

Position Classification Standard for Museum Curator Series, GS-1015

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SERIES DEFINITION

This series includes all classes of positions the primary duties of which are to administer, supervise or perform professional work related to research, collections and exhibits in Federal museums, when such work is not classifiable in other professional, scientific, or historical series.

This standard supersedes and is to be substituted for the standard for the Museum Series, GS-0045, that was published in June 1949 under the code P-360-0.

GENERAL OCCUPATIONAL INFORMATION

The purposes of museums -- The concept of a museum as a place of scholarly study dates back to the ancients. The collection and preservation of Nature's curious objects or of Man's artifacts as a concept of museum function is of far more recent origin, developing, as modern public museums developed, in the 17th and 18th centuries.

The notion of a museum as a place to display collections of curios, artifacts, specimens or other interesting material is of quite modern origin, and more recent still is the idea of the public museum's responsibility to general education. Artistic display of selected items, rather than the amassing and display of large quantities of similar items, is in keeping with the modern trend. Disposal of surplus specimens to reduce a collection to manageable size is coming to the fore as a highly technical phase of museum curating.

It is helpful in understanding the wide variations in professional work done in museums to think of museums as "libraries of objects." Although there are important differences and the analogy should not be carried too far, certain institutional similarities between museums and libraries are worth mentioning in establishing a frame of reference broad enough to accommodate extremely divergent museum assignments.

Like libraries, museums can be large or small, generalized and multi-purposed, or specialized and technical. Like libraries, they service both scholars and laymen, provide both information and entertainment and -- in aggregate -- serve as repositories for society's knowledge. The wide variety of technique related to the care, restoration and preservation of objects, however, is peculiar to the museum. Moreover, unlike library science, the techniques of acquisition, cataloging, storing, and displaying objects, and the methods of museum management have not been standardized into formal disciplines and incorporated into formal college courses of training and education. On the other hand, procedures for these activities may be well established and standardized within a particular Government agency.

The functions of museums -- The four conceptual cornerstones of modern public museums -- research, collection, exhibits, and education -- forming an interdependent circle of responsibility, are inherent in all professional museum work. Any understanding of curatorial activities, therefore, must be founded on a clear understanding of these basic functions.

Research -- The research carried on in museums of the Federal Government varies greatly. For purposes of this discussion these activities may be grouped into three general categories identified as (a) scholarly research, (b) technical research, and (c) applied research.

"Scholarly" research is that study and investigation that contributes to the sum of Man's knowledge. In museums, this type of research is typically (though not necessarily) related to the collections of objects, artifacts or specimens that distinguish museums from other types of research institutions.

In some cases, the research effort is directed to the collection itself. Efforts to classify and document collection material, to establish or expand taxonomic systems for collected specimens or objects, or to fit new material into established systems, are examples of this type of research. Study of objects or series of objects to determine their relationships or their implications, and to discover their significance within the general field of knowledge is also representative.

In other instances, the collection material is used as one of the sources of data for research in a scientific or historical area of investigation; and, in still others, the expanding of the size and significance of the collection may be a corollary of scholarly research.

Depending on the nature of the field of study, scholarly research in museums may be done by scientists, by historians, or by curators. It is characterized by the use of accepted scholarly methodology and it frequently results in the publication of "learned" papers.

"Technical" research is the study and innovation necessary to the restoration and preservation of specimens, artifacts, or objects of the collection. These techniques differ from one type of collection to another, not only in kind but in the degree of standardization of method that has been established. Increased knowledge about aging characteristics of materials and developing technology in the applied sciences are offering greater opportunities for research and improvisation, and there is a growing sense of responsibility to our posterity for the validity of the artifacts from the past that are being preserved.

The need for technical research varies greatly. Some objects require very little care and in some instances the best preservation methods have long since been established. For many collections, however, problems of halting deterioration, of restoring and preserving valuable or rare objects represent a major consideration and involve difficult and imaginative research. Research of this kind, when it is significant, often results in the publication of technical articles, but often it is of such a pragmatic nature and of such limited interest that the results are simply put to work on the problem that inspired it.

"Applied" research, as here used, refers to all of the investigation, collection and arrangement of information necessary to support the educational and public service responsibilities of museums. Such research rarely adds to the store of information on the frontiers of Man's knowledge. Its basic function is the distribution of knowledge to many minds. It is the searching for and arranging of information that supports the labels and explanatory material that accompanies each museum exhibit; it is the digging for and synthesizing of facts that will answer a public inquiry

or identify an artifact or specimen; it is the locating and organization of data that is incorporated into popular publications, articles and pamphlets.

Such activities entail not only command of the sources of information and facility with the methods of orderly research, but ability to translate scientific language and concepts into clear and readable "layman" English.

"Site" museums -- those installations in the national parks, on military posts and in other locations where the museum serves as a "guidebook" to the area -- sometimes use the results of applied research performed by specialists who may be geographically and organizationally removed from the area.

Collections -- Professional duties and responsibilities related to museum collections include the planning necessary to establish, develop and/or expand a collection and the arrangements for its documentation and physical preservation.

Duties vary from museum to museum and from one type of collection to another, but the responsibility of planning a "balanced" collection that is meaningful as a source of information for scholars and laymen, and of providing machinery for its physical care is common to all curatorial assignments.

In some cases, efforts to add to collections involve public relations duties, including contacts with persons or organizations who can contribute items to the collections or arrange for such donations, gifts and bequests. In other cases, these expansion responsibilities involve field work -- the actual physical collection of artifacts or specimens from the field. When budgets include funds for the purchase of material for collections the responsibilities of the curator include such duties as locating and appraising the material, negotiating of purchase agreements and related activities.

The management of a large and/or rare collection requires arrangements and machinery for lending and borrowing material with other museums or collections, correspondence with other curators and collectors, and often, as indicated above, research and professional writing resulting from study of the collection itself.

Responsibilities for the preservation and storage of the collection involve knowledge of, research in, and planning of conservation techniques as well as the planning, establishment and maintenance of cataloging records and procedures, and of storage space and facilities.

Exhibits -- A museum exhibit represents a considerable investment in time, effort and money and, once established, is viewed as a semi-permanent installation. Assignments for developing new exhibits or for making major changes in existing ones (except in the case of certain specialized staff positions) are relatively infrequent. Typically, such assignments are of long duration, involving at least several months and often extending several years. Even though a professional museum position does not currently contain such an assignment, however, the responsibility for exhibits -- existing, planned or potential -- is inherent in professional museum

jobs. Minor changes to keep exhibits as current and effective as possible and recommendations and planning for major changes are universal responsibilities.

The planning, designing and/or development of museum exhibits involve orderly research, the use of collections, and the application of effective educational methods. This activity, however, in addition to being thus closely integrated with the other functions of professional museum work, also carries special and unique demands of its own.

Every museum exhibit is the result of a series of judgments: the selection of the "story" to be told, the determination of the most effective method to tell it, the choice of what part of the collection to illustrate it, the decisions on the use of available space and budget. In addition to a thorough knowledge of the subject matter the exhibit purports to explain, this activity requires artistic ability, language facility, a "flair for the dramatic" and other intangible qualities inherent in teaching situations.

Education. -- Professional duties and responsibilities related to the educational function of the museum may include, in addition to the planning, establishment and maintenance of exhibits, writing, lecturing and teaching assignments.

The more successful the museum is in terms of interesting the public the greater are the demands for educational services. Conditions vary from museum to museum, but a partial list of such facilities would include: guide and docent activities; libraries of published material, film strips and slides; the preparation, publication and distribution of popular articles and informative pamphlets; and programs for "traveling" exhibits.

OCCUPATIONAL PATTERNS IN MUSEUMS

In general, occupational patterns in museums follow the functional pattern -- research, collection, exhibit, and education. Thus, we find scientific occupations, positions of professional historians, positions related to collections, and occupations necessary to displays and public education, as well as managerial positions and a variety of nonprofessional supportive jobs.

This standard is intended to cover only those positions that include professional responsibility for all four of the functions of museums outlined above. Positions that contain incidental responsibilities for museum activities but that are primarily oriented toward other professional tasks such as those of a scientist or an historian are not included in this series. Positions that specialize exclusively in one or more museum functions but that do not carry responsibility for all four also may be classified more accurately in other series.

EXCLUSIONS

Specifically excluded from this series are the following:

1. Research scientist positions for which qualifications include academic training and professional experience within a recognized discipline of the biological or physical sciences. When such positions include the duties and responsibilities of museum curating, they should be allocated to the appropriate professional scientist series, and the grade level should be determined by cross-reference between the [Research Grade Evaluation Guide](#) and the grade level criteria contained in this standard.
2. Historian positions in which, although the duties may include responsibility for curating or managing museum collections, the responsibilities for historical research and presentation are dominant, grade-controlling, and require the qualifications of a professional historian. Such positions are more appropriately included in the [History Series, GS-0170](#). (See the discussion of the relationship between these occupations in the classification standards for the History Series.) Grade determinations for such positions should be made by cross-references between the grade level criteria contained in this standard and those in the History Series standard.
3. Positions for which qualifications include academic training and professional experience within a recognized discipline of the biological or physical sciences. Such positions, although they may include duties characteristic of this standard, should be allocated to an appropriate specialized series within the GS-0400 or GS-1200 job families. Grade levels should be determined by consideration of the criteria in this standard as well as those in the series determining standards.
4. Positions in which assignments related exclusively to the planning, design, construction, installation and operation of exhibits and to the planning, design and preparation of gallery space for exhibits, should be classified in the [Exhibits Specialist Series, GS-1010](#).

SPECIALIZATIONS

Two types of specializations are provided for this series, as follows:

1. *Museum Curator (appropriate specialization)* -- These specializations include positions that carry responsibility for the development and management of museum collections of objects or specimens, for the design and maintenance of public museum exhibits and for a variety of educational and public service functions related to museums, and that, in addition, involve an obligation for research in a subject area not normally included under other professional research series.

The subject-area designation following a Museum Curator title is most significant in terms of particular knowledges required. To facilitate selective personnel action in the

processes of recruitment, transfer and promotion, the following list of specialization titles is provided:

Museum Curator (Aeronautics) -- Covers the curating of aircraft, aircraft parts, and related material, tools, machines, objects and records related to the history and development of aeronautics and to the scientists, inventors, aviators and others who have made contributions to this field. Included in this category are collections of material related to space exploration, rocketry, etc.

Museum Curator (Art) -- Covers the curating of works of art and the study of individual artists, various schools of art and the tools and techniques employed in the production of works of art. Included in this broad category are the fine arts, decorative arts and both the fine and industrial graphic arts.

Museum Curator (Medicine) -- Covers the curating of collections of pathological specimens and other tissue specimens as well as of objects, records and other material related to the science and history of medicine and to the physicians and scientists who have contributed to the development of modern medical knowledge. Included in this broad category are dentistry, optometry, surgery and all other branches of the healing arts.

Museum Curator (Numismatics) -- Covers the curating of coins, tokens, medals, paper money, and objects closely resembling them in form or purpose as well as the records, objects and other material related to such collections. Included in this category are studies of the development and history of money.

Museum Curator (Philately) -- Covers the curating of postage stamps, stamped envelopes and related objects and material. Included in this category are studies of postal history.

Museum Curator (Science and Technology) -- Covers the curating of records, objects and materials related to technological and scientific advances and to the inventors and scientists who have made outstanding contributions to progress. Included in this category are mechanical engineering, electronics, transportation, textiles, manufacturing of all kinds, photography, and many other fields.

Museum Curator. -- Covers the curating of records, objects or specimens and materials related to the subject matter of a museum for which no specific specialization is provided. For such positions special certification provisions and procedures may be applied.

2. *Staff Curator (appropriate specialization)* -- These specializations include positions located at organizational levels above those where collections are maintained, i.e., at the regional or central office of the organization. They fall into two general assignment patterns and since these differing assignments require different knowledges and abilities, separate assignment designations following the Staff Curator title are provided to

facilitate personnel action in the process of recruitment, transfer and promotion. Specific specializations are as follows:

Staff Curator (Museum Management) -- The primary duties and responsibilities of positions in this assignment pattern relate to providing technical and professional assistance to employees at lower echelons of the agency in the development, care, and use of museum collections, and in the related fields of museum development and operation. Incumbents arrange exchange of specimens, inspect museum record-keeping operations, develop specifications for the space, facilities, and equipment needed for preservation of collections, promote research by providing current information to universities, museums and specialists regarding content of collections and recognized research needs. They collaborate with museum curators in obtaining needed specimens, develop technical manuals and other instructional material, and perform similar staff functions related to museum curatorial and managerial work, but not involving continuous custody of collections.

Staff Curator (Museum Design) -- The primary duties and responsibilities of positions in this assignment pattern relate to the development of designs and plans for new museums. As a member of a planning team that includes an Exhibits Specialist, GS-1010, incumbents in one of these positions digests and evaluates the story to be told through museum exhibits, and forms it into logical effective units for visual presentation by means of exhibits. They select the specimens needed to tell the story. Then, working closely with the Exhibits Specialist, they draft the specifications and compose the label copy. The work demands a high order of sustained creativity. These positions require the intellectual skills and background knowledge necessary for individuals to understand the greatly varied subject matter that museums interpret, to evaluate its significance and to determine its accuracy, and an unusual amount of imagination and originality in order to give the subject matter effective visual form.

ORGANIZATION OF THE STANDARD

Staff curator positions are found only in the National Park Service. Because of the small number of positions in this specialization, no grade level criteria are provided for the evaluation of these positions in this standard. (See the [Introduction to the Position Classification Standards](#).)

For museum curator positions, the first level of independent professional responsibility is GS-11. Grade determinations for such positions are to be made by use of the job evaluation system provided below. For museum curator positions that do not carry such independent professional responsibility, narrative type criteria are provided.

Part I of the Grade Determination Section, below, provides criteria for evaluating positions in grades GS-5, 7 and 9.

Part II contains the point evaluation system that is to be used for positions at grades GS-11 and above.

GRADE DETERMINATION

PART I

Grade level criteria for museum curator positions that do not involve independent professional responsibility.

MUSEUM CURATOR, GS-1015-05

This is the basic trainee level. Work assignments are selected to provide orientation and training in the operation of the museum and in the sources and methodology of the research. The supervisor or a higher-level professional worker provides specific and detailed guidance in and review of the aspects of the work. Many of the individual duties may be similar to those done by technicians and other nonprofessional museum workers, and the distinguishing characteristic of assignments for museum curator positions at this level is variety in a pattern of work experience designed to provide training and to develop skills relative to the full scope of the museum function.

Curatorial assignments typically include tasks related to the routine procedures of managing the collection: the accessioning, labeling, recording and storing, packing or otherwise handling of collection material; the routine methods of restoration and preservation of objects or specimens. Also typical are such tasks as writing simple correspondence; simple housekeeping duties in maintenance of established exhibits; and routine filing and record keeping in libraries of pamphlets, films, slides and other material maintained for the information of the public.

Research duties typically include preparation of bibliographies, searching records for specific information, collecting and tabulating data from a variety of indicated sources, abstracting or summarizing information from source material or drafting factual answers to specific questions.

MUSEUM CURATOR, GS-1015-07

This is the advanced trainee level. Incumbents, who have become proficient in the tasks related to the routine operation of the museum and to the sources and methods of research of the museum, are given additional assignments selected to provide a broadening and deepening experience and to develop qualities of discrimination, initiative and judgment.

Such assignments are accompanied by a detailed discussion of the purpose and scope of the work and any anticipated problems. The incumbents select sources, plan approach and outlines proposed methods. They then review and discuss these plans in detail with supervisor and receives approval and necessary instructions before proceeding. Each step of the work receives this detailed supervisory examination and final results are examined and evaluated carefully.

Individual assignments in both the curatorial and research areas of the position will be of a kind with those done by fully trained and competent professional workers in the field. The difference is that at this level assignments are small in scope and of short duration; they are assigned one at a time and in a specific training pattern; and each step and detail of the work is subject to close supervisory scrutiny. Incumbent's responsibility is limited to completion of each assignment and to acquiring the additional knowledge and maturity that such experiences offer.

MUSEUM CURATOR, GS-1015-09

Two types of assignment patterns characterize this level of museum curator positions. The first is that of a professional assistant. Organizational titles sometimes designate such assignments as "Assistant Curator" or "Research Assistant." Typically, such positions are found in large museums or in large and complex organizational segments of museum institutions where the volume of the work and the variety of the operation necessitate the use of a professional staff under the direction of a responsible museum executive.

The duties and technical demands of such positions, the methodology used and the requirements for knowledge, initiative, imagination and judgment are of a professional level. The factor that distinguishes such assignments from the work done at the GS-11 level is primarily the nature and extent of supervisory controls. Incumbents of these positions are responsible for the quality and quantity of their own work within established policy, procedures and protocols or according to specific instructions, but are not accountable for the effective operation of the museum or for the planning, methodology, documentation, and orderly completion of scholarly research.

The other type of assignment characteristic of this level is that of a curator in charge of a very small, localized museum. In this situation, the position may be both physically and organizationally removed from immediate and direct supervision, and the incumbent's authority to act may be limited only by the general policies and procedures of the agency.

In this type of assignment, the factors that distinguish the work from that done at the GS-11 level are the type, nature and variety of the duties performed. The following conditions are typical:

1. Research assignments are rare and never involve the requisite degree of professional independence typical of GS-11.
2. The museum collection is both small and stable, and typically no expansion or development is required. Problems related to the care and protection of collection material are covered by procedures.
3. Duties related to exhibits are normally confined to maintenance and housekeeping functions.
4. Inquiries and correspondence from the public are usually nontechnical in nature. Authoritative answers on identification or authentication of collection items are not required.

PART II

Job evaluation method for use in grade determination for museum curator positions that involve independent professional responsibility.

Each of the basic functions to be measured in these positions may vary widely on a continuum. These variations are reflected on the scales provided in the Evaluation Chart, below.

To serve as "benchmarks" in applying the evaluation scales for each function to a particular position, the scales are divided into five equidistant degrees, designated as A, B, C, D and E. Definitions are provided for only three of the designated degrees, A, C and E, because of the difficulties of finding language precise enough to express these differentials. However, degrees B and D are integral parts of the plan and are to be used when a function is determined to fall between the defined degrees.

The position of the degrees on each scale approximates the relative value of each degree. That is, Degree A represents approximately the lowest level of full professional responsibility, Degree E, the highest, and Degree C the mid-point in the continuum. No effort should be made to equate the point values for each degree to these relationships. The point values are designed in a geometric progression in order that the most important function in any given position shall be grade-controlling.

How to use the evaluation scales -- Each position should be measured separately on each of the two evaluation scales, below. Determination of the proper degree should be made by reading degree definitions and selecting the one that most nearly describes the conditions, assignments and responsibilities of the position. Although the use of half degrees (such as half way between B and C with a point value of 30) is not precluded, it is doubted that effort at such exact determinations is valid. When the appropriate degree for each function has been established the sum of point values for the selected degrees may be converted to grade by reference to the conversion table at the end of the standard.

EVALUATION SCALES

Level A = 10 points
Level B = 20 points
Level C = 40 points
Level D = 80 points
Level E = 160 points

Factor I: The Research Function

Level A

Research assignments at this level are usually projects of limited scope with readily definable objectives. They may be small independent studies, or they may represent a segment of a large structure of related investigations, but in either case they are expected to result in a publishable addition to the body of knowledge related to the field of inquiry, or to a comparable contribution to the development of new or recognizably improved technique for the preservation or restoration of valuable and/or rare collection material.

Typically, the project, as assigned by a supervisor, includes general instructions as to scope and objectives, and direction and guidance in the problem definition and planning stages. However, researchers receiving such assignments are expected to be fully independent professionals and to assume responsibility for the thoroughness and adequacy of the planning and for the scholarly completion of the work with only occasional technical reference to the supervisor or consultation with senior staff members.

Research at this level usually builds on a foundation of earlier scholarship that developed basic theory and principles. For example, the existing taxonomic system may be fairly well established and universally accepted or related historical developments, may be well documented and understood.

Level C

Research projects undertaken at this level characteristically involve a systematic research attack on a problem area of considerable scope. Such problem areas usually must be approached through a series of complete and conceptually related studies and typically result in a series of publishable contributions, or in a single major publication, that may be definitive of a specific topic area.

Typically, researchers at this level work with substantial freedom within the area of their primary interest in identifying, defining and selecting specific problems for study and determining the most fruitful investigations and approaches to the problem area. As mature professional scholars

they are expected to conduct and complete research projects with little more than occasional professional consultation with colleagues and administrative guidance from supervisors. Scholarship at this level frequently involves the formulation of new principles or major adjustments in existing concepts. For example, a major expansion or a fundamental refinement in an important taxonomic system or the documentation and interpretation of a previously unrecorded historical development of major significance would be typical. Such work requires a high degree of originality -- from the initial difficulty in defining a complex area of study to the final understanding, interpreting and relating the significance of results to other research findings. Typically, incumbents of positions at this level are substantial contributors to their particular fields of scholarship.

Level E

At this level the research situation constitutes a continuing career-long pattern of investigation and/or development in which major research projects are planned as sequential steps in a long-range development of a body of thought. The scope and significance of the pattern of studies made over a period of years is far more significant than the nature or complexity of any single project.

Sometimes such major works are undertaken within the framework of an initial intellectual concept, and the broad plan is blocked out, at least within the mind of the researcher, very early in the process. In other cases, however, the implications and broad potentials of the work are but dimly perceived at the outset. In such instances, as each study suggests new questions and each project opens up new areas of inquiry, the developing body of thought may be comprehensive and extensive before the researcher is able to define an encompassing theory or concept.

Works of such scope require scholarship of a very high order, and incumbents of positions involving research of this scope is inevitably a scholar of considerable prestige and authority within their field. Typically, they have authored one or more of the major definitive reference sources in their field, or a number of important contributions that cumulatively have had the same impact; they are sought out by their colleagues both in and out of the museum for consultation; they are invited to address distinguished professional organizations; and they have received recognition in the literature of their field as an authoritative source. Typically, also, they work under general administrative supervision that is limited to budgetary approval and broad agency policy.

Factor II: The Curatorial Function

Level A

At this level curatorial assignments are restricted both by size and complexity, and responsibility is limited either by procedural and organizational factors or by the availability of direct supervision. The following conditions are typical of curatorial work at this level:

Collections

The collection is relatively stable, and there is only a limited need for effort to expand or develop it; or responsibility for such effort is limited to the most routinized activities or done under close supervision. Problems related to the lending and borrowing of collection material are either not difficult or else these activities are routinized by procedure and practice.

Identification and authentication of collection items are usually dependent upon available precedent and obscure determinations or controversial judgments are normally subject to supervisory or higher professional approval.

Exhibits

Planning and design functions are limited to background research and suggestions. More demanding duties are typically performed under immediate supervision and are subject to review and approval.

Development of exhibits scripts and documentation is characteristic of this level.

Public Service

Lecturing duties in the nature of docent activities within the museum exhibit areas and talks in connection with film showings are typical of this level, as are routine correspondence and arrangements for providing available informational material.

Level C

At this level curatorial assignments are characterized by long-range and often complex museum programs and responsibility for important museum installations or organizational segments, with considerable latitude for administrative action and broad professional authority. The following conditions are typical of curatorial work at this level:

Collections

There is a continuing responsibility for the development and maintenance of a "balanced" collection. This may involve concerted efforts of expansion, requiring knowledge, professional judgments and imagination in selectivity and location of sources, and sometimes, demanding

public relations skills; or it may demand considerable knowledge, taste and judgment in problems of selective disposal of collection material.

Frequent use of the collection by scholars involve an active program of exchange of objects, ideas and information with other museums or collections.

Problems of identification and authentication of collection material are encountered regularly, and sometimes require authoritative determinations on very obscure or unusual specimens or objects.

Exhibits

Responsibility for the development of over-all exhibit plans and for review and technical approval of exhibit designs is limited only by administrative controls such as time schedules and budgets, and by agency policy.

The development of exhibit plans and the attendant research and documentation, and the provision of technical consultation during exhibit construction are typical of this level.

Public Service

Public service and education assignments at this level may include extensive and/or demanding correspondence, a heavy lecturing program, administration of elaborate facilities for slides, film strips, and other visual aid materials, preparation of popular articles and informational pamphlets, conduct of formal class instruction of children or adults, or similar duties.

Level E

At this level curatorial assignments involve major responsibility for a large and varied museum facility or for an important organizational segment of a very large institution. The following conditions are typical of curatorial work at this level:

Collections

The management of extremely large or varied collections or a complex of several collections requires the development, establishment and administration of operating policy, long-range planning for the expansion, improvement, use and security of collections of great monetary, scientific or historic significance.

Exhibits

The planning and development of basic policy with regard to the exhibit areas of a large and important museum or major segment of a very large institution involves development of budgets, decisions on the allocation of space, time, manpower, and other resources, approval of initial plans and final designs for such major exhibits, and responsibility for the effectiveness, timeliness, and maintenance of exhibit areas assigned.

Public Service

Responsibility for policy decisions regarding the allocation of funds and other resources to the function of public education and service, for reviewing and approving plans designed to implement these decisions, and for insuring that the plans are carried out and the program established and maintained in effective operation is characteristic of the assignments at this level.

GRADE CONVERSION TABLE

GS Grade	Point Range
11	10-20
12	30-40
13	50-70
14	90-160
15	170-320