

## **Building Community by Building a High School Newspaper: A Case Study of One Daily's Cooperative Project**

### **I. Introduction**

In the fall of 1998, Carl Junction High School had not published a student newspaper for about 10 years. The school, which is located in the Joplin area in southwestern Missouri, has about 750 students, and is certainly big enough to publish a paper. Although Principal Pam George believed the school should have a newspaper, she couldn't find a qualified journalism teacher or students with the initiative to start one.<sup>1</sup>

All that changed during the 1998-99 school year when an industrial arts teacher interested in newspapers and a transfer student who wanted to study journalism worked with a local daily to launch the *CJHS Express*. Within two years the *Express* grew from a haphazardly published newspaper produced during students' free time to a monthly that had a record 12-page edition at the end of the 2000-2001 school year. At least five of its staffers have written stories for local commercial newspapers, several are studying or planning to study journalism in college, and the school has hired a journalism teacher to offer classes specifically for the newspaper.<sup>2</sup> *The Joplin Globe*, which inserts the *Express* in zoned editions of its regular paper, has reaped what Editor Ed Simpson described as largely intangible benefits yet ones that help it achieve its core mission.<sup>3</sup>

It is hoped that this story of the founding of the *Express* can provide some lessons for other newspaper editors who want to cooperate on such a project.

## II. Background

The newspaper industry faces several major problems at the beginning of the 21<sup>st</sup> Century, and they don't all have to do with the fear that the Internet and computers will somehow kill the printed page before publishers can figure out how to turn a regular profit on their Web sites. More serious problems are that young people generally don't read newspapers and few want to work in the industry. While there are some indications that overall readership is good, readership among young people is down. A recent *Editor & Publisher* poll, for example, showed that the most dedicated readers are those age 65 and older, while only 20 percent of those between the ages of 18 and 34 years old are regular readers.<sup>4</sup> Some newspapers are establishing teen Web sites to fight what one editor called "the age gap" and get people hooked on the newspaper habit at an early age.<sup>5</sup>

Not only do newspapers have difficulty attracting the attention of young readers, newspapers also have trouble convincing them of their quality. An *American Journalism Review* study showed that reader attitudes were not as gloomy as the magazine expected, but it still reported that young people (defined as those 18 to 29 years of age) were more likely than other age groups to say that journalists don't know the communities they cover. And 64 percent of those surveyed overall said news stories were biased.<sup>6</sup> Add the negative attitudes of young people toward newspapers to the traditional reputation of low pay, and it is no wonder that newspapers are having great difficulty attracting people to the profession. Things have gotten so bad that the Newspaper Association of America sponsored a Newspaper Career Day last year to, in the words of NAA President and CEO John F. Sturm, "position itself as an attractive job choice in today's competitive market."<sup>7</sup>

One way to attract people to newspapers is to get them involved when they are in high school. Both biographies of individual journalists and scholarly studies on the profession as a whole have demonstrated the importance of high school journalism to a successful professional career. Dave Berry, Walter Cronkite, and Abigail Van Buren are just a few famous journalists who started their careers on high school newspapers.<sup>8</sup> An American Society of Editors study found that 55 percent of newsroom employees had worked on a junior or senior high school paper.<sup>9</sup> Other research has shown that students who participate in high school journalism do well in college, particularly in writing courses.<sup>10</sup>

But despite the benefits of high school journalism for both the industry and the students, scholastic programs are non-existent or are at risk at many schools. Part of the reason may be that fewer universities are offering programs that certify journalism teachers.<sup>11</sup> The trend toward block scheduling in high schools has cut the opportunity to offer electives like journalism, and other districts simply don't have the money to devote to programs that educators don't think are essential.<sup>12</sup>

Some in the newspaper industry are trying to help. For example, the American Society of Newspaper Editors (ASNE) has launched a program to attempt to revitalize high school journalism through training teachers and supporting partnerships between professional and high school newspapers. The ASNE program, which is funded by a \$1 million grant from the John S. and James L. Knight Foundation, has provided some money for things like equipment for high school newspapers.

Other newspapers are doing projects on their own. An ASNE membership survey received about 80 responses from editors who were doing a variety of projects to support

high school journalism in their areas. The projects help in a variety of ways ranging from scholarships and part-time newspaper jobs to youth sections written at least in part by local students.<sup>13</sup>

### **III. Case Study**

Carl Junction High School (CJHS) is an example of a school that benefited from an informal newspaper partnership. The Carl Junction story is unique because the growing and exciting journalism program it has now was basically started from scratch by a handful of interested people at the school and *The Joplin Globe*, which has a daily combined circulation of about 34,000. (Joplin is a town of about 40,000 in southwestern Missouri; Carl Junction has about 2,500 people and along with several other small towns is in the *Globe's* circulation area.)

The story of the CJHS paper actually begins at Joplin High School, where Tom Trewyn was teaching industrial arts during the 1997-98 school year. While at Joplin, Trewyn was accepted into the Education in Business and Industry Summer Internship program sponsored by Crowder College in Neosho, Mo. Trewyn, who is a big believer in the idea that schools and businesses should work together to help students, considered interning at a TV station because he teaches video technology. But he changed his mind when he saw *The Joplin Globe* was a participant. "I thought I just don't know a doggone thing about the newspaper business, and I wondered how all the new technology is affecting the newspaper business and how they get their information — that was my interest," he said.<sup>14</sup>

In the summer of 1998 he went through a two-week internship at the *Globe* that covered virtually all facets of the newspaper business including reporting, advertising and printing. Although Trewyn started the program with an interest in technology, his notes of his experience shadowing a reporter revealed his growing excitement about the news business. “I happened to be on staff to witness a hot breaking story—the ICI explosion. Although the newsroom is not typically slow-paced, things definitely started hopping as news reporters hustled to get information for the next day’s edition. The process involved quick action to secure a photographer and make contacts with Mizzou aviation to attempt an aerial shot, good teamwork between reporters and news analysts as they determined interview options and lined up the phone interviews, and timely decision making of the Page 1 team to redesign the front page to play this story as the lead story.”<sup>15</sup>

In the meantime, CJHS recruited Trewyn from the Joplin district. His new school hadn’t published a newspaper for about 10 years, and its last effort had been “a couple of 8X11 sheets stapled in the corner,” but Principal Pam George gave him permission to discuss starting one with the *Globe*.<sup>16</sup>

Unfortunately, he had no time to work on the project. “In the education business, your first year (at a new school) is like starting over again,” Trewyn said. “I was so busy I had no time to attack it. Then Mickey walked into my office in March, and we cranked out a newspaper in April. It was as simple as that.”<sup>17</sup>

Michelle (Mickey) Thomas was a junior who had transferred that year from Austin High School, a school with about 2,000 students, including the twin daughters of then-Texas Gov. George W. Bush. Thomas, who was interested in current events and

wanted to work on a school newspaper, was shocked that her new high school had none. She asked the principal if she could start one.

George was initially cautious. “Mickey came in and talked to me and had all these great ideas, and at first I didn’t know Mickey very well, and I listened to her and gave her a list of things to do . . . With a lot of kids, when you give them that, you never see them again. Well, Mickey was back in like two days. She’d done them all . . . and before long we had this newspaper.”<sup>18</sup>

Of course, it wasn’t that simple. Thomas had to overcome skepticism and some outright hostility to get the project going. The school had a creative writing magazine, and several students and teachers told her she should work on that. But Thomas was interested in hard news and persisted in starting a newspaper. “I had friends say, ‘That is ridiculous, and one teacher told me flat out ‘You shouldn’t do this.’ That made me angry. I don’t like being told I can’t do something.”<sup>19</sup>

Trewyn said one of Thomas’ main contributions was enthusiasm, particularly in recruiting about 20 other students for the staff. She “took the organizational monkey” off Trewyn’s back, which gave him time to iron out the technical details with the *Globe*. He used an educational discount to purchase 15 copies of Quark Express for about \$1,200 so the students could use the same software as the *Globe*, which agreed to print the paper and insert it in editions zoned for Carl Junction.<sup>20</sup>

The *Globe* has a strong Newspapers In Education (NIE) program, with more than 5,000 papers a week going to area schools, including those in the Carl Junction district. But the *CJHS Express* was not part of the NIE program or a strategic plan. “It was more of a reaction to the teacher approaching us, and we looked at it, and we thought ‘What a

good thing to do,’” Simpson said. “It just makes sense to support the local kids in their journalism efforts if we can.”<sup>21</sup>

The *Globe* supported those efforts by, in addition to printing the paper, providing technical and editorial advice — so much that the first few issues were designed by professionals and had too much involvement from the newspaper, according to Simpson. “That was never the intent. The intent was more to advise — to let the kids do it and experience it even though we knew it wasn’t nearly as professional ... But this is a common mistake made by a lot of high school advisors — they want to jump in there and do it themselves, either for time or efficiency or because they think the kids aren’t doing it right. And it’s hard to let go, particularly in a new program starting out.”<sup>22</sup>

After the first few issues, the students took more control of the paper. “The *Globe* had really helped us to see what we could do with a newspaper, so we had something to shoot for; we had quality to shoot for, we had colors to shoot for — it didn’t have to be black-and-white. All of a sudden possibilities started splashing around the room. ‘Gosh, could we do this? Could we do that?’ The kids were very excited to use this technology to make an impact,” Trewyn said.<sup>23</sup>

The impact has been positive overall. No one interviewed for this article could recall any serious controversy over a specific story, although Trewyn admitted that it’s scary for the students to know their work is evaluated by the whole school. “Every student in the school has got a different opinion of how that story should have been written or how that picture should have been taken, and they will readily tell each other, ‘You know, that was the dumbest thing in the paper I’ve ever seen in my life.’”<sup>24</sup>

During the first year, the criticism, particularly nitpicking over every grammatical error, hurt staff morale. Thomas pointed out that in the first year, the students were doing the paper not as part of a class but as a volunteer extra-curricular activity in addition to their homework and other activities. “We were doing all this work and not getting anything out of it except the satisfaction of putting out the paper. A lot of students wanted a pat on the back and they didn’t get it. It was frustrating the first couple of times.”<sup>25</sup>

The first year’s staff also had a loose structure without clearly defined roles for the staffers. Personality clashes and arguments about job duties led to further frustration. One of Thomas’ biggest problems as editor was trying to keep the volunteers motivated because they were not working for a grade. She said the staff now has much more incentive because the paper is part of a class.<sup>26</sup>

The most recent staff published the paper as part of a yearbook class so students received course credit for their work. Current staff members have gotten a lot of positive comments about the paper. Amy Szczepanik, a sophomore and the current editor, said most people at the school like the *Express*. “A lot of teachers say it looks really nice and has a nice variety of articles. The students seem to like it because in seminar when we had it out they always seem to be reading it.”<sup>27</sup> George, too, said she had heard nothing but positive comments about the paper, although she pointedly said she would not let the students publish controversial stories. “A lot of people have said, ‘That was really nice.’ The school board was very impressed with it, of course, and the story of how it started with one of our students just coming in and saying, ‘I can’t believe we don’t have a newspaper here.’”<sup>28</sup> One other indication of success is the growth of advertising, which includes a number of local businesses ranging from JC Penney’s Salon at Joplin’s

Northpark Mall to CJ Balloon Service & Gifts in Carl Junction. The February 2001 issue, for example, included seven display ads in a four-page paper.

Shying away from controversial content and emphasizing sports news may be one reason for the paper's popularity. In fact, the student journalists may get more self-criticism than criticism from the outside. For example, Derek Lahm, a sophomore who writes mostly sports stories, said readers "love" the sports news and color photos but he said he thought the paper could be improved with more writers to cover more varied subjects.<sup>29</sup>

Trewyn said the students regularly compare their work to that of other school newspapers and professional papers, and that the self-critiques are extremely valuable. "The kids don't want to turn out a newspaper that is 'good enough.' I don't see any of that. You see a lot of that in school — 'This will be fine.' All I see is kids sweating over a computer keyboard or Photoshop and seeking my approval that this will be all right. But some of that is also a desire to make that paper the best they can make it. That in itself is wonderful. Everbody, every teacher has been complimentary — just overboard."<sup>30</sup>

The students get a tremendous amount of satisfaction from producing the paper, and the camaraderie of sharing a common interest with each other. "It's a lot of fun," said Andrew Green, a senior who does layout and writes movie reviews. "When you see a product like this being put out, it gives you a nice feeling ... It makes me feel better about myself; putting out something neat looking."<sup>31</sup> Ryan Thompson, a junior, said he likes being able to express his ideas in editorials and write fun feature stories.<sup>32</sup>

The students said working for the paper improved their writing skills. "I started reading newspapers and magazines more to get new techniques — see how sportswriters

use different words — you kind of understand what they go through as they write stories,” Lahm said.<sup>33</sup> Thompson agreed that the journalism experience increased his appreciation of newspapers. “I read them all the time—*The Sporting News*, *The Joplin Globe*, *USA Today* ... I read the *Globe* before because it was right there. But when I started writing for the newspaper, it became a habit. You have to pick it up. ‘Hey, let’s see what this guy had to say.’ You can see it in Derek’s and my stories. . . . I think we have just gotten a ton better at writing, just loads.”<sup>34</sup> The quality of Thompson’s writing is evident in one of his favorite stories, a feature he wrote about the football team’s offensive line. The piece is lively with short paragraphs and sentences and includes a variety of quotes from players and coaches. Here is a quote Thompson used to convey the personality of offensive lineman:

“As a lineman we have three objectives: fly off the ball, hit ‘em in the mouth and run your feet,” said (right guard John) Fanoele. “It’s the best feeling in the world , when you roach somebody, (drive a guy straight to his back) look him face-mask to face-mask and he knows who the better lineman is.”<sup>35</sup>

Because it explained the football’s successful season after years of frustration, it was newsworthy, a quality the students struggle to achieve because they publish monthly but must cover events that happen much more often — like football games. In the beginning of the *Express*, meeting deadlines was also a struggle but it is a lesson the students have learned well.

“I don’t think the kids understood what a true commitment it was,” Simpson said. “You have to learn computer programs, you have to meet deadlines, you have to learn if you say you’re going to have it at the printer at 4 p.m. on Thursday, you can’t bring it in

at 3 o'clock on Friday. It's just not the way business works, and it took us a few issues to resolve."<sup>36</sup> Trewyn said working with professionals like Simpson helps the students see the value of education. "It's not the same old school garbage from the same old teacher all the time. They see that — it's a validation for education. It validates that there is a real world out there somewhere. So that's been really, really good."<sup>37</sup> In fact, teaching students about the work world was one of the main goals of the cooperative project with Carl Junction High School, said Cathy Wheeler, former administrative assistant to the *Globe* publisher. Wheeler, who was instrumental in developing the CJHS project, said she hoped the students would learn good work practices, including how to talk, dress and behave on the job. "All of those things are important on the job, and I just don't think kids come out of school with a good work ethic. I hoped that if nothing else they would be exposed to people who live it everyday and have deadlines everyday and just can't take off on a whim or when they don't feel like it," she said.<sup>38</sup>

That students have learned business lessons from the *Express* is evident in the fact that so many are working part-time. Cody Thorn, who worked on the paper its first year wrote stories for the *Globe* before he graduated from high school and now — at age 19 — is working full-time as assistant sports editor at the *Carthage Press*, a daily about a half hour from Joplin. He occasionally uses Thompson and Lahm as stringers. Another CJHS grad and former *Express* staffer, Josh Dillahay, is a systems administrator working part time in the *Globe's* production department. Both are also attending Missouri Southern State College in Joplin, where Thorn is studying journalism and Dillahay is studying computer programming.

Both Thorn and Dillahay are examples of students who entered the newspaper business because they had the opportunity to experiment on a high school paper. Thorn's main interest had always been sports, but when he realized during high school that he couldn't play professionally, he knew he wanted to get some kind of sports-related job. He joined the *Express* as a sportswriter to stay involved in sports and credits the experience with helping him find "the perfect job."<sup>39</sup>

"I can sit down and watch baseball for three or four hours a night and get paid for it ... ," Thorn said. "I never really thought you could do that. For me it's kind of like a dream job that's still involved with sports. I'm so glad I somehow fell into it because I really thought I'd maybe write for the paper a little bit. I knew I wasn't very good. I just needed a chance. People worked with me, and I got good enough to get this job (in Carthage)."<sup>40</sup>

Dillahay also fell into newspaper work. He joined the *Express* because he wanted an after-school activity, and the paper allowed him to work with computers by doing layout. Working with *Globe* personnel led to his part-time job at the paper, and although he is undecided on a career, he is considering working in the newspaper field after college. He said the main benefit for him in working on the *Express* was a feeling of accomplishment. "Personally, the thing that benefited me more than anything was self-esteem. I had a feeling like I was involved in something. I really had, I guess, an important job because I was on a deadline to get the thing put together, and just going from on a screen to an actual product that was distributed . . . I found real gratifying," Dillahay said."<sup>41</sup>

Ironically, Thomas was considering a career in journalism when she launched the *Express* but decided it wasn't for her after serving as editor for a year. Still, she said the experience was valuable because it taught her leadership skills. The paper also taught her how journalists report and write stories, which will be valuable for the career in government or politics that she plans to pursue after college.<sup>42</sup>

In addition to the direct benefits for students, the *Express* has also helped CJHS teachers by promoting cooperation between business and educators. "What I found when I was initially talking to the people at the *Globe* was that their impressions of what happened at school and my impressions of what happened in the business world were two entirely different things." Trewyn said. "(They think) the average teacher starts their day late and ends their day early, has three months off to do absolutely nothing, whatever they want to do, and they gripe about their pay. (Teachers think) the average business person, however, sits behind a walnut desk with their feet propped up all day and takes as many coffee breaks as they want and two-hour lunches.' And so there are just these misconceptions that keep business people and education people from talking with each other. And man, we need to fix that really bad."<sup>43</sup>

The CJHS project helped get people from both sides working together. "The main benefit I think we've gotten is knowing our communities better," Simpson said when asked what the *Globe* got out of the project. "The result for us has been we get to know the kids, we get to know some of the teachers. We get into the schools so we understand a little bit of what is going on now."<sup>44</sup>

Wheeler, who was largely responsible for scheduling *Globe* staffers to work with the kids, agreed that getting journalists involved helped them learn about their

community. “The biggest thing the *Globe* probably learned from it through working with those kids is that they understand what it is people don’t understand about a newspaper. They were able to pick up on some of that lack of knowledge, and they can see areas where they need to improve or communicate better with the public to let them know exactly what is happening out there.”<sup>45</sup>

She said the program also helped area residents appreciate the *Globe* more. “I think it has improved their image — certainly in the Carl Junction community. I think they feel a great sense of pride in (the *Express*). People see they are not just a big corporate giant out to make a few more extra bucks. I think it certainly developed an interest in kids, especially since they hired a few ... kids are always asking Tom (Trewyn) ‘Do you think I could get a summer job there?’”<sup>46</sup>

Simpson said although the *Globe* has hired several promising students part-time, the program has not been in existence long enough to be a recruiting tool. But he said that would be an important long-term benefit, especially since the *Globe*, like many newspapers, is having trouble hiring “good, energetic folks.” Simpson said the program had no effect on readership or advertising and that most of the benefits were intangible. “The school district gets a bit of a warm fuzzy for the newspaper; we get a bit of a warm fuzzy for the kids we work with,” Simpson said. “It’s longer-term benefits identifying potential employees and then knowing what’s going on in the school. But there is no immediate impact.”<sup>47</sup>

The community relations impact is somewhat muted because the *Globe* does not actively publicize the program, mainly because its coverage area includes about 80 high schools and it can’t print that many newspapers. Still, word got out and other schools —

even some that already had newspapers — asked the *Globe* for the same kind of help they were giving Carl Junction.<sup>48</sup> As of the spring of 2001, the *Globe* was printing papers for Webb City and Diamond high schools as well as Carl Junction at cost, which is about \$125 per issue for ink, paper, plate and negatives. It could not afford to do the same for Joplin High School because it has considerably more students and thus more circulation than the other schools.<sup>49</sup> Simpson said the *Globe* would continue its relationship with the three schools and would examine its core market to see if there are any other high schools it could work with. The *Globe* could not expand it to all schools in the area, however, because of the number of schools that includes.<sup>50</sup>

#### **IV. Conclusion**

All of the people interviewed for this article said they would do the project over again and would recommend it to other newspapers and schools. On the basis of interviews with the participants, the program is a success. Carl Junction High School students are now producing a newspaper regularly and are able to enroll in journalism classes for the first time in about 10 years. *Globe* staffers have gotten directly involved with high school students' journalism careers, and the *Globe* has already gained some part-time employees. Community good will is hard to quantify, but judging by feedback reported by the participants, it is reasonable to assume the *Globe's* image has improved. The project was also a major contributor to the *Globe's* first-place win in a Community Services division contest sponsored by its parent company, Ottaway Newspapers Inc.

All communities have unique characteristics, but some general lessons from the Carl Junction High School project should be useful to others who want to start similar programs.

Perhaps the most important element in establishing a paper is enthusiastic students. Carl Junction's principal and at least one teacher were interested in having a newspaper, but the program didn't take off until Thomas transferred from Texas. The *Express* became a reality when Thomas recruited enough other students to carry the project along. Although only a half dozen or so of her initial list of 20 stuck with the paper and contributed regularly during the first year, the group included a core of determined students like Dillahay and Thorn. Many students will drop projects when they discover how much work is required, especially if it is an extracurricular project with somewhat intangible rewards. It is crucial that a high school newspaper start-up be spearheaded by a tenacious student. Carl Junction had that in Mickey Thomas.

The tenacious students also need supportive, enthusiastic faculty, and once again, Carl Junction was fortunate to have Trewyn, who was praised in the strongest terms by the students interviewed for this article. Thorn credited much of the paper's success to Trewyn, whom he described as a teacher who understood students and advised without interfering.<sup>51</sup> Thomas said simply, "He was my favorite teacher in my entire life."<sup>52</sup> Trewyn's lack of journalism experience was not a problem because he made up for it with hard work and the support of the *Globe*. Trewyn had been through an extensive training program at the *Globe*, but he was still surprised at the amount of time it took to produce the *Express*. In fact, Trewyn decided to step down as advisor because he found

he didn't have enough time to pursue his own educational interests in technology. His advice to a new advisor: "Be prepared for a lot of work and a lot of learning."<sup>53</sup>

In addition to enthusiastic teachers and students, starting a high school newspaper requires a commitment from the staff of the professional paper that is involved. Thomas was so eager to get the project going she considered producing it on 8X11 sheets, but the *Globe's* cooperation allowed CJHS to publish a professional-looking paper immediately. The *Globe* was a huge part of the establishment of the paper (the *Express's* masthead includes a thank you to the *Globe*) and it committed an estimated \$5,000 in time and resources to it the first year, although it got part of that money back from a private grant.

Simpson suggested the relationship between the school and the professional paper be in writing so everyone will understand their roles. "If it's a monetary figure — fine. If its one press run a month, and eight hours of design time — that's fine. Whatever it is, get everybody on the team to buy in. Otherwise you are going to have conflicts. If your pressroom thinks it's stupid, and they're not getting paid for it — that's a problem, and quality is going to suffer. If your newsroom thinks it's stupid, then quality again is going to suffer. And if advertising is resentful of what they perceive as potential competition, that's going to be a problem. So you really do have to spend the time to make sure everybody in the newspaper is aware and on board with it."<sup>54</sup>

In fact, Simpson said if he were to start the project over, he would formalize it as a written business relationship so all parties had the same expectations. "It can be, even for a small high school that wants to do it every month, or even every other month, the beast that ate your newsroom if you're not careful what you're pledging to do. You don't

want your city desk spending two nights a week editing high school copy. You don't want your design desk spending two nights a month producing this paper."<sup>55</sup>

Simpson recommended that the written agreement include an end date for the project. "Say 'We will do this for a year and then re-examine it because again you have expectations that the school just takes for granted that you are just going to keep doing this even though business conditions changed and you may examine that little bit of newsprint cost.'"<sup>56</sup>

Simpson stressed that editors looking to replicate that CJHS program should not expect an immediate impact. It won't make money, boost circulation or have a measurable effect on community relations. But with those stipulations, Simpson was still a strong supporter of the program, which ties in neatly with the *Globe's* mission statement printed daily on its editorial page: "Our mission is to be an essential part of people's lives by providing valuable information on what's happening in their world." Simpson asks what could be a better way of being essential to the community and providing information than by helping young journalists tell their community about their school?<sup>57</sup>

Although Simpson said he would recommend participating in such a program to other commercial newspapers, he warned that the benefits are not immediately apparent. "Newspapers are notorious for looking for quick, big returns," Simpson said. "This is a long-term relationship, a building kind of program. The benefits are intangible, and you really have to kind of look for them. But the bottom line to me is a newspaper exists to serve, and I can't think of a better way to serve than getting your kids familiar with the First Amendment, getting them familiar with our business so they see it as a true career

path, so we can educate and have access to the administrators — and a lot of high school principals sure need some boning up on the First Amendment. All of this kind of stuff can happen through a partnership like this.”<sup>58</sup>

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<sup>1</sup>Pam George, interview by author, Carl Junction, Missouri, 2 May 2001.

<sup>2</sup> Alas, the founding editor, Mickey Thomas, is majoring in political science instead of journalism at the University of Missouri. In the interests of full disclosure, the author must note that she is his stepdaughter. The author encouraged her high school journalism career but had no direct contact with the paper other than a one-hour seminar for the staff on newspaper reporting and news judgment.

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- <sup>3</sup> Edgar Simpson, interview by author, Joplin, Missouri, 4 May 2001.
- <sup>4</sup> Joe Strupp, "New 'E&P' Poll Reveals Very Active Readership," *Editor & Publisher*, 25 September 2000, p. 7-8.
- <sup>5</sup> Erin Whalen, "Setting Their Sites on Young Readers," *Editor & Publisher*, 18 September 2000, p. i4.
- <sup>6</sup> Carl Sessions Stepp, "Positive Reviews," *American Journalism Review*, March 2001, p. 60.
- <sup>7</sup> Lucia Moses, "Ok, But Show Me the Money," *Editor & Publisher*, 2 October 2000, p. 8.
- <sup>8</sup> Linda Evanchyk, "Advice from Professionals to Student Journalists," *Quill & Scroll*, April/May 1998, p. 11, quoted in Lyle Olson, "Student Publications Experience of Journalism and Mass Communication Educators," paper presented at the Association for Education in Journalism and Mass Communication, Phoenix, Arizona, August, 2000.
- <sup>9</sup> American Society of Newspaper Editors, *The Changing Face of the Newsroom: A Human Resources Report*, Washington, D.C.: ASNE, 1989, quoted in Tom Dickson, "Trends in University Support of Scholastic Journalism," *Journalism & Mass Communication Educator*, 56, No. 1 (Spring 2001), p. 75.
- <sup>10</sup> Jack Dvorak, "High School Publications Experience As a Factor in College-Level Writing," *Journalism Quarterly*, 65, No. 2 (Summer 1988): 398. Jack Dvorak, "Publications Experience as a Predictor of College Success," *Journalism Quarterly* 66 No. 3 (Autumn 1989): 706.
- <sup>11</sup> Dickson.
- <sup>12</sup> Richard A. Oppel, "The Embattled High School Newspaper," [www.highschooljournalism.org](http://www.highschooljournalism.org), 14 May 14, 2001.
- <sup>13</sup> Rosalind G. Stark, "Recruiting Young," *The American Editor*, <http://www.asne.org/kiosk/editor/00.march1.htm>.
- <sup>14</sup> Tom Trewyn, interview by author, Carl Junction, Missouri, 2 May 2001.
- <sup>15</sup> Tom Trewyn, "Daily Log of Worksite Experiences," August 1998.
- <sup>16</sup> Trewyn interview.
- <sup>17</sup> Ibid.
- <sup>18</sup> George.
- <sup>19</sup> Michelle Thomas, interview by author, Carl Junction, Missouri, 11 June 2001.
- <sup>20</sup> Trewyn interview.
- <sup>21</sup> Simpson.
- <sup>22</sup> Simpson.
- <sup>23</sup> Trewyn interview.
- <sup>24</sup> Ibid.
- <sup>25</sup> Thomas.
- <sup>26</sup> Ibid.
- <sup>27</sup> Amy Szczepanik, interview by author, Carl Junction, Missouri, 2 May 2001.
- <sup>28</sup> George.
- <sup>29</sup> Derek Lahm, interview by author, Carl Junction, Missouri, 2 May 2001.
- <sup>30</sup> Trewyn interview.
- <sup>31</sup> Andrew Green, interview by author, Carl Junction, Missouri, 2 May 2001.
- <sup>32</sup> Ryan Thompson, interview by author, Carl Junction, Missouri, 2 May 2001.
- <sup>33</sup> Lahm.
- <sup>34</sup> Thompson.
- <sup>35</sup> Ryan Thompson, "Pride in the Pit," *CJHS Express*, 10 October 2000, p. 4.
- <sup>36</sup> Simpson.
- <sup>37</sup> Trewyn interview.
- <sup>38</sup> Cathy Wheeler, interview by author, Joplin, Missouri, 3 May 2001.
- <sup>39</sup> Cody Thorn, telephone interview by author, 11 June 2001.
- <sup>40</sup> Thorn.
- <sup>41</sup> Josh Dillahay, telephone interview by author, 12 June, 2001.
- <sup>42</sup> Thomas.
- <sup>43</sup> Trewyn interview.
- <sup>44</sup> Simpson.
- <sup>45</sup> Wheeler.
- <sup>46</sup> Ibid.
- <sup>47</sup> Simpson.

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<sup>48</sup> Simpson.

<sup>49</sup> Edgar Simpson, email to author, 10 May 2001.

<sup>50</sup> Simpson interview.

<sup>51</sup> Thorn.

<sup>52</sup> Thomas.

<sup>53</sup> Trewyn interview.

<sup>54</sup> Simpson interview. He said that after the *Express* started getting significant advertising, the *Globe* studied its impact but found it had no effect on the *Globe's* own advertising.

<sup>55</sup> Ibid.

<sup>56</sup> Ibid.

<sup>57</sup> Ibid.

<sup>58</sup> Ibid.