



MARIANA COLOM

**NSPA Designer of the Year
Portfolio**





schnadè · (ʃna'dɛ)

Seven letters. Two syllables. One diacritic. One word. One thousand meanings. This is SCHNADÈ.

"I LEARNED TO SAY
EVERY SYLLABLE
OF MY NAME
SO IT IS HEARD."

Theatre senior Schnadè Saintil defines his identity by his Ayisyen, or Haitian, culture.

Prior to quarantine, Saintil went by the name Schneider, but his first name and its pronunciation changed to be more authentic to his culture. His past label "stripp(ed) him" of his Haitian culture, but now it does quite the opposite: It uplifts him.

"Culture is a part of who you are, and if everyone doesn't know where they come from, we won't be able to talk about different perspectives that people have," Saintil said. "(With) different perspectives, we can look at our artwork another way."

In Saintil's freshman year theatre

history class, he approached former theatre teacher Bradley Barfield about his plans to audition for theatre programs over the summer. While preparing, they discussed how Saintil should introduce himself, and Barfield asked Saintil how he pronounced his last name, Saintil said. Barfield felt strongly about the way Saintil presented himself.

According to Saintil, once he told Barfield the way he said his name, Barfield said "then own that." Barfield told Saintil not to be the whitewashed version of himself. Saintil, eager to learn more about his heritage, looked into the cultural context behind his name. "Schnadè" is the Creolized version of his name. By aligning it with how it would be in Creole, Saintil hopes "Haitians everywhere would be prompted to appreciate our language as the French have (appreciated their own language)."

The following summer, Saintil took an acting technique class at Rutgers

University, where he participated in "activities that involved creating fictional realities." In one exercise, required Saintil to present a situation that was semi-truthful, giving him something to believe in to make his acting honest.

In an imagined exercise, Saintil pretended to have a conversation with his mother, in which the only language he could speak was Creole. Soon afterward, Saintil experienced another similar moment with his acting teacher, Lea Floden.

"(Ms. Floden) was trying to make me open up emotionally, and told me to be specific with my technique," Saintil said. "I began imagining my mom, and when continuing the exercise, I just couldn't speak English. It felt wrong to do so."

Saintil and many Haitians speak Creole at home; however, they see French as the more ideal language, according to Saintil. He is a firm believer in the idea that if

1. Schnadè Saintil feature spread (1/2)



"more people appreciate the (Creole) language than a sense of linguistic pride can be ignited." His mother calls him Schnadé, so changing his name has made him more comfortable in his family as well as his culture.

While attending the YoungArts Program in February 2020, Saintil learned an important lesson during a masterclass with American actor Lamman Rucker.

"Take up space and take your time when doing your work because that's all you have," Saintil recalls from his lecture. "Whether it's when you introduce yourself to someone or when you're walking in the room, you can't just stumble across that. It's the first thing they're going to know about you."

"(I learned to) say every syllable of my name (Schnadé) so that it is heard, and after I felt like I was saying my name wrong," Saintil said. "And then I started wondering why."

When Saintil decided to change his name, he told his friends first, who showed their support for his decision. According to Saintil, his friends understood the importance of culture and soon realized how significant it was for Saintil as well. Saintil's mother was the most influential during the process, as he changed his name based on her pronunciation of it.

"I asked my (friends) about their thoughts before I went through with my name change, and they said to own it," Saintil said. "You just have to own all of yourself. You can't shy away from aspects of yourself because it may be hard to say your name or understand who you are. So what if you have a hard name?" Students like theatre seniors Caleb

Bohrer and Ben Krieger were supportive throughout the process, which made it easier for Saintil to take pride in publicizing his name. Saintil said that Krieger continues to be an "influential" supporter in his life.

"There isn't anyone I've met with as big of a heart as his (Krieger's), and constantly uplifting the people around him," Saintil said. "We are similar in our openness to experiences. And he has the constant lifting of other people around him."

"He called me up one day and said 'I'm going by Schnadé,' Krieger said. "Then we spent the next ten minutes really nailing it and saying it correctly. He told me that Americans don't have [accents] at the end of their words, and that great actors are really in touch with their culture and their home. And I don't doubt that. I feel like knowing yourself is a big part of that."

Saintil has overcome challenges in regards to changing his name. He expressed his struggle with gaining the confidence to correct others when they mispronounce his name for "fear of alienating them." When peers began to call Saintil by his new name, he explained that it felt a little strange and disconnecting at first. He was not used to this new label, and was worried about the opinions and judgments from others.

Saintil was hesitant to change his name because he didn't want to "introduce a new letter or sound to the (English) language." But in

remembering all he learned from his mentors, Saintil took the initiative to progress in the name change process.

"I've taken appreciation for sounds and other people's dialects," Saintil said. "Since I had that appreciation for other people, I wanted to appreciate it for myself as well."

"Culture is individual. I can't speak on behalf of an entire culture. It's the people who contribute to the library of stories and conversations of that culture."

Saintil's growing passion for his culture encouraged him to join the BSU on campus. Saintil believed everyone has their own view of what culture means to them, and this makes BSU inspiring.

"It's a way for us to show ourselves," Saintil said. "In BSU, I have many shared experiences that other participants can relate to, creating almost an immediate friend, a sense of community."

Saintil waited until his peers returned to school in the fall of 2020 to introduce himself as Schnadé. Saintil hoped to reach others who were struggling with finding their cultural identity and preserving who they are or strive to be.

"Consume as much art as you can, and create whatever you are interested in," Saintil said. "As an artist, it's important to see how you want to represent yourself in the world."

Saintil said he wants to start theatre

movements around the world so that others can develop their voices and share their cultures within the industry.

"My name is more than just a name," Saintil said. "It comes from somewhere and something I value, and that's within all the work I do."

This is Schnadé.

"Love is everything, and leading with love will give you the greatest satisfaction," Saintil said. **"Any decision thoughtfully made will be the right decision."**

*by Sofia Kessal
photo illustrations by Natalie Ryder
design by Mariana Colom*



Discovering
Dreyfoos Identity:
Black Student
Union Impacts
Students' Culture

1. Schnadé Saintil feature spread (2/2)



Schnade Saintil feature spreads

With this story, I had more opportunity for creativity than ever before because of the angle of the story. However, it took me a while to come up with a solid layout idea because there were so many ways I could go about this. It wasn't until the photographer showed me these beautiful photos that I knew what I wanted to do. When I first pressed shift + w to see everything together, my instinct was to put something in the first page, anything to fill that void. Yet, I was able to get past that mindset. Since then, I've appreciated design that utilizes white space as a unifying– or sometimes isolating– force. Another one of my favorite parts of this spread is the dictionary definition. Even though it's just a tiny element of the design, symbolically, it means a lot.

2. Sandy Schuman feature spread



A conversation with science substitute
SANDY SCHUMAN.

TAKE THIS
ARTICLE WITH
A GRAIN OF
SAND(Y)

Graduating as part of the Class of 1967, Sandy Schuman's alma mater is Palm Beach High.

He taught at Twin Lakes High School and Palm Beach Lakes High School for the year it stayed on that campus.

And now Sandy Schuman teaches at Dreyfoos School of the Arts.

The connection? These schools share the same coordinates.

Sandy Schuman received his biochemical degree from the University of Pennsylvania. After decades of teaching, he now serves as a permanent substitute, primarily for the science department.

As a member of the faculty, Sandy connects with the student body, from making study guides to teaching in-depth scientific concepts, like a physics pulley system on a Smartboard last year.

This bond with students extends to when Sandy Schuman beat band senior Nick Vogel in two consecutive arm-wrestling matches during a lull in AP Literature. ("A strong man," Vogel remarked upon his defeat.)

After a fall from a tree and amidst his recovery from two straight-broken wrists, he ran into chemistry teacher Mrs. Pedek Howard (Mrs. pH) while grocery shopping at West Palm's historic-district Publix. Standing outside of a biology classroom in present-day, Sandy Schuman explained the course of the past eight years working at Dreyfoos — upon which Mrs. pH wheeled out a squeaky green cart with a series of human burner components, mentioning that Sandy Schuman "came and never left."

Aside from being a permanent substitute, his brief bout of time at the newly dubbed 'Dreyfoos' campus has been characterized by several ventures into composing music.

"Somewhere along the line I got in my head I'm going to try to write," Schuman begins. "I want to put lyrics to old classical music," in reference to the piano, which he has learned to play in the past.

He began composing various pieces of music — some of which are in the works to be featured in various cardinal directions of where each as professional experience with music scores.

"I wrote a theme song for 'Pony Heroes', which is kind of cute like that," Sandy Schuman says, referencing a recent cartoon project he composed music for.

He has also drafted musical scores for the theatre department, though they haven't materialized into performances

yet. Students like theater senior Sunaina Singh, who participated in the recent theater showcase, find themselves "all for" this venture.

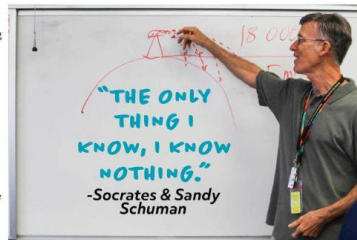
Others, like band senior Aviva Senzon, compose music themselves, and interact with Sandy over a shared appreciation for music.

"You will regularly see him attending our music concerts, not only to support his students but to get a wider musical knowledge base," Senzon said. She recalled the time during Covid-19 and online learning of her sophomore year, when Sandy Schuman

"showed me what his makeshift studio looked like," discussing various aspects of musical compositions both Senzon and Schuman apply to film.

As well as supporting music in school, Sandy Schuman said, "I see a lot of things twice." These include not just music concerts but theatre and dance shows, as well as sporting events.

The Building 4 lunch bell cues the bustle of the science department — a jumble of lab equipment alongside echoes of the dance department's music downstairs. Here, where he spends the most time, Sandy Schuman pointed out the specific cardinal directions of where each of the original campuses of Palm



Beach High were located, now dubbed Buildings 1, 2, and 3.

These buildings have remained remarkably static throughout Sandy Schuman's ventures on campus. His time at these coordinates is characterized by his legacy: a juxtaposed world of arts, and science, upon which Sandy Schuman chuckled, stating, "The only thing I know, I know nothing."

by Kaja Andric & Sam Cohen
photos by Natalia Ryder
design by Mariana Colom

Sandy Schuman feature spread

I had a lot of fun designing this spread. Sandy Schuman is our school's most cherished substitute: he is known for attending EVERY SINGLE school event and riding his bicycle in the science building. Usually, the brainstorming process is a grueling experience for me because there's no story or photo you can work off of just yet. However, with this story, I knew immediately what I wanted on the spread. I wanted him biking across the pages. The bike path served as an entry point and I skewed the headline so it seemed as if the shapes behind him were 3-Dimensional.

14

On the cover

“You Feel Safe in Not Being Safe”

Does the student body know about mental health resources on campus — and trust them?

06

Editorial

To Say or Not to Say

When the right to our identities is under fire, our students need to use their voices for change

08

Feature

Seams Like Prom Season

How Kayti Sanchez brought her technical theatre background to a high school tradition

10

News

Gotcha!

The Return of a Senior Tradition

12

Culture

Tangible Healing

Crystals have become a part of students' routines and acts of achieving wellness.

18

Feature

Take This with a Grain of Sand(y)

A conversation with science substitute Sandy Schuman

20

Opinion

Senior Year is Just Too Expensive

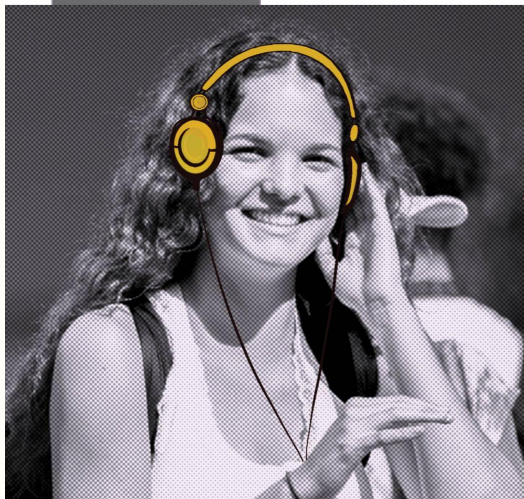
Senior year inherently puts low-income students at an academic and social disadvantage

22

Sports

Taking a Throw At It

The process of one of the less-known track and field events: discus



Issue 1

CONTENTS

photo by Sofia Hennessey-Correa
design by Mariana Colom

3. Issue 4 Table of Contents

This was my first time designing table of contents for an issue. It proved to be much more challenging than what I was expecting. No matter how I arranged the elements, everybody who critiqued it always seemed to be confused on how to read it. I'm glad I didn't settle on one of the earlier versions simply because readability is the number one priority— not only in something as significant as table of contents but just throughout the whole publication.



1 The competitor places their thumb and extends their fingers to spread across the metal plate. With a firm grip, the competitor ensures that they have a solid hold on the metal discus.

2 To prepare for the throw, the competitor stands with their left shoulder pointing ahead and the rest of their body perpendicular to their shoulder. With a slight bend of the knee and feet shoulder-width apart, the competitor holds the discus in front of them with their palm down.

3 In order to execute the throw, the competitor swings their dominant throwing arm, holding the discus, back until they completely reach behind their body. They use force from their non-dominant leg, twist their hips, and snap their non-dominant arm across their chest.

4 The competitor's throwing hand should follow an angle where the discus takes off, allowing the discus to spin off the index finger. After releasing the discus, the competitor can only wait to see where it landed.

*by Kate Wagner
photo by Sofia Hermessey-Correa
design by Mariana Colom*

Theatre freshman Samuel Schneider prepares to throw a discus. "I started learning from coach Vening and (local senior) Daniel (Pequero) and practiced on my own to perfect my technique," Schneider said.

TAKING A THROW AT IT

4. Discus alt copy

Since this wasn't a long form story, I had to stray away from what I was used to and find a way to creatively convey a story in alternative copy form. I settled on overlapping the steps with their accompanying number. This year, I learned to treat typography as if it were its own art. I wanted the headline to feel as if was being thrown along with the discus, so I made it bold and italicized to match the intensity in the photo.



Administration is working to make mental health resources accessible to students. However, a new report reveals that most students do not know about them — or trust them.

Digital media student Mave Thompson* had her first panic attack in her school's cafeteria bathroom in second grade.

She began showing more symptoms of anxiety in middle school, but as she tried to cope with it, her mental health became progressively worse.

"Eventually, that morphed into depression, which led to self-consciousness, which then led to an eating disorder," Thompson said. "And then it all just fell apart."

Principal Blake Bennett has spent 25 years working in education. She has always kept her students' health at top priority, but as principal, she knew this school year would be difficult for students — and a March report from the CDC showed she had a reason to be worried.

The CDC's Adolescent Behaviors and Experiences Survey was the first nationwide report analyzing how the pandemic affected young people; it revealed that teenager's mental health had plummeted during the pandemic. In April, The Muse conducted a casual survey** similar to the CDC's, asking 967 students about their mental health.

52% of students responding to The Muse reported feeling "sad or hopeless" for more than two weeks at a time, and 1 in 5 students had attempted suicide within the last year. 1 in 4 had self-harmed in that same time period.

Thompson is one of those students. She discovered digital media while in

middle school, and wanted to explore further. At school, she keeps within her "own little bubble," staying within a small group of friends. But toward the end of 2020, Thompson was isolated because she was attending school in person while her friends were virtual.

"In December, I started getting detached because of the pandemic," Thompson said. "And it just really allowed me to sink into ... the mental illness. That's when I realized, 'This isn't gonna end well.'"

52%
of Dreyfoos students reported feeling sad or hopeless for more than two weeks at a time.

Ms. Bennett said that in preparation for accommodating students' needs for the 2021-2022 school year, administration hired a fifth counselor, Ramona Chambers. In October, Ms. Bennett, the assistant principals, Behavioral Health Professional Becca Mroczkowski, and other counselors spent a day doing professional development training to "tighten up" their student support plans.

Now, every Monday and Wednesday at 2 p.m., administration holds a Caring Counts meeting so "we're all on the same page," Ms. Bennett said. That way, if one administrator notices that a student is struggling, the entire team can be aware and offer additional support or intervene if necessary.

But even with preparations behind the scenes, nearly half of the students The

Muse surveyed were "not sure" whether the school had sufficient mental health resources available on campus — and 22% of students did not think administration offered enough mental health support.

"Ms. Becca" Mroczkowski attributes this disconnect to three factors: for one, "the year started out so crazy — we all thought everything was kind of normal, and then it became not normal." This was coupled with students missing more school due to mandatory quarantines and contact tracing. Through the transition back to in-person learning, she thinks administration could increase communication as to what resources are available to students on campus.

"Every person is different," Ms. Becca said. "Every person's journey is different. We have to ... take every kid where they're at. They're on their journey, so let's figure out how to make it the best we can."

When a school administrator learns that a student plans to harm themselves or take their own life, a Suicide Risk Assessment (SRA) is initiated. A group of administrators contacts the student's guardian and works with the student to determine the risk of the situation. In severe cases, a school police officer can initiate the Baker Act, where a student is committed for mental health evaluation for up to 72 hours at a mental health treatment facility.

As of April 25, 2022, the School District of Palm Beach County received notice of 535 filed SRAs for the 2021-2022 school year alone. 26 of those reports were made for Dreyfoos students.

Thompson said she has been self-harming since she was ten years old. She was Baker Acted in January 2021 and sent to JFK Medical Center. In February, she moved to the Center for Discovery, a treatment center for eating

5. Mental health spreads $(\frac{1}{3})$



Disclaimer: The upcoming content contains student testimonials and descriptions of anxiety, depression, self-harm, disordered eating, and suicide. The names of the following sources have been changed with their grade omitted and their accurate major and their grade omitted to protect their identity.

* Names changed to protect identity.

I've never been the best at making friends. It's just something that I'm not used to. So, I always hear that 'Dreyfoos is a family,' right? And at the same time, I get that you don't let people into your family very easily

February, she moved to the Center for Discovery, a treatment center for eating disorders, and stayed there until June.

"A big thing I've noticed among everyone who I've talked to that has a mental illness, is we try to help others because we don't want anyone to feel as horrible as we did," Thompson said. "We realized how awful this made us feel, and anything we could do to prevent someone else from experiencing that was one to help."

35% of the students who responded to The Muse survey said they did not feel comfortable reaching out to an adult on campus about their mental health, including theatre student Mary Cook. Cook transferred to Dreyfoos at the start of the 2020-2021 school year. She attended classes online to lower the risk of transferring COVID-19 to her parents, who are older and have health complications. Since arriving on campus for the first time this fall, she's become involved with the theatre department's productions. And yet:

"Most of all, it has been lonely," Cook said. She paused. "I've never been the best

at making friends. It's just something I'm not used to. So, I always hear that 'Dreyfoos is a family,' right? And at the same time, I get that you don't let people into your family very easily."

Because most students have had several years to get to know each other, Cook feels left out of her department, whether that manifests as not being invited to parties or being left out of show production group chats. This year, Cook first tried to communicate with a teacher about how her mental health was affecting her schoolwork. The next class period, the teacher went into an "hour-long spiel talking about how she was disappointed in us because we were so ungrateful," Cook said.

Since then, Cook said she feels nauseous going to that class and no longer tries to pay attention to the teacher's lectures.

"I don't think I could approach any (faculty) member from Dreyfoos again, because of that," Cook said.

Ms. Becca encourages students to ask their friends if they know a trusted

adult on campus whom they would feel comfortable speaking with. She said she understands many students are concerned about confidentiality. A student may be worried that administration might contact their parents about something they said in private, for example.

But teachers and administrators are only required to report something if a student confesses an intent to harm themselves or others. Ms. Becca said she always asks the student for permission if they would like to contact someone else about their situation.

"There's a whole bunch of caring adults on this campus who really, really are here for kids," Ms. Becca said. "That's why we do this job. And I would hate for someone to get a bad taste in their mouth about something that they need to talk about because someone wasn't on the same page with them at the time. And I don't want anybody not to be heard or ... to suffer alone."

The school also receives a grant that gives it a full-time Co-located Counselor, a mental health professional who sees students for counseling sessions during school hours. The school's current Co-located counselor, Madison Zeigler, came to Dreyfoos for the first time on Spirit Week's Generation Day — the Wednesday before Spring Break. Mr. Zeigler offers weekly, one-hour therapy sessions over the course of 10 to 12 weeks for any student on campus. In his short time at school, he's realized that what Dreyfoos students struggle with most is setting aside personal time for themselves.

"They've (the students) got clubs, they've got their AP courses, they've got their arts, they've got their juries — I could list off things for an hour of how busy they are," Mr. Zeigler said. "And self-love and self care is so important and finding time for yourself outside of your obligations to your community and yourself is absolutely the biggest thing I would love to see people at Dreyfoos work on."

Mr. Zeigler's room is currently located in Room 1-203. When students walk in, he

offers them snacks and water. His furniture, like bean bag chairs instead of plastic seats, is decorated with anime figurines and Pokémon plushies. While he does have time set aside for sessions, he wants to be available where students can feel comfortable knocking on his door to say 'hello.'

35%

of Dreyfoos students did not feel comfortable reaching out to an adult on campus about their mental health.

"Never be hesitant," Ms. Bennett said. "If you feel like there's something going on, we are here to support you. Just reach out to one of us. It can be an administrator. It can be a counselor, it can be a teacher, it can be (the) office staff. We are here to support our students and to help them with anything they need."

Digital media student Rita Mills believes that a main misconception about mental health is it manifests in the same way for everyone, so she encourages others to discuss mental health openly to increase awareness of how it affects people. It took her a long time to ask her parents for help with her mental health, but once she did, she found that speaking to a therapist made her feel validated in her experiences.

"If I could go back ... I would have encouraged myself to reach out a lot sooner," Mills said. "Your life can come off seemingly easy to other people, and that doesn't mean you aren't worthy of getting that mental health resource. And honestly, I think everyone should reach out and have therapy at some point in their life because it just brings so much internal awareness ... And it's not easy, but you will thank yourself in the future. Do it for your future."

To continue reading, visit themuseatdreyfoos.com for the rest of the story

*by Sophia Roud
design by Mariana Colom*

5. Mental health spreads $(\frac{2}{3})$



MENTAL HEALTH

***The Muse replicated the CDC's 2021 Adolescent Behaviors and Experiences Survey by replicating its questions word for word so they could be compared with national results. In addition, The Muse added additional questions surveying student opinions on mental health resources available at school*

32%

of Dreyfoos students said their mental health had not been good in the past 30 days.

21%

of Dreyfoos students said they had seriously considered attempting suicide in the past 12 months.

48%

of Dreyfoos students said they were not sure if the school had a sufficient amount of mental health resources on campus.

Resources & hotlines

Chrysalis Health- provides direct Outpatient Services for general mental health
230 South Dixie Highway
Lake Worth, FL 33460

Talkspace- telehealth/ phone based therapy
www.try.talkspace.com

Palm Beach County's Helpline & Crisis Hotline- 211

National Suicide Prevention Hotline- 800-273-TALK (8255)

5. Mental health spreads (3/3)

Contrary to most of the layouts I designed this year, this was one dealt with an extremely sensitive topic. Spreads like this one challenged me the most as a designer because I was faced with more questions than with any other feature story or sports story I had designed. How can I make sure the graphics aren't triggering while also communicating effectively? On top of that, I also learned how to properly visualize hard-hitting statistics and methodically incorporate them throughout the story.

My first encounter with Indesign was not a pleasant one.

I remember sitting in the computer lab with my intro to journalism class— almost 5 years ago— and staring in confusion at the gray workspace: too many tools and grids and not enough guidance from my teacher... only a badly printed “Indesign Basics” handout. Needless to say, my partner carried that unit project on his back after I decided to give up with the text wrap.

Even though I would’ve liked to think my design career was over, it turns out that no matter where I went as a writer, design always followed me. As a writer and editor for my middle school paper, I was forced to design my own pages. I slowly began to understand the process of design, finding satisfaction in a clean, tightly packaged page. Indesign and I became more amiable with each other. We no longer fought about randomly disappearing text and I got very methodical in designing a modular paper.

However, when I joined The Muse in my sophomore year of high school, everything I thought I knew about design changed for me. Not only was I not expecting to be a design staffer, but I felt lost working with a different, more creative format: a newsmagazine. The freedom that I received with my first assigned spread was almost too much for me to wrap my head around, specifically because I had never considered myself an artistically gifted person (I still don’t.) But then one day, it all clicked.

I didn’t have to be artistically gifted: I just had to find some creative workarounds through Indesign and Photoshop.

Before this year, I saw editorial design simply as the means for disseminating journalism, the last-minute thing you did at the very end of the process when you had written every story and had taken every photo. Since then, I’ve grown to think of design as its own language and its own form of storytelling. No matter how amazing a story is, it means nothing if the design isn’t pulling its weight. Design is the most intrinsic part of the print journalistic process, serving as a bridge between writer and audience. If it weren’t for the passionate designers behind every spread, our words would go unnoticed, or worse, skipped. It takes a good designer to understand their role as a communicator, not a decorator.

Too commonly, I’ve looked back on that first mentioned experience and wondered why it took me so long to fall in love with this art form. I enjoy reading opinion pieces on current design trends and intensely peruse any and all magazine subscriptions my parents get, taking photos of anything I like to add to my inspiration library.

Today, I find comfort, and most importantly, purpose in those gray grids that once felt so daunting.