

NEWSROOM
TRAINING:
WHERE'S THE
INVESTMENT?

A STUDY FOR THE
COUNCIL OF PRESIDENTS
OF NATIONAL JOURNALISM
ORGANIZATIONS



Newsroom Training: Where's the Investment? is a Princeton Survey Research Associates project, cosponsored by the Council of Presidents of National Journalism Organizations and the John S. and James L. Knight Foundation.

The Council of Presidents – Ted Gest, chair; Melinda Voss, vice chair – presented the survey in April 2002 at the annual conference of the American Society of Newspaper Editors in Washington, D.C. The findings were simultaneously released at the Radio-Television News Directors convention in Las Vegas.

The council includes representatives from the following groups:

American Association of Sunday and Feature Editors
 American Copy Editors Society
 American Society of Magazine Editors
 American Society of Newspaper Editors
 Asian American Journalists Association
 Associated Press Managing Editors
 Association for Education in Journalism and Mass Communication
 Association for Women Journalists
 Association of Capitol Reporters & Editors
 Association of Health Care Journalists
 Association of Schools of Journalism and Mass Communication
 College Media Advisers
 Criminal Justice Journalists
 Education Writers Association
 Inter American Press Association
 International Women's Media Foundation
 Investigative Reporters and Editors
 Journalism and Women Symposium
 Journalism Education Association
 National Association of Black Journalists
 National Association of Hispanic Journalists
 National Association of Minority Media Executives
 National Association of Science Writers
 National Conference of Editorial Writers
 National Federation of Press Women Inc.
 National Lesbian and Gay Journalists Association
 National Press Foundation
 National Press Photographers Association
 Native American Journalists Association
 Online News Association
 Organization of News Ombudsmen

Public Radio News Directors Inc.
 Radio-Television News Directors Association
 Radio-Television News Directors Foundation
 Religion Newswriters Association
 Society for News Design
 Society of American Business Editors and Writers
 Society of Environmental Journalists
 Society of Professional Journalists
 South Asian Journalists Association

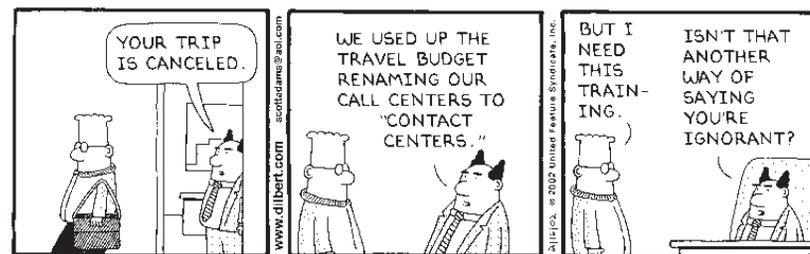
Newsroom Training: Where's the Investment? was funded by the John S. and James L. Knight Foundation. It was written by consulting editor Beverly Kees, University of Maryland Knight Chair in Journalism Haynes Johnson, and the staff of Princeton Survey Research Associates; edited by Eric Newton and designed by Jacques Auger Design Associates, Miami Beach, Fla. Special thanks to Diane McFarlin, Caesar Andrews, Ted Gest, Larry Hugick, John Bare, Yves Colon, Larry Meyer, Caroline Wingate, Tanya Nieto and Mimi Chacin.

Knight Foundation's Journalism Advisory Committee members are: Sandra Mims Rowe (chair), editor, *The Oregonian*; John L. Dotson Jr., retired publisher, *The Akron Beacon Journal*; Merrill Brown, senior vice president, RealNetworks; Barbara Cochran, president, Radio-TV News Directors Association; Nancy Hicks Maynard, president, Maynard Partners Inc.; Rich Oppel, editor, *Austin American Statesman*; James V. Risser, retired director, John S. Knight Fellowships for Professional Journalists, Stanford University; and James D. Spaniol, dean, Michigan State University College of Communications Arts and Sciences.

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ISBN 0-615-12248-5

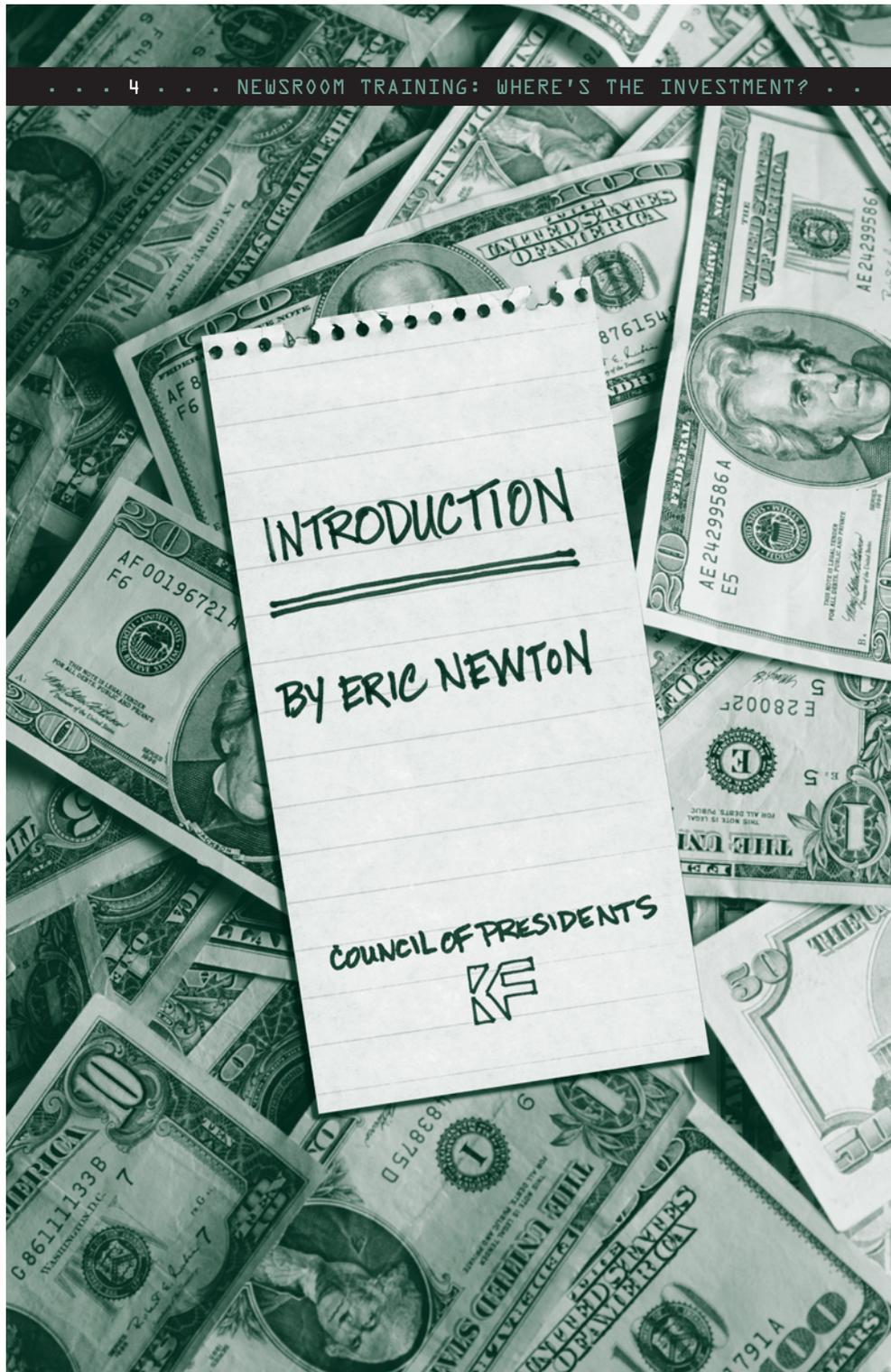


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Throughout this volume: Quotes and notes from advocates of professional development for journalists.



'I didn't inherit a newspaper. I inherited an opportunity.'

— John S. Knight,
American editor and
publisher (1894-1981)

'Freedom is nothing but an opportunity to be better.'

— Albert Camus,
French author and
philosopher (1913-1960)

The largest newspaper in Florida – the St. Petersburg Times, circulation 313,000 daily and 397,000 Sunday – is owned by a nonprofit organization. Not just any nonprofit, a nonprofit media school, The Poynter Institute.

The St. Pete Times has done well enough financially to send more than \$55 million to Poynter to help train journalists nationwide, and put many millions more back into the newspaper's products and its people.

Make you want to take another look at the power of professional development?

If you do, this is the reference book for you.

Newsroom Training: Where's the Investment? is based on the biggest survey on the subject of journalism training ever done in the United States, and the first to cover all media. Under the direction of Princeton Survey Research Associates, 1,964 news executives and news staffers were interviewed by phone between January and March of 2002.

The idea behind the survey – sponsored by the Council of Presidents of National Journalism Organizations and the John S. and James L. Knight Foundation – was to find out what had changed since 1993, when The Freedom Forum encouraged new newsroom training nationwide with its own study of the needs of journalists, *No Train, No Gain*.

This volume's consulting writer and editor is Beverly Kees, former Fresno Bee executive editor and co-founder of a national network of newsroom trainers. As Kees is fond of saying, what we found in 2002 is a news industry "inching toward greatness, but still below average." According to the data, though more journalists today get midcareer training than got it a decade ago, the glass is still more than two-thirds empty.

Common sense says more will be done. It definitely should be. Journalists face an ever more complex world. They need more training just to stay in place, let alone catch up. But who will lead this next wave of professional development, and when, and where, and how? The Associated Press is doing more – "circumstances demand it," says President and CEO Louis Boccardi. The New York Times Co. is doing more, swapping staffers between big and small papers in the group. So are folks at places like The Oregonian, Cox Academy, Community Newspaper Holdings Inc., and the Southern Newspaper Publishers Association.

Though heartening, these efforts don't by themselves deal with the fact that most American journalists feel ill-equipped to cover the complexities of the modern world. Though welcome,

The goal is to improve market share in a down economy. Part of that is training people to do a better job.

— Andy Barnes
President, CEO,
Chairman and Editor
St. Petersburg Times

In a survey of 401 journalists commissioned by the Foundation for American Communications, a nonprofit journalism education organization, most say they're poorly prepared to cover the most significant issues facing the country. "At a time when the media have been under increased scrutiny by the institutions it covers ... this survey shows that journalists themselves believe they need to do a better and more thorough job of covering the news," said FACS president John E. Cox Jr.

— News item

these initiatives are not enough to cover the estimated 85,000 journalists – some seven in 10 – who say they get no regular training. Though substantial, these efforts can't be portrayed as a \$100 billion-a-year industry taking ownership of its own professional development.

The "credibility of journalism in recent years has been under attack, in part because inaccurate or incomplete stories have been rushed into print or onto the airwaves," writes Ted Gest, president of the Council of Presidents of National Journalism Organizations. "Better training of journalists can help remedy at least some of those shortcomings."

In 2002, Knight Foundation will invest at least \$11 million in the training and education of journalists. Our programs help teach good journalists what they need to know to set higher standards for their own work, and, at times, within their newsrooms. Professional groups, universities and nonprofits are all playing increased and significant roles in this effort. Such can be the genesis of many a truth pursued, many a citizen informed, many a wrong righted, many a community and democracy served.

Even so, in this hydra-headed Information Age, with news and information sources proliferating, it's doubtful that

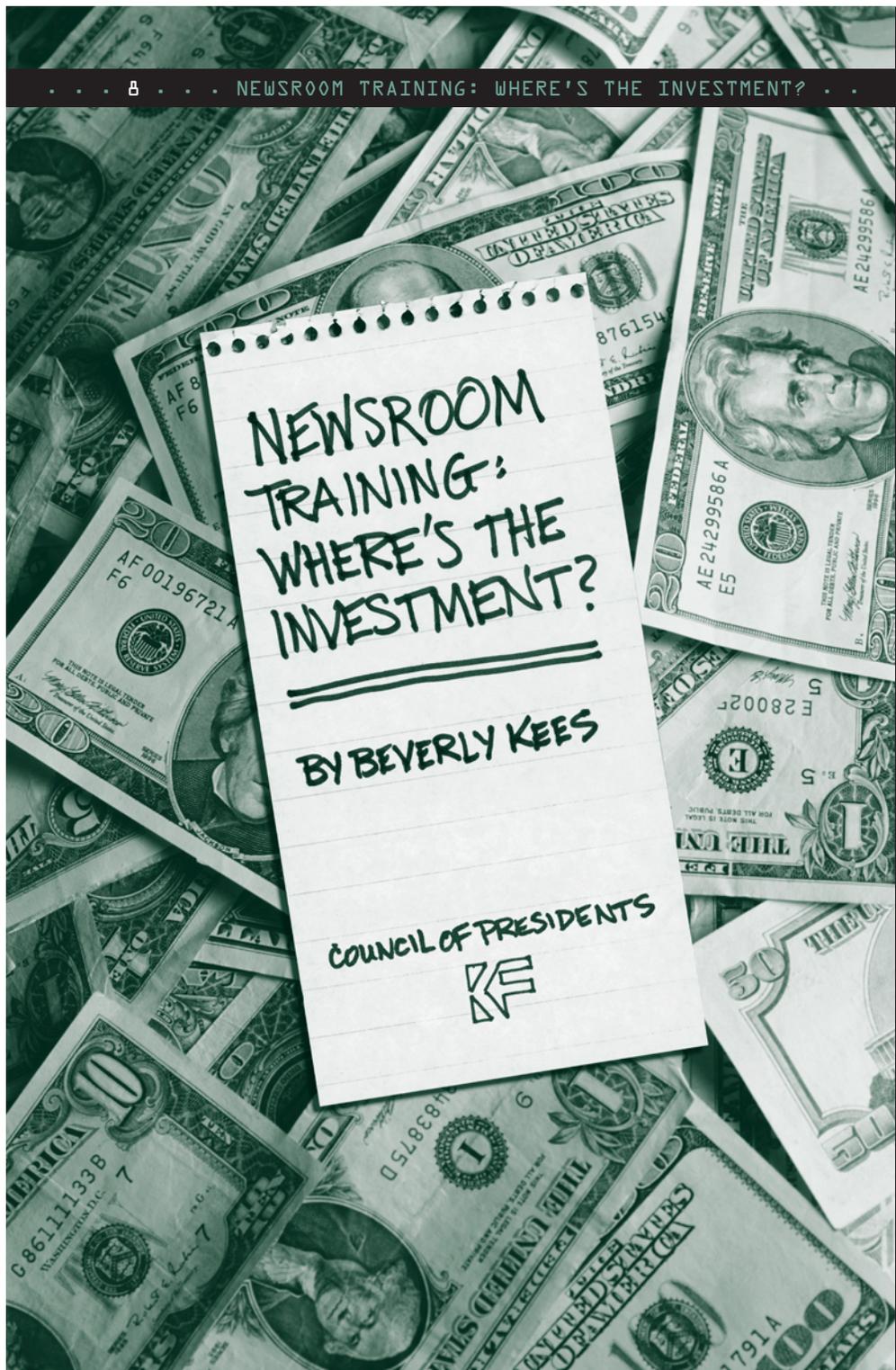
higher standards can be set by an elite cadre of well-trained journalists, let alone a handful of individual stars, though they can lead the way.

Accordingly, we join The Council of Presidents, a coalition of 40 organizations spanning the news community, in the hope and expectation that it will help the news industry embrace more fully the cause of professional training. That, we are convinced, is a clear way to journalism excellence.

—Eric Newton,
Director of
Journalism Initiatives,
John S. and James L.
Knight Foundation,
Miami, Fla.,
September 2002

Lack of professional challenge is a key reason cited by journalists of color for leaving newsrooms, says a study commissioned by the American Society of Newspaper Editors and funded by The Freedom Forum. The study came after an ASNE survey found the number of journalists of color working at daily newspapers fell from 11.85 percent to 11.64 percent in 2000. "We can't pretend that we don't know why journalists of color are leaving the industry in large numbers. If the industry can implement an aggressive strategy to reverse the disturbing pattern, I think we will finally see progress," said Jackie Greene, president of UNITY: Journalists of Color Inc., an alliance of minority journalist associations representing 7,000 journalists of color.

— News item



As the world changes daily, technologically advanced companies are investing in more employee training as a way to increase quality, retention, even profit.

“The focus ... on developing people, in the light of the knowledge economy, is the key to competitive advantage,” states the American Society for Training and Development. “There is a new world of learning emerging – one that links people, learning and performance – and a new community growing around it.”

Curiously, news companies are exceptions to this trend, lagging behind other knowledge-based companies and generally failing to meet professional development needs. As one newsroom training editor put it, training in the news business “is still too often thought of as an isolated frill.”

That attitude is reflected in this book, which reports the largest-ever survey of newsroom training, funded by the John S. and James L. Knight Foundation and conducted by Princeton Survey Research Associates on behalf of the Council of Presidents of National Journalism Organizations.

The survey describes myriad ways in which the news industry is not yet a full-fledged citizen of the “new world of learning.” And, experts suggest, the large number of undertrained journalists is bad not only for the commercial future of the news industry, but for our society’s understanding of the world.

“The world is getting exponentially more complicated,” says Al Cross, immediate past president of the Society

of Professional Journalists. “Complications in what we cover and how we do our jobs can make people feel they need more help.”

Here are some of the major findings from the PSRA training survey:

- The nation’s journalists say a lack of training is their No. 1 source of job dissatisfaction, ahead of pay and benefits;
- More than two-thirds of them receive no regular skills training;
- News companies overall have not increased their training budgets in the past decade;
- News executives admit they should provide more training for their employees, but say time and insufficient budgets are the main reasons they don’t.

The professional development situation worsened after Sept. 11, 2001, when terrorist attacks on the United States forced news companies to spend substantially on coverage. Within months, managers were looking for ways to cut costs. “There is a mind-set [that] when budgets are tight, marketing and training are the first to go,” says Bob Giles, curator of the Nieman Foundation.

The pinch has been felt throughout the news community. “We used to get 120 people for seminars. Now we get 30 or 40,” said David B. Gray, executive director, Society for News Design. “We’re getting more and more requests – ‘Why can’t you come to our shop and put on a daylong seminar so we don’t have to pay travel costs?’”

The ability to learn, and of those who know how to convert that learning into practice (performance), creates extraordinary value for individuals, teams and organizations.

Smart organizations recognize that a learning and performance plan is as much a strategic tool as a marketing or finance plan and that it should get the same kind of tough love from the top: insistence on results and full support if it can deliver.

The focus of our profession on developing people, in the light of the knowledge economy, is the key to competitive advantage.

There is a new world of learning emerging – one that links people, learning and performance – and a new community growing around it.

— From the American Society for Training and Development Manifesto

At the same time, Melinda Voss, executive director of the Association of Health Care Journalists, hears constantly from journalists “who are calling out for help in covering these complex and critical issues. They don’t understand statistics. They don’t know how to interpret medical research. They want more help understanding how things such as Medicaid and Medicare work.

“It seems to me that it is more important than ever that we as journalists really know how to do our jobs right, because so many critical policy decisions are being made that affect everyone. The ability to properly report medical studies and survey research and the ability to interpret statistics are all a part of doing the job right. We owe it to our audiences.”

Yet the ephemeral nature of the ever-changing \$100 billion-a-year business of news works against the idea of systematic, organized professional development. That psychology is described by Michael Roberts, training editor at The Cincinnati Enquirer, as “yeah, yeah, that’s fine, now let’s do the real work.”

“I don’t think the problem will ever get resolved until corporate leaders and publishers make training a part of strengthening their franchise,” says Giles, former Detroit News editor and author of *Newsroom Management*. “If news organizations would invest significantly more in training, they would reduce their turnover significantly. Training would lead to higher levels of satisfaction. I don’t know why they don’t make that connection.”

What other industries do

A study of 367 nonjournalism companies by the American Society for Training and Development says those firms managed to accomplish a training increase of 10 percent between 2000 and 2001, despite the economic recession.

On average, these companies offered 23.5 hours of training per employee in 2000, a figure that would appear excessive to a recession-pinched news manager.

On average, American companies spent an average of 2 percent of payroll on training. News industry figures, though sketchy, may be half that.

The ASTD also says training helps the bottom line. A second report showed that 575 U.S.-based, publicly traded companies that ranked high in training had much higher total shareholder return (TSR) than those ranking lower. “Firms in the top half had a TSR that was 86 percent higher than firms in the bottom half, and 45 percent higher than the market average,” said the study, *Profiting From Learning: Do Firms’ Investments in Education and Training Pay Off?*

Fortune magazine would agree that training pays off. Fortune’s Feb. 4, 2002, list of “The 100 Best Companies to Work For,” compiled by A Great Place to Work Institute Inc., based in San Francisco, shows that every company in the top 10 does a good job training its people:

The standard benchmark for comparing training is percentage of payroll. About 90 of our Impact Study for the Readership Institute papers also participated in Inland’s annual Cost & Revenue Survey, and an examination by circulation groupings shows that the average newspaper industry expenditure on formal training (as opposed to informal, on-the-job learning) is 0.7 percent of payroll. The industry range – from 0.3 percent to 2.5 percent – does not seem to have any pattern regarding size of newspaper.

(By comparison, the national average of ALL tracked companies in 1999 was 1.8 percent of payroll and in 2000 was 2 percent of payroll. While the ASTD doesn’t have a formal recommended standard on training budgets, the National Association of Manufacturers does. It recently said firms should spend 3 percent of payroll on training. Workforce magazine has said a general guideline for true learning organizations is to spend 3-6 percent.)

ASTD has done studies confirming that companies that spend 3 percent of payroll on training do achieve exemplary financial results, while adding that big budgets don’t ensure success and that such companies usually combine training with smart people practices in general.

— Richard Somerville,
Research Associate
People & Management
Practices
Readership Institute/Media
Management Center
Northwestern University

“Best” company hours of training per year per employee:

- | | |
|--|-----|
| 1. Edward Jones, St. Louis, stockbroker | 132 |
| 2. Container Store, Dallas, retailer of boxes | 162 |
| 3. SAS Institute, Cary, N.C., software | 32 |
| 4. TD Industries, Dallas, construction | 32 |
| 5. Synovus Financial, Columbus, Ga., bank | 52 |
| 6. Xilinx, San Jose, Calif., computer chip maker | 90 |
| 7. Plante & Moran, Southfield, Mich., accounting | 60 |
| 8. Qualcomm, San Diego, telecom | 21 |
| 9. Alton & Bird, Atlanta, law firm | 40 |
| 10. Baptist Health Care, Pensacola, Fla., hospital | 55 |

Fortune’s 10 best companies to work for average 67.6 hours of training per year per employee. The PSRA survey in this book suggests that only 10 percent of the nation’s news executives would even consider allowing a staff member that much training.

Robert Levering, co-founder of A Great Place to Work Institute Inc., says professional development is singled out because “employees tell us it’s very important to them.” Levering has considered training to be a key element since 1984, when he and Milton Moskowitz developed the framework for the book *The 100 Best Companies to Work for in America*.

Why do good companies train? “First,” Levering says, “retention of good peo-

ple. A lot of people cite that as why they stay with their companies. And two, productivity. It’s a very important component of productivity.”

If a company eliminates training to kick up quarterly profits, that’s “short-term thinking,” Levering said. “You should begin to think about hiring machines instead of people. Training is not a part of short-term anything. It’s a long-term action.”

Great companies to work for also happen to be great companies to invest in. Noshua Watson reported in the May 27, 2002, Fortune that stockholders who had invested in the “Best Companies” equally every year since 1998 would have earned 18.2 percent annually, compared to the S&P 500’s 5.7 percent annual return over the same period. Writes Watson: “Happy companies make happy investments in part because they use their resources – people – wisely.” Adds Frank Russell COO Craig Ueland: “In a service economy, it may be increasingly true that what’s good for employee morale also may be good for the shareholder.”

A move to ask news companies to do more

As they strive for ambitious profit goals, executives of many publicly traded news companies have, in this past year, cut or frozen professional development. Says Ted Gest, chair of the Council of Presidents of National Journalism Organizations and president of Criminal Justice Journalists: “Training and travel budgets often have taken a back seat.”

The economic horizon looks brighter today than it did this time last year. The recession is lifting and, after 9-11, the public’s reliance on newspapers is revitalized. . . . But recovery shouldn’t be taken lightly. There is much to be reconciled and rehabilitated in the wake of cutbacks in the nation’s newsrooms.

Now that the dust has settled, we have 2,000 fewer journalists covering our communities, while the debate over the appropriate measures of profit and public service rages on. Our challenge now is to derive lessons from the trauma of the last year or so and devise a brighter future – one that acknowledges the need to change without losing touch with our fundamental values. Like my predecessors, I’ve picked a theme to focus our efforts in the coming year. That theme is “Sharing a Passion for Journalism.”

The pre-eminence of our journalism – journalism of the highest quality – should inform every conversation we have, whether it’s about the importance of diversity in our newsrooms, the rationale for convergence or the financial bottom line. There should be little doubt that long-term financial success results from quality journalism and quality journalism results from an unerring belief on the part of the editor and publisher and CEO that what we sell is credibility.

ASNE conventions have always stoked my passion for this business. Every time I leave this revival meeting, I go home with a renewed sense of purpose. But the convention happens only once a year. Then we go back to our day jobs and the conversation ends. We can’t let the light flicker. It’s our duty to keep it burning one day to the next, to keep the passion alive throughout the year.

Training is also at the top of the agenda. We will be doing training for newsroom leaders in the areas of readership, retention, credibility and FOI [freedom of information]. We hope to collaborate

with other organizations on training. As a first step, we are joining with APME to bring together umbrella journalist organizations and training institutions for a broader discussion of the industry’s training needs and how we can work together to meet them.

This society’s role, it seems to me, is simple: It is to help every member raise the level of our journalism across the board, making it more relevant and empowering to the public. It is, after all, the public – not boards of directors, Wall Street analysts or investors – who decide whether we flourish. We must do everything we can to make a difference in the lives of our citizens and our communities.

— Excerpt from address by Diane McFarlin as she assumed presidency of the American Society of Newspaper Editors April 2002

There is ample literature that pegs the replacement (just the replacement) cost for a professional at 1-2.5 times annual compensation. Editors can do the math themselves:

- Advertising cost
- Recruiting cost
- Travel for all candidates
- Hotel for all candidates
- Meals for all candidates
- House-hunting trip for winner
- Moving costs
- Orientation time
- Time to interview candidates, review resumes, etc.
- Overtime while position is open

Look at it this way: If the cost of replacing a professional journalist is \$50,000 apiece and you're losing 10 a year, that costs \$500,000. If you can slow down your attrition rate just one person – 10 percent – you save \$50,000 per year. If people say their top gripe is lack of training, spend \$25,000 to train them and they'll stay longer. You'll come out ahead.

— Joe Grimm
Recruiting and
Development Editor
Detroit Free Press

It's difficult to know exactly why so many corporate leaders in the news industry are doing what they are doing (or not doing) with training. Nowhere are news industry training facts and figures regularly collected. Rarely do corporate training policies get an airing. (In Europe, for example, the policies get public debate because, among other things, some labor contracts require two weeks training a year.)

Leaders of national journalism organizations reacted to the training cuts of 2002 by uniting to call for increased newsroom training, saying there is too much at stake for companies to throw the journalists in and let them “sink or swim” on their own.

After the preliminary release of *Newsroom Training: Where's the Investment?* 24 news and training leaders gathered June 1, 2002, at The Atlanta Journal-Constitution to talk about the problems the study described.

They included Caesar Andrews of Associated Press Managing Editors; Diane McFarlin and Doug Clifton of American Society of Newspaper Editors; Barbara Cochran, Radio-Television News Directors Association; John Kimball, Newspaper Association of America; and Melinda Voss, Council of Presidents of National Journalism Organizations.

The group formed a smaller task force, headed by Ed Jones of APME, to organize a nationwide call for increased newsroom training.

Among the recommendations:

Leaders need to lead. Editors and middle managers must see themselves as teachers and acquire the skills for that role. They train the people who provide the content. They need to be trained as trainers and coaches.

Move the middle. Some news organizations already are creating “learning newsrooms.” Some never will. Most are in the middle, where they now do a little training and could do more.

Tailor plans. Newsrooms should be able to call on experts (such as the Committee of Concerned Journalists, the Poynter Institute, American Press Institute, the Maynard Institute and others) to help them develop training programs specific to their individual newsroom needs and goals.

Measure impact. There needs to be a multiyear, empirically based project to measure the impact of newsroom training internally and externally.

“Training editors and newsroom supervisors have to get better at marketing the results they get from training,” said Rene Kaluza, who doubles as day city editor and training editor for the St. Cloud (Minn.) Times. “We don't say, ‘Gee, that “well done” we got ... is because of training.’ That's what corporate is looking for – a return on investment. ... We just have to work harder at it and convince the corporate side to give people like me the time to figure out what we need in training to get what we want in the end.”

Said The Cincinnati Enquirer's Roberts: “Newsroom training has not matured

within the industry. ... It should work within larger frameworks of performance management, career development and organizational development.” In other words, professional development is part of a company's regular operations, reflected in its strategic plans, job descriptions and annual employee reviews.

The beginnings of a movement

For the optimists, there is some good news in all this. True, there is not nearly enough newsroom training going on, but there is more going on today than there used to be. Compare the 1993 Freedom Forum study *No Train, No Gain* to this year's *Newsroom Training: Where's the Investment?* and you see that where one in 10 journalists said they got regular training a decade ago, that figure is now closer to three in 10. So those who claim that today's journalists are the best-educated and trained in history are absolutely right. Still ill-equipped to cover the complexity of modern life, but better equipped than before.

Another piece of good news is why the demand for training is growing. In the 1970s, it was a coin flip as to whether journalists had college degrees, but by 1992, the figure was eight in 10 and growing. It's that better education that has given journalists a thirst for continued learning. During a professional's career, University of Georgia Professor Lee B. Becker notes, there might be six or even more stages and that each involves finding a way to get the right kind of training. “A person seeking mid-career training is doing so at a point where such training would be most likely to yield the greatest rewards to her or

"Training is a key tool in our newsroom not only for recruiting, but for retention. We have set very high goals for excelling in our reporting, writing and presentation, and we can't meet those goals if we don't train folks and give them tools to meet our expectations," says Maria De Varenne, managing editor of The Press-Enterprise in Riverside, Calif.

The newspaper does everything from brown-bag seminars to full ticket trips to the nation's best trainers. Among other things, she says, "management training is tied to performance reviews." Though her newspaper is a leader, she figures it spends "less than 3 percent of payroll on training – far too little."

Her advice for news managers new to training: "Start with in-house programs where you can train dozens instead of sending one person to a specialty seminar. You'll be surprised how many experts you have on your staff. Senior reporters can lead sessions on CAR [computer-assisted reporting], interviewing techniques and engaging ledes. A senior copy editor can lead a session on headline writing, while a graphics editor can lead a session on layouts that work."

him and when her or his mind-set or emphasis is on self-improvement," write Becker and colleague Tudor Vlad. "... Such a desire for self-improvement is often associated with major changes in one's life. ... The main reasons have to do with finding meaningful work and a job that fits the individual's values."

Foundations have long helped educate journalists. Early efforts included the independent, free-form, yearlong midcareer programs such as the Nieman fellowships at Harvard and the John S. Knight fellowships at Stanford, which started because many journalists had little or no college experience. Today, most new programs are topic-based, helping journalists understand complex subject areas, though they are still supported primarily by the nonprofit sector, not by the industry itself.

By the 1990s, however, *No Train, No Gain* showed that the need for training among journalists was almost universal, far greater than what the relatively modest foundation efforts could meet. During that decade, an ad hoc group of newsrooms started its own informal national training movement. I was fortunate enough to see some of that, as the coordinator of this first coalition of newsroom training editors. In eight years, I saw the group grow from a few dozen to more than 200. They still meet, via cyberspace, and annually at the Poynter Institute in Florida. Because of their work, and the efforts of editors seeking excellence across the country, I see that even without budget increases these dedicated folks have helped regular newsroom training inch upward.

Quality news organizations, including most of the nation's largest newspapers, know that training is important. Some of them are increasing their training budgets. It would be safe to say that many of the executives at quality news companies agree with Society of Professional Journalists President Al Cross when he reminds them "training is a good way to meet your public responsibilities." Quality news organizations probably would agree with Dori J. Maynard, president of Maynard Institute for Journalism Education, the nation's leading organization for training journalists of color, when she says nearly all of her graduates are still in the business because "there is a direct and undeniable link between training and retention."

Unfortunately, this study's authors calculate that the quality news organizations – those with a high commitment to training – make up no more than 24 percent of the total.

The others, including great numbers in the broadcast industry, do not yet see that training is a path toward, not away from, business goals of job satisfaction, staff retention and company profits.

They are the ones who will need to be convinced if news companies are ever to give training priority status, track its expenses, and set a goal of reaching the national average for professional development of 2 percent of payroll.

The companies that can and do

Sprinkled throughout this essay and this book are sidebars featuring the stories and comments of news people who

American recessionary periods always have brought these cutbacks in newspaper training budgets, and the end of a recession always has brought renewed funding for personnel development. In API's 56-year history, we've seen this reflected time after time: When the economy is strong, attendance in our seminars is robust. When there's a recession, attendance slumps.

With newsprint prices scheduled to rise and with the economy still in the dumpster as 2003 approaches, the next year doesn't figure to be a great deal better for newsroom training budgets. Fortunately, many newsrooms are being creative these days in building effective in-house programs that utilize the expertise of hometown experts (judges, doctors, university professors and so forth) to build staff knowledge about specific topics related to ongoing news events.

These learning experiences are low in cost, build internal expertise, and show employees that newsroom leadership is dedicated to building a learning organization, even in bad times. Newsrooms that don't have such programs need to get on the stick. Limited, low-cost, homegrown training is, after all, far superior to no training at all.

— William L. Winter, Ph.D.
President & Executive Director
American Press Institute

believe in training. They include stories from great national newspapers like The New York Times and great regional newspapers like The Oregonian. But training is not something that should be limited to big newspapers or even to newspapers.

The Associated Press, for example, has increased professional development. Despite the obvious constraints of being the world's largest news service, one constantly on deadline, The AP has added training even during the down economy. "We do a lot more of it," said President and Chief Executive Officer Louis Boccardi. "It's a necessity. The nature of what we're called on to do every day, what we're called on to deal with every day, is much more complicated today."

The old approach of "put someone in the job and glory in the way it unfolded" is much harder to make work in today's newsroom, Boccardi says. "Sophisticated and complicated" technology and "handling people well in contemporary times" are training topics that get a lot of attention, he says, but "we haven't forgotten bread and butter training."

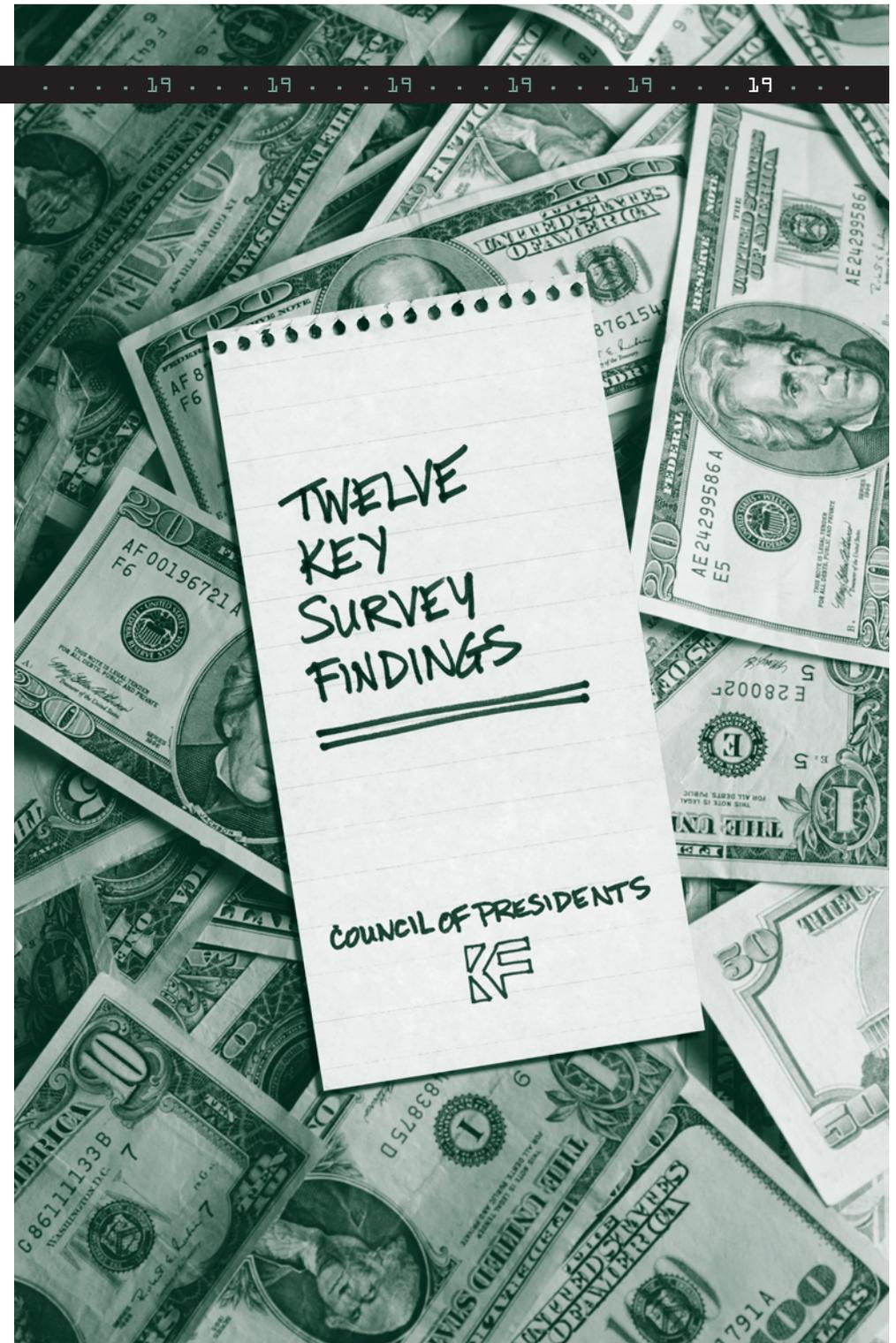
Michael E. Reed, president and chief executive officer of Community Newspaper Holdings Inc., also believes now is the time to increase training: "My thought was that, when times are tough, you need your best people performing at their best. Training is the key."

Community Newspaper Holdings owns 108 daily and 100 weekly newspapers with 8,000 employees. Reed says he spends \$2 million a year to train and educate "as many people as we can." The company partners with the Media Man-

agement Center at Northwestern University and API in Reston, Va.

Reed's mostly small newspapers have not followed the trend to cut training when profits go down. "It's shortsighted to do that," he says. "We can't cut the things that have an impact that can be felt by the community. We can't cut anything to jeopardize the quality and mission of that paper."

Beverly Kees, consulting editor for Newsroom Training: Where's the Investment?, is the former executive editor of The Fresno Bee and former editor and program director of The Freedom Forum Pacific Coast Center.



1

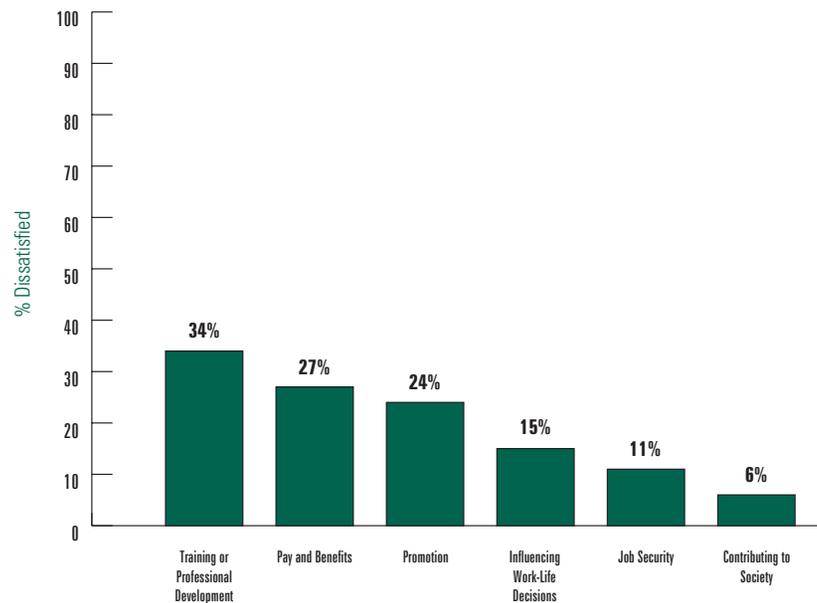
Training shortages concern journalists

Professional development hits so many right spots, it's amazing there's not more of it. Employees know it's an investment in their future. It's care and feeding of their talent. It's one sign of commitment to quality. The survey seems to be saying that absence of training communicates the opposite.

— Caesar Andrews,
Editor, Gannett News Service,
President, Associated Press
Managing Editors

One working journalists in three is dissatisfied with the opportunities for training and professional development now available at work. Complaints about training are more prevalent in newsrooms today than the perennial sources of employee discontent such as salary and chances for promotion. The typical news staff member who took part in this survey is a veteran journalist who has worked for three or more news organizations. While generally satisfied with their jobs overall, they see parts that could be improved and put training at the top of the list. The news staffers most likely to feel frustrated over inadequate training include those employed by local media in smaller markets and older women journalists.

Staff Job Ratings



Dissatisfied with Job Opportunities for...

2 Executives agree more training is needed

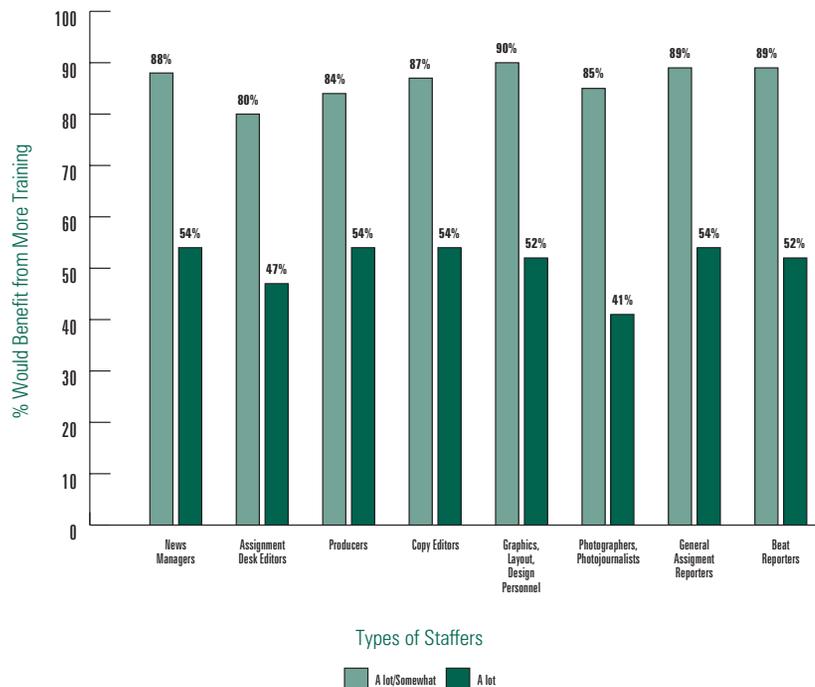
If news organizations would invest significantly more in training, they would reduce their turnover significantly. Training would lead to higher levels of satisfaction. I don't know why they don't make that connection.

— Bob Giles, curator, Nieman Fellowships

More than eight in 10 news staff members feel a need for more training and professional development than they are now getting. And their bosses agree that current training is less than optimal. Roughly nine in 10 news executives acknowledge that all kinds of staff members – including news managers, assignment desk editors, copy editors, producers, artists, general assignment reporters, beat reporters and photographers – would benefit from more training.

Journalists differ on which of the three broad categories – skills training, beat training or training in journalism ethics, values and legal issues – is their No. 1 priority. The specific types of *skills* training most in demand are in writing, editing, news judgment and computer-assisted reporting. In terms of *beat* training, business/economics and government/politics are most desired.

Executives: Here's Who Needs Training



3

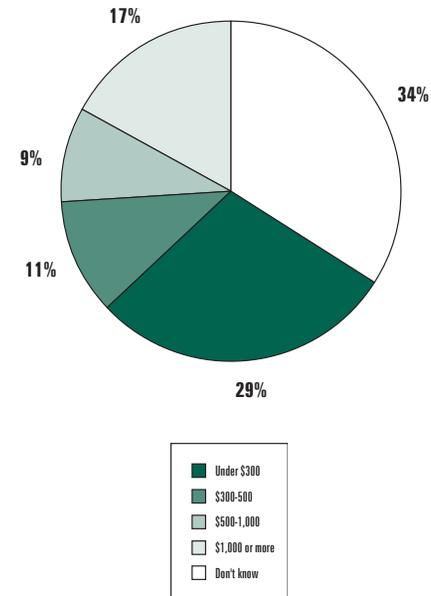
Execs say budgets are a big problem ...

I would like to see corporations state 'we will invest X percent of our budget in training.' Just doing that elevates it on the list. Corporations are in a position to benefit long term by keeping their people in the corporation.

— Al Cross, Immediate Past President, Society of Professional Journalists

News executives most often cite insufficient budget as the major obstacle to their delivering the kind of staff training they would like. Eight in 10 say lack of money limits training. Most news executives say that the maximum amount they can afford to spend per year to train a typical news staff member is \$500. Ten percent admit they now spend nothing on training. The average news organization commits just 1 percent or less of their news budget for training. Only the national media tend to have larger training budgets. Training budgets are lowest at local radio stations, where one in three spends nothing.

Staff Training Spending Limits (Maximum Spending Per Staffer Per Year)



4

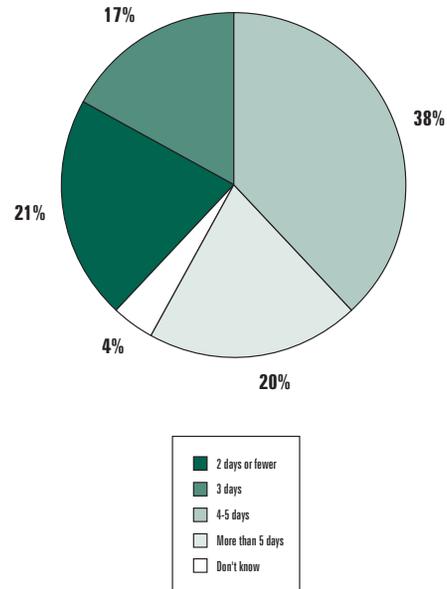
... but so is lack of time

If executives could budget for the time spent on training and put a premium on training, it's not very expensive for the program itself. The problem is getting people to recognize that it's worth letting a staff member off for a week.

— Andy Barnes,
President, CEO,
Chairman and Editor,
St. Petersburg Times

It's not just money, it's time as well. Two in three news executives say the amount of time they can allow staffers to be away from their jobs limits training. On average, four or five days a year is the most time they feel they can reasonably allow. The national media and local radio are at opposite extremes on the time issue, as they are on training budgets. Four in 10 national media executives say their staffers can take off more than a month at a time, if necessary, for training. But the large majority of local radio news directors say they can't let employees leave for more than a few days.

**Staff Training Time Allowance
(Maximum Days Per Staffer Per Year)**



5

Training demand greatly exceeds supply

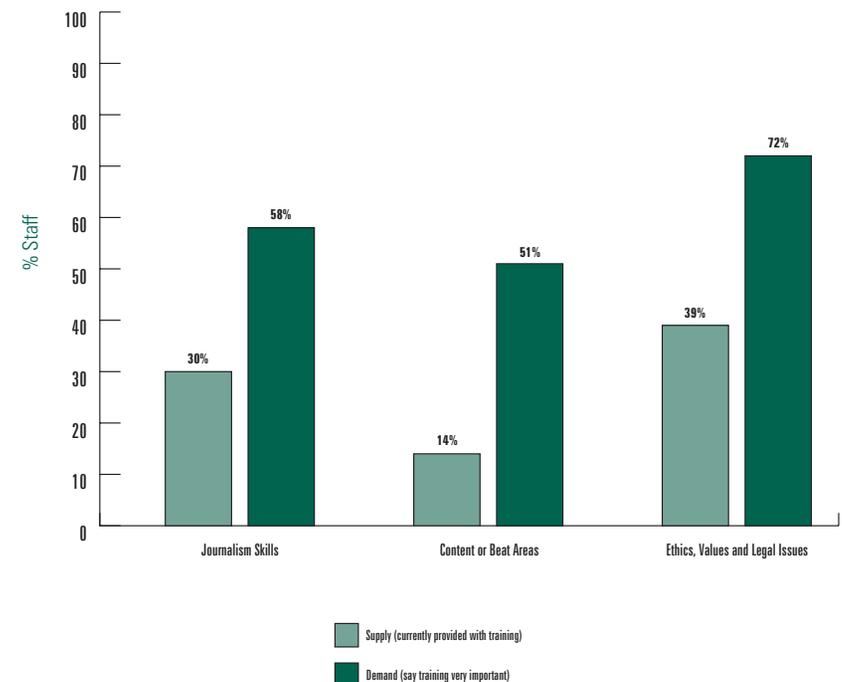
It is more important than ever that we as journalists really know how to do our jobs right ... but it's hit or miss in terms of who gets training and the training they get.

— Melinda Voss,
Executive Director,
Association of Health
Care Journalists

Demand for training by news staff members significantly outpaces what their employer provides in all three major categories of training activities. The gap is widest for beat coverage areas, where 51 percent think it is very important to have training, but only 14 percent say it is being provided, a difference of 37 percentage points. For journalism ethics and values training, the gap is 32 points (72 vs. 39 percent). For journalism skills, the gap is 28 points (58 vs. 30 percent). Nearly half of news staffers say they don't get training in any of the three broad categories – not in skills, not in beats, and not in ethics and values.

News executives' reports about the training programs in place at their organizations suggest that more training is going on than staffers' reports would indicate. Apparently, then, even when training exists, it does not always reach the staff members who need it.

Supply and Demand: The Training Staffers Get, Want



6

Training gap is widest in TV newsrooms

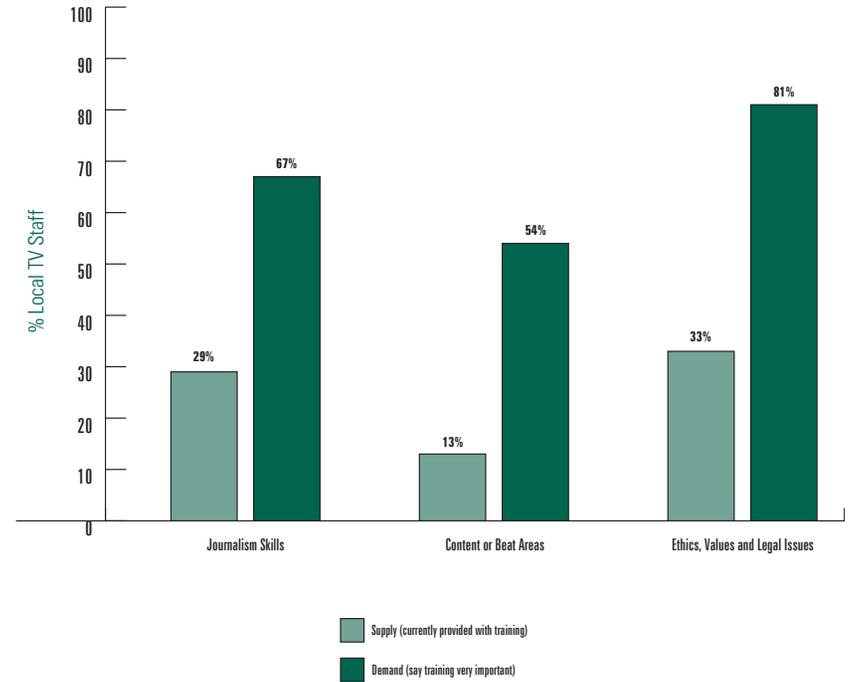
Quality of news, especially local news, is at stake. Training in a variety of areas could help address the perceptions of declining quality among all our publics.

— Rosalind Stark,
Executive Director,
Radio-Television News
Directors Foundation

The gap between supply and demand for training is widest for journalists employed by local TV stations. In particular, local TV efforts in ethics/values training and beat coverage training are found to be seriously lacking by staffers. There is a 48-point gap between the 81 percent of local TV staff members who think it is very important for them to have training in journalism ethics/values and the 33 percent who say they are getting it. There is a 41-point gap between the 54 percent of local TV staff members who think beat training is very important and the 13 percent who are getting it.

Local radio staffers are next on the list as a group where the supply of training now provided falls well short of the demand. In local radio, the gap is widest for skills training and ethics/values training.

Supply and Demand for Training By Local TV Staffers



7

Higher training budgets? Not for most

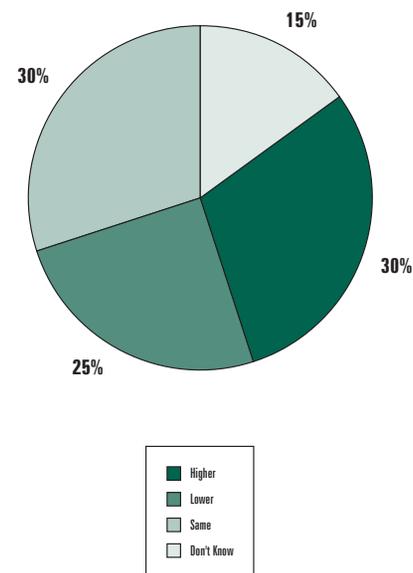
The floor dropped out ... a year and a half ago. Travel and training funds clearly were slashed across the board, although there is still the same recognition of the need for training. We're still doing a lot of training, but often reporters are paying for the training themselves.

— Brant Houston,
Executive Director,
Investigative Reporters
and Editors

Despite the consensus that more training is needed, news executives' reports suggest no clear trend toward higher training budgets. Instead, they present a mixed picture – 30 percent say spending has increased over the past 10 years, 25 percent say spending is down, and another 30 percent say it is about the same. (Just to keep up with inflation, budgets should have doubled.) The pattern varies by type of organization. The national media stand out as most likely to have increased budgets. Local newspapers are slightly more likely to have raised training budgets than to have cut back. But local TV and radio are headed in the opposite direction, with more saying they've trimmed budgets than added training.

Just over a third (36 percent) of all news executives say their training budget has been cut to some extent since the terrorist attacks of Sept. 11, 2001. The cuts disproportionately affected those most likely to do significant amounts of training – 48 percent of the national media, 47 percent of the top 100 daily newspapers, and 43 percent of the news organizations with a staff size of 100 or more report post-Sept. 11 budget cuts.

Size of Training Budget vs. 10 Years Ago



8

Training coordinators: 'The elite few'

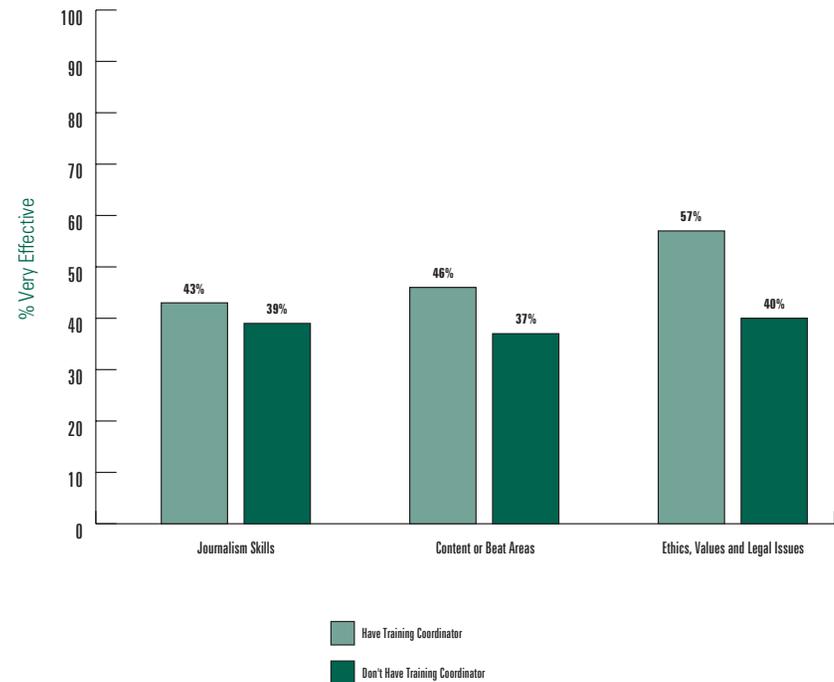
In most but not all businesses, most people believe that if you put out a better product, you'll be successful. . . . All it takes is leadership believing it's important and giving somebody responsibility for making it happen.

— Bruce DeSilva,
News/Features Editor,
The Associated Press

Most news organizations don't have anyone on staff assigned to develop and schedule editorial training activities. Only an elite few (less than one in 10) have people in the job devoting all or most of their time to it. Top 100 daily newspapers are the one type of media where training coordinators are the norm. About two-thirds of news executives in larger dailies say they have someone on staff to coordinate training, and four in 10 say the amount of time this person spends on the job has increased in the past five years.

Training coordinators seem to make a difference. News executives whose organizations have them are more pleased with the effectiveness of training programs, particularly in beat coverage areas and ethics/values training.

Coordinator Impact on Training Effectiveness By Area



9

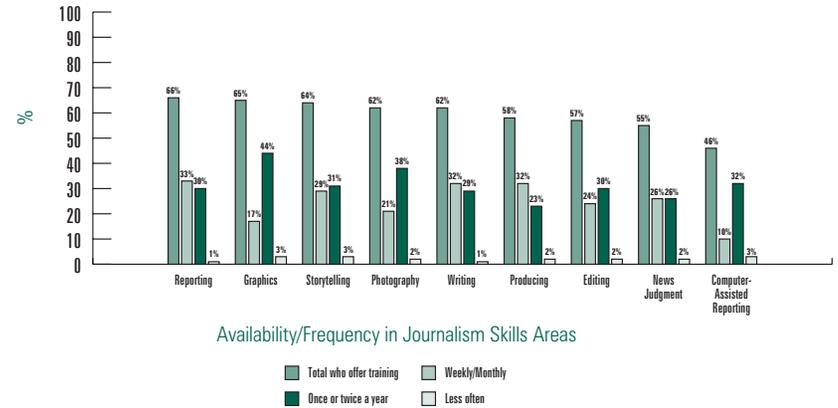
Basic skills training is more frequent

Training in basic journalism skills is most likely to be offered on a weekly or monthly basis. One in three news executives reports that training in reporting and writing is provided weekly or monthly. One in three broadcast news executives says training in producing is made available weekly or monthly. But training in beat coverage areas, ethics, values and legal issues are generally scheduled only few times a year, at most.

There's been a huge frustration in the past year. We hear their complaints that there is no budget for training.

— Debra Mason,
Executive Director,
Religion Newswriters
Association

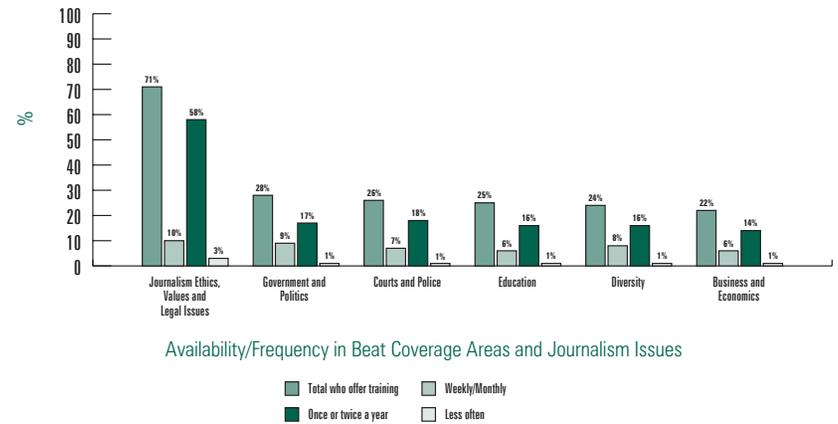
Training in Journalism Skills



Availability/Frequency in Journalism Skills Areas

Legend:
■ Total who offer training
■ Weekly/Monthly
■ Once or twice a year
■ Less often

Training in Top Beat Coverage Areas and Journalism Issues



Availability/Frequency in Beat Coverage Areas and Journalism Issues

Legend:
■ Total who offer training
■ Weekly/Monthly
■ Once or twice a year
■ Less often

10

Most training is done in-house

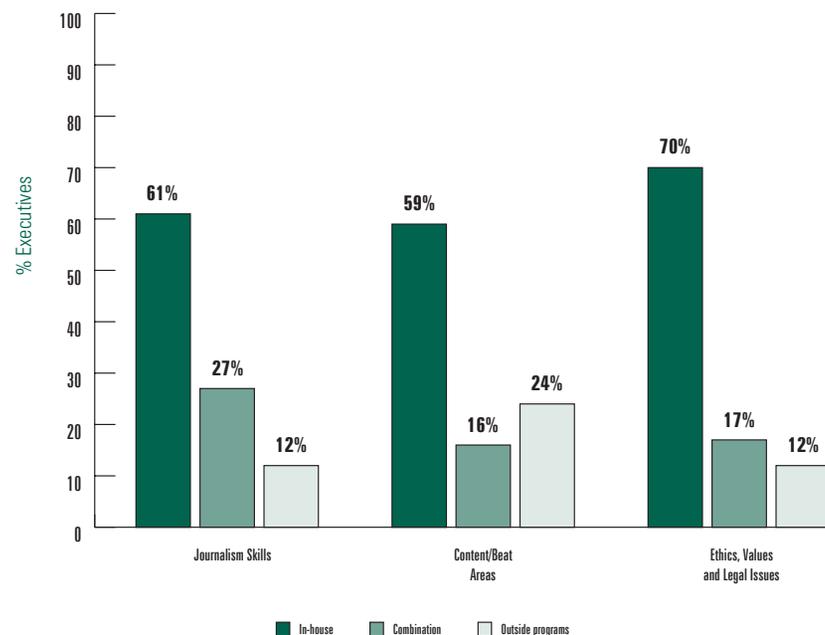
Almost more than any other profession, journalism depends on intellectually versatile practitioners – people skilled in the immediate tasks of the craft, to be sure, but also fluent in the purposes and function of civil society. Such nimbleness of mind and technique can only be achieved – with quality journalism as its result – through a process of continuous learning.

— Carroll D. Stevens,
Associate Dean and Director,
Knight Foundation Fellowship
for Journalists in Law
Yale Law School

Journalist training – whether in journalism skills, beat coverage areas, or ethics and values – is primarily done in-house. But outside training programs are more popular with staff members. In all three categories of training, staffers who mostly use outside programs find them more useful than those who rely on in-house sources. Based on executives' reports, outside programs are most commonly used for training in certain beat coverage areas, including business, education, government and politics, court and police, and health and medicine.

While not quite as impressed with outside programs as their staffers, news executives generally find outside training to be at least as effective as what they do in house. In fact, executives rate outside training in beat coverage areas as superior to what they do on their own.

Sites for Journalist Training By Area



11

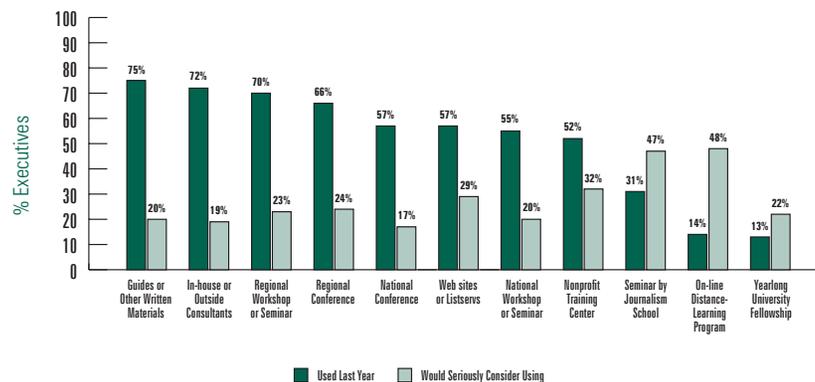
Execs favor quicker, less costly training

We launched Oregonian University at a staff meeting in January. We wanted something comprehensive and coordinated, tied to newsroom goals. For example, we wanted to improve our profiles so we created a training session on profile writing. Later in the year we'll be doing trend stories. ... Training helps define the newsroom culture.

— George Rede,
Director of Recruiting
and Training,
The Oregonian

News executives try to minimize costs and time away from the job in their choices about outside training forums they have used or would seriously consider using. In other words, most favor inexpensive training delivered close to home. Besides written materials and on-site instruction, programs sponsored by state, local or regional press associations are most popular with the bosses. Top additions to news executives' wish lists for new training are distance-learning programs and seminars at local journalism schools. Most bosses give their news organizations A or B grades when it comes to training.

Executive Use & Interest in Various Training Forums



12

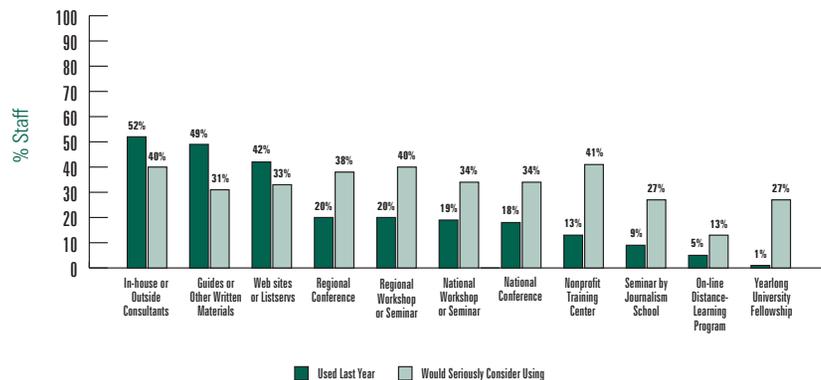
Staffers favor longer, off-site training

Reporters are afraid to leave their jobs for training. They get no support. German, Japanese and French reporters almost always get their salaries paid and often get extra stipends. They list the training in their resumes as awards and honors. They get support from their editors. In the United States, reporters mostly have to take personal time for training and usually get no medical insurance from their employers on long fellowships.

— Whayne Dillehay,
Vice President,
International Center
for Journalists

News staffers' priorities for training are quite different from those of their bosses. They are more inclined to ask for training that would require significant time away from their job and travel to a distant location. At the top of staffers' wish lists for the kind of training they would like, but aren't now getting, are instruction at nonprofit training centers like The Poynter Institute and yearlong university scholarships. Most staff members give their news organization a grade of C, D or F for how they do on training.

Staff Use & Interest in Various Training Forums



NEWS AND THE 21ST CENTURY: A WINDING ROAD LEADS TO TRAINING

BY
HAYNES JOHNSON

COUNCIL OF PRESIDENTS



I speak as a proud member of the Old Media – specifically, of the print media, and in my case as a second-generation newspaperman and writer of books who has also spent much time over past decades crossing the line from print to the electronic fields of television and radio.

While that may qualify me as being among a rapidly vanishing species, I write now because I passionately reject the forecasts about the demise of print and even more of the news business. At best, they're premature. At worst, they're wrong. Not that they are entirely fanciful or improbable. The negative views widely held and loudly expressed among news business leaders reflect a prevailing sense of apprehension about their future, a future made even more uncertain as they face the greatest changes and challenges in journalistic history. As a result, we in the press find ourselves collectively wailing and writhing: Nobody loves us. Nobody reads us. Nobody watches us. Gloom and doom. Horrors, it's over. *EXTRA! Death of the Press!*

Well, hardly. On the contrary, I believe there's never been a better, or more needed, time for bright young people to become journalists in whatever new – or old – news form they choose to practice. Naysayers to the contrary, I also believe we have today the best educated, most sophisticated press corps in our history, filled with talented people, many of whom are doing superlative work in all forms of journalism: newspapers, magazines, television, radio and, yes, even on the World Wide Web. They and their successors have opportunities to carry the state of journalism to new heights of distinguished public service.

But let it also be said that fulfilling this promise requires the news business to change fundamentally.

We are entering an era in which the practice of journalism is rapidly becoming more accessible to the masses than at any time in human history. With the new ability to reach an almost infinite global audience, inseparably linked as never before, journalism finds itself with the potential to become more essential, and more influential, than ever.

It is not a dying news business we are witnessing but an expanding one. In the end, the news business is the information business, and in the new millennium of both stunning technological change and sobering new challenges the demand for information instantly and accurately delivered almost certainly will be greater. The package in which that information arrives is irrelevant. It's the content of the news being delivered to the public that will count most. And therein lies the problem, and the challenge.

For the news business, the challenge is nothing less than to redefine our role, our mission, and our standards. Perhaps most important, it is to redefine news itself. What kinds of news, what types of stories, will tomorrow's citizens most want to receive? What stories will people think most relevant to their lives? How should the news business respond to its multiple new challenges, and in what journalistic form will it be delivered?

With all this in mind, I will offer here an agenda for the *new* news business – in effect, what can best serve the public as news for the new millennium.

But first some candor about the current condition of the news business is in order. No agenda for the news business of tomorrow can have much value unless the present state of journalism is examined and analyzed for its strengths and – most critically – its weaknesses. Only then can corrective steps be suggested to address problems that exist. So herewith one veteran journalist's critique of his business as it warily proceeds, even while being propelled with warp speed, into its promising yet daunting interactive electronic future.

A veteran's critique

There can be no doubt that increasing numbers of Americans view the performance of the news media not just with misgiving, but with deepening distrust and even disgust.

True, public confidence in news surged after the Sept. 11, 2001, terrorist attacks, but then faded just as abruptly as budgets and the news reports they reflect returned to business as usual.

The evidence is all around us. You can hardly pick up any national survey, or read any journal of opinion, without finding dismal news of how the public views the news media – or how journalists critically view themselves as they address questions about further blurring of standards, disturbing new evidence of widespread ethical conflicts of interest, and diminishing audiences.

That critical attitude exists not only among print reporters but across the electronic spectrum as well where markets and outlets are changing profoundly amid the greatest wave of communications mergers in history.

These mergers alone are already changing the nature of the news business; even in an era of impeccable corporate ethics they would raise profound questions about the independence and the integrity of the press. As traditional general news outlets shrink, with stunning takeovers occurring even among some of the most powerful and profitable century-old newspaper companies such as the Chicago Tribune and the Los Angeles Times, smaller new media segments presenting topics of specialized information proliferate. One result is a fragmentation of the broad national audience that the national newspapers and major TV networks used to reach. That obviously raises the question of how well the news business will be able to provide the kind of essential information necessary for citizens to be informed about vital national issues affecting everyone's life. Even more serious is the prospect that the new colossal media conglomerates, representing as they do massive entertainment entities more than news outfits, will accelerate what already exists as a major trend: the further blurring of the line between news and entertainment, with entertainment values already in the ascendancy and rapidly becoming even more dominant.

Major general-circulation newspapers are already adopting the techniques of advertising and entertainment by using market-research "focus groups" to determine what readers like about the newspaper—and what they want more of. By "giving the public what it wants," the likelihood increases that important news could be either ignored or shortchanged in the general circulation news media. This already is happening – certainly before Sept. 11, 2001, but even now – in many international news reports. When the world is

more closely linked than ever, when "globalization" means not a slogan but a reality, when economic, social and political events abroad directly and powerfully affect those at home, foreign correspondence is sharply cut back, if not entirely eliminated, by most daily newspapers and TV networks.

Other troubling trends never seem to leave us – a great focus on scandal and celebrity; a "gotcha" philosophy of investigative reporting run amok; loose standards in mainstream publications about accuracy, gossip, rumor, plagiarism, privacy, fact-checking, using multiple sources, breaking confidences.

The examples are numerous. In recent years, they have been occurring with distressing frequency:

One national study of media trends, by the Committee of Concerned Journalists, shows that in the 20-year period from 1977 to 1997, coverage of hard news dropped significantly in daily newspapers, major magazines and national TV news programs. At the same time, a corresponding increase occurred in the number of soft news stories presented. The greatest change involves coverage of celebrity and lifestyle news, which more than doubled in 20 years. Analysis of what subjects are chosen for the covers of the newsmagazines is revealing. In 1977, for instance, nearly a third of all Time and Newsweek covers portrayed political figures. Twenty years later that figure dropped to only one in 10 covers. The percentage of covers devoted to national issues dropped by a third over that period while the percentage of covers featuring celebrities increased by the same amount.

What a difference a year makes. Terrorism and an economic slump have changed everything. My hottest speaking topic for 2000 (and the first half of 2001) was how to attract and retain employees. Today, organizations are announcing layoffs, the dot-com threat is largely over, and traditional companies have regained their power. Virtually no one is concerned about recruitment, and retention has taken a back seat to the bottom-line business issues.

Big mistake! The lessons learned about how to engage and motivate talented people are powerful and important, especially in a declining economy where we desperately need innovative ideas. And remember that the market operates in cycles. When the upswing begins, organizations must be ready to take advantage of it. That means they need to know how to hold onto their best people.

— Carol Kinsey Goman, Ph.D.
Speaker, Consultant, Author
Kinsey Consulting Services

I do believe news executives dramatically underestimate the value of training. They see it as a reward of an individual vs. an opportunity to improve one's whole newspaper/TV/Internet site. They don't understand the culture that an active training program creates and what it says about the value a company has in its employees.

One very frightening trend I've been hearing about across the country is the push towards corporate "compatibility." For instance, if one division of a company is able to secure underwriting for staff training, while another division hasn't, the executive only sees that one division is spending money on training and the other isn't. I'm afraid they would rather have no training than have to deal with the inequities within the company. It's far easier to say, "In 2002, there will be no money spent on outside training" versus "The reason this division is still sending staff for training is that they were smarter in their budgeting."

— Gail Bulfin
Training Editor/Reader Editor
Sun-Sentinel,
Fort Lauderdale, Fla.

Gossip columnists like the feckless, if not clueless, Matt Drudge, the rat-a-tat-tat Walter Winchell imitator, are on the rise, most notably in electronic journalistic outlets. They offer daily doses of unsubstantiated scandalous details, with repeated dark allusions to alleged corruption and immorality of prominent public figures, especially political figures.

Let it be acknowledged that the problems confronting the press as the old millennium gave way to the new are not all of recent origin. For at least a generation, public attitudes toward the press have been turning increasingly negative. Take the newspaper business, my first and still greatest love, journalistically speaking. Evidence abounds of deep concern over the fate of newspapers, both within and without the industry.

Much as I dislike acknowledging it, I find the critical remarks of two admired colleagues squarely on target. Howard Kurtz, media critic of The Washington Post, probably the most respected and influential practitioner of that genre, writes: "There is a deep fear, even at the biggest papers, that much of the audience has tuned out, leaving us writing for a small, self-important elite." Kurtz adds: "Why worry about saving what many see as an obnoxious, negative, parasitic business? Who truly likes newspapers anyway?"

Carl Sessions Stepp, my colleague at the University of Maryland's College of Journalism, has also earned a national reputation for his thoughtful press criticisms and commentaries. Stepp, in words that surely evoke emotions among all lovers of newspapers, contrasts the past and present newspaper worlds this way: "For all the trials of poor pay, lousy

hours, and grinding pace, the payoff was high: deference, entitlement, the buzz of recognition, the glory of it all. Readers grumbled but they paid attention."

That was the way it was. Now, here's the way it is: "These are different days. The newspaper person today is just one more harried molecule in the maligned Media Horde. Newspapers are old news, byte-sized cogs in giant information conglomerates."

In Stepp's view, this condition leaves newspaper people with "the gnawing feeling that the spotlight has moved on forever. The result: Angst and anxiety are pandemic across American newsrooms, as newspaper people collectively sense the end of an era."

Speaking more personally, I would add the following disturbing example.

One of the brightest graduate students I have had during my two years as holder of the Knight Chair at Maryland expressed what I fear is a not untypical attitude about a newspaper career. She had been enamored of newspapers and believed they offered a "perfect fit" for her professional aspirations. "So why at 22 years old and preparing to take my first job at a wonderful newspaper [The Washington Post], am I already planning my second and third careers?" she wrote for a survey course paper I assigned students. "The truth is, the newspaper business is flawed in ways that are daunting to even the most Pollyannaish and ambitious of aspiring writers. Circulation is down, advertising pirated by other mediums. The system under which the business operates dismays many of my talented classmates and me because, despite

this decline, those in a position to hire and promote still believe in the arcane night cops/hazing process."

But it was her concluding thought that struck me most forcefully. "There is one more factor that makes my eventual departure from the newspaper business even more certain, a factor that affects me above all the others combined: outside of my journalism friends, no one I know reads the paper. My sister, an elementary school art teacher, refuses to read the paper. It's boring, she says. Ditto for my brother, a CPA, and my little sister, a college junior, and my boyfriend, an attorney. Among my generation, not only is the newspaper no longer the comfortable, necessary routine it once was, it has morphed into some horrible, tedious chore."

The reality of decline

You can dismiss her complaints as deriving either from youthful innocence or from inexperience, but you can't ignore her larger point. The newspaper audience *is* declining.

At century's end, for example, daily circulation of newspapers was about where it was in 1950, while the national population had increased by more than a third. More troubling, increasing numbers of younger Americans are not reading *any* newspapers daily, or watching *any* network newscasts regularly. Among adults, daily newspaper readership plummeted during the last three decades of the century from 78 percent in 1970 to 59 percent in 1997, with the erosion continuing at an even greater pace since then. At the millennium, only half of all Americans were reading daily newspapers. By 2002, more

Americans had the Internet at their fingertips than held newspapers in their hands.

Changes in newspaper reading habits can be explained, in part, by the greater offerings of the electronic era and a newspaper product that, with notable exceptions, has become drab and undistinguished, lacking in originality and a sense of urgent mission in providing information of most relevance to people. And a journalism in which too many practitioners strike the public, fairly or not, as being either aloof, arrogant, or out of touch with the lives most people are leading.

Network television faces similar problems. Though it can generate huge audiences for spectacles and scandals, affecting how people feel about their society, it generates smaller and smaller audiences for its predictable, fixed-in-time nightly news broadcasts. After rising steadily during the years of television's rapid penetration into American homes – 98 percent of all households had at least one TV set in 1999, while 40 percent of households had three or more – the hours people spent before the tube stood about where they did three decades earlier when the U.S. population numbered 75 million fewer people. The average American then spent 17 hours a week watching television. By the end of the Internet Decade of the 1990s, average weekly viewing time had actually dropped to 16 hours, 20 minutes.

None of this comes as a surprise to people in the business. They know their viewers are affected by a gathering public backlash against TV excesses. They also know that intense competitive pressures among proliferating cable channels scrambling to wrest market share from the traditional networks have created increasing demand

to broadcast the latest, most sensational news breaks as they happen – and the more scandalous and lurid the better. As the 24-hour cable TV channels focus evermore on the sensational and the scandalous, the old networks adapt by furnishing more of the same in an attempt to hold their declining viewers.

The disgraceful attack talk-radio programs, with their growing audience and increasing influence, at least in affecting national political attitudes, also powerfully affect the tone of media coverage. With their daily airing of ideological conspiracies and preoccupation with scandals, proof never necessary and rarely even a consideration, the talk radio shows demonstrate the impact, and the money, to be made by appealing to the worst in people. Traditional television, especially cable, has followed their lead; “Tabloid TV” joins attack radio in filling more of the nation's airwaves, with “Trash TV” close behind.

Not that American television, that “cultural wasteland” of conformity, has suddenly experienced a crisis over its standards. “Quality” programming always has been in the minority. As far back as 1958, Edward R. Murrow, in a celebrated speech, warned against the growing trivialization of television. He urged the networks to “get up off our fat surpluses and recognize that television ... is being used to distract, delude, amuse, and insulate us.” I shudder to think what Murrow would feel about the 24/7 world of the news-soap opera.

So we reel from O.J. Simpson to Princess Di to JonBenét to JFK Jr. and back to JonBenét again ... from “All O.J., All the Time” to “All Monica, All

the Time” to “All Elián, All the Time.” And if a celebrity won't create an around-the-clock coverage mass media spectacle, we just make up one of our own. Enter Reality TV.

The swinging -gates

All this takes place against a generation conditioned to expect the worst of the rich, powerful and famous, and a press with a penchant to turn any hints of wrongdoing into a full-fledged scandal, tagging all the political ones with the sobriquet, *-gate*. From Watergate, a genuine and extensive criminal conspiracy that led to a score of criminal convictions of White House aides and top administration officials, including an attorney general and a head of the FBI, have flowed a succession of supposed scandals in administration after administration: Billygate, Peanutgate, Koreagate, names that are today meaningless, but still they came, one after the other, and not only from the more sensational tabloid journals but sadly from the mainstream press as well. In the Clinton years we had nothing less than galloping -gates: Travelgate, Hairgate, Troopergate, Filegate, Whitewatergate and, of course, Monicagate. Soon the Bush administration is likely amass its own list, since the one true thing you can say about all these -gates is that they swing both ways.

The scandalmongers have polluted the process of the press, and by focusing more and more on the private lives of public officials have diverted coverage from far more significant matters affecting the nation's future.

(O)ne cannot help but notice ... that these are difficult times for those involved with education coverage. The troubling year of 2001 took its toll on education coverage and on the journalists responsible for that coverage. The year – with its terrorism and widespread economic decline – impinged on journalism generally, of course, but education coverage seems to be the canary in this peculiar mine known as journalism. Lots of canaries are gasping for breath these days.

The problem manifests itself in several ways. The relentless emphasis on the bottom line undermines education coverage. Openings are left unfilled. (When was the last time the local major league professional sports team – an entertainment enterprise at best – remained without someone assigned to cover it?) Staffs are slashed and reassigned, reducing the education beat to the bare minimum. (How did it come to be that the newspaper industry deems itself entitled to profit margins exceeding by far most other sectors of the economy?) Adding to the troubles, some regional newspapers slashed spending for education and other beats at the same time that they were sending reporters to South Asia, vanity trips to bolster prestige and provide little that the wires did not make available.

— The Hechinger Institute
on Education and the Media
2002 Annual Review
Teachers College,
Columbia University

Our fellows learn statistics and science the fun way by helping solve outbreaks with “disease detectives” in the field, from New Mexico to Nairobi. They learn to crunch numbers, write abstracts and give presentations just as scientists do. The hands-on training method works so well that fellows are often mistaken for epidemiologists. And when they return to the newsroom, their confidence shines through; they tackle tougher projects and lead the field on breaking news. We’re not the only ones who think so – ask their managing editors!

— Carol Gentry, Director
Knight Public Health
Journalism Fellowships
Centers for Disease
Control and Prevention

I don’t want to be misunderstood. I am not suggesting that scandal should be ignored, that investigative reporting does not have its proper place, that public officials and other people of power should not be held accountable and examined most critically and rigorously by the media. The problem is not one of pulling punches; it is one of perspective and judgment. In short, it’s a question of determining what news is most significant for most people, and then delivering it in the most effective and reliable manner.

The means to do that already exist. The technological revolution that has produced the Internet is radically changing the delivery of information and will proceed to affect the news business even more dramatically. Today, for the first time, you can, from your own desktop, check a federal database (www.trac.syr.edu) with everything from budgets to court decisions, or a database (www.publicintegrity.org) on “soft-money” contributions to state political parties or one on contributions to federal races (www.opensecrets.org), or read about a host of recently released public policy documents under the Freedom of Information Act (www.gwu.edu/~nsarchiv/).

It is easy to see why many Internet practitioners view Old Media’s mournful hand-wringing as irrelevant. Look, they will say, the days of the traditional TV newscasts, to say nothing of the traditional newspapers rolling off massive outmoded printing presses, belong to the past. The future – the Internet future – is theirs. Its power to reach and influence people has never been equaled, and its greatest period of influence is yet to come. Think what the power of electronic communica-

tions has demonstrated. By letting people everywhere see what is going on elsewhere, the new communications technology has already changed the course of history. You can argue, for example, that the American military kept the peace during the long Cold War period. But you cannot argue it was American military might that brought down the Berlin Wall, or the downfall of the Soviet Union, or the opening of China to the Western world. Much of the credit for those remarkable events must be given to the new ability of people, even in the most closed and repressive of societies, to see and learn how others live, and want to emulate them. The electronic news revolution enables information to soar literally through the ether, beyond all power of authorities to control or stop it.

Michael Bloomberg, who built a fabulously successful electronic financial data news service in the 1990s that became indispensable to traders operating in different time zones across the globe, sees the impact of the new communications technology on international events as being irreversible. “It’s hard to see anyone going back to closed societies,” the New York City mayor tells me. “You can’t put the genie back in the bottle. We can’t keep others from seeing what’s going on. I would argue that the Internet is, for the first time, a communications system that has one characteristic different from all previous ones. That is: the average person can spread ideas to lots of people, economically, quickly, without any government interference. That is a fundamental difference from anything that’s come before. I’m skeptical now that politicians can ever stop you from knowing what other people are saying, what other people are doing.”

In the new millennium, the news industry is confronted with one of the greatest challenges in its history – the intersection of the technology revolution, fierce competition from nontraditional rivals and the merging multimedia marketplace, which is forcing changes in the media landscape and company cultures.

— Convergence: Fact or Fiction?
World Association
of Newspapers
December 2001

Newspapers have reacted brilliantly to [Sept. 11] events throughout the fall, but the story ahead will require more initiation than reaction.

To tell the stories coming we will need to master the paradoxes of security under constitutional law, the intricacies of international banking, the threats of bioterrorism, the impossibility of “civil defense” and the politics of charity.

We’ll have to step up coverage of government budgeting and administration as states cope with mounting deficits and declining services. All this will require training, not only for the reporters, but for the assigning editors as well.

— Newsroom coach
Edward D. Miller
The American Editor
January-February 2002

Newsroom training needs a push from the top, says the president of the Foundation for American Communications.

"The number one thing is to get the CEOs of the media companies to understand the value in lifelong learning," said John E. Cox Jr. "Then they must be willing to invest in human capital and not make it the first thing they cut from their budgets when newsprint prices go up!"

Cox quotes Nobel Prize winner Dr. Gary Becker, University of Chicago, who noted that \$59 billion is spent annually on lifelong learning. "Any modern economy is marked by the amount of money it spends on human capital, rather than physical capital. Today it's brainpower that counts."

"You need people who understand writing, reporting, lighting, production values," says Cox. "That's training. But you also need people to be good thinkers and managers. Today's journalist must be knowledgeable in economics, business, math and science, law, and even engineering. That requires education in basic academic curriculum. With this knowledge they will be able to tell people what information means."

Cox points to Ford Motor Co. as an example of "outstanding work" with distance learning, teaching hundreds of students at a time, but also developing the ability to respond to individual questions and concerns raised in e-mail and on-screen signals, he said. "Media leaders," he says, "need to be more willing to look at how other institutions make themselves more productive. ... Without investment in human capital, they will fail."

No doubt he's right. And the power of the Internet to bring news instantly into homes around the globe promises to create even more bewildering change, not only in the news business, but in all of human society.

In the United States the spread of the new technology proceeds with astonishing rapidity. Consider these facts: By February 2002, the U.S. Commerce Department confidently announced that 143 million Americans – 54 percent of the nation's households – are connected to the Internet. Among younger people, the report said, Internet usage is even higher. In other words, the numbers will continue to rise. And as they do, the news business will experience even greater changes and challenges.

There is no turning back the clock. The electronic revolution is here, and here to stay. With the push of a button, stories can now be posted on web sites before they can possibly make their way to printing presses or are produced for broadcast. On-line operations continue to sprout everywhere; the traditional news business is spending millions upon millions to create popular on-line services. A few years ago, most newspapers didn't have web sites. Today, it's almost impossible to find one that doesn't have a site. Much more will be committed in years to come as the technology continues to improve, and more and more people are brought into the electronically linked network.

There, they will have – and already *are* having – immediate access to the broadest accumulation of sheer information ever available. Does that, therefore, signal the end of the news business as we know it?

Unequivocally, no. Just the reverse.

Every technological innovation brings with it the common wisdom of the time about how this latest advance will fundamentally change everything. At times, reality lives up to hype. Yes, the horse and buggy *did* disappear; the kerosene lamp *was* overtaken; the passenger train *was* eclipsed by airplanes. But most of the time, the newest technological advance does not signify the dismantling of the old. For five hundred years, we've had printed books, and each year the world sells more than the last.

Newspapers are another good example. The advent of radio was heralded as a death knell for print. Even more definitive were the funeral orations preached about print when the Age of Television began more than half a century ago after World War II. Yet the papers survived and, circulation figures notwithstanding, entered their most profitable era. Of course, they achieved that fortunate position in no small part because America rapidly became a nation of one-newspaper towns, with the surviving ones enjoying the power and profits generated by their monopoly status. Yet (at least of this writing) the newspaper remains uniquely local and universally portable.

Age-old predictions

Sometimes, the bold historical predictions turned out not only to be wrong, but ludicrous. Thus, two generations ago, at a time when American newspaper people were wringing their hands over the dire threat of television, the American editor and scholar, Carl E. Lindstrom, pointed out the gloomy forecasts of half a millennia ago during the

Middle Ages after Mr. Guttenberg invented his wondrous printing press and began printing Bibles. "The greatest threat journalism ever faced was invention of the printing press," Lindstrom wrote then. "Every town crier, every king's herald, every village gossip thought that he was out of a job. But the crying and the heralding and the gossiping went right on." Prophets of doom, of course, still abound. Dan Okrent, for instance, Time Inc.'s editor of New Media. In 1999, he predicted "all forms of print, are dead. Finished. Over ..." Okrent even offered a more detailed time span for that collective death. "Twenty, 30, at the outside 40 years from now," he told graduate students at Columbia University's famous School of Journalism, "we will look back on the print media the way we look back on travel by horse and carriage, or by wind-powered ship. ..."

That may prove to be so. But, Okrent added, though the need for newsprint may fade, the need to know will not: "My colleagues and I did not grow up wanting to be in the ink and paper and staples business; we wanted to be in – we *are* in – the business of words and sentences and pictures and ideas. Don't worry about the future of newspapers or magazines or books any more than you would worry about corrugated boxes or shrink-wrap. They are containers; the substance resides elsewhere."

Exactly. And journalistically the substance for the Age of the Internet as for the Age of Print, or Radio or Television, has changed not at all. It is timeless. Unless the new technologies actually change human nature, the human hunger to know what's new, what's important, what's vital, what's interesting, what's

happening will not abate. If anything, the desire for information rises in proportion to the complexity of the period; unquestionably, the new millennium, whatever it brings, will present the most complicated range of issues humans have yet faced.

Which brings me to those promised thoughts about what the new news business will have to offer people in order not only to survive, but to be a more significant factor in the human story.

The primary task is not to devise a journalistic formula that people can agree defines the “new” news. The most urgent task is to take steps to remedy what’s wrong with the old ways of delivering the news. The problem is not failure to adapt new technology; the problem is to shed the stultifying mind-sets and ways of thinking into which the news business has fallen. Our journalism is not in trouble because it has failed to move rapidly enough into the cyberspace world. It is in trouble because of the way it has been performing in gathering, assessing and delivering the news.

American journalism, on the cusp of the new millennia, finds itself hampered by too many bad old habits: It still displays the “insider” perspective that is the continuing bane of today’s journalism – a tone and focus that leaves millions of ordinary citizens feeling they have been excluded from the conversation. It still relies too much on the official wisdom, still operates in a climate of negative sound bites and spin doctors without adequately challenging their misleading arguments, false analogies, and outright falsehoods. It still displays the same old herd mentality and “horse race” addiction

when reporting on politics and government, allowing itself to remain entrapped in the old familiar game of gauging and guessing who will win, not exploring what the consequences might be for the country and for individual citizens. It still lets itself be driven by polls at the expense of original reporting – and worse, mishandling the very polls that so dominate much coverage. It still pretends to know more than it does and yet report less than it sees and hears. It still numbers too many in the business who act as if they are superior to those on whom they report. It still forgets the lesson the great Scotty Reston used to try to teach reporters: Beware of making the deadline but missing the point.

The most urgent challenge facing the news business is not how to use the remarkable new technology. New technology, no matter how remarkable, is not a panacea for the problems of the news business. The Internet is merely a tool, no more, no less. The greatest challenge for the news business is to restore public trust in the profession of journalism. That requires taking back the business from the celebrity-seekers, the scandalmongers and the market research gurus. It means insisting on setting the highest ethical and professional standards for those who are privileged to practice serious journalism. It means investing not just in new technology but in greater training for the journalists of tomorrow.

The essential public source

Journalists need to know much more than how best to use that technology; they must be far better educated in order to make sense for the public out of the mass

of conflicting, complicated information that daily descends upon the populace.

Already the public is subjected to a bewildering barrage of information, a veritable overload of miscellaneous facts and figures to which they are told they should pay attention but cannot.

In the new millennium, the role of the news business will increasingly be to become the essential public source for accurate, analytical information, the place where people turn to sort out fact from fiction, the meaningful from the meaningless. In doing so, journalism will have to do a better job of determining how essential that information is to people, and then provide it in ways that makes it relevant and understandable.

Only well-trained journalists can do these things.

I suggest there are three general areas of news that are already affecting people profoundly and are destined to have ever-greater impact in the future.

The first involves the revolution in science, technology and medicine that is rapidly, fatefully changing life on the planet. Here are the great stories for today and tomorrow. Genetic engineering, with its prospect of extending life by decades, but with what consequence and at what cost? Spurring those extraordinary advances is the prospect that diseases that have afflicted humans throughout history – cancer, Alzheimer’s, diabetes among them – will be banished. But this is not a risk-free proposition. It means that the Earth’s present population of more than six billion will increase dramatically, posing a host of other societal problems,

In tough economic times, newsrooms can still afford training. “We’ve focused on what it takes to be a great regional paper, what will we do to make sure we’re getting better even though our resources are being reduced. We’re putting more into in-house training,” said Editor Sandra Mims Rowe of The Oregonian in Portland.

The Oregonian has a recruiting and training director, George Rede, in addition to nationally known writing coach Jack Hart. The paper’s training program, Oregonian University, covers writing and reporting; coaching and editing; leadership and management; technical skills; community-based cultural learning and general-interest topics. Rowe calls it “part of a long-term pattern of looking at what we need to do to get better.”

Rede’s advice to news executives:

1. Make it a priority. If top management never makes the commitment to it, chances are it will not get done.
2. Ask your staff what they need. Your people have great ideas, and they appreciate the attention.
3. Be creative. Don’t let anyone go out for training unless they do a brown-bag session when they get back. Bring in journalists who are in your area – on book tours, for example. Look to your community for resources.

We're a training ground for larger papers, and that's an obligation in itself. We had a day-and-a-half training for every editor to go over the findings of the Newspaper Readership Institute research ... eight sessions in seven cities. ... We had editorial training for every publisher. ... Training goes not only to effectiveness and success, it goes to the culture of the company and the individual newspaper.

— Vickey Williams
Editorial Director
Community Newspaper
Holdings Inc.

among them how the mass of people will be adequately housed, fed and clothed. At the same time there are alarms about the spread of new diseases, questions about the Earth's environment, and specifically the very real – or so say distinguished scientists – threat of global warming. Then there's the exploding world of the electronic and computer technology that both brings people closer together than ever before and yet also tends to separate and isolate them. The new linkage, wonderful though it is, also raises the most serious kinds of questions about invasion of privacy, about potential abuses of power from those who control the technology.

This will require reporters and editors trained to understand the complicated scientific/technological/medical terminology, and then be able to explain and present it clearly and concisely in ways that people can understand its relevance to them.

Under the second broad general area of news, I would place economic news – but not just the obvious up-and-down tracking of the markets and the recounting of daily or weekly winners and losers. Far more important is an understanding of how the economic currents are flowing, in which direction and why, and with what possible consequences. Increasingly important to analyze and understand is the impact of the growing concentration of great blocs of power through the greatest wave of global mergers ever. They are creating new entities reshaping the basic economic and social structures of the nation and the world, and directly affecting lives literally everywhere.

The third general grouping I place under the heading of reporting on society. By that I do not mean reporting by simply

relaying the unintelligible jargon too often employed by government officials and academics, but reporting in ways that bring to vivid life the entire range of activities that most affect most people. That means shining a journalistic light on the worlds that exist outside of every newsroom and government pressroom: the have-and-have-not worlds; the changing nature of race and gender; the rapidly changing demographic nature of the United States – a revolution in itself – in which whites are moving toward minority status and the composition of the country is evolving before our very eyes.

What news is made of

In sum, I mean reporting far more creatively, and regularly, on health care; on entitlements; on environmental degradation and global warming; on the revolutions of science, health and technology that are changing life as never before, presenting grave risks as well as great promise; on the have-and-have-not society in which we, and far more the world, exist; on the blocs of economic power expanding almost daily into vast conglomerates; on the often-fragile fabric that forms our society and world.

This is what news is made of, the *real* stuff of journalism, far more significant than anyone's 15 minutes of scandal, celebrity or fame.

Are we in the press doing as well as we should in making sense of all this? Of course not. Are we doing better than we used to? Of course. Should we be doing better than we are? Even to raise that question is to answer it.

There's no need to bemoan the death of the news business – or urge the need to invent some new form of journalism to deal with the cyberspace world of our ever-more-interconnected future. We don't need new forms. We need to go back to basics. And the basics are that journalism is an art form, maybe the most difficult of the arts because it takes place amidst the most intense daily pressures, with insufficient time to determine the entire truth amid so many conflicting complexities.

We don't need a New Journalism or a Millennial Journalism to forge our future. We need to employ the best of the old, wedded to the new delivery techniques of the present, to fulfill our role.

That role was, and remains, the same: to reconnect the ever-more disconnected strands of contemporary American life that are leaving more and more groups removed from each other; to provide serious solid information that helps people form reasoned judgments on what course they want their elected officials to pursue; to tell the story of the people around us so that others can understand the stresses and pressures of the times – and to tell it memorably, with style and grace, with perspective and context and meaning, in a way that touches the core of the people reading or watching our reporting.

Finally, it is to pursue our jobs with an appreciation of our own shortcomings. We have, as they say, a need for more modesty, because we have much to be modest about.

Haynes Johnson is the Knight Chair in Journalism in Public Policy at the University of Maryland's Philip Merrill College of Journalism.

EDITORS/NEWS EXECUTIVES QUESTIONNAIRE

JOURNALIST TRAINING SURVEY

PRINCETON SURVEY
RESEARCH ASSOCIATES
FOR THE
JOHN S. AND JAMES L.
KNIGHT FOUNDATION

COUNCIL OF PRESIDENTS



Following are the questions asked of editors and news executives from Jan. 3 to March 12, 2001.

- Q.1 To begin, what letter grade would you give your news organization for its overall performance in providing journalist training and professional development for your news staff? (“A” means excellent, “B” good, “C” average, “D” poor and “F” means fail.)
- Q.2 Please tell me how much, if at all, each of the following limits your news organization’s ability to provide your news staff with the kind of training and professional development you would like.
- The amount of money your news budget allows for training
 - The amount of time you can allow staffers to be away from their jobs for training
 - Difficulty finding an in-house person to develop and coordinate training
 - The availability of good outside training programs
- Does this limit your ability to provide the kind of training you would like a lot, somewhat, only a little, or not at all?
- Q.3 [Asked of respondents who answered “a lot” to two or more items in Question 2.] Which one of the following does most to limit staff training?
- The amount of money your news budget allows for training
 - The amount of time you can allow staffers to be away from their jobs for training
 - Difficulty finding an in-house person to develop and coordinate training
 - The availability of good outside training programs
- Q.4 Is someone at your organization now formally assigned to develop and schedule staff training and professional development activities?
- Q.5 [Asked if organization had a training coordinator.] How much of this person’s time is spent dealing with staff training?
- All of their time
 - Most of their time
 - About half
 - At least a quarter
 - Less than a quarter of their time
- Q.6 As far as you know, does this person devote more time or less time to training than the person in this same job five years ago – or about the same amount?
- Q.7 As best you can recall, for the last fiscal year your organization completed, about what percent of your news budget was actually spent for training and professional development of news staff?
- Q.8 Now thinking about your training budget for the current fiscal year, how much, if at all, has it been cut since Sept. 11 due to costs associated with terrorism-related coverage?

- 1) A lot
- 2) Somewhat
- 3) Only a little
- 4) Not at all?

Q.9 Regardless of the impact of Sept. 11, is your organization now spending a higher or a lower percentage of your news budget for training and professional development than it did 10 years ago – or about the same percentage?

Q.10 We're interested in whether or not you provide news staff members with any regular training or professional development activities in three broad areas. In answering, please think about both in-house training and outside training – including sending staffers to workshops, conferences or seminars.

First, do you now provide any kind of regular training in...

- a. Journalism skills, such as writing, reporting, producing, story-telling or graphic design
- b. Content or beat areas, such as politics, business, or health
- c. Journalism ethics, values and legal issues, such as privacy, libel law and the First Amendment

Q.11 [Asked for each "yes" response in Question 10.] Is training in this area mostly done in-house, or through outside training programs?

Q.12 [Asked for each "yes" response in Question 10.] In general, do you think staff training in this area is very effective, somewhat effective,

not too effective, or not at all effective?

Q.13 Whether or not your organization is able to provide any training, please tell me how important you think it is for your news staff to have regular training in each of the following areas.

Is it very important, somewhat important, not too important, or not at all important (for them to have regular training in this area)?

- a. Journalism skills such as writing, reporting, producing, story-telling or graphic design
- b. Content or beat areas, such as politics, business, or health
- c. Journalism ethics, values, and legal issues, such as privacy, libel law and the First Amendment

Q.14 As I read you some different groups on your news staff, please tell me how much, if at all, you think each would benefit from additional training or professional development.

- a. News managers
- b. Assignment desk editors
- c. Producers [asked only of broadcast journalists]
- d. Copy editors [asked only of print journalists]
- e. Graphics, layout or design personnel [asked only of print journalists]
- f. Photographers or photojournalists [asked only of nonradio journalists]
- g. General assignment reporters
- h. Beat reporters

Do you think they would benefit a lot, somewhat, only a little, or not at all (from additional training or professional development)?

Q.15 For each group you think would benefit from more training, please tell me in which area you think they would benefit most.

- a. News managers
- b. Assignment desk editors
- c. Producers
- d. Copy editors
- e. Graphics, layout or design personnel
- f. Photographers or photojournalists
- g. General assignment reporters
- h. Beat reporters

Would they benefit most from more training in journalism skills, content or beat areas, or journalism ethics, values and legal issues?

Q.16 When you think about content or beat coverage areas where your news staff would benefit from more training, what specific area first comes to mind?

Q.17 Now I'm going to read you some specific areas for journalist training and professional development. Please tell me whether or not your organization now provides any regular training for staff in each one.

- a. Writing
- b. Editing
- c. Reporting
- d. Computer-assisted reporting

The greatest challenge facing the newspaper industry ... is finding good people, developing them, retaining them and keeping them happy. Nowhere is that challenge greater – or more important – than in the ranks of newsroom middle management.

These women and men are the workhorses who make the assignments, direct the coverage and see that the paper comes out every day. They are entrusted with the care and feeding of the rest of the staff – all those reporters, photographers, copy editors, designers and artists – who also need to be recruited, developed and kept happy.

— Sharon L. Peters, Ph.D.
Northwestern University
Media Management Center

(When there are layoffs) training is even more important than before, because when you have fewer people, each one becomes more important. Each inch of space is more precious and needs to be used wisely. Invest in teaching your people to work smarter.

— Bonnie Bolden
Manager of Recruiting
and Development
Akron Beacon Journal

The 10 steps to creating a learning organization are:

1. Assess your learning culture.
2. Promote the positive.
3. Make the workplace safe for thinking.
4. Reward risk-taking.
5. Help people become resources for each other.
6. Put learning power to work.
7. Map out the vision.
8. Bring the vision to life.
9. Connect the systems.
10. Get the show on the road.

— Peter Kline and
Bernard Saunders
*Ten Steps to a
Learning Organization*
Great Ocean Publishers
Inc., 1998

- e. News judgment and decision-making
- f. Producing [asked only of broadcast journalists]
- g. Storytelling [asked only of broadcast journalists]
- h. Photography or photojournalism [asked only of nonradio journalists]
- i. Graphics, layout, or design [asked only of print journalists]

Q.18 [Asked for each “yes” response in Question 17.] Is training in this area made available weekly, monthly, at least twice a year, once a year, or less than once a year?

Q.19 [Asked if training is provided in the beat/content areas.] Next, as I read you some specific content or beat coverage areas, please tell me whether or not your organization now provides any regular training for staff in each one.

- a. Arts and entertainment
- b. Business and economics
- c. Courts and police
- d. Diversity
- e. Education
- f. Environment
- g. Government and politics
- h. Health and medicine
- i. International or foreign affairs
- j. The media
- k. Military and defense
- l. Numbers and statistics
- m. Polls and surveys
- n. Religion
- o. Science and technology
- p. Sports
- q. Urban affairs

Q.20 [Asked in response to each “yes” response in Question 19.] Is training in this area made available

weekly, monthly, at least twice a year, once a year, or less than once a year?

Q.21 [Asked if training is provided in ethics/values/legal issues.] You mentioned earlier that your organization provides some staff training or professional development in journalism ethics, values or legal issues. Is training in this area made available weekly, monthly, at least twice a year, once a year, or less than once a year?

Q.22 [Asked if any training is provided.] Now please think about all the training and professional development activities your organization now provides for your news staff, both in-house and through outside programs. Are news staff members expected to attend these training sessions mostly on their own time, or mostly on company time?

Q.23 Are your news staff members required to attend certain training or professional development sessions, or is attendance always voluntary?

Q.24 How much influence do your news staff members now have over decisions about their own training?

- 1) A lot of influence
- 2) Some influence
- 3) Not much influence
- 4) No influence at all

Q.25 Is your organization’s staff training part of a larger training effort developed by a parent company or group ownership?

Q.26 As I read you some different training forums, please tell me which of these – if any – your organization or staff used for training or professional development last year – that is, in 2001.

- a. A national conference of a journalism organization
- b. A regional conference of a journalism organization
- c. A national workshop or seminar by a journalism organization
- d. A regional workshop or seminar by a journalism organization
- e. A seminar by a journalism school
- f. A yearlong university fellowship to explore larger issues and ideas
- g. In-house or outside consultants speaking in your newsroom or at your organization’s headquarters
- h. A nonprofit training center such as the American Press Institute or Poynter Institute
- i. An on-line distance learning program
- j. Guides or other written materials from journalism organizations or schools
- k. Web sites or listservs of journalism organizations

Q.27 [Asked if no forum was used.] Keeping in mind your training needs and budget limitations, which of the following training forums, if any, would you seriously consider using for staff training or professional development in the future?

- a. A national conference of a journalism organization
- b. A regional conference of a journalism organization
- c. A national workshop or seminar by a journalism organization
- d. A regional workshop or seminar by a journalism organization
- e. A seminar by a journalism school
- f. A yearlong university fellowship to explore larger issues and ideas
- g. In-house or outside consultants speaking in your newsroom or at your organization's headquarters
- h. A nonprofit training center such as the American Press Institute or Poynter Institute
- i. An on-line distance learning program
- j. Guides or other written materials from journalism organizations or schools
- k. Web sites or listservs of journalism organizations

Q.27 Considering the size of your news budget and other priorities, what is the most money your organization is able to spend per year toward the training and professional development of a typical news staff member?

Q.28 How many days per year can you reasonably allow a typical news staff member to be away from work to attend training?

Q.29 Different types of training take different lengths of time. What's the longest you can reasonably allow a typical staff member to be away from work to attend training?

- 1) A day or less
- 2) A few days
- 3) Up to a week
- 4) Up to a month
- 5) More than a month
- 6) Whatever time is necessary

Q.30 In general, what day of the week is best for scheduling staff training sessions?

Q.32 Please tell me whether or not your organization has ever sent news staff members to training or professional development sessions offered by each of the following groups.

- a. American Press Institute
- b. The Poynter Institute
- c. Investigative Reporters and Editors
- d. Foundation for American Communications
- e. The Freedom Forum
- f. Radio-Television News Directors Association and Foundation
- g. Society of Professional Journalists
- h. National Press Foundation
- i. Journalist organizations that specialize in a subject, like business, crime, health or religion; or a skill, like copy editing or news design
- j. Local, state or regional press associations
- k. Knight Foundation's university fellowship programs

- l. Knight Foundation's weeklong seminar programs
- m. Other college- or university-based programs

Q.33 [Asked if staffers were sent to any sessions mentioned in Question 32.] Based on your experience, please tell me how would you rate each of the following groups as a resource for journalist training.

Are they one of the best (resources for journalist training), above average, average, or below average?

- a. American Press Institute
- b. The Poynter Institute
- c. Investigative Reporters and Editors
- d. Foundation for American Communications
- e. The Freedom Forum
- f. Radio-Television News Directors Association and Foundation
- g. Society of Professional Journalists
- h. National Press Foundation
- i. Journalist organizations that specialize in a subject, like business, crime, health or religion; or a skill, like copy editing or news design
- j. Local, state or regional press associations
- k. Knight Foundation's university fellowship programs
- l. Knight Foundation's weeklong seminar programs
- m. Other college- or university-based programs

Editors met at the Poynter Institute in February 2002 to discuss how to keep the best and brightest staff members. Here are some of the resulting training tips, reported by former Sacramento Bee editor Gregory Favre of Poynter's leadership and management faculty:

1. Invest in your people. Look for people who want to spend their lifetime learning and growing and then help them.
2. New editors often have little or no training in editing or management. They need both and in large amounts.
3. Ask yourself: Who coaches the editors?
4. Grow good editors. The mid-level editors have the best potential to influence the work, growth and outlook of staffers.
5. Too many newsrooms let cultural divides between disciplines separate people who should be working together. When that happens, mediocrity results and talented people grow discouraged.
6. Look at new career paths. Not everyone has to get his or her ticket punched in the same way.
7. Get race out on the table. Talk about it. Let people who can bring a racial or ethnic perspective to journalism do so in full comfort.
8. Go out of your way to create opportunities for bright, young, nontraditional talent who don't want to wait 10 to 20 years to have an impact.
9. Value differences and embrace them. Evaluate managers on their success in identifying and developing people of color for leadership positions in the industry.
10. Create mentoring, apprenticeship and job-shadowing programs.
11. Do you have eyes, ears, sensitivities and language skills in your newsroom to cover your changing community?

The New York Times is establishing two-month fellowships that will bring staff members from its regional papers to The Times and The Boston Globe, starting in the fall of 2002.

The fellows will work in the metro newsrooms for the two months to improve their skills. Their own newspapers will pay their salaries; The Times will pay for housing during the fellowship, said Dennis Stern, vice president for human resources at The Times.

At the same time, editors from The Times and The Globe will visit regional papers for three-day stints doing critiques, workshops and one-on-one training sessions. The Times also plans to bring in summer interns who worked one year at the regional papers to work at The Times and The Globe the following summer.

- D2. Now, I have just a few questions so we can describe the journalists and organizations who took part in our survey. In total, what is the size of your organization's news staff – that is, how many people who work in news are now on your organization's payroll?
- D3a. We have your title in your organization listed as ...Is this correct?
- D3b. [Asked if incorrect.] What is your correct job title?
- D4. What is your age?
- D5. What is the last grade or class that you completed in school?
- D6. [Asked if a college graduate.] Were you a journalism major as a college undergraduate?
- D7. [Asked if not a journalism major.] Did you take any courses in journalism or media studies as an undergraduate?
- D8. [Asked of respondents with post-graduate training,] What was your primary subject area of graduate study?
- D9. Have you completed a graduate degree?
- D10. [Asked if graduate degree completed.] What kind of graduate degree do you have?

NEWS STAFFERS QUESTIONNAIRE

JOURNALIST TRAINING SURVEY

PRINCETON SURVEY
RESEARCH ASSOCIATES
FOR THE
JOHN S. AND JAMES L.
KNIGHT FOUNDATION

COUNCIL OF PRESIDENTS



Following are the questions asked of news staffers from Jan. 23 to March 12, 2002.

- Q.1 To begin, I have a few questions about your career as a journalist. Since completing your education, how many years have you spent working in journalism?
- Q.2 How many different news organizations have you worked for during your career in journalism?
- Q.3 How many years have you worked for your current news organization?
- Q.4 Overall, how satisfied are you with your current job?
- 1) Very satisfied
 - 2) Mostly satisfied
 - 3) Mostly dissatisfied
 - 4) Very dissatisfied
- Q.5 Please tell me how satisfied you are with your current job in each of the following areas.
- Are you very satisfied, mostly satisfied, mostly dissatisfied, or very dissatisfied with your job in this area?
- a. Pay and benefits
 - b. Job security
 - c. Chances for promotion
 - d. Opportunities to make a contribution to society
 - e. Your ability to influence decisions affecting your work life
 - f. Opportunities for journalist training and professional development

Q.6 Thinking again about your current job in journalism ... what letter grade would you give your news organization for its overall performance in providing journalist training and professional development for news staff members? ("A" means excellent, "B" good, "C" average, "D" poor and "F" means fail.)

Q.7 We're interested in whether or not your organization now provides you with any regular training or professional development activities in three broad areas. In answering, please think about both in-house and outside training your organization provides – including sending you to workshops, conferences or seminars.

First, are you now provided with any kind of regular training in ...

- a. Journalism skills, such as writing, reporting, producing, storytelling or graphic design
- b. Content or beat areas, such as politics, business or health
- c. Journalism ethics, values and legal issues, such as privacy, libel law and the First Amendment

Q.8 [Asked for each "yes" response in Question 7] Is training in this area mostly done in-house, or through outside training programs?

Q.9 [Asked for each "yes" response in Question 7] How useful is this training for someone in your job – is it very useful, somewhat useful, not too useful, or not at all useful?

Q.10 Whether or not your organization now provides you with training, please tell me how important you think it is for someone in your job to have regular training in each of the following areas.

Is it very important, somewhat important, not too important, or not at all important?

- Journalism skills such as writing, reporting, producing, storytelling or graphic design
- Content or beat areas, such as politics, business or health
- Journalism ethics, values and legal issues, such as privacy, libel law and the First Amendment

Q.11 In your current job, how much do you think you would personally benefit from additional training or professional development?

- A lot
- Somewhat
- Only a little
- Not at all?

Q.12 [Asked if respondent felt he/she would benefit] In general, would you benefit most from more training in ...

- Journalism skills
- Content or beat areas
- Journalism ethics, values and legal issues

Q.13 [Asked if respondent thought he/she was most in need of beat training] Which specific content or beat area in particular?

Q.14 Now, please tell me whether or not your organization now provides you with any regular training in each of the following specific areas for journalist training and professional development.

- Writing
- Editing
- Reporting
- Computer-assisted reporting
- News judgment and decision-making
- Producing [asked of broadcast media only]
- Storytelling [asked of broadcast media only]
- Photography or photojournalism [TV and print only]
- Graphics, layout, or design [print media only]

Q.15 [Asked for each “yes” response in Question 14.] Is training in this area made available weekly, monthly, at least twice a year, once a year or less than once a year?

Q.16 [Asked if respondent felt he/she was most in need of journalism skills training.] You mentioned previously that you could benefit from more training in journalism skills. In which one of the following skills areas do you feel you would benefit most from more training?

- Writing
- Editing
- Reporting
- Computer-assisted reporting
- News judgment and decision-making
- Producing [broadcast only]
- Storytelling [broadcast only]
- Photography [TV, print only]

9) Graphics, layout or design [print only]
10) Something else

Q.17 [Asked if respondent was provided with content/beat area training.] Next, please tell me whether or not your organization now provides you with any regular training in each of the following specific content or beat coverage areas.

- Arts and entertainment
- Business and economics
- Courts and police
- Diversity
- Education
- Environment
- Government and politics
- Health and medicine
- International or foreign affairs
- The media
- Military and defense
- Numbers and statistics
- Polls and surveys
- Religion
- Science and technology
- Sports
- Urban affairs

Q.18 [Asked for each “yes” response in Question 17.] Is training in this area made available weekly, monthly, at least twice a year, once a year, or less than once a year?

Q.19 [Asked if training in ethics/values/legal issues was provided] You mentioned earlier that your organization provides you with regular training or professional development in journalism ethics, values or legal issues. Is training in this area made available weekly, monthly, at least twice a year, once a year, or less than once a year?

There is also a reporters' culture in the newsroom. Too many reporters believe that “To do a good job, I must take a year. I don't have time to do my big story.” But when asked, “What is your big story?” they can only say: “I haven't had time to develop it.” It's a vicious cycle and to break it we have to include training that gives reporters more realistic expectations and also the survival skills to know how to do good work in shorter periods of time or how to develop the strategies for selling longer-term projects to their bosses.

— Vikki Porter, Director
Western Knight Center
for Specialized Journalism
University of
Southern California
Annenberg School
for Communication

Legions of journalists are promoted to management positions without sufficient preparation and training, a condition endemic in a field where the traditional assumption has been that the best reporters – or those with the most seniority – will be successful editors and managers.

Says Linda Grist Cunningham, executive editor of the Rockford (Ill.) Register Star: "Most of us got into this business because we wanted to write. It never occurred to us that we would become managers. God forbid. Management is not part of our education, it's not part of our thinking, it's not part of our psyche. But then we assume that if you were a good reporter or photographer, then, ipso facto, you'll be a good editor."

— Bonnie Bressers
Quill Magazine
March 2002

To create a higher quality workforce ... in terms of cultural, gender or ethnic diversity or in terms of education and training, one has to recognize that control of entry rests disproportionately with the smaller daily newspapers.

— Lee B. Becker and Tudor Vlad,
University of Georgia

Q.20 [Asked if any training was provided] For my next questions, please think about all the training and professional development activities your organization now provides for you, either in-house or through outside programs. Are you expected to attend these training sessions mostly on your own time, or mostly on company time?

Q.21 [Asked if any training was provided] Are you required to attend certain training or professional development sessions, or is attendance always voluntary?

Q.22 [Asked if any training was provided] How much influence do news staff members like yourself have over decisions about your own training?

- 1) A lot of influence
- 2) Some influence
- 3) Not much influence
- 4) No influence at all

Q.23 [Asked if any training was provided] How recently have you taken part in any training or professional development activities in [insert relevant items] provided by your organization? Within the last month, within the last three months, within the last six months, within the last 12 months, or more than 12 months ago?

Q.24 [Asked if respondent had training in past year.] Which of the following best describes your immediate supervisor's reaction to this training? Did he or she want you to use

it, or go further and ask you to also share it with others in the newsroom, or feel it wasn't useful, or did he or she say nothing about it?

Q.25 In the past 12 months, did you ever pay for any journalist training or professional development activities out of your own pocket?

Q.26 [Asked if respondent paid for training.] In which of the following areas did you pay for training or professional development activities out of your own pocket over the past 12 months?

- a. Journalism skills
- b. Content or beat areas
- c. Journalism ethics, values or legal issues

Q.27 As I read you some different training forums, please tell me which of these, if any, you personally used for training or professional development last year – that is, in 2001. This could be training sponsored by your organization or training you got on your own.

- a. A national conference of a journalism organization
- b. A regional conference of a journalism organization
- c. A national workshop or seminar by a journalism organization
- d. A regional workshop or seminar by a journalism organization
- e. A seminar by a journalism school
- f. A yearlong university fellowship to explore larger issues and ideas

- g. In-house or outside consultants speaking in your newsroom or at your organization's headquarters
- h. A nonprofit training center such as the American Press Institute or Poynter Institute
- i. An on-line distance learning program
- j. Guides or other written materials from journalism organizations or schools
- k. Web sites or listservs of journalism organizations

Q.28 Next, regardless of what kinds of training forums you now have access to, please tell me how interested you are in having access to training or professional development through each of the following forums.

In general, are you very interested, somewhat interested, not too interested, or not at all interested?

- a. A national conference of a journalism organization
- b. A regional conference of a journalism organization
- c. A national workshop or seminar by a journalism organization
- d. A regional workshop or seminar by a journalism organization
- e. A seminar by a journalism school
- f. A yearlong university fellowship to explore larger issues and ideas
- g. In-house or outside consultants speaking in your newsroom or at your organization's headquarters
- h. A nonprofit training center such as the American Press Institute or Poynter Institute

- i. An on-line distance learning program
- j. Guides or other written materials from journalism organizations or schools
- k. Web sites or listservs of journalism organizations
- Q.29 Please tell me whether or not you have ever attended training or professional development sessions sponsored by each of the following groups. This would include any training you got on your own, without support from your organization.
- a. American Press Institute
- b. The Poynter Institute
- c. Investigative Reporters and Editors
- d. Foundation for American Communications
- e. The Freedom Forum
- f. Radio-Television News Directors Association and Foundation
- g. Society of Professional Journalists
- h. National Press Foundation
- i. Journalist organizations that specialize in a subject, like business, crime, health or religion; or a skill, like copy editing or news design
- j. Local, state, or regional press associations
- k. Knight Foundation's university fellowship programs
- l. Knight Foundation's weeklong seminar programs
- m. Other college- or university-based programs
- Q.30 [Asked if respondent attended any sessions in Question 29] Based on your experience, please tell me how would you rate each of the following groups as a resource for journalist training.
- Are they one of the best resources for journalist training, above average, average or below average?
- a. American Press Institute
- b. The Poynter Institute
- c. Investigative Reporters and Editors
- d. Foundation for American Communications
- e. The Freedom Forum
- f. Radio-Television News Directors Association and Foundation
- g. Society of Professional Journalists
- h. National Press Foundation
- i. Journalist organizations that specialize in a subject, like business, crime, health or religion; or a skill, like copy editing or news design
- j. Local, state or regional press associations
- k. Knight Foundation's university fellowship programs
- l. Knight Foundation's weeklong seminar programs
- m. Other college- or university-based programs
- D2. Now, I have just a few questions so we can describe the journalists who took part in our survey. In your current job, do you supervise any news staff members?
- D3a. As part of your current job, do you cover any specific beats or content areas?
- D3b. [Asked of beat reporters] Which specific content or beat area in particular?
- D4. What is your position or main area of responsibility in your news organization?
- D5. What is your age?
- D6. What is the last grade or class that you completed in school?
- D7. [Asked of college graduates] Were you a journalism major as a college undergraduate?
- D8. [Asked of nonjournalism majors.] Did you take any courses in journalism or media studies as an undergraduate?
- D9. [Asked of respondents with post-graduate training.] What was your primary subject area of graduate study?
- D10. Have you completed a graduate degree?
- D11. [Asked of those with a graduate degree] What kind of graduate degree do you have?

METHODOLOGICAL REPORT

PRINCETON SURVEY
RESEARCH ASSOCIATES

JUNE 2002

COUNCIL OF PRESIDENTS



The Journalists Training Survey, sponsored by the Council of Presidents of National Journalism Organizations and the John S. and James L. Knight Foundation, is based on telephone interviews with 1,964 news executives and news staffers and was conducted under the direction of Princeton Survey Research Associates (PSRA).

Specifically, PSRA interviewed 786 news executives from 11 different media categories: daily newspapers, weekly newspapers, ethnic newspapers, national television networks, cable TV networks, local television stations, national radio networks, local radio stations, news magazines, wire services and Internet news web sites.¹ PSRA also interviewed 1,178 news staffers in these same media categories. Interviewing for executives was conducted Jan. 3, 2002, through March 13, 2002, and interviewing for staffers was conducted Jan. 23, 2002, through March 13, 2002. Results based on the sample of news executives have a margin of error of plus or minus 4 percentage points, while results based on the sample of news staffers have a margin of error of plus or minus 3 percentage points.

Interviewers trained by PSRA conducted the interviews. Respondents were sent advance letters explaining the purpose of the study and encouraging their participation. Interviewers made as many as 15 calls each to respondents in the executive sample, and as many as 17 calls each to respondents in the staffer sample to attempt to complete an interview. Interviewers were available to conduct interviews during the regular workday or in the evening and on weekends as neces-

sary. Interviewers accommodated respondents' schedules and arranged appointments. In addition, respondents were given toll-free numbers² to call to schedule an appointment or complete an interview at their convenience.

The specific sampling procedures for each sub-sample are outlined below.

News Executives Survey

Daily Newspapers. A total of 346 news executives were interviewed. The sampling frame included the top 350 daily newspapers, ranked by highest circulation in Bacon's Media Source. Ten news executives at the top 12 daily newspapers were interviewed. These papers, by rank, are Wall Street Journal, USA Today, The New York Times, Los Angeles Times, The Washington Post, (New York) Daily News, Chicago Tribune, Newsday, Houston Chronicle, San Francisco Chronicle, Dallas Morning News, and Chicago Sun-Times. Eighty-eight news executives at the top 13 through 100 daily newspapers and 248 news executives at the top 101 through 350 daily newspapers were interviewed. The top 12 daily newspapers were considered part of the national sample, while the top 13 through 100 and 101 through 350 were considered part of the local sample. News executives were defined by the following titles: managing editor, editor and executive editor. The sample was drawn from Bacon's Media Source.

Weekly Newspapers. Fifty-six news executives were interviewed. The sampling frame included all weekly news-

¹ Specific media categories, for example, daily newspapers, local TV stations, and local radio stations were further stratified to represent the differences in organization size.

² Two separate 800 numbers were allocated for the executive and staff samples.

papers with 15,000+ circulation. Specialty papers, such as ethnic, religious, military and alternative weeklies were excluded from the sampling frame.

News executives were defined by the following titles: managing editor, editor and executive editor. The sample was drawn from Bacon's Media Source.

Ethnic Newspapers. Twenty-eight news executives were interviewed. The sampling frame included weekly and daily ethnic papers with 15,000+ circulation. News executives were defined by the following titles: managing editor, editor and executive editor. The sample was drawn from Bacon's Media Source.

National TV Networks. Nine news executives were interviewed from the news departments of the six major television networks based on size. The sampling frame included ABC, CBS, NBC, PBS, Telemundo and Univision. News executives were defined by the following titles: executive or senior producer, news or program director, general manager and bureau chief. The sample was drawn from Bacon's Media Source. We included the staffs of news broadcasts as well as regularly scheduled public affairs programming (e.g., *Nightline*, *Frontline*). The sampling frame included only the networks' own news operations, not independent newsrooms or news programs operated by affiliate stations.

Cable TV Networks. Eleven news executives were interviewed from the five major cable networks based on size. The sampling frame included CNBC, CNN, CNN Headline News, Fox News Channel and MSNBC. News executives were defined by the following titles: executive or senior producer, news or program

director, general manager and bureau chief. The sample was drawn from Bacon's Media Source.

Local TV Stations. A total of 211 news executives were interviewed. The sampling frame included only those organizations with a news director listed. The sample was stratified based on MSA (Metropolitan Statistical Area). Thirty-nine executives from the Top 50 MSA and 172 executives from the Non-top 50 MSA were interviewed. The sample was drawn from Bacon's Media Source.

National Radio Networks. Two news executives were interviewed at the news departments of the four major radio networks based on size. The sampling frame included ABC Radio, CBS Radio, National Public Radio and NBC Radio. News executives were defined by the following titles: executive or senior producer, news or program director, general manager and managing/executive director. The sample was drawn from Bacon's Media Source. The sampling frame included only the networks' own news operations, not independent newsrooms or news programs operated by affiliate stations.

Local Radio Stations. A total of 105 news executives were interviewed. The sampling frame included only those organizations with a news or news/talk format and with a news director listed. The sample was stratified based on MSA (Metropolitan Statistical Area). Sixty-one executives from the Top 50 MSA and 44 executives from Non-top 50 MSA were interviewed. The sample was drawn from Bacon's Media Source.

News Magazines. Four executives were interviewed at the major weekly news-

magazines: Newsweek, Time and U.S. News and World Report. Executives were defined as the following titles: managing editor, editor and executive editor.

Wire Services. Five executives were interviewed at the major wire services: The Associated Press, Bloomberg and Reuters. Executives were defined as the following titles: managing editor, editor and executive editor.

Internet News Web Sites. Nine news executives were interviewed. The sampling frame included the top newspaper and news source web sites, as ranked by *www.top9.com* (March 2001). Executives were defined as the following titles: managing editor, editor and executive editor.

News Staffers Survey

For this study, news staffers include reporters, correspondents, writers, columnists, anchors, hosts, beat/content editors, producers, assignment desk editors and graphics/web designers.

Daily Newspapers. A total of 567 news staffers were interviewed. The sampling frame included the top 350 daily newspapers, ranked by highest circulation in Bacon's Media Source. 50 news staffers at the top 12 daily newspapers were interviewed. These papers, by rank, are Wall Street Journal, USA Today, The New York Times, Los Angeles Times, The Washington Post, (New York) Daily News, Chicago Tribune, Newsday, Houston Chronicle, San Francisco Chronicle, Dallas Morning News and Chicago Sun-Times. A total of 255 news staffers at the top 13 through 100 daily newspapers and 262 news staffers at the top 101 through 350 daily

Journalists often joke that they got into the new business to avoid doing math. This insecurity, along with actual ignorance of how to solve math problems, causes problems in news coverage.

Scott R. Maier, associate professor at the School of Journalism and Communication at the University of Oregon, wrote in *The American Editor's* January-February 2002 edition about a math test he gave a daily newspaper staff. The test required junior high school math level. "On average," Maier said, "the staff answered 68 percent of the questions correctly – barely passing if held to traditional school standards. Nearly one in five reporters missed more than half of the questions posed."

Fortunately "copy editors, the newspaper's last line of defense against error, performed the best."

"Math training in the newsroom should focus on the kinds of problem-solving skills that help journalists develop a stronger sense of numerical proportion, statistical incongruity and other intuitive skills needed to make common-sense judgments when working with numbers in the news," Maier said.

"Innumeracy among journalists cannot be overcome by an occasional workshop. Ongoing training should cover a range of statistical competencies needed to be a 'precision journalist.'"

newspapers were interviewed. The top 12 daily newspapers were considered part of the national sample, while the top 13-100 and 101-350 were considered part of the local sample. The sample was drawn from Bacon's Media Source.

Weekly Newspapers. Fifty-two news staffers were interviewed. The sampling frame included all weekly newspapers with 15,000+ circulation. Specialty papers, such as ethnic, religious, military and alternative weeklies were excluded from the sampling frame. The sample was drawn from Bacon's Media Source.

Ethnic Newspapers. Twenty-four news staffers were interviewed. The sampling frame included weekly and daily ethnic papers with 15,000+ circulation. The sample was drawn from Bacon's Media Source.

National TV Networks. Twenty-seven news staffers were interviewed from the news departments of the six major television networks based on size. The sampling frame included ABC, CBS, NBC, PBS, Telemundo and Univision. The sample was drawn from Bacon's Media Source. We included the staffs of news broadcasts as well as regularly scheduled public affairs programming (e.g., *Nightline*, *Frontline*). The sampling frame included only the networks' own news operations, not independent newsrooms or news programs operated by affiliate stations.

Cable TV Networks. Twenty-six news staffers were interviewed from the five major cable networks based on size. The sampling frame included CNBC, CNN, CNN Headline News, Fox News Channel and MSNBC. The sample was drawn from Bacon's Media Source.

Local TV Stations. A total of 294 news staffers were interviewed. The sampling frame included only those organizations with a news director listed. The sample was stratified based on MSA (Metropolitan Statistical Area). A total of 152 staffers from the Top 50 MSA and 142 staffers from the Non-top 50 MSA were interviewed. The sample was drawn from Bacon's Media Source.

National Radio Networks. Ten news staffers were interviewed at the news departments of the four major radio networks based on size. The sampling frame included ABC Radio, CBS Radio, National Public Radio and NBC Radio. The sample was drawn from Bacon's Media Source. The sampling frame included only the networks' own news operations, not independent newsrooms or news programs operated by affiliate stations.

Local Radio Stations. A total of 151 news staffers were interviewed. The sampling frame included only those organizations with a news or news/talk format and with a news director listed. The sample was stratified based on MSA (Metropolitan Statistical Area). A total of 111 staffers from the Top 50 MSA and 40 staffers from Non-top 50 MSA were interviewed. The sample was drawn from Bacon's Media Source.

News Magazines. Seven staffers were interviewed at the major weekly news-magazines: Newsweek, Time and U.S. News and World Report.

Wire Services. Ten staffers were interviewed at the major wire services: The Associated Press, Bloomberg and Reuters.

Internet News Web Sites. Ten news staffers were interviewed. The sampling frame included the top newspaper and news source web sites, as ranked by *www.top9.com* (March 2001).

Response Rate. Table 1 reports the disposition of all sampled telephone numbers dialed. The *response rate* estimates the fraction of all eligible respondents in the sample that were ultimately interviewed. At PSRA it is calculated by taking the product of three component rates:

Contact rate – the proportion of working numbers where a request for interview was made – of 80 percent for the news executives sample, 81 percent for the news staffers sample, and 80.5 percent for the overall sample.

Cooperation rate – the proportion of contacted numbers where a consent for interview was at least initially obtained, versus those refused – of 88.1 percent for the news executives sample, 91.7 percent for the news staffers sample, and 90.2 percent for the overall sample.

Table 1: Response Rate

	Response Rate Executives		Response Rate Staffers		Response Rate Total	
	Number	Rate	Number	Rate	Number	Rate
Numbers dialed	1,159		1,651		2,810	
Not in sample						
Nonworking	6		9		15	
Nonbusiness	13		7		20	
Working Numbers	1,140	98.4%	1,635	99.0%	2,775	98.8%
No final contact						
Noncontact	229		313		542	
Contacted numbers	911	80.0%	1,322	81.0%	2,233	80.5%
Refusals	108		110		218	
Cooperating	803	88.1%	1,212	91.7%	2,015	90.2%
Ineligible	7		9		16	
Eligible	796	99.1%	1,203	99.3%	1,999	99.2%
Interrupted	4		2		6	
Complete	792	99.5%	1,201	99.8%	1,993	99.7%
Response Rate		70.1%		74.1%		72.4%

Completion rate – the proportion of initially cooperating and eligible interviews that were completed – of 99.5 percent for the executive sample, 99.8 percent for the staff sample and 99.7 for the entire sample overall.

Thus the response rate for this survey was 70.1 percent for the news executives sample, 74.1 percent for the news

staffers sample, and 72.4 percent for the overall sample.

Data were weighted to make the final staffer and executive samples more representative and comparable. The staffer sample was weighted so that the 15 different media types sampled would be represented in their proper proportions. As a first step, universe staff sizes were

Table 2: Target Weighting Distribution

Media Type Categories	Size of Average		Total	Total
	Universe	Staff Size ³	Staff Size	Staff Distribution [TARGET]
Daily Newspapers - Top 12	12	514	6,168	4.5%
Daily Newspapers - 13-100	160	200	32,000	23.5%
Daily Newspapers - 101-350	450	50	22,500	16.6%
Weekly Newspapers	500	33	16,500	12.1%
Ethnic Newspapers	120	19	2,280	1.7%
National TV Networks	6	250	1,500	1.1%
Cable TV Networks	5	648	3,240	2.4%
Local TV Stations - Top 50 MSA	400	50	20,000	14.7%
Local TV Stations - Non-Top 50 MSA	600	20	12,000	8.8%
National Radio Networks	4	175	700	0.5%
Local Radio Stations - Top 50 MSA	400	25	10,000	7.4%
Local Radio Stations - Non-Top 50 MSA	500	10	5,000	3.7%
Internet News	10	162	1,620	1.2%
News Magazines	6	200	1,200	0.9%
Wire Services	6	200	1,200	0.9%

³ Average staff size for all but one media category based on News Executives responses. Average staff size for wire services based on outside research.

Table 3: Final Weights

Media Type Categories	Executive Interviews	Executive Weights	Staffer Interviews	Staffer Weights
Daily Newspapers - Top 12	10	8.84	50	2.22
Daily Newspapers - 13-100	88	5.21	255	2.26
Daily Newspapers - 101-350	248	1.30	262	1.55
Weekly Newspapers	56	4.22	52	5.71
Ethnic Newspapers	28	1.17	24	1.71
National TV Networks	9	2.39	27	1.00
Cable TV Networks	11	4.22	26	2.24
Local TV Stations - Top 50 MSA	39	7.35	152	2.37
Local TV Stations - Non-Top 50 MSA	172	1.00	142	1.52
National Radio Networks	2	5.02	10	1.26
Local Radio Stations - Top 50 MSA	61	2.35	111	1.62
Local Radio Stations - Non-Top 50 MSA	44	1.63	40	2.25
Internet News	9	2.58	10	2.92
News Magazines	4	4.30	7	3.09
Wire Services	5	3.44	10	2.16

computed for each of the media types by multiplying the average staff size in each category by the number of organizations. The universe staff size distribution was used as the weighting target. See Table 2.

The final sample of 1,178 staffers was assigned weights so that their weighted distribution matches the target media type distribution. Likewise, the final sample of 786 executives was assigned weights so that their media type distribution matches the distribution of the staffer sample. See Table 3.

Effects of Sample Design on Statistical Inference. Post-data collection statistical adjustments require analysis procedures that reflect departures from simple random sampling. PSRA calculates the effects of these design features so that an appropriate adjustment can be incorporated into tests of statistical significance when using these data. The so-called “design effect” or *deff* represents the loss in statistical efficiency that results from a disproportional sample design and systematic non-response. PSRA calculates the composite design effect for a sample of size *n*, with each case having a weight, *w_i*, as:

$$deff = \frac{n \sum_{i=1}^n w_i^2}{\left(\sum_{i=1}^n w_i\right)^2}$$

In a wide range of situations, the adjusted *standard error* of a statistic should be calculated by multiplying the usual formula by the square root of the design effect (\sqrt{deff}). Thus, the formula for computing the 95 percent confidence interval around a percentage is:

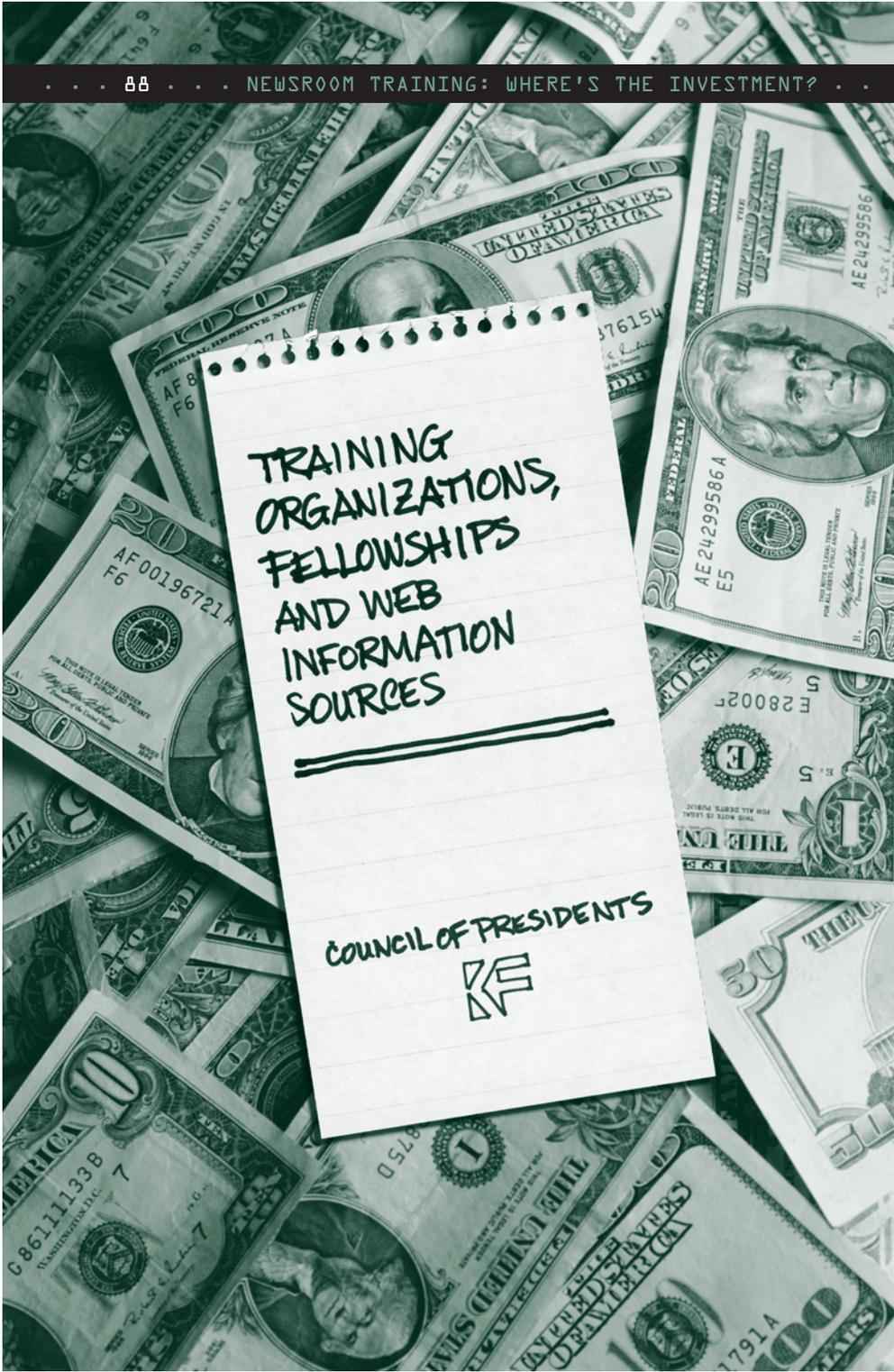
$$\hat{p} \pm \left(\sqrt{deff} \times 1.96 \sqrt{\frac{\hat{p}(1-\hat{p})}{n}} \right)$$

where \hat{p} is the sample estimate and n is the unweighted number of sample cases in the group being considered.

The survey's *margin of error* is the largest 95 percent confidence interval for any estimated proportion based on the total sample – one around 50 percent. For example, the margin of error for the entire staffer sample is plus or minus 3 percent. This means that in 95 out every 100 samples drawn using the same methodology, estimated proportions based on the entire sample will be no more than 3 percentage points away from their true values in the population. The margin of error for the executive sample is plus or minus 4 percent. It is important to remember that sampling fluctuations are only one possible source of error in a survey estimate. Other sources, such as respondent selection bias, questionnaire wording and reporting inaccuracy, may contribute additional error of greater or lesser magnitude.

To use the data from this study, log on to the following URL and search under the title “Journalists Training Survey”:

www.irss.unc.edu/data_archive/catsearch.html



TRAINING
ORGANIZATIONS,
FELLOWSHIPS
AND WEB
INFORMATION
SOURCES

COUNCIL OF PRESIDENTS



This list was compiled to help you find training organizations, fellowships and web resources to assist in training. Our thanks to the American Press Institute

(www.americanpressinstitute.org) and the Society of Professional Journalists (www.spj.org), major contributors of the following information.

Organizations

Accrediting Council on Education
in Journalism & Mass Communication
234 Outlet Pointe Blvd.
Columbia, S.C. 29210-5667
803-798-0271; fax 803-772-3509
aejmc@aejmc.org
www.aejmc.org

Advertising Research Foundation
641 Lexington Ave.
New York, N.Y. 10022
212-751-5656
www.arfsite.org

Alabama Press Association
Felicia Mason, Executive Director
3324 Independence Drive, Suite 200
Birmingham, Ala. 35209
205-871-7737; fax: 205-871-7740
www.alabamapress.org

The Alicia Patterson Foundation
1730 Pennsylvania Ave. N.W., Suite 850
Washington, D.C. 20006
202-393-5995
engel@aliciapatterson.org
www.aliciapatterson.org

American Agricultural Editors Association
Den Gardner,
Executive Secretary/Treasurer

P.O. Box 156
New Prague, Minn. 56071
952-758-6502; fax 952-758-5813
Ageditors@aol.com
www.ageditors.com

American Association of Sunday
and Feature Editors
Sharon Wilmore, President
Penny Fuchs, Executive Director
University of Maryland
1117 Journalism Building, Room 4113
College Park, Md. 20742-7111
301-314-2631
aasfe@jmail.umd.edu;
www.aasfe.org

American Copy Editors Society
John McIntyre, President
The Sun
P.O. Box 1377
Baltimore, Md. 21278-0001
800-829-8000 x 6206
JohnMcIntyre@copydesk.org
www.copydesk.org

American Jewish Press Association
Aaron Cohen, President
1828 L St. N.W., Suite 720
Washington, D.C., 20036
202-785-2282; fax 202-785-2307
info@ajpa.org
www.ajpa.org

American Journalism
Historians Association
Carol Sue Humphrey,
Administrative Secretary
OBU Box 61201
500 W. University
Shawnee, Okla. 74804
www.ajha.org

American Political Science Association
Jeffrey R. Biggs, Director
Congressional Fellowship Program
1527 New Hampshire Ave. N.W.
Washington, D.C. 20036-1206
202-483-2512; fax 202-483-2657
cfp@apsanet.org
www.apsanet.org/cfp/

American Press Institute
William L. Winter, Director
11690 Sunrise Valley Drive
Reston, Va. 22091
703-620-3611; fax 703-620-5814
www.americanpressinstitute.org

American Society for
Training and Development
Val Mikels
Director, Customer Care Center
800-628-2783 or 703-683-8100; fax 703-683-1523
Customercare@astd.org
www.astd.org

American Society of Business
Publication Editors
710 E. Ogden Ave., Suite 600
Naperville, Ill. 60563
630-579-3288; fax 630-369-2488
info@asbpe.org
www.asbpe.org

American Society of
Journalists and Authors
1501 Broadway, Suite 302
New York, N.Y. 10036
212-997-0947; fax 212-768-7414
execdir@asja.org
www.asja.org/index9.php

American Society of Magazine Editors
Susan Ungaro, President
Marlene Kahan, Executive Director
919 Third Ave.

New York, N.Y. 10022
212-872-3735; fax 212-906-0128
mkahan@magazine.org
asme.magazine.org

American Society of
Newspaper Editors
Diane H. McFarlin, President
J. Scott Bosley, Executive Director
11690B Sunrise Valley Drive
Reston, Va. 20191-1409
703-453-1120; fax 703-453-1133
sbosley@asne.org
American Editor magazine:
scj@asne.org
www.asne.org

Arizona Newspaper Association
John Fearing, Executive Director
1001 N. Central Ave., Suite 670
Phoenix, Ariz. 85004
602-261-7655; fax 602-261-7525
office@ananews.com
www.ANANews.com

Arkansas Press Association
Dennis Schick, Executive Director
411 S. Victory
Little Rock, Ark. 72201
501-374-1500; fax: 501-374-7509
apamail@arkansaspress.org
www.arkansaspress.org

Arthur F. Burns Fellowships
International Center for Journalists
1616 H St. N.W., Third Floor
Washington, D.C. 20006
202-737-3700; fax 202-737-0530
burns@icjf.org
www.icjf.org

Asian American Journalists Association
Victor Panichkul, President
Rene Astudillo, Executive Director
1182 Market St., Suite 320

San Francisco, Calif. 94102
415-346-2051 x 700; fax 415-346-6343
renea@aaaja.org
www.aaaja.org

Associated Press Managing Editors
Caesar Andrews, President
Mark Mittelstadt, APME Projects Director
The Associated Press
50 Rockefeller Plaza
New York, N.Y. 10020
212-621-1838; fax 212-621-7520
mmittelstadt@ap.org
www.apme.com/index.shtml

Associated Press Sports Editors
byates@dallasnews.com
cgrimes@dallasnews.com
sptwcg@mindspring.com
apse.dallasnews.com/

Association for Education
in Journalism and Mass Communication
Joe S. Foote, President
Jennifer McGill, Executive Director
AEJMC/ASJMC
234 Outlet Pointe Blvd., Suite A
Columbia, S.C. 29210-5667
803-798-0272; fax 803-772-3509
aejmchq@aol.com
www.aejmc.org

Association for Women in Sports Media
info@awsmonline.org
www.awsmonline.org

Association for Women Journalists
Sandra Guy, President
Chicago Sun-Times
401 N. Wabash
Chicago, Ill. 60601
312-321-2868
sguy178525@aol.com
www.awjchicago.org

Association of
Alternative Newsweeklies
Richard Karpel
1020 16th St. N.W., Fourth Floor
Washington, D.C. 20036-5702
202-822-1955; fax 202-822-0929
rkarpel@aan.org
www.aan.org

Association of Capitol
Reporters & Editors
Holly A. Heyser, President
St. Paul Pioneer Press
345 Cedar St.
St. Paul, Minn. 55101-1057
651-228-5463; fax 651-228-5500
hheyser@pioneerpress.com
www.capitolbeat.org

Association of Food Journalists
Carol DeMasters, Executive Director
262-965-3251
carolaff@execpc.com
www.afjonline.com

Association of Health Care Journalists
Andrew Holtz, President
Melinda Voss, Executive Director
University of Minnesota
Murphy Hall – SJMC
206 Church St. S.E.
Minneapolis, Minn. 55455-0418
612-624-8877; fax 612-626-8251
vossx017@umn.edu
www.ahcj.umn.edu

Association of Opinion Page Editors
Noel Rubinton
nrubinto@newsday.com
www.psu.edu/dept/comm/aope/aope.htm

Association of Schools of Journalism
and Mass Communication
William T. Slater, President
Jennifer McGill, Executive Director

AEJMC/ASJMC
234 Outlet Pointe Blvd., Suite A
Columbia, S.C. 29210-5667
803-798-0272; fax 803-772-3509
aejmchq@aol.com
www.aejmc.org

Banking Fellowships for Journalists
Joan N. Pfister
Prochnow Educational Foundation
5315 Wall St.
Madison, Wis. 53718
608-243-1945; fax 608-243-1951
jpfister@gsb.org
www.gsb.org

Brechner Center
(FOI, libel, First Amendment issues)
PO Box 118400
3208 Weimer Hall
University of Florida
Gainesville, Fla. 32611-8400
352-392-2273; fax 352-392-3919
or 352-392-9173
www.jou.ufl.edu/brechner/index.htm

Broadcast Education Association
Louisa Nielsen, Executive Director
1771 N St., N.W.
Washington, D.C. 20036-2891
202-429-5354
www.beaweb.org

Broadcasting and Cable – TVInsite
Stephen McClellan
Deputy Editor, NYC
212-337-7023
smcclellan@cahners.com
www.tvinsite.com/broadcasting/cable/index.asp?layout=webzine

Bulletin of Atomic Scientists
(fellowships)
6042 South Kimbark
Chicago, Ill. 60637

773-702-2555; fax 773-702-0725
hillary@bullatmoci.org
www.bullatmoci.org

Business Journalism Fellows
Duke University
Laurie Bley
DeWitt Wallace Center
for Communications and Journalism
Sanford Institute of Public Policy
P.O. Box 90241
Duke University
Durham, N.C. 27708
919-684-4270; fax 919-684-4270
media@pps.duke.edu
www.media.duke.edu/dewitt/fellows

California Chicano
News Media Association
Julio Moran, Executive Director
3800 S. Figueroa St.
Los Angeles, Calif. 90037
213-743-4960; fax 213-743-4989
info@ccnma.org
www.ccnma.org

California Newspaper
Publishers Association
1225 Eighth St., Suite 260
Sacramento, Calif. 95814
916-288-6000; fax 916-288-6002
www.cnpa.com

Canadian Association of Journalists
1125 Colonel By Drive
Ottawa, Ontario K1S 5B6
613-526-8061
caj@jgs.net
www.eagle.ca/caj

Canadian Community
Newspapers Association
Serge Lavoie, Executive Director
206-90 Eglinton Ave. E.
Toronto, Ontario M4P 2V3

877-305-2262
info@ccna.ca
www.communitynews.ca
www.ccna.ca

Canadian Newspaper Association
890 Yonge St., Suite 200
Toronto, Ontario M4W 3P4
416-923-3567; fax 416-923-7206
www.can-acj.ca

Carole Kneeland Project for Responsible
Television Journalism
Valerie Hyman, Lead Trainer
238 62nd Ave. South
St. Petersburg, Fla. 33705-5422
727-866-3232; fax 727-867-8836
valeriehyman@betternews.com

Case Media Fellowships
Steven Weiss
National Media Fellowship Program
Council for Advancement
and Support of Education
1307 New York Ave., N.W., Suite 1000
Washington, D.C. 20005
202-478-5680; fax 202-387-4973
weiss@case.org
www.case.org

Casey Journalism Center
for Children and Families
4321 Hartwick Road, Suite 320
College Park, Md. 20740
301-699-5133; fax 301-699-9755
info@casey.umd.edu
casey.umd.edu/home.nsf

Casey Journalism Fellows
University of Maryland
College of Journalism
Christopher Callahan, Associate Dean
Journalism Building,
University of Maryland
College Park, Md. 20742

Everyone wants training, but few people have figured out how to get it, and how to encourage upper management to commit to it, by allowing employees time to attend training programs, supporting their attendance with finances to cover the training, etc.

— Rosalind Stark,
Executive Director
Radio-Television News
Directors Foundation

I have absolutely no budget but we're still training. We do a lot on basic skills – how do we make headlines better, how to write livelier stories, how do we get more storytelling into the paper. We do training on how to use the e-mail system more efficiently and how to use the phone system better. How can we make life a little less stressful for people – how to ease the little tensions in the room.

— Dick Hughes, Editorial Page
Editor and Training Editor
Statesman Journal,
Salem, Ore.

Newsroom culture is the key to everything. Word gets around very fast, which newsrooms are the good ones for diversity, for training, for quality. That's at the core.

— Richard Kipling
METPRO Director
Tribune Publishing

If it's done well, outside training will have multiple effects when [the trainees] return – they share what they've learned as well as show improvement themselves.

— Karen Dunlap
Dean of Faculty
Poynter Institute

301-405-2432; fax 301-314-9166
ccallahan@jmail.umd.edu
www.umd.edu/jour

Catholic Press Association
 Owen McGovern, Executive Director
 3555 Veterans Memorial Highway,
 United O
 Ronkonkoma, N.Y. 11779
 631-471-4730; fax 631-471-4804
roseathpress@aol.com
www.catholicpress.org

Center for Communication
 (for students)
info@cencom.org
www.cencom.org

Center for Community Journalism
 SUNY at Oswego
 Lanigan Hall
 Oswego, N.Y. 13126
 315-312-5427; fax 315-312-5658
ccj@oswego.edu
www.oswego.edu/~ccj

Center for Creative Leadership
 Attn: Client Services
 P.O. Box 26300
 Greensboro, N.C. 27438-6300
 336-286-4480; fax 336-282-3284
info@leaders.ccl.org
www.ccl.org/research/projects

Center for Integration
 and Improvement of Journalism
 San Francisco State University
www.journalism.sfsu.edu/www/ciij/cij.htm

Center for International Journalism
 Stella Lopez
 University of Southern California
 Annenberg School for Communication
 ASC #103 University Park
 Los Angeles, Calif. 90089-0281

213-740-8277; fax 213-740-8624
www.usc.edu/dept/annenberg/

Center for Investigative Reporting
 500 Howard St., Suite 206
 San Francisco, Calif. 94105
 415-543-1200; fax 415-543-8311
center@cironline.org
www.muckraker.org

Center for Media and Public Affairs
 2100 L St., N.W.; Suite 300
 Washington, D.C. 20037
 (202) 223-2942
www.cmpa.com

CJR Journalism Resources
 Columbia Journalism Review
 Journalism Building
 Columbia University
 New York, N.Y. 10027
 212-854-1881; fax 212-854-8580
cjr@columbia.edu
www.cjr.org/resources

College Media Advisers
 Jenny Tenpenny Crouch, President
 Ron Spielberger, Executive Director
 University of Memphis
 MJ-300
 Memphis, Tenn. 38152
 901-678-2403; fax 901-678-4798
rsplbrgr@cc.memphis.edu
www.collegemedia.org

Criminal Justice Journalists
 Ted Gest, President
 1015 18th St. N.W., Suite 925
 Washington, D.C. 20036
 202-296-8444; fax 202-296-4406
tgest@sas.upenn.edu
www.reporters.net/cjj

Dart Fellowships for
 Journalism and Trauma
 Roger Simpson
 Dart Center for Journalism and Trauma
 University of Washington School
 of Communications
 Room 102
 P.O. Box 353740
 Seattle, Wash. 98195-3740
 206-543-0405; fax 206-543-9285
newsboy@u.washington.edu
www.dartcenter.org

Dow Jones Newspaper Fund
 P.O. Box 300
 Princeton, N.J. 08543-0300
 4300 Route One North
 South Brunswick, N.J. 08852
 609-452-2820; fax 609-520-5804
newsfund@wsj.dowjones.com
www.dowjones.com/newsfund/home

Education Writers Association
 Robin Farmer, President
 Lisa J. Walker, Executive Director
 2122 P St. N.W., Suite 201
 Washington, D.C. 20037-1037
 202-452-9830; fax 202-452-9837
lwalker@ewa.org
www.ewa.org

Florida Press Association
 Carl Cannon, President
 122 S. Calhoun St.
 Tallahassee, Fla. 32301
 850-224-5790; fax 850-224-6012
www.flpress.com

Foundation for American
 Communications
 85 S. Grand Ave.
 Pasadena, Calif. 91105
 626-584-0010; fax 626-584-0627
facs@facenet.org
www.facsnet.org

The Fourth Estate
 & The Third Sector (nonprofits)
 Burnis Morris
 University of Mississippi
 Journalism Department
 P.O. Box 1848
 University, Miss. 38677-1848
 662-915-5396
brmorris@olemiss.edu
www.olemiss.edu/journalismfellows.html

Frank Batten Fellowship
 Laurence G. Mueller
 The Darden School,
 University of Virginia
 P.O. Box 6550
 Charlottesville, Va. 22906
 800-UVA-MBA-1; fax 804-924-5033
darden@virginia.edu
www.darden.edu

Freedom Forum
 The Freedom Forum World Center
 1101 Wilson Blvd.
 Arlington, Va. 22209
 703-528-0800; fax 703-522-4831
news@freedomforum.org
www.freedomforum.org

Georgia Press Association
 Robin Rhodes, Executive Director
 3066 Mercer University Drive, Suite 200
 Atlanta, Ga. 30341
 770-454-6776; fax 770-454-6778
mail@gapress.org
www.gapress.org

Grad Schools (Graduate Education
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 Chester, Pa. 19013
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corporate@gradschools.com
www.gradschools.com

Hoosier State Press Association
David Stamps, Executive Director
One Virginia Ave., Suite 701
Indianapolis, Ind. 83704
317-803-4772; 317-624-4428
dstamps@hspa.com
www.indianapublisher.com

HPSC Training Programs and Seminars
Harris Publishing Systems Corp.
505 N. John Rodes Blvd.
Melbourne, Fla. 32934
321-242-5330; fax 321-242-4074
hpscmktg@harris.com
www.jazbox.com/

Huck Boyd National Center
for Community Media
Gloria Freeland, Director
105 Kedzie Hall
Kansas State University
Manhattan, Kan. 66506-1501
785-532-3958 or 785-532-0721;
fax 785-532-5484
huckboyd@ksu.edu
huckboyd.jmc.ksu.edu

Idaho Newspaper Association
Bob C. Hall, Executive Director
6560 Emerald, Suite 124
Boise, Idaho 83704
208-375-0733; fax 208-375-0914
BobcHall@aol.com
www.idahopapers.com

IFRA
(INCA-FIEJ Research Association;
"INCA" is "International Newspaper
Colour Association" and "FIEJ"
is "Fédération Internationale
des Editeurs de Journaux")
IFRA North America
c/o Canadian Newspaper
Association (CNA)
890 Yonge St., Suite 200

Toronto, Ontario M4W Canada
416-923-3567; fax 416-923-7206
www.ifra.com

Illinois Press Association
David L. Bennett, Executive Director
Community Drive
Springfield, Ill. 62703
217-241-1300; fax 217-241-1301
Bbennett@il-press.com
www.il-press.com

Inland Press Association
Ray Carlsen, Executive Director
Inland Press Foundation
2360 E. Devon Ave., Suite 3011
Des Plaines, Ill. 60018
847-795-0380; fax 847-795-0385
Inlander1@inlandpress.org
www.inlandpress.org

Inter American Press Association
Robert J. Cox, President
Julio E. Muñoz, Executive Director
1801 S.W. Third Ave.
Miami, Fla. 33129
305-634-2465; fax 305-635-2272
jmunoz@sipiapa.org
www.sipiapa.org

International Center for Journalists
Wayne Dillehay
1616 H St. N.W., Third Floor
Washington, D.C. 20006
202-737-3700; fax 202-737-0530
wayne@icjf.org
www.icjf.org

International Consortium
of Investigative Journalists
ICIJ @ The Center For Public Integrity
910 17th St. N.W., Seventh Floor
Washington, D.C. 20006
202-466-1300; fax 202-466-1101
info@icij.org
www.icij.org

International Federation of Journalists
266 rue Royale
1210 Brussels, Belgium
32-2-223-22-65; fax 32-2-219-29-76
ifj@ifj.org
www.ifj.org

International Newspaper
Financial Executives
21525 Ridgetop Circle
Suite 200
Sterling, Va. 20166
703-421-4060; fax 703-421-4068
Membership: membership@infе.org
www.infе.org

International Newspaper
Marketing Association
10300 N. Central Expressway
Suite 467
Dallas, Texas 75231
214-373-9111; fax 214-373-9112
inma@inma.org
www.inma.org

International Press Institute
IPI Headquarters
Spiegelgasse 2
A-1010 Vienna
Austria
43-1-512-90-11; fax 43-1-512-90-14
ipi@freemedia.at
www.freemedia.at/index1.html

International Society
of Weekly Newspaper Editors
Dr. Chad Stebbins
Institute of International Studies,
Missouri Southern State College
3950 E. Newman Road
Joplin, Mo. 64801-1595
417-625-9736; fax 417-659-4445
www.mssc.edu/iswne

International Women's
Media Foundation
Sherry Rockey, Executive Director
1726 M St. N.W., Suite 1002
Washington, D.C. 20036
202-496-1992; fax 202-496-1977
srockey@iwmf.org
www.iwmf.org

Investigative Reporters and Editors
David Dietz, President
Brant Houston, Executive Director
Missouri School of Journalism
138 Neff Annex
Columbia, Mo. 65211
573-882-2042; fax 573-882-5431
Database Library – 573-884-7711
Resource Center – 573-882-3364
Fax 573-882-5431 & 573-884-5544
brant@ire.org
info@ire.org
www.ire.org

Iowa Newspaper Association
Arvid Hisman, Director
319 E. Fifth St.
Des Moines, Iowa 50309
515-244-2145; fax 515-244-4855
www.inanews.com

Jefferson Fellowships
Dennis D. Donahue, Coordinator
East-West Center Media Program
1601 East-West Road
Honolulu, Hawaii 96848-1601
808-944-7384; fax 808-944-7600
donahued@eastwestcenter.org
www.eastwestcenter.org

Joan Shorenstein Center
on the Press, Politics and
Public Policy Fellowships
Edith Holway
Joan Shorenstein Center
Kennedy School of Government

In most, but not all, businesses, people believe that if you put out a better product, you'll be successful. Most but not all: Fast food companies believe it's better advertising. I'm not sure that people at newspapers believe if they put out a better paper, they'll sell more papers. It's obvious from the erosion that occurs to make higher profits. All it takes is leadership believing it's important and giving somebody responsibility for making it happen.

— Bruce DeSilva,
News/features Editor
The Associated Press

The last time I was in a newsroom coping with tightened news hole, there were unexpected benefits that increased excellence:

1. It forced us to be very clear about our coverage priorities.
2. It forced us to be way more disciplined about writing. Our writing coach did workshops on compression and writing short, and the quality of writing actually improved.
3. We adopted a long-short philosophy. The stories we cared about got space and display. The stories not high on the priority list were briefed.

The result, in many cases, was better looking pages: One properly displayed, complete story — versus three or four eight-paragraph stories.

— Sharon Burnside,
AME Training and Personnel
The Toronto Star

79 JFK St.
Cambridge, Mass. 02138
617-495-8269; fax 617-495-8696
edith_holway@harvard.edu
www.ksg.harvard.edu/~presspol/

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www.kip.jcomm.ohio-state.edu

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www.jrn.columbia.edu/knight-bagehot

Knight Center for Specialized Journalism
Carol Horner, Director
University of Maryland
Inn and Conference Center
3501 University Blvd. East
Adelphi, Md. 20783-8068
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CDC Foundation
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734-998-7666; fax 734-998-7979
drath@umich.edu
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Oakland, Calif. 94612
510-891-9202; fax 510-891-9565
mije@maynardije.org
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Media Alliance
Jeff Perlstein, Executive Director
814 Mission St. #205
San Francisco, Calif. 94103
415-546-6334; 415-546-6218
info@media-alliance.org
www.media-alliance.org

The Media Institute
Dane Petersen, Program Director
1000 Potomac St. N.W., Suite 301
Washington, D.C. 20007
202-298-7512; 202-337-7092
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Media Management Center
Northwestern University
John Lavine, Founding Director
Michael P. Smith, Managing Director
1007 Church St., Suite 500
Evanston, Ill. 60208-5619
847-491-4900; fax 847-491-5619
j-lavine@northwestern.edu
m-smith3@northwestern.edu
www.mediamanagement.northwestern.edu
www.readership.org

Medill Specialized Reporting Program:
Religion, Spirituality and Values
Roy Larson, Program Coordinator
Medill School of Journalism
Northwestern University
Evanston, Ill. 60208
847-866-3960
rlarson@nwu.edu
www.medill.northwestern.edu/journalism/specialized/religion.html

Michigan Press Association
Michael MacLaren, Executive Director
827 N. Washington Ave.
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Minnesota Journalism Center
Kathleen A. Hansen, Director
University of Minnesota
Murphy Hall – SJMC
206 Church St. S.E.
Minneapolis, Minn. 55455-0418
612-625-8095; fax 612-626-7543
mjnrcntr@umn.edu
www.mjc.umn.edu/about.htm

Minnesota Newspaper Association
Linda Falkman, Executive Director
12 S. Sixth St., Suite 1120
Minneapolis, Minn. 55402
612-332-8844; fax 612-342-2958
mna@mna.org
www.mnnewspaper.net.org

Mississippi Press Association
Carolyn Wilson, Executive Director
351 Edgewood Terrace
Jackson, Miss. 39206
601-981-3060; 601-981-3676
mpps@mspress.org
www.mspress.org

Missouri Press Association
Doug Crews, Executive Director
802 Locust St.
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Jim Fall, Executive Director
Expedition Block

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Condace Pressley, President
Tangie Newborn, Executive Director
8701-A Adelphi Rd
Adelphi, Md. 20783
301-445-7100 ext.104
tangie@nabj.org
www.nabj.org

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Edward O. Fritts, President/CEO
1771 N St. N.W.
Washington, D.C. 20036
202-429-5300; 202-429-4199
nab@nab.org
www.nab.org

National Association
of Hispanic Journalists
Juan Gonzalez, President
Anna Lopez, Executive Director
1000 National Press Building
529 14th St. N.W.
Washington, D.C. 20045
202-662-7145; fax 202-662-7144
alopez@nahj.org
www.nahj.org

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703-893-2410 or 888-968-7658;
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Paul Raeburn, President
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P.O. Box 294
Greenlawn, N.Y. 11740
631-757-5664; fax 631-757-0069
diane@nasw.org
www.nasw.org

National Conference of Editorial Writers
Phil Haslanger, President
Cora B. Everett, Executive Secretary
6223 Executive Blvd.
Rockville, Md. 20852
301-984-3015; fax 301-231-0026
ncewhqs@erols.com
www.ncew.org

National Federation of Press Women
Carol Pierce, Executive Director
P.O. Box 5556
Arlington, Va. 22205
703-534-2500; fax 703-534-5751
presswomen@aol.com
www.NFPW.org

National Fellowships
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Education Writers Association
Lisa Walker
1331 H St. N.W., Suite 307
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202-637-9700; fax 202-637-9707
ewa@ewa.net
www.ewa.org

National Institute
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IRE Membership Coordinator

138 Neff Annex
Missouri School of Journalism
Columbia, Mo. 65211
info@ire.org
www.nicar.org

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Journalists Association
Robert Dodge, President
Pamela Strother, Executive Director
1420 K St. N.W., Suite 910
Washington, D.C. 20005
202-588-9888; fax 202-588-1818
pstrother@nlgja.org
www.nlgja.org

National Press Foundation
Bob Meyers, President
1211 Connecticut Ave. N.W., Suite 310
Washington, D.C. 20036
202-663-7280; fax 202-530-2855
bob@nationalpress.org
www.nationalpress.org

National Press Photographers Association
Clyde Mueller, President
Greg Garneau, Executive Director
3200 Croasdaile Drive, Suite 306
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919-383-7246; fax 919-383-7261
director@nppa.org
www.nppa.org

National Union of Journalists
Jeremy Dear, General Secretary
308 Grays Inn Road
London, England WC1X 8DP
44-020-7278-7916; fax 44-020-7837-8143
jeremyd@nuj.org.uk
www.nuj.org.uk

National Writers Union
Jonathan Tasini, President
113 University Place, Sixth Floor
New York, N.Y. 10003

212-254-0279; fax 212-254-0673
nwu@nwu.org
www.nwu.org

Native American Journalists Association
Mary Annette Pember, President
Mark A. Rolo, Executive Director
3359 36th Ave. S.
Minneapolis, Minn. 55406
612-729-9244; fax 612-729-9373
info@naja.com
www.naja.com

Nebraska Press Association
Allen Beermann, Executive Director
845 S St.
Lincoln, Neb. 68508
402-476-2851; 800-369-2850;
fax 402-476-2942
nebpress@nebpress.com
www.nebpress.com

New England Newspaper Association
George Geers
70 Washington St.
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978-744-8940; fax 978-744-0333
NENA@nenews.org
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mail@newsrab.org
www.newsrab.org

Newspaper Association of America
David Brown, Vice President
1921 Gallows Road, Suite 600
Vienna, Va. 22182
703-902-1600; fax 703-917-0636
Webmaster@naa.org
www.naa.org

Newspaper Guild
Linda K. Foley, President
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giles@fas.harvard.edu
www.nieman.harvard.edu/nieman.html

North Carolina Press Association
5171 Glenwood Ave., Suite 364
Raleigh, N.C. 27612
heather@ncpress.com
www.ncpress.com

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Roger Bailey, Executive Director
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Newspaper Association
Jim Killam,
Communications Coordinator
Northern Star, Northern
Illinois University
Campus Life Building, Suite 130
DeKalb, Ill. 60115.
815-753-4239
jkillam@niu.edu
www.star.niu.edu/nina

Ohio Newspaper Association
Frank Deaner, Executive Director
1335 Dublin Road, Suite 216 B
Columbus, Ohio 43215
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Organization of News Ombudsmen
Sanders LaMont, President
The Sacramento Bee
P.O. Box 15779
Sacramento Calif. 95852
916-321-1251
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www.newsombudsmen.org

Pacific Northwest
Newspaper Association
Rowland Thompson, Executive Director
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Foundation fax: 717-703-3008
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barbarac@rtnda.org
www.rtnda.org

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Rosalind Stark, Executive Director
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www.rtnda.org

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404-420-5165; fax 404-420-5158
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Saskatoon, SK S7L 5Z9
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pclapp@mbl.edu
www.mbl.edu

Society for Human Resource Management
1800 Duke St.
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703-548-3440; fax 703-535-6490
shrm@shrm.org
www.shrm.org

Society for News Design
Svenåke Boström, President
David B. Gray, Executive Director
Society for News Design
1130 Ten Rod Road, F 104
North Kingstown, R.I. 02852-4177
401-294-5233; fax 401-294-5238
snd@snd.org
www.snd.org

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Editors and Writers
Carolyn Guniss, Executive Director
University of Missouri
School of Journalism
76 Gannett Hall
Columbia, Mo. 65211
573-882-8985; fax 573-884-1372
carolyn_guniss@jmail.jour.missouri.edu
www.sabew.org

Society of Environmental Journalists
Jim Bruggers, President
Beth Parke, Executive Director
P.O. Box 2492
Jenkintown, Pa. 19046
215-884-8174; fax 215-884-8175
bparke@sej.org
www.sej.org

Society of Professional Journalists
Robert Leger, President
Terrence G. Harper, Executive Director
3909 N. Meridian St.
Indianapolis, Ind. 46208
317-927-8000; fax 317-920-4789
tharper@spj.org
www.spj.org

South Asian Journalists Association
Jyoti Thottam, President
Sreenath Sreenivasan, Executive Director
Columbia University
School of Journalism
2950 Broadway
New York, N.Y. 10027
212-854-5979
ss221@columbia.edu
www.saja.org

South Carolina Press Association
Bill Rogers, Executive Director
P.O. Box 11429
Columbia, S.C. 29211
803-750-9561
www.scpres.org

South Dakota Newspaper Association
527 Main Ave., Suite 202
PO Box 8100
Brookings, S.D. 57006-8100
800-658-3697; fax 605-692-6388
sdna@sdna.com
www.sdna.com

Southern Newspaper
Publishers Association
Edward VanHorn, Executive Director
P.O. Box 28875
Atlanta, Ga. 30358
404-256-0444; fax 404-252-9135
www.snpa.org

Tennessee Press Association
Office Park Circle
Knoxville, Tenn. 37909.
865-584-5761; fax 865-558-8687
rgentile@tnpress.com
www.tntoday.com

Texas Press Association
Michael Hodges, Executive Director
718 W. Fifth St.
Austin, Texas 78701
512-477-6755; fax 512-477-6759
webmaster@texaspress.com
www.texaspress.com

UnityJournalists.org
1601 N. Kent St.
Suite 1003
Arlington, Va. 22209
703-469-2100; fax 703-469-2108
info@unityjournalists.org
www.unityjournalists.org

University of Colorado at Boulder
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Len Ackland, Director
Center for Environmental Journalism
University of Colorado
Campus Box 478

In any economic climate, finding useful and affordable seminars for mid-career journalists is rare if not impossible. But in these difficult financial times, editors struggle just to keep their newsrooms whole. Training trips to Poynter, API and other noted journalist-training centers are cut out of budgets early. The Annenberg seminar ("Covering Police in Times of Crisis," Dec. 5-8, 2001) was top-notch by any standard, but it carried a special value. Annie-Laurie Blair of *The Enquirer* not only returned a better editor, but she also returned to spread the wealth with newsroom staff at *The Enquirer* about what she learned at the University of Southern California. ... It was valuable learning for everybody.

— Ward Bushee
Editor and Vice President
The Cincinnati Enquirer

Doug Birch was always one of *The Baltimore Sun's* best reporters, but it took a fellowship at MIT to lift him (or, more precisely, to help him lift himself) to his full potential as a science writer. After he returned to *The Sun*, he undertook a wildly ambitious project to explain the revolution in genetics. To do so, he told the life story of an eccentric and brilliant scientist, Hamilton Smith. As a human tale, it was fascinating and poignant. And in the course of telling it, Birch gave his readers a clear, memorable explanation of the human genome project and the science that led to it. I've never read a more impressive story on the subject, and I doubt that Doug would have undertaken it without the opportunity to go to MIT and catch his second wind as a science writer.

— John Carroll
Editor, Los Angeles Times
(former editor of
The Sun, Baltimore)

Boulder, Colo. 80309-0478
303-492-4114; fax 303-492-0969
ackland@spot.colorado.edu
www.colorado.edu/journalism/cej

University of Hawaii Asia Fellowships
D.W.Y. Kwok
Program for Journalists
University of Hawaii
Sakamaki Hall B-101
2530 Dole St.
Honolulu, Hawaii 96822-2383
808-956-7733; fax 808-956-9600
ffa@hawaii.edu

U.S.-Japan Foundation
Media Fellows Program
Mark Tice
Japan Society
333 East 47th St.
New York, N.Y. 10017
212-715-1222
mtice@japansociety.org
www.japansociety.org

Utah Press Association
307 West 200 South; Suite 4006
Salt Lake City, Utah 84101
801-328-8678; fax 801-328-2226
www.utahpress.com

Virginia Press Association
Lawrence McConnell, President
11006 Lakeridge Parkway
Ashland, Va. 23005
804-550-2361; fax 804-550-2407
www.vpa.net

Western Knight Center
for Specialized Journalism
Vikki Porter, Director
Annenberg School for Communication
University of Southern California
3502 Watt Way
Los Angeles, Calif. 90089-0281

213-821-1277; fax 213-740-8624
vporter@usc.edu
www.WKConline.org

Wisconsin Newspaper Association
Bonnie Fechtner, Office Manager
3822 Mineral Point Road
P.O. Box 5580
Madison, Wis. 53705
608-238-7171 or 800-261-4242
(in Wisconsin); fax 608-238-4771
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backhaul@prodigy.net
pages.prodigy.net/jwbrett
Barbara's News Researcher's Page
Barbara Gellis Shapiro
barbara@gate.net
www.gate.net/%7Ebarbara/index.html

BosniaLINK
Information about U.S. military activities
in Operation JOINT FORGE, the NATO
peacekeeping mission in Bosnia.
OASD(PA)/DPC
1400 Defense Pentagon, Room 1E757

Washington, D.C. 20301-1400
703-697-5737
www.dtic.mil/bosnia

BuzzWhack
1106 Graychal Lane
Kennett Square, Penn. 19348
buzzwhack@buzzwhack.com
www.buzzwhack.com

Copy Editor
McMurry Campus Center
1010 E. Missouri
Phoenix, Ariz. 85014
www.mcmurry.com
www.copyeditor.com

Current
Bi-weekly newspaper about
public broadcasting.
Current Publishing Committee
Washington, D.C.
202-463-7055
steve@current.org
www.current.org

Cyber Journalist.net
Resource for on-line journalists
editor@CyberJournalist.net
www.cyberjournalist.net

Cyber Paperboy
Online stories and links to
newspaper Web sites
www.cyberpaperboy.com/

DefenseLINK
News releases, contract announcements,
memos for correspondents, press
advisories, briefing transcripts and
news photos
OASD(PA)/DPC
1400 Defense Pentagon, Room 1E757
Washington, D.C. 20301-1400
703-697-5737
www.defenselink.mil

Dictionary of Computing Terms
Denis Howe
foldoc.doc.ic.ac.uk/foldoc/index.html

Editor & Publisher Interactive
770 Broadway
New York, N.Y. 10003-9595
Editorial Phone: 646-654-5270
Editorial Fax: 646-654-5370
Online Editorial Phone: 646-654-5274
www.editorandpublisher.com

Electronic Media
Weekly newspaper of broadcast,
cable and interactive media
6500 Wilshire Blvd., Suite 2300
Los Angeles, Calif. 90048
Editorial 323-370-2432;
fax 323-653-4425
Sales 323-370-2412; fax 323-655-8157
rwwray@crain.com
www.emonline.com

Elements of Style
webmaster@bartleby.com
www.bartleby.com/141/strunk3.html

E-Media Tidbits
1067 Marble Court
Boulder, Colo. 80303
303-543-7810; fax: 720-294-1095
steve@content-exchange.com
www.content-exchange.com/weblog/weblog.htm

Eurasia Research Center
The Balkans, Baltic States, Central
Europe, the Caucasus, formerly Soviet
Central Asia, Russia, Belarus, Ukraine,
Moldova, Iran, Turkey, Afghanistan,
and Pakistan.
contact@eurasianews.com
eurasianews.com/erc/homepage.htm

European Journalism Centre
EJC Secretariat
Postal address:
Sonneville-lunet 10
6221 KT Maastricht, Netherlands
Visiting address:
Avenue Ceramique 50
Maastricht, Netherlands
31-43-325-40-30; fax 31-43-321-26-26
secr@ejc.nl
www.ejc.nl/default.asp

ExpertSource
Access to authoritative academic
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esource@bizwire.com
www.businesswire.com/expertsources/

Facts About Newspapers
Newspaper Association of America.
Resource Center, 703-902-1692.
For media inquiries, contact the NAA
Public Relations office, 703-902-1737.
To order a copy of Facts About Newspa-
pers, call 800-651-4NAA and ask
for product 50136.
www.naa.org/info/facts00/index.html

Federal Election Commission
999 E St. N.W.
Washington, D.C. 20463
800-424-9530 or 202-694-1100
For the hearing impaired,
TTY 202-219-3336
www.fec.gov

FedWorld
A site for locating government information
www.fedworld.gov

Finding Data Online:
A Journalist's Guide
nilesonline.com/data

FindLaw
Legal information for journalists
doing research.
Steve Noel
650-210-1940
snoel@findlaw.com
www.findlaw.com

First Amendment
(Constitution of the United States com-
plete text)
[www.law.cornell.edu/constitution/consti-
tution.table.html](http://www.law.cornell.edu/constitution/constitution.table.html)

First Amendment Center
info@fac.org
www.freedomforum.org/first/default.asp

First Amendment Cyber-Tribune
Information on all the liberties
guaranteed by the amendment.
levendos@trib.com
w3.trib.com/FACT

Freedom of Expression Links
Lists of censorship resources.
Sandra Bernstein
sandra@sbernstein.on.ca
[insight.mcmaster.ca/org/efc/pages/
chronicle/censor.html](http://insight.mcmaster.ca/org/efc/pages/chronicle/censor.html)

Freedom of Information Center
Access to government documents
and information.
127 Neff Annex
University of Missouri
Columbia, Mo. 65211
573-882-4856; fax 573-882-9002
edwardsm@missouri.edu
web.missouri.edu/~foiwww/

Freedom of the Press: A Bibliography
dkoch@lib.siu.edu (David Koch,
Director of Special Collections
& Development)

slogue@lib.siu.edu (Susan Logue,
Project Director)
jdunn@lib.siu.edu (JP Dunn,
Project Specialist)
www.lib.siu.edu/cni/homepage.html

Freep JobsPage (Joe Grimm)
Answers about newspaper careers.
grimm@freepress.com
www.freep.com/jobspage/index.htm

Hartford Community College, Conn.,
Guide to Grammar & Writing
webster.commnet.edu/grammar/index.htm

Headwaters News
Rocky Mountain region
of North America
lakes@montana.com
www.headwatersnews.org/

Highschooljournalism.org
ASNE
11690B Sunrise Valley Drive
Reston, Va. 20191-1409
Diana Mitsu Klos, Senior Project Director
703-453-1125
dmk@asne.org
highschooljournalism.org

HR Online (HR Information)
Searchable job database
mark@inet1.com
www.hr2000.com/

HR-esource (HR resources)
Provides legal and regulatory informa-
tion to legal, human resource, business
and other professionals
800-328-4880 ext. 66470
customer.service@westgroup.com
www.hr-esource.com

Insert Text Here
A collection of Web sites to aid journal-

ists in finding jobs and conducting research for articles.

Michelle Nicolosi
michelle@inserttexthere.com
www.inserttexthere.com

International Journalists' Network
 Media-assistance news, journalism training opportunities, reports on the state of the media around the world, media directories.

1616 H St. N.W., Third Floor
 Washington, D.C. 20006
 202-737-3700; fax 202-737-0530
ijnnet@icjf.org
www.ijnnet.org

Internet Journalism Resources
 For journalism students enrolled in International Communication or any related courses.

Professor Shelton Gunaratne
gunarat@mhd1.moorhead.msus.edu
www.mnstate.edu/gunarat/ijr

Jobline: Corporation for Public Broadcasting
comments@cpb.org
www.cpb.org/jobline/

Journal of Mass Media Ethics
 Deni Elliott,
 University Professor of Ethics
 Practical Ethics Center,
 University of Montana
 Missoula, Mont. 59812
 406-243-5744
deni@selway.umn.edu
jmme.byu.edu

Journalism & Mass
 Communication Educator
 James A. Crook
 School of Journalism
 University of Tennessee

Jim-Crook@utk.edu
excellent.com.utk.edu/JMCE

Journalism and Research Web Ring
 Bookmarks on the Web sites of professional journalists, researchers, government agencies, news agencies, and others.
s.webring.com/hub?ring=hacks

Journalism Job Bank
 Graduate School of Journalism
 121 North Gate Hall #5860
 University of California at Berkeley
 Berkeley, Calif. 94720-5860
 510-642-3383; fax 510-643-9136
www.journalism.berkeley.edu/jobs

Journalism Resources
 A collection of journalism links for students and professional journalists.
bailiwick.lib.uiowa.edu/journalism/

Journalism, Mass Communications, and New Media Web Sites
 Dr. Paul Martin Lester, Professor
 California State University, Fullerton
 714-278-5302
lester@fullerton.edu
commfaculty.fullerton.edu/lester/curriculum/schools.html

JournalismJobs.com Interviews
 Interviews conducted by
 JournalismJobs.com founder Dan Rohn.
 415- 420-8422
contact@journalismjobs.com
www.journalismjobs.com/interview_links.cfm

JournalismNet
 A search tool for journalists in all areas of media.
 Julian Sher
jsher@journalismnet.com

888-392-4832; fax 707-215-6077
 514-555-555
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www.journalismnet.com

JournalistExpress
 Research portal for journalists.
www.journalistexpress.com

Journalistic Resources Page
 Resource guide for journalists.
www.markovits.com/journalism/

Journalist's Guide to the Internet
 Christopher Callahan, Associate Dean
 University of Maryland
 College of Journalism
ccallahan@jmail.umd.edu
reporter.umd.edu

Journalist's Toolbox
 Resources to the media and researchers.
 Mike Reilley
mikereilley@hotmail.com
www.journaliststoolbox.com

Kennedy School of Government
 Research directory for journalists.
 Alberto Abadie
 617-496-4547
sparky.harvard.edu/research.shtml

MapQuest
 Online atlas.
info@mapquest.com
www.mapquest.com

Maps in the News
 John R. Borchert Map Library
 Brent Allison
b-alli@tc.umn.edu
www-map.lib.umn.edu/news.phtml

Cox Academy Schedule of Classes
 Spring 2002 – Atlanta Journal-Constitution
 (typical training schedule)

Feb. 21	Copy-editing crash course
Feb. 26	Open records, open meeting
Feb. 28	Libel/invasion of privacy
Apr. 16	Tone up (Photoshop tips)
Apr. 18	Take note of this (note taking)
Apr. 25	Scalpel, please (tight writing)
Apr. 30	Coaching
May 2	Math for dummies by a math dummy
May 7	ArchIText power user
May 13	Writing for ajc.com
May 14	Cracking nonprofits
May 14	Writing for A1
May 20	Leave the laptop; pick up a Palm
May 21	Craft of writing
May 23	Clocks, boxes and martini glasses (organizing stories)
May 29	May the source be with you
Mar. 6-27	Distance learning program for six newsroom managers from six Cox newspapers on managing the relationship with your boss; interviewing and hiring, and motivation.

Contact: Michael Schwartz, Cox Newspapers training manager,
mschwartz@ajc.com

Media Channel
Political, cultural and social impacts
of the media, large and small.
editor@mediachannel.org
www.mediachannel.org

Media Human Resources Association
1800 Duke St.
Alexandria, Va. 22314-1943
800-283-SHRM or 703-548-3440
TDD: 703-548-.6999
ndavis@shrm.org
shrm.org/mhra/index.html

The Media Institute
Specializing in communications
policy and the First Amendment.
1000 Potomac St. N.W., Suite 301
Washington, D.C. 20007
202-298-7512; fax 202-337-7092
www.mediainst.org

Media Lab
MIT Media Laboratory
Communications and
Sponsor Relations.
Room E15-234, 20 Ames St.
Cambridge, Mass. 02139-4307
617-253-0338; fax 617-258-6264
casr@media.mit.edu
www.media.mit.edu

MediaLine
More than 100 persons' resumes
and samples of their tapes.
medialine@medialine.com
www.medialine.com

MegaSources
Research sources for journalists.
dtudor@acs.ryerson.ca
www.ryerson.ca/~dtudor/megasources.htm

Museum of Broadcast Communications
Chicago Cultural Center
Michigan Avenue at Washington Street
Chicago, Ill. 60602-4801
312-629-6000
www.mbcnet.org

Museum of Television and Radio
The Museum in Los Angeles
465 N. Beverly Drive
Beverly Hills, Calif.
310-786-1025
The Museum in New York
25 West 52nd St.
New York, N.Y.
212-621-6800 or 212-621-6600
www.mtr.org

NAA Employlink
On-line classified job listings, hosted by
the Newspaper Association of America.
Jonathan Watson, 703-902-1646
employlink@naa.org
www.naa.org/employlink

NAB Broadcast Career Center
1771 N St. N.W.
Washington, D.C., 20036-2891
202-429-5490; fax 202-429-4199
irc@nab.org
www.nab.org/bcc

National Diversity Newspaper Job Bank
www.newsjobs.com/splash.html

National Freedom
of Information Coalition
nfoic@reporters.net
www.nfoic.org

National Press Club
529 14th St. N.W.
13th Floor
Washington, D.C. 20045
info@npcpress.org
npc.press.org

Newseum
1101 Wilson Blvd.
Arlington, Va. 22209
newseum@freedomforum.org
www.newseum.org

NewsJobs.Net
info@newsjobs.net
www.newsjobs.net

Newspaper Design:
Design with Reason
design@ronreason.com
www.ronreason.com/index.html

NewsPlace for News and Sources
Journalists research tool for news,
and news sources.
Professor Avi Bass
abass@niu.edu
www.niu.edu/newsplace

Newstinking.com
www.newstinking.com

Nieman Reports
Bob Giles, Curator
617-495-2237
www.nieman.harvard.edu

No Train, No Gain
Newspaper training editors'
exercises and ideas.
Dolf Els
dels@media24.com
www.notrain-nogain.org/

OJR Job Board
Resource for job seekers and employers
in the on-line content and on-line jour-
nalism industry.
feedback@ojr.org
www.newstream.com/splash

On-line Resources for Journalists.
St. Louis SPJ
Staci D. Kramer
stlspj@stlouisspj.org
www.stlouisspj.org/resources.html

Paperboy
Journalists guide to other journalists'
work from around the world.
ian@thepaperboy.com
www.thepaperboy.com

PC Mike
Journalists resource guide to PCs
and current technology.
Mike Wendland
mike@pcmike.com
www.pcmike.com

Pew Center Civic Journalism Job Board
Pew Center for Civic Journalism
1101 Connecticut Ave. N.W., Suite 420
Washington, DC 20036-4303
202-331-3200; fax 202-347-6440
news@pccj.org
www.pewcenter.org/doingcj/jobboard.php

Planetmedia
A media job board, focusing
primarily on television.
758 Haddonstone Circle
Suite 102
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Fax 407-833-0066
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www.planetmedia.net

Power Reporting Resources
Thousands of free research tools for
journalists, annotated and updated daily.
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Bill@PowerReporting.com
powerreporting.com

Presstime

Selected articles from Presstime, the magazine of the Newspaper Association of America. Also supplementary material.
Terry Poltrack
poltt@naa.org
www.naa.org/presstime

PressWise Trust

Assistance to those with complaints about inaccurate, intrusive or sensational coverage in UK.
mandychops@ukonline.co.uk
www.presswise.org.uk

Project for Excellence in Journalism

Pew Charitable Trusts
1900 M St. N.W., Suite 210
Washington, D.C. 20036
202-293-7394; fax 202-293-6946
mail@journalism.org
www.journalism.org/

Quill

Society of Professional Journalists
3909 N. Meridian St.
Indianapolis, Ind. 46208
317-927-8000; fax 317-920-4789
quill@spj.org
spj.org/quill

Reliable Sources – Transcripts

Transcripts of every episode of CNN's Reliable Sources, dating back to January 2000.
800-CNN-NEWS
www.cnn.com/TRANSCRIPTS/

Repetitive Stress Injury

Information on RSIs and how to avoid them.
amara@amara.com
www.amara.com/aboutme/rsi.html

Reporter.org

A variety of resources for journalists, journalism educators and the public.
webmaster@reporter.org
reporter.org

Reporters Committee

for Freedom of the Press
Free legal help to journalists and news organizations.
1815 N. Fort Myer Drive, Suite 900,
Arlington, Va. 22209
800-336-4243 or 703-807-2100
rcfp@rcfp.org
www.rcfp.org

Reporters Committee

for Freedom of the Press
First Amendment Handbook
www.rcfp.org/handbook/viewpage.cgi

Reporter's Desktop

Duff Wilson
206-464-2288
dwilson@seattletimes.com
www.reporter.org/desktop

The Reporters Network

Bob Sablatura, Director
P.O. Box 920868
Houston, Texas 77292
281-273-1258
bob.sablatura@reporters.net
www.reporters.net

RobertNiles.com

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Rundown

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Scoop Cybersleuth

Search the internet for keywords.
scoop.evansville.net/geta clue.html

Seminar Information Service

Comprehensive guide to business and technical seminars worldwide.
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Irvine, Calif. 92614
949-261-9104; fax 949-261-1963
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www.seminarinformation.com

Shorenstein Center

Research center dedicated to exploring the intersection of press, politics and public policy.
79 JFK St.
2nd Floor Taubman
Cambridge, Mass. 02138
617-495-8269
www.ksg.harvard.edu/shorenstein

Sources and Experts

Kitty Bennett
bennett@sptimes.com
www.ibiblio.org/slanews/internet/experts.html

SportsPages.com

Links to the sports sections of the major U.S. papers, broadcast sites.
webmaster@sportspages.com
www.sportspages.com

sree.net

A journalist's resource guide.
Columbia University
Graduate School of Journalism
2950 Broadway
New York, N.Y. 10027
212- 854-5979
sree@sree.net
www.sree.net

Star Archive

Contact information of thousands of celebrities.
starc2000@stararchive.com
www.stararchive.com

Stateline.org

Development of major issues on the public agenda in a number of states.
c/o Pew Center on the States
1101 30th St. N.W.
Suite 301
Washington, D.C. 20007
202-965-5035; fax 202-339-6153
editor@stateline.org
www.stateline.org

Statistics About the Media

Media Awareness Network
1500 Merivale Road, Third Floor
Ottawa, Ont. K2E 6Z5
613-224-7721 or 800-896-3342;
fax 613-224-1958
info@media-awareness.ca
www.media-awareness.ca/eng/issues/stats/index.htm

Statistics Every Writer Should Know

Statistical information for journalists.
nilesonline.com/stats/

Stop the Presses

Report on the status of interactive media, especially the Internet.
Steve Outing
steve@planetarynews.com
www.mediainfo.com/editorandpublisher/features_columns/index.jsp

Student Press Law Center

Legal-assistance agency devoted exclusively to educating high school and college journalists about the rights and responsibilities embodied in the First Amendment.

1815 N. Fort Myer Drive, Suite 900
Arlington, Va. 22209
703-807-1904
splc@splc.org
www.splc.org

Suburban Newspapers of America
401 N. Michigan Ave.
Chicago, Ill. 60611-4267
312-644-6610; fax 312-527-6658
sna@sba.com
www.suburban-news.org

Telecommunications Act of 1996
Information about the FCC's role in
implementing the law that lets any
communications business compete in
any market against any other.
fccinfo@fcc.gov
www.fcc.gov/telecom.html

The Trainers Warehouse
(tools for trainers)
Resource of hard-to-find products for
presenters and a resource that develops
and markets quality products designed
to help presenters of all kinds.
89 Washington Ave.
Natick, Mass. 01760
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www.trainerswarehouse.com

The Training Registry
Directory of training courses,
trainers, training products, classroom
and training facility rentals, business
and consulting services, professional
speakers and books.
919-847-0331
training@trainingregistry.com
www.trainingregistry.com

The Training Supersite
(training resources)
Information on learning, training/

staffing resources, relevant editorial
and other business tools and
networking opportunities.
www.trainingsupersite.com

Toll Free Phone Directory
Find a toll-free phone number.
AnyWho Directory Service
P.O. Box 944028
Maitland, Fla. 32794-4028
www.anywho.com/tf.html

Townhall.com
Conservative public policy.
Town Hall
214 Massachusetts Ave. N.E.
Washington, D.C. 20002
202-608-6099; fax 202-544-7330
info@townhall.com
www.townhall.com

TracerLock
Stores search terms for you, and
e-mails you whenever it finds newly
published material on the Web that
matches your query.
feedback@tracerlock.com
www.tracerlock.com

Training & Development
Community Center
Gateway to a "virtual" gold mine of
resources for the T&D/HR community.
www.tcm.com/trdev/

Trend Alert (Roger Herman's
trend information)
3300 Battleground Ave., Suite 403
Greensboro, N.C. 27410-2447
336-282-9370; fax 336-282-2003
800-227-3566
info@herman.net
www.herman.net

Truth or Fiction
A web site where Internet users can quick-
ly and easily get information about eRu-
mors, warnings, offers, requests for help,
and humorous or inspirational stories that
are circulated by e-mail.
staff@truthorfiction.com
www.truthorfiction.com

TVnewz Jobs
TV journalism positions.
contact@tvnewz.com
www.tvnewz.com/jobs.htm

USUS Internet Guide
This site is directed toward
journalists who are just starting to
use the Internet for research.
Florence Le Bihan
flobih@hotmail.com
www.usus.org

Virtual Acquisition Shelf and News Desk
Journalists guide with articles on
a multitude of topics.
Gary Price: gprice@gwu.edu
resourceshelf.blogspot.com

Virtual Institute of Information
Information on the economic, business,
policy, and social aspects of telecom-
munications, cybercommunications,
and mass media.
webmaster@vii.org
www.vii.org

Washington Press Club Foundation
Serves as a meeting ground for women
reporters and public figures.
npc.press.org/wpforal/about.htm

Web Journal of Mass
Communication Research
Guido Stempel, Editor
stempel@ohio.edu
www.scripps.ohiou.edu/wjmcr/

White House Publications
White House press releases for journalists.
The White House
1600 Pennsylvania Ave. N.W.
Washington, D.C. 20500
202-456-1414; fax 202-456-2461
www.whitehouse.gov/news

Workforce Online
(Workforce Magazine site)
245 Fischer Ave., Suite B-2
Costa Mesa, Calif. 92626
714-751-1883
www.workforce.com

Working Reporter
workingreporter@workingreporter.com
workingreporter.com/

World Association of Newspapers
25 rue d' Astorg
75008 Paris, France
33-1 47 42 85 00;
fax 33-1 47 42 49 48
www.fiej.org

World Dates Archive
jrb@dailyglobe.com
editor@dailyglobe.com
www.dailyglobe.com/day2day.html

World Press Freedom Committee
Assistance to news media needing it.
703-715-9811; fax 703-620-6790
freepress@wpfc.org
Webmaster: Kumar Dattatreyan
Ntrey@aol.com
www.wpfc.org

World Press Review
Alice Chasan
700 Broadway
New York, N.Y. 10003
212-982-8880
achasan@worldpress.org
www.worldpress.org

WWW Resources

Journalist resources
on the World Wide Web.

Hal Doran Associates

hdoran@synapse.net

www.synapse.net/~radio/welcome.html

WWW Virtual Library: Journalism

A research tool for journalists.

John Makulowich

john@journalist.com

vlib.org/Communication.html

Yearbook of Experts,

Authorities and Spokespersons

Search engine of experts on a variety
of topics, designed for journalists
looking for sources.

davis@yearbook.com

www.expertclick.com