

ABOUT *our* MANUAL

Cooke Publishing Company has provided you with the necessary supplies and pre-printed instructions to facilitate the preparation of your yearbook pages. However, we recognize that the technical aspects of preparation might need further clarification, and should be teamed with suggestions that will keep your yearbook current.

In the past we have prepared handouts and assembled them into binders, commonly called our Adviser's Manual. With ever-changing technology enabling us to prepare your yearbook more efficiently, it becomes necessary to update instructions and procedures from time to time. This binder serves as our current Adviser's Manual, and you should use it beginning September 1, 2009.

The enclosed instructions include methods for writing and stylizing copy and captions, as well as keying text on a computer. They include layout fundamentals, as well as layout software instructions for Adobe® InDesign® and QuarkXPress®. They include photography concepts, as well as cropping and saving specifics for Adobe® Photoshop®. As well as much, much, more. There are sample forms for story and photo

assignments, keeping track of deadlines, and gathering directory information. There are cover ideas, suggestions on developing your theme, and references to the Columbia Scholastic Press Association (CSPA) Guidelines. The Manual is prepared to answer your questions as well as consolidate some of our advice. Please read through this Manual thoroughly. The information here is not meant to replace our personal training, but to support it.

We suggest the following:

THROW AWAY YOUR OLD MANUAL. It has out-of-date information in it.

READ this new Manual. Read it more than once to reinforce practices and procedures.

PHOTOCOPY and distribute portions of the Manual to the appropriate staff members, always keeping your master copy intact.

Call us if you have any questions about the new Manual.

Have a great year! Make a great book!

TABLE of CONTENTS

YEARBOOK PREPARATION AND INSTRUCTIONS

Theme Development	3
Editors' Responsibilities	4
Selling the Yearbook	7
Selling Ads	9
Preparing Digital Senior/Ad Pages	10
Avoiding Mistakes	12
Preparing Portraits	13
Writing Copy	14
What To Do With the Dummy	18
Keying Copy and Captions in Microsoft® Word®	19
Using QuarkXPress®	20
Using Adobe® InDesign®	23
Using Adobe® Photoshop®	28
Choosing Endsheets	31
Choosing Covers	33
Name Stamping	34
Checking Proofs	35
Delivery Notes	36
References/Resources	37

SAMPLE FORMS

Deadline Checklist	40
Deadline Confirmation	42
Directory Surveys	43
Photo Assignment	45
Story Assignment	46
Theme Submission	47
Weekly Work Schedules	49

THEME DEVELOPMENT

A yearbook theme is an idea, a thought, some specific words, a design, or a concept that unifies the publication. Unlike the student newspaper or literary magazine, the yearbook is a permanent record prepared by the staff, for one student body, organized to preserve information about the people and events of one complete school year. This process is often helped by the selection of one theme statement that “ties together” the yearbook and makes it a cohesive, organized publication.

Although important as an organizing device, the theme is still secondary to the facts of the year. Popular themes use phrases that can work to describe the year and can be related to all of the various sections of the book. Pages devoted entirely to the theme usually make up only ten to fifteen percent of the yearbook. The majority of pages in the yearbook are organized to present the people and events of the year. The theme statement should appear on the cover, on the endsheets if they are printed, title page, opening pages before the first divider, each divider, and in closing spreads. The statement is often accompanied by expressive photographs and text that connect the school, the year, and the statement.

Special events and changes during the school year, like new construction, curriculum adjustments, and anniversary celebrations are newsworthy, and should be featured in the yearbook. They

can even double as the theme. Other times you can focus on contemporary theme ideas. You can start by observing the world around you differently. Make an idea file that has catchy magazine and newspaper advertisements, words, magazine layouts, and colors. Anything that grabs your attention will probably grab the attention of your readers. Save junk mail. Good ideas prepared for consumer products by advertising agencies could work for you, too. We’re not recommending that you use their words outright. Yet, with the whole staff sitting around a table covered with great advertisements, phrases from magazines and catchy ideas, you are sure to have everyone thinking in a “stream of consciousness” and great ideas come from that kind of brainstorming.

After selecting a theme statement, make a connection to the various divisions of the yearbook. Plan essays, photographs and content that will look appropriate for each divider. Share your ideas and vocabulary words with us when you complete your Pagination Guide; we’ll be happy to provide you with feedback and advice on the preparation of these special pages.

Lastly, visit chapter three on “Unifying Concept” in the *CSPA Scholastic Yearbook Fundamentals*. CSPA itemizes and expounds on both good and not-so-good theme ideas, slogans, terminology and gimmicks.

EDITORS' RESPONSIBILITIES

EDITOR-IN-CHIEF

- Oversee the preparation of the pagination plan, yearbook content and theme development.
- Work with the adviser to decide type style, folio design, the number of pages in the book, the number of pages in each section, point sizes of type, headline treatment, etc.
- Be responsible for the preparation of all theme-related pages (opening, closing and dividers).
- Assign all pictures needed for theme-related pages of yearbook.
- Index all theme-related pages.
- Work with the adviser to set deadlines throughout the year for the copy, captions, headlines, layouts, pictures, and pages assigned to each Cooke Publishing Company deadline.
- Be responsible for preparing the cover/endsheets.
- Oversee the work of all section editors and other staff members.
- Know all procedures so that you can answer questions, assist section editors and check staff progress.
- Conduct yearbook meetings and work sessions at any time the adviser is not present.
- Check all copy, layouts and pictures, approving them before the adviser sees them.
- Assist the adviser in proofreading all pages before they are submitted to your Cooke Representative.
- Check laser proofs carefully and return to Cooke Publishing Company by the date listed on the proof sheet.

BUSINESS MANAGER

- Work with the adviser in preparing a budget for the yearbook.
- Prepare publicity for senior and underclass portraits, yearbook sales, ad sales, etc.
- Organize and assign all ads for staff members to sell.
- Prepare letters for advertisers who do not continue their ads in this year's book, but who advertised last year.
- Prepare and mail letters for Senior Parent Patrons.
- Supervise billing of all advertisers.
- Supervise yearbook sales.
- Prepare letter for parents of all students who did not order yearbooks during regular sale days.
- Assist with any other business-related work as assigned by the adviser.
- Supervise yearbook distribution and check sales lists for each homeroom.

ACADEMICS EDITOR(S)

- Decide on the contents of the Academics section.
- Prepare all stories, headlines, captions and layouts for the Academics section.
- Check with teachers to get picture and story ideas on special projects, guest speakers, field trips, unique classes, etc. This may be done in questionnaire form.
- Schedule all pictures needed for the Academics section.
- Meet deadlines established by the editor-in-chief and adviser.
- Index all Academics pages.
- Check proofs of all Academics section pages when received from Cooke Publishing Company.

CLUBS AND ORGANIZATIONS EDITOR(S)

- Decide on the contents of the Clubs and Organizations section.
- Prepare all stories, headlines, captions and layouts for the Clubs and Organizations section.
- Check with Clubs and Organizations moderators to get picture ideas on special club projects, speakers, inductions, etc. This may be done in questionnaire form.
- Schedule all pictures needed for the Clubs and Organizations section.
- Coordinate and schedule all Club and Organization group pictures. Once preparations have been made for taking the group pictures, the Clubs and Organizations Editor must notify each Club and

Organization moderator of the date, time and location of the pictures. Do this in writing and follow up.

- Prepare Clubs and Organizations identification sheets for students to fill out when group pictures are taken, so that the Club and Organization moderators will not have to identify members after pictures are taken.
- Meet deadlines established by the editor-in-chief and adviser.
- Index all Clubs and Organizations pages, including group pictures.
- Check proofs of all Clubs and Organizations pages when received from Cooke Publishing Company.

PEOPLE/SENIOR AND FACULTY EDITOR(S)

- Supervise taking of senior portraits in the spring of their junior year. Several senior staff members will be needed to work with the photographer to fill out necessary paperwork for all seniors photographed.
- Supervise senior portrait make-ups after school starts. Prior to make-up day, all seniors not yet photographed must be notified and given the opportunity to be photographed for the yearbook.
- Decide on any feature content for the Senior section.
- Prepare all stories, headlines, captions and layouts for the Senior section.
- Assign all pictures for use with features in the Senior section.

- Index all Senior section pages.
- Meet deadlines established by the editor-in-chief and adviser.
- Prepare all faculty and service personnel pages.
- Decide on mini-features and prepare stories for faculty and service personnel pages.
- Make sure all faculty and staff are photographed when underclass portraits are taken or on a make-up day.
- Index all Faculty pages.
- Meet deadlines established by the editor-in-chief and adviser.
- Check proofs of all People/Senior/Faculty pages when received from Cooke Publishing Company.

PEOPLE/UNDERCLASS EDITOR(S)

- Supervise taking of all underclass portraits.
- Notify all students prior to portrait-make-up day if they must be re-photographed due to having eyes closed, improper clothing, etc.
- Supervise make-up day portraits.
- Decide on mini-features for the Underclass section.
- Assign all pictures needed for features in section.

- Prepare all stories, headlines, captions and layouts for the Underclass section.
- Index all Underclass pages.
- Meet deadlines established by the editor-in-chief and adviser.
- Check proofs of all Underclass pages when received from Cooke Publishing Company.

PHOTOGRAPHY EDITOR(S)

- Receive all photo assignments from staff, record in assignment book, and put in photographers' boxes.
- Record all completed assignments returned by photographers.
- Oversee all photographers to be sure they are completing the assignments for their sections.
- Alert other yearbook editors of upcoming events and assign photographers to cover those events.
- Check the cameras, battery supply and memory cards regularly to avoid problems and missed photo opportunities.
- Establish a procedure for photographers to follow when placing digital photos on the computer.

SPORTS EDITOR(S)

- Decide on the contents of the Sports section.
- Prepare all stories, headlines, captions, layouts and score boxes for the Sports section.
- Schedule the pictures for all sports, including a group picture of each team, cheerleaders and intramural sports.
- Identify players in all captions by including jersey number in parentheses after his/her name.
- When possible, identify opposing players by name and jersey number in captions.
- Record the scores of all games, meets or matches to be used in a score box.
- Meet deadlines established by the editor-in-chief and adviser.
- Index all Sports section pages.
- Check proofs of all Sports section pages when received from Cooke Publishing Company.

STUDENT LIFE EDITOR(S)

- Decide on the contents of the Student Life section.
- Prepare all stories, headlines, captions and layouts for the Student Life section.
- Schedule all pictures needed for the Student Life section. Don't forget to include summer activities, snow days and after-school activities relating to student life.
- Meet deadlines established by the editor-in-chief and the adviser.
- Index all Student Life pages.
- Check proofs of all Student Life section pages when received from Cooke Publishing Company.

PHOTOGRAPHERS

- Take all pictures assigned by staff members and the Photography editor.
- Complete daily assignments.
- Follow procedures for placing digital photos on the yearbook computer/server and provide a contact sheet with initialed and dated assignment forms to the Photography editor.
- Work with other photographers to keep computer/digital photo storage area organized.

SELLING *the* YEARBOOK

THINK COCA-COLA® AND PEPSI®, VERIZON® AND AT&T®, TACO BELL® AND DUNKIN' DONUTS® - SATURATE YOUR AUDIENCE

Think of all the places these companies advertise their products. They don't put up one billboard and call it a day. They are constantly putting their names in your face. Turn on the TV or radio, open a magazine, look at the side of the bus driving down the street. They adopt slogans and themes. They even advertise on shopping carts at the supermarket. Get the picture? Plan your yearbook sales campaign the same way. Get in your students' faces and show them the comparative value of the yearbook. Compete head to head with other teenage expenses.

Flyers and posters are probably the most popular way of advertising in schools (especially since the number of billboards in the hallways is limited). Flyers are great, but remember other organizations may be advertising candy sales or upcoming dances at the same time. You want your flyer to stand out from the rest. How do you do that? You don't scribble on a piece of paper with a marker and call that an advertisement! First, find someone who has

a computer software program that will print flyers in large type (graphics would be nice, too). Prepare announcements that are attractive, legible, and can be read from a distance. Second, copy your flyers on brightly colored paper; white flyers may be ignored if they blend in with the walls. Third, don't just put up one flyer on the wall or bulletin board; put up nine and make a large square (three rows of three), or place them every two feet down a long hallway. Students may walk by one flyer and not notice it, but how can they miss twenty in a row? Put them in unusual places. One school laminated their posters and taped them to the floor in high traffic areas. Find interesting (and permitted) locations for your notices, like the back of bathroom stalls and next to the clocks in the classrooms.

Posters can be an effective way to advertise, again, if they stand out. Decorate them with bright colors or glitter. Make them odd shapes. Don't forget to use the posters we include in the supply box, too.

THINK NIKE® AND REEBOK® - GET ENDORSEMENTS

OK, so superstar golfer Tiger Woods may not be in your budget, but how about the captain of your school's basketball team? Recruit other students, athletes, cheerleaders, student council reps, the computer techies, even teachers to speak for your product. You need to appeal to everyone in your school, not just seniors and not just the most active or popular students. Having other students sell the yearbook shows that the book isn't just for the yearbook staff and their friends. It may also place some positive peer pressure on the student body – if the

basketball captain wants a yearbook then they will want one, too.

So how and where are these spokespersons going to get the word out? Just like Tiger. Tape a commercial for the morning announcements on the home-room television station, or write a creative script for the afternoon public address announcements. Take your spokesperson's picture and add it to the decorative posters you are making. Have them go table to table in the cafeteria like a door-to-door salesman.

THINK PUBLISHER'S CLEARING HOUSE® - PERSONALIZE LETTERS

Your yearbook sales campaign ran for two weeks and you sold to 60% of the student body. Do you stop there? Of course not. Examine the list of students who did not purchase books. For the next two weeks concentrate on those students. Send each non-buying student a personalized, hand-written note in homeroom, "John, we noticed you did not buy a yearbook last week and we did not want you to miss out on all the excitement." Follow up with

phone calls or send "last chance" letters to the students' homes.

As you crop and caption photos, have a stack of preprinted notes that say "Hey! You are on page ____ of this year's yearbook. Be sure to buy a copy." Hand them out in homerooms to entice students to buy. They'll be more likely to if they know they're in it.

THINK MCDONALD'S® AND BURGER KING® - GIVE A PRIZE WITH EACH PURCHASE

Do you remember when all you wanted was a Happy Meal® just because you got the latest movie action figure with the hamburger? And once one kid in the neighborhood had one, all the kids wanted one. You can create the same excitement for your yearbook by finding an inexpensive gift to give away with every yearbook purchase. Look for

a popular item you can buy in bulk, inexpensively, or one that you may be able to have donated by a local business. Bumper stickers, pens, key chains, candy, magnets or an instant photo with one of your spokespersons are just a few ideas. Be creative. Gifts can tie in with your theme and generate excitement for the arrival of the book as well.

SELLING ADS

So you want to add extras to your yearbook – natural color photographs, a printed endsheet, a cover with special features – and the budget won't stretch that far. Why not let local businesses, parents and fellow students fund your frills by starting an advertising section.

There are two popular ways to present and sell advertisements. The first is to sell **Space ads**, giving advertisers a choice of full, half, quarter, or eighth page divisions. Calculate ad page prices in relationship to the cost of adding pages to ensure that they provide you with a profit. The best idea is to double your page rate for a full page ad, then charge slightly more than half the cost for the lesser areas because that often motivates the advertiser to graduate to the next category. For example, if your additional page rate is around \$75, then charge \$150 for a full page ad, \$85 for a half page, \$45 for a quarter page, and \$25 for an eighth page. You're most profitable when you sell eight business card sized eighth page ads, generating \$200.

A second advertising style, and a more space-saving alternative, is to sell **Patron ads**. Instead of buying a certain portion of the page, the advertiser buys lines of type in a certain dollar category. For example, designate *benefactor*, *sponsor*, *donor*, *patron*, *booster*, *gold club*, *silver club*, *business entry*, *in memoriam*, etc. as various categories. The emphasis here is on supporting the school's publication, not in advertising products or services. Yet, the result is the same: extra dollars for the yearbook. The appeal of the patron is in the choice of category and the freedom from having to create a visual space ad. Likewise, the staff enjoys the convenience of simply arranging columns of type that can be interspersed with photographs, special features, and graphic accents.

Patrons often range from a high of \$100 to a low of \$5. By simply selling lines of type you can generate thousands of dollars. For example, you can fit about 75 lines of type in a column, and three columns on a page. Selling the patrons at just \$5 per line, you generate \$1,125 in revenue, offset by the cost of adding the page, around \$75. That's quite a profit.

Where do you look for the advertisers? Seek out suppliers to the school community and businesses that service the surrounding area. Your students and families patronize these establishments and they will be the first ones to consider reciprocation. Avoid chain stores and mall stores since they often have central advertising departments with national campaigns. Look to the parents of students, some of whom may own or operate businesses. Parents may also consider buying an ad as a vehicle to congratulate their children. These messages will be more valuable than business ads since they have a personal touch.

Lastly, look to your students to buy their own ads or messages. Homerooms, clubs, teams, and individuals may purchase space, offering special messages to each other.

Follow some basic guidelines when soliciting, accepting or portraying ads and patrons. Check with the school administration before pursuing any advertisers because there may be a policy or practice of "hands-off" during other campaigns. Proofread entries to avoid inappropriate language, double meanings, phrases that readers may misinterpret, or illegal reprinting.

Remember, selling advertisements and patrons can yield big profits, and these extra dollars can go a long way in enhancing your yearbook.

PREPARING DIGITAL SENIOR & AD PAGES

When students or parents create senior pages and/or ad pages, they must follow certain guidelines. The following list of rules will help them complete pages that will be compatible with our page-prep software.

PROGRAMS TO USE

We accept four formats for senior page files and advertising page files:

1. QuarkXPress® 6.0, 6.5 or 7.0 file
2. Adobe® InDesign® CS2, CS3 or CS4 file

3. Adobe® Photoshop® 6.0, 7.0, CS, CS2 CS3 or CS4 "JPEG" file
4. PDF file.

Do not provide Microsoft® Word®, Publisher® or any other incompatible page design program files.

DIGITAL PHOTOGRAPHY GUIDELINES

- Photographs and/or art must be supplied at the size required by the layout.
- Photographs and/or art must be no less than 300 D.P.I./Resolution at the size it will be on the layout.
- Photographs must be 8 Bits/Channel

- Photographs and/or art must be saved as gray-scale if they are not printing in color in the year-book.
- Save photographs and/or art as a "JPEG" file and **DO NOT COMPRESS OR FLATTEN.**

PAGE DESIGN GUIDELINES FOR 9" X 12" BOOKS

Full-bleed senior pages are 9-1/8" x 12-1/4"
Full-page ads are 8" x 11"
Half-page ads are 8" x 5-1/2"

Quarter-page ads are 4" x 5-1/2"
Eighth-page ads are 4" x 2-3/4"

PAGE DESIGN GUIDELINES FOR 8-1/2" X 11" BOOKS

Full-bleed senior pages are 8-5/8" x 11-1/4"
Full-page ads are 7-1/2" x 10"
Half-page ads are 7-1/2" x 5"

Quarter-page ads are 3-3/4" x 5"
Eighth-page ads are 3-3/4" x 2-1/2"

OTHER GUIDELINES

- If the page is designed with QuarkXPress® or Adobe® InDesign® be sure not to use any extensions or plugin features in the design.
- Include both screen and printer parts of **Postscript** font files **in Macintosh format** or **OpenType** or

True Type font files on the disk submitted to Cooke Publishing Company. Refer to the "Usage" option from the "Utilities" menu in QuarkXPress® or the "Preflight" dialog box from the "File" menu in InDesign® to determine which fonts are being used

in the document. Remember that when an EPS file uses a font, that font must be included on the disk. The above-mentioned menus will list all fonts used including the EPS files.

- Also include on the disk all linked images used in the the QuarkXPress® or Adobe® InDesign® files. These links will include any clipart, scans, digital photos, etc. Do not embed links into the page design file.
- If the yearbook is printed in black and white, do

not design a page with color. If the clipart being used has color in the file, remove all color from the clipart file first and then place it in the document.

- Print a copy of the final page exactly as it is saved on the disk.
- Save the finished page on a CD.
- On the CD write the job number of your school, the name of the student, and the page on which the file belongs.

AVOIDING MISTAKES

SET UP A STYLE SHEET FOR CONSISTENCY

Now is the time to be attentive to the accurate submission of copy. The following is a partial list of some common places where consistency, punctuation and grammar often cause problems. Changing your copy on proofs adds time and money – try to avoid it.

Group Identifiers

- Captions for group photographs should begin with the name of the group only if it doesn't already appear as a headline.
- According to the Columbia Scholastic Press Association, rows in group captions should be listed as follows: Two rows should read *Front Row, Back Row*. Three or more rows should read *Front Row, Second Row, Third Row, Back Row*.
- Use a colon (:) after the row designation, a comma between names, and a period after the last name in each row. For example: *VARSAITY SOCCER. Front Row: John Smith, Bob Jones, José Garcia. Back Row: Ed Poe, Al Einstein, James Joyce.*
- When keying type, let the computer wrap the type. Do not begin each row on a new line by hitting a hard return.

WHAT'S IN A NAME

The most grievous error that can be made in a yearbook is to misspell a name (especially if it's yours). Carefully check all name spellings against official lists. Smart yearbook staffs even check the official lists with the students. Readers may overlook a grammatical goof, but they never forget if

In Senior Directories

- Use either Street, Road or St., Rd. – not a combination of both.
- Use well-recognized abbreviations such as NHS for National Honor Society or SADD for Students Against Destructive Decisions, but do not use unusual ones such as Ftbl. for Football or Bnd. for Band.
- It is easy to accommodate offices held after the number of years by using parentheses. For example: Yearbook 9, 10, 11, 12 (Editor); Baseball 10, 11 (Captain). Be sure to key one space after commas and before parenthesis. Make sure punctuation is consistent.

Multiple Spellings

There are many words in the English language that have more than one acceptable spelling. For example: advisor, adviser. Both of these are correct, but only one should be used in your book. Choose one and stick to it.

their names are misspelled.

If your list of senior, faculty, and/or underclassman names comes from the school database, make sure middle initials and abbreviations are followed by a period (ex. Jr., Sr., Rev.).

PREPARING PORTRAITS

- Ask your portrait photographer to provide digital portraits on a CD and save them in folders by class (seniors, juniors, sophomores, freshmen, faculty).
- Portraits must be saved in "last name, first name" format.
- Portraits must be vertical, grayscale, 300 resolution, non-compressed JPEG files.
- Verify that every senior, underclassmen and/or faculty member is on the CD.
- If a portrait is missing on the CD please contact your portrait photographer to obtain the missing portrait. If a student or faculty member never had their portrait taken fill their photo block on

the layout with gray or remove them from the sequence and place their name at the end of the section under "Not photographed."

- Contact the parents of seniors not photographed and let them know you do not have a portrait of their child for the yearbook. Better to let them know early in the year and possibly have one taken than get an angry phone call in June.
- Senior sections, faculty sections and underclass sections should be complete when handed in. The deadline is not complete unless all photographs are provided.

WRITING COPY

CAPTIONS

Captions are the most widely read words in the yearbook, so they must be informative, interesting and accurate. They must identify the people in the photograph, plus give background information. Every photo should have a caption. A photo without a caption is like TV without sound.

The sentence that describes the photo's action (usually the first sentence) is written in present tense. For example: *With a little soap and water and a lot of elbow grease, Megan Smith adds the finishing touch to a fender during the September 27 Senior Car Wash.* Sentences that provide background information are written in past tense. *The car wash raised \$160 to add to the senior class gift.*

Tips for good captions

- Write the caption to tell a complete story. Think of the caption as a photo essay, not just a description of the photo.
- Use an interesting lead to attract the reader to the caption. Begin with a quote, adjective, mini-headline, or prepositional phrase for variety.
- Answer the reader's questions: who, what, when, where, why, and how. Vary the order in which you answer these questions. *Megan Smith shines a car fender during...*, *At the September 27 Senior Car Wash, Megan Smith shines...*, *To raise money for the senior class, Megan Smith shines...*
- You can include information in the caption about what occurred just before or just after the photo was snapped. Tell the reader more than he can see

COPY FOR FEATURE STORIES

Essays provide the details and the background information that photos can't give. Write your stories in the past tense (by the time the book is

with his own eyes. Use quotes from the students involved to add depth to the caption.

- Be accurate. Check identifications, name spellings and details. Remember that you are preparing not only a memory book, but a historical record.
- If you cropped someone out of a photo, carefully check to see that his/her name does not appear in the caption, and vice versa.
- Require staff photographers to turn in complete identifications and descriptions with their photos, or send a reporter on location with the photographer to take notes. Ask the people in the photograph to shed some light on the particular moment in time.
- Captions for group photographs should begin with the name of the group if it doesn't already appear on the page as a headline. According to Columbia Scholastic Press Association, rows should be listed as follows: Two rows should read Front Row, Back Row. Three or more rows should read Front Row, Second Row, Third Row, Back Row. Keep this style and punctuation consistent for the entire book.
- Avoid phrases such as: *is shown, pictured left or above, poses for the camera, from left to right, seems/appears to, attempts/tries to.* Do not state the obvious (*Sue smiles for the camera*), or use "gag" captions (*Got a flat, Henry?*), because they do not add any relevant information to the photo. Also, avoid the photo "talking" to the reader or the reader "talking" to the photo. (*Hey, Jane, nice hat!*)

published, all the events already will have taken place). Use interesting leads and a strong closing. Use third person and active voice.

Tips for good copy

- Avoid “cookie-cutter” copy that could be used for any year and any school, such as; *This year, the football team practiced hard and played well. Every person gave 110%.* Use specifics such as game/event descriptions, statistics and quotes to make the story come alive.
- Brainstorm for interesting angles to annual events. Look at a dance from the decorating committee’s view. Talk to the athlete who sat on the bench most of the season. Focus on dress rehearsal for the school play.
- Use direct quotes. They will give an insider’s view, plus the students will love to see their words in print. Interview a variety of students and faculty.
- Use various leads. Try:
The Astonisher Lead: *You may be dead tomorrow. That is the consensus of the American Lung Association who yesterday launched a new public awareness campaign to stop smoking.*

The Descriptive Lead: *He walked slowly down the aisle eyeing up his victims. Tension mounted and eyes averted – no one wanted to be the one. Mr. Crowley’s hand came down on Sue Smith’s shoulder. “You give the first speech.”*

Question Lead: *“Are you feeling incurably lazy? Constantly fatigued? Plagued by chronic apathy? All of the above? You might be a victim of senioritis.*

Contrast Lead: *Despite the fact that cartoons, movies and comics portray the beginning of school as the return to a type of prison life, there is ample proof that many students return to their books with a thankful “it’s great to be back.”*

- Words and phrases to avoid in copy: *The year, school name, team name, the purpose of, the goals of, during this year, we hope to do better next year.*

HEADLINES

- Headlines relate all the elements on the page. They should work as a unit with the copy and be positioned to “touch” the copy.
- Write headlines in the present tense, active voice.
- Tie the headline in with the action of the dominant photo.
- To write a good headline: read the copy, jot down key thoughts and words, then think of a

catch-phrase that includes one of the key words or phrases.

- Use clever play on words to intrigue the reader.
- Eliminate unnecessary words.
- Don’t use label or cliché heads. (“Field Hockey” or “Get a kick out of Soccer”)
- Create a clip file of interesting headline styles for future reference.

SURVEYS

Use a survey:

- To gather background information.
- To get lively quotes.
- For “Top 10” lists (favorite TV show, movie, food).
- To elicit ideas for feature stories, personality profiles, “remember whens.”

- To compile a “Q and A” list.

Survey Suggestions

- Write specific open-ended questions. Ask *Which school dance was your favorite and why?* instead of *Did you attend school dances?*
- Keep it short and simple.

- Personally collect the responses or have them returned to a specific place on a specific date.
- Have students fill out surveys and return them during homeroom and you will be certain to get the information you need without hunting for responses.

Sample Survey Questions

Seniors

Name, nickname, address, activities, favorite quote.

What are your post-graduation plans? What part-time jobs have you held in high school? Describe a college you've visited. What teacher will you remember most and why? What is your favorite hobby/after-school activity?

Faculty

Name, degree, classes taught, activities moderated (for faculty bio).

Where did you travel/what did you do this summer? What are your out-of-school activities? What adjectives would you use to describe this senior class? What was your most embarrassing moment as a teacher? Why did you choose to moderate _____?

Clubs

Club name, purpose, officers, adviser, members.

What fundraisers are you planning? Who is the most active member in your club and why? How much money do you hope to raise and for what purpose? Describe a typical meeting. How is club participation different from last year?

Sports

Name, grade, sport, position.

What was the most memorable game/match this season and why? In what area do you think the team improved the most as the season progressed? What is the best part of practice? The hardest part? What has your team done to unify its members (such as dinners, breakfasts, pep talks, songs, nicknames, etc.)? What is the funniest or weirdest thing that ever happened during a game/match this year?

- Remember: Surveys are useful tools for information gathering, but a story should not be based solely on survey information; to truly capture the year as it was, the writer needs to attend a club meeting or sporting event, meet with a personality, etc., to add depth to the description.

INTERVIEWS

Yearbook stories come alive with quotes from students, teachers, coaches – real, live people! Quotes from people who have first-hand knowledge of the event add realism and spice to your prose, plus generate enthusiasm in your yearbook audience since people love to see their names in print. The secret to obtaining a good quote is...

The Interview

- Identify sources, those with first-hand knowledge of the event or subject.
- Set up appointments to interview sources. Your

sources may be as busy as you are, so it's not fair to force a quote from them as they leave the building. Schedule a mutually convenient time and be punctual. Find a place to chat that is fairly quiet and free from interruption.

- Gather background information. Before you can ask an intelligent question, you have to know something about the subject. If you're interviewing a basketball player, attend a game or talk to fans about the player's record. Read past yearbook stories to see what's been said about your subject. Other good sources for background info are:

school announcements, the guidance office, the master schedule, school calendar, student handbook, school and community newspapers.

- Plan your questions. Write open-ended questions that elicit answers beyond yes or no. Instead of asking, *Did you enjoy the Soph Hop?* ask, *What were your impressions of the Soph Hop?* Plan 5 to 10 questions per interview focused on the source's area of expertise. Ask the Activities Director about planning the event; ask the student about attending the event.

- Listen to your subject. After you ask a question, listen to the response, then follow-up on interesting comments before plunging into the next question. Be as conversational as possible – this allows the source to relax and to give more spontaneous

quotes. Some students use a tape or USB recorder to avoid slowing up the interview, but be sure to get permission from the source and to still take notes – it will help you to remember the key points. Besides responses, write down a description of the person and the scene to add color to your story.

Additional Tips

- Interview multiple sources for the same story.
- Try conducting an interview with a group of students at a lunch table or an activity meeting. This will generate many quotes at one meeting.
- A good quote adds information to the story and doesn't state the obvious.
- Place in quotation marks only the exact words of the source. Never fabricate quotes.

WHAT TO DO with THE DUMMY

We are pleased to provide you with your Yearbook Dummy. “Dummy” layouts are full-sized renditions of your pages prepared by the designers at Cooke Publishing Company. We follow your pagination guide and your theme explanation to produce special layouts for your opening pages and dividers, and style layouts to establish margins, type fonts, rules, panels, and guidelines for the individual sections of your yearbook.

 **Determine How Much Copy to Write...** Look at each layout to see where the story will go. Then, using the Cooke Copy Fitting Chart (that’s the clear plastic sheet with columns and numbers on it), determine the maximum number of words that will fit the copy area in 10 point size, that’s the most popular point size for essays. Write the word count on the layout and provide the count to the writing staff. Instruct the writing staff not to exceed the word count.

 **Mix It Up...** Look closely at the different layouts for each section (Sports, Activities, Portraits, etc.); we usually provide more than one layout. Decide which master layout you are using for each layout on our pagination plan. Write the master layout letter on the pagination. (A, B, C, A, B, C, etc.) over and over until you have enough pages for the section. (You will need to open the dummy layouts on the computer to determine the letter assigned to each layout.)

 **Make a Note of Caption Length...** Just as you did with your story boxes, look at the size of your caption boxes, the size and style may vary from section to section. Determine how many lines and words can fit in the space by using your last year’s book as a guide for how many lines can fit in a 2-pica deep caption, a 3-pica deep caption, and so forth. Write your captions according to how many lines fit that area. Most captions are 8 point size, so you cannot use the Copy Fitting Chart. If your caption is too long, you will have to edit it. If your caption is too short, the extra white space may seem awkward. So before you write and type your captions, think about the impact to the layout.

 **When Writing Headlines...** Read the sample headlines in each section, most have a special style for label and phrase (kicker) headlines. Styles include using words over and over, using action verbs to begin the headline, or using descriptive adjectives to describe the content. Try to write headlines that are similar, or, initiate a style of your own for each section. Whatever you do, *be consistent* on every layout within a section. If one headline has five words, try to continue that length on the rest for your headlines. Keep subheads and kickers, and any other special copy on a page, like sidebar stories, pulled-out quotes, interviews, polls, and surveys, consistent in style and length.

KEYING COPY & CAPTIONS IN WORD

- It is easier to proofread type in Microsoft® Word®. (Let those red and green squiggles do some of the work for you.) Staff members should key all copy and captions in Microsoft® Word® and save to a folder called "Copy In."

- Identify captions with a page and position number, which should be keyed on a line by itself. Insert a blank line before and after the numbers.

- If the page numbers show up automatically as you are keying, you did not shut off auto-formatting.

- Turn off auto-formatting in Microsoft® Word®. This must be done every time you open a new file. (Under the Format menu, go to "AutoFormat..." and click on the "Options" button. In the dialog box that appears, go to the "AutoFormat As You Type" tab and deselect the boxes for "Automatic Bulleted Lists" and "Automatic Numbered Lists." On the "AutoFormat" tab, deselect the boxes for "Automatic Bulleted Lists" and "Lists.")

- Key only one space after all punctuation.

- Let the computer make all of the returns until you

get to the end of the paragraph, then enter one hard return. Do not leave a blank line between paragraphs.

- Do not insert page breaks or paragraph breaks.

- Key one tab at the beginning of every paragraph to be indented.

- Poetry should be keyed line for line as you want it to appear, with hard returns at the end of each line to break to the next line.

- Use the "Word Count" feature, under the "Tools" menu to check the length of all copy. This count should match with the number determined by using the Cooke Publishing Company Copy Fitting overlay with the layout.

- Advisers should read copy saved in the "Copy In" folder, make changes and move the file to a folder called "Copy Approved."

- Once copy and captions are in the "Copy Approved" folder, staff members can place the type into the Adobe® InDesign® or QuarkXPress® files.

USING QUARKXPRESS®

These guidelines have been developed to assist you when submitting your complete yearbook pages on disk using **QuarkXPress®**.

You should have a basic knowledge of your computer and the **QuarkXPress® 6.0, 6.5 or 7.0** software in order to understand the following information.

WORKING WITH COOKE DUMMY PAGES

If you request a dummy design from our art department you will receive a large binder with page layouts (theme pages, dividers and sample pages for each section in your book) and a corresponding CD. The CD contains your dummy designs saved as templates – one for each section of your yearbook. Copy the Cooke dummy design templates into your yearbook folder on your hard drive.

Open a template. Notice that the file opens as an untitled document containing two blank pages and different master page design options (located in the top portion of the “Page Layout” palette) that correspond to your dummy. Assign the proper page numbers to your template. Go to “Section...” under the “Page” menu and key the left hand page num-

ber of the file you are setting up next to “Number” in the dialog box. (e.g. If you are setting up a file for pages 44 through 51, key number “44” next to “Number.”) Add the proper number of pages to your file by dragging one of the master page icons from the top portion of your “Page Layout” palette to the bottom portion of the palette. Do not exceed 10 pages in a file.

Save the file according to the page numbers it contains. If you set up a file for pages 44-51 and your school’s job number is 123, the file would be called 044-051(123).

Change headlines and folios when necessary by highlighting the dummy type *one style at a time* and keying over the existing words.

PLACING THE TYPE

Key copy (essays, captions, etc.) in Microsoft® Word®, spellcheck, proofread and save to the hard drive or a disk.

To import copy, click within your text box with your “Content Tool” and go to “Get Text...” under the “File” menu. Choose the appropriate file and click “Open.” “Select all” of the type, hold down the “Option (Mac) or Alt (Windows) key,” and choose the appropriate style from the “Style Sheets” palette.

To link copy from one column to the next, use the “Linking” tool to click from one column to the next.

To import captions, draw a text box on the pasteboard of your Quark file with the “Rectangle Text Box” tool and import captions into the text box. “Select all” of the type, hold down the “Option (Mac)

or Alt (Windows) key,” and choose the appropriate style from the “Style Sheets” palette. Cut each caption individually and paste into the appropriate text boxes on the layout.

Once the copy and captions are placed, change the frames to 0 points.

If the caption is below a photo, choose “Top” under “Vertical alignment” in the “Modify” dialog box. If the caption is above the photo choose “Bottom” under “Vertical alignment” in the “Modify” dialog box.

Key or paste names next to portraits and choose “Center” under “Vertical alignment” in the “Modify” dialog box.

Check the consistency of type styles (captions, copy, and headlines).

Do not hyphenate headlines.
Make sure all columns of type line up horizontally.
Type that prints in gray should be no less than 40% black.

PLACING DIGITAL PHOTOS

Follow the instructions in the USING PHOTOSHOP® section of the manual to prepare digital photos for placement in *QuarkXPress*®.

Change the frame of the picture box to 0 points before you place a photo.

DESIGNING YOUR OWN PAGES

Setting Up Your Files

Copy the Cooke layout template into the year-book folder on your hard drive and open it. Note that our template is set up just like our printed layout sheets, including margins and columns, but does not show the bleed edges. Do not move the zero point. Use guidelines and the “Measurements” palette to measure and place picture and text boxes.

Set up files containing consecutive pages according to your pagination plan and deadline schedule. Do not exceed 10 pages in a file. Go to “Section...” under the “Page” menu. Check off “Section Start” in the dialog box and then key the left hand page number of the file you are setting up next to “Number.” (e.g. If you are setting up a file for pages four through nine, key “4” next to “Number.”) Add the proper number of pages to your file by dragging the master page icon from the top portion of your “Page Layout” palette to the bottom portion of the palette.

Save the file according to the page numbers it contains. If you set up a file for pages four through nine and your school’s job number is 123, the file would be called 004-009(123).

On the first and last pages of the book, the three picas closest to the gutter should not have any type, rules, screens or photos. This area is for endsheet gluing.

When aligning type, draw the text box to the full width of the column and use the justify, center, left or right commands in the “Measurements” palette.

Click on the photo box with your “Content” tool and go to “Get Photo...” under the “File” menu. Choose the appropriate file and click “Open.”

Delete the information box containing the photo position and dimensions.

Personalizing Your Files

Use the automatic page numbering command (command +3) when placing the folios on the master page. Folios should be 1.5 picas from bottom and side trim edges in the lower outside corners.

When providing special folios on each page, place the page number and dingbat on the master page and the name of the event or subject on each individual page of your document.

Add your second color to the “Color” palette according to the Pantone Matching System (PMS) number. You can obtain your PMS number from your representative.

Add typography styles for your copy, captions, folios, scores, directory information, and name lists, etc. to the “Style Sheets” palette. This will ensure type style (size, leading, font, weight and justification) consistency throughout the book.

Photo Blocks

Use the “Picture Box” tool to draw all picture boxes. Always place boxes on whole numbers. Use the “Measurements” palette for accurate placement.

Picture boxes should have a 1 point black frame around them and the background color should be “None.” (The frame will be deleted when the photo is placed.) If you would like the frame to print around

your picture, please indicate that on the print out.

Key the picture box position number and pica dimensions (width x height) in a text box placed on top of the corresponding picture box.

Portrait Blocks

All picture boxes should be drawn individually butted against each other. Apply a 1.5 point black frame to each picture box. If a student does not have a portrait, change the background color of the box to 30% black.

Key the picture box position number and the portrait pica dimensions in a text box placed on top of the corresponding picture box.

Screens & Rules

Normal gray screens should be 20%. To make

a gray screen draw a box with the "Picture Box" or "Text Box" tool, choose black from the "Color palette" and then select 20% under the tint menu. Do not choose a PMS gray.

Be consistent with line weights within a section.

Place lines and screens in appropriate PMS color if second color is being used on layout.

Text Blocks

Use the "Text Box" tool to draw all text boxes. Always place boxes on whole numbers. Use the "Measurements" palette for accurate placement.

Text boxes should have 0.5 point black frame around them and the background color should be "None."

PREPARING THE PAGES FOR DEADLINE SUBMISSION

Double check that the file name matches the pages listed in the "Page Layout" palette. If they do not match, the file name must be fixed.

Double check all type for style sheet use and consistency.

Double check that headlines and folios are accurate.

Spellcheck, proofread and spellcheck – again.

Double check your pages against your pagination for second color availability. Remove any PMS color being used on a black and white page.

Use the F7 key to preview the page. All unfilled picture boxes should appear with 1 point black frames.

Fonts used in your documents must be Postscript or OpenType fonts, and be limited to those that Cooke Publishing Company lists on the type charts. Ask your representative if you are unsure of the fonts you are using.

Include a copy of any EPS or TIFF files placed in

the document on your disk.

If you are supplying and placing clipart for any pages, check to see if it is prepared in a color other than black. If so, then remove all color from the clipart file first and then place in the document. (You may need to do this in Adobe® Illustrator® or Adobe® Photoshop®.)

Print out a copy of every page being submitted on disk. You may print at a reduced percent so that a spread fits on 8-1/2" x 11" paper.

Check your printouts. If you find an error on your printout, fix the error, save the file and reprint the page.

Save your files on a CD or zip disk. Save only the pages you are submitting for the deadline and remember to include ALL links.

Label your CD or DVD with your school name, job #, deadline number, and content.

Remember to keep a copy of the disk and printouts for yourself.

USING ADOBE® INDESIGN®

These guidelines have been developed to assist you when submitting your complete yearbook pages on disk using **Adobe® InDesign®**.

You should have a basic knowledge of your computer and the **InDesign® CS2, CS3 or CS4** software in order to understand the following information.

WORKING WITH COOKE DUMMY PAGES

If you request a dummy design from our art department you will receive a large binder with page layouts (theme pages, dividers and sample pages for each section in your book) and a corresponding CD. The CD contains your dummy designs saved as templates – one for each section of your yearbook. Copy the Cooke dummy design templates into your yearbook folder on your hard drive.

Open a template. Notice that the file opens as an untitled document containing two blank pages and different master page design options (located in the top portion of the “Pages” palette) that correspond to your dummy. Assign the proper pages numbers to your template. Go to “Numbering & Section Options...” in the “Page Layout” palette menu. Select “Start Page Numbering at” and key in the left hand page number of the file you are

setting up (e.g. If you are setting up a file for pages 44 through 51, key number 44). Add the proper number of pages to your file by dragging the chosen master page icon from the top portion of your “Pages” palette to the bottom portion of the palette. Do not exceed 10 pages in a file.

Save the file according to the page numbers it contains. If you set up a file for pages 44-51 and your school’s job number is 123, the file would be called 044-051(123).

To “unlock” the pages, select all of the pages in the “Pages” palette by clicking the page icons while holding the shift key. Go to “Override All Master Page Items” in the “Pages” palette menu.

Change headlines and folios when necessary by highlighting the dummy type *one style at a time* and keying over the existing words.

PLACING THE TYPE

Key copy (essays, captions, etc.) in Microsoft® Word®, spellcheck, proofread and save to the hard drive or a disk.

To import copy, click within the text frame with the “Text” tool and go to “Place” under the “File” menu. Choose the appropriate file and click “Open.” “Select All” of the type, hold down the “Option (Mac) or Alt (Windows) key,” and choose the appropriate style from the “Paragraph Styles” palette.

To link copy from one column to the next, click on the red box located at the lower right corner of the first column with the “Selection” tool and then

click in the second column.

To import captions, draw a text frame on the pasteboard of your InDesign® file with the “Rectangle Frame” tool and import captions into that text frame. “Select All” of the type, hold down the “Option (Mac) or Alt (Windows) Key,” and choose the appropriate style from the “Style” palette. Cut each caption individually and paste into the appropriate text frames on the layout.

Once the copy and captions are placed, change the text frame strokes to 0pt.

If the caption is below a photo, choose “Text

Frame Options” from the “Object” menu and set the “Vertical Justification” to Top. If the caption is above a photo, choose “Text Frame Options” from the “Object” menu and set the “Vertical Justification” to Bottom.

Key or paste names next to portraits and choose “Center” as the “Vertical Justification” in the “Text Frame Options.”

Check the consistency of type styles (captions,

copy, and headlines).

Do not hyphenate headlines.

Make sure all columns of type line up horizontally.

Type that prints in gray should be no less than 40% black.

When aligning type, draw the text frame to the full width of the column and use the justify, center, left or right commands in the “Control” palette.

PLACING DIGITAL PHOTOS

Follow the instructions in the USING PHOTOSHOP® section of the manual to prepare digital photos for placement in *InDesign*®.

Change the stroke of the photo box to 0pt. before you place a photo.

Click on the photo box with your “Selection” tool and go to “Place” under the “File” menu. Choose the appropriate file and click “Open.”

Delete the information box containing the photo position and dimensions.

DESIGNING YOUR OWN PAGES

Setting Up Your Files

Copy the Cooke layout template into the year-book folder on your hard drive and open it. Note that our template is set up just like our printed layout sheets, including margins and columns, but does not show the bleed edges. Do not move the zero point. Use guides and the “Control” palette to measure and place photo and type frames.

Set up files containing consecutive pages according to your pagination plan and deadline schedule. Do not exceed 10 pages in a file. Go to “Numbering & Section Options...” from the “Pages” palette menu. Select “Start Page Numbering at” and key in the left hand page number of the file you are setting up (e.g. If you are setting up a file for pages four through nine, key a number 4). Add the proper number of pages to your file by dragging the master page icon from the top portion of your “Pages” palette to the bottom portion of the palette.

Save the file according to the page numbers it contains. If you set up a file for pages four through nine and your school’s job number is 123, the file would be called 004-009(123).

On the first and last pages of the book, the three

picas closest to the gutter should not have any type, rules, screens or photos. This area is for endsheet gluing.

Personalizing Your Files

Use “Auto Page Number” from the “Insert Special Character” sub menu of the “Type” menu when placing the folios on the master page. Folios should be 1.5 picas from bottom and side trim edges in the lower outside corners.

When providing special folios on each page, place the page number and dingbat on the master page and the name of the event or subject on each individual page of your document.

Add your second color to the “Color” palette according to the Pantone Matching System (PMS) number. You can obtain your PMS number from your representative.

Add typography styles for your copy, captions, folios, scores, directory information, and name lists, etc. to the “Paragraph Styles” palette. This will ensure type style (size, leading, font, weight and justification) consistency throughout the book.

Photo Blocks

Use the “Rectangle Frame” tool to draw frames for photos. Always place frames on whole numbers. Use the “Control” palette for accurate placement.

Photo frames should have a 1 point black stroke and a fill of None. (The stroke will be deleted when the photo is placed.) If you would like the frame to print around your photo, please indicate that on the layout.

If Cooke is scanning and placing your photos, key the photo position number and pica dimensions (width x height) in a text frame placed on top of the corresponding photo frame.

Portrait Blocks

All photo frames should be drawn individually, butted against each other. Apply a 1.5 point white stroke on each portrait frame. If a student does not have a portrait, fill the frame with 30% black.

If submitting portrait prints for mounting, do not draw the photo frames individually on the layout. The portraits for each page are scanned as a group. Therefore you should draw one photo frame that is big enough for all the portraits on that page. Use 3 point horizontal and vertical black lines to separate the portraits. These lines will be changed

to white when the portraits are placed. If a student does not have a portrait or has a candid photo to be used as a portrait, draw that frame individually and place it over the larger photo frame. Fill the frame with 30% black.

If Cooke is placing your portraits, key the photo position number and the portrait pica dimensions in a text frame placed on top of the corresponding photo frame.

Screens & Lines

Normal gray screens should be 20%. To make a gray screen, draw a box using either the “Rectangle Frame” or “Type” tool, choose black from the “Swatch” palette and then select 20% under the tint menu. Do not choose a PMS gray.

Be consistent with stroke weights within a section.

Place lines and screens in appropriate PMS color if second color is being used on layout.

Text Blocks

Use the “Type” tool to draw frames for text. Always place frames on whole numbers. Use the “Control” palette for accurate placement.

Text frames should have 0.5 point black stroke and a fill of “None.”

INDEXING

InDesign® has the ability to create an index. It can build the index across multiple documents, will automatically reverse proper names and can be worked on as the year progresses.

- In each file:
 - Make sure the pages in each file are numbered correctly by using the Numbering & Section Options in the Page Palette.
 - Have some file storage system. You need to know where every file in the book is located.
 - The files should be named correctly, showing the pages the file contains. For example: 024-031(0825).
- As a file is completed, proofed and the deadline

has passed, you can begin to mark the items you want to appear in the index.

- Open the Index palette from Window>Type&Tables>Index.
- In the document window, highlight the word(s) you want to index.
- Portrait names or group captions can be indexed several names at a time if each name to be indexed is separated with a return, a soft return, a tab, a semicolon, or a comma.
- For compound last names or names with a title, include one or more nonbreaking spaces or hyphens between the words. For example, if you want to index “James Carter Jr.” by “Carter”

instead of “Jr.”, place a nonbreaking space between “Carter” and “Jr.” (Type>Insert White Space>Nonbreaking Space or Type>Insert Special Character> Nonbreaking Hyphen.)

- “Mark” the highlighted word(s)
 - For standard words or phrases, press Shift+Option+Command+[(Mac OS)
Shift+Alt+Ctrl+[(Windows)
 - For proper names that you want indexed by the last name, press Shift+Option+Command+] (Mac OS)
Shift+Alt+Ctrl+] (Windows)
 - An invisible index marker is added at the beginning of the selection. You can view the marker by turning on invisibles (Type>Show Hidden Characters). You will also see the names or words appear in alpha order in the Index palette
- SAVE and close. Move on to the next file. Repeat. Make sure to mark all names and topics in all files.
- After all pages are marked, you can begin to build the index. File>New>Book will allow you to tie all of the files together. Name the book Index and save it with your deadline files.

A Book Palette will appear. Use the + sign on the bottom of the palette to add all of your year-book files to the book. Be sure to get every file. When you look at the book list, the files should read from 1 to which ever is the final page number of the book.

- Open the InDesign® file that contains the pages for the Index. From the Index palette pop menu, select Generate Index.
 - Use Index for the title
 - Check Include Book Documents
 - Hit OK
 - Depending on the size of the index, generating make take a few minutes, or possibly many minutes. Be patient.
- The cursor will change to a loaded text icon. Start placing the index text in the upper-left corner of the first page.
- The index entries and section headings will appear in a default style. Change the style by choosing “Select All”, hold down the “Option (Mac) or Alt (Windows) key,” and choose the index style from the “Paragraph Styles” palette.

PREPARING THE PAGES FOR DEADLINE SUBMISSION

Double check that the file name matches the pages listed in the “Pages” palette. If they do not match, the file name must be fixed.

Double check all type for style use and consistency.

Double check that headlines and folios are accurate.

Spellcheck, proofread and spellcheck – again.

Double check your pages against your pagination for second color availability. Remove any PMS color being used on a black and white page.

Use “Show Guides” and “Show Frame Edges” to preview the page. All unfilled photo frames should appear with a 1 point stroke.

Fonts used in your documents must be Postscript, OpenType or TrueType fonts, and be limited to those that Cooke Publishing Company lists in the

Typefaces and Fonts Book. Ask your representative if you are unsure of the fonts you are using.

If you are supplying and placing clipart for any pages, check to see if it is prepared in a color other than black. If so, then remove all color from the clipart file first and then place in the document. (You may need to do this in Adobe® Illustrator® or Adobe® Photoshop®.)

Print out a copy of every page being submitted on disk. You may print at a reduced percentage so that a spread fits on 8-1/2” x 11” paper.

Check your printouts. If you find an error on your printout, fix the error, save the file and reprint the page.

When your files are ready for deadline submission, select “Preflight...” from the “File” menu. (You

will need to open one file at a time to do this.) A summary window will appear that will alert you to any problems. If a yellow triangle with an exclamation point appears next to the links summary, click the word "Links and Images" in the list to the left. A list of all links used in your file will appear and it will list them as Linked or Missing. You must locate all missing links (with the exception of Cooke art) before you can proceed.

Once all links are located and there are no yellow triangles with exclamation points in the summary window, click "Package." A "Printing

Instruction" window will appear. Key the name of your school where it says company and click "Continue." Choose the folder called "Packaged Files" in the appropriate deadline folder, to save all of your collected deadline material in and click "Save."

Repeat the "Preflight..." and "Package" steps for all files in the deadline.

Burn the Packaged folders on a CD or DVD.

Label your CD or DVD with your school name, job #, deadline number, and content.

Remember to keep a copy of the disk and print-outs for yourself.

USING ADOBE® PHOTOSHOP®

1. Open Adobe® Photoshop®.
2. On the menu bar go to “Photoshop” and select “Preferences”, then “General”, and then “Units and Rules.” Choose “Picas” next to ruler, then hit “OK.”
3. If the “Tools” and “Options” palettes are not open, you will need to open them. Go to “Window” on the menu bar and select “Tools” and “Options.” Place these two windows off to the right side of your screen out of the way. Close any other windows that are open because you will not need them. They only clutter your desktop.
4. Go to “File” on the menu bar and select “Open”, locating the digital photo you want to work on. (If a dialog box comes up, select “Don’t Convert.”)
5. If the photo appears on its side, go to “Image” on the menu bar and click on “Rotate Canvas.” Select the appropriate direction to rotate.
6. Go to “Image” again and click on “Mode.” If the photo will appear in the yearbook in color, it should be set on “CMYK Color.” If it will appear in black and white, it should be set on “Grayscale.” (If you need to convert a color photo to grayscale, select “Grayscale” from the “Mode” menu and hit “Yes” when asked to discard color information.)
7. Prepare to crop the photo.
 - (a) From the page layout, determine the size that the photo will appear in the yearbook.
 - (b) Click on the “Cropping” tool on the tool bar. This will activate the cropping tab in the “Options” window.
 - (c) On the cropping tab in the “Options” window, enter the following information:
 - (1) Enter the width measurement plus 1/2 pica into the “Width” box.
 - (2) Enter the height measurement plus 1/2 pica into the “Height” box.
 - (3) Enter 300 into the “Resolution” box.
8. Place the cropping tool at the top left-hand corner of the photo, then click and drag it across the photo. This will create a rectangle that will be proportional to the sizes you set in the “Options” window. By selecting the little squares on the corners of the crop lines, you can alter the size of the rectangle but not its proportions. By clicking inside the rectangle and holding while dragging the mouse, you can move the rectangle around the photo. By clicking outside the rectangle and dragging your mouse, the rectangle can be rotated to straighten the photo. When you have the rectangle placed perfectly over the part of the image you want to use, double click inside the rectangle or hit “Enter.” The photo will be cropped and sized 1/2 pica larger than the photo block on the layout.
9. Save the photo.
 - (a) Go to “File” on the menu bar and select “Save As.”
 - (b) Save in this format: “000_00” (“000” is the page number, and “00” is the position number).
 - (c) Locate the images folder within the appropriate deadline folder.
 - (d) Select “JPEG” as the format, and then “Save.”
 - (e) Another dialog box will appear. Key “11” next to “Quality” under “Image Options” and click “Baseline Standard” under “Format Options.”
10. Repeat steps 4 through 9 for every photo.

BATCHING PHOTOS FOR ACTIONS (e.g. converting color to grayscale)

Note: All of the photos that you wish to batch must be in one folder and you will create a new folder on your desktop for your converted photos.

1. Using one photo from your folder, you are about to program your application to perform an Action that you can repeat over and over. Open Photoshop®.
2. On the menu bar go to "Window" and select "Actions."
3. On the menu bar go to "File" and select "Open" and open just one of the photos you want to batch.
4. On the "Actions Palette", top right hand side is a small arrowhead pointing to the right. Click on this and select "New Action... ." Name your action "Color to Grayscale" and click "Record."
5. Look at the bottom of the "Action" palette. The "Record" button should be red confirming that recording is in progress.
6. With the photo open, go to the menu bar under "Image" and select "Mode" and then select "Grayscale." When asked, "Discard color information?" select "OK" and a grayscale version of your photo will replace the original.
7. On the menu bar go to "File" and select "Save as... ." The original name of the photo should appear, don't change it, yet select the format "JPEG." At this point you can make a new folder on your desktop in which to save the photo(s). Click "Save." When the next window pops up key "11" next to "Quality" under "Image Options" and click "Baseline Standard" under "Format Options." Click "OK."
8. Close the photo.
9. Return to the "Actions Palette." Look at the bottom left corner next to the red record button and you will see a square box. That is the stop recording button - click it.
10. The name of the new action that you programmed should appear in the palette. Be sure that the boxes in the left column of the palette are checked and that the floppy disk symbols in the right column are not.

11. You have completed the batching action needed to quickly convert your photos from Color to Grayscale. You will not have to do this again.

12. To use this action at another time, open Photoshop®. On the menu bar go to "File", select "Automate" and then select "Batch... ." Under "Play", under the Default Actions select the the action "Color to Grayscale." Under "**Source**" is "Folder", select "Choose" and choose the folder that contains the photos you want to batch. Under Choose, no boxes in "Source" are selected (checked). Under "**Destination**" select "Folder", select "Choose" and and select a pre-existing folder or name a new folder on your desktop to which you want to save them. Check the box Override Action "Save As" commands. The file name is "Document Name + extension." Select "Stop for Errors." Select "OK" and the batching starts.

The photos will flash open and close quickly, too quickly to see, yet your new Grayscale photos will be saved in the folder you set up to receive them. Later, you can use these photos to place into your QuarkXPress® or InDesign® pages. Then you will burn a CD with these photos to submit to us.

BATCHING PORTRAITS FOR ACTIONS (e.g. re-sizing before placing)

Note: All of the photos that you wish to batch must be in one folder and you will create a new folder on your desktop for your converted photos. Using one photo from your folder, you are about to program your application to perform an Action that you can repeat over and over.

1. Open Photoshop®.
2. On the menu bar go to “Window” and select “Actions.”
3. On the menu bar go to “File” and select “Open” and open just one of the photos you want to batch.
4. On the “Actions Palette”, top right hand side is a small arrowhead pointing to the right. Click on this and select “New Action... .” Name your action **“Re-sizing Portraits”** and click “Record.”
5. Look at the bottom of the “Action” palette. The “Record” button should be red confirming that recording is in progress.
6. With the photo open, go to the menu bar under “Image” and select “Image Size.” At the bottom left side check all three- “Scale Styles”, “Constrain Proportions”, and “Resample Image.” Be sure “Resample Image” is set to “Bicubic.” Under “Document Size” type in the layout width or height you desire (in picas). Whichever you select, the other will be the constrained proportion. (**If you key the width, the height must be equal to or greater than the layout size.**) Next, type “300” into the pixels/inch resolution. Select “OK” and a re-sized version of the photo will replace the original.
7. On the menu bar go to “File” and select “Save as... .” The original name of the photo should appear, don’t change it, yet select the format “JPEG.” At this point you can make a new folder on your desktop in which to save the photo(s). Click “Save.” When the next window pops up key “11”

next to “Quality” under “Image Options” and click “Baseline Standard” under “Format Options.” Click “OK.”

8. Close the photo.
9. Return to the “Actions Palette.” Look at the bottom left corner next to the red record button and you will see a square box. That is the stop recording button - click it.
10. The name of the new action that you programmed should appear in the palette. Be sure that the boxes in the left column of the palette are checked and that the floppy disk symbols are not.
- 11. You have completed the batching action needed to quickly resize your portraits before placing them into the page designs. You will not have to do this again.**

12. To use this action at another time, open Photoshop®. On the menu bar go to “File”, select “Automate” and then select “Batch... .” Under “Play”, under the Default Actions select the the action “Re-Sizing Portraits.” Under **“Source”** is “Folder”, select “Choose” and choose the folder that contains the photos you want to batch. Under Choose, no boxes in “Source” are selected (checked). Under **“Destination”** select “Folder”, select “Choose” and and select a pre-existing folder or name a new folder on your desktop to which you want to save them. Check the box Override Action “Save As” commands. The file name is “Document Name + extension.” Select “Stop for Errors.” Select “OK” and the batching starts.

The photos will flash open and close quickly, too quickly to see, yet your new re-sized photos will be saved in the folder you set up to receive them. Later, you can use these photos to place into your QuarkXPress® or InDesign® pages. Then you will burn a new CD with these photos to submit to us.

CHOOSING ENDSHEETS

Endsheets are the heavy, uncoated paper stock that are glued between the front cover and page one, and between the back cover and the last page of your book. They attach the text pages (or the “guts”) to the cover by being glued between the two. Cooke offers a selection of more than two-dozen colors from which to choose. The colors range from deep, dark solids to water marked parchment to lightly speckled stock.

You can use the front endsheets to continue the development of the theme from the cover as well as to print the table of contents, freeing up space within the book for additional theme-related material.

If you print the back endsheet, you can complete

the theme with words or graphics that have been introduced throughout the book. The back endsheet can also include the colophon, staff listing or acknowledgements.

Choose the endsheet to coordinate or complement the color that you choose for the cover. If you do not print the endsheet, you can choose from any of the colors we offer. If you are printing the endsheet, you will want to start with a light color and print a darker color of ink on it.

Remember that at some schools, it is tradition to have friends sign the endsheet. If that’s the case at your school, you will need to choose a color that will easily show handwriting in pen.

METHODS OF PRODUCTION

PRINTING

Printing on the endsheet is very popular. The various rating services like to see the creativity that goes into playing out the theme on the endsheet while working in the table of contents. The design can be just text, or graphics can be added that mimic page one or the dividers of your book. Even photographs look good printed on the endsheet.

Most staffs with printed endsheets choose a white or light colored paper and print the text/ art/ photos in a darker color. More than one color can be printed on the endsheet. If your front endsheet is being used to print the table of contents, then the colophon, staff listing or acknowledgements can be printed on the back endsheet. Many staffs like to leave a lot of space open on the back endsheet for signatures, and we can help by designing just a subtle reminder of the theme in words or graphics for the back endsheet.

Some schools have a tradition of printing the senior class photo on the endsheet, with a serious

shot on the front and a more casual or even a silly shot on the back. We urge you to use a professional photographer to take this photo and to provide an 8 X 10 print. Make sure that the crowd is posed with a break in the middle so that when the photo is printed on the endsheet no one’s face appears in the fold of the book.

There is an additional charge for printing the endsheet of your book.

EMBOSSING

Do you have a school seal die on file at Cooke? If you do, you might like to emboss the endsheet with the seal. An embossing die presses the impression of the art into the paper to create raised and lowered areas of the design.

If you prefer a new design, then there is an additional cost to cut a new embossing die as well as the running charge for actually embossing the endsheet.

DIE-CUTTING

A shape can be cut into the right hand side of the front endsheet to reveal a part of a photograph or art on page one of your book. We have some standard shapes in stock (circles, squares, etc.), but if you want a fancier shape - a mascot or per-

haps an outline of a building, a die must be made with a cutting edge to cut through the heavyweight paper.

There is an additional cost for making the die, as well as the running charge for actually die-cutting the endsheet.

AUTOGRAPH PAGES

If you never have enough room for signatures, or don't want people writing all over your yearbook pages, consider purchasing eight additional blank pages that can be bound in the back of your book. The paper stock has a soft, uncoated finish so that you can sign on it in pen and it will not smear like the

high-gloss pages used for the inside of your book.

The decision to include these pages must be made by early December when the cover is designed and ordered so that the cover can be made large enough to accomodate these extra pages.

CHOOSING COVERS

The student's reaction to the cover determines his/her opinion of the whole book. Capture the reader's attention immediately by making the cover as exciting as possible.

RULES FOR COVERS

- The book title and year should appear on the front cover in an attractive, readable type style.
- The book title, year, school and volume number should appear on the spine. Some rating services require the city and state, too.
- The cover design should be neat, attractive and should introduce the theme.
- The cover colors should be attractive and help to create a favorable impression of the book.

METHODS OF PRODUCTION

Flat-Foil Stamping: We apply silver, gold or colored foil by impressing the design with a stamping die.

Embossing: Heavy-weight base material is used. Embossing dies are hand-cut brass "relief" dies used to raise up the design or type. Then foil can be applied to the embossings. Embossed areas can also be top-stamped or screened.

Lithographing (or print): You can print type, photos or art on the cover in one or multiple colors. We plastic-coat the printing to seal the inks and protect the cover.

Silk-screening: A colored, silk-screen paint is applied to a base material of any color.

MATERIALS

The cover can be manufactured in Skivertex[®], linen or vellum cloth, Sturdite[®] or burlap.

Your representative will show you swatches of the exact colors and grains on cover decision days.

EXTRAS

Some of the cover extras you can order are: additional applications of color, holographic foils, metal alloy, grain, overtone (rub), film laminate (high gloss, gloss and matte), and name stamping.

NOTE: See "Preparing Deadlines" to determine when your cover material and name stamping decisions are due.

NAME STAMPING

You can personalize your yearbooks by stamping individual names on the front cover in gold or silver foil. The cost for this is \$4.00 per book.

Name-stamping lists must be submitted before the holiday/Christmas break.

HOW TO SUBMIT YOUR NAME-STAMPING LIST

- Your name-stamping list must be supplied to your representative on disk keyed in Microsoft® Word®.
- Tag the first five lines of the file with your school's name, job number, file name, software name and version, and the number of names to be stamped

on your books.

- Key each name on a line by itself in capital and lower case letters in "First name Last name" format.
- Do not print more than one column on a page.
- Provide a printout of your file with your disk.

TRANSPOSING NAMES IN MICROSOFT® WORD®

Follow these instructions if you were given the name-stamping list keyed last name first and first name last.

- Open the file in Word.
- Under the "Edit" menu go to "Replace... ." Find all the commas and replace with nothing. This will leave you with last name, *space*, first name, *space*, middle initial, *paragraph mark*.
- Go to "Replace..." again. Find all the spaces and replace with a tab mark (^t). This will leave you with last name, *tab*, first name, *tab*, middle initial, *paragraph mark*.
- Select all the names (not including the five-line heading). Under the "Table" menu go to "Convert" and select "Convert Text to Table... ."

- In the dialog box that appears, enter "3" in the "Number of Columns" box, and in the "Separate Text By" box choose "Tab Marks." This will put your names in three columns – last name, first name, middle initial.
- Select the first column, then cut and paste it behind the last column. Now the last names are in the last column.
- Select all three columns. Under the "Table" menu go to "Convert" and select "Convert Table to Text... ."
- In the dialog box that appears, select "Other" in the "Separate Text With" box, and key in one space. Hit "OK." Your names should be in the correct order now.
- Resave and print.

CONVERTING NAMES IN MICROSOFT® EXCEL® TO MICROSOFT® WORD®

Follow these instructions if you were given the name-stamping list as a Microsoft® Excel® document.

- Open the Excel file in Microsoft® Word®.
- Select all the names in the table (do not select any blank lines that are not in the table). Under the "Table" menu go to "Convert" and select "Convert Table to Text... ."
- If the names are in one column as a table, select

"Paragraph" in the "Separate Text With" box, and hit "OK."

- If the names are in three or four columns as a table (first name in one column, middle initial in one column, last name in one column) select "Other" in the "Separate Text With" box. Key in one space and hit "OK."
- Resave and print.

CHECKING PROOFS

COVER OR ENDSHEET PROOFS

You will receive a laser-print proof of your cover and endsheet design. Foil-stamped or embossed covers are presented as black and white renditions of the dies to be made. Usually only the front cover and backbone are presented. Printed or silk-screened covers and endsheets are presented as full spreads and printed in the planned colors. The proof may be slightly reduced to enable instruc-

tions and printing legends to appear. Check the proof for accuracy. This is the only opportunity to make changes before stamping dies, embossing dies, or printing plates are made. Write a separate note about any necessary changes and staple the note to the proof. If there are no changes, indicate so on the proof cover sheet. Return the proof on time as directed on the instructions.

PAGE PROOFS

Laser proofs are final page proofs of the type, photographs and layouts submitted for your book. The proofs are presented in printer spreads, meaning that most facing pages appear together. Books with trim sizes of 8-1/2" X 11" or smaller appear at full size on the proofs. Books with larger trim sizes may be slightly reduced to fit on the proof paper.

Pages submitted for printing with second color or natural color photographs are presented in the colors. They are produced on our TECHTRONICS color laser printer. Second color inks are emulated by the color printer. While these colors are in the correct position and show the appropriate separations, the shades of the color may not be exact.

INSTRUCTIONS FOR MAKING CHANGES

- Check all proofs for accuracy and completeness against a copy of the material that you supplied to us with the deadlines. Be sure to verify the relationship of photographs to captions. Mark any changes to the proofs in **RED** by circling incorrect words and drawing a line out to the margin where you should **reprint the entire word or phrase** as you wish it to appear. Circle and strike through with a red pen any words or lines that you are deleting. Prepare a word processing file and submit a disk and printout for any late or missing copy that you are submitting with the proofs. Provide any miss-

ing or replacement photographs and cross out any photographs to be removed. Print portrait names across the faces in the proofs if you are juxtapositioning names.

- Author's Alterations to the proofs are \$3.00 per line of copy, \$9.75 each to move or recrop an existing photograph, \$15.00 each for new or replacement photographs and \$18.00 for a new spread.
- Protect your delivery date by returning all proofs to Cooke Publishing Company by the date due. A late return may adversely affect your production schedule. Please contact us if there will be any delay.

DELIVERY NOTES

WHAT TO EXPECT

Here are some suggestions and information for our new advisers, and reminders for our veterans.

Normal deliveries are scheduled between 8:00 a.m. and 4:00 p.m. While we can confirm your delivery date, we **cannot** project the exact time. Please be prepared and patient. The yearbooks are delivered via a local trucking firm that we have used for more than fifty years. The driver has the adviser's name and usually he will check in at the main office or at the loading entrance. The books are packed bulk, in boxes, packed on skids, and the driver will off-load them at the delivery entrance. Students or school personnel should be available to

take them to any specific room. If anyone is available to help off-load the books, then the driver can move on to the next school more quickly. The boxes are marked with the school name and title and the quantity of books inside. If any boxes have personalized books, it is noted on the boxes and on the delivery receipt. Be sure to count all cartons and packages before signing for them, or instruct anyone else who will be accepting the delivery on your behalf to check the details. **We suggest that anyone signing for you should notify you immediately that the books are in the building.**

IF YOU NEED MORE BOOKS

We do inspect the books before packing. However, if we deliver any damaged books please set them aside, contact us, and we will replace them. If you have a personalized book with a problem, then hold it and distribute a good book to the student with the instruction that he/she return it to you after securing signatures. We will personalize

the student's new copy and return it to the school/student.

Notify us if you need more books and we will check our inventory. Sometimes we produce extra books to distribute as reference or theme samples, and they may be available for sale at a cost that is less expensive than the unit rate.

REFERENCES & RESOURCES

ASSOCIATIONS

Columbia Scholastic Press Association (CSPA)

Columbia University
Mail Code 5711
New York, NY 10027-6902
Tel. (212) 854-9400
Fax. (212) 854-9401
Email. cspa@columbia.edu
<http://www.columbia.edu/cu/cspa/>

American Scholastic Press Association (ASPA)

PO Box 4400
College Point, NY 11356
Fax. (718) 747-0099
Email. asa@asan.com
<http://www.asan.com/asa/aspa1.htm>

National Scholastic Press Association (NSPA) Associated Collegiate Press

2221 University Ave SE, Suite 121
Minneapolis, MN 55414
Tel. (612) 625-8335
Fax. (612) 626-0720
<http://www.studentpress.journ.umn.edu/nspa/>

Pennsylvania School Press Association (PSPA)

Pennsylvania Newspaper Association
3899 North Front Street
Harrisburg, PA 17110-1563
Tel. (717) 703-3007
Fax. (717) 703-3008
<http://www.paschoolpress.org>

Maryland Scholastic Press Association (MSPA)

1117 Journalism Bldg.
University of Maryland
College Park, MD 20742-7111
Tel. (301) 405-8321
Fax. (301) 314-9166
<http://www.journalism.umd.edu/mspa/>

Garden State Scholastic Press Association (GSSPA)

78 Lincoln Street
Jersey City, NJ 07307
Email. info@gsspa.org

OTHER RESOURCES OF INTEREST

Associated Press World Wide Photos for High School Yearbooks

Tel. (212) 621-7946

Student Press Law Center (Legal Advice for Student Publications)

1101 Wilson Boulevard
Suite 1100
Arlington, VA 22209
Tel. (703) 807-1904
<http://www.splc.org/>

Poynter's High School Journalism Guide

<http://www.poynter.org/subject.asp?id=59>

High School Journalism

www.highschooljournalism.org

Columbia Journalism Review

<http://www.cjr.org/>

Newslink

<http://newslink.org/>

Selected Journalism Schools

<http://bailiwick.lib.uiowa.edu/journalism/j-schools.html>

Writer's Write Journalism Schools

<http://www.writerswrite.com/journalism/jschool.htm>

PA Department of Education

<http://www.pde.state.pa.us/>

PA School Profiles

<http://www.paprofiles.org/>

PA College Profiles

http://www.pdehighered.state.pa.us/higher/cwp/view.asp?a=11&Q=114124&pde_internetNav=%7C

Recycling in PA Schools

<http://www.dep.state.pa.us/dep/deputate/airwaste/wm/recycle/School/school.htm>

High School in the State of NJ

<http://www.directoryofschools.com/high-schools/new-jersey.htm>

New Jersey High Schools and NJ High School Links

<http://www.metrojersey.com/highschools.htm>

Top 10 Tips for Great Pictures

http://www.kodak.com/eknec/PageQuerier.jhtml?pq-path=317&pq-locale=en_US&requestid=631

Top Ten Digital Photography Tips

http://www.macdevcenter.com/pub/a/mac/2002/10/22/digi_photo_tips.html

Student Curriculum in Photography

<http://www.scphoto.com/>

Photo Course: The home of the best and most affordable textbooks on digital photography

<http://www.photocourse.com/>

Digital Photography Review

<http://www.dpreview.com/>

Short Courses: Famous for its books on digital cameras and digital photography.

<http://www.shortcourses.com/>

PeachPit Press

(Quality How to Computer Books)

<http://www.peachpit.com/>

Adobe® InDesign® Tutorials

<http://www.softwaretrainingtutorials.com/in-design-cs.php>

http://www.adobe.com/designcenter/video_workshop/

QuarkXPress® Tutorials

<http://www.sketchpad.net/quark.htm>

SAMPLE FORMS

The number one cause of missed deadlines is poor communication. One way to clear up the communication cloud and avoid misunderstanding is to write *everything* down.

You can invent forms for yearbook photo and story assignments that include a request, due date, contact person, and any other necessary instruction. Included in this Manual are form examples that you can use “as is” or adapt to your needs.

Forms give the assignments an official touch and are written proof of their existence. The assigned student knows exactly what is to be done, by when, and has a physical reminder. The editor or adviser, who keeps a copy of the assignment, has effectively delegated and can follow-up on the student’s prog-

ress. Writing due dates on the master calendar will allow other staff members to support the student in completing the task.

Also included is a sample of a “Weekly Work Schedule” form to assist you in planning and tracking assignments at weekly staff meetings. Asking students to fill out forms for “What I plan to do/What I accomplished” this week is another recommended practice which teaches goal-setting and time management.

Look at the weak areas of your staff and invent forms to manage them. It may seem like extra paperwork at first, but in the long run it saves work and avoids the “falling through the cracks” syndrome.

DEADLINE CHECKLIST

Layout Pages Prepared on Computer

- ___ Column style is followed consistently throughout sections
- ___ All copy and photo blocks fall on whole picas
- ___ Copy is pasted accurately (copy columns line up, captions are anchored next to photos)
- ___ Copy is consistent in size, weight, and typeface (stylesheets were used)
- ___ Headlines are consistent in size, spacing and capitalization
- ___ Folios are placed accurately 1.5 picas from the trim
- ___ Second color is used consistently
- ___ Page numbers in page palette are accurate (use numbering and sections options)
- ___ Blank pages are removed from file
- ___ Digital photos are in grayscale if printing in black and white
- ___ Digital photos were cropped and saved as JPEG files in Adobe® Photoshop®
- ___ Digital photos are named properly. Example - 002-01
- ___ Digital photos are placed and linked properly
- ___ Files are named properly. Example - 002-003(1603), 134-135(1603)

Comments: _____

Writing

- _____ Stories are written in past tense
- _____ Quotes are used throughout essays
- _____ Essays begin with an interesting lead
- _____ Gag captions are not used
- _____ Captions are at least two sentences (first – present tense, second – past tense)
- _____ Row designations in group captions are consistent throughout the book
- _____ Headlines follow dummy style

Comments:

DIRECTORY SURVEY FACULTY

Name: Mr. / Mrs. / Ms. / Br. / Sr. / Rev. / Dr. _____

Please list the college(s)/university(ies) you attended and the degree you received from each, starting with the most recent.

College/University _____ Degree _____

Please list the courses you teach this year.

Please list the sports, clubs, activities and organizations in which you are involved with your appropriate title (e.g. coach, sponsor, adviser, etc.).

Please return this form to the yearbook office by _____

DIRECTORY SURVEY SENIORS

Name _____

Address _____

Quote/Thank you _____

The following is a list of school sponsored activities and sports. Please circle the years in which you were involved. List any positions held (captain, president, editor, etc.) after the appropriate year.

Art Club	9 _____	10 _____	11 _____	12 _____
Baseball	9 _____	10 _____	11 _____	12 _____
Basketball (Boys')	9 _____	10 _____	11 _____	12 _____
Basketball (Girls')	9 _____	10 _____	11 _____	12 _____
Bowling	9 _____	10 _____	11 _____	12 _____
Cheerleading	9 _____	10 _____	11 _____	12 _____
Chess Club	9 _____	10 _____	11 _____	12 _____
Chorus	9 _____	10 _____	11 _____	12 _____
Community Service Corps	9 _____	10 _____	11 _____	12 _____
Computer Club	9 _____	10 _____	11 _____	12 _____
Concert Band	9 _____	10 _____	11 _____	12 _____
Cross Country	9 _____	10 _____	11 _____	12 _____
Cultural Diversity Club	9 _____	10 _____	11 _____	12 _____
Dance Troupe	9 _____	10 _____	11 _____	12 _____
Drama	9 _____	10 _____	11 _____	12 _____
Forensics	9 _____	10 _____	11 _____	12 _____
Field Hockey	9 _____	10 _____	11 _____	12 _____
Football	9 _____	10 _____	11 _____	12 _____

This is a sample form to follow when making your own senior directory form. Continue your list alphabetically. Use the front and back side of one piece of paper. We recommend distributing and collecting forms during homeroom.

PHOTO ASSIGNMENT

Name: _____ Homeroom: _____

Section: _____ Editor: _____

Due Date: _____ Number of Photos on Spread: _____

Number of Vertical Photos Needed: _____ Number of Horizontal Photos Needed: _____

Subject/Angle: _____

Dominant Photo Should Express: _____

The Date and Time of the Event: _____

The Location of the Event: _____

Contacts: _____

Attach this form to your contact sheet along with any other information (caption details of who, what, where, when, etc.) and return to _____

THEME SUBMISSION

When submitting your pagination and theme plans, please fill in the following forms and return them along with the pagination ladder.

Name of your school: _____

Name of your yearbook: _____

Theme phrase for your yearbook: _____

Explain why you chose this theme: _____

Explain how you will develop this theme in the opening section of your yearbook (stories and photographs):

List any graphic ideas that relate to the theme that you would like to see used throughout your yearbook:

Provide other ideas as to how you want to carry your theme throughout your yearbook (cover, endsheets, color use, feature ideas, etc.):

Please make a photocopy of this page for every section of your yearbook.

Divider section name (ex. Sports): _____

Divider phrase related to theme: _____

Explain how you will develop this theme phrase in the copy on this layout. (Remember, stories need to grow from/incorporate the theme and theme phrase):

List the kinds of items and/or features you want to see on your layouts in this section of your yearbook: _____

State the approximate number of words you want the various copy boxes to hold: _____

State your preference of dominant photo orientation (horizontal or vertical):

Other information for Cooke's Art Department: _____

Attach any layout ideas (sketches, photocopies, etc.) you have for this section.

WEEKLY WORK SCHEDULE

Date: _____

Goals for the Week: _____

Staff Member Name	This Week's Assignment