graduated with a B.S. degree in biology from the University of Florida in three years. While at UF, I was an officer for an organization called Heat the World. Through the club and the Foundation for International Medical Student of Children (FIMSC), I went on two medical mission trips, one to San Jose, Costa Rica and one to Huancayo, Peru, to volunteer in clinics and shadow physicians in local hospitals. The experiences were both shocking and rewarding and furthered my desire to work in the medical field. I decided to return to Miami and attend the Miller School of Medicine because of UM's diversity and commitment to service.

### REBECCA FUENTES

I was born and raised on Miami Beach in a Cuban-American family. I earned a B.S. degree in public relations at UF. In college, I was invited to participate as the U.S. student delegate to the 2003 International Mission on Business in China and studied abroad in Spain. From 2007 to 2008, I served as account executive in Republica, a full-service branding, advertising and communications company targeting clients in South Florida, the U.S. Hispanic market and Latin America. Now I have been working at MTV Networks for three years as an account executive in the ad sales department. I truly believe in the power of education and the professors at UM challenge.

### JOANNE YU LIANG

I was born in Foshan, China. When I was two years old, my family moved to Hong Kong. After a ten-year stay, we moved to Singapore and then to Indonesia. During my childhood, the one thing that impressed upon me the most was travel. Traveling and being in different countries provided me with great multicultural experiences and broadened my mind. During my undergraduate study I got an amazing opportunity with UN Habitat and went to Rio de Janeiro for three months. I saw the unimaginable miserable life of people living in shacks. I understood that the help I could give to people in need still made a difference. That's why I decided to pursue my studies at UM.

### LUFFY LU

I got my B.S. degree in Electronic Engineering from Harbin Engineering University. I then tried to work on a M.S. degree in the area of Electronics. I spent nearly one year there and figured out a job-oriented program was not what I wanted. I dropped out of the program and applied for PhD study here. During my undergraduate years, I attended a one-year exchange study program at the University of Electro-Communications in Tokyo, Japan. Working with people from all over the world, I became aware that I could seek a first-class education overseas. In my opinion, life is all about choices and joining the U was a really exciting choice for me.

# Nice Layout

