See a Social Security Number? Say Something!
Report Privacy Problems to https://public.resource.org/privacy
Or call the IRS Identity Theft Hotline at 1-800-908-4490
**Return of Organization Exempt From Income Tax**

**Form 990**

**2005**

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation).

**Department of the Treasury**

**Internal Revenue Service**

- The organization may have to use a copy of this return to satisfy state reporting requirements.

**Open to Public Inspection**

---

**Part I: Revenue, Expenses, and Changes in Net Assets or Fund Balances**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions, gifts, grants, and similar amounts received</td>
<td></td>
</tr>
<tr>
<td>a. Direct public support</td>
<td>629,903</td>
</tr>
<tr>
<td>b. Indirect public support</td>
<td></td>
</tr>
<tr>
<td>c. Government contributions (grants)</td>
<td></td>
</tr>
<tr>
<td>d. Total (add lines a through c)</td>
<td></td>
</tr>
<tr>
<td>1 Program service revenue including government fees and contracts (from Part VII, line 93)</td>
<td>536,734</td>
</tr>
<tr>
<td>2 Membership dues and assessments</td>
<td></td>
</tr>
<tr>
<td>3 Interest in savings and temporary cash investments</td>
<td></td>
</tr>
<tr>
<td>5 Dividends and interest from securities</td>
<td></td>
</tr>
<tr>
<td>6a Gross rents</td>
<td>60,793</td>
</tr>
<tr>
<td>6b Less rental expenses</td>
<td>15,177</td>
</tr>
<tr>
<td>6c Net rental income or (loss) (subtract line 6b from line 6a)</td>
<td>45,616</td>
</tr>
<tr>
<td>7 Other investment income (describe)</td>
<td></td>
</tr>
<tr>
<td>8a Gross amount from sales of assets other than inventory</td>
<td>2,515,989</td>
</tr>
<tr>
<td>8b Less, cost or other basis and sales expenses</td>
<td>1,906,304</td>
</tr>
<tr>
<td>8c Gain or (loss) (attach schedule)</td>
<td>-1,223</td>
</tr>
<tr>
<td>8d Net gain or (loss) (combine line 8a, columns (A) and (B))</td>
<td>608,537</td>
</tr>
<tr>
<td>9 Special events and activities (attach schedule)</td>
<td></td>
</tr>
<tr>
<td>a. Gross revenue (gross sales, less cost or other basis and sales expenses)</td>
<td></td>
</tr>
<tr>
<td>b. Net income or (loss) from special events (subtract line 9b from line 9a)</td>
<td></td>
</tr>
<tr>
<td>10a Gross sales of inventory, less returns and allowances</td>
<td>23,778</td>
</tr>
<tr>
<td>10b Less: cost of goods sold</td>
<td>19,378</td>
</tr>
<tr>
<td>11 Other revenue (from Part VII, line 103)</td>
<td>94,260</td>
</tr>
<tr>
<td>12 Total revenue (add lines 1d, 2, 3, 4, 5, 6c, 7, 8d, 9c, 10c, and 11)</td>
<td>8,411,688</td>
</tr>
<tr>
<td>13 Program services (from line 44, column (B))</td>
<td>7,050,998</td>
</tr>
<tr>
<td>14 Management and general (from line 44, column (C))</td>
<td>1,535,848</td>
</tr>
<tr>
<td>15 Fundraising (from line 44, column (D))</td>
<td>173,279</td>
</tr>
<tr>
<td>16 Payments to affiliates (attach schedule)</td>
<td></td>
</tr>
<tr>
<td>17 Total expenses (add lines 16 and 44, column (A))</td>
<td>8,760,125</td>
</tr>
<tr>
<td>18 Excess or (deficit) for the year (subtract line 17 from line 12)</td>
<td>-348,437</td>
</tr>
<tr>
<td>19 Net assets or fund balances at beginning of year (subtract line 73, column (A))</td>
<td>60,752,556</td>
</tr>
<tr>
<td>20 Other changes in net assets or fund balances (attach explanation)</td>
<td>7,480</td>
</tr>
<tr>
<td>21 Net assets or fund balances at end of year (combine lines 18, 19, and 20)</td>
<td>60,411,799</td>
</tr>
</tbody>
</table>

---

For Privacy Act and Paperwork Reduction Act Notice, see the separate instructions.
## Statement of Functional Expenses

All organizations must complete column (A). Columns (B), (C), and (D) are required for section 501(c)(3) and (4) organizations and section 4947(a)(1) nonexempt charitable trusts but optional for others.

<table>
<thead>
<tr>
<th>(A) Total</th>
<th>(B) Program services</th>
<th>(C) Management and general</th>
<th>(D) Fundraising</th>
</tr>
</thead>
<tbody>
<tr>
<td>31,173</td>
<td>31,173</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If this amount includes foreign grants, check here □

22 Grants and allocations (att sch) SEE STM 4
   (cash $ 31,173)
   (non-cash $ 31,173)

23 Specific assistance to individuals (att sch)
24 Benefits paid to or for members (att sch)
25 Compensation of officers, directors, etc
26 Other salaries and wages
27 Pension plan contributions
28 Other employee benefits
29 Payroll taxes
30 Professional fundraising fees
31 Accounting fees
32 Legal fees
33 Supplies
34 Telephone
35 Postage and shipping
36 Occupancy
37 Equipment rental and maintenance
38 Printing and publications
39 Travel
40 Conferences, conventions, and meetings
41 Interest
42 Depreciation, depletion, etc (attach schedule)
   a SEE STATEMENT 5
   b SEE STATEMENT 5
   c SEE STATEMENT 5
   d SEE STATEMENT 5
   e SEE STATEMENT 5
   f SEE STATEMENT 5
   g SEE STATEMENT 5

43 Other expenses not covered above (itemize)
   a 821,749
   b 682,545
   c 108,150
   d 31,054

44 Total functional expenses. Add lines 22 through 43 (Organizations completing columns (B) - (D), carry these totals to lines 13 - 15)

44 8,760,125

Joint Costs. Check □ if you are following SOP 98-2.

Are any joint costs from a combined educational campaign and fundraising solicitation reported in (B) Program services? □ Yes □ No

If 'Yes,' enter (i) the aggregate amount of these joint costs $ ; (ii) the amount allocated to Program services $ ; (iii) the amount allocated to Management and general $ ; and (iv) the amount allocated to Fundraising $
Part III: Statement of Program Service Accomplishments

Form 990 is available for public inspection and, for some people, serves as the primary or sole source of information about a particular organization. How the public perceives an organization in such cases may be determined by the information presented on its return. Therefore, please make sure the return is complete and accurate and fully describes, in Part III, the organization's programs and accomplishments.

What is the organization's primary exempt purpose? ▶ SEE STATEMENT 6

All organizations must describe their exempt purpose achievements in a clear and concise manner. State the number of clients served, publications issued, etc. Discuss achievements that are not measurable (Section 501(c)(3) and (4) organizations and 4947(a)(1) nonexempt charitable trusts must also enter the amount of grants and allocations to others.)

<table>
<thead>
<tr>
<th>Program Service Expenses</th>
<th>(Required for 501(c)(3) and (4) organizations and 4947(a)(1) trusts, but optional for others)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>▶ SEE STATEMENT 7</td>
</tr>
<tr>
<td></td>
<td>❑</td>
</tr>
<tr>
<td></td>
<td>(Grants and allocations $ 31,173.) If this amount includes foreign grants, check here</td>
</tr>
<tr>
<td></td>
<td>❑</td>
</tr>
<tr>
<td></td>
<td>7,050,998.</td>
</tr>
<tr>
<td>b</td>
<td>❑</td>
</tr>
<tr>
<td></td>
<td>(Grants and allocations $ ) If this amount includes foreign grants, check here .</td>
</tr>
<tr>
<td>c</td>
<td>❑</td>
</tr>
<tr>
<td></td>
<td>(Grants and allocations $ ) If this amount includes foreign grants, check here .</td>
</tr>
<tr>
<td>d</td>
<td>❑</td>
</tr>
<tr>
<td></td>
<td>(Grants and allocations $ ) If this amount includes foreign grants, check here .</td>
</tr>
<tr>
<td>e</td>
<td>Other program services .</td>
</tr>
<tr>
<td></td>
<td>(Grants and allocations $ ) If this amount includes foreign grants, check here .</td>
</tr>
<tr>
<td>f</td>
<td>Total of Program Service Expenses (should equal line 44, column (B), Program services)</td>
</tr>
<tr>
<td></td>
<td>❑</td>
</tr>
<tr>
<td></td>
<td>7,050,998.</td>
</tr>
</tbody>
</table>

BAA

Form 990 (2005)
### Part IV. Balance Sheets (See Instructions)

**Note:** Where required, attached schedules and amounts within the description column should be for end-of-year amounts only.

<table>
<thead>
<tr>
<th></th>
<th>(A) Beginning of year</th>
<th>(B) End of year</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>Cash — non-interest-bearing</td>
<td>500</td>
</tr>
<tr>
<td>46</td>
<td>Savings and temporary cash investments</td>
<td>1,695,852</td>
</tr>
<tr>
<td>47a Accounts receivable</td>
<td>27,068</td>
<td></td>
</tr>
<tr>
<td>b Less allowance for doubtful accounts</td>
<td>16,643</td>
<td>27,068</td>
</tr>
<tr>
<td>48a Pledges receivable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Less allowance for doubtful accounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Grants receivable</td>
<td>49</td>
</tr>
<tr>
<td>50</td>
<td>Receivables from officers, directors, trustees, and key employees (attach schedule)</td>
<td>50</td>
</tr>
<tr>
<td>51a Other notes &amp; loans receivable (attach sch)</td>
<td>61,495</td>
<td>43,778</td>
</tr>
<tr>
<td>b Less allowance for doubtful accounts</td>
<td>53</td>
<td>7,100</td>
</tr>
<tr>
<td>52</td>
<td>Inventories for sale or use</td>
<td>52</td>
</tr>
<tr>
<td>53</td>
<td>Prepaid expenses and deferred charges</td>
<td>54</td>
</tr>
<tr>
<td>54</td>
<td>Investments — securities (attach schedule). SEE ST 8 X Cost FMV</td>
<td>42,310,486</td>
</tr>
<tr>
<td>55a Investments — land, buildings, &amp; equipment basis</td>
<td>670,996</td>
<td></td>
</tr>
<tr>
<td>b Less: accumulated depreciation (attach schedule)</td>
<td>21,915</td>
<td>654,221</td>
</tr>
<tr>
<td>56</td>
<td>Investments — other (attach schedule)</td>
<td>56</td>
</tr>
<tr>
<td>57a Land, buildings, and equipment: basis</td>
<td>25,751,188</td>
<td></td>
</tr>
<tr>
<td>b Less: accumulated depreciation (attach schedule)</td>
<td>10,443,432</td>
<td>16,024,267</td>
</tr>
<tr>
<td>58</td>
<td>Other assets (describe)</td>
<td>58</td>
</tr>
<tr>
<td>59</td>
<td>Total assets (must equal line 74). Add lines 45 through 58</td>
<td>60,763,464</td>
</tr>
<tr>
<td>60</td>
<td>Accounts payable and accrued expenses</td>
<td>10,908</td>
</tr>
<tr>
<td>61</td>
<td>Grants payable</td>
<td>61</td>
</tr>
<tr>
<td>62</td>
<td>Deferred revenue</td>
<td>62</td>
</tr>
<tr>
<td>63</td>
<td>Loans from officers, directors, trustees, and key employees (attach schedule)</td>
<td>63</td>
</tr>
<tr>
<td>64a</td>
<td>Tax-exempt bond liabilities (attach schedule)</td>
<td>64a</td>
</tr>
<tr>
<td>b Mortgages and other notes payable (attach schedule)</td>
<td>64b</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Other liabilities (describe)</td>
<td>65</td>
</tr>
<tr>
<td>66</td>
<td>Total liabilities. Add lines 60 through 65</td>
<td>10,908</td>
</tr>
</tbody>
</table>

Organizations that follow SFAS 117, check here □ and complete lines 67 through 69 and lines 73 and 74.

67 | Unrestricted | 67 |
68 | Temporarily restricted | 68 |
69 | Permanently restricted | 69 |

Organizations that do not follow SFAS 117, check here □ and complete lines 70 through 74:

70 | Capital stock, trust principal, or current funds. | 70 |
71 | Paid-in or capital surplus, or land, building, and equipment fund | 71 |
72 | Retained earnings, endowment, accumulated income, or other funds. | 72 |

Total net assets or fund balances (add lines 67 through 69 or lines 70 through 72, column (A) must equal line 19, column (B) must equal line 21)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>60,752,556</td>
<td>60,411,799</td>
</tr>
<tr>
<td>74</td>
<td>60,763,464</td>
<td>60,418,981</td>
</tr>
</tbody>
</table>

BAA

Form 990 (2005)
(A) Name and address

(B) Title and average hours per week devoted to position

(C) Compensation (If not paid, enter 0)

(D) Contributions to employee benefit plans and deferred compensation plans

(E) Expense account and other allowances

SEE STATEMENT 13

529,111.  59,931.  0.
### Part V-A: Current Officers, Directors, Trustees, and Key Employees (continued)

**75a** Enter the total number of officers, directors, and trustees permitted to vote on organization business as board meetings.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

**75b** Are any officers, directors, trustees, or key employees listed in Form 990, Part V-A, or highest compensated employees listed in Schedule A, Part I, or highest compensated professional and other independent contractors listed in Schedule A, Part II-A or II-B, related to each other through family or business relationships? If "Yes," attach a statement that identifies the individuals and explains the relationship(s).

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**75c** Do any officers, directors, trustees, or key employees listed in Form 990, Part V-A, or highest compensated employees listed in Schedule A, Part I, or highest compensated professional and other independent contractors listed in Schedule A, Part II-A or II-B, receive compensation from any other organizations, whether tax exempt or taxable, that are related to this organization through common supervision or common control?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Note.** Related organizations include section 509(a)(3) supporting organizations.

**SEE STATEMENT 14**

If "Yes," attach a statement that identifies the individuals, explains the relationship between this organization and the other organization(s), and describes the compensation arrangements, including amounts paid to each individual by each related organization.

**75d** Does the organization have a written conflict of interest policy?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### Part V-B: Former Officers, Directors, Trustees, and Key Employees That Received Compensation or Other Benefits

(If any former officer, director, trustee, or key employee received compensation or other benefits (described below) during the year, list that person below and enter the amount of compensation or other benefits in the appropriate column. See the instructions.)

<table>
<thead>
<tr>
<th>(A) Name and address</th>
<th>(B) Loans and Advances</th>
<th>(C) Compensation</th>
<th>(D) Contributions to employee benefit plans and deferred compensation plans</th>
<th>(E) Expense account and other allowances</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NONE</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td><strong>0</strong></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part VI: Other Information (See the instructions)

**76** Did the organization engage in any activity not previously reported to the IRS? If "Yes," attach a detailed description of each activity.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**77** Were any changes made in the organizing or governing documents but not reported to the IRS?

If "Yes," attach a copy of the changes.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**78a** Did the organization have unrelated business gross income of $1,000 or more during the year covered by this return?

If "Yes," has it filed a tax return on Form 990-T for this year?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**79** Was there a liquidation, dissolution, termination, or substantial contraction during the year? If "Yes," attach a statement.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**80a** Is the organization related (other than by association with a statewide or nationwide organization) through common membership, governing bodies, trustees, officers, etc., to any other exempt or nonexempt organization?

If "Yes," enter the name of the organization and check whether it is exempt or nonexempt.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**81a** Enter direct and indirect political expenditures. (See line 81 instructions.)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>O</td>
</tr>
</tbody>
</table>

**81b** Did the organization file Form 1120-POL for this year?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

---

**BAA**

Form 990 (2005)
82 Did the organization receive donated services or the use of materials, equipment, or facilities at no charge or at substantially less than fair rental value?  
   b If "Yes," you may indicate the value of these items here. Do not include this amount as revenue in Part I or as an expense in Part II. (See instructions in Part III.)  
   82a X  
   82b N/A  

83 Did the organization comply with the public inspection requirements for returns and exemption applications?  
   83a X  
   83b N/A  

84 Did the organization solicit any contributions or gifts that were not tax deductible?  
   84a X  
   84b N/A  

85 501(c)(4), (5), or (6) organizations: Were substantially all dues nondeductible by members?  
   85a N/A  
   85b N/A  

   c Dues, assessments, and similar amounts from members  
   d Section 162(e) lobbying and political expenditures  
   e Aggregate nondeductible amount of section 6033(e)(1)(A) dues notices  
   f Taxable amount of lobbying and political expenditures (line 85d less 85e)  
   g Does the organization elect to pay the section 6033(e) tax on the amount on line 85f?  
   h If section 6033(e)(1)(A) dues notices were sent, does the organization agree to add the amount on line 85f to its reasonable estimate of dues allocable to nondeductible lobbying and political expenditures for the following tax year?  
   85c N/A  
   85d N/A  
   85e N/A  
   85f N/A  
   85g N/A  
   85h N/A  

86 501(c)(7) organizations: Enter. a Initiation fees and capital contributions included on line 12  
   b Gross receipts, included on line 12, for public use of club facilities  
   86a N/A  
   86b N/A  

87 501(c)(12) organizations: Enter. a Gross income from members or shareholders  
   b Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)  
   87a N/A  
   87b N/A  

88 At any time during the year, did the organization own a 50% or greater interest in a taxable corporation or partnership, or an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete Part IX  
   88a X  

89a 501(c)(3) organizations: Enter. Amount of tax imposed on the organization during the year under section 4911, section 4912, section 4913, section 4914, section 4955  
   b 501(c)(3) and 501(c)(4) organizations. Did the organization engage in any section 4958 excess benefit transaction during the year or did it become aware of an excess benefit transaction from a prior year? If "Yes," attach a statement explaining each transaction  
   89b X  

90a List the states with which a copy of this return is filed  
   b Number of employees employed in the pay period that includes March 12, 2005 (See instructions.)  
   90b 71  

91a The books are in care of  
   b At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)? If "Yes," enter the name of the foreign country  
   91c X  

92 Section 4947(a)(1) nonexempt charitable trusts filing Form 990 in lieu of Form 1041: Check here and enter the amount of tax-exempt interest received or accrued during the tax year  
   92 N/A  

BAA
### Part VII | Analysis of Income-Producing Activities

<table>
<thead>
<tr>
<th>Note: Enter gross amounts unless otherwise indicated</th>
<th>Unrelated business income</th>
<th>Excluded by section 512, 513, or 514</th>
<th>Related or exempt function income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(A) Business code</td>
<td>(B) Amount</td>
<td>(C) Exclusion code</td>
</tr>
<tr>
<td>93 Program service revenue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a OFF-SITE TRAINING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b TUITION (SEE STMT 15)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c TUITION FELLOWSHIP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f Medicare/Medicaid payments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g Fees &amp; contracts from government agencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>94 Membership dues and assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95 Interest on savings &amp; temporary cash inmmts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>96 Dividends &amp; interest from securities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97 Net rental income or (loss) from real estate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a debt-financed property</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b not debt-financed property</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>98 Net rental income or (loss) from pers prop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>99 Other investment income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 Gain or (loss) from sales of assets other than inventory</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>101 Net income or (loss) from special events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102 Gross profit or (loss) from sales of inventory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>103 Other revenue a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b MISCELLANEOUS REVENUE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c PUBLICATION ROYALTIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d ROOM RENTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e TYPEFACE ROYALTIES</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>104 Subtotal (add columns (B), (D), and (E))</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>105 Total (add line 104, columns (B), (D), and (E))</td>
<td></td>
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</tr>
</tbody>
</table>

Note: Line 105 plus line 1d, Part I, should equal the amount on line 12, Part I

### Part VIII | Relationship of Activities to the Accomplishment of Exempt Purposes

Explain how each activity for which income is reported in column (E) of Part VII contributed importantly to the accomplishment of the organization's exempt purposes (other than by providing funds for such purposes)

SEE STATEMENT 16

### Part IX | Information Regarding Taxable Subsidiaries and Disregarded Entities

<table>
<thead>
<tr>
<th>Name, address, and EIN of corporation, partnership, or disregarded entity</th>
<th>Percentage of ownership interest</th>
<th>Nature of activities</th>
<th>Total income</th>
<th>End-of-year assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIMES HOLDING CO.</td>
<td>100.000%</td>
<td>MEDIA HOLDING</td>
<td>317,278,240</td>
<td>134,681,745</td>
</tr>
<tr>
<td>490 FIRST AVENUE S.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST. PETERSBURG, FL 33701</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59-6068199</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part X | Information Regarding Transfers Associated with Personal Benefit Contracts

a. Did the organization, during the year, receive any funds, directly or indirectly, to pay premiums on a personal benefit contract? Yes No

b. Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract? Yes No

Note: If 'Yes' to (b), file Form 8870 and Form 4720 (see instructions)

Please Sign Here

Kara Brown Dunlap

Date: 5/15/06

Type of print name and title

Paid Preparer's Use Only

Preparer's signature

Date: 5/11/06

Check if self-employed: □

Preparer's SSN or PTIN (See General Instructions W)

N/A

Phone no: (813) 491-0001

BAA

Form 990 (2005)
**Organization Exempt Under**
**Section 501(c)(3)**

(Except Private Foundation) and Section 501(e), 501(f), 501(k), 501(n), or 4947(a)(1) Nonexempt Charitable Trust

Supplementary Information — (See separate instructions.)

**Name of the organization**
THE POYNTER INSTITUTE
FOR MEDIA STUDIES, INC.

**Employer identification number**
59-1630423

### Part I: Compensation of the Five Highest Paid Employees Other Than Officers, Directors, and Trustees

(See instructions. List each one. If there are none, enter 'None'.)

<table>
<thead>
<tr>
<th>(a) Name and address of each employee paid more than $50,000</th>
<th>(b) Title and average hours per week devoted to position</th>
<th>(c) Compensation</th>
<th>(d) Contributions to employee benefit plans and deferred compensation</th>
<th>(e) Expense account and other allowances</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEE STATEMENT 17</td>
<td></td>
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</tbody>
</table>

**Total number of other employees paid over $50,000**


### Part II - A: Compensation of the Five Highest Paid Independent Contractors for Professional Services

(See instructions. List each one (whether individuals or firms). If there are none, enter 'None'.)

<table>
<thead>
<tr>
<th>(a) Name and address of each independent contractor paid more than $50,000</th>
<th>(b) Type of service</th>
<th>(c) Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td></td>
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</tr>
</tbody>
</table>

**Total number of others receiving over $50,000 for professional services**

0

### Part II - B: Compensation of the Five Highest Paid Independent Contractors for Other Services

(List each contractor who performed services other than professional services, whether individuals or firms. If there are none, enter 'None'. See instructions.)

<table>
<thead>
<tr>
<th>(a) Name and address of each independent contractor paid more than $50,000</th>
<th>(b) Type of service</th>
<th>(c) Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td></td>
<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

**Total number of other contractors receiving over $50,000 for other services**

0
<table>
<thead>
<tr>
<th>Part III Statements About Activities (See instructions)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 During the year, has the organization attempted to influence national, state, or local legislation, including any attempt to influence public opinion on a legislative matter or referendum? If 'Yes,' enter the total expenses paid or incurred in connection with the lobbying activities. $_____ N/A (Must equal amounts on line 38, Part VI-A, or line 1 of Part VI-B.)</td>
<td>1</td>
<td>X</td>
</tr>
</tbody>
</table>

Organizations that made an election under section 501(h) by filing Form 5768 must complete Part VI-A. Other organizations checking 'Yes' must complete Part VI-B AND attach a statement giving a detailed description of the lobbying activities.

2 During the year, has the organization, either directly or indirectly, engaged in any of the following acts with any substantial contributors, trustees, directors, officers, creators, key employees, or members of their families, or with any taxable organization with which any such person is affiliated as an officer, director, trustee, majority owner, or principal beneficiary? (If the answer to any question is 'Yes,' attach a detailed statement explaining the transactions.)

<table>
<thead>
<tr>
<th></th>
<th>2a</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sale, exchange, or leasing of property?</td>
<td>2b</td>
<td>X</td>
</tr>
<tr>
<td>b. Lending of money or other extension of credit?</td>
<td>2c</td>
<td>X</td>
</tr>
<tr>
<td>c. Furnishing of goods, services, or facilities?</td>
<td>D</td>
<td>X</td>
</tr>
<tr>
<td>d. Payment of compensation (or payment or reimbursement of expenses if more than $1,000)?</td>
<td>2e</td>
<td>X</td>
</tr>
<tr>
<td>e. Transfer of any part of its income or assets?</td>
<td>2f</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3a</th>
<th>Do you make grants for scholarships, fellowships, student loans, etc.? (If 'Yes,' attach an explanation of how you determine that recipients qualify to receive payments.)</th>
<th>SEE STATEMENT 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>2d</td>
<td>x</td>
<td>2e</td>
</tr>
<tr>
<td>3b</td>
<td>Do you have a section 403(b) annuity plan for your employees?</td>
<td>3c</td>
</tr>
<tr>
<td>3a</td>
<td>During the year, did the organization receive a contribution of qualified real property interest under section 170(h)?</td>
<td>3d</td>
</tr>
<tr>
<td>4a</td>
<td>Did you maintain any separate account for participating donors where donors have the right to provide advice on the use or distribution of funds?</td>
<td>4b</td>
</tr>
<tr>
<td>4a</td>
<td>Did you maintain any separate account for participating donors where donors have the right to provide advice on the use or distribution of funds?</td>
<td>4b</td>
</tr>
</tbody>
</table>

**Part IV Reason for Non-Private Foundation Status (See instructions.)**

The organization is not a private foundation because it is: (Please check only ONE applicable box.)

- 5 A church, convention of churches, or association of churches. Section 170(b)(1)(A)(i).
- 6 A school. Section 170(b)(1)(A)(ii). (Also complete Part V.)
- 7 A hospital or a cooperative hospital service organization. Section 170(b)(1)(A)(iii).
- 8 A Federal, state, or local government or governmental unit. Section 170(b)(1)(A)(iv).
- 9 A medical research organization operated in conjunction with a hospital. Section 170(b)(1)(A)(v).

- 10 An organization operated for the benefit of a college or university owned or operated by a governmental unit. Section 170(b)(1)(A)(vi). (Also complete the Support Schedule in Part IV-A.)

<table>
<thead>
<tr>
<th>11a</th>
<th>An organization that normally receives a substantial part of its support from a governmental unit or from the general public. Section 170(b)(1)(A)(vii). (Also complete the Support Schedule in Part IV-A.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11b</td>
<td>A community trust. Section 170(b)(1)(A)(viii). (Also complete the Support Schedule in Part IV-A.)</td>
</tr>
<tr>
<td>12</td>
<td>An organization that normally receives: (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its charitable, etc., functions — subject to certain exceptions, and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See section 509(a)(2). (Also complete the Support Schedule in Part IV-A.)</td>
</tr>
<tr>
<td>13</td>
<td>An organization that is not controlled by any disqualified persons (other than foundation managers) and supports organizations described in (1) lines 5 through 12 above, or (2) section 501(c)(4), (5), or (6), if they meet the test of section 509(a)(2). Check the box that describes the type of supporting organization: Type 1</td>
</tr>
</tbody>
</table>

Provide the following information about the supported organizations. (See instructions.)

<table>
<thead>
<tr>
<th>(a) Name(s) of supported organization(s)</th>
<th>(b) Line number from above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

An organization organized and operated to test for public safety. Section 509(a)(4). (See instructions.)
<table>
<thead>
<tr>
<th>Calendar year (or fiscal year beginning in)</th>
<th>(a) 2004</th>
<th>(b) 2003</th>
<th>(c) 2002</th>
<th>(d) 2001</th>
<th>(e) Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Gifts, grants, and contributions received. (Do not include unusual grants. See line 28.)</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Membership fees received</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>17 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to the organization's charitable, etc. purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Gross income from interest, dividends, amounts received from payments on securities loans (section 512(a)(3)), rents, royalties, and unrelated business taxable income (less section 511 taxes) from businesses acquired by the organization after June 30, 1975</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 Net income from unrelated business activities not included in line 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20 Tax revenues levied for the organization's benefit and either paid to it or expended on its behalf</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>21 The value of services or facilities furnished to the organization by a governmental unit without charge. Do not include the value of services or facilities generally furnished to the public without charge</td>
<td></td>
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</tr>
<tr>
<td>22 Other income - Attach a schedule. Do not include gain or (loss) from sale of capital assets</td>
<td></td>
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</tr>
<tr>
<td>23 Total of lines 15 through 22</td>
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<tr>
<td>24 Line 23 minus line 17</td>
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</tr>
<tr>
<td>25 Enter 1% of line 23</td>
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</tr>
<tr>
<td>26 Organizations described on lines 10 or 11:</td>
<td>N/A</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a Enter 2% of amount in column (e), line 24</td>
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</tr>
<tr>
<td>b Prepare a list for your records to show the name and amount contributed by each person (other than a governmental unit or publicly supported organization) whose total gifts for 2001 through 2004 exceeded the amount shown in line 26a. Do not file this list with your return. Enter the total of all these excess amounts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c Total support for section 509(a)(1) test: Enter line 24, column (e)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Add: Amounts from column (e) for lines:</td>
<td>18</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e Public support (line 26c minus line 26d total)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>f Public support percentage (line 26e (numerator) divided by line 26c (denominator))</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 Organizations described on line 12:</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a For amounts included in lines 15, 16, and 17 that were received from a 'disqualified person,' prepare a list for your records to show the name of, and total amounts received in each year from, each 'disqualified person.' Do not file this list with your return. Enter the sum of such amounts for each year.</td>
<td></td>
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</tr>
<tr>
<td>b For any amount included in line 17 that was received from each person (other than 'disqualified persons'), prepare a list for your records to show the name of, and amount received for each year, that was more than the larger of (1) the amount on line 25 for the year or (2) $5,000 (include in the list organizations described in lines 5 through 11b, as well as individuals.) Do not file this list with your return. After computing the difference between the amount received and the larger amount described in (1) or (2), enter the sum of these differences (the excess amounts) for each year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c Add: Amounts from column (e) for lines:</td>
<td>15</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Add: Line 27a total and line 27b total</td>
<td>20</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e Public support (line 27c total minus line 27d total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f Total support for section 509(a)(2) test. Enter amount from line 23, column (e)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>g Public support percentage (line 27e (numerator) divided by line 27f (denominator))</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>h Investment income percentage (line 18, column (e) (numerator) divided by line 27f (denominator))</td>
<td></td>
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</tbody>
</table>

28 Unusual Grants: For an organization described in line 10, 11, or 12 that received any unusual grants during 2001 through 2004, prepare a list for your records to show, for each year, the name of the contributor, the date and amount of the grant, and a brief description of the nature of the grant. Do not file this list with your return. Do not include these grants in line 15.
### Part V Private School Questionnaire

(See instructions)

(To be completed ONLY by schools that checked the box on line 6 in Part IV)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>30 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>31 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe, if 'No,' please explain (If you need more space, attach a separate statement) A COPY OF THE ANNOUNCEMENT AS IT APPEARED IN THE ST. PETERSBURG TIMES ON DECEMBER 8, 2005 IS INCLUDED WITH THE RETURN. SEE STATEMENT 20.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>32 Does the organization maintain the following</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a Records indicating the racial composition of the student body, faculty, and administrative staff?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>d Copies of all material used by the organization or on its behalf to solicit contributions?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>If you answered 'No' to any of the above, please explain (If you need more space, attach a separate statement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33 Does the organization discriminate by race in any way with respect to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a Students' rights or privileges?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>b Admissions policies?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>c Employment of faculty or administrative staff?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>d Scholarships or other financial assistance?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>e Educational policies?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>f Use of facilities?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>g Athletic programs?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>h Other extracurricular activities?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>If you answered 'Yes' to any of the above, please explain (If you need more space, attach a separate statement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34a Does the organization receive any financial aid or assistance from a governmental agency?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>b Has the organization's right to such aid ever been revoked or suspended? If you answered 'Yes' to either 34a or b, please explain using an attached statement</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>35 Does the organization certify that it has complied with the applicable requirements of sections 401 through 405 of Rev Proc 75-50, 1975-2 C B 587, covering racial nondiscrimination? If 'No,' attach an explanation</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
**Part VI-A: Lobbying Expenditures by Electing Public Charities**

(See instructions)

Check □ a if the organization belongs to an affiliated group. Check □ b if you checked 'a' and 'limited control' provisions apply.

**Limits on Lobbying Expenditures**

(The term 'expenditures' means amounts paid or incurred)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>(a) Affiliated group totals</th>
<th>To be completed for ALL electing organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Total lobbying expenditures to influence public opinion (grassroots lobbying)</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Total lobbying expenditures to influence a legislative body (direct lobbying)</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Total lobbying expenditures (add lines 36 and 37)</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Other exempt purpose expenditures</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Total exempt purpose expenditures (add lines 38 and 39)</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Lobbying nontaxable amount Enter the amount from the following table —</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If the amount on line 40 is —</td>
<td>The lobbying nontaxable amount is —</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not over $500,000</td>
<td>20% of the amount on line 40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Over $500,000 but not over $1,000,000</td>
<td>$100,000 plus 15% of the excess over $500,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Over $1,000,000 but not over $1,500,000</td>
<td>$175,000 plus 10% of the excess over $1,000,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Over $1,500,000 but not over $17,000,000</td>
<td>$225,000 plus 5% of the excess over $1,500,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Over $17,000,000</td>
<td>$1,000,000</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Grassroots nontaxable amount (enter 25% of line 41)</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Subtract line 42 from line 36. Enter 0. if line 42 is more than line 36.</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Subtract line 41 from line 38. Enter 0. if line 41 is more than line 38</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**

- Caution: If there is an amount on either line 43 or line 44, you must file Form 4720.
- (Some organizations that made a section 501(h) election do not have to complete all of the five columns below. See the instructions for lines 45 through 50.)

**Part VI-B: Lobbying Activity by Nonelecting Public Charities**

(For reporting only by organizations that did not complete Part VI-A) (See instructions.)

During the year, did the organization attempt to influence national, state or local legislation, including any attempt to influence public opinion on a legislative matter or referendum, through the use of:

- □ a Volunteers
- □ b Paid staff or management (include compensation in expenses reported on lines c through h.)
- □ c Media advertisements
- □ d Mailings to members, legislators, or the public
- □ e Publications, or published or broadcast statements
- □ f Grants to other organizations for lobbying purposes
- □ g Direct contact with legislators, their staffs, government officials, or a legislative body
- □ h Rallies, demonstrations, seminars, conventions, speeches, lectures, or any other means
- □ i Total lobbying expenditures (add lines c through h.)

If 'Yes' to any of the above, also attach a statement giving a detailed description of the lobbying activities.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>X</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**Total: 0**
51 Did the reporting organization directly or indirectly engage in any of the following with any other organization described in section 501(c) of the Code (other than section 501(c)(3) organizations) or in section 527, relating to political organizations?

<table>
<thead>
<tr>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>51 a (i)</td>
<td>Cash</td>
<td>Yes</td>
</tr>
<tr>
<td>a (ii)</td>
<td>Other assets</td>
<td>No</td>
</tr>
<tr>
<td>b (i)</td>
<td>Sales or exchanges of assets with a noncharitable exempt organization</td>
<td>No</td>
</tr>
<tr>
<td>b (ii)</td>
<td>Purchases of assets from a noncharitable exempt organization</td>
<td>No</td>
</tr>
<tr>
<td>b (iii)</td>
<td>Rental of facilities, equipment, or other assets</td>
<td>No</td>
</tr>
<tr>
<td>b (iv)</td>
<td>Reimbursement arrangements</td>
<td>No</td>
</tr>
<tr>
<td>b (v)</td>
<td>Loans or loan guarantees</td>
<td>No</td>
</tr>
<tr>
<td>b (vi)</td>
<td>Performance of services or membership or fundraising solicitations</td>
<td>No</td>
</tr>
<tr>
<td>c</td>
<td>Sharing of facilities, equipment, mailing lists, other assets, or paid employees.</td>
<td>No</td>
</tr>
</tbody>
</table>

52 a Is the organization directly or indirectly affiliated with, or related to, one or more tax-exempt organizations described in section 501(c) of the Code (other than section 501(c)(3)) or in section 527?

<table>
<thead>
<tr>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of organization</td>
<td>Type of organization</td>
<td>Description of relationship</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BAA
### A) SECURITIES

<table>
<thead>
<tr>
<th>DESCRIPTION OF ASSET</th>
<th>DATE ACQUIRED</th>
<th>DATE SOLD</th>
<th>PROCEEDS FROM SALE</th>
<th>BASIS</th>
<th>GAIN/ (LOSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VANGUARD INSTITUTIONAL INDEX</td>
<td>VARIOUS</td>
<td>VARIOUS</td>
<td>$1,180,577</td>
<td>$1,134,374</td>
<td>$46,203</td>
</tr>
<tr>
<td>AMERICAN FUNDS EUROPEAN GROWTH FUND</td>
<td>VARIOUS</td>
<td>VARIOUS</td>
<td>398,425</td>
<td>133,183</td>
<td>265,242</td>
</tr>
<tr>
<td>T. ROWE PRICE SMALL CAP STOCK FUND</td>
<td>VARIOUS</td>
<td>VARIOUS</td>
<td>622,305</td>
<td>559,198</td>
<td>63,107</td>
</tr>
<tr>
<td>PIMCO TOTAL RETURN BOND FUND</td>
<td>VARIOUS</td>
<td>VARIOUS</td>
<td>114,682</td>
<td>79,549</td>
<td>35,133</td>
</tr>
</tbody>
</table>

**Total:** $2,515,969 | $1,906,304 | $609,685

### B) OTHER

<table>
<thead>
<tr>
<th>DESCRIPTION OF ASSET</th>
<th>DATE ACQUIRED</th>
<th>DATE SOLD</th>
<th>PROCEEDS FROM SALE</th>
<th>COST</th>
<th>ACCUMULATED DEPRECIATION</th>
<th>GAIN/ (LOSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FURNITURE AND FIXTURES</td>
<td>VARIOUS</td>
<td>VARIOUS</td>
<td>-</td>
<td>$31,901</td>
<td>$(31,901)</td>
<td>-</td>
</tr>
<tr>
<td>MACHINERY AND EQUIPMENT</td>
<td>VARIOUS</td>
<td>VARIOUS</td>
<td>-</td>
<td>788</td>
<td>(788)</td>
<td>-</td>
</tr>
<tr>
<td>COMPUTER HARDWARE</td>
<td>VARIOUS</td>
<td>VARIOUS</td>
<td>-</td>
<td>20,698</td>
<td>(19,475)</td>
<td>(1,223)</td>
</tr>
<tr>
<td>OFFICE EQUIPMENT</td>
<td>VARIOUS</td>
<td>VARIOUS</td>
<td>75</td>
<td>15,812</td>
<td>(15,812)</td>
<td>75</td>
</tr>
<tr>
<td>OTHER EQUIPMENT</td>
<td>VARIOUS</td>
<td>VARIOUS</td>
<td>-</td>
<td>9,433</td>
<td>(9,433)</td>
<td>-</td>
</tr>
</tbody>
</table>

**Total:** $75 | $78,632 | $(77,409) | $(1,148)
**STATEMENT 2**  
**FORM 990, PART I, LINE 10**  
**GROSS PROFIT (LOSS) FROM SALES OF INVENTORY**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBLICATIONS AND STORE SALES</td>
<td>$23,778</td>
</tr>
<tr>
<td>GROSS SALES</td>
<td>$23,778</td>
</tr>
<tr>
<td>LESS RETURNS &amp; ALLOWANCES</td>
<td>0</td>
</tr>
<tr>
<td>NET SALES</td>
<td>$23,778</td>
</tr>
<tr>
<td>LESS COST OF GOODS SOLD</td>
<td>$19,378</td>
</tr>
<tr>
<td>GROSS PROFIT FROM SALES OF INVENTORY</td>
<td>$4,400</td>
</tr>
</tbody>
</table>
STATEMENT 3
FORM 990, PART I, LINE 20
OTHER CHANGES IN NET ASSETS OR FUND BALANCES

CORRECTION OF DEPRECIATION METHOD USED FOR RENTAL PROPERTY

$ 7,680.

TOTAL $ 7,680.
THE POYNTER INSTITUTE FOR MEDIA STUDIES, INC. AWARDS FELLOWSHIPS TO HIGH SCHOOL, COLLEGE, AND GRADUATE LEVEL JOURNALISM STUDENTS, TEACHERS, AND PROFESSIONAL JOURNALISTS WHO ARE QUALIFIED TO ATTEND POYNTER COURSES BUT WHO ARE NOT ABLE TO FINANCIALLY AFFORD IT. SOME PROGRAMS FOR STUDENTS AND TEACHERS ARE SPECIFICALLY DESIGNED AND ADVERTISED TO BE FELLOWSHIP PROGRAMS. OTHER PROGRAMS ARE DESIGNED TO BE PROGRAMS IN WHICH MOST STUDENTS PAY, BUT A FEW FELLOWSHIPS ARE GRANTED TO ENABLE PARTICIPATION BY THOSE WHO OTHERWISE COULD NOT AFFORD TO DO SO. POYNTER ALSO GRANTS FELLOWSHIPS TO ENSURE THE-meaningful representation of minority and female students.

SEE ALSO STATEMENTS 6 AND 19.
<table>
<thead>
<tr>
<th>Item</th>
<th>(A)</th>
<th>(B)</th>
<th>(C)</th>
<th>(D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest Faculty Fees</td>
<td>271,190</td>
<td>235,840</td>
<td>35,350</td>
<td></td>
</tr>
<tr>
<td>Library Expenses</td>
<td>51,154</td>
<td>51,154</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memberships and Dues</td>
<td>15,347</td>
<td>14,842</td>
<td></td>
<td>505</td>
</tr>
<tr>
<td>Miscellaneous Overhead</td>
<td>14,019</td>
<td>503</td>
<td>13,516</td>
<td></td>
</tr>
<tr>
<td>Other Professional Fees</td>
<td>187,405</td>
<td>126,926</td>
<td>42,322</td>
<td>18,157</td>
</tr>
<tr>
<td>Program Development</td>
<td>72,788</td>
<td>61,463</td>
<td>11,325</td>
<td></td>
</tr>
<tr>
<td>Property Insurance and Taxes</td>
<td>117,134</td>
<td>107,116</td>
<td>9,444</td>
<td>574</td>
</tr>
<tr>
<td>Web Hosting/Communications</td>
<td>92,712</td>
<td>84,701</td>
<td>7,518</td>
<td>493</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>821,749</strong></td>
<td><strong>682,545</strong></td>
<td><strong>108,150</strong></td>
<td><strong>31,054</strong></td>
</tr>
</tbody>
</table>
STATEMENT 6
FORM 990, PART III
ORGANIZATION'S PRIMARY EXEMPT PURPOSE

AN EDUCATION ORGANIZATION FOR JOURNALISTS: THE POYNTER INSTITUTE IS A SCHOOL DEDICATED TO THE TEACHING AND INSPIRING OF JOURNALISTS AND MEDIA LEADERS. IT PROMOTES EXCELLENCE AND INTEGRITY IN THE PRACTICE OF CRAFT AND IN THE PRACTICAL LEADERSHIP OF SUCCESSFUL BUSINESSES. IT STANDS FOR JOURNALISM THAT INFORMS CITIZENS AND ENLIGHTENS PUBLIC DISCUSSION. IT CARRIES FORWARD NELSON POYNTER'S BELIEF IN THE VALUE OF INDEPENDENT JOURNALISM.

POYNTER OPERATES PRIMARILY FROM ITS ST. PETERSBURG, FLORIDA CAMPUS WITH A FULL-TIME FACULTY, ESTABLISHED CURRICULUM, AND REGULARLY ENROLLED STUDENT BODY.
STATEMENT 7  
FORM 990, PART III, LINE A  
STATEMENT OF PROGRAM SERVICE ACCOMPLISHMENTS

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>GRANTS AND ALLOCATIONS</th>
<th>PROGRAM SERVICE EXPENSES</th>
</tr>
</thead>
</table>

A) THE POYNTER INSTITUTE IS A SCHOOL OF JOURNALISM WITH A DEAN, SENIOR SCHOLAR, AND FULL-TIME FACULTY. THE CURRICULUM IS DESIGNED PRIMARILY FOR POST-GRADUATE EDUCATION OF MID-CAREER PROFESSIONALS IN THE FIELDS OF PRINT, BROADCAST AND INTERNET JOURNALISM AND FOR JOURNALISM TEACHERS. POYNTER ALSO OFFERS COURSES FOR GRADUATE STUDENTS AND RECENT COLLEGE GRADUATES PLANNING CAREERS IN JOURNALISM, FOR LOCAL HIGH SCHOOL, MIDDLE SCHOOL, AND ELEMENTARY SCHOOL STUDENTS, AND FOR HIGH SCHOOL LANGUAGE ARTS TEACHERS. THE COUNCIL ON OCCUPATIONAL EDUCATION ACCREDITED THE INSTITUTE THROUGH 2005, AND AT THE END OF THE YEAR RE-ACCREDITED THE INSTITUTE THROUGH 2011. WHILE POYNTER DOES NOT GRANT DEGREES, PARTICIPANTS IN ITS COURSES HAVE OBTAINED ACADEMIC CREDIT FROM UNIVERSITIES. A LIST OF COURSES OFFERED DURING THE YEAR IS INCLUDED WITH THIS RETURN, FEATURING CORE CURRICULUM IN THE AREAS OF ONLINE DESIGN, INTERNET REPORTING, SERIAL NARRATIVES, DIVERSITY, AND PHOTOJOURNALISM WHICH SUPPLEMENT THE INSTITUTE’S TRADITIONAL PROGRAMS IN REPORTING, WRITING, AND EDITING; ETHICAL DECISION-MAKING; MANAGEMENT AND LEADERSHIP; AND VISUAL JOURNALISM.

IN 2005, 1,212 STUDENTS PARTICIPATED IN REGULAR COURSES AND PROGRAMS AT POYNTER, MANY OF WHOM RECEIVED FELLOWSHIPS OR OTHER ASSISTANCE WITH TUITION AND/OR TRAVEL EXPENSES. A PORTION OF PROGRAM COSTS FOR EACH STUDENT ARE UNDERWRITTEN BY POYNTER. A TOTAL OF 71 STUDENTS AND PROFESSORS - 26 SCHOOL CHILDREN, 31 COLLEGE STUDENTS, AND 14 PROFESSORS AND TEACHERS - ATTENDED VARIOUS POYNTER PROGRAMS FREE OF CHARGE. TUITION WAIVERS GRANTED TO PROFESSIONALS AND STUDENTS WERE OVER $189,000.

AS A SUPPLEMENT TO ITS REGULAR COURSES, POYNTER HOSTED SEVERAL INSTRUCTIONAL CONFERENCES ON CURRENT ISSUES OF CONCERN TO THE JOURNALISM PROFESSION, INCLUDING ELECTION COVERAGE AND ISSUES OF EXCELLENCE. A QUICK HIT CONFERENCE, ENTITLED "REPORTING ON CELEBRITIES," EXPLORING ETHICAL AND CREDIBILITY ISSUES FACING JOURNALISTS AND THE ORGANIZATIONS THEY WORK FOR. IN A SERIES OF SHORT CONFERENCES IN THE SPRING AND FALL TO SPONSORED WITH NEWSPAPERS ACROSS THE COUNTRY, THE NATIONAL WRITERS' WORKSHOPS PROVIDED A WEEKEND OF LEARNING ABOUT THE CRAFT OF WRITING FOR OVER 3,000 JOURNALISTS AND WRITERS. OTHER REGIONAL CONFERENCES, SUCH AS WORKSHOPS FOR BROADCAST PRODUCERS, REACHED 200 MORE. IN ALL, MORE THAN 1,500 JOURNALISTS, STUDENTS, AND TEACHERS DIRECTLY BENEFITED FROM POYNTER PROGRAMS AND MANY MORE VISITED POYNTER ONLINE THROUGH THE REGULAR WEBSITE OR NEWS UNIVERSITY, POYNTER'S E-LEARNING PORTAL.

POYNTER INSTITUTE FACULTY MEMBERS PROVIDED MORE THAN 130 DAYS OF PRO BONO INSTRUCTIONAL SERVICE TO ORGANIZATIONS OF JOURNALISTS, PARTICULARLY THOSE INTENDED TO SERVE MEMBERS OF MINORITY GROUPS.

POYNTER ENJOYS A GLOBAL REPUTATION. MORE THAN 250 AMERICAN AND 70 FOREIGN NEWS ORGANIZATIONS HAVE SENT THEIR EMPLOYEES
<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>GRANTS AND ALLOCATIONS</th>
<th>PROGRAM SERVICE EXPENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TO POYNTER, INCLUDING SEVERAL NEW ORGANIZATIONS IN THE EMERGING DEMOCRACIES OF SOUTH AFRICA AND EASTERN EUROPE.</td>
<td>31,173.</td>
<td>5,258,338.</td>
</tr>
<tr>
<td>INCLUDES FOREIGN GRANTS: NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE MOST RECENT COURSE CATALOG IS PROVIDED AS ADDITIONAL INFORMATION.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B) IN 2003, POYNTER ONLINE (<a href="http://WWW.POYNTER.ORG">WWW.POYNTER.ORG</a>) WAS RANKED THE NUMBER ONE SOURCE FOR NEWS, INFORMATION, TIPS, AND NEWSLETTERS FOR THE JOURNALISM PROFESSION. IT PROVIDES COLUMNS ON ETHICS &amp; DIVERSITY, E-MEDIA &amp; CONVERGENCE, LEADERSHIP, WRITING, DESIGN, AND STORY IDEAS TO OVER 33,000 JOURNALISTS EACH MONTH.</td>
<td>1,129,829.</td>
<td></td>
</tr>
<tr>
<td>INCLUDES FOREIGN GRANTS: NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE 27TH EDITION OF BEST NEWSPAPER WRITING WAS EDITED BY KEITH WOODS AND PUBLISHED PRIOR TO THE ANNUAL CONVENTION OF JOURNALISM ACADEMICS, ITS PRINCIPAL AUDIENCE. THE POYNTER TRAINING GUIDE PROVIDES A HANDY REFERENCE FOR JOURNALISTS LOOKING FOR TRAINING ON A SPECIFIC TOPIC OR DATE.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C) POYNTER DEVELOPED ONLINE JOURNALISM TRAINING AND AN INTERNET PORTAL CALLED NEWS UNIVERSITY (<a href="http://WWW.NEWSU.ORG">WWW.NEWSU.ORG</a>) TO PROVIDE A VARIETY OF COURSES OF STUDY TO JOURNALISTS ACROSS THE WORLD, AND ELECTRONIC ACCESS TO THE WORK OF 17 CHAIRS OF JOURNALISM AND OTHER PROFESSIONAL TRAINING ORGANIZATIONS ENDOWED BY THE FOUNDATION. THIS DISTANCE LEARNING INITIATIVE IS FUNDED BY A FIVE-YEAR $2.8 MILLION GRANT FROM THE JOHN S. AND JAMES L. KNIGHT FOUNDATION.</td>
<td>662,831.</td>
<td></td>
</tr>
<tr>
<td>INCLUDES FOREIGN GRANTS: NO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$ 31,173. $ 7,050,998.
<table>
<thead>
<tr>
<th>CORPORATE STOCKS</th>
<th>VALUATION METHOD</th>
<th>BEGINNING BOOK VALUE</th>
<th>ENDING BOOK VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VANGUARD INSTITUTIONAL INDEX</td>
<td>COST</td>
<td>$9,742,899</td>
<td>$8,786,989</td>
</tr>
<tr>
<td>AMERICAN FUNDS EURO PACIFIC GROWTH FUND</td>
<td>COST</td>
<td>2,731,998</td>
<td>4,590,949</td>
</tr>
<tr>
<td>NORTHERN TRUST SECURITIES</td>
<td>COST</td>
<td>90,000</td>
<td>90,000</td>
</tr>
<tr>
<td>T ROWE PRICE SMALL CAP FUND</td>
<td>COST</td>
<td>2,938,921</td>
<td>2,544,224</td>
</tr>
<tr>
<td>PIMCO TOTAL RETURN BOND FUND</td>
<td>COST</td>
<td>4,440,044</td>
<td>4,558,578</td>
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<tr>
<td>TIMES HOLDING COMPANY - COMMON STOCK</td>
<td>COST</td>
<td>21,366,624</td>
<td>21,366,624</td>
</tr>
<tr>
<td>TIMES PUBLISHING COMPANY - 42 SHARES COMMON STOCK</td>
<td>COST</td>
<td>1,000,000</td>
<td>1,000,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$42,310,486</td>
<td>$42,937,364</td>
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</table>
# STATEMENT 9
FORM 990, PART IV, LINE 55
INVESTMENTS - LAND, BUILDINGS, AND EQUIPMENT

## A) INVESTMENTS - LAND, BUILDINGS, AND EQUIPMENT: BASIS

<table>
<thead>
<tr>
<th>DESCRIPTION OF ASSET</th>
<th>BASIS AT 1/1/2005</th>
<th>ADDITIONS</th>
<th>ADJUSTMENTS/ DISPOSALS</th>
<th>BASIS AT 12/31/2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND</td>
<td>$ 170,996</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 170,996</td>
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<tr>
<td>LAND IMPROVEMENTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUILDINGS</td>
<td>500,000</td>
<td>-</td>
<td>-</td>
<td>500,000</td>
</tr>
<tr>
<td>FURNITURE &amp; FIXTURES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 670,996</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ 670,996</strong></td>
</tr>
</tbody>
</table>

## B) ACCUMULATED DEPRECIATION

<table>
<thead>
<tr>
<th>DESCRIPTION OF ASSET</th>
<th>ACCUMULATED DEPRECIATION 1/1/2005</th>
<th>DEPRECIATION EXPENSE</th>
<th>ADJUSTMENTS/ DISPOSALS</th>
<th>ACCUMULATED DEPRECIATION 12/31/2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>LAND IMPROVEMENTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUILDINGS</td>
<td>16,775</td>
<td>12,820</td>
<td>(7,680)</td>
<td>21,915</td>
</tr>
<tr>
<td>FURNITURE &amp; FIXTURES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 16,775</strong></td>
<td><strong>$ 12,820</strong></td>
<td><strong>$ (7,680)</strong></td>
<td><strong>$ 21,915</strong></td>
</tr>
</tbody>
</table>
# STATEMENT 10
**FORM 990, PART IV, LINE 57**
**LAND, BUILDINGS, AND EQUIPMENT**

## A) LAND, BUILDINGS, AND EQUIPMENT, BASIS

<table>
<thead>
<tr>
<th>DESCRIPTION OF ASSET</th>
<th>BASIS AT 1/1/2005</th>
<th>ADDITIONS</th>
<th>ADJUSTMENTS/ DISPOSALS</th>
<th>BASIS AT 12/31/2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND</td>
<td>$4,521,013</td>
<td>$-</td>
<td>-</td>
<td>$4,521,013</td>
</tr>
<tr>
<td>LAND IMPROVEMENTS</td>
<td>176,762</td>
<td>-</td>
<td>-</td>
<td>176,762</td>
</tr>
<tr>
<td>BUILDINGS</td>
<td>14,743,654</td>
<td>162,129</td>
<td>-</td>
<td>14,905,783</td>
</tr>
<tr>
<td>FURNITURE &amp; FIXTURES</td>
<td>1,423,492</td>
<td>25,973</td>
<td>(31,901)</td>
<td>1,417,564</td>
</tr>
<tr>
<td>MAJOR MOVABLE EQUIPMENT</td>
<td>3,093,965</td>
<td>164,171</td>
<td>(46,731)</td>
<td>3,211,405</td>
</tr>
<tr>
<td>LIBRARY BOOKS &amp; TAPES</td>
<td>618,224</td>
<td>11,307</td>
<td>-</td>
<td>629,531</td>
</tr>
<tr>
<td>NEWSLEADER ARCHIVES</td>
<td>889,130</td>
<td>-</td>
<td>-</td>
<td>889,130</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$25,666,240</strong></td>
<td><strong>363,580</strong></td>
<td>-</td>
<td><strong>$25,751,188</strong></td>
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</table>

## B) ACCUMULATED DEPRECIATION

<table>
<thead>
<tr>
<th>DESCRIPTION OF ASSET</th>
<th>ACCUMULATED DEPRECIATION AT 1/1/2005</th>
<th>DEPRECIATION EXPENSE</th>
<th>ADJUSTMENTS/ DISPOSALS</th>
<th>ACCUMULATED DEPRECIATION AT 12/31/2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>LAND IMPROVEMENTS</td>
<td>$4,548,595</td>
<td>$528,556</td>
<td>-</td>
<td>$4,577,151</td>
</tr>
<tr>
<td>BUILDINGS</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>FURNITURE &amp; FIXTURES</td>
<td>1,056,255</td>
<td>203,901</td>
<td>(31,901)</td>
<td>1,228,255</td>
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<tr>
<td>MAJOR MOVABLE EQUIPMENT</td>
<td>2,375,817</td>
<td>327,312</td>
<td>(45,508)</td>
<td>2,657,621</td>
</tr>
<tr>
<td>LIBRARY BOOKS &amp; TAPES</td>
<td>572,176</td>
<td>19,099</td>
<td>-</td>
<td>591,275</td>
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<tr>
<td>NEWSLEADER ARCHIVES</td>
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<td>-</td>
<td>889,130</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>1,078,868</strong></td>
<td><strong>(77,409)</strong></td>
<td><strong>$10,443,432</strong></td>
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<tr>
<td>Description</td>
<td>Amount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Rental Expenses</td>
<td>$2,400</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of Goods Sold-Inventory</td>
<td>$19,378</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation Expense (Rental)</td>
<td>$12,820</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Rental Expenses</td>
<td>-$43</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$34,555</strong></td>
<td></td>
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</tr>
<tr>
<td>Description</td>
<td>Amount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Rental Expenses</td>
<td>$2,400</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of Goods Sold-Inventory</td>
<td>$19,378</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation Expense (Rental)</td>
<td>$5,140</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Rental Expenses</td>
<td>$-43</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$26,875</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME &amp; ADDRESS</td>
<td>TITLE &amp; TIME DEVOTED TO POSITION</td>
<td>COMPENSATION</td>
<td>CONTRIBUTIONS TO EMPLOYEE BENEFIT PLANS</td>
<td>EXPENSE ACCOUNT &amp; OTHER ALLOWANCES</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------</td>
<td>--------------</td>
<td>----------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>TAMARA B. BAILEY</td>
<td>CHAIRMAN OF THE BOARD 5 HRS/WK</td>
<td>$50,080</td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td>TREVOR BROWN</td>
<td>TRUSTEE 1 HR/WK</td>
<td>5,000</td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td>ROY D. CLARK</td>
<td>VICE PREIDENT/Senior Scholar 37 5 HRS/WK</td>
<td>155,348</td>
<td>18,573</td>
<td>NONE</td>
</tr>
<tr>
<td>KAREN BROWN SCHARP</td>
<td>PRESIDENT/ MANAGING DIRECTOR 37 5 HRS/WK</td>
<td>200,816</td>
<td>24,632</td>
<td>NONE</td>
</tr>
<tr>
<td>ANNE HULL</td>
<td>TRUSTEE 1 HR/WK</td>
<td>4,000</td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td>LESLIE A. PELLET</td>
<td>SECRETARY/ FUNDRAISING DIRECTOR 37 5 HRS/WK</td>
<td>107,067</td>
<td>16,926</td>
<td>NONE</td>
</tr>
<tr>
<td>JAMA JOHNS</td>
<td>TREASURER 1 HR/ WK</td>
<td></td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td>MARTHA A. PETTY</td>
<td>TRUSTEE 1 HR/ WK</td>
<td></td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td>OWEN ROBERTS</td>
<td>TRUSTEE 1 HR/ WK</td>
<td>5,000</td>
<td>NONE</td>
<td>NONE</td>
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<tr>
<td>PAUL C. YASSI</td>
<td>TRUSTEE 1 HR/ WK</td>
<td></td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td>MARIA VRETERI</td>
<td>TRUSTEE 1 HR/ WK</td>
<td>5,000</td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td><strong>$529,113</strong></td>
<td><strong>$59,931</strong></td>
<td>NONE</td>
</tr>
</tbody>
</table>

*COMPENSATION FROM RELATED ORGANIZATIONS:
TIES: PUBLISHING COMPANY
EIN: 55-0452470
# FEDERAL STATEMENTS

THE POYNTER INSTITUTE
FOR MEDIA STUDIES, INC.

<table>
<thead>
<tr>
<th>NAME OF ORGANIZATION</th>
<th>EMPLOYER IDENTIFICATION NUMBER</th>
<th>EXEMPT/ NON-EXEMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIMES HOLDING CO.</td>
<td>59-6068199</td>
<td>NON-EXEMPT</td>
</tr>
<tr>
<td>TIMES PUBLISHING COMPANY</td>
<td>59-0482470</td>
<td>NON-EXEMPT</td>
</tr>
<tr>
<td>THE ST. PETERSBURG TIMES FUND, INC.</td>
<td>59-6142547</td>
<td>EXEMPT</td>
</tr>
<tr>
<td>CONGRESSIONAL QUARTERLY, INC.</td>
<td>53-0236590</td>
<td>NON-EXEMPT</td>
</tr>
<tr>
<td>TREND MAGAZINES, INC.</td>
<td>59-1057320</td>
<td>NON-EXEMPT</td>
</tr>
<tr>
<td>TAMPA BAY NEWSPAPERS, INC.</td>
<td>59-3447974</td>
<td>NON-EXEMPT</td>
</tr>
</tbody>
</table>
## Statement 16

**Form 990, Part VIII**

**Relationship of Activities to the accomplishment of Exempt Purposes**

<table>
<thead>
<tr>
<th>LINE #</th>
<th>EXPLANATION OF ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>93A</td>
<td>THE POYNTER INSTITUTE PROVIDES OFF-SITE TRAINING SERVICES TO NEWS ORGANIZATIONS.</td>
</tr>
<tr>
<td>93B</td>
<td>TUITION INCOME, NET OF TUITION WAIVERS GRANTED, IS PAID BY THE PARTICIPANTS ATTENDING EDUCATIONAL PROGRAMS AT THE SCHOOL AND IS RELATED TO THE PRIMARY EXEMPT PURPOSE OF THE SCHOOL. THE POYNTER INSTITUTE PROVIDES TUITION ASSISTANCE TO STUDENTS WHO CANNOT AFFORD TO PAY TO ATTEND ITS COURSES, AND TO PROVIDE OPPORTUNITIES TO MINORITY GROUPS AND WOMEN STUDENTS. POYNTER RECORDS THIS ASSISTANCE AS TUITION WAIVERS GRANTED, NETTING IT FROM THE GROSS TUITION INCOME POYNTER WOULD HAVE OTHERWISE RECEIVED.</td>
</tr>
<tr>
<td>93C</td>
<td>OTHER FELLOWSHIPS ARE PAID TO STUDENTS TO ATTEND COURSES AT POYNTER, THESE EXPENSES ARE RECORD IN FUNCTIONAL EXPENSES. FOR FURTHER INFORMATION ABOUT THE CRITERIA FOR GRANTING TUITION AND OTHER TYPES OF FELLOWSHIPS, PLEASE SEE THE STATEMENT ABOUT GRANT ACTIVITIES.</td>
</tr>
<tr>
<td>102</td>
<td>SALES OF INVENTORY PROVIDE JOURNALISTS AND OTHER MEDIA LEADERS WITH EDUCATIONAL MATERIALS AND ITEMS FOR THEIR CONVENIENCE AND FOR FURTHER STUDY.</td>
</tr>
<tr>
<td>NAMES &amp; ADDRESS</td>
<td>TITLE &amp; TIME DEVOTED TO POSITION</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>JAMES P. ROMENESKO</td>
<td>SENIOR ONLINE REPORTER</td>
</tr>
<tr>
<td>801 THIRD STREET SOUTH</td>
<td>37.5 HRS/WK</td>
</tr>
<tr>
<td>ST. PETERSBURG, FL 33701-4920</td>
<td></td>
</tr>
<tr>
<td>KEITH M. WOODS</td>
<td>DEAN OF FACULTY</td>
</tr>
<tr>
<td>801 THIRD STREET SOUTH</td>
<td>37 5 HRS/WK</td>
</tr>
<tr>
<td>ST. PETERSBURG, FL 33701-4920</td>
<td></td>
</tr>
<tr>
<td>ROBERT M. STEELE</td>
<td>SENIOR FACULTY</td>
</tr>
<tr>
<td>801 THIRD STREET SOUTH</td>
<td>37.5 HRS/WK</td>
</tr>
<tr>
<td>ST. PETERSBURG, FL 33701-4920</td>
<td></td>
</tr>
<tr>
<td>BILL MITCHELL</td>
<td>DIRECTOR OF PUBLISHING/EDITOR, POYNTER ONLINE</td>
</tr>
<tr>
<td>801 THIRD STREET SOUTH</td>
<td>37.5 HRS/WK</td>
</tr>
<tr>
<td>ST. PETERSBURG, FL 33701-4920</td>
<td></td>
</tr>
<tr>
<td>WILLIAM WARD</td>
<td>DISTINGUISHED POYNTER FELLOW</td>
</tr>
<tr>
<td>801 THIRD STREET SOUTH</td>
<td>37 5 HRS/WK</td>
</tr>
<tr>
<td>ST. PETERSBURG, FL 33701-4920</td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL:</strong></td>
<td></td>
</tr>
<tr>
<td>Line 2A, Sale, Exchange, or Leasing of Property</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Leasing of Property to Affiliates:</td>
<td></td>
</tr>
<tr>
<td>Building Lease to Tampa Bay Newspapers, Inc.</td>
<td></td>
</tr>
<tr>
<td>$ 60,793</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>$ 60,793</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Line 2C, Furnishing of Goods, Services, or Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services Furnished to Times Publishing Company &amp; Affiliates:</td>
</tr>
<tr>
<td>Course Tuition and Books                             $ 16,705</td>
</tr>
<tr>
<td>Use of Facilities/Meeting Rooms                      5,644</td>
</tr>
<tr>
<td>Services Furnished by Times Publishing Company &amp; Affiliates:</td>
</tr>
<tr>
<td>Employee Newspaper Subscriptions                     4,686</td>
</tr>
<tr>
<td>Advertising and Other</td>
</tr>
<tr>
<td>St. Petersburg Times Newspapers PROVIDED FOR POYNTER</td>
</tr>
<tr>
<td>Seminars</td>
</tr>
<tr>
<td>Library Books PROVIDED BY CONGRESSIONAL QUARTERLY    1,141</td>
</tr>
<tr>
<td>4,037</td>
</tr>
<tr>
<td>Total                                              $ 32,213</td>
</tr>
</tbody>
</table>
|                                                    =====
STATEMENT 19  
SCHEDULE A, PART III, LINE 3  
QUALIFICATIONS OF RECIPIENTS RECEIVING GRANTS OR LOANS

THE POYNTER INSTITUTE AWARDS FELLOWSHIPS TO HIGH SCHOOL, COLLEGE, AND GRADUATE LEVEL JOURNALISM STUDENTS, TEACHERS, AND PROFESSIONAL JOURNALISTS WHO ARE QUALIFIED TO ATTEND POYNTER COURSES BUT WHO ARE NOT ABLE FINANCIALLY TO AFFORD IT. SOME PROGRAMS FOR STUDENTS AND TEACHERS ARE SPECIFICALLY DESIGNED TO BE PROGRAMS IN WHICH MOST STUDENTS PAY BUT A FEW FELLOWSHIPS ARE GRANTED TO ENABLE PARTICIPATION BY THOSE WHO OTHERWISE COULD NOT AFFORD TO DO SO. POYNTER ALSO GRANTS FELLOWSHIPS TO ENSURE THE MEANINGFUL REPRESENTATION OF MINORITY AND FEMALE STUDENTS.

FELLOWSHIP APPLICANTS MUST COMPLETE AN APPLICATION AND PROVIDE REFERENCES. WINNERS ARE SELECTED BY A COMMITTEE OF THE FACULTY MEMBERS IN CHARGE OF THE APPLICATION PROGRAM. IN AWARDING FELLOWSHIPS, CONSIDERATION IS GIVEN TO MEMBERS OF MINORITY GROUPS, AND APPLICANTS UNABLE TO PAY.

SOME PROGRAMS ARE DESIGNED TO ASSIST MEMBERS OF GROUPS WHO HAVE NO ABILITY TO PAY. THESE INCLUDE SUCH GROUPS AS JOURNALISTS ON THE STAFFS OF INDEPENDENT NEWSPAPERS AND BROADCAST STATIONS IN THE EMERGING DEMOCRACIES OF THE WORLD.
PAID ADVERTISEMENT

**Herniation?**
Approved Technology Treats Discs Without Drugs or Surgery

A recent study released that reveals how technology is offering surgery free hope for disc herniation. The study has proven that FDA approved non-surgical spinal fusion surgery has a success rate for treating debilitating back pain and herniated discs. It looks like another NASA most promising non-surgical disc treatment today.

**Titled, “How Space Age Technology Is Solving Back Surgery!” Call 1-800-762-3134 and listen to the toll-
**

**age for all the details or go to:**

**These free reports are available for a limited time.**

---

**THE POYNTER INSTITUTE**

*Non-Discriminatory Admission Policy*

Applicants to programs offered by The Poynter Institute, 801 Third St. S., St. Petersburg, FL, shall not be denied admission on the basis of race, color, religion, sex, age, marital status, national origin, disability, or sexual orientation.

---

*Racially Nondiscriminatory Policy as Published in the St. Petersburg Times on December 8, 2005.*
### 2006 Seminar Application Form

**Seminar for which you are applying** | **Date of seminar**
---|---

*Please type or print legibly and do not leave any items blank.*

Select where you prefer to receive mail: [ ] business address [ ] home address

**Personal Information**

- Full Name
- Preferred Name for Badge
- Position/Title
- News Organization
- (Give full name of newspaper, station call letters, Web site, college or university, etc.)
- Business Address
- City State ZIP Country
- ( ) ( ) ( ) E-mail
- Work Phone Work Fax
- Circulation/Market Size Web site URL
- Home Address
- City State ZIP Country
- ( ) ( ) ( ) E-mail
- Home Phone Home Fax

**Gender:**

- [ ] Male
- [ ] Female

**Race/Ethnicity (choose all that apply):**

- [ ] American Indian or Alaska Native
- [ ] Asian
- [ ] Hispanic or Latino
- [ ] Black or African American
- [ ] Native Hawaiian or Pacific Islander
- [ ] Other

- [ ] Yes
- [ ] No

**Are you a U.S. citizen?**

- [ ] Yes [ ] No

**Nation of Citizenship**

---

**Poynter Institute seminars you attended in the past.**

(please list)

---

**Poynter seminars you applied for but did not attend** (Indicate seminar and year)

---

**Did you apply for or attend a Poynter seminar using a different name (maiden, etc.)?**

(Indicate name)

---

**Nominating Editor or Manager**

- Title
- Phone

**News Organization (if different from applicant)**

---

**Business Address (if different from applicant)**

---

**Editor/Manager E-mail**

---

---

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In order to assist us with our future promotional efforts, we would like to know how you learned about the seminar for which you are applying.

___ Poynter training guide, quarterly update or special promotion
___ Ad (please specify publication)
___ ShopTalk
___ Other listserv (please specify)
___ Poynter Web site (www.poynter.org)
___ Supervisor
___ Co-worker
___ Other (please specify) 

How did your supervisor learn about Poynter?

___ Poynter training guide or special promotion
___ Ad (please specify publication)
___ ShopTalk or listserv
___ Poynter Web site (www.poynter.org)
___ Other (please specify) 

We would also like to know what motivated you to apply for this seminar (please check all that apply)

___ Content was applicable to my needs
___ Content was applicable to my organization’s needs
___ My boss/organization wanted me to attend
___ Time of year course is offered
___ Duration of the course
___ Location
___ Ease of travel
___ Cost
___ Other (please specify) 

How long have you been a journalist?

___ 1-5 years
___ 6-10 years
___ 11-20 years
___ more than 20 years

IMPORTANT INFORMATION FOR SEMINAR APPLICANTS

At Poynter, we keep our classes small (most consist of only 17 participants) to encourage lively discussions and to allow faculty members to give focused attention to individual participants. Here are some helpful hints to assist you in applying for a Poynter seminar.

Are you eligible? Generally, participants for Poynter seminars and conferences should be full-time employees of a print, broadcast or online news organization, or journalism educators. Freelancers, however, are welcome to apply. For additional information, check the “Who will benefit” section for each seminar in the Poynter training guide or visit the seminar pages at www.poynter.org/seminars. If you’re still not sure whether you’re eligible, telephone or e-mail the contact person listed online for the seminar that interests you.

Don’t procrastinate. Allow yourself sufficient time to develop a package of informative application materials. Send the entire package all at once, and be sure you get it to Poynter by the application deadline.

Information please. Complete ALL questions on the application form. We encourage the application of women, minorities, persons attending a Poynter seminar for the first time, organizations nominating a staff member for the first time, and individuals who have applied for previous seminars but were not accepted.

Generally, we accept only one participant from a newsroom (except for conferences and seminars designated for teams), however more than one candidate from an organization may apply. We’re also sensitive to how many participants we accept from a single ownership group. We try to create a seminar that reflects a rich mix of people and we consider the factors of experience, race, gender, ethnicity, circulation/market size and geography.

[Checklist of points]

- Polish up your résumé. Be sure it is up to date and presents your experience and accomplishments in their best light.
- Introduce yourself. Write a brief professional biography (about 100 words) for us to include in the seminar syllabus. This is not the same as (or in place of) your resume.
- The boss’ letter counts. Your boss’ recommendation letter is every bit as important as the other pieces of your application package. The letter should provide details about your strengths, your value to your newsroom and your commitment to journalism.
- Now it’s your turn. Develop a terrific 250-500 word essay describing your daily duties, how this seminar is relevant to your job, your goals for the seminar, and how you will apply your training when you get back to your newsroom. Tell us about your journalistic passions and how you’ll take back what you learn to your colleagues.
- And don’t forget! Some seminars require you to include samples of your work. If so, take the time to put together examples of your best work that meet the requirements of the seminar.
- Tuition & Fees. Tuition for most professional seminars in 2006 is $895. Tuition covers all materials, instruction and, generally, hotel for a predetermined number of nights, depending upon the length of the program as indicated (see section on Accommodations).

NOTE: Please do not send a check for tuition until you are notified of acceptance into the seminar for which you are applying.

- Financial Assistance. A limited number of fellowships will be available for those in need of assistance. Applicants seeking financial assistance should attach a letter to their application form stating the particular aid they are seeking (tuition and housing waiver and/or help with travel costs), and explaining why their organization is unable to pay should they be selected.

- Cancellations. A $100 cancellation fee is retained for cancellations within three weeks of the beginning of a seminar, unless a substitute attends. Refunds will be made within 30 days.

- Schedule. Most seminars begin on Sunday evening and end the following Friday afternoon. Daily sessions begin promptly at 9 a.m. and last until at least 5 p.m., with some evening meetings. Dress throughout the week is casual.

- Participants are urged to attend seminars without family members or other company, prepared to devote full attention to the seminar.

- Accommodations. All participants and visiting faculty stay in the same hotel, and informal evening and breakfast conversations are part of the learning experience. Lodging is generally included in tuition fees.

- Travel and Transportation. St. Petersburg is served by Tampa International Airport, located 25 miles from Poynter. Transportation from the airport to the hotel is available by taxi ($30-$45) and van/limo ($20). Hotels are within walking distance of restaurants, and the hotel provides a shuttle when necessary, so there is no need to rent a car.
YOUR POYNTER.

2006 JOURNALISM TRAINING GUIDE

ALSO INSIDE:

THE POYNTER INSTITUTE
YOUR JOURNALISM, YOUR TRAINING, YOUR POYNTER.
YOUR JOURNALISM.
Journalism is more than your job. It is your passion. Your ideas, your images, your words and your skills shape the decisions you make and the news you provide. And your expertise grows over time.

Whatever your experience, your development is in your hands. To improve your journalism, Poynter will connect you with skilled teachers and with other students of the craft.

YOUR TRAINING.
This Training Guide is your reference to the many ways you can improve your journalism with help from Poynter. Learn about the more than 50 seminars Poynter offers in St. Petersburg, Fla. Discover the ease and flexibility of online courses that you can take anytime and anywhere through News University—a Poynter/Knight Foundation initiative that offers highly focused, e-learning modules (most of which are free and take about one to two hours to complete). Explore the resources offered through Poynter Online that provide you with story ideas, writing tips, leadership and ethical decision-making advice, and other useful information.

YOUR POYNTER.
At Poynter, our aim is to help you connect with a community of fellow journalists, refocus your craft and values and rediscover your inspiration. We want to help shape your plan, increase your self-confidence and invigorate you with new skills and ideas. Whether you visit our campus, tap into Poynter from your newsroom or carry our Pocket Poynter Field Guide on assignment with you, Poynter is your place.
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The best journalists never stop learning. Poynter is your source for tools, tips and techniques to help you get better at your job.

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Your guide to the training resources Poynter will offer in 2006

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Poynter faculty, visiting professionals and fellow seminar participants enhance your learning experience at Poynter

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Our mission is to promote journalistic excellence through craft and values
YOUR EXPERIENCE

Poynter will help you learn. And, like most things, you'll get out of your training what you put into it.

Here are some of things we hope you'll gain from your experience with Poynter:

- Improved skills and new confidence in your craft
- The courage to take risks and do your best
- A greater sense of power to shape your own career
- A clearer understanding of journalistic values, including sound ethical decision-making and diversity in the newsroom and in life
- The vocabulary to describe what you do and why, and what you stand for
- A desire to continue your growth as a journalist and to share what you've learned
- A new network of people who support you in your work so your learning continues
- A clear picture of the special role of journalism in a democracy
- An understanding that your life's work is valuable and that you can make a difference
I knew I shouldn’t have opened the letter when it showed up in the mail, but I did.

A credit card company sent it, urging me to spend money. By the second paragraph it pushed my buttons.

It said something like, “You deserve to do more for you.”

What is this emphasis on “you”? Are we such a self-absorbed, narcissistic society that we pay attention only when the finger points to us?

And why is Poynter joining this over-emphasis on self? Why would we turn up the volume on the rhetoric about you?

Actually, we know that there’s more to you than your (hidden) baser self. We know there’s also the noble, responsible “you.”

We know that, barring unexpected circumstances, you are responsible for your health and well-being. In the same way, your career development depends on you.

Maybe you work in an organization that values professional development. Your company might have development goals and funds for courses that allow you to grow. Maybe it appoints newsroom trainers who oversee an array of programs.

Or, you might serve an employer who offers few or no training opportunities. Day to day, you gather and report the news with no encouragement to improve craft or practices.

Whether you have a lot of training support, a little or none, the responsibility to grow falls on you.

That’s where Poynter comes in.

We offer online articles and columns that can help improve your skills. You also can take online courses, use our resources to lead training in your newsroom or attend regional workshops. And you can attend a seminar or conference at our campus in Florida. We are there for you at every point of your professional development.

This training manual gives you a year’s worth of ideas and opportunities to help you grow in your profession.

As you become a better journalist, you’re not just helping yourself; you’re helping citizens in a democracy. Compelling news reports encourage people to learn about the things that matter to a community. And engaged news organizations help citizens have a voice in their community.

When you get right down to it, it’s about the noble you. Poynter is here to help you learn more, so you can better serve others.

Have a great year of learning—and leading.

Peace,

KAREN BROWN DUNLAP
PRESIDENT AND MANAGING DIRECTOR
THE POYNTER INSTITUTE
2006 SCHEDULE OF POYNTER SEMINARS

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12-17: Beat Reporting: Covering Crime & Courts, page 31
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5-10: Beat Reporting: Covering Children, page 33
12-17: The Complete Assigning Editor, pages 18, 31
12-17: Informational Graphics: The Big Idea, page 7

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3-8: Poynter Leadership for New Managers, page 18
3-8: Producing Newscasts, page 41
3-8: Advanced Copy Editing: A Word-By-Word Approach, page 34

National Writers Workshops, dates in spring, fall and winter, page 34
YOUR TRAINING

It's your career. Get the training you need to make the most of it.

In this section you'll find the range of training Poynter offers to help you get better at your job — from seminars to online learning, columns and other resources.

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FIND THE TRAINING THAT'S RIGHT FOR YOU

SEMINAR AT POYNTER
Listings with the Seminar at Poynter label give you a brief description of what you'll learn in a seminar conducted at Poynter's campus in St. Petersburg, Fla. You'll also learn which faculty will lead the seminar and details about dates, application deadlines, cost and links to more information on Poynter Online. (For general information about Poynter seminars, see page 53.)

ONLINE COURSE
Listings with the Online Course label describe training you can access online, without ever getting on a plane or leaving your home or office. There's no application required and most courses are free. These courses are offered through News University, a Poynter/Knight Foundation initiative. (For information about NewsU, see page 53.)

ONLINE RESOURCE
Online Resource listings describe the articles, links and other tools available to you at www.poynter.org. All the resources on Poynter Online are free and available anywhere you can access the Internet. (For information about Poynter Online, see page 53.)
DESIGN & GRAPHICS

Poynter’s design and graphics training resources focus on the power of the visual. You’ll learn to create work that engages readers and viewers and to share your ideas and experiences. You’ll learn to foster collaboration within your newsroom — to work with writers, editors, photojournalists and online producers to effectively tell any story. You’ll explore new technologies and unconventional ideas to refresh your work and your approach. You’ll expand your perspective, ready to encourage your peers to think beyond the limits of their own experiences. (Seminars are listed in chronological order.)

SEMINAR AT POYNTER: DESIGN/TYPGRAPHY/COLOR: FUNDAMENTALS
DATES: MARCH 5-10, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU’LL LEARN:
• About the foundations of graphic design, grids, typography and color
• About the principles of visual storytelling and a vocabulary for discussing and critiquing your work
• How to become an effective colleague in the newsroom and to build collaboration
WHO WILL BENEFIT:
Print designers and copy editors with fewer than three years of experience and little or no formal training in graphic design
FACULTY
 Peggie Stark Adam, page 50, and Sara Quinn, page 47
APPLICATION DEADLINE: Jan. 6, 2006
APPLICATION MATERIALS:
Include five samples of appropriate work. Digital samples are preferred.
FOR INFO AND TO APPLY:
www.poynter.org/DTC06

SEMINAR AT POYNTER: WORLD TABLOID CONFERENCE
DATES: MARCH 27-29, 2006
LOCATION: St. Petersburg, Fla
TUITION: $495 (hotel not included)
YOU’LL LEARN:
• About the experience of top editors around the world who have converted to the tabloid or “compact” format and the forms of leadership required to make the switch
• The kinds of story forms and writing styles that work best for tabloids
• How tabloids attract young readers and the use of the tabloid form for niche publications
WHO WILL BENEFIT:
Top news executives, publishers, managing editors, advertising directors and design directors
FACULTY
Roy Peter Clark, page 45, and Mario Garcia, page 50
APPLICATION DEADLINE: Jan. 30, 2006
FOR INFO AND TO APPLY:
www.poynter.org/tabloid06

SEMINAR AT POYNTER: SUMMER FELLOWSHIP FOR YOUNG JOURNALISTS/VISUAL JOURNALISM
DATES: JUNE 4-JULY 14, 2006
LOCATION: St. Petersburg, Fla
TUITION: $3,000 (includes housing) Scholarship assistance is available
YOU’LL LEARN:
• Creative techniques in print design, photojournalism, infographics, Web design and illustration
• To foster newsroom collaboration and make strong ethical decisions
• To generate compelling stories on — and off — deadline
WHO WILL BENEFIT:
Recent college graduates interested in refining their skills in all forms of visual storytelling design, photojournalism, information graphics and visual reporting
FACULTY:
Sara Quinn, page 47
APPLICATION DEADLINE: Nov. 15, 2005
APPLICATION MATERIALS:
See Web address for complete list
FOR INFO AND TO APPLY:
www.poynter.org/summerVJ06

YOUR TRAINING DESIGN & GRAPHICS • 5
SEMINAR AT POYNTER: ENGAGING THE READER: YOUR ULTIMATE STORYTELLING TOOLBOX
DATES: SEPT. 17-21, 2006
LOCATION: St. Petersburg, Fla
TUITION: $795 (includes hotel)
YOU’LL LEARN:
- Tips for finding the clearest way to tell the story and ways to improve newsroom collaboration
- Ideas for compelling packaging, story formats and reader navigation
- About Poynter’s next Eyetrack study for print and online
WHO WILL BENEFIT: Designers, graphic artists, visual leaders, assigning editors, photojournalists and writers
FACULTY: Sara Quinn, page 47
APPLICATION DEADLINE: July 17, 2006
APPLICATION MATERIALS: Include five samples of appropriate work. Digital samples are preferred
FOR INFO AND TO APPLY: www.poynter.org/toolbox06

"POYNTER IS LIKE PLUGGING YOURSELF IN AND REMEMBERING WHAT JOURNALISM IS ALL ABOUT."
KRISTIN LENZ, THE ORANGE COUNTY REGISTER
Design/Type/Color: Fundamentals

SEMINAR AT POYNTER: DESIGN/TYP/E/COLOR: ADVANCED
DATES: OCT. 22-27, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU’LL LEARN
- How to inspire visual thinking in your newsroom
- About a richer use of grids, typography and color, and about tips for developing the visual identity of your publication
- How to become an effective newsroom leader
WHO WILL BENEFIT: Designers and visual leaders with at least five years of experience
FACULTY: Sara Quinn, page 47, and Pegie Stark Adam, page 50
APPLICATION DEADLINE: Aug. 21, 2006
APPLICATION MATERIALS: Include five samples of appropriate work. Digital samples are preferred
FOR INFO AND TO APPLY: www.poynter.org/DTCadvanced06

SEMINAR AT POYNTER: DESIGN/TYPE/COLOR FOR SPANISH-LANGUAGE NEWSPAPERS
DATES: NOV. 5-10, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU’LL LEARN:
- The foundations of graphic design: grids, typography and color
- The principles of visual storytelling and a vocabulary to discuss and critique your work
- How to become an effective colleague in the newsroom and build collaboration
WHO WILL BENEFIT: Designers, artists, photojournalists and copy editors working for Spanish-language publications in the United States and abroad
FACULTY: Mario Garcia, page 50
APPLICATION MATERIALS: Include five samples of appropriate work. Digital samples are preferred
FOR INFO AND TO APPLY: www.poynter.org/DTCspanish06
SEMINAR AT POYNTER: INFORMATIONAL GRAPHICS: THE BIG IDEA
DATES: Nov. 17-18, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU'LL LEARN:
• To create online and print news graphics with impact and credibility
• To improve communication, research, design and writing skills
• To use Flash and three-dimensional applications software
WHO WILL BENEFIT:
Print artists, graphic artists and researchers
FACULTY:
Archie Tse, page 50
APPLICATION DEADLINE: Sept. 11, 2006
APPLICATION MATERIALS:
Include five samples of appropriate work. Digital samples are preferred
FOR INFO AND TO APPLY:
www.poynter.org/infographics06

ONLINE COURSES:
COLOR IN NEWS DESIGN
DATES: Take this self-directed course on your own schedule, starting and stopping at your convenience. This course typically takes about one hour to complete
LOCATION: You can take this course anywhere there is Internet access
TUITION: Free
HOW IT WORKS: No application or travel required. Sign up online and learn
YOU'LL LEARN:
• How to use the visual elements of color, contrast and dimension to complement the written word
• How to become more "color literate"
• How to make informed decisions when designing with color
FOR INFO AND TO ENROLL:
www.news.u.org/color

ONLINE COURSES COMING SOON:
EDITING AND DESIGNING FOR THE READER
Planning and producing an engaging page
KNOW YOUR TYPE
What editors and designers need to know about typography
HOW IT WORKS: You will be able take these courses anywhere there is Internet access
FOR INFO AND TO ENROLL:
Visit www.news.u.org for course updates

ONLINE RESOURCE:
EYETRACK III
HOW IT WORKS: You can read articles and post feedback
YOU WILL:
• Examine how people see online news, according to Eyetrack research
• Learn what Eyetrack says about effective Web site homepage and article page design
• Explore the role of ad size and ad placement in effective advertising, according to Eyetrack research
• Understand multimedia recall and comprehension
CONTRIBUTORS: Steve Outing, Laura Ruel
GET STARTED: www.poynter.org/eyetrack2004

PoynterOnline
ONLINE RESOURCE: THE DESIGN DESK

HOW IT WORKS: You can read articles, post feedback, subscribe to a weekly e-mail newsletter and more

YOU WILL: • Examine visual and interactive techniques for print and online journalism • Identify techniques that attract and keep readers’ attention

CONTRIBUTOR: Anne Van Wagener, page 48

GET STARTED: www.poynter.org/designdesk

ONLINE RESOURCES: DESIGN & GRAPHICS TIP SHEETS AND BIBLIOGRAPHY

HOW IT WORKS: You can read articles and post feedback

YOU WILL: • Find links to related stories available at Poynter Online • Find links to online resources and books for additional reading

CONTRIBUTORS: Anne Van Wagener, page 48, Sara Quinn, page 47, David Shedden, Poynter’s library director, and more

GET STARTED: Tip sheets are at www.poynter.org/designtipsheets, bibliography is at www.poynter.org/vjbiblio

PUBLICATION: “POPE JOHN PAUL II”

COST: $14.95

ABOUT THE BOOK: The Poynter Institute has created a full-color collection of newspaper front pages chronicling Pope John Paul II’s life and death. The book includes 144 reproductions of front pages published in the days after he died, from newspapers in the United States and around the world


FOR INFO AND TO ORDER: www.poynter.org/popebook

ADVANCED COPY EDITING
Building your editing and design skills REPORTING, WRITING & EDITING page 34

CLEANING YOUR COPY
Avoiding common style and grammar mistakes REPORTING, WRITING & EDITING page 35

MULTIMEDIA REPORTING:
NEW TOOLS AND TECHNIQUES
Innovative strategies for telling stories PHOTOJOURNALISM page 28

SEE ALSO:
DIVERSITY

Diversity is not just black and white. With Poynter’s resources, you’ll learn to report and tell nearly any story with a fresh perspective as well as find untold stories. You’ll enrich your organization’s coverage with an eye toward more fair and accurate reporting in your community. You’ll become more alert to the language, images and reporting styles that come together in your news report. You’ll learn to address issues of diversity in your newsroom, and you’ll deepen your staff’s involvement in the coverage of your community as a whole. (Seminars are listed in chronological order.)

SEMINAR AT POYNTER: REPORTING & WRITING THE UNTOLD STORIES
DATES: FEB. 26-MARCH 3, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU’LL LEARN:
• To find authentic voices in storytelling
• To understand and report on issues of class, race, ethnicity, culture, abilities and sexual orientation
• To navigate past the barriers of difference that obstruct coverage and polarize readers
WHO WILL BENEFIT: Newspaper reporters, editors and photojournalists
FACULTY: Aly Colón, page 45
APPLICATION DEADLINE: Dec. 12, 2005
FOR INFO AND TO APPLY: www.poynter.org/untoldstories06

SEMINAR AT POYNTER: WINNING PHOTOJOURNALISM: COVERING COMMUNITIES
DATES: MAY 21-26, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU’LL LEARN:
• Skills to improve your photographic storytelling
• Effective ways to find authentic voices, develop meaningful documentary stories and publish them in traditional and non-traditional ways
• To develop your ability to spot visual potential in news coverage
WHO WILL BENEFIT: Photojournalists, photo directors, visual managers and presentation editors
FACULTY: Kenny Irby, page 46
APPLICATION DEADLINE: March 22, 2006
APPLICATION MATERIALS: Include five samples of appropriate work. Digital samples are preferred
FOR INFO AND TO APPLY: www.poynter.org/communities06

SEMINAR AT POYNTER: DIVERSITY ACROSS THE CURRICULUM
DATES: MAY 21-26, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU’LL LEARN:
• To help aspiring journalists deepen their understanding of diversity
• To teach students how to tell more compelling stories through interviewing, reporting, writing, copy editing, photojournalism and design
• To seamlessly include diversity throughout your syllabus and in your teaching of journalism
WHO WILL BENEFIT: College journalism educators who teach reporting, editing, copy editing, producing, ethics, media management, photojournalism and design
FACULTY: Lillian Dunlap, page 50
APPLICATION DEADLINE: March 22, 2006
FOR INFO AND TO APPLY: www.poynter.org/curriculum06
BEAT REPORTING: COVERING RACE RELATIONS
SEPT. 10-15, 2006
St. Petersburg, Fla
$895 (includes hotel)

YOU'LL LEARN:
• To report and write vibrant, precise and relevant stories about race relations no matter what beat you're covering
• To look beyond the typical story frames that polarize race relations
• To advance your audience's understanding

WHO WILL BENEFIT:
Reporters, editors, anchors, producers, copy editors and photojournalists in all media

FACULTY:
Keith Woods, page 49

APPLICATION DEADLINE:
July 10, 2006

FOR INFO AND TO APPLY:
www.poynter.org/racerelations06

"ONE OF THE MOST HONEST CONVERSATIONS I HAVE EVER WITNESSED OR PARTICIPATED IN ABOUT ISSUES OF RACE. MY WORK WILL NEVER BE THE SAME!"
ALYSIA TATE, THE CHICAGO REPORTER
Reporting on Race Relations

ONLINE COURSE: COMMUNITY SERVICE PHOTOJOURNALISM:
LESSONS FROM A CONTEST

DATES: Take this self-directed course on your own schedule, starting and stopping at your convenience. This course typically takes about one hour to complete

LOCATION: You can take this course anywhere there is Internet access

TUITION: Free

HOW IT WORKS: No application or travel required. Sign up online and learn

YOU'LL LEARN:
• Lessons from the winners and finalists of the 2005 Community Service Photojournalism contest, honored by the American Society of Newspaper Editors
• To create effective community service photojournalism
• To gain access and connect with under-covered communities
• To strengthen your picture editing and critical thinking skills

FOR INFO AND TO ENROLL:
www.newsu.org/bnw2005

ONLINE COURSE: REPORTING ACROSS CULTURES, WRITING ABOUT DIFFERENCES

DATES: This faculty-led course will be offered in 2006

LOCATION: You can take this course anywhere there is Internet access

TUITION: There will be a charge (to be determined) for this faculty-led course

HOW IT WORKS: This online course will be available over a four-week period. Students will have about an hour of reading per week and several writing assignments. The course instructor will provide feedback and writing assistance

YOU'LL LEARN:
• About coverage of different cultures, communities and individuals often missing from news reports or inaccurately portrayed

FOR INFO AND TO APPLY:
www.newsu.org/cultures
ONLINE COURSE: SAME-SEX MARRIAGE: A CONVERSATION ABOUT COVERAGE
DATES: Take this self-directed course on your own schedule, starting and stopping at your convenience. This course typically takes about one hour to complete.
LOCATION: You can take this course anywhere there is Internet access.
TUITION: Free.
HOW IT WORKS: No application or travel required. Sign up online and learn. This is an archived eSeminar, originally conducted in May 2004.
YOU’LL LEARN: • About the legal, sexual and cultural issues surrounding the topic of same-sex marriage.
FOR INFO AND TO ENROLL: www.newsu.org/samesex

ONLINE COURSE: RACIAL IDENTIFICATION
COMING SOON: How to be accurate, precise and fair when dealing with race.
HOW IT WORKS: You will be able to take this course anywhere there is Internet access. No application or travel required. Sign up online and learn.
FOR INFO AND TO ENROLL: Visit www.newsu.org for course updates.

ONLINE RESOURCE: JOURNALISM WITH A DIFFERENCE
HOW IT WORKS: You can read articles, post feedback, subscribe to a weekly e-mail newsletter and more.
YOU WILL: • Explore fresh ways to enhance your storytelling from diverse perspectives.
• Examine new approaches for addressing the under-covered people and issues in your community.
CONTRIBUTORS: Aly Colón (editor), page 45, Thomas Huang, O Ricardo Pimentel, Jodi Rave, Mary Sanchez and Keith Woods, page 49.
GET STARTED: www.poynter.org/difference

ONLINE RESOURCES: DIVERSITY TIP SHEETS AND BIBLIOGRAPHY
HOW IT WORKS: You can read articles and post feedback.
YOU WILL: • Find links to related stories available at Poynter Online.
• Find links to online resources and books for additional reading.
CONTRIBUTORS: Keith Woods, page 49, Thomas Huang, Aly Colón, page 45, David Shedden, Poynter’s library director, and more.
GET STARTED: Tip sheets are at www.poynter.org/diversitytipsheets, bibliography is at www.poynter.org/diversitybiblio.
ONLINE RESOURCE: POYNTER ETHICS JOURNAL

HOW IT WORKS: You can read articles, post feedback and subscribe to a weekly e-mail newsletter

YOU WILL: • Stimulate your thinking on the ethical implications of current news
        • Examine how fellow journalists handle ethical dilemmas

CONTRIBUTOR: Kelly McBride, page 47

GET STARTED: www.poynter.org/ethicsjournal

ONLINE RESOURCES: ETHICS TIP SHEETS AND BIBLIOGRAPHY

HOW IT WORKS: You can read articles and post feedback

YOU WILL: • Find links to related stories available at Poynter Online
        • Find links to online resources and books for additional reading

CONTRIBUTORS: Kelly McBride, page 47, Bob Steele, page 48, David Shedden, Poynter's library director, and more

GET STARTED: Tip sheets are at www.poynter.org/ethicalstipsheets, bibliography is at www.poynter.org/ethicsbiblio

ETHICS
SEE ALSO:

HANDLING HORRIBLE IMAGES
Whether and how to publish explicit images
PHOTOJOURNALISM page 29

SAME-SEX MARRIAGE:
A CONVERSATION ABOUT COVERAGE
Explore the issues surrounding the topic
DIVERSITY page 11
JOURNALISM EDUCATION

Nurturing passionate young journalists is one of the best ways to ensure the future and quality of the craft we practice. Poynter's resources will help educators prepare future journalists for the industry. Our Summer Fellowships guide young journalists through the process of producing a solid news report. We invite educators to apply for any of the professional seminars listed in this Training Guide. A limited amount of financial assistance based on need is available to help defray costs. For more information about financial assistance, see www.poynter.org/seminar or the seminar application in the back of the guide (Seminars are listed in chronological order).

SEMINAR AT POYNTER:  CONVERGENCE FOR COLLEGE EDUCATORS
DATES:  JAN. 29-FEB. 1, 2006
LOCATION:  St. Petersburg, Fla
TUITION:  $595 (includes hotel)
YOU'LL LEARN:
• To integrate the principles of convergence for print, online and broadcast journalism
• The foundations of ethical decision-making and ways to strengthen journalism through diversity
• To examine the skills students need to succeed in converged newsrooms
WHO WILL BENEFIT:  College and university journalism educators
FACULTY:  Al Tompkins, page 48, and Howard Finberg, page 46
APPLICATION DEADLINE:  Nov. 7, 2005
FOR INFO AND TO APPLY:  www.poynter.org/convergence06

SEMINAR AT POYNTER:  DIVERSITY ACROSS THE CURRICULUM
DATES:  MAY 21-26, 2006
LOCATION:  St. Petersburg, Fla
TUITION:  $895 (includes hotel)
YOU'LL LEARN:
• To help aspiring journalists deepen their understanding of diversity
• To teach students how to tell more compelling stories through interviewing, reporting, writing, copy editing, photojournalism and design
• To seamlessly include diversity throughout your syllabus and in your teaching of journalism
WHO WILL BENEFIT:  College journalism educators who teach reporting, editing, copy editing, producing, ethics, media management, photojournalism and design
FACULTY:  Lillian Dunlap, page 50
APPLICATION DEADLINE:  March 22, 2006
FOR INFO AND TO APPLY:  www.poynter.org/curriculum06

SEMINAR AT POYNTER:  SUMMER FELLOWSHIP FOR YOUNG JOURNALISTS/REPORTING & WRITING
DATES:  JUNE 4-JULY 14, 2006
LOCATION:  St. Petersburg, Fla
TUITION:  $3,000 (includes housing) Scholarship assistance is available
YOU'LL LEARN:
• To develop your reporting and writing skills, including interview techniques, investigative research, finding untold stories and beat development
• To foster newsroom collaboration and make strong ethical decisions
• To generate compelling stories on — and off — deadline
WHO WILL BENEFIT:  Recent college graduates planning to pursue a journalism career
FACULTY:  Kelly McBride, page 47
APPLICATION DEADLINE:  Nov. 15, 2005
FOR INFO AND TO APPLY:  www.poynter.org/summerRW06
SEMINAR AT POYNTER: SUMMER FELLOWSHIP FOR YOUNG JOURNALISTS/VISUAL JOURNALISM
DATES: JUNE 4-JULY 14, 2006
LOCATION: St. Petersburg, Fla
TUITION: $3,000 (includes housing) Scholarship assistance is available
YOU’LL LEARN:
• Creative techniques in print design, photojournalism, infographics, Web design and illustration
• To foster newsroom collaboration and make strong ethical decisions
• To generate compelling stories on — and off — deadline
WHO WILL BENEFIT: Recent college graduates interested in refining their skills in all forms of visual storytelling design, photojournalism, information graphics and visual reporting
FACULTY: Sara Quinn, page 47
APPLICATION DEADLINE: Nov. 15, 2005
APPLICATION MATERIALS: See Web address for complete list
FOR INFO AND TO APPLY: www.poynter.org/summerVJ06

ONLINE COURSE: THE “BE A REPORTER” GAME
DATES: Play this game on your own schedule. It typically takes about 15 minutes to complete
LOCATION: You can play this game anywhere there is Internet access
TUITION: Free
HOW IT WORKS: No application or travel required. Sign up online and learn
YOU’LL LEARN: The basics of the journalist’s craft, including how to check and clarify information and how to race against a deadline
FOR INFO AND TO ENROLL: www.newsu.org/reportergame

ONLINE COURSE COMING SOON:
THE BASICS OF NEWS
The who, what, when, where and why of journalism
HOW IT WORKS: You will be able to take this course anywhere there is Internet access
No application or travel required. Sign up online and learn
FOR INFO AND TO ENROLL: Visit www.newsu.org for course updates

ONLINE RESOURCE: POYNTER SUMMER FELLOWS
HOW IT WORKS: Stories, photos and online packages developed by participants in previous years’ Poynter Summer Fellowships are presented here
GET STARTED: www.PoynterSummerFellows.org
ONLINE RESOURCE: HIGH SCHOOL JOURNALISM

HOW IT WORKS: You can read articles and post feedback

YOU WILL: • Find tips on interviewing, writing and ethical decision-making
  • Explore links to scholastic journalism organizations and resources

CONTRIBUTOR: Wendy Wallace, page 48

GET STARTED: www.poynter.org/highschool

"THE POYNTER FELLOWSHIP HELPED ME BECOME A BETTER JOURNALIST, PROBLEM SOLVER, CREATIVE THINKER, TEAM PLAYER, BEHIND-THE-SCENES LEADER, DESIGNER, PHOTOGRAPHER, WRITER ... PRETTY MUCH ANYTHING YOU CAN THINK OF IN THE WORLD OF VISUAL JOURNALISM."
DAUDI MSSEEMAA, FELLOW
Summer Fellowship for Young Journalists

PUBLICATION: "BEST NEWSPAPER WRITING 2005"

COST: $24.95

YOU'LL LEARN: • Tips and techniques from winners and finalists of the annual American Society of Newspaper Editors writing and photojournalism competition
  • To analyze the use of language and rhetoric through "X-Ray Readings"
  • About the writing process and community service

FEATURING: Original stories and interviews with the winners Alan Supress, Peter Goodman, Michael Dobbs, John Lancaster and Rama Lakshmi of The Washington Post (team deadline news reporting), Dexter Filkins, The New York Times (individual deadline news reporting), Babita Persaud, St Petersburg (Fla ) Times (diversity writing), Helen O'Neil, The Associated Press (non-deadline writing), M.J. Wilde, The Albuquerque (NM) Tribune (column writing), Alana Baranick, The (Cleveland) Plain Dealer (obituary writing), David Barham, Arkansas Democrat-Gazette (editorial writing), and Carol Guzy, The Washington Post (community service photojournalism), and essays and selected stories by the finalists For a complete list of winners and finalists, go to www.poynter.org/bnw2005

FACULTY: Aly Colón, editor, page 45

FOR INFO AND TO ORDER: www.poynter.org/bnw2005
LEADERSHIP & MANAGEMENT

Poynter's leadership training is different from most. It's designed specifically for those who guide journalists and journalism. You'll learn to make the most of the talents and resources within your newsroom. You'll learn to navigate your transition from staff to management, to successfully assume a leadership role and to guide your newsroom to good ethical decisions. You'll learn to coach your staff, to encourage fresh, original thinking and to foster the spirit of healthy collaboration. (Seminars are listed in chronological order.)

### POYNTER LEADERSHIP FOR NEW MANAGERS
(OFFERED TWICE)

- **DATES:** Jan. 22-27, 2006, and Dec. 3-8, 2006
- **LOCATION:** St. Petersburg, Fla
- **TUITION:** $895 (includes hotel)
- **YOU’LL LEARN:**
  - To manage your boss and your time, and to nurture your strengths
  - To strengthen your coaching and conflict resolution
  - To foster strong ethical decision-making and address issues of diversity in your newsroom
- **WHO WILL BENEFIT:** Recently promoted news managers or managers with a few years of experience but minimal leadership training
- **FACULTY:** Scott Libin, page 46, and Paul Pohlman, page 47, in January; Jill Geisler, page 46, and Butch Ward, page 49, in December
- **APPLICATION DEADLINE:** Nov. 14, 2005, for January seminar; Sept. 25, 2006, for December seminar
- **FOR INFO AND TO APPLY:**
  - www.poynter.org/newleadersjan06
  - www.poynter.org/newleadersdec06

### THE COMPLETE ASSIGNING EDITOR
(OFFERED TWICE)

- **DATES:** Feb. 6-11, 2006, and Nov. 12-17, 2006
- **LOCATION:** St. Petersburg, Fla
- **TUITION:** $895 (includes hotel)
- **YOU’LL LEARN:**
  - Coaching, editing and leadership skills to get the best coverage and most compelling writing from your team
  - Strong ethical decision-making strategies and ways to strengthen journalism through diversity
  - To work with the visual team to present an engaging report
- **WHO WILL BENEFIT:** Newspaper assigning editors
- **FACULTY:** Butch Ward, page 49, and Jill Geisler, page 46, in February; Butch Ward, page 49, and Paul Pohlman, page 47, in November
- **APPLICATION DEADLINE:** Dec. 5, 2005, for February seminar; Sept. 11, 2006, for November seminar
- **FOR INFO AND TO APPLY:**
  - www.poynter.org/assigningeditorfeb06
  - www.poynter.org/assigningeditornov06

### POYNTER LEADERSHIP FOR TV & RADIO NEWS MANAGERS

- **DATES:** March 19-24, 2006
- **LOCATION:** St. Petersburg, Fla
- **TUITION:** $895 (includes hotel)
- **YOU’LL LEARN:**
  - To recognize and reconcile your responsibilities to your station, your staff, your audience and yourself
  - About leadership styles and ways to strengthen your coaching skills
  - To gather feedback from your newsroom and to nurture your growth
- **WHO WILL BENEFIT:** Broadcast managers, news directors, assistant news directors, executive producers, managing editors, chief photographers and assignment editors
- **FACULTY:** Jill Geisler, page 46, and Scott Libin, page 46
- **APPLICATION DEADLINE:** Jan. 16, 2006
- **FOR INFO AND TO APPLY:** www.poynter.org/newsmanagers06

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18 • YOUR TRAINING: LEADERSHIP & MANAGEMENT
SEMINAR AT POYNTER:  WORLD TABLOID CONFERENCE
DATES:  MARCH 27-29, 2006
LOCATION:  St. Petersburg, Fla
TUITION:  $495 (does not include hotel)
YOU'LL LEARN:  • About the experience of top editors around the world who have converted to the tabloid or "compact" format and the forms of leadership required to make the switch
    • The kinds of story forms and writing styles that work best for tabloids
    • How tabloids attract young readers and the use of the tabloid form for niche publications
WHO WILL BENEFIT:  Top news executives, publishers, managing editors, advertising directors and design directors
FACULTY:  Roy Peter Clark, page 45, and Mario Garcia, page 50
APPLICATION DEADLINE:  Jan. 30, 2006
FOR INFO AND TO APPLY:  www.poynter.org/tabloid06

SEMINAR AT POYNTER:  TV ASSIGNMENT EDITORS: BUILDING A BETTER DESK
DATES:  APRIL 9-12, 2006
LOCATION:  St. Petersburg, Fla
TUITION:  $595 (includes hotel)
YOU'LL LEARN:  • To enterprise stories beyond spot news and event coverage
    • To mine the Internet for sources and ideas and to organize information
    • To manage difficult people and high-pressure situations
WHO WILL BENEFIT:  TV assignment editors
FACULTY:  Al Tompkins, page 48
APPLICATION DEADLINE:  Feb. 13, 2006
FOR INFO AND TO APPLY:  www.poynter.org/betterdesk06

SEMINAR AT POYNTER:  POYNTER LEADERSHIP FOR MANAGING EDITORS
DATES:  MAY 10-13, 2006
LOCATION:  St. Petersburg, Fla
TUITION:  $595 (includes hotel)
YOU'LL LEARN:  • To keep your leadership tuned in to journalism and industry issues
    • To address current newsroom challenges and establish long-term newsroom goals
    • To establish a network of managing editors interested in energizing their leadership
WHO WILL BENEFIT:  Editors from all media, with at least three years of experience in management, who run a department or a team
FACULTY:  Butch Ward, page 49
APPLICATION DEADLINE:  March 13, 2006
FOR INFO AND TO APPLY:  www.poynter.org/managingeditors06

SEMINAR AT POYNTER:  POYNTER LEADERSHIP FOR ONLINE NEWS MANAGERS
DATES:  MAY 16-19, 2006
LOCATION:  St. Petersburg, Fla
TUITION:  $595 (includes hotel)
YOU'LL LEARN:  • About industry and advertising trends, technology, paid content and interactive journalism
    • To examine your management style and prioritize your efforts
    • About new ways to conceive and implement successful online projects
WHO WILL BENEFIT:  Leaders in online operations working with print or broadcast newsrooms or Web-only
FACULTY:  Howard Finberg, page 46, and Paul Pohlman, page 47
APPLICATION DEADLINE:  March 15, 2006
FOR INFO AND TO APPLY:  www.poynter.org/onlinenews06
SEMINAR AT POYNTER: **MANAGING PEOPLE & PLANS FOR BREAKING NEWS AND BEYOND**

DATES: AUG. 2-5, 2006
LOCATION: St. Petersburg, Fla
TUITION: $595 (includes hotel)

YOU’LL LEARN: • Critical systems for breaking-news coverage and news operations
• Performance management and quality control processes
• How systems and culture drive newsroom success

WHO WILL BENEFIT: TV news producers and news managers

FACULTY: Scott Libin, page 46, and Jill Geisler, page 46
APPLICATION DEADLINE: June 5, 2006
FOR INFO AND TO APPLY: www.poynter.org/breakingnews06

SEMINAR AT POYNTER: **BEST PRACTICES FOR NEWSROOM TRAINING**

DATES: OCT. 6-8, 2006
LOCATION: St. Petersburg, Fla
TUITION: Waived Participants are responsible for hotel payment, Poynter has arranged for a block of rooms

YOU’LL LEARN: • How to be more effective in newsroom teaching and training
• About examples from fellow participants of training that works

WHO WILL BENEFIT: Newsroom trainers, coaches and others involved in the training of journalists

FACULTY: Howard Finberg, page 46
FOR INFO AND TO APPLY: www.poynter.org/training06

“MY TRIPS TO POYNTER HAVE BEEN SO EMPOWERING BECAUSE THE ANSWERS TO MOST OF MY QUESTIONS ULTIMATELY CAME FROM INSIDE ME.”
BERFORD GAMMON III,
MILWAUKEE JOURNAL SENTINEL

Poynter Leadership for Mid-Level Editors

YOUR QUESTIONS

SEMINAR AT POYNTER: **MAKING TOUGH DECISIONS: TEACH THE NEWSROOM WELL**

DATES: OCT. 8-13, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)

YOU’LL LEARN: • The foundations of ethical decision-making and methods for applying values on deadline
• How to analyze your newsroom’s decision-making systems
• How to coach ethics and critical thinking, and how to develop a plan for training in your newsroom

WHO WILL BENEFIT: All journalists, from senior reporters to senior managers, with the power, authority or passion to improve their newsroom’s ability to make tough decisions on deadline

FACULTY: Kelly McBride, page 47, and Jill Geisler, page 46
APPLICATION DEADLINE: Aug. 7, 2006
FOR INFO AND TO APPLY: www.poynter.org/newsroom06
SEMINAR AT POYNTER: POYNTER LEADERSHIP ACADEMY
DATES: OCT. 15-20, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)

YOU’LL LEARN:
• To understand your strengths and challenges through feedback from your newsroom
• To become a more effective leader, coach and conflict manager
• To help your staff members become better journalists in a demanding environment

WHO WILL BENEFIT: High-potential managers from print, broadcast and online news organizations
APPLICATION DEADLINE: Aug. 10, 2006
FOR INFO AND TO APPLY: www.poynter.org/academy06

SEMINAR AT POYNTER: LEADERSHIP FOR ONLINE EDITORS
DATES: OCT. 31-NOV. 3, 2006
LOCATION: St. Petersburg, Fla
TUITION: $595 (includes hotel)

YOU’LL LEARN:
• To apply the values of journalism to sites with strictly Web-driven content
• To examine your management style and prioritize your efforts
• New ways to conceive and implement successful online projects

WHO WILL BENEFIT: Editors and leaders who work at online-only sites that are not part of a print or broadcast newsroom
FACULTY: Howard Finberg, page 46, and Paul Pohlman, page 47
APPLICATION DEADLINE: Aug. 28, 2006
FOR INFO AND TO APPLY: www.poynter.org/onlineeditors06

ONLINE COURSE: LOUSY LISTENERS: HOW TO AVOID BEING ONE
DATES: Take this self-directed course on your own schedule, starting and stopping at your convenience This course typically takes about one to two hours to complete
LOCATION: You can take this course anywhere there is Internet access
TUITION: Free
HOW IT WORKS: No application or travel required Sign up online and learn

YOU’LL LEARN:
• How to break bad listening habits
• About the characteristics of good listeners
• How to make a good listener even better

FOR INFO AND TO ENROLL: www.newsu.org/listeners

ONLINE COURSE: ANATOMY OF A NEWSPAPER: UNDERSTANDING THE BUSINESS
DATES: Take this self-directed course on your own schedule, starting and stopping at your convenience This course typically takes about one hour to complete
LOCATION: You can take this course anywhere there is Internet access
TUITION: Free
HOW IT WORKS: No application or travel required Sign up online and learn

YOU’LL LEARN:
• About the responsibilities and operation of various newspaper departments, including the newsroom, circulation, advertising, distribution and multimedia

TRAINING PARTNER: Maynard Institute for Journalism Education
FOR INFO AND TO ENROLL: www.newsu.org/newspaper
ONLINE RESOURCE: LEADING LINES

H OW IT WORKS: You can read articles, post feedback and subscribe to a weekly e-mail newsletter

YOU WILL: • Get tips for improving your leadership and coaching skills
• Explore ways to foster a more effective working relationship with your staff
• Learn to motivate different personalities and nurture staff

CONTRIBUTORS: Gregory Favre, page 45, Jill Geisler (editor), page 46, Scott Libin, page 46, and Butch Ward, page 49
GET STARTED: www.poynter.org/leadinglines

ONLINE RESOURCE: ROMENESKO

H OW IT WORKS: You can read articles, submit feedback and subscribe to a daily e-mail newsletter

YOU WILL: • Keep up with the latest media industry news
• Read memos and comments from industry newsmakers

CONTRIBUTOR: Jim Romesnesko
GET STARTED: www.poynter.org/romenesko

ONLINE RESOURCES: LEADERSHIP & MANAGEMENT TIP SHEETS AND BIBLIOGRAPHY

H OW IT WORKS: You can read articles and post feedback

YOU WILL: • Find links to related stories available at Poynter Online
• Find links to online resources and books for additional reading

CONTRIBUTORS: Gregory Favre, page 45, Jill Geisler, page 46, Scott Libin, page 46, Butch Ward, page 49, and David Shedden, Poynter's library director, and more
GET STARTED: Tip sheets are at www.poynter.org/leadershiptsheets, bibliography is at www.poynter.org/leadershipbiblio

LEADERSHIP & MANAGEMENT SEE ALSO:

BLOGS, PODCASTS, TIVO, WIKIS: NEW HABITS OF NEWS CONSUMERS
How changing news habits affect journalism
ONLINE page 23

PRODUCING NEWSCASTS
Helping rising newsroom leaders develop their voice
TV & RADIO page 41

THE WEATHER REPORT:
PUTTING JOURNALISM ON YOUR RADAR
Coverage that goes beyond gimmicky, gadgetry and hype
TV & RADIO page 41
ONLINE

Whether your online news is strictly Web-based or works with a print or broadcast newsroom, online editors and managers need leadership tools to meet the challenges ahead. Poynter will help you investigate industry trends, discover what users want and understand how to develop content to meet your audience’s needs. You will learn to integrate media and promote collaboration among your staff and organization. You’ll gain new insights and innovative solutions to share with your newsroom about how creative storytelling and fresh presentation can captivate your online audience. (Seminars are listed in chronological order)

SEMINAR AT POYNTER: BLOGS, PODCASTS, TIVO, WIKIS: NEW HABITS OF NEWS CONSUMERS
DATES: MARCH 12-15, 2006
LOCATION: St Petersburg, Fla
TUITION: $695 (includes hotel)
YOU’LL LEARN: • How people consume news through traditional and emerging technologies
   • About changing media habits of readers and viewers
   • How changing audiences and technology affect journalism
WHO WILL BENEFIT: Managing editors, executive editors, station managers, senior leaders and senior executives
FACULTY: Howard Finberg, page 46
APPLICATION DEADLINE: Jan. 23, 2006
FOR INFO AND TO APPLY: www.poynter.org/habits06

SEMINAR AT POYNTER: POYNTER LEADERSHIP FOR ONLINE NEWS MANAGERS
DATES: MAY 16-19, 2006
LOCATION: St Petersburg, Fla
TUITION: $595 (includes hotel)
YOU’LL LEARN: • About industry and advertising trends, technology, paid content and interactive journalism
   • To examine your management style and prioritize your efforts
   • About new ways to conceive and implement successful online projects
WHO WILL BENEFIT: Leaders in online operations working with print or broadcast newsrooms or Web-only
FACULTY: Howard Finberg, page 46, and Paul Pohlman, page 47
APPLICATION DEADLINE: March 15, 2006
FOR INFO AND TO APPLY: www.poynter.org/onlinenews06

SEMINAR AT POYNTER: MULTIMEDIA REPORTING: NEW TOOLS AND TECHNIQUES
DATES: SEPT. 24-29, 2006
LOCATION: St Petersburg, Fla
TUITION: $895 (includes hotel)
YOU’LL LEARN: • To conceptualize, plan, organize, design and write online stories
   • To integrate video, sound, motion, navigation, editing and writing
   • Strategies for telling stories in print, online and over the airwaves
WHO WILL BENEFIT: Producers, designers, photojournalists, multimedia editors, online editors and writers with at least one year of experience working on an online publication
FACULTY: Kenny Irby, page 46, and Chip Scanlan, page 47
APPLICATION DEADLINE: July 17, 2006
APPLICATION MATERIALS: Include five samples of appropriate work. Digital samples are preferred
FOR INFO AND TO APPLY: www.poynter.org/multimedia06
SEMINAR AT POYNTER: LEADERSHIP FOR ONLINE EDITORS
DATES: OCT. 31-NOV. 3, 2006
LOCATION: St. Petersburg, Fla
TUITION: $595 (includes hotel)

YOU'LL LEARN:
• To apply the values of journalism to sites with strictly Web-driven content
• To examine your management style and prioritize your efforts
• New ways to conceive and implement successful online projects

WHO WILL BENEFIT:
Editors and leaders who work at online-only sites that are not part of a print or broadcast newsroom

FACULTY:
Howard Finberg, page 46, and Paul Pohrman, page 47

APPLICATION DEADLINE: Aug. 28, 2006
FOR INFO AND TO APPLY: www.poynter.org/onlineditors06

"POYNTER HAS A REPUTATION FOR BEING A 'HAVEN' OR 'TEMPLE' TO JOURNALISM, AND I DID NOT THINK IT COULD LIVE UP TO MY EXPECTATIONS, BUT IT DID."
MICHAEL RESZLER, KNIGHT RIDDER DIGITAL
Poynter Leadership for Online Editors

ONLINE COURSE: ONLINE NEWS ASSOCIATION TRAINING PROJECT (MODULES 1 AND 2)
DATES: Take these self-directed courses on your own schedule, starting and stopping at your convenience. These courses typically take about one to two hours each to complete
LOCATION: You can take this course anywhere there is Internet access
TUITION: Free
HOW IT WORKS: No application or travel required. Sign up online and learn

YOU’LL LEARN:
• How successful Web projects are created
• Five steps for telling stories in a digital environment

TRAINING PARTNER: Online News Association
FOR INFO AND TO ENROLL: www.newsu.org/ona1 and www.newsu.org/ona2

ONLINE COURSES: BETTER ONLINE HEADLINES
COMING SOON
• Writing compelling, inviting headlines for a Web site

SOUND STORYTELLING: THE POWER OF AUDIO
• Effectively capturing audio for use online or in broadcasts

VIDEO EDITING ETHICS
• Guidelines for broadcast and online

HOW IT WORKS.
You will be able to take these courses anywhere there is Internet access
No application or travel required. Sign up online and learn

FOR INFO AND TO ENROLL:
Visit www.newsu.org for course updates
ONLINE RESOURCE: E-MEDIA TIDBITS

HOW IT WORKS: You can read articles, post feedback and subscribe to a daily e-mail newsletter

YOU WILL: • Learn how emerging media are changing journalism
    • Track trends in news consumption and technology

CONTRIBUTORS: Steve Outing (editor) and other new media specialists from around the world

GET STARTED: www.poynter.org/tidbits

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ONLINE RESOURCE: EYETRACK III

HOW IT WORKS: You can read articles and post feedback

YOU WILL: • Examine how people see online news, according to Eyetrack research
    • Learn what Eyetrack says about effective Web site homepage and article page design
    • Explore the role of ad size and ad placement in effective advertising, according to Eyetrack research
    • Understand multimedia recall and comprehension

CONTRIBUTORS: Steve Outing, Laura Ruel

GET STARTED: www.poynter.org/eyetrack2004

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ONLINE RESOURCE: THE CHASER

HOW IT WORKS: You can read articles, post feedback and subscribe to a weekly e-mail newsletter

YOU WILL: • Explore how journalism, media business and technology intersect
    • Identify how media consumption and changing audiences affect journalism
    • Learn from other newsrooms’ convergence efforts

CONTRIBUTORS: Howard Finberg, page 46, Julie Moos, Michael Reszler, Rob Runett, Robin Sloan,
    • Ken Sands and Jay Small

GET STARTED: www.poynter.org/chaser

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ONLINE RESOURCE: WEB TIPS

HOW IT WORKS: You can read articles, post feedback and subscribe to a weekly e-mail newsletter

YOU WILL: • Read expert advice about using the Web as a reporting tool
    • Explore online resources and featured sites

CONTRIBUTORS: Jonathan Dube, Sree Sreenivasan

GET STARTED: www.poynter.org/webtips

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ONLINE RESOURCES: NEW MEDIA AND ONLINE TIP SHEETS AND BIBLIOGRAPHY

HOW IT WORKS: You can read articles and post feedback

YOU WILL.
• Find links to related stories available at Poynter Online
• Find links to online resources and books for additional reading

CONTRIBUTORS. Howard Finberg, page 46, Jonathan Dube, Steve Outing, David Shedden, Poynter's library director, and more

GET STARTED. Tip sheets are at www.poynter.org/newmediatipsheets, bibliography is at www.poynter.org/newmediabiblio

ONLINE SEE ALSO:

CLEANING YOUR COPY
Avoiding common style and grammar mistakes
REPORTING, WRITING & EDITING page 35

CONVERGENCE FOR COLLEGE EDUCATORS
Equip students with tools for converged newsrooms
JOURNALISM EDUCATION page 15

HANDLING HORRIBLE IMAGES
Whether and how to publish explicit images
PHOTOJOURNALISM page 29

INFORMATIONAL GRAPHICS
Create online graphics with impact
DESIGN & GRAPHICS page 7

JOURNALISM WITH A DIFFERENCE
Enhance journalistic storytelling from diverse perspectives
DIVERSITY page 11

POYNTER LEADERSHIP FOR NEW MANAGERS
Leadership training to help you succeed
LEADERSHIP & MANAGEMENT page 18
PHOTOJOURNALISM

The power of the photograph should never be taken for granted. Poynter invites you to rediscover the impact of your craft. With Poynter training, you’ll apply ethical decision-making processes to the tough issues you encounter in the field and in the newsroom. You’ll learn to incorporate diversity into your work, to gain access to under-covered communities and to tell complex and nuanced stories. You’ll learn to collaborate with fellow reporters, writers, designers and editors to examine the role of emerging media and new modes of reporting. (Seminars are listed in chronological order)

SEMINAR AT POYNTER: SPORTS JOURNALISM SUMMIT: PHOTOJOURNALISM
(With SPORTS JOURNALISM SUMMIT WRITING, PAGE 32)
DATES: APRIL 9-13, 2006
LOCATION: St. Petersburg, Fla
TUITION: $795 (includes hotel) See Web site for details about additional arrangements for writing seminar
YOU’LL LEARN: • To see greater visual potential in sports coverage and explore the power of dramatic sports photojournalism
• About the culture and concerns of sports photojournalists
• Strategies for team-building, coaching, coverage and technological innovation
WHO WILL BENEFIT: Picture editors, photojournalists, designers, newsroom managers and copy editors
FACULTY: Kenny Irby (photojournalism), page 46, and Roy Peter Clark (writing), page 45
APPLICATION DEADLINE: Feb. 6, 2006
APPLICATION MATERIALS: Include five samples of appropriate work. Digital samples are preferred
FOR INFO AND TO APPLY: www.poynter.org/sportsphotojournalism06

SEMINAR AT POYNTER: EDITING TRUTH: PHOTOJOURNALISM IMPACT SUMMIT
DATES: MAY 7-12, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU’LL LEARN: • How to establish ethical guidelines for photographic reporting and presentation
• To spot visual potential in news coverage and convey information quickly
• To build effective newsroom collaboration
WHO WILL BENEFIT: Assistant managing editors, photo directors and editors, visual managers, and presentation and copy editors
FACULTY: Kenny Irby, page 46
APPLICATION DEADLINE: March 6, 2006
FOR INFO AND TO APPLY: www.poynter.org/editingtruth06

SEMINAR AT POYNTER: WINNING PHOTOJOURNALISM: COVERING COMMUNITIES
DATES: MAY 21-26, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU’LL LEARN: • Skills to improve your photographic storytelling
• Effective ways to find authentic voices, develop meaningful documentary stories and publish them in traditional and non-traditional ways
• To develop your ability to spot visual potential in news coverage
WHO WILL BENEFIT: Photojournalists, photo directors, visual managers and presentation editors
FACULTY: Kenny Irby, page 46
APPLICATION DEADLINE: March 22, 2006
APPLICATION MATERIALS: Include five samples of appropriate work. Digital samples are preferred
FOR INFO AND TO APPLY: www.poynter.org/communities06
ONLINE RESOURCES: PHOTOJOURNALISM AND VISUAL JOURNALISM TIP SHEETS AND BIBLIOGRAPHY

HOW IT WORKS: You can read articles and post feedback

YOU WILL: • Find links to related stories available at Poynter Online
    • Find links to online resources and books for additional reading

CONTRIBUTORS: Kenny Irby, page 46, David Shedden, Poynter’s library director, and more

GET STARTED: Tip sheets are at www.poynter.org/vjtipsheets, bibliography is at www.poynter.org/photojournalismbiblio

PUBLICATION: “BEST NEWSPAPER WRITING 2005”

COST: $24.95

YOU’LL LEARN: • Tips and techniques from winners and finalists of the annual American Society of Newspaper Editors writing and photojournalism competition
    • To analyze the use of language and rhetoric through “X-Ray Readings”
    • About the writing process and community service photojournalism

FEATURING: Original stories and interviews with the winners Alan Sipress, Peter Goodman, Michael Dobbs, John Lancaster and Rama Lakshmi of The Washington Post (team deadline news reporting), Dexter Filkins, The New York Times (individual deadline news reporting), Babita Persaud, St. Petersburg (Fla.) Times (diversity writing), Helen O’Neill, The Associated Press (non-deadline writing), M. J. Wilde, The Albuquerque (N. M.) Tribune (column writing), Alana Baranick, The (Cleveland) Plain Dealer (obituary writing), David Barham, Arkansas Democrat-Gazette (editorial writing), and Carol Guzy, The Washington Post (community service photojournalism), and essays and selected stories by the finalists. For a complete list of winners and finalists, go to www.poynter.org/bnw2005

FACULTY: Aly Colon, editor, page 45

FOR INFO AND TO ORDER: www.poynter.org/bnw2005
REPORTING, WRITING & EDITING

Poynter training will take you beyond formulaic writing and predictable journalism. We will arm you with specific tools to tighten copy, strengthen prose and draw on creative approaches to storytelling. You'll rediscover the power of your craft and deepen your understanding of story form and presentation. You'll work with editors from a diverse group of newsrooms who will help you embrace the multi-layered challenges of newsroom leadership. You'll return to your work rejuvenated and ready to tackle that story you've always wanted to tell but never knew how to pursue. (Seminars are listed in chronological order)

SEMINAR AT POYNTER: THE COMPLETE ASSIGNING EDITOR (OFFERED TWICE)
DATES: FEB. 6-11, 2006, AND NOV. 12-17, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU'LL LEARN:
• Coaching, editing and leadership skills to get the best coverage
• and most compelling writing from your team
• Strong ethical decision-making strategies and ways to strengthen journalism through diversity
• To work with the visual team to present an engaging report
WHO WILL BENEFIT: Newspaper assigning editors
FACULTY: Butch Ward, page 49
APPLICATION DEADLINE: Dec. 5, 2005, for February seminar; Sept. 11, 2006, for November seminar
FOR INFO AND TO APPLY: www.poynter.org/assigningeditorefeb06; www.poynter.org/assigningeditornov06

SEMINAR AT POYNTER: BEAT REPORTING: COVERING CRIME & COURTS
DATES: FEB. 12-17, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU'LL LEARN:
• Storytelling strategies to help readers better understand the criminal justice system
• To share successful reporting and writing methods with other beat reporters and teams
• To navigate the beat's ethical challenges and legal complexities
WHO WILL BENEFIT: Police reporters, court reporters, law enforcement teams, team leaders and editors
FACULTY: Chip Scanlan, page 47
APPLICATION DEADLINE: Dec. 12, 2005
FOR INFO AND TO APPLY: www.poynter.org/crime06

SEMINAR AT POYNTER: REPORTING & WRITING THE UNTOLD STORIES
DATES: FEB. 26-MARCH 3, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU'LL LEARN:
• To find authentic voices in storytelling
• To understand and report on issues of class, race, ethnicity, culture, abilities and sexual orientation
• To navigate past the barriers of difference that obstruct coverage and polarize readers
WHO WILL BENEFIT: Newspaper reporters, editors and photojournalists
FACULTY: Aly Colón, page 45
APPLICATION DEADLINE: Dec. 12, 2005
FOR INFO AND TO APPLY: www.poynter.org/untoldstories06
SEMINAR AT POYNTER:  SPORTS JOURNALISM SUMMIT: WRITING
(WITH SPORTS JOURNALISM SUMMIT PHOTOJOURNALISM, PAGE 27)
DATES: APRIL 12-14, 2006
LOCATION: St. Petersburg, Fla
TUITION: $195 (hotel not included)
YOU’LL LEARN:
• Tools for interviewing, reporting and writing with different story forms more effectively
• To write responsibly about controversial topics
• Strategies for team-building, collaboration, coverage and technological innovation
WHO WILL BENEFIT:
Sportswriters, beat reporters, producers, editors, college students and teachers of sports journalism
FACULTY:
Roy Peter Clark (writing), page 45, and Kenny Irby (photojournalism), page 46
APPLICATION DEADLINE: Feb. 13, 2006
FOR INFO AND TO APPLY:
www.poynter.org/sportswriting06

"THE WINNING WRITING SEMINAR WAS INTENSIVE, INNOVATIVE AND INSPIRATIONAL. IT WAS MORE THAN I EXPECTED AND WILL BE SO HELPFUL TO ME WHEN I GO BACK TO THE NEWSROOM."
LINDA HALEFREY, CAPE COD (MASS.) TIMES
Reporting Writing, Editing Writing

SEMINAR AT POYNTER:  SUMMER FELLOWSHIP FOR YOUNG JOURNALISTS/REPORTING & WRITING
DATES: JUNE 4-JULY 14, 2006
LOCATION: St. Petersburg, Fla
TUITION: $3,000 (includes housing) Scholarship assistance is available
YOU’LL LEARN:
• To develop your reporting and writing skills, including interview techniques, investigative research, finding untold stories and beat development
• To foster newsroom collaboration and make strong ethical decisions
• To generate compelling stories on — and off — deadline
WHO WILL BENEFIT:
Recent college graduates planning to pursue a journalism career
FACULTY:
Kelly McBride, page 47
APPLICATION DEADLINE: Nov. 15, 2005
FOR INFO AND TO APPLY:
www.poynter.org/summerRW06

SEMINAR AT POYNTER:  NEWSPAPER REPORTING, WRITING & EDITING
DATES: AUG. 20-25, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU’LL LEARN:
• To find your voice as a writer or editor
• To develop the skills behind powerful reporting, writing and editing and ethical decision-making
• About using a range of story forms to tell powerful stories
WHO WILL BENEFIT:
Newspaper reporters, editors and copy editors
FACULTY:
Roy Peter Clark, page 45, and Don Fry, page 50
APPLICATION DEADLINE: June 19, 2006
FOR INFO AND TO APPLY:
www.poynter.org/RWE06

32 • YOUR TRAINING: REPORTING, WRITING & EDITING
SEMINAR AT POYNTER: BEAT REPORTING: COVERING RACE RELATIONS
DATES: SEPT. 10-15, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU'LL LEARN: • To report and write vibrant, precise and relevant stories about race relations no matter what beat you're covering
• To look beyond the typical story frames that polarize race relations
• To advance your audience's understanding
WHO WILL BENEFIT: Reporters, editors, anchors, producers, copy editors and photojournalists in all media
FACULTY: Keith Woods, page 49
APPLICATION DEADLINE: July 10, 2006
FOR INFO AND TO APPLY: www.poynter.org/racerelations06

SEMINAR AT POYNTER: MULTIMEDIA REPORTING: NEW TOOLS AND TECHNIQUES
DATES: SEPT. 24-29, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU'LL LEARN: • To conceptualize, plan, organize, design and write online stories
• To integrate video, sound, motion, navigation, editing and writing
• Strategies for telling stories in print, online and over the airwaves
WHO WILL BENEFIT: Producers, designers, photojournalists, multimedia editors, online editors and writers with at least one year of experience working on an online publication
FACULTY: Kenny Irby, page 46, and Chip Scanlan, page 47
APPLICATION DEADLINE: July 17, 2006
APPLICATION MATERIALS: Include five samples of appropriate work. Digital samples are preferred
FOR INFO AND TO APPLY: www.poynter.org/multimedia06

SEMINAR AT POYNTER: NARRATIVE WRITING ON DEADLINE
DATES: OCT. 8-13, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU'LL LEARN: • To quickly place readers inside daily stories using rich detail
• To frame and organize a story to convey theme and meaning
• To render dialogue and write for character
WHO WILL BENEFIT: Newspaper reporters and editors
FACULTY: Thomas French, page 50, and Aly Colon, page 45
APPLICATION DEADLINE: Aug. 7, 2006
FOR INFO AND TO APPLY: www.poynter.org/narrative06

SEMINAR AT POYNTER: BEAT REPORTING: COVERING CHILDREN
DATES: NOV. 5-10, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU'LL LEARN: • To tell better stories about how crime, education, poverty and other issues affect children
• How to gain access to critical, elusive information that deepens your storytelling
• Techniques for interviewing children and handling the ethical challenges in navigating the line between public and private information
WHO WILL BENEFIT: Reporters, editors and producers who cover such children's issues as education, courts, crime, prep sports, poverty and child welfare systems
FACULTY: Kelly McBride, page 47, and Bob Steele, page 48
APPLICATION DEADLINE: Sept. 5, 2006
FOR INFO AND TO APPLY: www.poynter.org/children06

YOUR TRAINING: REPORTING, WRITING & EDITING • 33
SEMINAR AT POYNTER:
ADVANCED COPY EDITING: A WORD-BY-WORD APPROACH
DATES: DEC. 3-8, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU'LL LEARN:
• About content editing and headline writing
• To more effectively use design and visual elements
• To play a leadership role in the newsroom and build newsroom collaboration
WHO WILL BENEFIT:
Copy editors with at least five years of experience
FACULTY:
Aly Colin, page 45, and Sara Quinn, page 47
APPLICATION DEADLINE:
Sept. 25, 2006
APPLICATION MATERIALS:
Include five samples of appropriate work. Digital samples are preferred
FOR INFO AND TO APPLY:
www.poynter.org/copyediting06

WORKSHOPS:
2006 NATIONAL WRITERS WORKSHOPS
DATES, LOCATIONS & POYNTER CO-SPONSORS:
March 18-19: Portland, Ore, The Oregonian
March 25-26: Wilmington, Del, The News Journal
April 22-23: Hartford, Conn, The Hartford Courant
April 29-30: Wichita, Kan, The Wichita Eagle
April 29: Santa Ana, Calif, The Orange County Register and California State University, Fullerton
May 20-21: San Antonio, Texas, San Antonio Express-News
Dec. 1-3: Cambridge, Mass, Nieman Foundation for Journalism at Harvard University
TBA: Fort Lauderdale, Fla, South Florida Sun-Sentinel
TUITION:
Varies according to site
YOU'LL LEARN:
• From top writers, editors and coaches in a low-cost weekend of training
FACULTY:
Chip Scanlan, page 47, is director of the National Writers Workshops
FOR INFO:
www.poynter.org/nww06

ONLINE COURSE:
WRITERS AT WORK: A PROCESS APPROACH
DATES: OCT. 2-27, 2006
LOCATION: You can take this course anywhere there is Internet access. No sessions will be at Poynter’s St. Petersburg, Fla, campus
TUITION: $395
HOW IT WORKS:
This course will be offered over a four-week period through News University’s interactive e-learning. Participants will have reading and writing assignments, and faculty instructor Chip Scanlan, page 47, will provide feedback and writing assistance. All communication will be by telephone conferencing, e-mail or instant messaging.
APPLICATION INFO:
Prospective participants must apply for the seminar, number of participants is limited
YOU'LL LEARN:
• About rational decisions and actions to create compelling and clear writing
• To develop a story from idea through revision
APPLICATION DEADLINE:
Sept. 5, 2006
FOR INFO AND TO APPLY:
www.poynter.org/process06

ONLINE COURSE:
BEAT BASICS AND BEYOND
DATES: Take this self-directed course on your own schedule, starting and stopping at your convenience. This course typically takes about two to three hours to complete
LOCATION: You can take this course anywhere there is Internet access
TUITION: Free
HOW IT WORKS:
No application or travel required. Sign up online and learn
YOU'LL LEARN:
• To identify key issues and sources on your beat
• To define areas of coverage
• To develop resources to focus your coverage
FOR INFO AND TO ENROLL:
www.newsu.org/beatbasics
ONLINE COURSE: CLEANING YOUR COPY
DATES: Take this self-directed course on your own schedule, starting and stopping at
your convenience. This course typically takes about one to two hours to complete.
LOCATION: You can take this course anywhere there is Internet access.
TUITION: Free.
HOW IT WORKS: No application or travel required. Sign up online and learn.
YOU’LL LEARN:
- To apply the basics of grammar, spelling, punctuation and AP style.
- To avoid and eliminate common style and grammar mistakes.
FOR INFO AND TO ENROLL: www.newsu.org/clean抄写

ONLINE COURSE: COVERING WATER QUALITY: WHAT YOU NEED TO KNOW
DATES: Take this self-directed course on your own schedule, starting and stopping at
your convenience. This course typically takes about two to three hours to complete.
LOCATION: You can take this course anywhere there is Internet access.
TUITION: Free.
HOW IT WORKS: No application or travel required. Sign up online and learn.
YOU’LL LEARN:
- About the complex issues related to drinking water quality.
- To get background knowledge that will inform your coverage.
- To locate the best sources and resources, and to ask the right questions.
TRAINING PARTNER: Society of Environmental Journalists.
FOR INFO AND TO ENROLL: www.newsu.org/waterquality

ONLINE COURSE: FREEDOM OF INFORMATION
DATES: Take this self-directed course on your own schedule, starting and stopping at
your convenience. This course typically takes about one to two hours to complete.
LOCATION: You can take this course anywhere there is Internet access.
TUITION: Free.
HOW IT WORKS: No application or travel required. Sign up online and learn.
YOU’LL LEARN:
- To use the Freedom of Information Act, public records laws and open
  meetings laws to write better stories.
TRAINING PARTNER: Society of Professional Journalists.
FOR INFO AND TO ENROLL: www.newsu.org/FOI

ONLINE COURSE: GET ME REWRITE: THE CRAFT OF REVISION
DATES: Take this self-directed course on your own schedule, starting and stopping at
your convenience. This course typically takes about two to three hours to complete.
LOCATION: You can take this course anywhere there is Internet access.
TUITION: Free.
HOW IT WORKS: No application or travel required. Sign up online and learn.
YOU’LL LEARN:
- To apply time-tested techniques to improve your writing.
- To review your work with fresh eyes to better catch mistakes and fine-tune
  awkward passages.
- To make stories even better by removing unnecessary words.
FOR INFO AND TO ENROLL: www.newsu.org/rewrite

YOUR TRAINING: REPORTING, WRITING & EDITING • 35
ONLINE COURSE: JOURNALISM AND TRAUMA
DATES: Take this self-directed course on your own schedule, starting and stopping at your convenience. This course typically takes about one to two hours to complete.
LOCATION: You can take this course anywhere there is Internet access.
TUITION: Free
HOW IT WORKS: No application or travel required. Sign up online and learn.
YOU'LL LEARN:
- About the effects of traumatic events on victims
- To interview trauma victims with compassion and respect
- How covering trauma affects journalists
TRAINING PARTNER: Dart Center for Journalism & Trauma
FOR INFO AND TO ENROLL: www.news.u.org/trauma

ONLINE COURSE: MATH FOR JOURNALISTS
DATES: Take this self-directed course on your own schedule, starting and stopping at your convenience. This course typically takes about two to three hours to complete.
LOCATION: You can take this course anywhere there is Internet access.
TUITION: Free
HOW IT WORKS: No application or travel required. Sign up online and learn.
YOU'LL LEARN:
- Math essentials for journalists, including reducing fractions, figuring percentages, calculating costs of living and estimating crowd sizes
FOR INFO AND TO ENROLL: www.news.u.org/math

ONLINE COURSE: THE INTERVIEW
DATES: Take this self-directed course on your own schedule, starting and stopping at your convenience. This course typically takes about one to two hours to complete.
LOCATION: You can take this course anywhere there is Internet access.
TUITION: Free
HOW IT WORKS: No application or travel required. Sign up online and learn.
YOU'LL LEARN:
- To ask better questions during interviews
FOR INFO AND TO ENROLL: www.news.u.org/interview

ONLINE COURSE: THE LEAD LAB
DATES: Take this self-directed course on your own schedule, starting and stopping at your convenience. This course typically takes about one to two hours to complete.
LOCATION: You can take this course anywhere there is Internet access.
TUITION: Free
HOW IT WORKS: No application or travel required. Sign up online and learn.
YOU'LL LEARN:
- The basics of lead writing, exposing the common myths about leads
- Strategies, techniques and tips for revising leads
FOR INFO AND TO ENROLL: www.news.u.org/leadlab
ONLINE COURSE: THE WRITER'S WORKBENCH: 50 TOOLS YOU CAN USE
DATES: Take this self-directed course on your own schedule, starting and stopping at your convenience. This course typically takes about one to two hours to complete.
LOCATION: You can take this course anywhere there is Internet access.
TUITION: Free.
HOW IT WORKS: No application or travel required. Sign up online and learn.
YOU'LL LEARN: • About word choice, sentence structure and architecture for your stories
                  • Special effects to refine your writing voice
                  • Useful habits to be a more confident writer.
FOR INFO AND TO ENROLL: www.newsu.org/workbench

ONLINE COURSES COMING SOON:

BEETTER PRINT HEADLINES: A faculty-led course for copy editors to improve headline writing skills.
EDITING AND DESIGNING FOR THE READER: Planning and producing an engaging page.
KNOW YOUR TYPE: What editors and designers need to know about typography.
ON THE BEAT: COPS: The basics of police reporting.
ON THE BEAT: OBIT WRITING: Writing effective obituaries.
RACIAL IDENTIFICATION: How to be accurate, precise, and fair when dealing with race.
THE BEAT DOCTOR: Understanding how to cover hospitals.
THE NEW EDITORIAL WRITER: Making the transition to opinion writing.

HOW IT WORKS: You will be able take these courses anywhere there is Internet access. No application or travel required. Sign up online and learn.
FOR INFO AND TO ENROLL: Visit www.newsu.org for course updates.

ONLINE RESOURCE: AL’S MORNING MEETING

HOW IT WORKS: You can read articles, post feedback and subscribe to a daily e-mail newsletter.
YOU WILL: • Find story ideas that you can localize and enterprise
           • Identify fresh approaches to current events and issues.
CONTRIBUTOR: Al Tompkins, page 48
GET STARTED: www.poynter.org/morningmeeting

ONLINE RESOURCE: CHIP ON YOUR SHOULDER

HOW IT WORKS: You can read articles, post feedback and subscribe to a weekly e-mail newsletter.
YOU WILL: • Get practical advice on reporting, writing and editing
           • Learn new techniques to energize your writing voice
           • Tap into inspiration about writing.
CONTRIBUTOR: Chip Scanlan, page 47
GET STARTED: www.poynter.org/shoulder
ONLINE RESOURCE: LINKS TO THE NEWS

HOW IT WORKS: You can read articles and post feedback
YOU WILL:
  • Review online resources and news archives for current topics and events
  • Expand your knowledge of current issues
CONTRIBUTOR: David Shedden, Poynter's library director
GET STARTED: www.poynter.org/linkstothenews

ONLINE RESOURCE: ROMENESKO

HOW IT WORKS: You can read articles, submit feedback and subscribe to a daily e-mail newsletter
YOU WILL:
  • Keep up with the latest media industry news
  • Read memos and comments from industry newsmakers
CONTRIBUTOR: Jim Romenesko
GET STARTED: www.poynter.org/romenesko

ONLINE RESOURCE: THE WRITING TOOLS

HOW IT WORKS: You can read articles and post feedback
YOU WILL:
  • Explore more than 50 tools to strengthen and polish your writing, including how to
    use strong verbs, word territory, controlling pace, internal cliffhangers, gold coins and
    locking the box
CONTRIBUTOR: Roy Peter Clark, page 45
GET STARTED: www.poynter.org/writingtools

ONLINE RESOURCES: REPORTING, WRITING & EDITING TIP SHEETS AND BIBLIOGRAPHY

HOW IT WORKS. You can read articles and post feedback
YOU WILL:
  • Find links to related stories available at Poynter Online
  • Find links to online resources and books for additional reading
CONTRIBUTORS. Chip Scanlan, page 47, Roy Peter Clark, page 45, Bill Mitchell,
  David Shedden, Poynter's library director, and more
GET STARTED: Tip sheets are at www.poynter.org/rwtipsheets,
bibliography is at www.poynter.org/rwebiblio
PUBLICATION: “BEST NEWSPAPER WRITING 2005”

COST: $24.95

YOU’LL LEARN:
• Tips and techniques from winners and finalists of the annual American Society of Newspaper Editors writing and photojournalism competition
• To analyze the use of language and rhetoric through “X-Ray Readings”
• About the writing process and community service photojournalism

FEATURING: Original stories and interviews with the winners Alan Sipress, Peter Goodman, Michael Dobbs, John Lancaster and Rama Lakshmi of The Washington Post (team deadline news reporting), Dexter Filkins, The New York Times (individual deadline news reporting), Babita Persaud, St. Petersburg (Fla.) Times (diversity writing), Helen O’Neill, The Associated Press (non-deadline writing), M. J. Wilde, The Albuquerque (N.M.) Tribune (column writing), Alana Baranick, The (Cleveland) Plain Dealer (obituary writing), David Barham, Arkansas Democrat-Gazette (editorial writing), and Carol Guzy, The Washington Post (community service photojournalism), and essays and selected stories by the finalists. For a complete list of winners and finalists, go to www.poynter.org/bnw2005

FACULTY: Aly Colon, editor, page 45

FOR INFO AND TO ORDER: www.poynter.org/bnw2005

ANATOMY OF A NEWSPAPER: UNDERSTANDING THE BUSINESS
How the departments of a paper fit together
LEADERSHIP & MANAGEMENT page 21

JOURNALISM WITH A DIFFERENCE
Enhance journalistic storytelling from diverse perspectives
DIVERSITY page 11

BEYOND SCHIAVO: REPORTING ON END-OF-LIFE ISSUES
How to cover issues of death and dying
ETHICS page 12

LANGUAGE OF THE IMAGE
Learn the vocabulary of visuals
PHOTOJOURNALISM page 29

POYNTER LEADERSHIP FOR MANAGING EDITORS
Energize your newsroom and stay engaged with industry trends and leaders
LEADERSHIP & MANAGEMENT page 19

SAME-SEX MARRIAGE: A CONVERSATION ABOUT COVERAGE
Explore the issues surrounding the topic
DIVERSITY page 11

THE “BE A REPORTER” GAME
The basics of the craft
JOURNALISM EDUCATION page 16

WORLD TABLOID CONFERENCE
Tools to make the format work for your readers
LEADERSHIP & MANAGEMENT page 19
TV & RADIO

The competition for your audience's attention is fierce. That puts increasing demands on you to present a compelling broadcast. Using Poynter's training, you'll learn to marry writing, reporting, producing, photojournalism, online research and leadership to create more engaging and effective newscasts for television and radio. You'll learn how to collaborate with others, make tough ethical decisions on deadline and weave diversity into everything you do. We'll equip you with the tools you need to tell stronger stories. (Seminars are listed in chronological order.)

SEMINAR AT POYNTER: TV POWER REPORTING: TELLING STRONGER STORIES (OFFERED TWICE)  
LOCATION: St. Petersburg, Fla  
TUITION: $895 (includes hotel)  
YOU'LL LEARN: • To tell memorable and enterprising stories even on tight deadlines • To make tough ethical decisions on deadline • To make the most of Internet resources for telling better stories  
WHO WILL BENEFIT:  
TV reporters and photojournalists with at least three years of full-time newsroom experience  
FACULTY: Al Tompkins, page 48  
APPLICATION DEADLINE: Jan. 16, 2006, for March seminar; July 17, 2006, for September seminar  
FOR INFO AND TO APPLY:  
www.poynter.org/powermarch06; www.poynter.org/powersept06

SEMINAR AT POYNTER: TV ASSIGNMENT EDITORS: BUILDING A BETTER DESK  
APRIL 9-12, 2006  
LOCATION: St. Petersburg, Fla  
TUITION: $595 (includes hotel)  
YOU'LL LEARN: • To enterprise stories beyond spot news and event coverage • To mine the internet for sources and ideas and to organize information • To manage difficult people and high-pressure situations  
WHO WILL BENEFIT:  
TV assignment editors  
FACULTY: Al Tompkins, page 48  
APPLICATION DEADLINE: Feb. 13, 2006  
FOR INFO AND TO APPLY:  
www.poynter.org/betterdesk06

SEMINAR AT POYNTER: REPORTING FOR PUBLIC RADIO  
MAY 15-19, 2006  
LOCATION: St. Petersburg, Fla  
TUITION: $795 (includes hotel)  
YOU'LL LEARN: • To produce memorable stories on tight deadlines and budgets • To use sound effectively • To make strong ethical decisions  
WHO WILL BENEFIT: Public radio reporters, writers and newsroom leaders with at least two years of full-time newsroom experience  
FACULTY: Al Tompkins, page 48  
APPLICATION DEADLINE: March 24, 2006  
FOR INFO AND TO APPLY:  
www.poynter.org/radio06

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SEMINAR AT POYNTER: THE WEATHER REPORT: PUTTING JOURNALISM ON YOUR RADAR
DATES: JUNE 20-23, 2006
LOCATION: St. Petersburg, Fla
TUITION: $595 (includes hotel)
YOU’LL LEARN:
• To take TV weather reporting beyond gimmickry, gadgetry and hype
• To apply the tools of television with accuracy, clarity and impact
• To create content for multiple platforms and delivery channels
WHO WILL BENEFIT:
• Full-time TV professionals with responsibility for the weather report, meteorologists
• and weather talent (no degree or seal required), news producers and news managers
FACULTY: Scott Libin, page 46, and Jill Geisler, page 46
APPLICATION DEADLINE: April 24, 2006
FOR INFO AND TO APPLY: www.poynter.org/weather06

SEMINAR AT POYNTER: PRODUCING NEWSCASTS (OFFERED TWICE)
DATES: AUG. 27-SEPT. 1, 2006, and DEC. 3-8, 2006
LOCATION: St. Petersburg, Fla
TUITION: $895 (includes hotel)
YOU’LL LEARN:
• To write clearer, sharper and compelling stories on deadline
• To cover big breaking news
• To improve your “continuing” coverage
WHO WILL BENEFIT:
• TV newscast line producers and executive producers — with at least three years
• of full-time newsroom experience — who are rising leaders in their newsrooms
FACULTY: Scott Libin, page 46, and Al Tompkins, page 48
APPLICATION DEADLINE: June 26, 2006, for August seminar; Oct. 2, 2006, for December seminar
FOR INFO AND TO APPLY: www.poynter.org/newscastsaug06; www.poynter.org/newscastssdec06

ONLINE COURSE: JOURNALISM AND TRAUMA
DATES: Take this self-directed course on your own schedule, starting and stopping at
your convenience. This course typically takes about one to two hours to complete
LOCATION: You can take this course anywhere there is Internet access
TUITION: Free
HOW IT WORKS: No application or travel required. Sign up online and learn
YOU’LL LEARN:
• About the effects of traumatic events on victims
• To interview trauma victims with compassion and respect
• How covering trauma affects journalists
TRAINING PARTNER: Dart Center for Journalism & Trauma
FOR INFO AND TO ENROLL: www.newsu.org/trauma

ONLINE COURSES COMING SOON:
LEGAL RIGHTS & WRONGS: Rules about access for reporters and photojournalists
RACIAL IDENTIFICATION: How to be accurate, precise and fair when dealing with
race
SOUND STORYTELLING: THE POWER OF AUDIO: Effectively capturing audio for
use online or in broadcasts
VIDEO EDITING ETHICS: Guidelines for broadcast and online
HOW IT WORKS: You will be able take these courses anywhere there is Internet access
No application or travel required. Sign up online and learn
FOR INFO AND TO ENROLL: Visit www.newsu.org for course updates
ONLINE RESOURCE: AL’S MORNING MEETING

HOW IT WORKS: You can read articles, post feedback and subscribe to a daily e-mail newsletter
YOU WILL: • Find story ideas that you can localize and enterprise
• Identify fresh approaches to current events and issues

CONTRIBUTOR: Al Tompkins, page 48

GET STARTED: www.poynter.org/morningmeeting

ONLINE RESOURCE: LEADING LINES

HOW IT WORKS: You can read articles, post feedback and subscribe to a weekly e-mail newsletter
YOU WILL: • Get tips for improving your leadership and coaching skills
• Explore ways to foster a more effective working relationship with your staff
• Learn to motivate different personalities and nurture staff

CONTRIBUTORS: Gregory Favre, page 45, Jill Geisler (editor), page 46, Scott Libin, page 46, and Butch Ward, page 49

GET STARTED: www.poynter.org/leadinglines

ONLINE RESOURCE: LINKS TO THE NEWS

HOW IT WORKS: You can read articles and post feedback
YOU WILL: • Review online resources and news archives for current topics and events
• Expand your knowledge of current issues

CONTRIBUTOR: David Shedden, Poynter’s library director

GET STARTED: www.poynter.org/linkstothenews

“AN EXPERIENCE TO CHANGE YOUR LIFE PERSONALLY AND PROFESSIONALLY – ANY JOURNALISTS WHO WONDER HOW OR WHY THEY DO WHAT THEY DO SHOULD VISIT THE POYNTER INSTITUTE FOR ANSWERS TO LIFE AND LIVELIHOOD,”

TV Power Reporting

YOUR CAREER

42 • YOUR TRAINING TV & RADIO
ONLINE RESOURCE: TV & RADIO TIP SHEETS AND BIBLIOGRAPHY

HOW IT WORKS. You can read articles and post feedback
YOU WILL: • Find links to related stories available at Poynter Online
• Find links to online resources and books for additional reading

CONTRIBUTORS Al Tompkins, page 48, Scott Libin, page 46, Jill Geisler, page 46, and David Shedden, Poynter's library director, and more

GET STARTED Tip sheets are at www.poynter.org/tvradiotipsheets, bibliography is at www.poynter.org/tvradiobiblio

PoynterOnline

TV & RADIO SEE ALSO:

BEAT REPORTING: COVERING CHILDREN
Tell better stories about how crime, education and poverty affect children
REPORTING, WRITING & EDITING page 33

CONVERGENCE FOR COLLEGE EDUCATORS
Help students succeed in converged newsrooms
JOURNALISM EDUCATION page 15

FREEDOM OF INFORMATION
Use public records and open meetings laws to write better stories
REPORTING, WRITING & EDITING page 35

HANDLING HORRIBLE IMAGES
Whether and how to publish explicit images
PHOTOJOURNALISM page 29

JOURNALISM WITH A DIFFERENCE
Enhance journalistic storytelling from diverse perspectives
DIVERSITY page 11

MANAGING PEOPLE & PLANS FOR BREAKING NEWS AND BEYOND
Give your team an edge
LEADERSHIP & MANAGEMENT page 20

MATH FOR JOURNALISTS
Essentials to conquer your fear of numbers
REPORTING, WRITING & EDITING page 36

POYNTER LEADERSHIP FOR NEW MANAGERS
Leadership training to help you succeed
LEADERSHIP & MANAGEMENT page 18

POYNTER LEADERSHIP FOR TV & RADIO NEWS MANAGERS
Strengthen your skills and your staff
LEADERSHIP & MANAGEMENT page 18

SPORTS JOURNALISM SUMMIT
Improve your beat coverage
PHOTOJOURNALISM page 27, REPORTING, WRITING & EDITING page 32

THE INTERVIEW
Tips to strengthen your skills
REPORTING, WRITING & EDITING page 36
HOW TO APPLY FOR A SEMINAR

To apply for a seminar, go to the Web address listed with the seminar in this Training Guide. Click on “apply for this seminar online.” If you're unable to apply online, please use the application form in the back of this Training Guide. The application form can also be downloaded as a PDF at www.poynter.org/seminar

Please observe the application deadline shown for the seminar listing. It is important to check the complete seminar listing online for detailed information about the seminar and application materials that may be required. We will consider an application complete when all the required materials have been received before the deadline.

If you apply online (our preferred method), please print your completed form before clicking “Submit.” If other materials are required for your application, please include the printed form when you mail them to Poynter.

Mail or Fax to
Seminar Admissions
The Poynter Institute
801 Third St. S.
St. Petersburg, FL 33701
Fax: (727) 821-0583

IMPORTANT INFORMATION

Academic Credit: The Poynter Institute is accredited by the Accrediting Commission of the Council on Occupational Education but is not a degree-granting institution. Universities have granted undergraduate or graduate credit for Institute programs. The Poynter staff can provide specific information and assistance, but in most cases, participants must make prior arrangements to receive credit with their college or university.

Financial Assistance: A limited number of fellowships are available for those in need of assistance. Applicants seeking financial assistance should attach a letter to their application form stating the particular aid they are seeking (tuition and housing waiver and/or help with travel costs) and explaining why their organization is unable to pay should they be selected.

Note to Applicants from Outside the United States: Due to current restrictions on student visas, Poynter can be of very limited assistance in helping you obtain travel documents. When applying for a seminar at Poynter, please remember that:

- Early notification is not possible because faculty members choose participants from the full pool of applicants and the selection is not made until 45 to 60 days before the start of the seminar.
- Participants are responsible for obtaining their own travel documents and visas.
- Participants are responsible for making and financing their own travel arrangements. Normally we do not provide fellowships for international travel.

For help with travel arrangements, check the website for the U.S. embassy in your country. http://travel.state.gov/travel/tips/embassies/embassies_1214.html
YOUR TEACHERS.

Some say experience is the best teacher. Our teachers are experienced—and inspiring.

The teachers at Poynter know journalism. And they know the pressures you face in the newsroom. Their experience will shape your training.

Poynter Faculty .................................................. 45
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Poynter in Your Newsroom ....................... 52
KNOW YOUR TEACHERS

Poynter's faculty are skilled journalists with real-world experience. Their expertise and newsroom know-how make your training relevant and timely.

On the following pages, you'll learn about all of our faculty, including their professional experience, and how they can be your resource. You can also take them with you on assignment when you carry Pocket Poynter (see the back of this guide for a copy or visit www.poynter.org/pocket to request one).

Your teachers extend far beyond the Poynter faculty. Accomplished professionals come to Poynter as visiting faculty, guest speakers and your fellow participants in seminars. You can learn from one another in a classroom or over coffee. Poynter is your connection.
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YOUR RESOURCE FOR:
• Writing Tools
• News Standards & Ethics
• Coaching Writers

PROFESSIONAL BACKGROUND:
Newsroom History:
Brief stints as reporter and film critic, St. Petersburg Times
Honors: Distinguished Service Member of American Society of Newspaper Editors
Education: B.A., Providence College, Ph.D., English, SUNY at Stony Brook

RECENT WORK:

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YOUR RESOURCE FOR:
• Ethics
• Diversity
• Reporting, Writing, Editing
• Business Journalism

PROFESSIONAL BACKGROUND:
Newsroom History:
Diversity reporter and coach, assistant metro editor, The Seattle Times, also worked at The Herald (Everett, Wash.), The Oakland Press (Pontiac, Mich.), Fairchild News Service (Seattle)
Fellowships:
Knight-Bagehot, National Endowment for the Humanities in ethics, Knight Center for Specialized Journalism in race, Atlantik-Brücke on German politics and culture
Education: B.A., Journalism, Loyola University, M.A., Journalism, Stanford University

RECENT WORK:
Editor of “Best Newspaper Writing 2005” and Poynter Online’s “Journalism With a Difference” column at www.poynter.org/difference

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YOUR RESOURCE FOR:
• Writing
• Editing
• Newspaper Ownership
• Leadership & Management

PROFESSIONAL BACKGROUND:
Newsroom History:
Reporter, Nashville Banner, Macon (Ga.) News, stints at the St. Petersburg Times, editor, Warner Robins (Ga.) Enterprise
Awards: Association of Schools of Journalism and Mass Communication’s Gerald Sass Award for Distinguished Service, Donald G. Hileman Distinguished Alumni Award (University of Tennessee)
Education: B.A., Michigan State University, M.S., Tennessee State University, Ph.D., mass communication, University of Tennessee

RECENT WORK:
Co-author of “The Editorial Eye” and “The Effective Editor: How to Lead Your Staff to Better Writing and Better Teamwork”

GREGORY FAVRE
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YOUR RESOURCE FOR:
• Editing
• Leadership & Management
• Journalism & Business Values
• Diversity in the Newsroom

PROFESSIONAL BACKGROUND:
Newsroom History:
News vice president for McClatchy newspapers, executive editor, The Sacramento Bee, managing editor, Chicago Sun-Times, Chicago Daily News and Dayton (Ohio) Daily News, editor, Corpus Christi (Texas) Caller-Times and Palm Beach (Fla.) Post; news director, WPLO-Miami, assistant sports editor, The Atlanta Journal and Jacksonville (Fla.) Journal
Awards and Honors:
Former president of the American Society of Newspaper Editors, National Association of Minority Media Executives Catalyst Award

RECENT WORK:
Contributor to Poynter Online’s “Leading Lines” column at www.poynter.org/leadinglines
HOWARD FINBERG
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YOUR RESOURCE FOR:
•Online News
•Interactive Learning
•Technology
•Media Consumption

PROFESSIONAL BACKGROUND:
Newsroom History:
Vice president, Central Newspapers, senior management at The Arizona Republic, San Francisco Chronicle,
Chicago Tribune; editing and graphics positions at The Examiner in San Francisco and The New York Times, director of Arizona Central (azcentral.com), founding editor of Chicago Tribune Graphics Service, teaching roles at Northwestern University and San Francisco State University

Awards: New Media Pioneer 2000, Newspaper Association of America Education: B.A., San Francisco State University

RECENT WORK:
Editor of Poynter Online’s “The Chaser” column at www.poynter.org/chaser

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YOUR RESOURCE FOR:
•Leadership & Management
•Broadcast
•Newsroom Culture
•Ethics & Diversity

PROFESSIONAL BACKGROUND:
Newsroom History:
One of America’s first female TV news directors, at WITI-TV, Milwaukee, TV news anchor, reporter, producer

Awards and Honors:
Winner of Radio-Television News Directors Association national and regional Murrow awards, Distinguished Service to Journalism award, University of Wisconsin-Madison

Education: B.A., journalism, University of Wisconsin, M.A., leadership and liberal studies, Duquesne University

RECENT WORK:
Author of “News Leadership: At the Head of the Class”, RTNDA Communicator magazine columns, editor of Poynter Online’s “Leading Lines” column at www.poynter.org/leadinglines

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YOUR RESOURCE FOR:
•Ethics & Diversity
•Photojournalism
•Visual Journalism
•Coaching & Mentoring

PROFESSIONAL BACKGROUND:
Newsroom History:
Photojournalist and deputy director of photography, Newsday; photojournalist and assistant photo editor, The Oakland Press (Pontiac, Mich.)

Awards: Awards from National Press Photographers Association include Joseph Costa Award for outstanding initiative, leadership and service in photojournalism and the 2002 Presidents Award, contributed as a photo editor to three Pulitzer Prize-winning projects at Newsday

Education: B.S., photojournalism, Boston University, Multicultural Management Fellow, University of Missouri

RECENT WORK:
Contributor to Poynter Online at www.poynter.org/kenny

SCOTT LEBIN
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YOUR RESOURCE FOR:
•Broadcast
•Leadership & Management
•Ethical Decision-Making
•Reporting and Writing

PROFESSIONAL BACKGROUND:
Newsroom History:
News director of KSTP-TV, Minneapolis-St. Paul, reporter, anchor, vice president of news, WGHP-TV, Greensboro, N.C., Washington correspondent for independent TV news bureau

Awards: KSTP-TV twice named NPPA’s Station of the Year, station also received National Headliner Award for Best Newscast and Sigma Delta Chi Award for Breaking News Coverage

Education: B.A., English and journalism, University of Richmond, M.A., journalism and public affairs, American University

RECENT WORK:
Contributor to Poynter Online’s “Leading Lines” column at www.poynter.org/leadinglines

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KELLY McBRIDE  
Ethics Group Leader  
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YOUR RESOURCE FOR:  
• Ethics  
• Faith & Values Coverage  
• Pop Culture, Sex & Sexuality  
• Crime & Courts Reporting

PROFESSIONAL BACKGROUND:  
Newsroom History:  
Reporter, The Spokesman-Review (Spokane, Wash.), intern at The Cleveland Plain Dealer and The (Toledo) Blade  
Awards and Honors:  
Wilbur Award, 2002 (communication of religious issues), Supple Religion Writer of the Year, third place, Maria Caleel Award for reporting on inter-personal violence, first place  
Education:  B J., University of Missouri School of Journalism, M A., religious studies, Gonzaga University

RECENT WORK:  
Co-leader of six-week summer program for recent college graduates, author of Poynter Online’s “Poynter Ethics Journal” at www.poynter.org/ethicsjournal

PAUL POHLMAN  
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YOUR RESOURCE FOR:  
• Coaching  
• Collaboration  
• Leadership & Management  
• International Journalism

PROFESSIONAL BACKGROUND:  
Former director of management development programs and newspaper management education, University of Chicago and American Newspaper Publishers Association  
Specializes in helping newsroom leaders focus on their leadership styles, their roles and priorities, and their skills in coaching and team building  
Education:  B A., Cornell College, M A., history, University of Chicago

RECENT WORK:  
Directs Poynter’s international initiatives, including the Foster Davis Fellowship for African journalists and collaboration with the Institute for the Advancement of Journalism in Johannesburg, coordinates Poynter’s work with journalism organizations meeting at Poynter’s St Petersburg campus, staff development and strategic planning at Poynter

SARA QUINN  
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YOUR RESOURCE FOR:  
• Design & Illustration  
• Visual Leadership  
• Eyetrack Research  
• Copy Editing

PROFESSIONAL BACKGROUND:  
Newsroom History:  
AME for visuals at the Sarasota (Fla.) Herald-Tribune, presentation director at The Wichita (Kansas) Eagle, design director, magazine editor, illustrator and book designer, former board member for Society for News Design and American Institute of Graphic Arts  
Awards and Honors:  
Awards from the Society for News Design  
Education:  B A., journalism and graphic design, Wichita State University, M A., illustration, Syracuse University

RECENT WORK:  
Co-leader of six-week summer program for recent college graduates, contributor to Poynter Online at www.poynter.org/sara

CHIP SCANLAN  
Reporting, Writing & Editing Senior Faculty and Director, National Writers Workshops  
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YOUR RESOURCE FOR:  
• Reporting  
• Coaching  
• Interviewing  
• Narrative Writing

PROFESSIONAL BACKGROUND:  
Newsroom History:  
Awards:  Robert F. Kennedy Award for international journalism  
Education:  B A., Fairfield University, M S., Columbia University Graduate School of Journalism

RECENT WORK:  
BOB STEELE
Nelson Poynter Scholar for Journalism Values and Senior Ethics Faculty
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www.poynter.org/bob

YOUR RESOURCE FOR:
• Ethics
• Journalism & Business Values
• Newsroom Management
• Strategic Thinking

PROFESSIONAL BACKGROUND:
Newsroom History:
Reporter, executive producer and news director for television stations in Maine and Iowa
Education: B.A., economics, DePauw University, M.S., television-radio, Syracuse University, Ph.D., mass communications, University of Iowa, with dissertation on journalism ethics

RECENT WORK:
Numerous articles, columns, case studies, guidelines and book chapters on journalism ethics and on values and leadership, co-authored discussion guides and ethics workbooks for the American Society of Newspaper Editors and Radio-Television News Directors Foundation, co-creator of ASNE/Poynter ethics tool at www.poynter.org/ethics

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YOUR RESOURCE FOR:
• Ethics
• Online
• Broadcast
• Entertaining Story Ideas

PROFESSIONAL BACKGROUND:
Newsroom History:
News director, WSMV-TV, Nashville, director of special projects and investigations, reporter, WSMV, producer, WPSD-TV, Kentucky, assistant news director, WBKO-TV, Kentuck
Awards: National Emmy, Peabody Award, seven National Headliner Awards, Robert F. Kennedy Award for international reporting, Clarion Award
Education: B.A., journalism, Western Kentucky University

RECENT WORK:

ANNE VAN WAGENER
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YOUR RESOURCE FOR:
• Design
• Color
• Typography
• Visual Journalism

PROFESSIONAL BACKGROUND:
Newsroom History:
Design and graphics editor, design coordinator and a features page designer at The Tennessean, Nashville
Awards and Honors: Award of Excellence, Communication Arts Interactive Design competition
Education: B.F.A., Ringling School of Art & Design, Sarasota, Fla

RECENT WORK:
Co-leader of six-week summer program for recent college graduates, author of Poynter Online's "The Design Desk" column at www.poynter.org/designdesk, producer of "Color, Contrast, and Dimension in News Design" (interactive version)

WENDY WALLACE
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YOUR RESOURCE FOR:
• Copy Editing
• Reporting & Writing
• High School Journalism
• Newspaper Marketing

PROFESSIONAL BACKGROUND:
Newsroom History: Reporter and copy editor, St Petersburg Times, editor in chief of her high school newspaper, the Kirkwood Call
Newspaper Marketing/Management History: Circulation marketing manager, director of in-house advertising agency, financial analyst, projects manager and training coach, St Petersburg Times
Awards: Gold Addy
Education: Bachelor's degrees in journalism and business, Indiana University, M.B.A., marketing, Indiana University

RECENT WORK:
Author of Poynter's "High School Journalism Guide" at www.poynter.org/high-school, editor of high school blog (http://poynterhigh.blogspot.com), adviser-in-residence, Kansas State Collegian

48 • YOUR TEACHERS
BUTCH WARD
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YOUR RESOURCE FOR:
• Leadership & Management
• Editing & Coaching
• Reporting
• Detecting Bias

PROFESSIONAL BACKGROUND:
Newsroom History:
Rewrite, suburban editor, metro editor, news editor, managing editor,
The News American in Baltimore, New Jersey editor, assistant managing editor for the Sunday paper, AME features, metropolitan editor, assistant to the publisher, managing editor, The Philadelphia Inquirer

RECENT WORK:
Contributor to Poynter Online’s “Leading Lines” column at www.poynter.org/leadinglines, in recent seminars at Poynter, he has called on his newsroom experience to work with participants in the areas of coaching, leadership and management, and media bias

KEITH WOODS
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YOUR RESOURCE FOR:
• Teaching Diversity
• Covering Race Relations
• Ethical Decision-Making
• Persuasive Writing

PROFESSIONAL BACKGROUND:
Newsroom History:
Sportswriter and news reporter, city editor, editorial writer and op-ed columnist at The (New Orleans) Times-Picayune
Awards: Helen Thomas Spirit of Diversity Award, Wayne State University
Education: B.A., Dillard University, M.S.W., Tulane University

RECENT WORK:
Co-author of “The Authentic Voice The Best Reporting on Race and Ethnicity in America” (to be published in 2006), author of “The Essence of Excellence,” “Executives of Color What It Takes to Succeed,” “Leading the Way Making Diversity Real” and “Do We Check It at the Door?”, contributor to Poynter Online’s “Journalism With a Difference” column at www.poynter.org/difference
PEGIE STARK ADAM  
Affiliate, Visual Journalism  
PROFESSIONAL BACKGROUND:  
Former art editor, St Petersburg Times, graphics editor, The Detroit News, graphics director, Detroit Free Press, faculty, University of South Florida  
Awards:  
Award of Excellence, Communication Arts Interactive Design competition  
Education:  
B F A , John Herron School of Art, M A , Ph D , Indiana University  
Publications:  
Co-author, “Eyes on the News”

LILLIAN DUNLAP  
Visiting Faculty  
PROFESSIONAL BACKGROUND:  
Former Poynter leadership faculty, news reporter/anchor for WTTV-TV, Indianapolis and founding director of the Audio Video Communication Center at Institute Teknologi MARA/Indiana University, national seminar leader for RTNDF’s News Management Seminars for Journalists of Color and Women  
Education:  
Bachelor’s degree, Defiance College.

Defiance, Ohio, master’s, Ph D , Indiana University

RICK EDMONDS  
Researcher/Writer  
PROFESSIONAL BACKGROUND:  
Worked at St Petersburg Times in various editing and publishing roles, editorial assistant at The New York Times, reporter at The Philadelphia Inquirer  
Education:  
B A , Harvard  
Publications:  
Co-author, 2004 and 2005, of the newspaper chapter of the Project for Excellence in Journalism’s State of the News Media report

DON FRY  
Affiliate, Reporting, Writing & Editing  
PROFESSIONAL BACKGROUND:  
Writing coach, represents Poynter at journalism organization meetings and conferences, National Writers Workshops and the Institute for Advancement of Journalism in South Africa, faculty, SUNY at Stony Brook  
Education:  
B A , Duke University, Ph D , University of California-Berkeley  
Publications:  
Co-author, “Coaching Writers: Editors and Reporters Working Together”

THOMAS FRENCH  
Writing Fellow  
PROFESSIONAL BACKGROUND:  
St Petersburg Times reporter, received Pulitzer Prize for series “Angels & Demons,” about the murder of three women visiting Florida; specializes in narrative writing projects, including “A Cry in the Night” and “South of Heaven.” Both projects later were published as books (“A Cry in the Night” was published under the title “Unanswered Cries”)

Education:  
B A , journalism, Indiana University

MARIO GARCIA  
Affiliate, Visual Journalism  
PROFESSIONAL BACKGROUND:  
Founder and CEO of Garcia Media, collaborated with more than 450 news organizations on redesign projects, including The Wall Street Journal, The Philadelphia Inquirer, Handelsblatt and Die Zeit; leading design for the conversion to compact format of international editions of The Wall Street Journal, member, Poynter National Advisory Board

Awards:  
Society for News Design Lifetime Achievement Award  
Education:  
B A , University of South Florida, M A , Ph D , University of Miami  
Publications:  
Author, “Pure Design”, co-author, “Eyes on the News”

ARCHIE TSE  
Visiting Faculty  
PROFESSIONAL BACKGROUND:  
Deputy graphics director at The New York Times, graphics reporter covering national and international events, including the war in Iraq and the attacks on the World Trade Center, and coordinator of the graphics coverage of the US elections and the release of data from the 2000 Census, former graphic artist at The Philadelphia Inquirer, member, Poynter National Advisory Board  
Education:  
Bachelor’s degree, urban studies, Cleveland State University
VISITORS
Accomplished professionals come to Poynter and share their passion for the craft with you. Whether visiting Poynter as featured speakers, seminar participants or special guests, these journalists enrich your learning. Here are some of the visitors who have been to Poynter and organizations that have sent journalists to seminars and events.

SPEAKERS AND VISITING FACULTY
Rebecca Aguilar, reporter, KDFW-TV, Dallas
Leona Allen, assistant managing editor, The Dallas Morning News
Ken Auletta, author and media columnist, The New Yorker
Jacqui Banaszynski, Knight Chair in Editing, Missouri School of Journalism
Mark Bowden, national correspondent, Atlantic Monthly
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Mark Hinojosa, AME, electronic news, Chicago Tribune
Chris Johns, editor in chief, National Geographic
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Angie Kucharski, station manager and VP, news, KCNC-TV
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Toni L. Sandys, sports photographer, The Washington Post
Diana Sugg, health reporter, The Baltimore Sun
Juan Tomassie, senior editor, USA Today com
Lori Waldon, Assistant News Director, KOVR/KMAX-TV, Sacramento

Jim Willse, editor, The Star-Ledger, Newark

PARTICIPATING NEWSROOMS
Amarillo Globe News
Chicago Tribune
Cox Interactive Media
Greeley Daily Tribune
KCRG-TV, Cedar Rapids
KTKV-TV, Phoenix
KXTV-TV, Sacramento
LJ-World Online, Lawrence, Kansas
Los Angeles Times
NYI News, New York
Palm Beach Interactive
The Press-Enterprise, Riverside, Calif
San Jose Mercury News
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South Florida Sun-Sentinel
StartBune.com
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The Denver Post
The Oregonian
The Santa Fe New Mexican
The Scranton Times
The Star-Ledger
The Virginian-Pilot
WAFF-TV, Huntsville, Ala
WDAF-TV, Kansas City
WKYC-TV, Cleveland
WPLN-FM, Nashville
Wyoming Public Radio

INTERNATIONAL ORGANIZATIONS
Denmarks Radio
El Mundo Madrid
Emirates Media, United Arab Emirates
Indiatimes com, India
L’Economiste, Morocco
Le Quotidien d’Oran, Algeria
New Television (NTV), Lebanon
The Monitor, Uganda
Ukrainian Newspaper Publishers Association

Ken Paulson, USA Today

Jean Marie Brown, Fort Worth Star-Telegram
POYNTER IN YOUR NEWSROOM

Throughout the year, Poynter faculty visit newsrooms and gatherings of journalists to consult, mentor, coach and listen.

Arizona Newspaper Association
Asian American Journalists Association
Association of Young Journalists/Florida
The Boston Globe
Bowling Green State University
Chilean National Press Association
Columbus (Ga.) Ledger-Enquirer
Danish Broadcasting Network
Detroit Free Press
El Mundo
Florida Scholastic Press Association
Hearst Newspapers
Houston Chronicle
Illinois Broadcasters Association
Investigative Reporters and Editors
KLAT-TV, Little Rock, Ark.
KVUE-TV, Austin, Texas
Louisiana State University
Montgomery (Ala.) Advertiser
National Association of Hispanic Journalists
National Association of Black Journalists
National Society of Newspaper Columnists
NBC Television Stations Division
North Carolina Public Radio Association
Ohio News Photographers Association
The Roanoke (Va.) Times
Shurz Communications Inc.
South Florida Sun-Sentinel
St. Paul (Minn.) Pioneer Press
Telemundo Network
The Atlanta Journal-Constitution
The Baltimore Sun
The Dallas Morning News
The Indianapolis Star
The Joan Shorenstein Center on the Press, Politics and Public Policy
The Kansas City Star
The New York Times
The Orange County Register
The Plain Dealer (Cleveland, Ohio)
The Times (Shreveport, La.)
The Seattle Times
University of Central Florida
University of Notre Dame

POYNTER ON THE RECORD
Poynter’s voice is heard around the country as news organizations turn to the Institute for guidance and comment. A sampling is available in “Poynter On the Record,” at www.poynter.org/ontherecord

University of Oregon
Vanderbilt University
Virginia Commonwealth University
Wisconsin Broadcasters Association
WFAA-TV, Dallas
WESH-TV, Orlando, Fla
WHO-TV, Des Moines, Iowa

Sally Jenkins, The Washington Post
Arthur Sulzberger Jr., The New York Times
Poynter is a school dedicated to teaching and inspiring journalists and media leaders. It promotes excellence and integrity in the practice of craft and in the practical leadership of successful businesses. It stands for a journalism that informs citizens and enlightens public discourse. It carries forward Nelson Poynter's belief in the value of independent journalism.

— Mission Statement, The Poynter Institute

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THE POYNTER INSTITUTE
2006 JOURNALISM TRAINING GUIDE
THE POYNTER INSTITUTE

“Great journalism has numerous similarities to a great university. Both need inspired and mature leadership, a staff with many talents and an insatiable curiosity about the world and its people. They must learn to listen constantly, to evaluate, to experiment — and then by various means to tell others what they have learned.”

— Nelson Poynter, Aug 25, 1965
Speech, “Rewards and Awards”

Founded in 1975 by Nelson Poynter, chairman of the St. Petersburg Times and Times Publishing, The Poynter Institute was bequeathed his controlling stock in Times Publishing in 1978. As a financially independent, nonprofit organization, The Poynter Institute is beholden to no interest except its own mission to help journalists seek and achieve excellence.
TRAINING COMES IN MANY SHAPES AND SIZES. FIND THE FORM THAT’S RIGHT FOR YOU.

Since its founding in 1975, The Poynter Institute has had one goal: to make journalism better. In the last 30 years, Poynter training has grown from a handful of seminars to a rich mix of training opportunities.

Each year, Poynter reaches thousands of journalists through a combination of on-site seminars, e-learning courses, online resources, newsletters, faculty consultations and much more. Whether you come to Poynter in person or through the Internet, you’ll find that all our training carries the same commitment to excellence in the values and craft of the profession.

POYNTER SEMINARS
(www.poynter.org/seminar)

Seminars have long been at the heart of Poynter. Covering a wide set of topics that meet a growing set of journalism needs, Poynter’s seminars teach new skills and ways of thinking that help you produce journalism that serves your community. Typically, seminars bring together 17 or so participants, Poynter faculty and some of the industry’s brightest minds and most accomplished journalists at our St. Petersburg campus for several days of intensive learning. (For information, contact Keith Woods at kwoods@poynter.org)

NEWS UNIVERSITY
(www.newsu.org)

News University extends Poynter’s mission as a school for journalists. Through NewsU, we offer time-pressed journalists tightly focused, interactive courses that can be accessed from home, on the road, in the middle of the night or over a lunch hour — wherever and whenever it suits you. NewsU appeals to journalists at all levels of experience and in all types of media. Many courses take only one to two hours to complete, and most are free. NewsU is supported by a grant from the John S. and James L. Knight Foundation. (For information, contact Howard Finberg at hfinberg@poynter.org)

POYNTER ONLINE
(www.poynter.org)

Poynter Online reaches around the corner and around the globe with centerpieces, columns and other timely resources for journalists, educators and students. Updated continuously, the Web site features articles, resources and online tools to help you put industry issues in perspective and guide you in making tough ethical decisions on deadline. You also can request e-mail delivery of Poynter columns and features, reach our faculty and access our Resource Center, which features bibliographies, tip sheets and other tools. (For information, contact Bill Mitchell at bmitch@poynter.org)

PUBLICATIONS
(www.poynter.org/publications)

For more than 25 years, Poynter has been the home of “Best Newspaper Writing,” which honors and deconstructs the work of winning entries for the ASNE Distinguished Writing Awards and Community Service Photojournalism Award. In addition, Poynter develops special publications such as “September 11, 2001” and “Pope John Paul II,” collections of newspaper front pages commemorating landmark events. (For information, contact Julie Moos at jmoos@poynter.org)
REKINDLE YOUR PASSION AND PURPOSE IN THE PROFESSION

Poynter’s training focuses on five key areas.

ETHICS AND DIVERSITY

Excellent journalism can’t exist without ethical journalists. Our work at Poynter is rooted in the noble ideals of community, democracy and truth. Journalists have to get the right story and have to get the story right.

We help journalists understand the most important values and techniques of ethical decision-making and apply them to their work. We teach ethics in every seminar and offer conferences and other events devoted to ethics and diversity. In addition, the Poynter ethics faculty teach in newsrooms, universities and industry conferences around the country.

We talk with journalists and newsrooms struggling with real-world problems, on deadline. We offer consultations to a range of callers, from interns to chief executives. We write columns and articles about pressing issues, publishing them on Poynter Online and in industry journals. And when the news breakers become newsmakers, Poynter faculty provide expertise to reporters seeking context and comment.

We do this to help the profession serve the public in small and big ways. We draw attention to the best journalism. We track trends and raise red flags. Through our writing, our interviews, our seminars and other training, we help journalists in the pursuit of excellence.

LEADERSHIP & MANAGEMENT

Being a newsroom leader is no easy task. You have to motivate different personalities, foster collaboration, solve problems, encourage ethical decisions, shape newsroom culture and promote diversity — all while trying to balance the urgent and the important.

It’s no wonder that Poynter’s management and leadership offerings are in demand. We’re here to help you learn how top newsroom leaders coach, motivate and challenge. If you’re a new manager, you’ll get help making the transition to leading, if you’re a veteran, you’ll find new ideas that enrich your experience. We’re committed to helping you guide journalists and journalism.
REPORTING, WRITING & EDITING

No talent grows without nurturing. No individual grows without learning. This is especially true in the areas of reporting, writing and editing.

Reporters, producers, writers and editors turn to Poynter to help create more engaging stories and more engaged readers. We accomplish that through a combination of strategic insights and tactical teaching that sharpens skills and refreshes the spirits — and approaches — of talented journalists like you. We employ best practices, case studies and other learning resources to help you examine and improve your own journalism.

VISUAL JOURNALISM

Typography, design hierarchy, color, informational graphics, photojournalism — each can capture readers, viewers or Internet users and draw them into the story.

Visual journalism is about accurate storytelling — adding intelligence and depth to the story and contributing to the audience’s understanding. It’s about working in harmony with journalists in other disciplines to better serve readers and viewers. It’s about the ethical rendering of diverse topics and subjects. It’s about expanding your understanding of design fundamentals and exploring emerging media and new modes of reporting. It’s about hands-on exercises, collaborative projects, critiques from industry leaders and lively conversations with fellow journalists.

BROADCAST AND ONLINE

Broadcast and online journalists have to move quickly while retaining their creativity, credibility and solid news judgment. You can turn to Poynter for practical help and guidance, giving you the tools you need to meet the challenges ahead.

We equip managers, editors, reporters, producers, anchors and photojournalists with the tools to tell the memorable stories that affect their communities, learning how to turn ideas into concrete plans. Our training is designed to help you learn new strategies and capture new energy and enthusiasm for your work.
SPECIAL PROGRAMS
At Poynter we promote journalistic excellence in ways big and small, reaching across generations and beyond national borders. Whether convening CEOs for conversations about industry issues or inspiring elementary students to embrace writing; whether working with seasoned journalists from the United States or reporters and editors from throughout Africa, Poynter makes a difference.

POYNTER ETHICS FELLOWS. This invitation-only program brings together leading journalists who explore key issues, including tension between journalism and business values, credibility, ethical decision-making and coaching ethics in the newsroom.

CRITICAL ISSUES IN THE MEDIA. The news industry wrestles constantly with enduring and erupting issues that challenge the stability, success, even survival of media organizations. Each year, Poynter gathers top executives to share their experiences, ideas and vision.

ALFRED FRIENDLY PRESS FELLOWS AND FOSTER DAVIS FELLOWS. The Alfred Friendly Press Fellows, mid-career print journalists from developing countries, visit Poynter for several days of training in writing, editing and coaching during their time on assignment working for a U S newspaper.

The Foster Davis Fellowships express Poynter’s continuing support for journalists in South Africa and across the African continent.

SENIOR WRITERS RETREAT. Senior writers have come to Poynter for years — but almost always as visiting teachers. This new invitation-only program gives these special writers an opportunity to share ideas with their peers, re-charge their writing batteries and take the experience back to their newsrooms.

SCHOLASTIC JOURNALISM PROGRAMS. Tampa Bay area high school students are at Poynter year-round to learn about craft and values. After an intensive, 10-day summer program, the young journalists return each month for workshops that help them develop and strengthen their skills.

At our summer Writers Camps, area elementary and middle school students learn to use strategies of journalism to write while their teachers develop effective coaching and teaching strategies.

2006 NATIONAL WRITERS WORKSHOPS.
National Writers Workshops (NWW) provide instruction and inspiration to journalists around the country. These weekend celebrations of the craft are offered at eight regional sites to keep travel time and costs to a minimum.

NWW is one of the best training bargains in America—a low-cost weekend with top writers, editors and coaches, who donate their time and energy to help you improve your reporting, writing and editing. Become part of a national community of writers committed to their craft at one of several sites that attract as many as 5,000 journalists and other writers. NWW is a collaborative effort between Poynter and these confirmed 2006 sponsors:

- Nieman Foundation for Journalism at Harvard University, Cambridge, Mass., Dec 1-3
- San Antonio Express-News, San Antonio, Texas, May 20-21
- South Florida Sun-Sentinel, Fort Lauderdale, Fla., dates to be announced
- The Hartford Courant, Hartford, Conn., April 22-23
- The News Journal, Wilmington, Del., March 25-26
- The Orange County Register and California State University, Fullerton, Santa Ana, Calif., April 29
- The Oregonian, Portland, Ore., March 18-19
- The Wichita Eagle, Wichita, Kan., April 29-30

For more information about the 2006 NWW sites, go to www.poynter.org/nww06
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As director of development and outreach at Poynter, Lola Walker manages a comprehensive, long-term financial development program on behalf of The Poynter Institute. For information about how you can help Poynter help journalists, educators and students, call toll-free (888) 769-6837, e-mail lwalker@poynter.org or visit www.poynter.org/donate

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WE WELCOME YOUR FEEDBACK.
Let us know what you think about this Training Guide, its format and its contents.

We’re also interested in your comments about Pocket Poynter. Let us hear from you! Send your feedback to webstaff@poynter.org.

CAPTIONS:
Cover photo: Cheryl Devall, Center for the Study of Journalism and Democracy, University of Southern California Annenberg School of Communication, and Peter Hadzipetros, Canadian Broadcasting Corporation, in a “Poynter Leadership for Online Editors” seminar

Your Training photos:
Left photo: Participants in a “Design/Type/Color Fundamentals” seminar

Page 6 photo: Participants in a “Design/Type/Color Fundamentals” seminar

Page 32 photo:
From left, Foday Bockarie Fofanah, formerly of Canadian Journalists for Free Expression, Freetown, Sierra Leone, Linda Halfrey, Cape Cod (Mass.) Times, and Carolyn Salazar, The Record, Hackensack, N J., in a “Reporting, Writing & Editing Winning Writing” seminar

Page 42 photo: Les Rose, CBS News, and Beth Jett, KAKE-TV, Wichita, Kansas, in a “TV Power Reporting” seminar

Page 51 photo (right): Jean Marie Brown, Fort Worth Star-Telegram, and Derek Catron, Daytona Beach (Fla.) News-Journal in a “Poynter Leadership for New Leaders Starting Smarter” seminar

Page 52 photo (left): From left, Sally Jenkins, The Washington Post, Bill Mills, Cape Cod (Mass.) Times, and Stephanie Grace, The (New Orleans) Times-Picayune in a “Persuasive Writing” seminar

Page 54 photos (clockwise from top):
Grace Ekang, CTL Cable Television, Nigeria, and Bryan Pollard, The Cherokee Phoenix, Tahlequah, Okla., in a “Poynter Leadership Academy” seminar
From left, Victor Merina, University of Southern California Annenberg Institute for Justice and Journalism, and Rodrick Mukumbira, The Ngami Times, Boseja Maun, Botswana, in a “Finding the Untold Stories” seminar
Roy Peter Clark with participants in a “Newspaper Reporting, Writing & Editing Writing Short, Writing Well” seminar

Page 55 photos (clockwise from top left):
From left, Lawrence Hurley, The Daily Record, Baltimore, Md., and Karla Reid, Education Week, Bethesda, Md., in a “Writing About Race Relations and Social Justice” seminar
From left, Enka Brown, WSVN-TV, Miami, Tracey Lam, KATU-TV, Portland, Ore., and Dean Travinski, KWTV-TV, Oklahoma City, Okla., in a “Producing Newscasts The Complete Producer” seminar
Sora DeVore, freelance photographer, in “Visual Edge 2004”
Jym Wilson, USA Today, in a “Visual Innovation and Conceptual Thinking” seminar

Page 56 photo:
Writers Camp for elementary and middle school students and teachers

Note: The identification of participants named in seminar photos includes the news organization with which they were affiliated at the time the photos were taken.
“DON’T JUST MAKE A LIVING, MAKE A MARK”

—EUGENE PATTERSON