



Princeton  
Internships in  
Civic  
Service

## **PICS 2010 Internship Description**

**Organization Name:** Princeton University Summer Journalism Program

**Internship Location:** Princeton

**Required Dates:** Yes  No  If yes, internship must start on: \_\_\_\_\_ and end on \_\_\_\_\_ or  
must include the period:

**Housing Will Be Available to Intern:** Yes  No  If yes, housing will be free:  or  
housing will cost the student: the cost of a summer dorm room at Princeton. Our previous interns have  
lived on campus for the summer -- although there is certainly no requirement that interns live on campus (except  
during the ten days of the program itself), as long as they are able to be in Princeton during the day.

### **Expected working schedule for this internship:**

Start Time: 10:00 am                      End Time: 6:00 pm (these are approximate hours; they are very flexible)

(Please indicate if any of the preparation work will take place outside of the regular work schedule)  
For the most part, we ask our interns to work about 35 hours a week. During the ten days of the program itself,  
however, the intern – along with the entire staff of volunteer counselors – will be working constantly.

### **Organization Description**

*Please describe your organization briefly, including mission statement, activities, size etc. Please also explain the benefit that will be derived by your organization by sponsoring a Princeton intern.*

The Princeton University Summer Journalism Program brings approximately 20 high school students from financially under-resourced backgrounds (that is, whose parents make less than \$45,000 per year) to Princeton's campus for a 10-day, all-expenses-paid seminar on journalism every August. During those 10 days, students live in Scully and eat in a residential college cafeteria. They attend seminars on different aspects of journalism taught by reporters and editors from The New York Times, The Washington Post, The New Yorker, The New Republic, CNN, and ABC News. They meet with President Tilghman and Dean Rapelye, and have meals with numerous Princeton professors. They tackle an investigative reporting project, cover feature stories, report on a professional baseball, football or basketball contest, and review a current movie at the Garden Theatre. They travel to New York where they tour the Times and CNN. At the end of the week, they publish their own newspaper.

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The program was founded eight years ago in order to open opportunities in the world of journalism to students who otherwise would not have those opportunities. In addition to encouraging our students to go into journalism, we also encourage them to apply to top schools—and we serve as mentors during the college application process, both during the program itself and after it ends. Students from our first six classes have gone to Princeton (where four alums of our program are currently enrolled) as well as Harvard, Yale, Stanford, Brown, Cornell, Penn, Duke, Williams, Bowdoin, Georgetown, University of Virginia, Barnard, Johns Hopkins, and other top schools. They write for *The Daily Princetonian*, *The Yale Daily News*, *The Brown Daily Herald*, and *The Cornell Daily Sun*, among other student papers. They have earned jobs or internships at *The New York Times*, *The Miami Herald*, *The New York Daily News*, *The Star-Ledger*, *The Philadelphia Daily News*, *The New Republic*, CBS, and NBC.

Students are chosen to come to the program through a very selective admissions process. Students submit essays, examples of journalistic writing, transcripts, and recommendations. Finalists are also interviewed by the program's directors. Last year, we had almost 300 applications for just 23 spots.

The program was founded, and is still directed by, four Princeton alums from the Class of 2001: Richard Just, Michael Koike, Greg Mancini, and Rich Tucker. It is part of the Office of Campus Life at Princeton University.

The role of the Class of 1969 intern at the Summer Journalism Program is very different from the role of interns at most organizations. Essentially, the job of our intern is to run the program for the summer—to set up the schedule during the weeks leading up to the ten-day program itself, and then to oversee the program for the ten days that students are on campus. Obviously, the directors of the program (even though they are not on campus) provide guidance during June and July as the intern goes about setting up the schedule—and, during the ten days of the program itself in August, the directors, as well as the dozen or so volunteer counselors who staff the program each year, are on campus to help run the program. So the intern is not on his or her own—the Summer Journalism Program is very much a team enterprise. But the burden of arranging the program's logistics—during the weeks leading up to the program and during the program itself—falls mostly on the intern. As a result, this is an exciting internship for someone who would enjoy the opportunity to play a leadership role in an organization for the summer. It is also a great opportunity for anyone with a commitment to education—especially a commitment to providing students from low-income backgrounds the kinds of opportunities that upper-middle-class students often take for granted.

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### Internship Description

*Describe in detail the work or project will do; please be as specific as possible. Please also explain the benefit that a student will obtain by interning with your organization.*

During the seven weeks leading up to the program itself, we expect our intern to work 35 hours per week. But the schedule is very flexible. In general, it makes sense for the intern to do much of his or her work during normal business hours, but there will also be times when it will make sense for interns to work during the early evening and to take time off during the day. Because the internship is somewhat independent, the schedule will be largely driven by mutual agreement between the intern and the internship's supervisor. The intern will work from an office at the university. While the direct supervisor lives in Washington, he will communicate daily with the intern via phone and email. The program's other directors will be involved in working with the intern as well.

The intern will have four responsibilities. First, he or she will be responsible for planning all logistical aspects of this summer's program: setting the schedule; communicating with students and parents; planning field trips for the students; coordinating with the University's conference services office to set up rooms and meals for the students and counselors; coordinating the arrival and departure schedules of students and counselors; contacting program alumni to invite them back to speak to this year's students; arranging for guest speakers; and so on. This will take up about 70 percent of the internship. Second, the intern will coordinate our annual fundraising campaign. During the course of the internship, he or she will work with Princeton's development office to send fundraising letters to Princeton alumni and will keep track of the donations as they come in. He or she will also email and call previous donors to remind them to contribute again this year and to answer any questions they have about the program. This will take up about 10 percent of the intern's time. Third, about 10 percent of the time will be devoted to smaller projects such as updating the program's website. And the remaining 10 percent, which takes place during the last week of the internship, will consist of doing all the logistical work that needs to be done after the program: sending copies of the paper and thank-you letters to guest speakers and donors; putting together an email contact list for counselors and students to stay in touch; etc.

The above is the office component of the program, which stretches over about seven weeks. The one exception to this schedule is during the actual ten days of the program itself, when the intern will become the program's head counselor, as well as one of the teachers. Along with the rest of the program staff, the intern will live with our students and play an active role in running the camp. The hours for this part of the internship are, like the hours for all the program's staff members, more analogous to being a camp counselor than having an office job--during those ten days, everyone involved in the program is pretty much working all day and all night, except when they are sleeping.

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For the intern, the main benefits of the internship are threefold: the chance to gain leadership skills by helping to direct a small organization for the summer; the chance to sharpen skills as an educator by working with a terrific bunch of students; and the chance to contribute to an important social venture—helping an amazing group of students who have had limited opportunities to grow as journalists and to eventually get into elite colleges where students from their socioeconomic backgrounds are typically underrepresented.

Over the past few years, we think our interns have had an incredibly rewarding experience at the program. The best evidence of this is how they have stayed involved in the program as volunteers long after their internships have ended. This past August, in addition to our current intern, the Class of 69 interns from the two previous summers returned to campus during the ten days of the program to serve as volunteer counselors and mentors for our students. Our past interns have also continued to stay involved in the program year-round by helping our students edit their college applications – an important component of our program, since our students come from high schools that are often ill-equipped to help them apply to elite schools like Princeton. In short, we are incredibly proud of the fact that most of our Class of 69 interns have had such a positive experience with our program that they have chosen to remain involved as volunteers long after their internships have ended.

### **Intern Qualifications**

*Describe any particular skills, background, or qualities you are seeking in an intern.*

The intern must be a good writer, have good communication skills, and be a hard worker. For the ten days of the program itself, the intern must be able to work long hours under exciting but hectic conditions. Most important to us is that the intern be someone who embraces the mission of the program: to give opportunities to gifted but underprivileged students who would not otherwise have those opportunities; and to really believe that by doing so, you can change both individual lives and the world of journalism for the better.

The intern does not have to be a student journalist. However, if applicants are not themselves interested in journalism, they should at least have some appreciation for the importance of journalism--and for the worth of teaching journalism to high school students. Also, while applicants do not have to be planning a career in teaching, some interest in education would be a plus factor.

Finally, the intern must be extremely self-directed. For the first seven weeks of the internship, the intern will be largely on his or her own on campus. Of course, the intern will be in constant contact with the

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program's directors, its volunteer staff, and the students who are attending the program throughout the summer leading up to the program itself. In addition, Amy Campbell—a university official who works in the office of campus life and is the university's liaison to the program—will have lunch weekly with the intern to check up on his or her progress. Finally, there are a number of university employees with whom the intern will be dealing frequently as he or she goes about setting up the program's logistics. But, overall, this is a self-directed internship, and we want our intern to be someone who enjoys the freedom and responsibility of this kind of undertaking.

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