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ABSTRACT

This is a proposal to improve elementary and secondary education programs for students by increasing the extent of their involvement in their respective communities. It is also a set of recommendations on how to make such educational field experiences a central aspect of the curriculum in order to obtain maximum benefit from such involvement in the community. The proposal is designed to encourage school district administrators and teachers to offer practical programs carefully planned to use community resources effectively. It is not a suggestion for schools to increase the frequency of the typical unplanned field trip. Inherent in this proposal is the belief that the common perceptions of educators as to what constitutes a relevant education for young people today need re-examination. It is the position of this proposal that such a process of re-examination dictates the need for a major reconstruction of the teaching-learning process and the relationship between the school and the community. The educational field experiences suggested for students in this proposal are not to be viewed as "add-ons" to the existing instructional program, but rather, as experiences, to be made the foundation of as much of the school program as possible. (Author)

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Learning Outside the Classroom

The Role of Field Experiences in the School Program

ADVANCE MATERIALS
for discussion

EDUCATION CONGRESS
SEPTEMBER 20, 1973

Pennsylvania Department of Education
John C. Pittenger, Secretary
August 1973

EA 005 655

This publication was prepared by PDE staff for Education Congress. It raises concerns about educational field experiences which will be highlighted by a television broadcast via the Pennsylvania Public Television Network from 9-10 a.m. on September 20, 1973.

I think you will find the television broadcast and this publication to be both informative and provocative, and I look forward to your participation in the 52nd annual Education Congress.

John C. Pittenger
Secretary of Education

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I. *Introduction*

This is a proposal to improve elementary and secondary education programs for students by increasing the extent of their involvement in their respective communities.[1] It is also a set of recommendations on how to make such educational field experiences a central aspect of the curriculum in order to obtain maximum benefit from such involvement in the community.

This proposal is offered in the belief that a curriculum which embodies educational field experiences as an integral part of it will facilitate the development of students' abilities and skills in the processes associated with reflective thinking, value analysis and decision-making–thereby reducing the excessive effort spent teaching children facts and figures which they quickly forget.

This proposal is designed to encourage school district administrators and teachers to offer practical programs carefully planned to use community resources effectively. It is not a suggestion for schools to increase the frequency of the typical unplanned field trip.

Inherent in this proposal is the belief that the common perceptions of educators as to what constitutes a relevant education for young people today need re-examination. It is the position of this proposal that such a process of re-examination dictates the need for a major reconstruction of the teaching-learning process and the relationship between the school and the community.

The educational field experiences suggested for students in this proposal are not to be viewed as *"add-on"* to the existing instructional program. This is a proposal to make such experiences the foundation of as much of the school program as possible.

[1]This paper focuses primarily upon offering educational field experiences at the secondary school level. The lack of emphasis on elementary education should not be interpreted as opposition to field experience for younger students. The younger child should be given appropriate field experience commensurate with his or her educational/social development.

II. *Rationale for and Benefits of Educational Field Experience Programs*

The whole world seems aware that our schools no longer can remain isolated and self-contained and still serve our youth adequately. Formal educational facilities do not have a monopoly on housing educational activities. In fact, as widely maintained by many experts today, the majority of learnings resonant with the world as it really is takes place outside and away from these expensive facilities and neither these facilities nor the staff are able or equipped to assume a great portion of educational responsibility.

Traditional classrooms must be supplemented by a wide variety of alternative *"real life"* environments and experiences where the mastery of the learning process takes precedence over the accumulation of knowledge and facts. Schools should conceive of education as a totality of learning and begin to recognize and become involved with all other educating institutions -- the military, private agencies, community service agencies, libraries, museums, cultural centers, or wherever else learning takes place. Schools must work to identify and coordinate all the learning resources of the envoriorment -- people, places and things.

The entire community should be thought of as the *"educator."* Traditional classrooms must be supplemented by a wide variety of alternative educational environments. Let this concept be reflected in such areas as the expenditure of funds: less money for school buildings; more money for the educational community.

Schools, in accepting as their responsibility the improvement of the quality of living of their clients, must continually focus upon the students' life goals and career development. The students will carry on a large portion of their educational activities in those places where the primary resources for learning are.

In this concept the school with its staff and its facilities becomes a coordinating institution with the basic function of administering the processes of learning. The teachers no longer will be dispensers of information, disciplinarians or manipulators of human beings, but experts and stimulators in the processes of inquiry, creativity, value analysis, decision-making, problem-solving, reflective thinking and conflict resolution.

There are many benefits -- both direct and subtle -- that derive from planned educational field experiences based upon community involvement. Everyone gains -- the students particularly, but also the school and the community.

Advantages for students

An educational field experience program offers the follwing benefits for students:

- The acquisition of a more realistic insight into available careers and a more precise understanding of the educational and skill requirements associated with various vocations.
- Opportunities to apply the traditional learning situations to actual job experiences.
- A sense of involvement in the world which does not require dropping out of school.
- Opportunity in some instances to earn money while remaining in school.
- Opportunity to experience responsibility and to be treated like adults.
- Acquisition and perfecting of skills in inquiry and problem-solving and a corresponding reduction in the importance of regurgitating right answers.

- Improved communication between adults and youth in school, at home and in business and industry.

- Acquisition of valuable knowledge learned through *"doing"* rather than the acquisition of knowledge acquired vicariously and passively.

- Exposure to and involvement in activities which provide opportunities to become acquainted with the latest facilities, equipment, etc. and the most recent issues in the community.

- Establishment of appropriate work habits and attitudes.

Advantages for the school

- Improved teacher morale.

- Reduction in the amount of delinquency, alienation and apathy in students resulting from greater relevance of educational programs for students.

- Improved relations between community and school.

- Reduction in the number of rules and regulations pertaining to the school's custodial function which requires so much energy to enforce. (This energy can be applied by educators to the creative task of facilitating learning rather than acting as custodians.)

- Reduction in the need for elaborate and expensive school facilities.

- Enriched curriculum with much broader offering of topical areas of study.

- Availability of additional sources of revenues (federal, state, foundations, industry funds for innovative programs).

- Improvement in attendance rates and reduction of dropout rates.

- More flexible use of available facilities and staff.

- Curriculum offerings based more upon community needs and interests of students.

- Helps keep school abreast of modern trends in business and industry.

Advantages for the community

The community benefits generally when education is more relevant and more efficient because schools are preparing more enlightened citizens.

Specific community benefits include:

- Equips students with a better understanding of community problems.

- Increased retention of youth in local community due to their involvement in local businesses, industries and issues.

- Reduction in social problems in community (less delinquency).

- Greater opportunity for community members to influence schools and the curriculum.
- Students more likely to develop sense of responsibility for welfare of community.
- Additional supply of manpower to meet short-term manpower needs.
- Facilitates students' adjustment to full-time employment upon graduation.

III. *Rethinking the Role of Schools and the Nature of the Schooling Process*

It is necessary to re-examine the role of schools and the schooling process if the kind of changes advocated in this paper are to become accepted practice.

Involved in making educational field experiences a central aspect of school programs are the following considerations:

A. Schools should not be conceived of solely serving young from grades K-12 from 8 a.m. to 3:30 p.m., Monday through Friday, September to June. Schools need to serve more people and reach upward and outward in their programs. Flexibility is essential.

B. Schools should conceive of education as a totality of learning and should recognize and become involved with all other educating institutions, formal and informal. Schools should work to identify and coordinate all the learning resources of the environment – people, places and things.

C. Because of the pluralistic nature of values in our society schools should stress the importance of aiding students in acquiring the skills of value analysis and resolution to arrive at their own values. The schools must also help students respect value systems different from their own.

D. Schools should help students learn what they need to do in order to be successful in all aspects of life – earning a living, having a stable and healthy family, etc. A general concern should exist for the improvement of the quality of life.

E. Schools should help diagnose individual and group learning needs, suggest alternatives and provide the coordination and resources necessary to promote maximum growth.

F. The role of the teachers should change.

   1. Some must have traditional certificates. Others will be peers of students and adults in the community.

   2. Teachers should be more accountable to the learners.

   3. Teachers should be more humanistic and more concerned for humanizing the educational process.

   4. Teachers should use their potential power in socially productive enterprises.

   5. Teachers should become more able to use modern technology.

   6. Teachers should become more skilled as stimulators of inquiry, creativity, decision-making and conflict resolution.

   7. Teachers should become more skillful in the fields of human growth and development, behavior and human relations. The function of counseling, developing resources, consulting and tutoring should become more important.

G. Teaching methods should change.

   1. Provision should be made for a variety of learning styles.

2. Educational alternatives should be provided based upon diagnosed needs.

3. Great concern should be directed to creating the optimal learning environment for each student.

4. A variety of roles and staffing patterns should characterize the school in its use of its human resources.

H. In particular, the commitment to operate educational field experience programs involves the elimination or the reduction of the influences of the following constraints:

1. Marking systems which stress competition and ranking of student against student.

2. Grouping practices which label students as the able or unable.

3. College entrance requirements which tend to freeze the curriculum.

4. Standardized testing programs.

5. Existing student hatred of schools.

6. Large and impersonal schools.

7. Promotion and retention practices which are inhuman and punitive.

8. Teacher complacency with the status quo.

9. Rigid time schedules, confined spaces and restricted course offerings.

10. Confusing compulsory attendance laws with compulsory presence in a school building during certain days and hours.

11. Excessive concern for credentials and certificates.

12. View of education as a body of knowledge to be learned, set of skills to be acquired and a minimum standard to be achieved.

IV. *Procedures for Developing and Operating Educational Field Experience Programs*

A. Make a commitment to act.

This is the most important first step. There must be a sincere desire to re-examine current practices which prevent programs from being more relevant and to modify them.

The commitment to act must come from teachers, administrators and school boards. It is unrealistic to expect an individual teacher to be creative and responsive to this concept of community-based educational programs without support and encouragement from the principal, superintendent and board.

B. Administrators should take the initiative in establishing educational field experience programs. They must involve all the groups affected in the planning and operating of such programs. Their role is one of facilitation, coordination and problem-solving.

C. Teachers must be consulted. Regardless of the extent to which the educational process becomes community-based, teachers must be involved in working out the administrative and instructional procedures involved.

D. The community must be involved. An assessment of the willingness to participate and an identification of the available resources must occur.

E. Students must be involved in expressing their areas of interest. Their needs and concerns should shape the nature of activities undertaken.

F. Administrative arrangements must include investigation of the legal factors, school laws and logistics. Anticipating possible problems will largely eliminate occurrence of problems.

G. Administrative regulations pertaining to the curriculum which shall be used in operating the program (see Section V) must be determined.

H. Implement the program. Do it. Don't jeopardize credibility by studying the possibility and never acting. If there is no commitment to operate educational field experience programs, don't hide that behind arguments which stress lack of feasibility.

I. Evaluate the program. Determine its effectiveness and how it can be improved upon. Provide information to the Department of Education and other districts to facilitate the expansion of the concept.

V. *Six Models for Educational Field Experience Programs*

Model A

Classroom-Based Instruction Supplemented With Field Work

Length of time:	For duration of a course or for any segment of a course.
Location of activity:	Any place appropriate for field experience connected to the course in question e.g.: Fish hatchery (biology) Mine/quarry (earth science) State office building (political science) Detention center (sociology) Steel mill (chemistry) Newspaper office (journalism) Community theater (drama) Advertising office (commercial art) Foundry (industrial arts)
Kinds of field work:	-Short term–single visits for basic orientation -Longer term–multiple visits for gathering information, observation or doing research -Multiple community contacts with a variety of groups, agencies dealing with an issue or problem e.g., criminal justice system investigation would involve contact with police, lawyers/public defenders, courts/judges, detention homes, parole officers and defendants. Resident affiliation for a prescribed period of time in lieu of class attendance is also a possiblity.
Extent of involvement:	Dependent upon program–ranging from a single trip beyond school walls to community investigative work in lieu of regular class attendance.
Essential features:	-Planned course procedures utilized. -Community resources pertaining to the several academic disciplines inventoried and made known to students. -Schedule of students absent from class coordinated with other teachers to avoid major conflicts. -Opportunities for a student to keep up to date in other subjects while out on research assignment or field experience.

Essential features: (cont'd)	-Classroom activities are related to field work experience and vice versa.
	-Students are encouraged to work in area/place of preference.
	-Outside-of-school responsibilities commensurate with level of maturity of students.
	-Group work with larger degree of supervision for elementary children.
Anticipated benefits:	-Promotion of problem-solving skills.
	-More relevant curriculum.
	-More flexible curriculum for the non-academic student (look a see rather than sit and talk).
	-Better planned curriculum (required to define objectives, etc.).
	-Improved knowledge and awareness of educational resources of local community.

Model B

Community Service

Length of time:	Flexible as determined by arrangements (possibility of full-time work--see Model E for details).
Location of activity:	Examples: General hospital Mental health center hospital Drug rehabilitation center YMCA/YWCA Girl Scouts/Boy Scouts Civic/church activities with community focus Halfway house programs for youthful offenders Shelter for mentally retarded Nursing homes for elderly
Kinds of duties:	Hospital orderly Hospital candy-striper Companion to elderly Counselor to troubled youth, adults Recreation aide Arts/crafts counselor Community organizer Tutoring
Essential features:	-Commitment of school officials to importance and relevance of community services to educational development of youth. -Nonpaid activity--service and knowledge gained as the basis for the program, in accordance with state & federal wage and hour regulations. -Opportunity for early release from classes during the day or other flexible arrangement for promoting involvement in community. -Openness of teachers/administrators to use students with community experience to enrich school curriculum and to share their experiences with fellow students. -Commitment of social/community agencies to involve young people in activities which are consistent with the major reason for the existence of the agency. (For example, in a nursing home students will have direct contact with patients and supportive staff. Educators must always be concerned with the student's welfare to avoid experiences of a degrading nature or exploitation of students.)

Essential features:
(cont'd.)

-Adequate teacher supervision is a must for this and all other field experience programs.

Anticipated benefits:

1. Improvement of community and promotion of welfare of those receiving help.

2. Greater self-understanding and understanding of community issues, needs of particular groups/individuals.

3. Increased relevancy to teaching about social issues in school by drawing upon resources of youth involved.

4. Career interests stimulated.

Model C

Political Campaign Worker

Length of time:	Flexible as determined by campaign requirements.
Location of activity:	Local community (part-time/full-time) Statewide (full-time)
Kinds of assignments:	Precinct worker Special project aide (media, publicity, fund raiser, etc.) Aide to planning and operations staff for larger campaigns
Extent of involvement:	Flexible: part-time after school hours; released time a la work study; full-time as intern.
Essential features:	-Nonpartisan role for school officials-- students made available to work for all parties. -Students permitted to work for party/ candidate of their choice. -Placement of students with most knowledgeable persons in campaign. -Opportunity for students to have access to candidate(s) running for public office in order for them to get to know candidates personally. -Awarding of academic credit for full-time work or partial credit for part-time work.
Anticipated benefits:	-Gives students opportunity to have direct impact on elections and politics. -Greater knowledge about political process. -Antidote to political apathy. -Improvement in civics and government courses in high school.

Model D

Business and Industry Field Experience (Without Vocational Intent)

Length of time:

a. A full day for one grading period to entire year (full-time work).

b. A portion of a day depending upon arrangements (part-time work).

Kinds of duties:

-Informal association with skilled tradesman, business technician or commercial operator (nonpaid).

-Internship comparable to government internship designed to provide general exposure to activities, problems, etc. of business, industry to which assigned (nonpaid).

-Part-time placement in a laboratory, business office or factory to explore career interests e.g., computer operator traineee, sales person, draftsman.

Essential features:

-Release from other school responsibilities for full-time work.

-Provision for students in full-time program to obtain and maintain skills applicable to career goals.

-Placement arrangements and operating procedures comparable to government internship tor full-time position (see Model F).

-Part-time positions either career- oriented or general education in nature. -Released time from school for part- time position up to one-half day.

-Use of flexible scheduling procedures by schools to promote maximum opportunities for part-time responsibilities (year round school, Saturday classes, evening classes, summer sessions).

Anticipated benefits:

-Increased knowledge of how business and industry operate.

-Clarification of career interests.

-Greater relevancy for school work as it is associated with field experience.

-Possibility of earning money in accordance with wage and hour laws.

Model E

Cooperative Education
or
Business and Industry Field Experience
(With Vocational Intent)

Length of time:

a. A full day for one grading period to entire year (full-time work).

b. A portion of a day depending upon arrangements (part-time work).

Location of activity:

Any occupational training through the use of business and industrial establishments to help bridge the gap between school and employment.

Industrial Field:

Agriculture Education
- Agricultural Production
- Agricultural Mechanics
- Milk Processor
- Nurserymen
- Florists
- Forester
- Conservation Service Employe
- Groundskeeper

Business Education
- Secretary
- Bookkeeper
- Cashier
- Adding Machine Operator
- Teller
- Payroll Clerk
- Key-punch Operator
- Programmer
- Filing Clerk
- Receptionist

Distributive Education
- Advertising
- Buying
- Saleswoman/Salesman
- Retail Clerk
- Cashier
- Fashion Coordinator
- Credit Analyst
- Food Manager
- Hotel Clerk
- Sales Representative

Industrial field: (Cont'd)	Health Occupations Education Dental Assistant Medical Assistant Nursing Assistant Laboratory Assistant Dental Laboratory Assistant Veterinarian Assistant Physical Therapy Aide Home Economics Education Child Care Assistant Food Service Worker Day Care Center Assistant Housekeeping Aide Slipcover and drapery seamstress Assistant in home furnishing shop Trade and Industrial Education Auto Mechanic Machinist Carpenter Mason Fabric Maintenance Service Air-conditioning and refrigeration repairman Commercial Artist Draftsman
Essential features:	-Release from other school responsibilities for full-time work. -Provision for students in full-time work to obtain, expand and maintain skills applicable to students' career goals. -Provision for students in cooperative education program to lead to full-time position upon graduation. -Part-time positions career-oriented. -Use of flexible scheduling procedures by schools to promote maximum opportunities for part-time responsibilities (year round school, Saturday classes, evening classes, summer sessions). -Adequate supervision by teacher-coordinator for on-the-job experiences. -Compliance with state and federal wage and hour laws.
Anticipated benefits:	-Field experience is an alternative to 12th grade program for those students who complete graduation requirements in 11 years.

Anticipated benefits: (Cont'd)	-Increased knowledge of how business and industry operate. -Clarification of career interests. -Greater relevancy for school work as it is associated with field experience. -Is matched to a job by an occupational coordinator. -Has the advantage of the services of an advisory committee. -The employer receives an oriented student who wants to learn to work.

Programs with vocational intent (Model E) are to be operated in accordance with policies established by the State Board for Vocational Education.

Model F

Public Agency Internship

Length of time:	One grading period to a year (full day or portions thereof).
Location of activity:	Government agencies (all levels) Municipal/borough government County government State government Federal government
Kinds of duties:	Aides to elected public officials (mayors, commissioners, councilmen and legislators) Aides to technical personnel (city planners, data processing officers and engineers) Aides to enforcement/action officials (social workers, redevelopment officials, police and wildlife protection officials)
Essential features:	-Complete release from regular school classes for full-time assignments. -Careful placement procedures characterized by mutual agreement to conditions of internship. -Assignment to positions associated with agency officials with significant responsibilities. Avoidance of trivial, menial work as sole basis for assignment. -Clear cut lines of authority and real supervision by concerned official. -Periodic seminars with fellow students on internships led by school staff and public officials for the duration of the experience. -Awarding of academic credit with appropriate supervision by sending school. -Program designed to assure adequate provision for maintenance and improvement of basic academic skills of students.
Anticipated benefits:	-Increased knowledge of how government actually works. -Increased respect for complexity of problems facing public officials. -Opportunity to have a voice in governmental decision-making and operating procedures. -Greater knowledge and skill in specialized area of assignment e.g.,public health, police administration. -Development of basic academic skills (reading, writing, etc.) in conjunction with real life experiences.

VI. *Administrative Regulations Pertaining to Operating Education Field Experience Programs*

A. State procedures

School districts which desire to implement activities of the kind described in this program can take one of the three alternative courses of action listed below in order to comply with the State Board of Education Curriculum Regulations.

1. Planned course approach

   Develop courses for the new programs in accordance with provisions of paragraph 7-123 of the Curriculum Regulations. This procedure, utilizing the concept of the planned course. does not require preapproval of the Department of Education. School principals, in cooperation with appropriate teachers, must insure that the requirements for the planned course as outlined in paragraph 7-123 are followed. A copy of this planned course must be available for evaluation at any time by representatives of the Department.

   This approach is suggested when there is no problem or conflict in meeting basic curriculum regulations.

2. Curriculum exception approach

   Request permission to operate the program under provisions of paragraph 7-111 of the Curriculum Regulations.

   If, in the opinion of the school district officials, the program under consideration makes compliance with other aspects of the curriculum regulations difficult or impossible, permission to authorize such a program as a curriculum exception should be obtained *in advance* from the Department of Education following usual procedures for requesting exceptions to the Curriculum Regulations.

3. Experimental program approach

   Initiate an experimental program under the provisions of paragraph 7-112 of the Curriculum Regulations.

   This approach is for those programs which most significantly depart from traditional school practices.

   School districts should request pre-approval from the Department for authority to operate such experimental programs. Authority to continue such programs shall be granted on a year-by-year basis in conformity with the provisions of the Curriculum Regulations.

   Requests for authority to implement experimental programs of a general nature should be directed to the Bureau of Planning and Evaluation - Attention: Division of Evaluation. Authority to implement experimental programs which are specifically vocational in nature should be referred to the Bureau of Vocational Education.

B. School district administrative procedures

The following procedures are suggested as one possible approach to implementing a program of the type described in this paper. The procedures may differ from school district to school district. The specific procedures may be dependent upon organizational structure, financing available, community experiences available and school board concerns. However, each school district should view a program of this type as an intellectual challenge for students, teachers, administrators and the community. For this reason the concepts of communication and involvement should be paramount.

1. Plan the program carefully with involvement of parents, students, and community groups. Start modestly, perhaps using one class as an experiment. Later expand as circumstances warrant.

2. Obtain approval of the Board of Education.

3. Insure that participating faculty, students and other adults are fully informed of the terms and conditions of the new program. Provide adequate in-service programs for faculty.

4. Appoint a professional employe who possesses the competency to develop, operate and monitor such programs.

5. Evaluate the effectiveness of the program annually.

6. Report successes and failures to the Pennsylvania Department of Education for appropriate review of this program for purposes of possible revision in existing curriculum regulations.

APPENDIX

Additional Suggested Outside Activities

This additional list of activities is neither mandated nor all-encompassing. It is offered to provide examples of activities that might be used for alternative community-based educational field experiences outside of the traditional classroom setting. Certain of the activities are relevant to one subject area and are excellent examples of how a teacher might expand a specific discipline to make learning more relevant. Other activities on the list are somewhat more suggestive of overlapping, interdisciplinary instruction into seminar-type classes using a team approach and assigning credit to a student in one or more subjects simultaneously.

This list pertains to non-vocational general education programs.

A. Art

1. Painting of signs and drawing of posters.
2. Work on set design for the community theater.
3. Assist an interior decorator.
4. Plan and construct store window displays.
5. Student illustrator for newspaper-student section.
6. Apprenticeship with local artists or art school.
7. Assist teachers in rewriting programs of study, curricula for schools.
8. Work with elementary, secondary, adult art classes on art activities.

B. Communication skills

1. Work at a newspaper assigned to appropriate activities.
2. Provide tutorial service for children with learning difficulties.
3. Assist elderly and handicapped persons with correspondence activities.
4. Assist in speech writing for political aspirants.
5. Student assistant in a public library.
6. Work as a prompter or participant in community theater productions.
7. Assist historians, archivists, curators and naturalists.

C. Foreign languages

1. Provide tutorial service in a program designed for various age levels.
2. Assist at airports, taxi stands, bus and train stations and hospitals in translation activities.
3. Serve as interpreter for foreign visitors and exchange students.

D. Industrial arts

1. Intern in a local lumber company to understand the various aspects of the business.

2. Intern in a local foundry to determine all aspects of this type of employment.

3. Assist a professional carpenter in job tasks.

4. Obtain experience with municipal park commission to determine industrial arts skills needed to maintain community facilities such as parks and landmarks (bicycle paths, ice skating rinks, tennis courts, etc.).

5. Participate in an urban renewal project experience.

6. Assist historians, archivists, curators and naturalists.

7. Assist housing agencies or public safety departments in detecting and reporting health hazards and building code violations.

E. Mathematics

1. Learn navigation skills at flight training program.

2. Work as a surveryor's assistant.

3. Work as a cashier in a local store.

4. Provide statistical assistance to local organizations.

5. Work in bank-related activities.

6. Assist in calculating income tax returns.

7. Work as a community census taker.

8. Assist programers in local computer firms.

9. Participate in an urban renewal project experience.

F. Music education

1. Assist the conductor of a symphony orchestra.

2. Provide private instrumental instruction.

3. Write original compositons to be performed by local ensemble.

4. Be involved in a work study program in a recording studio or a local radio station.

5. Assist in local music houses to understand care and repair of all instruments.

6. Perform in a musical group, band or combo.

G. Physical education

1. Work as a student assistant at the YWCA and the YMCA.
2. Serve as a volunteer in church-sponsored physical education activities.
3. Serve as a playground assistant at local elementary schools.
4. Serve as a community or club student sports instructor.
5. Provide tutorial service for physically handicapped students.
6. Become an assistant to a physical therapist to assist in treating patients.

H. Science

1. Conduct research for scientists in a variety of laboratories.
2. Assist in hospital laboratories or nursing homes in performing activities such as blood typing or urinalysis.
3. Assist public health nurses.
4. Assist nurses on geriatrics wards or in nursing homes.
5. Become a student assistant to a taxidermist.
6. Work in a nursery, greenhouse or floral shop as part of a work/study program–paid.
7. Participate in an urban renewal project experience.
8. Participate in a conservation/ecology program.
9. Assist historians, archivists, curators and naturalists.
10. Assist in drug abuse prevention programs.

I. Social studies

1. Hold a student seat on the local governing council.
2. Be a student assistant to a court reporter.
3. Work on a candidate's political campaign as a volunteer.
4. Accompany and assist police department in performance of duty.
5. Serve as a page in county court.
6. Work for nonpartisan civic group e.g., League of Women Voters.
7. Serve as a student political reporter for local newspapers.
8. Participate in an urban renewal project experience.

9. Participate in a conservation/ecology program.

10. Serve as a detached street worker for a school district in slum areas.

11. Assist historian, archivists, curators and naturalists.

12. Assist housing agencies or public safety departments in detecting and reporting health hazards and building code violations.

13. Serve as student ombudsman in school district or city hall.

14. Assist in drug usage prevention program.

J. Special education

1. Perform work tasks in industry related to ability and interest in areas where future employment possibilities are feasible--paid.

2. Participate in a conservation/ecology program.

3. Camp experiences.