

Moving your theme beyond the cover

Written by Becka Cremer

There is no such thing as a perfect theme, but any theme can become a great theme. The trick is to develop the theme thoroughly and commit to it.

But before you can commit to a theme, you must understand your school and your students. Allow the details of your school and of the year to drive your theme. Once you do that, then examine ways to express those details that make up your school. For example, choose a phrase your students identify with or use daily. You can then use the theme phrase to inspire content and design elements.

Your theme's verbal and visual elements can influence every choice your staff makes. Headline, caption and body copy fonts; folio graphics; sidebar content and format; even the questions your reporters ask sources can all relate back to your theme concept. The more your staff refers back to its theme phrase and concept and thematic design elements, the stronger your theme will be.

When it is time for you to start working on the theme for your next yearbook, check out these spreads from four yearbooks across the country. Each staff chose a different theme and approached theme development in vastly different ways. What each of them has in common, however, is total commitment to the theme concept.

Le Fleuve 2010

Our Lady of Lourdes Academy
Miami, Fla.

Theme: "Spoken"

Adviser: Rebecca Retana

Editor: Alexandra Garrigo



Cover

“Words bring life to our memories,” the editor of the 2010 *Le Fleuve* writes in the colophon. This phrase alone captures the reason the staff chose the theme “Spoken” for its 2010 book. The staff developed the theme by focusing on quotes, complete stories and the people whose voices made up the school year.

A bold color choice and slab serif font set the mood for the design style of the book. Punctuation-mark graphics, especially quotation marks, further develop the theme visually. The 2010 *Le Fleuve* staff sets up an expectation of a modern, fun, fresh book with this cover.



Front endsheet

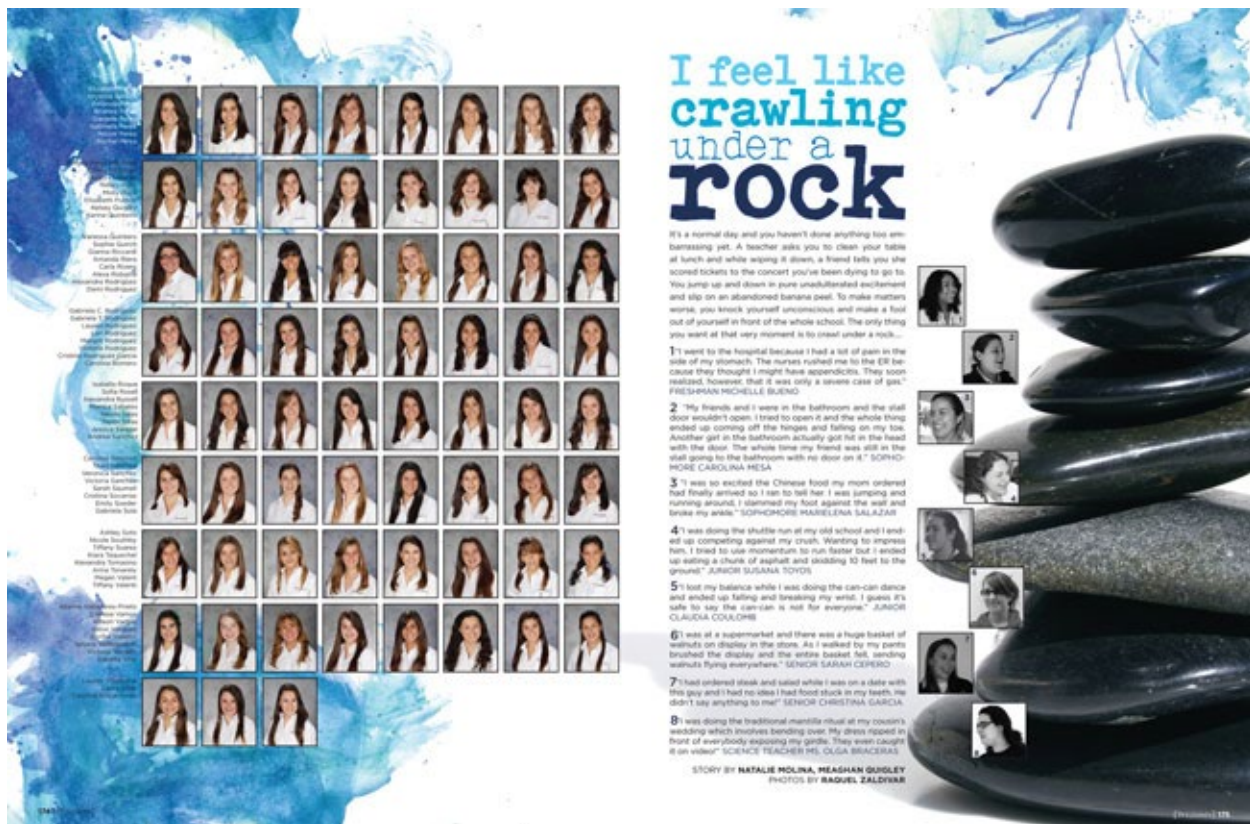
The traditional sections of a yearbook are given a thematic twist on the front endsheet. Each section has been given a spin-off title that is a section-specific synonym for “say.” For example, the title “cheer” has been given to the sports section and “whisper” to the academics section. These titles reflect the way students are expected to speak during the activities in each section.

The color palette of the book is furthered here. A bright lime green joins the blue from the cover. These colors appear throughout the book, furthering the design plan. The style of the graphic on the left side of the endsheet is also used throughout the book.



Pages 108-109

The staff took its theme development beyond visual elements. Stories throughout the book make excellent use of quotes, and every spread, like this one on AP government, includes a pull quote that adds more information in a thematic way. Stories with strong student quotes are a product of thorough interviewing. Consistent fonts, large graphic elements and photos that bleed off the page also send home the "Spoken" message visually.



Pages 174-175

The people section of the 2010 *Le Fleuve* furthers the theme "Spoken" with quote collections. Each quote collection centers on something common to the high school experience. Notice that the same colors and fonts used elsewhere are also here. Bold graphic elements, such as the paint splatters on these pages, are characteristic of the details on other spreads.

Lair 2010

Shawnee Mission Northwest High School
Shawnee, Kan.
Theme: "My shoes"
Adviser: Susan Massy
Editors: Annie Unruh, Lauren Minick



Cover

The 2010 *Lair* staff started with a desire to cover different perspectives. The end product of a few long discussions and a week at yearbook camp is the theme "My shoes." The staff explains in the opening copy that the wear and tear on a high school student's shoes let people know where they've been. "Every mark, every stain, every duct-taped hole tells a story."

Instead of photos or graphics of actual shoes, the staff chose the prints shoes make as we travel through life as a graphic element throughout the book. The impressions left by shoes take the symbolism of the theme one step deeper. Subdued, highly saturated colors are introduced on the cover and used inside.



Jumping for a header, senior midfielder Lippi Sousa is off-balance in the struggle by opposing team members. Last year the soccer team won all but one game, and they had big shoes to fill. "We lost some really big important guys last year, but we all stepped up and we were really well connected," Sousa said. Photo by Brittany Baumgartner

The county soccer team celebrates a third place win at the state-level competition. The soccer team won had to state this year which was more than they expected. "At the beginning I didn't expect we would get that far, but it was a good way to end the season, with a win instead of a loss," senior forward Sam McCulla said. Photo by Marina Bruce

Senior midfielder Jim Sankara (above) with a Park Hill forward on Sept. 2 at OHSU. Kankam represented SM Northwest along with senior forward Sam McCulla on the all-state first team, which earned third place. Photo by Carolyn May



"I like those cleats and they are from freshman year. I might have had them eighth grade year too."

—senior John McNair

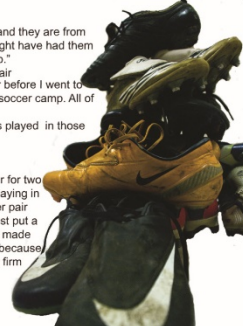
"I got them this summer before I went to Colorado Springs for a soccer camp. All of my last high school season was played in those shoes."

—senior Shawn Miles

"I've had the white and grey pair for two years and I broke a lace on it playing in a close game. I bought the other pair because I didn't know I could just put a new lace on the other pair. So I made the new pair into a soft ground because of the metal studs, the other for firm ground."

—junior Alec Kremers

cleats



As the final seconds ticked away, a Falcon player fell to his knees in disbelief, his hopes of a state championship squashed by the one team that nobody thought stood a chance. And yet, the Cougars continued ...

defying expectations

by Jay Hoffman

Everybody knew the game was over; it was only a matter of seconds. The Cougars had a 2-1 lead over the number-one seeded South Falcons. Senior midfielder Lippi Sousa started his victory sprint toward the packed section of faithful Cougar fans, tearing off his jersey.

That seemed to be the theme all year for the Cougars — never say never. During summer conditioning, it seemed as though an air of uncertainty hovered over the upcoming season.

"With the group of guys we lost last year, we were just wondering if these guys were going to be able to step up and fill their shoes," coach Todd Rouns said.

After losing an overtime battle to the nationally ranked Rockhurst Hawkslets on Sept. 26, the team dropped two more games and seemed to have lost its way.

"You know, that was kind of gut-check time right there," Rouns said. "That was going to be the time that the season was either going to completely implode, or we were going to try to screw our heads back on and get after it."

The team came together and decided that they would not let the season go down in the record books as a failure. On their way to a third place finish at State, the Cougars upset two number-one seeds — Olathe East in Regionals 1-0 and Olathe South in the quarterfinals.

"We realized that we had the potential to be really good," junior defensive midfielder Ryle Moore said.

Throughout the season, and well into the postseason, fans gave a huge boost to the Cougars. At almost every game, the designated fan section spilled over into the rest of the bleachers and the NW fans outnumbered those of the opponent.

"It was really fun going to the games this year. I loved going; there were always tons

of people there," senior Tyler Amble said. "As a fan you could kind of feel the team's momentum. Every time the team won, we would all go crazy. It was awesome."

Going into the season, expectations had been relatively low, which may have contributed to the team's success. After a shaky start that left the team with a 5-6 losing record, a 7-0 win against SM South sparked a surge of momentum that would carry the boys to the end of the season.

After upsetting the Falcons, the Cougars went on to the State semifinals to play Washburn Rural. The Junior Blues were 17-1 at the time, their only loss to St. Thomas Aquinas. Washburn Rural had beaten the Cougars earlier in the year, and the eventual State champions had the speedy and slender team outmanned and outmatched.

Despite the largest turnout of the year from the NW faithful, it was the first time in five games that senior midfielder and team captain Jim Kankam was not able to do a post-game victory lap, as the Cougars fell 3-1.

Sticking with the theme of the season, the dejected boys wiped away tears to prepare for the consolation game the next day. They came out with a fury, beating the Dodge City Red Demons 2-0, and taking home the third place trophy. But after the miracle run they had made in the postseason, third place seemed like a letdown to some of the Cougar players.

"It's frustrating getting this far and then not getting to the championship, you know? Because that's where everyone wants to be. We began the season with expectations to win the league. That didn't work out, but we came out in the postseason and we really started clicking at the right time," Sousa said. "Overall, I guess I'm happy."



Senior forward Robby Hocking slides to see the ball during the Olathe Invitational against Blue Valley North. The game took place on Sept. 1 at the College Boulevard Activity Center. The Cougars won the game in a shootout. The final score was 5-4. Photo by Marina Bruce

Indians beat on the Cougars in a close game after a 2-1 victory over Olathe South. The game took place on Nov. 3 at the Olathe District Activity Center. Photo by Marina Bruce

Pages 12-13

Much of the theme development uses shoes as a symbol, but the staff was sure to get some real shoes in the book, too. This soccer spread's sidebar addresses the actual shoes worn by soccer players: cleats. Notice the way the shoe-print graphic has been used subtly on this spread behind the headline letters. By varying the way the shoe graphic is used, the staff carries the same graphic throughout the book without having it get old.



Pages 118-119

The best themes allow editors and writers to choose story angles that best capture the year and further the theme concept. On this spread, this profile focuses on a location shared by seven students during the school day: the desk second from the left at the front of room 130. The writer observed all of the students who used that desk throughout the day. These students have the same perspective of room 130 — literally. This twist on the theme concept captures the lives of seven students in one profile spread, which serves both the theme and the ultimate yearbook goal of including every student in the yearbook.

Tradition 2010

John Paul Stevens High School
San Antonio, Texas
Theme: whatayear
Adviser: Christine Keyser-Fanick
Editor: Joyce Isleta



Cover

The theme of the 2010 *Tradition*, “whatayear,” echoes the way today’s high school students talk and sets the stage for a book that focuses on the positive aspects of John Paul Stevens High School. As the opening copy puts it, “WhataYear. An amazing year. A year like no other.” Concrete details about the events of the year support those statements.

A great cover is just the introduction of a great theme and the 2010 *Tradition* makes a great impression. Strong vertical photos with rounded corners, a horizontal stripe with a circular gradient and the colors red, white and black from this cover are all carried throughout the book.



whata life

Students come alive outside of school

Between the final and one-minute bells, students turned into their true selves. Swerving in-between 3,005 kids, while texting 40 words a minute, fishing out music players, and shouting various names across the hall, was routine. After all, they were pros at multi-tasking.

On top of the mountains of homework crammed in their backbreaking book bags, students had to juggle 44 clubs and organizations the school had to offer. With insane work schedules, trips to Sea World, and teels to Corpus Christi, students still squeezed in time for a midnight showing of the latest movie or a Saturday show featuring their favorite bands.

Students lived for gathering in masses of red, black, and silver for a football game. Screaming and cheering until their voices were hoarse, freely waving Falcon symbols in the air, and afterwards meeting up at Taco Cabana to celebrate victory or defeat were the highlights of their weekends.

Whether they were at sports practice or sporting the latest fashions at the mall, students found their place — a place where they could let loose, be themselves, and break away from the stresses of every-day life.

— Jillian Price



Photo by Melissa Hernandez

Cheering on the football team at the Homecoming game, seniors Andrea Beltran, Amanda Marisour, Erica Rodriguez, Junior Beatrice Couango, and senior Alexander Alonso show their spirit.



After getting a pie in the face at his first Young Life meeting, senior Ian Myles cleans off his fingers.

Working at HEB Plus, senior Georgina Garcia makes extra cash bagging groceries.



Photo by Jovyn Baldo



Photo by Adrian Martinez

Pages 6-7

Divider pages make use of the theme logo design to present the section spin-off titles. The font choices alone clearly connect this spread to the rest of the theme pages in this book. The rest of the design plan clearly pulls the *Tradition's* design plan onto this spread. Tall, vertical photos with rounded corners introduced on the cover also appear on the dividers. The divider copy here further develops the theme with real-life examples from the lives of students at John Paul Stevens High School in 2010. These details celebrate the best things in students' lives.



Writing their senior letters, seniors Luis Delgado, Tisha Hamilton, and Amy Henschel consider what they want to accomplish for the school year.

In the hallway, sophomores Joshua Castro and Aaron Beaugard work together to complete their English activity.

While taking notes, sophomore Megan Moore jots down important information on ap-positives for future reference.



Write your heart out

Literature peaks students' interests

Immediately opening their writers' notebooks, students jotted down literary tips or began a journal entry. Daily assignments encouraged students to include their own perspectives and opinions.

"What I like about English is that we get to express ourselves through free writing, without having to stick to a certain prompt or subject," sophomore Jennifer Moore said. Book talks were required for all grade levels, allowing students to dive into novels and then discuss them with classmates. Fiction novels such as the "Twilight" series or even non-fiction, such as "A Child Called It" were popular among students.

Aside from book talks, seniors had projects throughout the year, including senior scrapbooks and writing letters to themselves about present and future goals. Seniors were required to bookmark all their memories.

English teachers set goals to improve students' writing ability for the TAKS test and build a curriculum that would benefit students now and in the future.

"Our goals this year are to have the kids read one book each six weeks and for them to excel on the TAKS," English Language Arts coordinator Susan Nunan said.

After a year of analyzing books such as "Frankenstein" or "The Scarlet Letter," students improved their understanding of language and literature.

"English helped me better organize my essays for my other class subjects," senior Luis Diaz said.

Through book talks, writers' notebooks, and individual projects, English gave students analytical skills applicable to different aspects of life.

—Morgan Ford & Janelle Gazzo



Presenting a book talk on "The Picture of Dorian Gray," senior James Shape discusses the main idea of his novel with English teacher Jacki Reynolds.

Searching through a crate of folders, freshman Nathan Lopez focuses on retrieving his English portfolio.

10 books to rave about



"Into the Woods" was a superstitious mystery that peaks early in the plot."

Cedric Cress
senior



"Lamar" is a good book to read, because the plot and adventure within the plot was interesting."

Terrell Cloud
junior



"I've always enjoyed romantic novels, so 'Rebecca' really satisfied my curious mind."

Monica Beltran
sophomore



"Life Like It" was a very intense book. I couldn't put it down."

Erica Rodriguez
senior



"The Anthem" was a mysterious novel that kept me on my toes. I enjoyed it very much."

Irvin Gallagos
junior



"I really liked 'What My Girlfriend Doesn't Know' because it was romantic and a real page turner."

Jennifer Moore
sophomore



"The Things They Carried" was very interesting to me. I love any type of war book, as odd as it may seem."

Faith Sparks
senior



"Perfect Chemistry" was an enjoyable book to read because it was intriguing and captivating."

Gabrielle Rodriguez
junior



"I really enjoyed 'I Am Legend' because it was suspenseful and had zombies."

Richard Serna
sophomore



"The book 'March' showed me how blessed we are. Sometimes we take for granted a house, food, and even education."

Andrea Brown
senior

Pages 34-35

The theme "whatayear" moves from divider pages onto story pages. This spread, about English classes, uses the same fonts, colors and graphics seen on other pages. It also incorporates a sidebar that includes 10 quotes from students. On this page, the quotes are about books the students enjoyed. These "10 things" sidebars continue throughout the academics section, connecting the topics of stories to the 10 in 2010.

The content spreads follow a traditional design plan, with use of columns and clear eyelines. Graphic details, such as rounded corners and drop shadows on photos, help make these otherwise traditional designs interesting and theme-related.

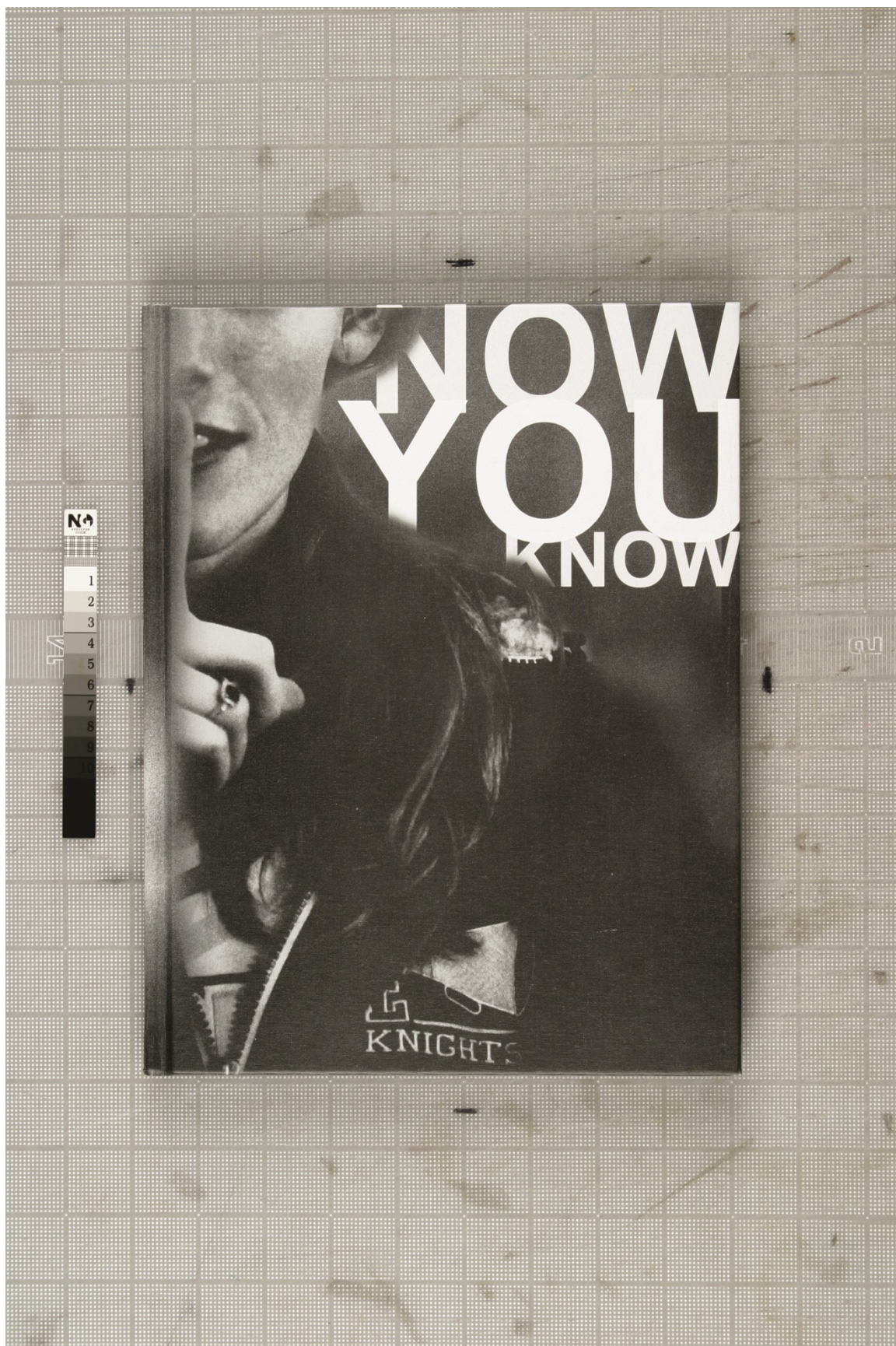
Accolade 2009

Episcopal High School
Baton Rouge, La.

Theme: Now You Know

Adviser: Carrie Goodall

Editors: Brooke Noland, Emma Rollo



Cover

The *Accolade* staff wanted to celebrate Episcopal High School's 40th anniversary while capturing the mood, stories and style of 2009. To do this, the staff chose the theme "Now You Know" and focused on the facts that define Episcopal High School — as it is today and what it has been over the past 40 years. The cover features a student in a school letter jacket and a clean, sans serif font. These two elements introduce readers to the conceptual theme of school spirit as well as the design theme they will find inside. On the back cover, a cluster of facts about the 2009 school year ties this school spirit theme to the year.

STRICKEN

alumni remember the tornado of '71


In September of 1971, as students sat innocently in their classrooms, Episcopal High School was struck by a tornado, which touched down on the north side of the Main Gym. Students and faculty alike were scared for themselves and their school. No matter who you ask, they will know exactly where they were and what they were doing when the tornado hit.

"The tornado hit us between the Main Gym and Pennington Hall... and this little 8th grade boy, Andrew Wyly, told the teacher, the winds must be going 500 miles per hour out there. And I got scared, and I was told to keep my mouth shut and sit down and do my English. Well, I didn't," said Mr. Andrew Wyly (76).

"I was on the second floor in Perkins... and I remember... I was in math class and we all went, it is so black," and all of the sudden it was black... and our teacher... looked out and the ceiling tiles (were) sucked up because of the pressure. He screamed at us to get to the floor and we were scared and we all got on the floor and the windows exploded," said Ms. Charlotte Gaines (72).

After the teacher passed, students made their way to the cafeteria, being careful to step over power lines. No one knew exactly what had happened, and everyone was scared for their friends who were supposed to be in the gym at that time. Pink and brown insulation littered the quadrangle and many, in their panicked state, believed it to be their friends and classmates lying injured, or worse, on the ground.

OLIVIA BRODERICK



(main photo) The south wall of the Main Gym was completely knocked down when the tornado clipped the edge of the building. The roof sagged about 4 feet in the middle and had to be rebuilt and shored up with steel beams. The two classrooms on the south side, which now house the Latin classrooms, were also destroyed. (top) A student library was built during the 1971-72 school year to replace the library that was housed on the third floor of Perkins Hall before the tornado struck. The second floor of Adair originally housed several classrooms. Photos from 1972 *Accolade*.

Then we were forced together - forced together in fear and wonder. Our school destroyed in an instant by a tornado, lay in ruins. We were left with nothing. We strove to rebuild what we had lost. The result - not just the physical building, but the purpose of our school. Again, this time through an event of destruction, we came together.

- from 1972 *Accolade*

The third floor of Perkins Hall was demolished when the tornado touched down on campus in September of 1971. The third floor was repaired, but destroyed on April 2, 1991 in a fire. It was then converted to auto-garage. Photo from 1972 *Accolade*.

The land Episcopal was built on was once a swamp. The Main Gym, Pennington Hall and the cafeteria.

Pages 6-7

The *Accolade* is divided into five main sections: Events, Life, Sports, Reference and Memories. The first spread of each section is dedicated to anniversary coverage. This approach pays adequate attention to the milestone the school has reached without allowing the history of the school to overshadow the current year.

This spread, the first in the Events section, commemorates the day the school was hit by a tornado in 1971. The story is told in the same way all of the anniversary stories are told — in the words of former Episcopal students and teachers. A cluster of defining facts runs along the left edge. These fact collections appear on every content spread and carry the theme throughout the book.

WHEN IN ROME...

Mr. Nathalie Roy started the ROMA Club fifteen years ago so that Latin students could "learn and have fun outside of the classroom." For a 5th-8th grade level, sixth- and seventh-grade Latin students can join ROMA Club and participate in the activities. The club meets once a month to learn about Ancient Greek and Roman culture and all that applies to the Latin language. The main activities each year are: Halloween-themed house, chariot racing, Harry Potter Quiz Bowl, Saturnalia and movie day. ROMA club members gave the Accolade staff the inside scoop on all things Latin.

SIMBA ROLLO

HARRY POTTER CERTAMEN

Certamen is the Latin word for battle. The students study the Latin-based vocabulary in the Harry Potter series. All the spells and many of the characters names are in Latin. Students are sorted into the four Hogwarts Academy houses to compete in a quiz bowl based on that information. Winners receive prizes.

Alex Castano, 6th grade
 "The Harry Potter Quiz Bowl had four Harry Potter teams and we would have buzzers and if we knew the answer to the question we would press the buzzer as fast as we could and if you got the answer right you got so many points."
James Brown, 7th grade
 "The teams were the house names in Harry Potter."

LATIN MOVIES

Students create movies every year to celebrate National Latin Week during the week of April 21. They prepare their Latin and use it in interesting and useful ways. In this year's movie, Latin was used to turn everyone at school into zombies and then to turn them back to human again.

Premise Fenechi, 7th grade
 "Movie Day is where we watch all the Latin movies from the other seventh graders. The one we did was about two seventh graders who want to get Mr. Roy back for giving a detention for an unfinished shift. But they made a movie because they accidentally turned the advice school into zombies."
Doris Moore, 7th grade
 "It was a comedy."

SATURNALIA

The students studied about the customs related to the ancient Roman holiday in December in which slaves and masters traded places for a day. They competed in groups to create "signatures," small clay figurines given as gifts during the Roman holidays. The group that created a scene which was most indicative of Saturnalia and its customs won prizes.

Katherine Fritz, 7th grade
 "We have Saturnalia and it's a big feast that we have where we eat a lot."
Evan Lawson, 6th grade
 "Saturnalia is where the slaves and owners switch spots. The owners become slaves for a day."

HALLOWEEN HAUNTED HOUSE

7th grade students research characters from the ancient Roman underworld and make PowerPoint presentations about the characters. After presenting the information to their classrooms, they nominate that character for a haunted house in Mr. Nathalie Roy's classroom.

Angelle Meinhartman, 7th grade
 "We each got a special character and in the classroom we made a movie where the sixth graders go through and we scare them!"
Doris Moore, 7th grade
 "I was Hades and I was the last person in the house and I have this voice that I do and they would go up to us and we would jump out at them."
Doris Moore, 6th grade
 "I went into Hades' Haunted House with Troy and we walked in together because we didn't go in, he turned around and looked me so bad and I accidentally stepped on one of the ghosts we had."

CIRCUS OF JANUS

Latin students participate in a day of games to celebrate the new year in January. They ride the chariot, which is an ancient Roman craft created out of bronze steel and molten iron like wheels by a Roman Latin student.

Jason Roussel, 7th grade
 "The chariot ride was cool with the sixth graders. The seventh graders pulled and the sixth graders got to ride in them."
Tary Davis, 7th grade
 "You have to be under 120 lbs. There were 4 pullers and you have to run half way across the football field and anyone who rides has to wear a helmet and shoes."

ROMA CLUB MEMBERSHIP

The students choose new seats ahead of time. They receive them at the mission, change their love for Latin, light a candle, and then seal the ROMA Club document of membership.



Pages 32-33

Most of the stories in the 2009 *Accolade* are told in a traditional format. However, this spread takes a more theme-centric approach. The writer of this story about ROMA Club (a Latin club that celebrates Greek and Roman history) details the club's beginning and breaks down the club's main events. Quotes and facts about the events educate students who may be unfamiliar with ROMA Club while capturing the memories created in 2009. This spread leaves readers feeling like they know what ROMA Club is all about.

(top) Senior Nicholas Hart prepares to throw the ball into play. The Knights played at the Pete Muscarelli Assembly Center for the Hall of Fame game. Photo by Peter Dumassey (middle) Senior Cameron Miller passes the ball to one of his teammates in a game against Durham. The Knights played Durham a total of five times during the season. During their final game against them in the quarterfinals, the Knights won 51-37. Photo by Brooke Noland (bottom) Senior captain Nick Bierman carries the ball in for a lay-up. The Knights won 77-49 against Jehovah-Jeh. Photo by Brooke Noland



JEHOVAN-JEH: W 77-49 REDEMPTORIST: W 65-49 ST. THOMAS AQUINAS: W 55-49 TEURLINGS CATHOLIC: W 51-45 ST. MICHAEL'S: W 55-45
 DESIRE STREET: W 69-50 BAKER: W 75-51 ECOLE CLASSIC: W 64-59 NORTHLAKE CHRISTIAN: W 52-47 DUNHAM: L 55-45 PARKVIEW: W 63-38
 U-HIGH: W 63-44 CLINTON: W 54-43 JACKSON: W 72-50 PONTE COUPES CENTRAL: L 71-73 DUNHAM: W 62-45 U-HIGH: W 74-45 CLINTON: W 61-39
 DUNHAM: W 51-37

A PART OF HISTORY

team reaches unchanged territory

Since head coach Chris Beckman started coaching the boys basketball team thirteen years ago, he has dreamed of his team making the Top 28. In 2005, the team finally returned to the Top 28 for the first time in thirty years.

Getting to the Top 28 was a goal the athletes set at the beginning of the season after last season's loss to Faraday in the quarterfinal round.

"After last season, we didn't want to feel like that again. We knew we were going to get to the Top 28 no matter what," said senior Cameron Miller.

One way the team prepared to advance deeper in the playoffs was by scheduling tougher opponents earlier on in the season.

"The tough games we played at the beginning of the season really helped us by the time we got into district play," said Beckman.

When the team first learned of the difficult schedule, team members recalled some initial hesitation.

"I think we all thought that at that point that this wasn't going to be easy. We had to play to the best of our ability in every game," said senior captain J.L. Lewis.

In district, Durham School proved to be the team's toughest competition, as the two teams met five times during the season, including in the quarterfinal round of the playoffs. The winner of that game was headed to the Top 28, which featured the top four teams in the seven high school basketball divisions.

"We all knew how important that game was for us. We had beaten them three times already, but none of the games were easy. And we knew they'd give us their best game," said senior captain Nick Bierman.

The Knights were able to beat Durham one more time and head to the Top 28 for the first time in three decades. Coach Beckman's and the players' dream had been realized.

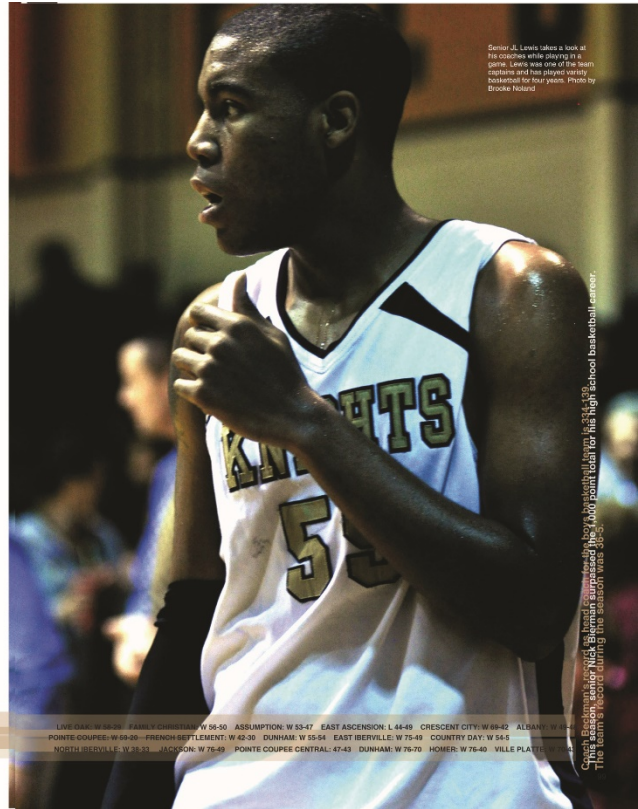
While the team goals set at the beginning of the year had been met, the basketball team achieved something that was not on their list: unite the student body. During most district games, the student section was filled with fans.

"The fans definitely had an impact on the way the team played. I believe they helped win a couple of games for us this year," said Beckman.

One such game was in December when Episcopal beat the Durham School as Durham had a chance to tie the game by making one of two free throws. Thanks to a raucous crowd, the Durham player missed both free throws.

"The student body, like the team, really came together as the season progressed. It was awesome to be a part of," said Miller.

ERIC SMITHLING



Senior J. Lewis takes a look at his coaches while playing in a game. Lewis was one of the team captains and has played varsity basketball for four years. Photo by Brooke Noland

Captain Beckman's goal was to lead the team to the Top 28 for his high school basketball career. The team's record during the season was 15-10.

Pages 98-99

This basketball spread fits seamlessly into the book. It covers a major accomplishment in the basketball team's history: the first time the team was in the Top 28 in 30 years. The story covers important moments of the season, and facts that add to the story run up the right side of the spread. Every sports spread also features a detailed scoreboard.

Notice the use of a clear color palette and consistent fonts. By limiting the colors and fonts, the designers pull the spreads of the book together and carry the visual theme from cover to cover.