

Cultural Directory

II

FEDERAL FUNDS
AND SERVICES
FOR THE ARTS AND
HUMANITIES





**Federal Council
on the Arts
and the Humanities**

The Federal Council on the Arts and the Humanities was established by Congress in 1965 by the legislation that created the Arts and Humanities Endowments. The Federal Council includes the heads of federal agencies that have culturally related programs, and two congressional representatives. The purpose of the Federal Council is to promote coordination among federal programs in the arts and the humanities and to provide a forum for the exchange of ideas.

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Cultural Directory II

FEDERAL FUNDS
AND SERVICES
FOR THE ARTS AND
HUMANITIES

FEDERAL COUNCIL ON THE ARTS
AND THE HUMANITIES

Linda C. Coe
Rebecca Denney
Anne Rogers

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THE VICE PRESIDENT'S HOUSE
WASHINGTON, D.C. 20501

Dear Friends:

In studying federal support of cultural activities, I thought I needed to look no further than the National Endowment for the Arts, the National Endowment for the Humanities, and those magnificent museums on the Mall in Washington. How wrong I was! I discovered that our federal government assists cultural activities in hundreds of ways. This Cultural Directory can be your shortcut to the same discovery.

You will find described in these pages programs of the Appalachian Regional Commission, the International Communication Agency, the Departments of Agriculture, Commerce, Labor, Transportation -- even the Defense Department -- and many, many others. It is not their job to support culture; but they recognize that cultural resources can help them get their jobs done.

We on the Federal Council on the Arts and the Humanities hope that this Cultural Directory will be useful to all of you who care about America's cultural life.

Sincerely,

Honorary Chairperson
Federal Council on the
Arts and the Humanities

Acknowledgments

This volume is a completely revised edition of a book published nearly five years ago by the Federal Council on the Arts and the Humanities, in cooperation with the American Council for the Arts (formerly Associated Councils of the Arts). It is a sign of the maturation of federal cultural resources that *Cultural Directory II* is much expanded and covers humanities as well as arts assistance.

The Federal Council, under the leadership of Joseph Duffey, Chairman of the National Endowment for the Humanities, was extremely fortunate to have engaged the services of Linda Coe to direct the research and writing of this book. She authored the earlier edition as well and brought to this project not only her experience, but a keen sensitivity to the nuances of evolving government cultural programs and the needs of the American cultural community. Rebecca Denney and Anne Rogers carried out their research and writing with zeal and perseverance, tracking down hundreds of leads to federal resources. They have produced clear and succinct descriptions of the many kinds of support federal programs can provide for cultural endeavors. The editor, Barbara Ryan, the staff of Editorial Associates, and typist Susanne Sellars helped turn reams of paper into coherent manuscript.

The staff of *Cultural Directory II* could not have done its job, however, without the cooperation of employees in dozens of federal agencies who furnished the information about their programs. We are most grateful for their assistance.

Three Federal Council member agencies joined in underwriting the year-long research and drafting that went into this book, the National Endowment for the Arts, National Endowment for the Humanities, and U.S. Office of Education. These agencies gave administrative as well as financial support. The Humanities Endowment also provided those most precious of Washington commodities—office space and telephones. A fourth Federal Council member granted the good offices of its highly regarded publishing arm, the Smithsonian Institution Press.

We hope that readers, both inside and outside of government, will find *Cultural Directory II* informative and easy to use. We welcome readers' comments and suggestions for future editions.

Peter Kyros
Deputy Chairman
Federal Council on the Arts and the Humanities
June 1979

How to Use This Book

Cultural Directory II is an updated edition of the original guide published in 1975. The *Directory* has been expanded to include descriptions of federal government support for the humanities as well as the arts. More than 300 federal programs, activities, and resources described in this book offer various types of assistance to individuals, institutions, and organizations. Some give financial aid in the form of grants, loans, contracts, or stipends; others offer employment opportunities; still others provide services such as information, technical assistance, managerial counseling, traveling exhibits, reference collections and services, statistical data, and training opportunities.

Scope of the Book

Many of the programs described are directly oriented toward assisting cultural activities, such as programs of the National Endowment for the Arts and the National Endowment for the Humanities. Other programs, however, can provide assistance to cultural projects only under certain conditions. For example, the Department of Commerce's Economic Development Administration might support the restoration of a historic site or the construction of a cultural heritage museum only if certain economic criteria were met. As you will see from the examples given in the text, many programs seemingly unrelated to the arts and humanities are in fact potential sources of assistance for cultural activities.

The *Directory* includes federal programs that support the study of any of the humanities disciplines; resource collections or facilities essential to humanistic pursuits; communication of the humanities to a wider constituency; and the study of any issue, problem, or discipline from the perspective of humanistic thought. The humanities are defined to include the following disciplines: archeology, comparative religion, history, jurisprudence, language (modern and classical), linguistics, literature, philosophy, and aspects of the social sciences, as well as the history, theory, and criticism of the arts.

The arts programs described include those that support the creation, exhibition, or purchase of artworks, and training in, or study or performance of, the arts. The arts are defined to include all aspects of the visual and performing arts, including both traditional and contemporary art forms; architecture and design; crafts and folk art; photography and filmmaking; and radio and television.

The constituency served by federal arts and humanities programs is largely a shared one, with different needs being met by different agencies. Libraries, museums, educational institutions, the mass media, and cultural service organizations as well as individuals may benefit from these programs.

Organization of the Book

The main body of the *Directory* describes the programs, activities, or resources of 38 federal and quasi-federal agencies and organizations. Entries are listed alphabetically by agency and are numbered sequentially.

Cross references and the index cite these numbers rather than page numbers. When several entries are grouped under a particular administrative division, they appear at the end of the agency's section in alphabetical order.

The index is the key to using this book most effectively; it is intended to direct you through the labyrinth of federal programs to the most relevant and promising kinds of assistance available. Subjects are classified according to art form or discipline, such as "dance," "historic preservation," "linguistics," and "literature," and also by type of user, such as "libraries," "museums," "Native Americans," and "teachers." A note at the beginning of the index contains hints on its use and a list of government acronyms.

Program Information

This guide does not attempt to provide definitive information on every program entry, but rather seeks to alert you to the availability of potential sources of federal assistance for cultural activities. Because government programs change frequently, you should always contact the federal agency administering a particular program for current information and detailed application guidelines.

The following informational items are given (where data are available) for all entries:

What/For Whom: Brief identification of type of assistance offered, whether funds or services, and identification of the individuals or organizations eligible to receive the assistance.

Description: The purpose and scope of a program as well as details on eligibility requirements and on type of financial or nonmonetary assistance.

Example: Specific examples of how a program has assisted cultural activities. To the extent possible, the most recent data on number of applicants, awards made, and amount of money appropriated by Congress for a program have been included. Dates given for funding statistics are for the government fiscal year (which begins on October 1 of the preceding year) unless otherwise indicated.

Comment: Any additional considerations such as the legislative future of the program, or the agency's past funding priorities.

Contact for Information: The office(s) to which inquiries should be directed. Most large federal agencies have regional, state, or local offices (listed in the telephone directory under "United States Government"), which should be contacted before contacting the Washington office for further information on programs. Selected state and regional offices are listed in the appendices.

All of the programs and resources described in this guide have the potential for assisting arts or humanities activities. The challenge to you, the reader, is to be creative in exploring how to utilize this potential.

Linda C. Coe
Director, Cultural Directory Project

Applying for Government Assistance

Readers inexperienced in applying for assistance from federal agencies may find the following suggestions helpful. It should be remembered that these are general suggestions which may not apply in every case. Always check with the agency sponsoring a particular grant program for specific guidelines and requirements.

Sources of Information on Government Programs

The first step in obtaining a grant from the government is to find out what potential assistance programs exist.

A most useful and informative source is the *Catalog of Federal Domestic Assistance* (see no. 232), a "comprehensive listing and description of federal programs and activities which provide assistance or benefits to the American public." Published each summer by the Office of Management and Budget and updated each winter, the *Catalog* may be purchased from the Superintendent of Documents, Government Printing Office, Washington, DC 20402, or from a Federal Bookstore, located in federal office buildings in most major cities (see Appendix G). The Office of Management and Budget also maintains FAPRS, a computerized information retrieval system keyed to the *Catalog*, which is accessible through county extension agents and state and local government agencies. FAPRS provides information to the public about potential sources of government assistance for a wide range of activities, including cultural and educational projects (see no. 232).

The Monthly Catalog of U.S. Government Publications (available on a subscription basis) and *Selected U.S. Government Publications*, a free biweekly list, contain comprehensive listings of popular or newly issued publications available from the Government Printing Office. Other informative government periodicals include the *Federal Register* (see no. 167) and the *Commerce Business Daily* (see no. 25). These and other government publications are available through most major public libraries and all federal depository libraries nationwide (see no. 172), or may be purchased at Federal Bookstores (see Appendix G).

Federal Information Centers (see no. 158), operating in 38 major metropolitan areas with additional cities connected by toll-free telephone lines, provide information on various aspects of the federal government including funding programs and services. You may visit, phone, or write these centers, which are listed in Appendix F. For information on current or planned grant programs for which announcements and guidelines have not yet been published, contact the particular federal agency's Public Affairs, Public Information, or Legislative Affairs Office.

What You Should Know Before Applying for a Grant

It frequently takes government agencies from six months to a year to notify applicants of grant award decisions. Consequently, potential applicants must plan far ahead in terms of proposal development and long-range budget projections.

Each agency has and will provide its own regulations or

guidelines specifying who may apply for a grant and how. Guidelines list specific and important details such as eligibility requirements, application deadlines (the dates by which applications must be submitted to be eligible for consideration), requirements regarding official authorizing signatures and a list of materials to be submitted with an application. Interested applicants should study eligibility requirements carefully to determine whether they are eligible to apply for assistance and should pay particular attention to rules on an applicant organization's tax status.

In addition, an agency will often supply general information that indicates its focus or preferences in funding proposals. A list of previous grant recipients (including names, addresses, and brief descriptions of projects) is often available from agencies. An agency's annual report may also indicate the agency's focus in programming. Studying the legislation that created a program may add to your understanding of an agency's funding priorities. A free copy of a particular law may be obtained by contacting your congressional representative or by writing the Senate or House Documents Office, U.S. Capitol, Washington, DC 20510 (include title and public law number if possible).

Usually it is a good idea to discuss your project ideas with an agency staff member *before* writing your proposal. Most agencies will tell you in general terms what they will and will not fund and will suggest how you might modify your proposal to meet their guidelines. It is usually preferable to contact the local, regional, or area office of an agency *before* contacting the Washington headquarters office; often these local or regional offices make funding decisions and are familiar with specific funding priorities you should know about. The addresses of selected federal, regional, and state offices are listed in appendices at the end of the book.

Elements of a Well-Written Proposal

Most federal agencies require applicants to use a printed application form when submitting proposals. Application form instructions should be followed *precisely*—failure to do so often results in the agency's ignoring a proposal or taking longer to process it.

The title of your proposal should be short, precise, and easily understandable; proposal language should be clear and concise. It is often helpful to have someone not involved with the project read the proposal in draft form before you submit it. Usually it is best not to include any supplementary information unless it is specifically requested in the instructions or guidelines. When requested, such information should be kept to a minimum for processing efficiency. Above all, a proposal should be legible; a typewritten or neatly printed application is preferable.

A well-written proposal should tell readers what a project's directors will do, why they are qualified to do it, and how they will go about doing it. A proposal should outline the qualifications of project staff. It helps to present evidence that one has a track record of success or that "informed"

persons, ideally persons known and respected by the grant-giving agency, think you can do the job well.

A proposal must include a detailed budget showing all project expenditures broken down into appropriate categories, such as salaries, office supplies, and travel expenses. An applicant should read the program's guidelines carefully to see which expenses are allowable and which are not. Clarify the meaning of terms such as in-kind or indirect costs with the agency or an accountant before filling out the application. The achievement of proposed program objectives will depend, in large part, on a sound, realistic budget. In all cases, follow the guidelines provided by the agency.

Responsibilities of Grantees to the Government

To be eligible for government funds, occasionally an applicant must be able to "match" the grant in some way, that is, put up a certain percentage of funds, often from nonfederal sources or in-kind contributions, to match the federal grant. Sometimes this requirement demands broader participation than just that of the federal government in support of a project. Always check on any matching or in-kind contributions an agency may require.

When the government gives taxpayers' money to a project, it expects some explanation as to how the funds were used and what was accomplished with the support of grant funds. Generally, federal agencies require grantees to submit periodic descriptive and fiscal reports during the course of grant activity and, upon completion of the project, final reports showing how funds were spent and the accomplishments of the grant. Government agencies usually request that an acknowledgment of their financial assistance be made on, for example, published material, announcements, exhibits, and films. Most important, read carefully all material provided by the funding agency, including the grant letter, and follow instructions rigorously.

What to Do If an Application Is Rejected

Some, though not all, federal programs have an appeals process for applicants whose requests for funding have been denied. The process differs even within divisions of federal departments and is often quite complex. Most federal agencies will be glad to discuss reasons for rejection and ways to improve chances of future funding. The reasons for rejection may have nothing to do with the intrinsic quality or merit of the proposal but pertain to other considerations—that federal funding is limited or that a proposed project is outside an agency's purview. Competition for most federal grants is very keen, and there is no harm in reapplying for a grant. In fact, perseverance is the name of the game.

Linda C. Coe

Funds and Services

List of Programs by Agency

ACTION

- 1/ Older American Volunteer Programs
 - Foster Grandparent Program
 - Retired Senior Volunteer Program
 - Senior Companion Program
 - 2/ Peace Corps
 - 3/ Technical Assistance and Information
 - Former Volunteer Project
 - National Center for Service-Learning
-

Advisory Commission on Intergovernmental Relations

- 4/ Intergovernmental Research
-

Advisory Council on Historic Preservation

- 5/ Historic Preservation Activities
 - 6/ International Centre Committee
-

Appalachian Regional Commission

- 7/ Commission Funds
 - Project Grants
 - Supplemental Grants
-

Architect of the Capitol

- 8/ Art and Reference Library
-

Community Services Administration

- 9/ Community Action Assistance
 - Community Action Grants
 - Senior Opportunities and Services (SOS)
 - Summer Youth Recreation Program
 - 10/ Economic Development
-

Corporation for Public Broadcasting

- 11/ Information and Services
 - Clearinghouse on Public Participation
 - Office of Communication Research
 - Office of Educational Activities
 - Office of Engineering Research
- 12/ Radio Activities
 - Radio Community Service Grants
 - Radio Expansion Grant Project
 - Radio Services

-
- 13/ Television Activities
 - Television Community Service Grants
 - Television Programming Assistance
 - Television Services

- 14/ Training and Development
 - In-Service Training Grants
 - Minority Training Grants
 - Women's Training Grants

Department of Agriculture

- 15/ Agricultural History Program Area
- 16/ Cooperative Research
- 17/ Craft Development Program
- 18/ Farmers Home Administration Loan Programs
 - Business and Industrial Development Loans
 - Community Facility Loans
 - Youth Project Loans
- 19/ Forest Service History Program
- 20/ Forest Service Interpretive Program
- 21/ Forest Service Youth Conservation Corps
- 22/ National Agricultural Library
- 23/ Photography Division
- 24/ State Cooperative Extension Service
 - Community Resource Development
 - 4-H Youth Program
 - Home Economics

Department of Commerce

- 25/ Introduction
- 26/ Bureau of the Census Services
- 27/ Industry and Trade Administration Data
- 28/ National Bureau of Standards Services
- 29/ Office of Minority Business Enterprise
- 30/ Public Telecommunications Facilities Program
 - Planning Grants
 - Equipment Grants
- 31/ Regional Commissions
 - Demonstration Grants
 - Supplemental Grants
 - Technical Assistance Grants
- 32/ United States Travel Service
 - Economic Development Administration*
- 33/ Business Development Loans
- 34/ Planning Assistance
- 35/ Public Works Program
 - Grants for Public Works and Development Facilities
 - Public Works Impact Program
 - Supplemental Grants
- 36/ Special Economic Development/Adjustment Assistance
- 37/ Technical Assistance Grants

National Oceanic and Atmospheric Administration

- 38/ Coastal Program Grants
 - Planning Grants
 - Administrative Grants
- 39/ Estuarine and Marine Sanctuaries
- 40/ Sea Grants

Department of Defense

- 41/ Art Collections/Traveling Exhibits
- 42/ Art Programs
- 43/ Bands and Choruses
- 44/ Fellowships and Visiting Professorships
- 45/ Museums: Exhibits/Loans
- 46/ Professional Entertainment Program
- 47/ Recreation Programs
- 48/ Research Facilities/Internships
- 49/ Surplus Personal Property Sales

Department of Energy

- 50/ Appropriate Technology Small Grants Program
- 51/ Education, Business, and Labor Affairs
 - Faculty Development Projects in Energy Education
 - Public Energy Education
 - Used Equipment Grants
- 52/ Energy Conservation Program (Title III)
 - Preliminary Energy Audits
 - Energy Audits
 - Technical Assistance
 - Energy Conservation Measures
- 53/ Energy Extension Service
- 54/ Historian's Office
- 55/ Information Sources
 - Citizens' Workshops
 - Exhibits Branch
 - National Energy Information Center
 - Speakers Bureau
 - Technical Information Center
- 56/ Solar Heating and Cooling Demonstration Program

Department of Health, Education, and Welfare

- 57/ Introduction
- 58/ Administration on Aging
- 59/ Architectural and Transportation Barriers Compliance Board
- 60/ HEW Fellows Program
- 61/ National Institute for Occupational Safety and Health
- 62/ Rehabilitation Services Administration Special Projects
- 63/ Social Services Programs (Title XX)

-
- 64/** Surplus Real Property Transfers
Education Division
- 65/** Introduction
- 66/** American Indian Education
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- 67/** Arts Education Program
- 68/** Bilingual Education Programs
Basic Program
Support Services
Training Program
- 69/** Bureau of Education for the Handicapped Programs
Division of Assistance to States
Division of Innovation and Development
Division of Media Services
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- 70/** Career Education Incentive Programs
State Allotment Program
Model Program
Postsecondary Demonstration Program
- 71/** Citizen Education for Cultural Understanding Program
- 72/** Community Education Program
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Grants to Other Organizations
State Grants
Training Grants
- 73/** Community Service and Continuing Education Program
- 74/** Cooperative Education Program
- 75/** Educational Information Centers
- 76/** Educational Resources Information Center (ERIC)
- 77/** Elementary and Secondary Education Programs (Title IV)
Instructional Materials and School Library Resources (Part B)
Improvement in Local Educational Practice (Part C)
- 78/** Emergency School Aid Act Programs (ESAA)
Basic Program
Educational Television and Radio
Magnet Schools
Nonprofit Organizations
Special Arts Projects
- 79/** Environmental Education Program
General Projects
Minigrants
- 80/** Ethnic Heritage Studies Program
- 81/** Foreign Curriculum Consultants Program
- 82/** Foreign Language and Area Studies Programs
Fellowships Program
Research Program
- 83/** Fulbright-Hays Research Abroad Programs
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Faculty Research Program
- 84/** Fund for the Improvement of Postsecondary Education
- 85/** Gifted and Talented Program
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- 86/** Graduate and Professional Opportunities Program
- 87/** Group Projects Abroad Program
- 88/** Institute of Museum Services
- 89/** International Studies Programs
Graduate and Undergraduate Programs
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Services
- 90/** Library Grants for Higher Education
College Library Resources
Library Research and Demonstration
Library Training
Strengthening Major Research Libraries
- 91/** Library Services and Construction Programs
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Title II: Construction
Title III: Interlibrary Cooperation
Title IV: Older Readers Services
- 92/** National Center for Education Statistics
- 93/** National Committee—Arts for the Handicapped
Model Site Program
Special Projects
Training
Very Special Arts Festivals
- 94/** National Diffusion Network
- 95/** National Institute of Education
- 96/** Public Service Education Program
- 97/** Strengthening Developing Institutions (Title III)
Cooperative Arrangement Grants
National Teaching Fellowships
Professors Emeritus Grants
- 98/** Student Financial Aid Programs
Basic Educational Opportunity Grants
Supplementary Educational Opportunity Grants
Campus Work-Study
National Direct Student Loan
Guaranteed Student Loan
- 99/** Teacher Centers
- 100/** Teacher Corps
- 101/** Vocational Education Programs
- 102/** Women's Educational Equity Act Program
-

Department of Housing and Urban Development

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- 104/ Livable Cities
- 105/ National Solar Heating and Cooling Information Center
- 106/ Urban Research Grants

Community Planning and Development

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- 108/ Comprehensive Planning Assistance ("701")
- 109/ National Awards for Urban Environmental Design
- 110/ Rehabilitation Loans ("312")
- 111/ Urban Development Action Grants

Federal Housing Administration

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Insured Housing Program
Public Housing Modernization Program
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Department of the Interior

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National Park Service

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- 151/ Special Review for Historic Sites

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Office of Educational Programs
Publications
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Sound Recording Branch
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- 164/ Center for Cartographic and Architectural Archives
- 165/ National Audiovisual Center
- 166/ National Historical Publications and Records
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- 167/ Office of the Federal Register
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Public Buildings Service

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- 170/ Living Buildings Program
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- 188/ Processing Services
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ACTION

1/ Older American Volunteer Programs

What/For Whom

Opportunities for men and women 60 years of age and older to serve as volunteers in schools, hospitals, libraries, museums, and other institutions as well as in private homes. Grants to public and private nonprofit community service organizations to operate local programs.

Description

Low-income senior citizens provide care and companionship to handicapped children through the Foster Grandparent Program, and to adults, especially the elderly, through the Senior Companion Program. Older Americans use their skills and experience in community service to all age groups through the Retired Senior Volunteer Program (RSVP).

Foster Grandparent Program

This program offers low-income people the opportunity to provide companionship and guidance to emotionally, physically, or mentally handicapped children in residential facilities, hospitals, correctional institutions, schools, and day care centers. Their tasks may include feeding and dressing children, reading stories, playing games, doing arts and crafts projects, and helping with speech and physical therapy. Volunteers receive orientation and in-service training and are supervised by child-care teams at their assigned locations. Foster Grandparents work 20 hours a week. They receive modest tax-free stipends, transportation allowances, insurance, and hot meals while in service, and an annual physical examination.

Example: In 1979, there were 199 projects using 16,640 Foster Grandparents supported by an appropriation of \$34.9 million. In Ypsilanti, Mich., the art of oral history is being revived by two Foster Grandfathers who are tracing their histories and recounting events of the Great Depression for a high school class of youth offenders. In Trujillo Alto, Puerto Rico, "grandparents" and "grandchildren" devote a major part of each day to woodworking, pottery making, and music.

Retired Senior Volunteer Program

The Retired Senior Volunteer Program (RSVP) awards project grants on a cost-shared basis to develop and operate locally organized senior volunteer programs. Senior citizens volunteer their services on a regular basis

to such public and private nonprofit organizations as schools, courts, day care centers, libraries, museums, hospitals, nursing homes, and economic development agencies. There are no eligibility requirements for volunteers based on income, education, or experience. Expenses such as transportation and insurance are covered by the RSVP grant funds.

Example: In 1979, there were about 250,000 RSVP volunteers serving on 682 projects supported by an appropriation of \$20.1 million. Many volunteers serve in museums teaching arts and crafts and restoring exhibits. In Birmingham, Ala., volunteers serve in school enrichment programs as tutors and library assistants, teaching living history, and assisting children in laboratories and special projects. In Washington, D.C., volunteers serve as tour guides and receptionists at the Smithsonian Institution and as guides at the Kennedy Center for the Performing Arts. Volunteers in Des Moines, Iowa, give demonstrations to children's groups at the Living History Farm. In Colby, Kans., volunteers teach crocheting, knitting, and quilting in public schools. To further art appreciation among young people, a volunteer in Kent, Ohio, arranges visits by area students to the State University Art Gallery.

Senior Companion Program

Senior Companions are volunteers from low-income groups who give individualized care and assistance to adults, especially to frail, elderly persons who live at home or in institutions. The program is directed toward maintaining independent living conditions for these people. Tasks vary widely from simple health care, socializing, or initiating arts or crafts projects, to informing and advising clients about appropriate community services. Volunteers receive orientation and in-service training. They work 20 hours a week and receive modest tax-free stipends, transportation allowances, insurance, and hot meals while in service, and an annual physical examination.

Example: An appropriation of \$7 million for the Senior Companion Program supported 60 projects in 1979 using 3,300 volunteers. In Albuquerque, N.Mex., elderly Zuni Pueblo Indians receiving meals under Title III of the Older Americans Act are entertained by Zuni Senior Companions performing tribal dances as part of the socialization program. Part of a special training program for Senior Companions in Oklahoma City, Okla., is a course on aging as it is treated in various forms of literature. The course is entitled "Images of the Aging in Literature."

Contact for Information

ACTION state offices (usually in state capitols) or ACTION regional offices or Older Americans Volunteer Programs, ACTION, 806 Connecticut Avenue, NW, Washington, DC 20525

2/ Peace Corps

What/For Whom

Opportunities for volunteer service in developing countries for United States citizens, 18 years of age and older, with or without college degrees. They must be committed to spending two years helping people abroad meet their basic needs for health care, food, shelter, and education.

Description

The goals of the Peace Corps as originally set by Congress in 1961 are to help promote world peace and friendship; to help developing nations to meet their needs for skilled men and women; and to help promote mutual understanding between the people of the United States and those of developing countries. Most Peace Corps volunteers are over the age of 21 and have skills in such fields as agriculture, conservation, education, forestry, health, public administration, and small business development. Volunteers without specific skills receive intensive technical training. Many volunteers have helped set up arts and crafts marketing cooperatives. All volunteers receive language and cultural training, usually in the country to which they have been assigned. Cultural studies include the history, customs, and the social and political system of the host country. Volunteers receive a monthly living allowance plus a readjustment allowance of \$125 a month payable at the completion of service.

The Peace Corps Partnership Program encourages U.S. groups to raise money to support locally initiated self-development projects in communities serviced by Peace Corps volunteers. The community must contribute at least 25 percent of the project's cost and donate necessary land, labor, and raw materials. The United States and overseas "Partners" exchange progress reports, correspondence and essays, pictures, crafts, small artifacts, or utensils reflecting their culture. Average one-time grants are \$1,200, with a range of from \$300 to \$5,000.

Another program focuses on Women in Development (WID). A 1978 amendment to the Peace Corps Act recognizes that "women in developing countries play a significant role in economic production" and seeks to foster Peace Corps programs that give particular attention to women's participation in the total development effort. Such programs often include training women to develop businesses or cooperatives for marketing traditional arts and crafts, or training women in new crafts that would be marketable in their countries.

Example

In the 1978 calendar year, nearly 6,500 Peace Corps volunteers served in 64 countries in Latin America, Africa, Asia, and the Pacific. A volunteer with a business degree helped organize a cooperative for the production and sale

of handicrafts in Bogota, Colombia. An anthropologist has spent four years in Cali, Colombia, investigating archeological sites and publishing results of research as part of a national effort to preserve the country's historical heritage. A married couple teaching English in Tunisia spent a summer on an archeological dig in Carthage. A volunteer in Quito, Ecuador, has extended his tour to three years to teach music and find a local replacement to carry on his work. An architect is working as a special assistant to the director of urban planning in the Khenifra Province of Morocco. As part of the Peace Corps Partnership Program, in which there were roughly 400 U.S. partners, high school students in Chanute, Kans., raised \$2,120 to help build a school in Nicaragua. A graduate of sociology and history has been assigned to the National Council of Women of Kenya. Another volunteer is teaching spinning and weaving to women in Nanyuki, Kenya, hoping to stimulate a small textile industry which could make the women economically independent.

Contact for Information

Peace Corps, ACTION, Washington, DC 20525

3/ Technical Assistance and Information

What/For Whom

Information or technical assistance for community service groups and local volunteer groups in developing countries and low-income areas of the United States, education institutions, and former Peace Corps and VISTA volunteers.

Description

Former Volunteer Project

The Former Volunteer Project is a public awareness program offering information on sources of technical assistance furnished by former Peace Corps and VISTA volunteers to nonprofit community service groups. It publishes a bimonthly newsletter, *Reconnection*, informing 35,000 former volunteers about projects that could use their assistance. Such projects could involve setting up crafts cooperatives, building schools, developing curriculum materials, or designing solar energy appliances for low-income communities. A recent issue of *Reconnection* invited former volunteers interested in scientific exploration to contact EARTHWATCH, a clearinghouse seeking volunteers to accompany scientists on research expeditions around the globe. The Project helps former Peace Corps and VISTA volunteers to inform the public about their inservice experiences through speakers' bureaus.

National Center for Service-Learning (NCSL)

The National Center for Service-Learning was formerly the National Student Volunteer Program. It provides technical assistance materials, training sessions, and onsite consultations to college and high school student volunteer programs throughout the United States. Approximately 485,000 college and high school students serve as part-time volunteers in community-service programs, and many receive academic credit for their work.

NCSL publishes the *Synergist*, a journal describing actual or planned service programs. Past issues have

highlighted a student-produced puppet show which tours schools and other institutions in the Southwest; the "Workshop of the Damned," a student-run drama program for prison inmates; an architecture program to aid handicapped people; and an art therapy program run by Pratt Institute volunteers. For further information contact NCSL at the Office of Education Programs at the address listed below.

Contact for Information

(Appropriate Program), ACTION, Washington, DC 20525

Advisory Commission on Intergovernmental Relations

4/ Intergovernmental Research

What/For Whom

Information for the general public, of special interest to historians and political scientists. Technical assistance to state legislatures and executive and legislative branches of the federal government. Fellowships and senior residencies for researchers and policy makers.

Description

The Advisory Commission on Intergovernmental Relations (ACIR) was established by Congress in 1959 to study the local, state, and federal levels of government; analyze emerging intergovernmental problems; and devise ways to ease tensions and resolve conflicts among them. The Commission consists of 23 governmental representatives and three private citizens. The Commission staff conducts the research that serves as a basis for findings and policy

recommendations; translates Commission proposals for action into draft legislation for implementation at local, state, or federal levels; and serves as a source of authoritative information on intergovernmental matters. Government structures and functions and taxation and finance are examined. Recent studies have focused on the state and federal aid systems, interstate tax competition, citizen participation, and federal antirecession aid to state and local governments.

At least one volume of findings and recommendations is published at the conclusion of each study. Single copies may be obtained from the address given below. A quarterly publication, *Intergovernmental Perspective*, and a periodic publication, *Information Bulletin*, report on intergovernmental issues. Technical assistance is provided to federal executive and legislative branches on proposed legislation in the intergovernmental area. State legislatures and executive branch representatives may work with staff to tailor draft legislation to the needs and laws of their state.

Several fellowships and senior residencies are offered each year. College graduates, preferably with an advanced degree or work experience, are offered fellowship appointments of up to one year with an annual salary of \$15,920. Persons with a strong policy background, usually a Ph.D. with considerable intergovernmental policy experience, may apply for one-year appointments as senior residents. The salary will range from \$25,000, depending on qualifications.

Contact for Information

Advisory Commission on Intergovernmental Relations,
1111 20th Street, NW, Suite 2000, Washington,
DC 20575

Advisory Council on Historic Preservation

5/ Historic Preservation Activities

What/For Whom

Information and advisory services to federal, state, and local agencies, and to the general public. Contracts are occasionally entered into with private firms.

Description

The Advisory Council on Historic Preservation was established as part of the National Park Service by Title II of the National Historic Preservation Act of 1966 and made an independent agency in 1976. The Council is responsible for advising the President and Congress on matters relating to historic preservation. It also initiates studies of special preservation problems; makes recommendations on legislation affecting preservation; coordinates preservation efforts of federal, state, and local agencies; and comments on federal and federally assisted or licensed undertakings that affect historic properties eligible for listing in the National Register of Historic Places (see no. 126).

All federal agencies are required to consult with the Council whenever proposed actions could inadvertently damage or destroy any historic or cultural properties. At an agency's request, the Council will review draft environmental impact statements or project plans and comment on the adequacy of provisions for property protection. Preservation groups, state officials, and federal agencies regularly seek participation of the Council in helping to settle legal disputes involving federal preservation law. (See also no. 230, National Trust for Historic Preservation.)

Preservation efforts by federal agencies are encouraged by a number of statutes. For example, Executive Order 11593 (see no. 127) stipulates that federal agencies consult with the Council to institute procedures that preserve and enhance federally owned sites. The Council is also directed to advise the Secretary of the Interior on the protection of important historical and natural areas from the adverse effects of surface mining and to advise the Secretary of Transportation on re-use of historic railroad stations. In accordance with the Public Buildings Cooperative Use Act of 1976, the Council works with the General Services Administration to identify buildings of

historic, architectural, or cultural significance that could be adapted for federal office space.

Public information is also an important function of the Council. Regular publications include information on important legislation, new federal programs, Council cases involving the protection of resources and other items of interest. The Council issues publications on selected preservation topics such as *Adaptive Use: A Survey of Construction Costs*, *Federal Programs for Neighborhood Conservation*, and *Issues in Archaeology*.

Example

Among the studies contracted for by the Council during 1978 were several that compared the labor intensity of restoration and rehabilitation with that of new construction. These studies showed how historic preservation activities have contributed to the revitalization of urban neighborhoods and commercial areas, including Alexandria Historic District, Alexandria, Va.; Pioneer Square Historic District, Seattle, Wash.; Savannah Historic District, Savannah, Ga.; and the Strand Historic District, Galveston, Tex. Two publications have resulted from these studies: *Contributions of Historic Preservation to Urban Revitalization* and *Assessing the Energy Conservation Benefits of Historic Preservation: Methods and Examples*.

The Council commented on nearly 2,500 federal or federally assisted or licensed undertakings that could have affected historic programs eligible for listing in the National Register of Historic Places. For example, an agreement was reached between the Council, the Connecticut Department of Transportation, and the Army Corps of Engineers on an interchange design for the Merritt Parkway, a limited access highway. The Parkway is eligible for inclusion on the National Register and is notable for its individually designed bridges and extensive landscapes.

Contact for Information

Executive Director, Advisory Council on Historic Preservation, 1522 K Street, NW, Washington, DC 20005

6/ International Centre Committee

What/For Whom

Information and technical assistance to preservation and conservation professionals, and others concerned with the preservation and restoration of cultural property.

Description

The International Centre for the Study of the Preservation and the Restoration of Cultural Property (headquartered in Rome, Italy) was founded by UNESCO in 1959. The

International Centre is an independent, intergovernmental organization concerned with the scientific and technical problems of the conservation, preservation, and restoration of historic structures and museum objects. Funded by contributions from its 61 member nations, the International Centre sponsors research, technical assistance programs, publications, international meetings, and training in such fields as architectural conservation, conservation of mural paintings, and heating and lighting in museums.

Responsibility for coordinating U.S. membership in the International Centre rests with the Advisory Council on Historic Preservation (see no. 5). To assist it in carrying out its duties, the Council created an International Centre Committee composed of 29 representatives of federal agencies and national public and private institutions whose programs and interests are similar to those of the Centre. The Secretary of the Smithsonian Institution, the

Director of the Heritage Conservation and Recreation Service, and the Chairperson of the National Trust for Historic Preservation alternate as the Committee's chair.

The International Centre Committee identifies special preservation problems in the United States, arranges for International Centre assistance in resolving them, publicizes Centre training courses, reviews credentials of American applicants, recommends instructors to assist with its educational program, convenes meetings of experts, and suggests national criteria and standards for preservation and restoration.

Contact for Information

Executive Director, International Centre Committee,
Advisory Council on Historic Preservation, 1522 K Street,
NW, Washington, DC 20005

Appalachian Regional Commission

7/ Commission Funds

What/For Whom

Matching project grants and supplementary grants to Appalachian states, their subdivisions and instrumentalities, and private nonprofit agencies.

Description

The Appalachian Regional Commission (ARC) is a federal-state governmental agency concerned with the cultural, economic, physical, and social development of the 13-state Appalachian region.

Project Grants

ARC offers grants for research, planning, construction, and demonstration projects to aid the social and economic development of the region. The Commission was authorized by the Regional Development Act of 1975 to provide "housing, public services, transportation, and other community facilities in a way congenial to the traditions and beauty of the region" (Section 102). Priority is given to projects of significance and application to the entire region. The Act authorized "the development and stimulation of indigenous arts and crafts" (Section 302), although a limitation of \$2.5 million per year was placed on such expenditures. Projects with recurring costs or general operating expenses are ineligible for support. A 25 percent match is generally required.

Supplemental Grants

Grants are available to fulfill the matching-funds requirements of basic federal grants programs authorized

on or before December 31, 1982, for eligible applicants who cannot meet the match because of their economic situation. In addition, special basic grants may be awarded to supplement other federal funds. Such grants are awarded for projects of high priority in a state's Appalachian development plan.

Example

The 1977 appropriation to the Commission was \$6,709,308 for project grants. Of that amount, North Carolina received \$1.5 million to build a folk arts center in Asheville on the Blue Ridge Parkway, and Bedford Village in Pennsylvania received \$625,000 to help reconstruct the village and establish a crafts program. The 1978 appropriation was \$7,201,214 for project grants. In that year the Carolina Regional Theater was funded to tour *Appalachia Sounding*, a play about the pride and independence of the mountain people, throughout the 13-state Appalachian region.

The 1978 appropriation was \$41,399,786 for supplemental grants. Of that amount, Mississippi received \$30,000 to aid in the construction of an addition to the Houston Carnegie Library; New York received \$150,000 for the construction of the Corning Public Library; and South Carolina received \$200,000 for the construction of a studio/classroom building at the Greenville County Museum School of Art.

Comment

An ARC Arts Advisory Board, established in 1979, plans to submit cultural policy recommendations to the Commission in October, 1979. It is anticipated that these recommendations will result in a technical assistance program to aid cultural organizations and individuals in fund raising, marketing, and promotional activities.

Contact for Information

Appalachian regional state office (contact governor's office for address) or Appalachian Regional Commission, 1666 Connecticut Avenue, NW, Washington, DC 20235

Architect of the Capitol

8/ Art and Reference Library

What/For Whom

Information about the U.S. Capitol available free upon request to students and researchers.

Description

The Architect of the Capitol is charged with the planning, design, and construction of certain buildings designated by Congress. The Architect's office also directs and supervises alterations of buildings, including the Capitol, the Library of Congress, the Senate and House Office Buildings, and the Supreme Court Building. The Art and Reference Library maintained by the Architect of the Capitol contains construction and maintenance records for all the aforementioned buildings; information on works of art in the Capitol; and historic photographs (reproductions available).

Contact for Information

Architect of the Capitol, U.S. Capitol Building, Washington, DC 20515

Community Services Administration

9/ Community Action Assistance

What/For Whom

Technical assistance in setting up community service programs serving low-income communities and individuals. Grants are made to Community Action Agencies, which in turn fund public or private nonprofit community organizations or individuals involved with antipoverty programs.

Description

The Community Services Administration (CSA) is the primary federal agency charged with reducing poverty in rural and urban areas of the United States. It administers three programs supporting community action projects which may include cultural components as long as the primary focus is on solving the problems of poverty.

Community Action Grants

The CSA awards grants to public and private nonprofit organizations that it has designated as Community Action Agencies. These agencies use the grants to administer local programs addressing basic community needs in areas of health, housing, energy, manpower, and education. These agencies are coordinated through 10 CSA regional offices. The development of cultural centers or of arts, crafts, educational, and recreational activities aimed primarily at increasing the self-reliance of the participants may be included in such programs. The agencies also provide advisory and technical services in setting up cooperatives.

Example: In 1978 CSA received an appropriation of \$369 million. Through Community Action Grants, CSA has supported many diverse projects with cultural components. In Chicago a grant was made to Urban Gateways for a 44-school educational enrichment program in the inner city. In Columbus, Ohio, a CSA-supported Cultural Arts Center offers programs in art, dance, drama, and music to 1,500 low-income area residents. In Los Angeles CSA aided a program model called Young Saints, which was designed to ascertain the effectiveness of the performing arts and telecommunication skills as tools for combating the root causes of poverty. In New York City, a \$300,000 grant was awarded to New Cinema

Artists to introduce children to repertory theater. Technical assistance from CSA enabled Campus Crafts, an economic development project in Annville, Ky., to market handloomed crafts, providing 14 jobs for low-income people who would otherwise be unemployed.

Senior Opportunities and Services (SOS)

Community Action Agencies assist persons 60 years or older from low-income groups. These agencies primarily provide basic services in health and nutrition, home weatherproofing, transportation, and referral to other federal and state agencies for specific types of assistance. In addition, senior citizen groups are assisted in publishing newsletters, sponsoring forums and seminars, acquiring space for education and recreational activities, and setting up such enterprises as crafts cooperatives.

Example: The Senior Opportunities and Services program had a 1978 appropriation of \$10.5 million. A grant was made to set up a Senior Opportunity Center in Moca, Puerto Rico, where the craft of Spanish lace-making was revived; participants have been able to supplement their incomes by teaching or selling their handicrafts.

Summer Youth Recreation Program

Community Action Agencies, in close cooperation with CETA prime sponsors, provide recreational opportunities during the summer to economically disadvantaged children. Activities include organized sports and games, arts and crafts, informational tours and cultural field trips, instruction in creative arts and dance, and other special events.

Example: The Summer Youth Recreation Program had a 1978 budget of \$17 million. Of this amount, \$6 million was allocated to sponsor a nationwide program using CETA workers to organize field trips for youths from low-income groups to historic national parks and monuments.

Contact for Information

Local Community Action Agency or CSA regional offices or Office of Community Action, Community Services Administration, 1200 19th Street, NW, Washington, DC 20506

10/ Economic Development

What/For Whom

Grants to Community Development Corporations and research organizations interested in stimulating the

economy in areas of increasing poverty; grants and loans for new businesses or nonprofit development activities.

Description

The Office of Economic Development makes grants to about 40 nonprofit Community Development Corporations (CDCs). These corporations invest in profit-making business ventures designed to stimulate the economy in areas of increasing poverty. Such ventures may include the financing of crafts marketing cooperatives, arts retail outlets, or cultural centers. Using CSA venture capital as well as bank loans and investment funds from foundations and other private sources, CDCs initiate and support new profit-oriented businesses as well as nonprofit development activities. A 10 percent local match is required.

In addition to awarding CDC grants, the office funds grantees to conduct research for, and provide legal and technical assistance to, the CDCs. No match is required for these support grants.

Example

From 1971 to 1978 CSA awarded more than \$11 million to a Community Development Corporation, The East Los Angeles Community Union, in California. Using these funds as well as support from CETA (see no. 141) and other local funds, the Union established and maintains the Goetz Gallery and the Goetz Institute of Murals to help preserve and encourage Hispanic art. The Goetz Gallery has become a focal point for display and sale of Chicano artists' paintings and sculptures. To date, more than 700 murals depicting Hispanic experience have been painted in the East Los Angeles area.

Contact for Information

Office of Economic Development, Community Services Administration, 1200 19th Street, NW, Washington, DC 20506

Corporation for Public Broadcasting

11/ Information and Services

What/For Whom

Seminars, conferences, research reports, and publications for public noncommercial radio and television stations, independent producers, professionals, and the general public.

Description

The Corporation for Public Broadcasting (CPB) is a private nonprofit corporation created by federal legislation to provide leadership in the development of a national public telecommunications system which will make noncommercial educational and cultural radio and television services available to all the citizens of the United States. Most of the Corporation's income is federally derived.

Clearinghouse on Public Participation

Established late in 1978, the Clearinghouse on Public Participation serves as a national information exchange for public radio and television broadcasters. It gathers and disseminates information on existing techniques for promoting local participation in station activities and policy making. Descriptions of model advisory boards, methods of holding open meetings, and case studies of public participation programs are among the kinds of material the Clearinghouse disseminates. For further information, contact the Office of Public Affairs.

Office of Communication Research

In conjunction with other departments in the Corporation, the Office of Communication Research undertakes research to establish programming priorities for radio and television. The Office also serves as a clearinghouse for radio and television programming and audience research, the results of which are made available to the public broadcasting community and the general public. National surveys to assess user patterns and public awareness of public radio and television have been conducted. In addition to "quantitative" measures of program impact, the

Office has initiated several "qualitative" research projects to measure the effect of programming in terms of audience appeal and educational benefits. Recently, in a comprehensive evaluation the Office assessed the "Over Easy" television program's effectiveness in communicating information about social services and attitudes toward aging to older viewers.

Office of Educational Activities

The Office of Educational Activities plans and sponsors data collection, research, and analysis; demonstration activities; and informational programs for educators and the public about noncommercial radio and television's instructional services and educational potential. Printed materials that adapt general audience programming for educational uses have been created to accompany the "Nova" programs, "Studio See," the Shakespeare plays, and the Panama Canal radio debates. A nationwide survey of television's instructional uses in elementary and secondary schools was conducted, and the results analyzed in a 1978 series of reports. A similar study of television's role in higher education is planned for 1980. To improve the quality of children's educational television, the Office compiles research on how children learn and how particular television techniques affect learning. A special initiative to involve institutions of higher education and public broadcasting stations in cooperative continuing education ventures is also underway.

Office of Engineering Research

The Office of Engineering Research informs public broadcasters of technological developments in communications. A multiple-channel satellite interconnection system has been created to transmit programming to public radio and television stations. To illustrate the potential of alternative delivery systems to other stations, demonstrations of systems such as cable television, Instructional Television-Fixed Services (ITFS), Multipoint Distributing Service (MDS), satellite delivery, low power transmitters, SCA subcarriers, and video cassettes have been financed at several stations. Alternative systems may offer means to reach populations not adequately served by conventional technology, such as rural residents and urban ethnic or social communities. The Office is attempting to find more efficient ways to use AM and FM bands. Research on the Teletex system, which transmits printed text over the television broadcast system simultaneously with regular programming, is a major new involvement.

Contact for Information

(Appropriate Office), Corporation for Public Broadcasting,
1111 16th Street, NW, Washington, DC 20036

12/ Radio Activities

Radio Services

Technical assistance is offered to help stations develop nonfederal sources of funding through development, fund raising, public awareness, and community participation activities. Regular technical assistance services are supplemented by an annual development workshop and a newsletter, *I.E. Development*. The annual public radio conference reviews a variety of topics such as programming, production, and satellite transmission.

What/For Whom

Grants to CPB-qualified radio stations, public noncommercial radio stations, educational institutions, and other organizations proposing to start new noncommercial stations.

Description

The Corporation for Public Broadcasting (CPB) is a private nonprofit corporation created by federal legislation to provide leadership in the development of a national public telecommunications system. The Corporation provides financial assistance to radio stations for community service expansion through two main categories of grants, described below.

Radio Community Service Grants

Awards are made to CPB-qualified public radio stations to expand the quality and scope of community services. Funds support such station-related costs as personnel, program services, programming, and equipment. During 1979, approximately 195 stations received basic grants of \$26,550, and an additional incentive grant based on the station's nonfederal financial support. A brochure, *Policy for Public Radio Station Assistance*, outlines the criteria and procedures for CPB qualification.

Radio Expansion Grant Project

Established in 1979, the project consists of two competitive grants programs whose purpose is to improve quality and encourage growth in the public radio system. Proposals are evaluated primarily on the applicant's ability to extend public radio service to new audiences.

Qualification Assistance • Grants are made for planning and operational costs to existing stations and to organizations proposing to start new noncommercial stations that are not CPB-qualified. Stations must plan to meet the minimum CPB-qualification criteria at the conclusion of the grant. Proposals are evaluated according to such criteria as community involvement, facilities, financial base, and population and radio coverage of the service area. Planning awards do not exceed \$2,000 a month. Operational grants range from \$25,000 up to \$100,000.

Station Improvement • Grants are made to CPB-qualified radio stations to upgrade services. Proposals are evaluated according to such criteria as market size; proposed service improvements; and long-range budget projections. Awards of up to \$1 million are distributed over a five-year period. For the duration of the planning period, up to \$2,000 a month is available.

Comment

The Corporation does not currently provide support for the development of radio programming. A reorganization is under way that will change the grant procedures for the underwriting of television programming by the Corporation. There is a possibility that radio programming will be similarly affected.

At the time the *Cultural Directory* went to press, the Board of Directors of the Corporation had recently authorized the reorganization to create a separate "program fund" headed by a director and supported by an advisory board. The proposed program fund will remove from the Corporation Board of Directors the responsibility for directly authorizing the underwriting or purchase of television programs.

At the present time, inquiries for radio programming funds are referred to the National Public Radio (NPR), a private nonprofit corporation funded primarily by CPB. In addition to providing information about funding sources, NPR serves as the nationwide system for production, acquisition, and distribution of programming for the nation's public radio system. (Inquiries should be addressed to: National Public Radio, 2025 M Street, NW, Washington, DC 20036.)

Contact for Information

Radio Activities Department, Corporation for Public Broadcasting, 1111 16th Street, NW, Washington, DC 20036

13/ Television Activities

What/For Whom

Contracts with CPB-qualified public television stations and independent producers for the production of programs for public television; grants to local public television licensees.

Description

The Corporation for Public Broadcasting (CPB) is a private nonprofit corporation created by federal legislation to provide leadership in the development of a national public telecommunications system. The Corporation provides grants for television programming and community services. CPB contracts annually with the Public Broadcasting Service (PBS) to maintain the national program service which distributes public television programming to stations around the country.

Television Community Service Grants

Grants are awarded annually to local public television licensees for the purposes of improving community services, hiring and training personnel, and generating local support. The grants are unrestricted, however, and may be used for any purpose to sustain and enhance public television in local communities. Under present legislation, 50 percent of the federal appropriation to the Corporation is allocated to television community service grants. In 1979 the allocation for television community service grants was \$60.1 million. Grants were awarded to 164 licensees in 1979, averaging \$371,429. The grants are comprised of a basic grant and a uniform grant totalling \$120,200 and an incentive grant based on the station's nonfederal financial support.

Television Programming Assistance

Public television stations and independent producers may apply for funds for program and series development. In 1979, \$16.3 million was allocated for various phases of program development: research and development, pilots, production, specials, acquisitions, and completions.

Example: Programs currently in the research and development or pilot stages include "Bubba," produced by WGBH-TV Boston, a dramatic series focusing on the growing-up years of a black teen-ager in Chicago in the early 1960s; and "History of the American Theatre," which is being produced at KCET-TV Los Angeles.

CPB-supported series that are currently in production include "Western Exposure," a collection of films on contemporary issues, produced by independent filmmakers under the aegis of the Bay Area Video Coalition in San Francisco; "Edith Wharton," a dramatization of the life and works of the American writer by Cinelite, Inc., in Santa Monica, Calif.; and "Wisdom of the First Americans," a series examining the cultures and customs of Native Americans, produced by KBYU-TV at Brigham Young University in Provo, Utah. CPB has also supported a large number of specials, acquisitions, and completions, including the KQED-TV San Francisco production of "Asian Insights," and a 25th anniversary restaging of the American ballet "Frankie and Johnny," performed by the Northwestern University Symphony and Ballet and produced by WTTW-TV in Chicago.

Television Services

To support program development activities, the Television Activities Department holds seminars and workshops to provide advanced technical instruction and exchanges of experience among professionals. Regional Program Managers' Seminars are held annually to promote discussion among CPB staff and public television program managers on topics of current interest to the public television system. The Arden House Public Television Seminars include station production personnel as well as independent producers. An annual international public television conference (INPUT) is held in cooperation with other North American and European public television organizations.

Comment

A reorganization is under way that will change the grant procedures for the underwriting of television programming by the Corporation. There is a possibility that radio programming will be similarly affected.

At the time the *Cultural Directory* went to press, the Board of Directors of the Corporation had recently authorized the reorganization to create a separate "program fund" headed by a director and supported by an advisory board. The proposed program fund will remove from the Corporation Board of Directors the responsibility for directly authorizing the underwriting or purchase of television programs.

Contact for Information

Television Activities Department, Corporation for Public Broadcasting, 1111 16th Street, NW, Washington, DC 20036

14/ Training and Development

What/For Whom

Grants to CPB-qualified radio and television stations to train broadcast professionals and technicians, especially women and persons from minority groups.

Description

The Corporation for Public Broadcasting (CPB) is a private nonprofit corporation created by federal legislation to provide leadership in the development of a national public telecommunications system. CPB's Office of Training and Development assists individuals employed or being trained in professional and technical fields at public television and radio stations. This Office supports the employment of women and minorities in station operation

areas where they are underrepresented. Conferences on career opportunities for female and minority broadcast professionals are sponsored on an occasional basis throughout the year.

In-Service Training Grants

All individuals currently employed, full- or part-time, at CPB-qualified radio and television stations, are eligible for grants for short-term, intensive professional training. Awards range from \$500 to \$2,500 and cover up to half of all costs of salary, travel, and training expenses. Professionals arrange for courses or internships through their own stations and then apply for funding from the Corporation. On average, 140 people participate annually in professional development activities at stations and training sessions around the country. Examples have been professional training in instructional design, public affairs, radio journalism, and new video techniques; seminars on collective bargaining, managerial techniques, grantsmanship, and affirmative action; and internships on children's programming and public affairs.

Minority Training Grants

Grants are provided to CPB-qualified radio and television stations to train ethnic minority individuals in professional and technical areas of important station operations now employing a low percentage of ethnic minorities.

Management, production, and programming training has been supported in art direction, audio engineering, development, graphic design, instructional services, program management, and writing. A detailed training plan for each candidate must be outlined. Stations may apply for assistance either before or after the candidate-trainee is selected. A minimum of 50 percent match is required of grantees; Community Service Grant monies (see nos. 12-13) may be used for the match. About 50 grants are made annually, ranging from \$8,000 to \$30,000 for one to two years of salary, training, and benefits. Candidates are selected by radio and television stations, *not* by the Corporation, and therefore interested professionals and technicians should contact local stations, which in turn may apply to the Corporation for a grant.

Women's Training Grants

Assistance is intended to promote employment and training of women in important professional and technical station operation areas now employing a low percentage of women. Procedures are essentially identical to those of the Minority Training Grants program described above.

Contact for Information

Office of Training and Development, Corporation for Public Broadcasting, 1111 16th Street, NW, Washington, DC 20036

Department of Agriculture

15/ Agricultural History Program Area

What/For Whom

Reference services for the general public, limited by available staff time; collections open to the public for scholarly research.

Description

The Agricultural History Program Area preserves information on the history of American agriculture. The Program sponsors symposia, conducts research, and maintains a bibliography that includes more than a quarter million references to books and articles on agricultural life and history. An extensive documentary file on federal agricultural programs is available for scholarly research upon request. The Program sponsors short-term (three- to four-month), nonrenewable internships for students to work on projects of interest to the Program, using all available archival resources in Washington, D.C.—the National Archives, the Smithsonian, the Library of Congress, among others. Salary is commensurate with experience and educational level. The Program publishes lists of references on specific subjects such as *The History of Agriculture in the Mountain States* (1972) and *The History of Black Americans in Agriculture, 1618-1974* (1975). *Agricultural History News Notes*, a monthly newsletter, contains information about research activities, new publications, and meetings of interest to agricultural historians.

Contact for Information

Agricultural History Program Area, Economics, Statistics, and Cooperatives Service, Department of Agriculture, Washington, DC 20250

16/ Cooperative Research

What/For Whom

Formula grants to state agricultural experiment stations, the 1890 land-grant universities, and other designated state institutions. Funds may be used to plan and conduct research in cooperation with other agencies, institutions, and individuals.

Description

The Science Education Administration Cooperative Research staff administers federal grant funds for research in agriculture, agricultural marketing, rural development, and forestry. Research is primarily in agricultural science although studies are also sponsored that examine rural life and economy from a sociological perspective, or that analyze the role of the arts (local crafts, for example) in rural development. Federal funds combined with state appropriations or industry and foundation grants support research in state agricultural experiment stations, schools of forestry, land-grant universities, and the Department of Agriculture. The funds administered by Cooperative Research are appropriated under the authority of several laws and the purposes for which they may be used differ.

For example, rural development research, authorized by Title V of the Rural Development Act of 1972, consists of studies in any field intended to further rural development. Among the research purposes established by the Hatch Extension Station Act of 1955, as amended, are the promotion of "prosperous rural life," and the efficient production and marketing of farm products, including crafts. Grants are distributed to eligible institutions according to formulas established by the authorizing acts. Emphasis is placed on local initiative and responsibility for selecting priorities and maintaining research. The grantee institution may use funds to support research in cooperation with other agencies, institutions, or individuals.

Information on state and federal agriculture and forestry research projects is summarized in the Current Research Information System (CRIS). The Cooperative Extension Service (see no. 24) helps individuals to apply this information to their own circumstances. The National Agricultural Library (see no. 22) is another source of information on research in agriculture and forestry.

Example

The following projects indicate the range of research undertaken from 1973 to 1980. Colorado State University in Fort Collins sponsored the recording and transcription of more than 100 interviews with Colorado leaders for the archives of the State Historical Society, the research and publication of a history of German emigrants from Russia to Colorado and their contributions to the state, and a program that brought students and faculty into rural communities to assist residents concerned with preserving old buildings and historic sites. Louisiana State University at Baton Rouge sponsored a study of the history and themes of fairs and festivals in Louisiana and their relation to community life and the local economy. The University of Alaska in Fairbanks sponsored a study of three rural Native American communities, examining their demography, environment, and social history in the face of rapid economic development and cultural change. A researcher at the University of Kentucky in Lexington studied the economic efficiency of alternative systems for

production and marketing of wood handicrafts indigenous to local communities.

The University of Vermont in Burlington investigated the delivery of educational services to rural craftspersons, including the services of such institutions and agencies as the Community College of Vermont, the Small Business Administration, and the Vermont Council on the Arts. The University of Wisconsin at Madison worked with the State Historical Society to survey rural areas for historical and cultural resources and to develop plans for an outdoor ethnic museum portraying Wisconsin architecture, customs, ethnic characteristics, and lifestyles. The university also developed a system for evaluating the cultural, historical, and scenic resources of Wisconsin's coastline communities, for use in land planning programs.

Contact for Information

State agricultural experiment stations or state land-grant universities or Cooperative Research Staff, Science Education Administration, Department of Agriculture, 14th and Independence Avenue, SW, Washington, DC 20250

17/ Craft Development Program

What/For Whom

Technical assistance for local and state governmental bodies, members of existing crafts associations or cooperatives, and residents interested in forming associations or cooperatives. No direct assistance to individuals.

Description

The Economics, Statistics, and Cooperatives Service administers the Craft Development Program, which provides educational and technical assistance to craftspersons and cooperatives to improve their economic capabilities by developing business and management skills. Although the Program's orientation is primarily rural, associations with urban membership make use of its resources; both contemporary and traditional folk craft programs are assisted. Advice is provided to groups forming local or regional craft associations, and workshops are offered dealing with marketing, bookkeeping, and business procedures. The Craft Development Program also conducts research to identify craft associations in the United States and evaluate the impact of crafts in a particular region.

The Program distributes publications, educational materials, and technical information on management, taxes, and marketing, and describes federal funding and technical assistance sources for craft businesses. Basic guidelines for successful planning and organization of a

craft cooperative are described in the brochure *Cooperative Approach to Crafts*. *The Cooperative Approach to Crafts for Senior Citizens* is also available.

Example

In 1978, advice about data analysis and organization techniques was given to North Coast Opportunities, Inc., for its survey of craft marketing possibilities in Humboldt and Mendocino counties in California. A feasibility study was done for the Pennsylvania Craft Cooperative Marketing Association in western Pennsylvania to help the association organize for retail and wholesale marketing of pottery, wood, enamels, jewelry, leather, and other crafts.

Contact for Information

Local county Extension Service agent or Crafts Specialist, Cooperative Development Division, Economics, Statistics, and Cooperatives Service, Department of Agriculture, Washington, DC 20250

18/ Farmers Home Administration Loan Programs

What/For Whom

Loans and loan guarantees for individuals; public, private, or cooperative profit or nonprofit organizations; and Indian tribes.

Description

The Farmers Home Administration (FmHA) administers more than 20 categories of loans for agricultural and community purposes, such as housing, soil and water conservation, economic development, health, and safety. Cultural programs and projects may receive assistance when their objectives coincide with those of a loan program. Loans are negotiated by the FmHA county offices, whose staffs assist in the preparation of applications and provide advice on organizational, financial, and management matters.

Business and Industrial Development Loans

Loan guarantees to assist income-producing business, industrial development, and employment in rural areas are available. Possible uses of funds include business and industrial construction; conversion, acquisition, and modernization; purchase and development of land, easements, equipment, facilities, machinery, and supplies; and working capital. Projects must be located in rural areas, preferably in open country or towns with a population under 25,000.

Example: A business and industry loan of \$10,000 was made to Arcadian Crafts in Madawaska, Me., a French-speaking area of the state, for a women's crafts cooperative.

Community Facility Loans

Loans are made to cover costs of constructing, enlarging, or improving community facilities that provide essential services to rural residents. Although these facilities may include "community, social, cultural, and recreational benefits," such as museums, libraries, community buildings, and art centers, most community facility loans have been made for fire, safety, or public health purposes. All FmHA offices will assist applicants in preparing their applications for review and in making first determinations regarding engineering feasibility, economic soundness, financing, and management matters in connection with the proposed improvements. Normally, commercial financing is obtained for construction, and FmHA funds are used later to pay off the interim financing.

Example: In 1978, the College of the Atlantic in Bar Harbor, Me., obtained a \$100,000 loan to double its floor space by renovating an 1893 French Chateau style home listed in the National Register of Historic Places. The college, which emphasizes the humanities and design, also received assistance from the National Trust for Historic Preservation (see no. 226), the National Endowment for the Humanities Challenge Grants Program (see no. 214), and local banks. A community facility loan of \$900,000 was negotiated with the Georgia Mountain Fair, Inc., in 1979 for a building to house annual music festivals and fairs featuring craft exhibits, sales, and clogging competitions in northern Georgia.

Youth Project Loans

Loans may be made to young rural residents to establish and operate income producing enterprises of modest size. Each project must be connected with an organized and supervised program, such as a school or 4-H group. The project must be planned and operated under the guidance of the organization's advisor, must give indication that it will produce sufficient income to repay the loan, and must provide the youth with practical business and educational experience. Nearly any kind of income-producing project, including repair shops, art and craft sales, can be financed. Loans may be used to buy, rent, or repair needed tools, equipment, or supplies, or to pay operating expenses for the project. A schedule for loan repayment, tailored to the type of project, is worked out with the FmHA county supervisor. Although most of these loans have been made for farm related projects, FmHA encourages applications for such nonfarm enterprises as woodworking, jewelry making, and leather crafting to broaden and diversify the program's scope.

Contact for Information

FmHA county office or FmHA state office or Farmers Home Administration, Department of Agriculture, Washington, DC 20250

19/ Forest Service History Program

What/For Whom

Reference collections of National Forest and forest and range experiment stations open to the public; limited reference services; occasional research contracts.

Description

The reference collections of the Forest Service include materials documenting its administrative history, the history of conservation, and biographies and memoirs of Forest Service personnel. Many of these materials relate the foresters' occupational lore and describe their interaction with local communities. The collections contain results of Forest Service research on subjects such as natural resource management and the preservation of cultural resources in the National Forest System. A sizable inventory of artifacts and artworks reflects changing methods of forest and range management. A collection of several hundred thousand photographs—accessible through a computerized index and covering a broad range of subjects related to forest life and work—is housed at the National Archives (see no. 163). This collection includes a visual record of Appalachian folklife in the 1930s. A newsletter, *History Line*, provides information of interest to historians, folklorists, anthropologists, and others interested in forestry.

The History Section and Forest Service regional offices occasionally enter into research contracts with colleges, research firms, other organizations, and individuals. For example, in 1978 a contract to prepare a history of the impact of federal land acquisition and management activities on the people and culture of the Southern Appalachians was let to a research firm in McLean, Va. That same year the regional office arranged with the University of California at Santa Barbara to prepare an oral history and cultural resources inventory of the Los Padres National Forest. The Alaska Historical Commission is currently updating and publishing a manuscript history of the Forest Service in Alaska through an arrangement with its regional office.

Contact for Information

Forest Service field or regional offices or History Section, Forest Service, Department of Agriculture, Washington, DC 20013

20/ Forest Service Interpretive Program

What/For Whom

Interpretive programs providing performing arts opportunities; craft sales outlets for artists, craftspersons.

Description

The Forest Service attempts to improve public understanding of environmental issues and natural resources through a variety of programs. At the visitors' centers and information stations of the National Forests, the Forest Service often provides explanations of folk crafts or cultural traditions representative of the region. Local artists or craftspersons present demonstrations or provide material for displays appropriate to the interpretive theme of the area. Many National Forests and National Recreation Areas administered by the Forest Service also have campgrounds that include amphitheaters. Occasionally, local performing groups are permitted to use these facilities, usually as part of regularly scheduled campfire programs. Programs involving fees or contributions require a paid permit, with some proceeds reverting to the federal government. Individuals or groups interested in participating in interpretive programs should contact local Forest Service administrators, who have discretion over programming. At Blanchard Springs Caverns in the Ozark National Forest in Arkansas, local folk musicians present programs at the evening campfire in the outdoor amphitheater. The visitors' center at the Caverns maintains an exhibit on local folk music and crafts. The Cherokee National Forest in Tennessee has used folk singers and other artists and craftspersons in its summer campfire programs.

Works by local artists and craftspersons are purchased for resale or sold on consignment at Forest Service facilities by concessionaires, who operate private businesses under special use permits, and by local nonprofit interpretive associations, which sell natural history supplies, books, and photographs. Samples of crafts, artworks, and photographs are occasionally purchased for use in exhibits or for programs at visitors' centers. The Jefferson National Forest in Virginia provides a building for craft sales through the local Community Action Agency, which also sells wood materials to local craftspersons, and works with the Crafts Committee of the Mount Rogers Citizens Development Corporation to stimulate local crafts production.

Contact for Information

Forest Service field or regional offices or Director, Recreation Management, Forest Service, Department of Agriculture, Washington, DC 20013

21/ Forest Service Youth Conservation Corps

What/For Whom

Grants and subgrants to, and contracts with, state, county, municipal, and other local governments; public agencies; and nonprofit organizations.

Description

The Forest Service sponsors labor-intensive conservation projects at Youth Conservation Corps (YCC) sites around the country to accomplish work for which the Forest Service is responsible. Young men and women, ages 15 through 18, are employed to work in residential and nonresidential settings during the summer months. Each project employs a minimum of 10 young people, although the optimum enrollment is considered 30 to 40. Each YCC site must provide an environmental education program related to participants' work assignments on the natural environment and heritage. "Heritage" refers to the human history of an area, to archeological excavations, and to historic structures, their restoration and interpretation.

A nonprofit organization may contract with any YCC-funded public land owner—a federal agency or a state, county, or municipal government—to operate a project on either federal or nonfederal land. Administration of YCC projects on federal lands is divided equally between the Department of Agriculture/Forest Service and the Department of the Interior. Each independently manages 35 percent of the program's annual appropriation. The remaining 30 percent is jointly administered by the two Departments through grants to states for projects on nonfederal public land such as state forests and parks. States may subgrant to jurisdictions that own such lands—counties and municipalities, for example—to run these projects. Nonprofit organizations interested in contracting should contact the owner of the site in question or the state YCC program agent (see below).

Example

For three consecutive years from 1977 to 1979, YCC has received a \$60 million appropriation. Although most YCC projects protect and manage natural resources (timber, water, wildlife) or maintain recreation areas and trails, a few have restored and interpreted sites of cultural and historical significance. For example, the Loch Sa Ranger Station near Cooksia, Idaho, built in 1926, was restored to its original condition by workers from the YCC, the Job Corps, and Senior Community Service Employment Program, and placed in the National Register of Historic Places in 1978. The Pioneer Marine School of the South Street Seaport Museum in New York City employs YCC members on board its 1885 coastal sailing schooner, the

Pioneer, for educational sailing trips on Long Island Sound and for minor restoration work at the museum. During the summer of 1978, a YCC group at Grey Towers, a national historic landmark in Pennsylvania operated by the Forest Service, restored and inventoried gravesites dating from the early 1800s, and wrote a report about the persons interred there. Archeological digs on St. Croix and St. Thomas in the Virgin Islands were conducted by YCC participants under the supervision of archeologists during the summer of 1978.

Contact for Information

State YCC program agent (a list is available from the Washington, D.C. office) or Youth Conservation Corps, Forest Service, Department of Agriculture, Washington, DC 20013

22/ National Agricultural Library

What/For Whom

Library facilities for the public; materials in the library collection available through interlibrary loan or photoreproduction; reference services available in the reading rooms, by mail, or by telephone.

Description

The National Agricultural Library, located in Beltsville, Md., with additional reading rooms in Washington, D.C., is the national center for information on agriculture and related subjects. Its collections include material in over 50 languages. Books, periodicals, manuscripts, original imprint monographs, materials in nonprint forms, a collection of farm journals, historic papers such as personal memoirs and diaries, and special subject collections covering such areas as rural society and agricultural economics and law, constitute primary source material on the history of agricultural life in Western Europe and the United States. The Social Science Reading Room and Law Library maintain reference materials in their respective disciplines. AGRICOLA, a computerized index, catalogues data bases referencing agricultural information. Through commercial on-line services, access is provided to more than 90 other data bases in such fields as psychology, medicine, and jurisprudence. *The National Agricultural Library: A Guide to Services* is available from the office listed below.

The Associates of the National Agricultural Library, established in 1972, is a private membership organization that sponsors symposia and workshops and publishes *Associates NAL Today*, a quarterly journal. The January/June 1978 journal highlights the contributions of North American Indian peoples to agriculture and offers a selected bibliography and guide to research sources.

Planned 1979 issues will focus on energy and labor as these relate to agriculture. *Agricultural Literature: Proud Heritage—Future Promise* contains the proceedings of a conference held on agricultural literature and includes papers entitled: "Oral History as Agricultural Literature," "A Folklorist, Not a Farmer: A Commentary," and "Agriculture with Hoof and Horn: An Analysis of the Historical Literature of the Cattle Industry."

Contact for Information

National Agricultural Library, Technical Information Systems, Science and Education Administration, Department of Agriculture, Beltsville, MD 20705

23/ Photography Division

What/For Whom

Reproductions of photographs, slide sets, and filmstrips at nominal cost for the public. Photo researchers may visit the Photography Division Library in Washington, D.C.

Description

The Photography Division holds an extensive collection of photographs (both black and white and color), maps, charts, filmstrips, and slide sets, obtained through authorized work of the Department of Agriculture, available for study in its Library or through mail order reproductions. Subjects include apple harvesting, barns, conservation fairs and expositions, farm life, handicrafts, Indians, industry in rural areas, tobacco auctions, waterways, and windmills and are indexed in the *Guide to USDA Photos and Color Filmstrips and Slide Sets of the USDA*, available from the office listed below. The collection includes some historic photographs from the early 1900s, but most of these are held at the National Archives (see no. 163) and the Library of Congress (see no. 191), which house the Farm Security Administration collection of the 1930s. Materials are not copyrighted and can be reproduced in whole or in part, with or without credit, as long as Department endorsement of commercial products is not implied.

Contact for Information

Photography Division, Office of Governmental and Public Affairs, Department of Agriculture, Washington, DC 20250

24/ State Cooperative Extension Service

What/For Whom

Educational and technical assistance for the general public. Community resource agents are assigned by state land-grant universities in response to community requests.

Description

Through the Cooperative Extension Service, the Department of Agriculture works with state land-grant universities and county and local governments to finance and plan educational and technical assistance programs designed to meet local community development needs. Although each state system differs, in general, local extension agents work with a committee of county residents to ensure that programs are geared to local needs and interests. Agents also help communities gain access to professional, technical, governmental, and private resources such as the research expertise of land-grant universities or the Office of Management and Budget's information retrieval system for federal assistance programs, FAPRS (see no. 232). Extension specialists, faculty members at state land-grant universities, assist county and area agents through their expertise in specific fields such as home economics or the visual arts. For example, the State Cooperative Extension Service affiliated with the University of Wisconsin coordinates programs of creative writing, music, theater, the visual arts, 4-H Clubs, and regional art workshops in rural Wisconsin. Extension Service programs with the greatest potential for supporting cultural activities are described below.

Community Resource Development

Extension community development agents help citizens and public officials to identify and meet the educational, organizational, and technical needs of their communities. Together they analyze community needs, study possible solutions, establish goals, identify resources, and mobilize action.

Example: Since the late 1950s, area development agents in Arkansas have been involved in the development of that state's folklife programs as a way of improving tourism in the region. The Extension Service has assisted in the development of the Ozark Folk Center at Mountainview, the Ozark Foothills Craft Guild, the Arkansas Traveller Folk Theatre, and in the organization of the annual Arkansas Folk Festival and courses on Ozark folklore at Arkansas College. The Extension Service at Kansas State University in Manhattan has helped residents of communities with historic properties locate sources of assistance such as the state historic preservation office. In 1979 the community resource development and home economics staff at the University of Vermont in Burlington sponsored

a course for craftspersons on business management. Sessions covered such topics as accounting, advertising, insurance, legal matters, pricing and marketing, and taxes.

4-H Youth Program

4-H is the nation's largest coeducational youth program. It is active both in urban and rural areas, involving more than 5 million young people in 1977, and emphasizes personal development through increased knowledge of the members' heritage and that of their state and county. Two of the seven program areas in the 4-H "Leisure Education Curriculum" are "cultural heritage" and "expressive arts" programs. Project activities reflect local preferences and address local needs, frequently including arts and crafts projects based on skills indigenous to a particular area, such as the folk music and dancing of various nationalities or the preparation of ethnic foods. Local and county fairs provide opportunities for 4-H members to participate in exhibits concerned with their cultural heritage. Materials have been developed to assist 4-H'ers in learning, recording, preserving, and reviving the cultural heritage of their communities. Many 4-H groups have helped restore local historical sites.

Example: In Albuquerque, N. Mex., the Extension Service coordinates an annual arts and crafts fair at which young Native Americans exhibit and sell craftwork such as jewelry, needlecraft, weaving, and woodwork. Both 4-H members and others participate. In 1979, the 4-H program of the Extension Service in New York sponsored courses in genealogy. Participants traced family and community history through interviews and through documentation of material culture (e.g., barn styles, tools, and clothing). Participants studied indigenous crafts such as quilting, and skills such as the uses of natural dyes, herbs, and edible wild plants. The Arts Extension staff at the University of Wisconsin in Madison has compiled guidelines for an urban youth program in the cultural arts, a creative dance program, and a 4-H history and heritage program.

Home Economics

Extension home economists conduct educational programs that provide learning opportunities in family and community living. In some states, cultural programs are coordinated with extension service home economists by the state cultural arts chairperson of the National Extension Homemakers Council, a private volunteer organization. In other states, a cultural arts specialist is designated to coordinate activities at the state level. Information is disseminated through publications, meetings, classes, and learning centers. Recent programs have included courses in creative arts, crafts, and art appreciation; programs related to cultural heritage and historic preservation; presentation of plays and concerts, often featuring original work; and sponsorship of art and music scholarships.

Example: In 1976, extension home economists in North Carolina, in cooperation with the North Carolina Arts Council, compiled the *North Carolina Cultural Directory*, a guide to more than 800 cultural resources within the state, including art galleries, fairs and festivals, heritage centers, and museums. An Arkansas woodcarver trained at an extension workshop in 1977 has joined a craft guild and earns income from her new skill. In North Dakota, heirloom quilts have been identified in each county and slide/tape programs describing their historical significance have been created. In Virginia, extension home economists

assisted at seminars on starting and managing small businesses, including income-producing crafts such as chair-caning, quilting, and sewing.

Contact for Information

Local county Extension Service agent or the state Extension Service director at the state land-grant university or Director of Information, Science and Education Administration, Department of Agriculture, Washington, DC 20250

Department of Commerce

25/ Introduction

The Commerce Department's overall objectives are balanced national growth and economic development through programs promoting industry, trade, and tourism. For development purposes, the Department considers the arts, humanities, and historic preservation as part of a cultural service industry. Although direct involvement in cultural programming is not within the Department's purview, Commerce is concerned with the physical needs of cultural programming, the industry's international trade opportunities, and, in particular, the economic development potential of cultural resources for the community at large.

Both profit and nonprofit cultural organizations are eligible for Commerce programs providing direct grants or such services as information, technology, and technical assistance. Commerce's Economic Development Administration (EDA), for example, administers several grants programs that support the planning and construction of buildings, including cultural facilities, where such projects contribute to an area's economic revitalization (see nos. 33-37). The National Telecommunications and Information Administration (NTIA) supports the development of public broadcasting through planning and equipment grants (see no. 30). Information about these grants and services can be obtained through the Office of the Deputy Under Secretary in Washington or from its network of 10 Secretarial Representatives in the field. All Commerce regional offices also provide information and assistance at the local level and are the first step in the review process for any grant.

The Commerce Library in Washington, D.C., contains extensive reference materials in the fields of economics and business, recent census data, foreign serials and books, periodicals, and the maritime collection. The Library conducts Business Information Seminars, and offers reference, research, and bibliographic services. The Library is open to anyone presenting proper credentials and a letter of purpose addressed to the Library Director.

A major daily publication of the Department is *Commerce Business Daily*, which lists federal procurement invitations, contract awards, subcontracting leads, sales of surplus government property, and business opportunities abroad. Information on procurements and awards for art and photography services as well as architectural, engineering, or historic preservation services is included. Most Chamber of Commerce offices subscribe to this

publication and make it available to the public. For subscriptions write to the Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Contact for Information

Special Assistant to the Secretary for Cultural Resources, Office of the Deputy Under Secretary, Department of Commerce, 14th Street and Constitution Avenue, NW, Washington, DC 20230

26/ Bureau of the Census Services

What/For Whom

Census data and interpretive services for researchers and the general public.

Description

The Census Bureau compiles comprehensive economic census data at five-year intervals (in years ending with "2" and "7"). The Bureau's *Census of Service Industries* contains data on such culturally related industries as dance groups and artists; music organizations, groups, and artists; theater, radio, and television producers; managers and agents; architectural services; museums; educators and educational institutions; journalists, authors, editors, and reporters; librarians, archivists and curators; social scientists; and teachers. Data include location, receipts, expenses, number of employees, and other basic information on these industries. This census is available separately by state (entitled "Geographic Area Statistics" SC77-A-1 to 52) and for the United States as a whole (SC77-A-53). A *Miscellaneous Subjects Report* (SC77-S-9), to be released in 1980, will contain data on selected performing arts industries showing major sources of receipts, costs of operations, paid admissions, and performances. More detailed statistics and special tabulations contained on tapes may be furnished on a cost-reimbursable basis. Contact the Business Division at the address below.

The Bureau collects data for its population and housing censuses that include age, race, sex, occupation, income, education, and housing, as shown by geographic area—neighborhood, city, state, and region. Such data could be helpful to those interested in analyzing the socioeconomic characteristics of cultural audiences for fund raising, determining site location for new facilities, and pinpointing areas where people with particular cultural interests might be found. Bureau specialists are available to answer inquiries and provide consultation on data products and services by telephone, through correspondence, and in person. Contact Data User Services Division at the address listed below.

Contact for Information

Bureau of the Census, Federal Building No. 3,
Washington, DC 20233

27/ Industry and Trade Administration Data

What/For Whom

Information, publications, and analysis of industries, including arts industries, for government agencies, businesses, and the general public.

Description

The Industry and Trade Administration (ITA) monitors more than 400 manufacturing, wholesale, retail, and service industries, including publishing, recording, and filmmaking industries and their suppliers. ITA assembles statistics, monitors and interprets trends, and maintains communications with key trade associations and firms within the industries. ITA analysts maintain expertise in new products and technology, international developments, forecasts of trends, employment, supply, consumption, and markets and use this information to formulate policy and legislation. ITA deals with various arts-related industry issues such as recording rights royalties, international trade in artifacts, and industrial design.

ITA publishes the *Directory of Industry Assignments by Analyst*, which lists the analysts to contact for information on specific industries. In addition, it publishes the annual *U.S. Industrial Outlook*, which summarizes data and trends in major industries. Industry-related information and analyses are provided to government agencies, businesses, and the general public on request from the address listed below.

All data pertaining to an industry's output, services, or growth forecasts are recorded using the Standard Industrial Code (SIC), which uses two-digit numbers for major groups and three- and four-digit numbers for subgroups. Most culturally related industries are found at the four-digit level: for example, "music and record stores" (SIC 5733) is under group 57, "Furniture, home furnishings, and equipment stores." To receive publications or assistance in locating data on a specific group, contact the address listed below.

Contact for Information

Bureau of Domestic Business Development, Industry and Trade Administration, Department of Commerce,
Washington, DC 20230

28/ National Bureau of Standards Services

What/For Whom

Technical assistance, publications, and consumer information for the general public.

Description

The National Bureau of Standards (NBS) is the nation's physical science and measurement laboratory. It provides the basis for the standards by which people and nations develop and market products, assess the quality of their environment, and work out health and safety guidelines. The Bureau is responsible for hundreds of projects dealing with such pressing national issues as energy conservation and research, building use and rehabilitation, fire prevention and protection, materials research, and computer utilization. Consideration of these issues is becoming increasingly vital to the continued existence and operation of all cultural institutions as well as to the field of historic preservation. The NBS Center for Building Technology supports the building technology programs of federal, state, and local governments by assisting design professionals, building officials, and the research community develop improved design criteria. It conducts research aimed at conserving building materials and energy and develops methods to evaluate new types of building materials. Technical assistance and publications are available on many of these subjects. Among the Center's many recent publications are *The Costs of Recycling Buildings* and *Energy Use in Building Operations*. Lists and indexes of all recent reports are published by the Center in *Building Technology Publications*.

Contact for Information

Technical Information and Publications Division, National Bureau of Standards, Department of Commerce,
Gaithersburg, MD 20760

29/ Office of Minority Business Enterprise

What/For Whom

Business advisory services provided by business assistance centers to profit-making business enterprises owned or controlled by one or more minority groups.

Description

The primary mandate of the Office of Minority Business Enterprise (OMBE) is to accelerate the expansion and

development of minority-owned firms. Arts-related enterprises, ranging from recording and publishing ventures to crafts cooperatives, owned or controlled by persons from minority groups and run for profit, may qualify for assistance. Minorities are defined as blacks, Hispanics, Orientals, and Native Americans (Indians, Eskimos, and Aleuts). OMBE funds more than 300 local business assistance centers which provide a wide range of business management and technical assistance services to minority entrepreneurs. OMBE does not make loans or loan guarantees, although its centers can assist in identifying and arranging financing from a variety of sources. In addition, the centers have specialists in marketing, procurement, management, and loan application preparation. Some financing is available for experimental and demonstration projects. Information about locally based assistance centers funded by OMBE can be obtained from OMBE field offices.

Example

OMBE has funded an organization in Los Angeles, Calif., which is advising the Goetz Art Studio and Gallery on procuring contracts for the murals it does on commission; among the Studio's clients have been the State of California (state offices and post offices) and the Smithsonian Institution. In San Francisco, an OMBE-funded organization is providing the Deil Flamingo Dance Studio in the Mission District with assistance in marketing and advertising techniques and advice on securing financial backing from the public and private sectors. A San Francisco entrepreneur is being assisted in syndicating tapes of minority music to minority radio stations, public broadcasting companies, and business corporations. In Chicago, an OMBE-funded organization is providing management and technical assistance to the Joseph Holmes Dance Theater. The nonprofit subsidiary of this group teaches dance, but the group's for-profit dance troupe qualifies it for OMBE assistance in training in business and management techniques.

Contact for Information

Office of Minority Business Enterprise, Department of Commerce, Washington, DC 20230

30/ Public Telecommunications Facilities Program

What/For Whom

Planning and equipment grants to public radio and television broadcasting stations; noncommercial telecommunications entities or consortia; and nonprofit foundations, corporations, institutions, associations, or state and local government agencies organized primarily for educational or cultural purposes.

Description

The Public Telecommunications Financing Act of 1978 transferred the Public Telecommunications Facilities Program, formerly the Educational Broadcasting Facilities Program, from the Department of Health, Education, and Welfare to the Department of Commerce. The Act significantly expanded the program's activities and responsibilities in the development of public broadcasting. The program awards both planning and construction grants, with emphasis on equitable geographical distribution. Since its creation in 1962, the program has awarded grants to help activate 167 public television stations and 80 public radio stations; 606 grants have been made to improve and expand existing noncommercial broadcasting stations. Persons interested in further support for radio and television should review the Corporation for Public Broadcasting (see nos. 11-14).

Planning Grants

Grants are made to nonprofit organizations for planning facilities necessary to provide a wide range of educational, informational, and cultural telecommunications services. Plans may be for new facilities or for expanding services of existing facilities.

Equipment Grants

Matching grants of up to 75 percent of the total eligible project costs are made for the construction of apparatus required to deliver noncommercial telecommunications services and to strengthen the capabilities of existing public radio and television stations. Eligible costs may include installation of apparatus and preoperational expenses. Grants may not be used for construction or renovation of buildings necessary to house major project apparatus, or for land, operational expenses, or indirect costs. Applicants for equipment grants must submit a five-year plan indicating services to be rendered, necessary apparatus, and projected cost. Grantees are required to keep a complete and itemized inventory of all public telecommunications facilities under their control.

Example

In 1978, there were 124 grants totaling \$18.7 million. Twelve grants, three for television and nine for radio, established new public broadcasting stations: A \$600,000 grant was awarded to Northern Minnesota Public Television, Inc., Bemidji, to activate a public television station in the sparsely settled rural area of northern Minnesota which will bring educational television for the first time to more than 25 percent of Minnesota's Indian population; Texas Consumer Education and Communications Development Committee, Inc., received a \$600,000 grant to establish a new public television station in Harlingen, Tex., which will serve the bilingual and bicultural needs of its Spanish-speaking population.

Contact for Information

Director, Public Telecommunications Facilities Program,
1325 G Street, NW, Room 298, Washington, DC 20005

31/ Regional Commissions

What/For Whom

Grants to federal agencies, local and state governments within a designated development region, Indian tribes, other organizations; contracts with private individuals or organizations.

Description

Eight Regional Commissions (called Title V Regional Commissions after their enabling legislation) develop long-range, comprehensive interstate development plans, coordinate federal and state development activities, and promote increased private investment in development regions designated by the Secretary of Commerce. The basic concern of the Regional Commissions is regional development; proposals for using crafts and arts projects to stimulate a region's development may be considered. Each Commission is supported by the federal government and states belonging to that region. Commission members include a federal cochairperson appointed by the President and the governors of the states involved.

The eight Regional Commissions represent the Coastal Plains Region (parts of Florida, Georgia, North Carolina, South Carolina, and Virginia), Four Corners Region (Arizona, Colorado, Nevada, New Mexico, and Utah), New England Region (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont), Old West Region (Montana, Nebraska, North Dakota, South Dakota, and Wyoming), Ozarks Region (Arkansas, Kansas, Louisiana, Missouri, and Oklahoma), Pacific Northwest Region (Idaho, Oregon, and Washington), Southwest Border Region (parts of Arizona, California, New Mexico, and Texas), and Upper Great Lakes Region (parts of Michigan, Minnesota, and Wisconsin). Each Regional Commission maintains its headquarters in the region and offices in Washington, D.C., as well.

The Regional Commissions offer three kinds of assistance.

Demonstration Grants

Commissions may choose to fund several categories of assistance for demonstration projects in energy, education, health and nutrition, transportation, and arts and crafts. Projects in the latter category, according to the Commissions' authorizing legislation, Title V of the Public Works and Economic Development Act, should promote "the development and stimulation of indigenous arts and crafts of the region." Eligible applicants include local and state governments, Indian tribes, public or private nonprofit or tax-supported organizations, or individuals.

Supplemental Grants

Supplemental Grants help local and state governments meet local share requirements of federal grant-in-aid programs. Supplemental Grants may provide all or any portion of the federal contribution if a federal agency has certified that a proposed project can be funded but that insufficient federal funds are available. Supplemental Grants may be used for the construction or equipping of facilities and the acquisition of land.

Technical Assistance Grants

The Commissions are authorized to evaluate regional needs and potential for growth. Such assistance includes planning, investigations, studies, demonstration projects, and training programs. Grants are made to federal agencies, state and local governments; contracts are entered into with private individuals and organizations.

Example

Regional Commissions have sponsored crafts development and arts programs to help plan and promote economic development, especially of the tourist industry, within a region. The Coastal Plains Regional Commission provided \$39,000 in 1979 to the West Florida Craft Guild, located in an economically depressed area of the Panhandle. The Guild's purpose is to help residents earn a supplementary income by producing and marketing such crafts as ironwork, pottery, sculpture, and weaving. In 1977, the Commission paid \$78,000 to supplement a HUD-sponsored effort to convert an old railroad depot and warehouse in Beaufort County into the North Carolina Arts Center as part of the community's downtown renewal effort. The Four Corners Regional Commission awarded \$4,150 to the White Pine Council of Arts and Humanities in Nevada in 1977 to purchase equipment needed for its pottery industry. The Commission has also supported archeological work in Native American ruins on the Mountain Ute Reservation. The New England Regional Commission made a \$100,000 grant in 1975 to the Roxbury Action Group in Massachusetts for renovation of the Marcus Garvey House.

The Old West Regional Commission awarded \$10,000 in 1979 to the Plains Indian Arts and Crafts Exhibition to enable Native Americans to produce and market arts and crafts. A \$3,000 grant was made to the South Dakota Department of Game, Fish, and Parks to help produce the 1979 Fort Sisseton Historical Festival, which promoted the historical and economic significance of the region. The Ozarks Regional Commission conducted a study in 1979 examining the impact of arts on Louisiana's economy, especially its tourist industry. An inventory was conducted in 1977 to ascertain the economic significance and level of native arts and crafts production and the need for assistance in marketing and skills development. The Pacific Northwest Regional Commission awarded \$25,000 to the Klamath County Museum in Oregon to provide information about the historic Baldwin Hotel, listed in the

National Register of Historic Sites (see no. 126). A grant of nearly \$190,000 was awarded to develop a comprehensive arts plan for the State of Washington. The Upper Great Lakes Regional Commission has assisted in the development of the Iron Range Interpretive Center in Minnesota, which depicts the history and ethnic diversity of the miners. The Commission also provided \$61,000 to the Neesh-La Indian Development Corporation to assist the Winnebago Wisconsin Dells Cultural Center.

Comment

The Regional Commissions' authorizing legislation, Title V of the Public Works and Economic Development Act of 1965 as amended, expires in 1979. Bills proposing the Act's reauthorization, under consideration by the Congress during the spring of 1979, propose expansion of the Commissions into a nationwide system.

Contact for Information

Federal cochairperson of appropriate Regional Commission (see Appendix A) or Office of the Special Assistant to the Secretary of Commerce for Regional Development, Department of Commerce, Washington, DC 20230

32/ United States Travel Service

What/For Whom

Technical assistance in public relations and advertising to nonprofit organizations developing programs that promote foreign tourism to the United States.

Description

The United States Travel Service (USTS) is responsible for promoting foreign tourism to the United States. It provides technical assistance in public relations and advertising and works closely with Commerce's Regional Commissions (see no. 31) as well as with states and cities to coordinate and develop projects and programs that will encourage foreign tourism.

USTS publishes the annual *Festival U.S.A.*, which lists the top 10 upcoming cultural events and activities in each state. For an event to be listed, complete information must be sent to the State Travel Director, who makes the selection. The State Travel Director can usually be located through the State Chamber of Commerce.

To acquaint foreign journalists with the United States, USTS conducts tours which include museums, performing arts events, and festivals demonstrating unique regional cultures.

Example

The 1978 allocation for USTS was \$500,000, a major part of which was spent on advertisements abroad. The maximum allowable expenditure for any one advertising campaign was \$10,000. This amount was spent in Canada to promote attendance at "Memphis in May," a festival of performing arts and arts and crafts from Tennessee.

Contact for Information

State Travel Director or Assistant Secretary for Tourism, United States Travel Service, Department of Commerce, Washington, DC 20230

33/ Business Development Loans

Economic Development Administration

What/For Whom

Loans and loan guarantees to individuals, partnerships, and profit-making organizations in areas designated as eligible for assistance.

Description

The Economic Development Administration (EDA) makes direct loans and guarantees private bank loans to encourage existing industries to expand and new firms to locate and create jobs in areas of high unemployment. Direct loans may reach 65 percent of the cost of fixed assets (land acquisition, plant construction, and machinery and equipment) and 85 percent of working capital needs. EDA may guarantee 90 percent of the unpaid balance of private bank loans for fixed assets and working capital. This assistance may be used for projects to preserve historic buildings and to revitalize historic tourist areas which offer the potential for creating permanent year-round jobs.

Example

The 1978 appropriation for this program was \$122 million. A \$3.7 million loan was made to new owners for the restoration of the historic Bellevue-Stratford Hotel in Philadelphia. A guarantee of a \$10 million loan was made to reopen the historic Peabody Hotel in Memphis, and the guarantee of another \$6 million loan was approved to restore the Seelbach Hotel in Louisville, Ky., as a tourist center.

Contact for Information

EDA regional offices or Secretarial Representative (see Appendix A) or Office of the Assistant Secretary of Commerce for Economic Development, Department of Commerce, Washington, DC 20230

34/ Planning Assistance

Economic Development Administration

What/For Whom

Grants to planning organizations representing cities, metropolitan area councils of governments, towns, counties, and Indian tribes EDA designates as eligible for redevelopment assistance. Planning organizations must show that they are broadly representative of an area's social, economic, and political groups.

Description

The Economic Development Administration (EDA) makes planning grants of up to 75 percent of project costs to help economic development organizations make plans for long-range growth that will ensure effective use of resources in creating full-time permanent jobs for the unemployed. Grants may be made for planning cultural activities, tourist attractions such as folk festivals, restoration of historic sites, or expansion of arts and crafts production, as long as the activities can be shown to stimulate an area's economic growth. Funds may also support activities for long-range economic growth among multicounty economic development districts. Grants can fund staff salaries, administrative expenses, and consultant fees. Indian tribes may be eligible for 100 percent of project costs.

Example

This program's 1978 appropriation was \$25.5 million. Louisville, Ky., received \$191,000 to plan a municipal museum. Detroit, Mich., received a \$300,000 grant to prepare the city's economic development plans, which included the construction of a performing arts center. The North Carolina School of Arts received \$100,000 to prepare a feasibility study for converting a theater into a cultural center for university and other programming in order to stimulate revitalization of Winston-Salem's downtown commercial area.

Contact for Information

EDA regional offices or Secretarial Representative (see Appendix A) or Assistant Secretary of Commerce for Economic Development, Department of Commerce, Washington, DC 20230

35/ Public Works Program

Economic Development Administration

What/For Whom

Grants and loans for state and local governments, recognized Indian tribes, and public or private nonprofit organizations for projects in EDA-designated areas; block grants to states.

Description

The Economic Development Administration (EDA) makes grants and loans to plan and build public facilities needed to encourage long-term economic growth in EDA-designated areas where unemployment is high or family income lags behind the national average. Grants may be used to acquire and develop land, and to acquire, construct, rehabilitate, or improve public service facilities. "Public facilities" include not only water and sewer systems, access roads, and vocational schools, but also public tourism facilities such as cultural and recreational centers, historic preservation sites, and museums. To be funded, such facilities must be an integral part of a comprehensive tourism complex being developed by a state agency or a qualified nonprofit organization involved in tourism.

This program is one of the major sources of federal support for "bricks and mortar" projects. Proposals for cultural projects—which will be competing with applications for projects to support heavy industry, for example—must demonstrate a positive impact on the long-term job development of a community. To increase the cultural components of projects funded by EDA, cultural organizations should stay in close contact with state and local planning and development agencies. The three grant and loan programs are described below.

Grants for Public Works and Development Facilities

This is the basic Public Works grant program. It encourages long-term economic growth through the construction of needed public facilities. Project grants cover from 50 to 80 percent of the total project costs. Grant rates are established according to the severity of the area's economic problems and on the long-term jobs to be created by the project. Indian tribes may receive 100 percent of project costs.

Example: Of a total 1978 appropriation of \$189.5 million, culturally related Public Works grants included \$407,000 to the Spanish-speaking Unity Council of Alameda County, Calif., to construct a community resource center to preserve folk customs; \$3.7 million to preserve historic buildings in the redevelopment of the Boston Navy Yard; \$25,000 to the city of Rome, N.Y., to reconstruct a historic village along the Erie Canal; and \$5 million to construct a sports/cultural center in Charleston, W. Va.

Public Works Impact Program

This program provides grants to construct needed public facilities that will provide immediate jobs for unemployed construction workers in designated project areas.

Grants cover 80 percent of project costs. Indian tribes and development corporations lacking the necessary borrowing capability may receive 100 percent of project costs.

Example: EDA must spend at least 15 percent but no more than 35 percent of its annual appropriations for

Public Works on the Impact Program. In 1978, grants included \$600,000 for the renovation of the Walt Whitman Poetry Center in Camden, N.J.; \$282,000 for the construction of a learning center for the University of New Mexico at Taos; and \$175,000 to refurbish a riverboat for use as a theater and museum in Marietta, Ohio.

Supplemental Grants

Under Section 304 of the Public Works and Economic Development Act, EDA is authorized to administer an annual block grant program apportioning funds to individual states based upon the public works funding provided by EDA to the states the previous year. Funds can be used for statewide projects or to assist local communities in meeting matching grants requirements for public works, planning and technical assistance projects, or as loans for private industry. States must provide 25 percent of the grant in matching funds.

Contact for Information

EDA regional offices or Secretarial Representative (see Appendix A) or Office of the Assistant Secretary of Commerce for Economic Development, Department of Commerce, Washington, DC 20230

36/ Special Economic Development/ Adjustment Assistance

Economic Development Administration

What/For Whom

Matching grants to states, cities, counties, or EDA-designated districts suffering from economic dislocation or deterioration.

Description

The Special Economic Development/Adjustment Assistance program is designed to help EDA-designated areas suffering from long-term deterioration or experiencing or anticipating a sudden and severe economic dislocation resulting from the closing of a Defense installation, manufacturing plant, or other major employer. Periodically revised lists of designated areas and districts and maximum grant rates may be obtained from the offices listed below. Information on a specific area may be obtained from the county courthouse.

Direct grants are made for the planning and implementation of overall economic development strategies, which could include the development of cultural centers or historic preservation of property. Usually, a minimum nonfederal match of 25 percent, in the form of funds or services, is required.

Example

The 1978 appropriation for this program was \$93.3 million. Grants totaling almost \$6.75 million were made to improve and expand the historic wholesale food and flower market of Los Angeles. Paterson, N.J., received a \$7,727,450 grant to revitalize the Great Falls National Historic District and link it to the central business district. Philadelphia received a \$12,465,000 grant to rejuvenate the American Industrial Corridor, a historic inner city industrial area.

Contact for Information

EDA regional offices (see Appendix A) or the Office of the Assistant Secretary of Commerce for Economic Development, Department of Commerce, Washington, DC 20230

37/ Technical Assistance Grants

Economic Development Administration

What/For Whom

Technical assistance grants to individuals or groups representing localities suffering from impediments to economic progress. Unlike other EDA programs, there are no specific eligibility requirements.

Description

The Economic Development Administration (EDA) provides technical assistance grants to individuals or groups working to solve problems of high unemployment, low family income, and general economic development in EDA-designated areas or other areas of substantial need. Eligible costs include those for hiring consultants and personnel, and planning and administering an economic recovery program. Tourism, arts and crafts, and other cultural projects will be considered for assistance only if the proposed project shows substantial economic impact. Usually grants may not exceed 75 percent of project costs.

Example

The 1978 appropriation for this program was \$24.1 million. Technical assistance grants included \$100,000 for a handcrafts demonstration program in Vermont and \$14,000 for the Haystack Mountain School of Crafts in Maine to conduct a seminar and prepare a business advice manual. Grants were also made for feasibility studies, including \$60,000 for a performing arts center at Santa Ana, Calif., and \$40,000 for a sports museum in the southern Allegheny Mountains area of Pennsylvania. A \$35,000 grant was awarded to the Indian Pueblos Cultural

Center, Inc., of New Mexico to extend assistance in management training to individual tribes seeking to preserve traditional Pueblo crafts techniques. In New York City, a \$5,000 grant was used to research and produce a resource booklet entitled *Protection of Cultural Properties During Energy Emergencies and Energy Conservation and Historic Preservation*.

Contact for Information

EDA regional offices or Secretarial Representative (see Appendix A) or Assistant Secretary of Commerce for Economic Development, Department of Commerce, Washington, DC 20230

38/ Coastal Program Grants

National Oceanic and Atmospheric Administration

What/For Whom

Matching grants to states or to agencies appointed by state governors.

Description

The Office of Coastal Zone Management (OCZM) coordinates activities to develop, protect, and preserve U.S. coastal areas. Its enabling legislation states that coastal zone management programs should give "full consideration to ecological, cultural, historic, and esthetic values as well as to needs for economic development." OCZM administers two grant programs.

Planning Grants

The governor or any appointed state agency of a coastal zone state may apply for a CZM planning grant. Funds cover the fees and salaries of consultants and other personnel employed to design an overall plan to protect, preserve, and develop the state's coastal zone. Such plans may include investigating the feasibility of renovating historic properties for use as recreation and cultural centers, and studies of the cultural heritage of inhabitants of coastal areas in order to forecast the results and impact of planned CZM activities.

Administrative Grants

A coastal state may apply for an administrative grant to implement a management plan that has been approved by the Secretary of Commerce. The maximum allowable administrative grant for one year is \$3 million. Funds are used for administration and consultation, for architectural plans, and occasionally for small restoration projects. Funds may not be used for purchasing property or for "bricks and mortar" projects.

Example

In 1978, a 10.4 acre multiuse park called Lighthouse Landing, on the shores of Lake Michigan in Evanston, Ill., received an \$11,000 CZM Planning Grant. The plan called for restoration and preservation of the historic lighthouse, fog house, and keeper's house, and the renovation of a historic mansion to be used as a museum and arts center. When the plan was approved in 1979, a \$20,500 Administrative Grant was awarded to administer the implementation of the plan. Some of these funds were used to restore the original Jens Jensen landscaping, to reconstruct the old council ring and grotto, and to draw up architectural plans for the lighthouse restoration. Other grantees in 1978 included Norwalk, Conn., for planning the development of its historic seaport; Calais, Me., for redevelopment of the city's waterfront to increase access and improve the esthetic environment; and Gulfport, Miss., for planning the development of the Harbor Square South area to meet the city's economic, cultural, esthetic, recreational, and community service goals.

Contact for Information

Office of Coastal Zone Management, Department of Commerce, 3300 Whitehaven Street, NW, Washington, DC 20235

39/ Estuarine and Marine Sanctuaries

National Oceanic and Atmospheric Administration

What/For Whom

Research and study opportunities in estuarine and marine sanctuaries for historians, archeologists, and other qualified researchers, as well as marine scientists. Tours for the general public.

Description

Coastal areas of demonstrated conservation, recreational, ecological, or esthetic value may be selected for preservation and restoration as estuarine or marine sanctuaries. They are used as field laboratories and research centers for the study of the natural and human processes occurring within the sanctuary. Opportunities for qualified groups or individuals include preservation of historic property, archeological and scientific research and illustration, and studies of the cultures of inhabitants of the sanctuaries. In addition, educational and recreational tours are often available for the public. For information about opportunities in specific sanctuaries, contact the office listed below.

Example

In 1978, the Elkhorn Slough acquired by the state of California as an estuarine sanctuary was the site of a major archeological dig carried out by the California State Historical Society to uncover ancient Indian sites. The Waimanu Valley in Hawaii, once the site of a thriving community, has been designated as an estuarine sanctuary, and extensive historic and archeological research is being carried out there. Off Cape Hatteras in North Carolina, the waters surrounding the sunken U.S.S. *Monitor* have been designated a marine sanctuary for the purpose of encouraging research and preservation of the historic ship.

Contact for Information

Office of Coastal Zone Management, Department of Commerce, 3300 Whitehaven Street, NW, Washington, DC 20235

40/ Sea Grants

National Oceanic and Atmospheric Administration

What/For Whom

Matching project grants to universities or any qualified organizations or their individual members interested in marine development and technology.

Description

The National Sea Grant Program is a federal-state-university partnership designed to integrate research, education, and public service to help preserve and develop marine resources and technology. Such resources may include property of historic or recreational value or the cultural heritage of a coastal community. Universities and qualified organizations or their individual members are eligible for Sea Grant support. Grants, primarily administered by universities, may cover up to two-thirds of project costs; a one-third nonfederal match is required.

Example

In 1978, the National Sea Grants Program awarded \$10,000 to the University of Michigan to assess the development potential of Michigan's Great Lakes Underwater Park/Historical Preserve. The program also awarded \$15,197 to the University of Wisconsin for a two-year study of the relationship between a coastal environment and the historical and cultural development of its population—specifically, the Afro-American population in the Sea Islands, S.C. The investigators are examining the relationship between adaptation to the Sea Islands environment and the persistence of unique cultural patterns among generations of Afro-American inhabitants.

Contact for Information

National Sea Grants Program, 3300 Whitehaven Street, NW, Washington, DC 20235

Department of Defense

41/ Art Collections/Traveling Exhibits

What/For Whom

Armed Forces traveling exhibits for public and private organizations interested in exhibiting military art to the public, including educational institutions, public libraries, and museums.

Description

Army • The U.S. Army Center of Military History maintains and administers the 13,500-piece U.S. Army Art Collection, valued at approximately \$4 million. The total collection includes the American Collection, artworks produced by military and civilian artists from World War II to the present (see no. 42); the Life Collection, 1,056 pieces of art presented to the Department of Defense by Time, Inc., in 1960; and the German War Art Collection, confiscated World War II art produced by German military artists. Approximately 34 traveling exhibits, including many works done in Viet Nam, are available for temporary loan (usually for not longer than six months) to interested public and private organizations for public display. The exhibits are commercially shipped from and returned to the Center's Washington location at the borrower's expense. In addition, the borrower must furnish a surety bond indemnifying the government against theft, loss, damage, or destruction of the borrowed items.

Navy • The Navy Combat Art Collection contains approximately 5,000 works, some of which are on continuous display at the Navy Combat Art Gallery in Washington, D.C. The Collection includes works produced by artists participating in the Navy Art Program (see no. 42). The Navy Combat Art Center has a program that permits communities or groups to exhibit selected art shows from the Combat Art Collection. Due to present budget restrictions, the sponsor is requested to pay the cost of shipping the art to the community and of returning it to Washington, D.C. The cost depends on the size of the show. The round-trip shipping cost for 30 original paintings is approximately \$200. In the case of Combat Art Exhibits, at least 90 days' advance notice and a statement that 24-hour security will be provided are required.

Air Force • The Air Force Art Collection contains approximately 4,500 works of art produced by professional civilian artists participating in the Air Force

Art Program (see no. 42). The Collection is administered and maintained by the Office of Information, Office of the Secretary of the Air Force, Headquarters, United States Air Force, Washington, DC 20330. Parts of the Collection are on temporary loan to public and private organizations through special exhibitions arranged by the Art and Museum Branch, Community Relations Division, Office of Information, Pentagon, Washington, DC 20330. Costs of transportation are the responsibility of the exhibitor. Rotating exhibitions of Air Force art are on permanent view at the Air Force Academy, Colorado Springs, Colo.; Air University, Maxwell Air Force Base, Ala.; the Air Force Museum, Wright-Patterson Air Force Base, Ohio; the Arnold Corridor of the Pentagon; and the National Air and Space Museum, Washington, D.C.

Marine Corps • The Marine Corps Art Collection contains more than 5,000 works, many of them produced by military and civilian artists participating in the Marine Corps Art Program (see no. 42). Selected shows from the collection are circulated throughout the United States in exhibits sponsored by the Marine Corps and by independent groups. Requests for exhibits should be submitted to the Marine office listed below.

Contact for Information

Army: Army Art Activity, U.S. Army Center of Military History, Room G2-W18, DARCOM Bldg., 5001 Eisenhower Avenue, Alexandria, VA 22333

Navy: Navy Combat Art Gallery, Building 67, Navy Yard, Washington, DC 20374

Air Force: U.S. Air Force Art Collection, Pentagon, Washington, DC 20330

(Traveling Exhibits), U.S. Air Force Orientation Group, Wright-Patterson AFB, OH 45433

Marines: Commandant of the Marine Corps, Headquarters, U.S. Marine Corps (Code HDM), Washington, DC 20380

42/ Art Programs

What/For Whom

Opportunities for military and civilian artists to paint military scenes and operations. Artists are not paid for their work but are reimbursed for certain expenses such as travel and art supplies.

Description

Army Artist Program • Using volunteer military and civilian artists, this program provides worldwide pictorial documentation of Army activities. Artists are selected by the Center of Military History and are permitted maximum freedom of expression. Interested military personnel who have completed basic training may apply

through the arts and crafts director of their local post. Soldier artists, on temporary duty assignments of 90 to 130 days, work in two- to five-person teams and return to home stations at the end of their tours. Professional artists who are civilians are invited to visit specified areas of Army interest for a maximum period of 30 days to observe, photograph, and sketch military operations in order to produce paintings after returning home. Civilian artists may donate as many pieces of art as they wish to the Army Art Collection (see no. 41).

Navy Combat Art Program • Civilian and, occasionally, Navy artists document Navy life in paintings, drawings, and photographs which become part of the Navy Combat Art Collection (see no. 41). Artists are chosen by NACAL, a committee composed of members of the Salmagundi Club in New York City and by the Chief of Naval Information. Usually artists are sent out for 3 to 10 days to photograph and make rough sketches of the subject, returning home to finish their works. In 1978, nine civilian artists were used in this program; enlisted Navy artists have not been used since 1970.

Air Force Art Program • Professional civilian artists volunteer to document worldwide activities of the Air Force in paintings which become part of the Air Force Art Collection (see no. 41). Artists are usually selected by three Air Force chairpersons, one each from three unrelated societies of illustrators located in New York, Los Angeles, and San Francisco. Participating artists are free to choose the subject matter for documentation. Artists are usually placed on tour at Air Force bases for periods of 3 to 10 days to take photographs and make sketches on which finished paintings are based. During 1978, 148 artists participated in the program.

Marine Corps Art Program • Professional artists—active duty, retired, and reserve Marines, as well as civilians—document the activities of the Corps. Artists are selected by the Commandant of the Marine Corps. Since the beginning of the program in 1965, more than 80 artists have contributed their works to the Marine Corps Art Collection (see no. 41). At present about four Marine Corps Reserve artists are called to active duty for a period of two to three weeks each year to cover major Marine Corps events.

Contact for Information

Army: Army Art Activity, U.S. Army Center of Military History, Room G2-W18, DARCOM Building, 5001 Eisenhower Avenue, Alexandria, VA 22333

Navy: Navy Combat Art Gallery, Building 67, Navy Yard, Washington, DC 20374

Air Force: Secretary of the Air Force, Office of Information, Community Relations Division, Art and Museum Branch, Pentagon, Washington, DC 20330

Marines: Commandant of the Marine Corps, Headquarters, U.S. Marine Corps (Code HDM), Washington, DC 20380

43/ Bands and Choruses

What/For Whom

Career opportunities for musicians, instrumentalists, and vocalists, 17 years or older, with Armed Forces bands and choruses.

Description

Each of the Armed Forces offers career opportunities for musicians. Service bands include concert bands, jazz ensembles, and a symphony orchestra. Each service has a premier band headquartered in Washington, D.C., as well as many other bands located at service installations throughout the United States and overseas. Choruses accompany Air Force, Army, and Navy premier bands on concert tours.

Applicants must pass a private audition, a physical examination, and the Armed Services Vocational Aptitude Battery. Interested vocalists should inquire about chorus opportunities and positions as pop vocalists. Placement with a band is based on the need for a particular instrument and the results of competitive auditions. Placement possibilities should be checked in advance; depending on the service, the enlistment contract may or may not ensure placement with a band. Three years is the minimum enlistment period for the Army, four years for the other services. Band and chorus personnel may be eligible for accelerated promotions based on civilian-acquired skills. They receive full military benefits, including subsidized opportunities to pursue a music education.

Army, Navy, and Marine musicians not assigned to premier bands must complete the basic course of instruction offered by the School of Music in Norfolk, Va. Intermediate and advanced music courses are also available. Government-owned instruments and all instructional materials are provided for the student.

Occasionally there are openings for especially talented civilian professionals to audition for premier bands or to provide such musical support activities as music arrangements and compositions, public relations, advertising and promotion, audio support, and recording.

Each music information office can provide a booklet specifying the number, kinds, and locations of musical units, and policies concerning reimbursement of travel expenses.

Civilians interested in obtaining the services of an Armed Forces band for a civic function should contact the nearest military installation service recruiter. Usually the host community must absorb transportation and lodging expenses if the event is held outside the local area.

Example

In 1978, the Premier Army, Navy, Air Force, and Marine Bands, and the Army Field Band gave more than 8,000 performances, involving more than 1,000 performers,

throughout the United States. In recent years, many service bands have expanded their repertoires to include jazz, soul, rock, and country-western, as well as martial music.

Contact for Information

Army: Chief, Army Bands Office, Headquarters, Department of Army (DAAG-MSB), Washington, DC 20314

Navy: Music Branch, Bureau of Naval Personnel (Pers 724), Department of the Navy, Washington, DC 20370

Air Force: Secretary of the Air Force, Office of Information, Community Relations Division, Bands Branch, Pentagon, Washington, DC 20330

Marines: Director, United States Marine Band, Marine Barracks, Eighth and I Streets, SE, Washington, DC 20390

44/ Fellowships and Visiting Professorships

What/For Whom

Fellowships for doctoral and postdoctoral research in military or aerospace history; visiting professorships at three Army higher education institutions.

Description

Army • The U.S. Army Center of Military History in Washington, D.C., awards two Dissertation Year Fellowships annually. Applicants compete nationally for the two \$4,000 fellowships, and grantees are selected by the Army's Historical Advisory Committee. Applicants must be candidates for the doctoral degree in history who are writing dissertations in the field of military history. December 31 is the final date for application for the following academic year. The Center also solicits nominations for visiting professorships at the U.S. Military Academy at West Point, N.Y., and at the General Staff College at Fort Leavenworth, Kans. For more information, contact the institutions directly or write to the Center at the address listed below.

The U.S. Army Military History Institute in Pennsylvania awards an average of six Advanced Research Fellowships annually. Postdoctoral researchers and scholars or professional writers compete for these fellowships, which average \$500 each. Research must be undertaken at the Institute. The Institute also solicits nominations for one visiting professorship in military history at the Army War College annually.

Example: In 1978, the U.S. Army Military History Institute awarded Advanced Research Fellowships for research on

the following topics, among others: "The Art of Warfare in America and Europe, 1854-1871"; "History of U.S. Influence on Smaller Nations' Armed Forces"; "The Influence of the American Military upon U.S. Foreign Policy, 1964-1974"; and "U.S. Army Officers and the Intellectual Mastery of the Reality of War, 1846-1940."

Air Force • The Office of Air Force History offers two Dissertation Year Fellowships annually (although three were awarded in 1978) for doctoral candidates working on dissertations in the field of U.S. aerospace history. Applicants compete nationally for the \$4,000 fellowships. The final application date for the following academic year is in early February. The Office also has a program of summer employment for two students of aerospace history. Although the program has been authorized annually, there have been years when no allocations were made. Contact the office listed below for further information.

Contact for Information

Army: Commander, U.S. Army Center of Military History, Attn: DAMH-HSR, Washington, DC 20314 or U.S. Army Military History Institute, Carlisle Barracks, PA 17013

Air Force: Office of Air Force History, Headquarters, U.S. Air Force, CVAH(S), Bolling AFB, Washington, DC 20332

45/ Museums: Exhibits/Loans

What/For Whom

Museum exhibitions for the general public. Traveling exhibits often available without charge to organizations able to protect and exhibit them properly. Special collections and historical materials for researchers by permission. Loans or donations of artifacts to public and private nonprofit organizations as well as state and local governments.

Description

Each service maintains museum collections illustrating its own military history through displays of artifacts, weapons, uniforms, dioramas, explanatory materials, military art, and posters. Orientation lectures, special tours, and traveling exhibits can often be arranged. In addition, each service has a limited number of obsolete and/or historic items designated as surplus, such as combat materiel, books, manuscripts, and vessels. These items may be lent or donated, at no expense to the government, for ceremonial, historical, educational, or display purposes only.

Army • The U.S. Army Center of Military History in Washington, D.C., oversees the 65 Army museums throughout the United States and overseas. The largest

facility is the West Point Museum located at the U.S. Military Academy, West Point, N.Y. Loans and donations of Army artifacts may be arranged through the Center. Allocation priorities are: 1) Army museums; 2) museums of the other armed services; 3) Smithsonian Institution; 4) museums of other federal agencies; 5) state, municipal, and university museums; and 6) veterans organizations, private nonprofit museums, and other public bodies. In 1978, a number of Civil War cannon balls excavated from the Allegheny Arsenal were donated by the Army to the Western Pennsylvania Historical Society.

Navy • The Director of Naval History is in charge of the eight museums maintained by the Navy, the largest of which is the Navy Memorial Museum in the Washington Navy Yard, Washington, D.C. The Director of Naval History is also responsible for the U.S.S. *Constitution*, "Old Ironsides," on public display in the former Boston Naval Shipyard. Surplus historic shipboard equipment may be obtained on indefinite loan from the Curator for the Navy. Such items as ship bells are often lent to churches, town halls, and schools, and anchors, chains, and cannons are displayed in parks. Obsolete or condemned vessels are available through the Naval Sea Systems Command (address below). In 1977, the U.S.S. *Little Rock* and the U.S.S. *Sullivan* were transferred to the Buffalo Urban Renewal Agency to be used as naval museums.

Air Force • The largest museum maintained by the Air Force is the Air Force Museum at Wright-Patterson Air Force Base near Dayton, Ohio, which focuses on the military aspects of aviation history and the growth of aerospace power. Approximately 130 aircraft, missiles, and other related exhibits are on display. The Museum's responsibility is to supervise the loan of Air Force historic properties to support qualified museums portraying Air Force history. More than 500 historic planes, as well as other combat materiel, are on loan throughout the world. For ceremonial purposes, the Museum lent some fabric and chips of wood from the Wright brothers' *Kittyhawk* to Neil Armstrong to be carried in the *Apollo* for the first lunar landing. They were then lent to the Washington Air Force Recruiting Office for a touring exhibition.

Marines • The Marine Corps maintains two major museums: The Marine Corps Museum, located at the Washington Navy Yard, Washington, D.C., and the Marine Corps Aviation Museum, located at Quantico, Va. In addition, exhibits are maintained at a Command Museum at Parris Island, S.C., and at the Navy/Marine Corps Museum, Treasure Island, San Francisco, Calif.

Contact for Information

Army: Commander, U.S. Army Center of Military History, Attn: DAMH-HSP, Washington, DC 20314

Navy: Director of Naval History, Building 220, Navy Yard, Washington, DC 20374 or (for loans of historic objects) Curator for the Department of the Navy, Building 220, Navy Yard, Washington, DC 20374 or (for donations of vessels) Commander, Naval Sea Systems

Command (NAVSEA OOD), Department of the Navy, Washington, DC 20360

Air Force: Office of Information, The Air Force Museum, Wright-Patterson Air Force Base, OH 45433

Marines: Commandant of the Marine Corps, Headquarters, U.S. Marine Corps (Code HDM), Washington, DC 20380

46/ Professional Entertainment Program

What/For Whom

Performing opportunities for professional entertainers, performing arts groups, and college groups with no more than 10 members who apply through their drama and music departments.

Description

The Department of Defense provides a continuing program of live entertainment for overseas personnel. Groups of professional and amateur entertainers (in the performing units listed below) tour isolated and remote military locations overseas.

Professional units: The United Services Organization (USO) assembles and pays the salaries of small groups of professional entertainers.

Commercially sponsored units: The Department pays travel costs and a small daily living allowance to entertainers, who receive a salary from civilian agencies.

Gratuitous units: The Department pays travel costs and living allowances to entertainers, including college groups, who serve without salary.

The Department of Defense supplements USO-provided entertainment. Interested groups may offer their services directly to the Adjutant General's office listed below. Entertainers are not salaried but the Department does furnish administrative support (for example, visa and inoculation costs), round-trip transportation, and a daily living allowance while touring. While a unit is on tour, a delay of up to two weeks of personal travel time may be authorized for individuals under certain conditions. Preference is shown to small groups that include at least one woman. Programs should generally be light and tasteful. Soul, rock, jazz, country and western, and folk groups have been especially popular; programs limited to classical music or only choral work are generally not accepted.

Contact for Information

The Adjutant General Center, Attn: DAAG-MSE, Department of the Army, Washington, DC 20314 or Director of USO Shows, 1146 19th Street, NW, Washington, DC 20036

47/ Recreation Programs

What/For Whom

Crafts and performing arts workshops, performances, and other recreational services for military personnel, their dependents, and civilian personnel. Technical publications available to the public. Music and drama scholarships for active military personnel. Cultural facilities available to civilians at the commanding officer's discretion.

Description

Army Morale Support Activities • The Army's Morale Support Activities Office maintains nearly 700 arts and crafts centers on Army installations around the world. The Office hires civilian arts and crafts specialists to give instruction in such fields as painting and drawing, graphics, photography, sculpture, ceramics, jewelry making, weaving, and woodworking. Minimum fees may be charged for instruction and use of equipment. Facilities may be available to civilians at the Commander's discretion.

Annual "Arts and Crafts Week" activities take place on all Army installations. Civilian and Army artists and craftspersons demonstrate and exhibit their work on or near Army installations. All-Army Fine Arts, Crafts, and Photography Contests periodically invite civilian artists and craftspersons to participate as judges and consultants. Touring exhibitions of prize-winning works from the All-Army Art Contests are shown at Army installations worldwide and in nearby civilian communities, museums, and colleges.

The Army has done extensive research on developing cultural centers and has published technical pamphlets on such topics as setting up workshops and exhibits, designing facilities, using crafts equipment, and techniques in specific areas of arts and crafts. All information is available to the general public on request.

In addition to arts and crafts centers, the Office also programs performing arts activities. Most installations have established choruses and glee clubs, stage bands, and theater groups, as well as instruction in music and drama. Live commercial entertainment is also provided.

Through agreements with state colleges and universities, the Army provides scholarships in music and drama to active military personnel. Because formal agreements have not been reached with institutions from all states, the program is currently administered informally. Interested individuals should contact the office listed below to find out whether their resident states participate in this program.

Navy Special Services Program • The Navy craft program offers courses in ceramics, jewelry, painting, leathercrafts, woodworking, and photography, with professional instructors hired from local metropolitan areas. Most special interest groups, such as camera clubs, musical groups, and glee clubs, are furnished a meeting place and receive limited support from the Recreation Fund. Many activities are conducted in conjunction with similar community cultural programs. Responsibility for Special Services programming rests with the commanding officers of ships and shore installations.

Air Force Recreation Program • Arts-related programs in Air Force communities are conducted in arts and crafts, recreation, and youth centers, and include classes and workshops in such fields as painting, photography, pottery, batik, macrame, jewelry, piano, guitar, modern jazz, ballet, and folk dance. Many little theater groups, rock concerts, folk festivals, competitions, exhibits, lectures, demonstrations, and ethnic festival activities are organized or produced by Air Force personnel.

Marine Corps Special Services Program • A variety of arts-related activities are provided for Marine Corps personnel and their dependents. Decisions on the programming of arts and crafts activities are made at the local command level and reflect the particular interests of the installation. Many Marine Corps installations have fully equipped arts and crafts hobby shops. Supplies are sold at minimum cost. Woodworking, ceramics, and photography workshops have been the most popular activities in recent years. If interest in a particular area is keen, professional instructors may be hired, or personnel may form a private organization to share their common interests, such as a drama or painting club. Marines also compete in local and interservice talent contests. Activities are supported using both appropriated and nonappropriated funds.

Contact for Information

Army: Morale Support Activities Office on any Army installation, or Community and Skills Development Activities, Office of the Adjutant General, Attn: DAAG-MSA, Washington, DC 20314

Navy: Department of the Navy, Bureau of Naval Personnel, Special Services (Pers 721), Washington, DC 20370

Air Force: Directorate of Morale, Welfare, and Recreation, AFMPC/MPCSOC, Randolph Air Force Base, TX 78148

Marines: Head, Recreation Section, Commandant of the Marine Corps, Headquarters, U.S. Marine Corps (Code MSMS-12), Washington, DC 20380

48/ Research Facilities/Internships

What/For Whom

General libraries for active military personnel and their dependents, retired military personnel, and civilian personnel on military installations. Military historical research collections open to qualified researchers.

Description

Each branch of the military services maintains libraries on installations at home and abroad. Collections contain works of fiction and nonfiction, educational materials, and technical information. Overseas libraries conduct programs designed to acquaint the military community with the culture and history of the host country.

In addition, each service maintains extensive military history collections open to researchers. Special permission is needed to inspect classified material. (For a description of military history fellowships and professorships, see no. 44.) The main historical offices are described below.

Office of the Secretary of Defense • A staff of three historians preserves documents pertaining to the Office and prepares classified histories for use by the Secretary. A separate Historical Division preserves the records of the Joint Chiefs of Staff and prepares classified histories for their use.

Army • Most commands and subunits of the Army have resident historians who preserve records and prepare annual historical reviews. These are coordinated under the supervision of the Chief of Military History at the Center of Military History in Washington, D.C. The Center oversees and supervises all matters pertaining to Army history, including historic property and Army museums. It also serves as a research facility for public and private organizations and individuals interested in military history. The Center's U.S. Army Military History Institute in Pennsylvania houses extensive collections of artifacts, maps, recordings, photographs, and printed materials relating to Army history, and conducts symposia and an oral history program.

In 1976 the Institute initiated a Student Internship Program. Up to seven internships in each of three semesters (fall, winter, spring) have been awarded annually. No stipends are available, but students receive a formal grade as well as academic credit for their work. Internships may be in the Archives, the Audio-Visual Collection, the Bibliographic Program, the Book Cataloging Division, the Government Documents Collection, the Museum, the Photographic Archives, or the Reference Section of the Institute.

Navy • The Naval Historical Center in Washington, D.C., maintains research and curatorial facilities available to the general public as well as to Naval personnel and historians. In addition, the Center publishes the research produced by its own historians and curators. The Navy

welcomes applications from students interested in internships at the Center. Internships are specially designed to suit the needs of both the student and the Center. Although no funds are available, the sponsoring academic institutions may make agreements with individuals concerning residence and academic credit.

Air Force • The major commands and many subunits of the Air Force maintain historical offices which preserve records and prepare annual histories and other required special studies. The Office of Air Force History in Washington, D.C., supervises these units in all matters pertaining to Air Force history, including publications, oral history projects, and documentary films. In addition, it operates the Albert F. Simpson Historical Research Center in Alabama, which is the main repository for Air Force historical records.

Marine Corps • The Marine Corps Historical Center in Washington, D.C., maintains a library and archives and collections of papers, all of which are open to researchers and to the general public.

Contact for Information

Office of the Secretary of Defense, Historical Staff,
Washington, DC 20301

Army: U.S. Army Center of Military History, Attn:
DAMH-HSR, Washington, DC 20314 or U.S. Army
Military History Institute, Carlisle Barracks, PA 17013

Navy: Director of Naval History, Department of the Navy,
Washington Navy Yard, Washington, DC 20374

Air Force: Office of Air Force History, Headquarters, U.S.
Air Force, CVAH(S), Bolling AFB, Washington, DC 20332

Marines: Marine Corps Historical Center, Headquarters,
U.S. Marine Corps (Code HDM), Washington, DC 20380

49/ Surplus Personal Property Sales

What/For Whom

Surplus military personal property for sale to any member of the general public, 18 years or older, not employed by, or related to an employee of, the Defense Property Disposal Program.

Description

When military personal property is declared "surplus," the Department of Defense offers it for sale to the general public. ("Surplus" personal property from civil agencies is sold by the General Services Administration, see no. 160.) Personal property includes such items as motor vehicles, furniture, lumber, maintenance and repair shop equipment, musical instruments, phonographs, radios, office machines and supplies, photographic equipment, all types of precious metals, textiles, and woodworking and metalworking machinery.

To encourage participation not only by individuals but also by business concerns of all sizes, property is usually offered in quantities, with retail sales, auctions, and sealed bids among the various sales methods. Sales are conducted throughout the country by Defense Property Disposal Regions. By contacting the office below, individuals and organizations may have their names and property interests placed on the bidders' list; they will be

notified of sales held in their areas. Sale notices also appear in *Commerce Business Daily*, published by the Department of Commerce (see no. 25).

Contact for Information

Department of Defense Surplus Sales, Post Office Box
1370, Battle Creek, MI 49016

Department of Energy

workshop to teach the art of adobe making, an energy saving form of construction.

Contact for Information

Program Managers in Department of Energy regional offices or Appropriate Technology Small Grants Program, Office of Conservation and Solar Applications, Department of Energy, Washington, DC 20585

50/ Appropriate Technology Small Grants Program

What/For Whom

Grants to and cooperative agreements with individuals, local nonprofit organizations and institutions, small businesses, Indian tribes, and local and state agencies.

Description

Financial assistance is provided to develop and demonstrate small-scale, energy-related technologies. These are called "appropriate technology" projects because they meet local energy needs and use local materials, labor, and renewable energy sources. Such projects must be simple, efficient, and environmentally sound.

The program is administered through regional Department of Energy (DOE) offices. In each region a program announcement describing the funding cycle and guidelines is prepared and published in the *Commerce Business Daily* (see no. 25), newspapers, and trade and technical publications and circulated to interested groups and individuals. No more than \$50,000 will be awarded to any grantee over a two-year period.

Projects are funded under three categories. Concept Development Awards of up to \$10,000 are made to develop an idea or to investigate areas ranging from new energy sources to new applications of existing procedures and systems. Development Awards of up to \$50,000 are made for the systematic and practical development of a concept into a useful technology. Demonstration Awards of up to \$50,000 are made to test a technology under operating conditions to show that commercial application is technically, economically, and environmentally feasible.

Example

In 1979, the appropriation was \$8 million. It was anticipated that although 12,000 proposals would be received, only 300 to 400 could be funded. The President requested \$8.5 million for the program in 1980, but there is a possibility Congress will raise this to \$23.5 million. Projects funded under the 1977 pilot program include an award of \$10,000 to the Verde Valley Solar Energy Association in Arizona to weatherize the community library and install solar heating, and an award of \$24,400 to Equinox-Solar Consulting in Chino Valley, Ariz., for a

51/ Education, Business, and Labor Affairs

What/For Whom

Grants to colleges and universities, public interest and community service groups, labor unions, and other organized groups with nationwide individual memberships. Donations of used energy-related equipment are made to colleges, universities, museums, and other nonprofit postsecondary educational institutions.

Description

The Office of Education, Business, and Labor Affairs in the Department of Energy (DOE) provides financial assistance to help the educational community address energy issues. Projects educate the public, students, and teachers about energy production and conservation; train professionals for energy research and development careers; or provide materials and equipment to support the latter purposes. Although the approach to energy education is primarily scientific and technological, ethical, historical, political, and social implications of energy issues have been considered by participants in DOE-sponsored projects. The Office has cosponsored or cofunded several projects with the National Endowment for the Humanities, the Environmental Protection Agency, and other agencies and organizations.

An annotated bibliography of available education materials is issued. Most materials are distributed by the Technical Information Center (see no. 55). Approximately 40 titles are currently available.

Faculty Development Projects in Energy Education

Grants are made to colleges and universities to sponsor workshops for elementary, secondary, and college teachers. The content and the audience for the workshops vary, but each examines such topics as teaching methodology, energy resources, alternative technologies, and economic, environmental, political, or social implications of energy development. The workshops for high school and college teachers are of one to three weeks duration during the summer and may offer follow-up sessions during the academic year. One-day

workshops are offered for elementary school teachers during the school year. In order to participate, teachers apply to the sponsor of a workshop, not to DOE. A brochure listing workshops for the following summer is issued annually.

Example: Grants totaling \$1.1 million were made to institutions of higher education to host 63 workshops attended by more than 2,000 teachers in the summer of 1979; more than 300 proposals for workshops were submitted. Examples of workshops conducted are "Energy Choices and Social Change in Arizona" at Arizona State University in Tempe, "Energy and Society—Past to Future" at Eisenhower College in Seneca Falls, N.Y., and "Energy Economics for Public School Teachers" at West Virginia University in Morgantown, W.Va.

Public Energy Education

Grants are made to public interest, community service, labor union, and other organized groups with nationwide individual memberships to conduct programs of public energy education. Projects explore energy-related economic and environmental issues as well as practical measures to conserve energy in the home. Proposals are accepted primarily from groups with previous experience in staging education programs. Ideally projects should reach large numbers of people and should have multiple cosponsors or funding sources.

Four grants were made in 1978, including an award to the National Council of Churches to produce a pilot energy education project and written materials on ethical and humanistic dimensions of energy production and use. Public discussions of these topics were planned in cooperation with churches throughout the United States.

Used Equipment Grants

Used energy-related equipment is donated to two- and four-year colleges, universities, museums, and other nonprofit postsecondary educational institutions for energy-oriented programs in the life, physical, and environmental sciences. Items available are usually large, heavy equipment, suitable for nuclear science and engineering laboratories. Representatives of eligible institutions may review lists of equipment located at DOE installations; contact the nearest DOE field office for further information.

Contact for Information

Office of Education, Business, and Labor Affairs,
Department of Energy, Washington, DC 20585

52/ Energy Conservation Program (Title III)

What/For Whom

Formula grants to states. Grants to schools, including two- and four-year colleges and universities, hospitals, public care institutions, and local governments, including Indian tribal governments, and libraries owned by or serving the residents of a local jurisdiction that derive 40 percent of their budgets from local tax revenues.

Description

Title III of the National Energy Conservation Policy Act of 1978 (P.L. 95-619) authorizes grants to promote energy conservation in public buildings. Funds are allocated among the states according to two different formulas based on population, climate, and fuel costs. Buildings that house resources for the arts, humanities, and historic preservation, such as libraries, arts centers, and museums, may be eligible for assistance *if* covered by an application from an eligible institution. Based on the results of the preliminary energy audits and energy audits (see below), each state formulates and obtains Department of Energy (DOE) approval of a plan for the operation of the technical assistance and energy conservation grant programs. For preliminary energy audits and energy audits, Congress appropriated \$20 million for schools and hospitals and \$7.5 million for local governments and public care institutions in 1978. For technical assistance and energy conservation grants to schools and hospitals, Congress appropriated \$180 million, and for technical assistance to local governments and public care institutions, \$17.5 million.

Preliminary Energy Audits

States receive grants to conduct preliminary energy audits of schools, colleges, universities, libraries, hospitals, and buildings owned by local governments and public care institutions. A state may also channel its funds to these institutions to allow them to conduct their own audits. A preliminary audit determines the energy consumption characteristics of a building, including its size, type, rate of consumption, major energy-using systems, and energy conservation steps taken. Fifty percent matching usually is required. Information gathered through preliminary audits will establish a data base upon which the state plan for subsequent phases of the Title III program can be developed.

Energy Audits

Grants are made to states to sponsor energy audits of selected eligible institutions based on preliminary audits conducted by or funded by the state. Each state establishes criteria for determining which institutions should receive priority for assistance. The energy audit,

conducted by a state-approved auditor, is a brief, onsite survey and analysis of a building and its energy use patterns that identifies ways to conserve energy through operating and maintenance changes and assesses the need for energy conservation, such as solar or other renewable resource measures. Fifty percent matching usually is required.

Technical Assistance

Grants are made to schools, colleges, universities, libraries, hospitals, local governments, public care institutions, and authorized coordinating agencies representing such institutions to perform technical assistance in a building owned by the grantee, for which an energy audit or the equivalent has been conducted. A technical assistance program is conducted by a qualified analyst who considers all possible energy conservation measures for the building. The detailed engineering analysis estimates the expense and the savings in energy and costs likely to result from the modification of maintenance and operating procedures or from introducing new energy conservation measures, such as the acquisition or installation of a solar or renewable energy source. The state energy agency reviews and ranks applications and forwards them to DOE for approval of up to 50 percent of project costs.

Energy Conservation Measures

Grants are made to schools, colleges, universities, hospitals, and authorized coordinating agencies representing such institutions for energy conservation and solar or other renewable resource measures. The applicant must have completed an energy audit and technical assistance program or their equivalent for the building for which financial assistance is requested. Grants are used to design, acquire, and install measures to reduce energy consumption or to introduce solar or other renewable energy resources.

Contact for Information

State energy office or Institutional Buildings Grants Programs Division, Office of Conservation and Solar Applications, Department of Energy, Washington, DC 20585

53/ Energy Extension Service

What/For Whom

Information and technical assistance for organizations and individuals.

Description

Through this new program, the Department of Energy (DOE) awards grants to states and territories for energy extension services that will help consumers learn about and adopt energy-efficient practices and technologies. Each state plans services in response to local needs; the DOE provides guidance and technical assistance only, not direction, to the states. The Extension Service is primarily intended to benefit small-scale energy consumers—homeowners, small businesses, public institutions—and groups that influence energy consumption, such as architects and builders. Assistance is provided directly to the consumer through building audits, special training, workshops, and hotlines.

Example

Ten states were awarded approximately \$1.4 million each for 1978 and 1979 to plan and implement pilot energy extension services. The remaining states received \$45,000 to follow the pilot programs. A state office, state university system, or combination of both administered the pilot programs. Existing delivery systems were used whenever possible; for example, a majority of the states worked through the Department of Agriculture's Cooperative Extension Service (see no. 24). States were permitted great flexibility in selecting target audiences and services. The pilot program in Connecticut offered workshops to those responsible for church and museum buildings as part of its effort to stimulate energy conservation in municipal buildings. In Wisconsin, Extension Service staff convinced the Milwaukee government to finance energy conservation measures in a public library, now a center for energy-related educational programs and conservation services throughout the state.

Comment

The program extends only through September 30, 1979; however, prospects appear good for its reauthorization and funding sufficient for extension services in all states.

Contact for Information

Energy Extension Service, Department of Energy, 20 Massachusetts Avenue, NW, Washington, DC 20585

54/ Historian's Office

What/For Whom

Historical studies of federal energy policy, published in professional journals and in book form. The public may use the archives with assistance from the staff when time permits. Occasionally, researchers are contracted by the Office or serve on the staff as visiting scholars to conduct energy-related historical research.

Description

Studies of federal energy policy and the agencies responsible for its development are sponsored. Many specialized history fields—social history, women's history, environmental, urban, or diplomatic history—may have relevance to studies of energy policy. The staff has produced a two-volume history of the Atomic Energy Commission, a history of the nuclear navy, papers for presentation at professional meetings, and articles for publication in journals. Archives are open to the public for research purposes. A newsletter, *Energy History Report*, is planned for publication four times yearly.

Through the Visiting Scholar Program, two academic researchers each year receive 12-month Intergovernmental Personnel Act (IPA) assignments (see no. 237) to the Office. During 1979, a faculty member from Michigan State University in East Lansing undertook a history of household energy consumption in the United States, and a researcher from Brown University in Providence, R.I., wrote a history of solar energy development. Two outside contractors were retained for research projects by the Office during the same year.

Contact for Information

Historian's Office, Executive Secretariat, Department of Energy, Washington, DC 20585

55/ Information Sources

What/For Whom

Information and publications for the public. Exhibits and motion pictures lent without charge to educational, civic, and other organizations for noncommercial showing.

Description

The Department of Energy (DOE) disseminates scientific, technical, and practical information relating to energy through a number of different programs.

Citizens' Workshops

Operated for DOE by educational and research institutions, such as museums and colleges, these workshops are designed to acquaint the public with the complexities of the energy-environment situation and provide an opportunity for discussion of related issues. Any organization may sponsor a workshop, ranging from one to three hours in length for 25 or more participants. Occasionally sponsors pay the costs of the DOE workshop leader's transportation and expenses. For further information, contact the Office of Public Affairs at the address below.

Exhibits Branch

Exhibits explaining in nontechnical terms DOE programs, energy, environment, and conservation are made available without charge to sponsoring organizations. Exhibits cover a wide range of energy topics and vary in size and mobility; large sophisticated units are designed for extended showings in science museums; others are assembled for professional conventions, shopping centers, libraries, fairs, or other large public places. Requests for exhibits should be made well in advance. For information on the program, contact Museum Division, Oak Ridge Associated Universities, P.O. Box 117, Oak Ridge, TN 37830.

National Energy Information Center

The Center responds to requests from the general public for energy-related data and information, distributes statistical and analytical publications, and refers inquiries to other sources of assistance if necessary. Inquiries should be addressed to the National Energy Information Center, Department of Energy, 1726 M Street, NW, Washington, DC 20461.

Speakers Bureau

Speakers are available from the DOE in Washington, D.C., regional offices, and field offices to discuss energy issues at local, regional, and national forums. Speakers cannot accept honoraria, travel, or other expenses from the sponsoring organization. For further information, contact the Speakers Bureau, Office of Public Affairs, at the address below.

Technical Information Center

The Center responds to public requests for publications and information on energy production, use, and conservation from students, teachers, and nontechnical persons at all educational levels. Staff refer inquiries to appropriate publications, libraries, and other information sources. Specialized information packets are prepared for use by classes, professional groups, and training programs.

The Center also maintains a motion picture film library and free loan service. The *Energy Films Catalog* describes the collection of 92 motion pictures and explains borrowing procedures. Among these films are *Energy—The American Experience*, which illustrates the development of different forms of energy over the past 200 years. For further information, contact the Technical Information Center, Department of Energy, P.O. Box 62, Oak Ridge, TN 37830 or Motion Picture Officer, Office of Public Affairs, at the address below.

Contact for information

(Appropriate Program), Department of Energy, Washington, DC 20585

56/ Solar Heating and Cooling Demonstration Program

What/For Whom

Contracts with public or private agencies or organizations.

Description

The Department of Energy (DOE) awards funds for demonstrations of solar heating and cooling systems for residential and commercial buildings. Commercial projects have included a wide variety of building types, such as community centers, factories, fire stations, libraries, offices, and schools. Projects have tested both passive solar technology, which transfers energy by such natural means as convection, conduction, evaporation, and radiation, and active solar technology, which uses compressors, fans, pumps, and other equipment.

Two useful guides to commercial projects may be purchased from the National Technical Information Service, Department of Commerce, 5285 Port Royal Road, Springfield, VA 22161. The *Solar Heating and Cooling Demonstration Project Summaries* briefly describes projects and their solar systems and equipment. The *National Solar Heating and Cooling Commercial Demonstration Program Key Personnel Directory* lists names and addresses of those responsible for each project: owners, architects, solar designers, and others. The National Solar Heating and Cooling Information Center provides additional information (see no. 105).

Example

DOE sponsored more than 190 commercial demonstrations in three funding cycles prior to 1979. The

Department of Housing and Urban Development, which manages the residential part of the program, selected more than 11,500 dwellings during its first four cycles. Cultural facilities were selected for commercial demonstrations in several communities. For example, Orange County in California received \$117,215 to install a solar heating and cooling system in the El Toro Branch Library. An award of \$126,351 was made to San Luis, Colo., to install solar collectors on an adobe building intended to serve the city as a museum, shopping, and office complex. The Kansas Science and Arts Foundation received \$160,341 to install a solar heating system for the Kansas Cosmosphere and Discovery Center, a museum in Hutchinson. Hampshire College in Amherst, Mass., received \$355,027 to install a solar energy system for a building that houses arts practice halls. An award of \$113,000 was made to install a passive solar system in the Nambe Indian Pueblo, a tribal community center in Santa Fe, N.Mex.

Comment

The legislation that authorizes this program, the Solar Heating and Cooling Demonstration Act of 1974, expires in 1979. Whether new legislation will be introduced in Congress to create a new or expanded solar demonstration authority is as yet unknown.

Contact for Information

Solar Heating and Cooling Demonstration Program, Assistant Secretary for Conservation and Solar Application, Department of Energy, Washington, DC 20585 or National Solar Heating and Cooling Information Center, P.O. Box 1607, Rockville, MD 20850

Department of Health, Education, and Welfare

57/ Introduction

The Department of Health, Education, and Welfare (HEW) is the cabinet-level agency concerned with improving health, education, human services, and income security in the United States. Cultural institutions and projects whose purposes address one of these broad goals have received assistance from HEW.

Major subagencies within HEW include: the Education Division, the Office of Human Development Services, the Public Health Service, and the Social Security Administration. The Education Division (see nos. 65-102) administers programs that directly support the arts and humanities, such as the Arts Education Program (see no. 67) and the Institute of Museum Services (see no. 88), as well as programs with the potential of assisting cultural activities. The Office of Human Development Services (see nos. 58, 59, 62, 63) administers social and rehabilitation programs designed to deal with the problems of specific socioeconomic groups including the elderly, Native Americans, children of low-income families, and persons with mental or physical handicaps.

The Public Health Service supports health-related planning, research, and training through six operating agencies. One of these, the Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA), is responsible for the prevention, control, and treatment of alcohol and drug abuse and mental and emotional illness. Community-based treatment centers may offer programs in arts, crafts, or cultural heritage as part of therapeutic services. Scientific research related to mental health has been supported in such areas as anthropology, ethnography, sociology, social psychology, and sociolinguistics.

Four private nonprofit educational institutions receive a substantial portion of their operating expenses from HEW appropriations. The American Printing House for the Blind, located in Louisville, Ky., distributes braille books, talking books, and other educational materials without cost to educational institutions for visually impaired students in elementary and secondary schools. Gallaudet College provides undergraduate, graduate, and continuing education in the liberal arts and sciences for hearing-impaired students. The College also administers two national demonstration schools, Kendall Demonstration Elementary School and Model Secondary

School for the Deaf, which are located on the Gallaudet College campus in Washington, D.C. The National Technical Institute for the Deaf is the national college for deaf students, located in Rochester, N.Y., offering courses in graphic arts, photography, and visual communications technologies. Howard University, committed to the education of black and minority students, offers academic and professional programs in many fields, including fine arts, liberal arts, architecture and planning, law, and religion. Research institutes in the arts and the humanities, urban affairs, and educational policy are among those administered by the University.

Many offices within HEW provide information to the public. For example, the Office for Civil Rights (OCR) enforces laws banning federal financial assistance to programs or institutions that discriminate on the basis of race, color, national origin, sex, age, or physical and mental handicap. OCR carries on a technical assistance program to help recipients of HEW assistance comply voluntarily with the Section 504 regulations of the Rehabilitation Act (see no. 208), and through its publications, and responses to individual inquiries, helps disabled persons and others understand Section 504 policy and regulations. The Office for Handicapped Individuals (OHI) responds to inquiries from disabled individuals and their resource organizations and makes referrals to other information sources. OHI publications include: a newsletter, *Programs Serving the Handicapped*; a resource guide, *Recreation and Leisure for Handicapped Individuals*; and *Federal Assistance for Programs Serving the Handicapped*, to be updated in 1979.

Contact for Information

Office of Public Affairs, Department of Health, Education, and Welfare, 200 Independence Ave., SW, Washington, DC 20201

58/ Administration on Aging

What/For Whom

Formula grants to state agencies on aging which in turn make grants to local area agencies on aging. Public and private profit and nonprofit agencies and organizations may receive grants from or contract with state and area agencies for specific projects.

Description

The Administration on Aging (AOA) administers a program of formula grants to states to support planning and delivery of nutritional and social services to older persons, and several programs of discretionary grants to public and private nonprofit agencies and organizations for research, training, and model projects. Cultural programs in which older persons participate have been sponsored

through the formula grant program; recreation and education are considered components of social services. Arts and humanities programs are more likely to receive support if offered in such settings as senior centers, housing projects, public libraries, homes for the aged, retirement centers, and educational or cultural institutions.

State plans are submitted to the Commissioner of AOA and local area plans to the state every three years. These plans determine what activities will be funded during the planning period. Each area agency is required to award at least half of its social services funds for access, in-home, and legal services. Special attention is directed to the needs of disadvantaged older persons.

State agencies on aging allocate funds to more than 500 area agencies to plan social services for the elderly at the local level. Since both the state and area agencies are prohibited by law from actually delivering services, they enter into granting or contractual arrangements with public or private profit or nonprofit agencies and organizations.

Example

During 1979, state and area agencies obligated \$197 million for planning and services. Cultural programs were among the services sponsored. For example, in Baltimore County, Md., the Commission on Arts and Sciences and the Commission on Aging have pooled resources to sponsor an artists-in-residence program at sites throughout the county. The Iowa Arts Council provides matching grants to community groups that wish to establish arts and aging programs. Ten area agencies on aging have provided matching funds to establish such programs. The Rhode Island Division on Aging and the State Arts Council have jointly funded a statewide arts program for the elderly, including special performances and artists-in-residence.

Contact for Information

Area or state agencies on aging or Administration on Aging, Office of Human Development Services, Department of Health, Education, and Welfare, Washington, DC 20201

59/ Architectural and Transportation Barriers Compliance Board

What/For Whom

Information, investigation of complaints about inaccessible buildings, and enforcement, for the general public.

Description

The Architectural and Transportation Barriers Compliance Board was created by Congress in 1973 primarily to

ensure compliance with federal law that requires all buildings and facilities owned, occupied, or financed by the federal government to be accessible to disabled persons. The Department of Health, Education, and Welfare is the chairing agency of the Board, composed of representatives from nine federal agencies. Persons with a complaint about an inaccessible building should write to the Board. A brochure entitled *Access America: The Architectural Barriers Act and You* describes the enforcement rules and complaint process. An additional responsibility of the Board is to study alternative approaches to architectural, transportation, and attitudinal barriers and determine measures to be taken by nonprofit and governmental agencies to alter these barriers. Finally, the Board develops and distributes public information materials. *A Resource Guide to Literature on a Barrier Free Environment* contains 1,500 entries on research studies, surveys, and standards.

Comment

The Rehabilitation Act Amendments of 1978 expanded the 1973 law to give the Board authority to provide technical assistance to agencies and individuals affected by regulations set forth to remove architectural, transportation, and communications barriers. Congress has not approved funding for the technical assistance authority to date. (See nos. 57 and 208 for sources of information on making buildings and activities more accessible to disabled persons.)

Contact for Information

Architectural and Transportation Barriers Compliance Board, 330 C Street, SW, Washington, DC 20201

60/ HEW Fellows Program

What/For Whom

Twelve-month appointments at the Department of Health, Education, and Welfare (HEW) for U.S. citizens with a record of community service and social concern, appropriate education, and specialized administrative experience.

Description

The HEW Fellows Program identifies and encourages men and women whose experience in education, management, administration, or community matters indicates their potential to become leaders in government or other areas of national service. Qualified individuals compete for one-year assignments in key departmental positions in Washington, D.C., and in HEW regional offices. Salaries for Fellows are based on each individual's academic background, experience, and prior earnings. The purpose

of the program is to develop the management and policy-making talents of the Fellows, to introduce their perspectives into the federal government, and to promote public understanding of government. Fellows resume their previous employment at the end of their assignment. Approximately 20 appointments are made each year. An educational program of lectures, seminars, and consultations with participants from similar programs, including White House and Congressional Fellows, is designed for each class of HEW Fellows.

Contact for Information

The Director, HEW Fellows Program, 330 Independence Avenue, SW, Washington, DC 20201

61/ National Institute for Occupational Safety and Health

What/For Whom

Information and technical assistance for the general public.

Description

The National Institute for Occupational Safety and Health (NIOSH) is responsible for recommending occupational safety and health standards, conducting related research, and providing technical assistance and information about occupational health hazards to the public. Artists and craftspersons frequently are exposed to toxic chemicals and substances: benzene and lead in painting and silk-screening; mercury and potassium in photography; silica dust in pottery; asbestos fibers in stone carving; hazardous vapors in print-making and furniture-stripping; and cadmium in jewelry making. Health hazards in the performing arts and children's arts materials have also been identified. Two sources within the agency offer direct assistance to workers, including artists and craftspersons.

The Clearinghouse for Occupational Safety and Health Information responds to specific inquiries for information concerning occupational safety and health. Pamphlets, excerpts from journals, and computer searches of the comprehensive NIOSH data base are available, depending on the limitations of staff time. For example, a request to the Clearinghouse for information on the potential hazards of arts and crafts produced a packet of materials on various occupational health hazards.

Any employer or authorized representative of employees may request that NIOSH determine whether exposure to substances found in a work place could be toxic to employees. The written request for an investigation is submitted to the Hazard Evaluations and Technical Assistance Branch or the Clearinghouse (see above) at the address below. If staff decide an investigation is

warranted, a NIOSH representative will inspect the place of employment and collect and analyze samples. A full report including recommendations is sent to the employer, the representative of employees, and to the Department of Labor.

Contact for Information

(Appropriate Program), Division of Technical Services, National Institute for Occupational Safety and Health, Department of Health, Education, and Welfare, 4676 Columbia Parkway, Cincinnati, OH 45226

62/ Rehabilitation Services Administration Special Projects

What/For Whom

Grants to and contracts with state vocational rehabilitation agencies, and nonprofit organizations or institutions.

Description

This program provides funds to state vocational rehabilitation agencies and related nonprofit organizations to expand and improve rehabilitation services and projects for physically, mentally, or emotionally disabled individuals. Projects that prepare handicapped persons for gainful employment or train individuals for new career opportunities or independent living may be considered for funding. Although neither arts nor humanities programs for disabled persons are specifically authorized by the legislation (the Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978), social and recreational activities are eligible for support, and may include a cultural component. Eligible costs include those for restorative and training services, facilities improvement, and technical assistance.

Example

In 1978, slightly over \$7 million was appropriated for the program. Fifty projects have received support since 1976. Funding was provided to the North Carolina Museum of Art for a permanent gallery specially designed so that blind persons can "see" works of art through the sense of touch. The design of the gallery allows the blind visitor to be completely self-sufficient.

Contact for Information

State vocational rehabilitation offices or HEW regional offices (see Appendix B) or Rehabilitation Services Administration, Office of Human Development Services, Department of Health, Education, and Welfare, Washington, DC 20201

**63/ Social Services Programs
(Title XX)**

What/For Whom

Formula grants to states; state agencies provide funds to local counterpart public agencies and contract with public and private nonprofit agencies and organizations.

Description

Under Title XX of the Social Security Act, the federal government allocates funds to states to administer public social service programs. The goals of the Act are to help people become self-sufficient and economically self-supporting; to strengthen family life and protect children and vulnerable adults from abuse, neglect, and exploitation; to prevent inappropriate institutionalization by making home and community services available; and to arrange for placement in an institution when appropriate. Primary responsibility rests with the individual state for deciding what services to offer, where, and to whom. The Secretary of HEW cannot withhold federal funds in disagreement with the state's interpretation or definition of such services.

Among the many social services offered by the various states are day care for children and adults, education and training, employment services, recreation, and services for disabled persons, alcohol and drug abusers, and others. Cultural programs could be sponsored for recreational purposes with Title XX funds. Crafts production could be encouraged as a source of income and personal fulfillment for the economically deprived.

The federal government pays 75 percent of most program costs; funds must be provided to match the federal contribution from state and local appropriations and donations from individuals, organizations, and foundations. In 1979, \$2.9 billion was available for allocation among the states based on population. For most services, eligibility is limited to persons whose income is 115 percent of, or below, the state median, although more restrictive eligibility standards exist in some states.

By law, citizens, private nonprofit groups, and groups representing recipients can review and comment annually on the state's social services plan for the coming year. States are required to publish a proposed comprehensive plan, describing services, specific populations to be served, estimated costs, and proposed uses of public and private agencies and volunteers. The public has at least 45 days to review the plan and submit comments, which the state agency is to consider in formulating the final plan. The degree to which individuals can affect the Title XX planning process depends upon their knowledge of the state plan, political expertise, and the competition for funds among providers and recipients of social services.

Contact for Information

State Title XX agencies (addresses and telephones available from the following Washington, D.C., address) or Social Services Programs, Administration for Public Services, Office of Human Development Services, Department of Health, Education, and Welfare, Washington, DC 20201

64/ Surplus Real Property Transfers

What/For Whom

Real property sold or leased at discounts of up to 100 percent to state and local governmental agencies, tax-supported institutions, and nonprofit tax-exempt educational and health institutions, such as colleges, universities, public libraries, museums, vocational schools, elementary and secondary schools.

Description

Federal real property no longer needed by federal agencies may be sold or leased as surplus real property for educational or health purposes at discounts of up to 100 percent, depending on the public benefits anticipated from the transfer. Real property includes buildings, fixtures, and equipment as well as the land upon which these are situated.

Application for the transfer of surplus real property for public park, recreation, or historic monument use is made through the Department of the Interior (see no. 129). Sales of surplus real property are arranged through the General Services Administration (see no. 161). A pamphlet entitled *How to Acquire Federal Surplus Real Property for Health and Educational Purposes* is available from the addresses below.

Example

In some cases, educational facilities on property acquired through a transfer from HEW have become permanent cultural resources for their communities. The former Army Reserve Center at Buffalo, in Millersport, N.Y., was conveyed to the town of Amherst, N.Y., in 1972 for use as a museum. Exhibits of historical materials are complemented by regular educational programs for local school districts; a display of Iroquois artifacts was recently lent to the museum. The museum also provides instructors and loan kits for use in grades K-12, and instructional courses and materials for college- and postgraduate-level credit courses in "Museum Theory and Practice" offered by the State University at Buffalo.

In June 1974, the former U.S. Post Office in Hopkinsville, Ky., was conveyed to the city of Hopkinsville; renamed the Pennyroyal Museum, the facility houses cultural and

historical artifacts, offers classes in local history, and provides classroom space for community college courses. The former Commandant's House at the Naval Ammunition Depot, in Hingham, Mass., was deeded to the South Shore Conservatory of Music in 1974. The acquisition permitted the conservatory to expand its offerings to students from preschool to adult levels. In addition to music, the conservatory offers courses in ballet, modern dance, and music appreciation; free concerts; exhibitions; guest appearances by well-known artists; and educational workshops.

Comment

The General Services Administration has proposed that all surplus federal real property be subject to a "perpetual use" restriction, that property conveyed to a health-care or educational institution may revert to the United States if ever used for other than health or educational purposes. Existing regulations stipulate that after 30 years, the institution will have a clear title to the property.

Contact for Information

Real Estate Planning and Management Branch, HEW regional offices (see Appendix B) or Division of Realty, Office of Facilities Engineering, Department of Health, Education, and Welfare, Washington, DC 20201

65/ Introduction

Education Division

The Education Division was created in 1972 to coordinate the educational programs and activities of the Department of Health, Education, and Welfare (HEW). The Division's purpose is to direct federal attention to educational needs of national significance. Local school districts and state governments still maintain primary responsibility for public education in the United States. Federal financial assistance is frequently targeted for disadvantaged groups; low-income or physically disabled students; special curricular areas such as basic skills or international studies; and shortages of educational personnel and instructional materials. More than two-thirds of the Division's budget is allocated for postsecondary student financial aid and for elementary and secondary education programs operated through local and state education agencies. Although relatively few of the Division's programs assist arts or humanities education directly, many sponsor projects such as career education or teacher training which introduce students and teachers to cultural institutions and fields of study.

The Division consists of the National Institute of Education (see nos. 95, 76), the Office of Education (see nos. 66-102), and the Office of the Assistant Secretary for

Education, which oversees the Federal Interagency Committee on Education (FICE), the Fund for the Improvement of Postsecondary Education (see no. 84), the Institute of Museum Services (see no. 88), and the National Center for Education Statistics (see no. 92). FICE exercises leadership, provides coordination, and advises heads of agencies in all areas of federal educational activity; approximately 30 agencies and Cabinet departments are represented on the Committee, which meets monthly. The Subcommittee on Arts and Education explores ways in which the arts can assist in achieving educational objectives of agency programs.

The Office of Education (OE) is the largest of the subagencies, administering in 1979 more than 120 funding programs with a budget of more than \$12.5 billion. OE is organized into seven bureaus, several programs within the Commissioner's immediate office, and 10 regional offices (see Appendix B). The bureaus are as follows: Bureau of Education for the Handicapped; Bureau of Elementary and Secondary Education; Bureau of Occupational and Adult Education; Bureau of Postsecondary Education; Bureau of School Improvement; Bureau of Student Financial Assistance; and the Office of Indian Education. The regional offices provide technical assistance and information about federal policies and programs and help educators use federal resources to plan educational programs. Staff advise grant seekers on federal funding, priorities, and application procedures.

Guidelines describing program purpose, eligible applicants, and program costs are published in the *Federal Register* (see no. 172) and can be ordered from staff of those programs that offer grants or fellowships. Most of these programs operate on annual funding cycles with single deadlines for proposals each fiscal year. Contracts usually are announced in the *Commerce Business Daily* (see no. 25). The legislative authorizations for most of the Education Division programs, the Elementary and Secondary Education Act of 1965, as amended, and the Higher Education Act of 1965, as amended, are renewed every few years, creating new programs and amending or terminating old ones. The timing of funding cycles and the appropriation levels approved by Congress vary from year to year. Thus, potential applicants should contact the program of interest directly for the most current information.

Although private elementary and secondary schools are ineligible for direct federal assistance, many programs permit, and others require, that federally funded projects serve students in private as well as in public schools. For example, private school students may participate in Arts Education or Ethnic Heritage Studies projects; they must receive equitable services under Title IV of the Elementary and Secondary Education Act (see no. 77). Questions about federal laws authorizing services for private school students should be addressed to the Office of Nonpublic Education Services, Office of Education, Washington, DC 20202.

The Office of Public Affairs is a source of general information about the agency. It maintains a mailing list of persons wishing to receive press releases, which announce new programs, regulations, and grants awarded. The Office publishes the periodical *American Education* 10 times a year and the annual *Guide to OE Programs*, a magazine reprint that summarizes all the agency's programs. These publications can be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Comment

At the time the *Cultural Directory* went to press, legislation to create a Department of Education at the Cabinet level was under consideration in Congress. If the proposal becomes law, the Education Division will be removed from HEW and merged with education programs from several federal agencies, including some of the science education programs of the National Science Foundation (see nos. 223, 224). Although such changes could affect the administration of programs within the Education Division, their impact on the purposes, funding procedures, and eligibility requirements of individual programs will be slight, since these are legally determined by each program's authorizing legislation.

Contact for Information

Office of Public Affairs, Office of Education, Washington, DC 20202

66/ American Indian Education

Education Division

What/For Whom

Grants to Indian tribes, organizations, and institutions; federally supported Indian schools; local, nonlocal, and state education agencies; and individuals.

Description

The Office of Indian Education administers the Indian Education Act, Title IV of the Elementary and Secondary Education Act of 1965, as amended. The Act's purpose is to meet the special educational and related cultural needs of Indian students. Instruction in native languages and cultural heritage is an important aspect of these programs. Grants are authorized under Parts A, B, and C of the Act.

Grants to Local Educational Agencies (Part A)

Formula grants are made to local education agencies including tribal schools for planning, developing,

operating, and testing programs to meet the special educational and related cultural needs of Indian children. Example: A grant of \$104,955 in 1978 to Tucson Unified School District in Arizona provided a program of cultural awareness activities, including Indian speakers, films, field trips to museums and cultural events in the local Indian community, and an Indian week, featuring craft demonstrations, dancing exhibitions, and folklore.

Grants to Nonlocal Educational Agencies (Part A)

Discretionary grants are made to Indian-controlled schools located on or near reservations to meet the special educational and related cultural needs of Indian students. Example: Grants ranged from \$60,000 to \$258,000 in 1978. A grant of \$93,500 was awarded to Chinle Valley School in Arizona to develop a bilingual curriculum for mentally retarded Navajo children.

Special Programs and Projects (Part B)

Grants are made to support planning, pilot, and demonstration projects; exemplary and innovative education projects; educational services not otherwise available; educational personnel development programs; and an Indian Fellowships Program. The discretionary grants are awarded on a competitive basis to Indian tribes, organizations, and institutions, and to state and local education agencies. Fellowships are awarded to individuals. Example: Awards ranged from \$56,000 to \$446,300 in 1978. The average fellowship award was \$5,000. A grant of \$192,216 was awarded to Rocky Boy Elementary School District in Montana for a bilingual/bicultural program to preserve the history, culture, and customs of the Chippewa-Cree Tribes and to create new reading materials in the Cree language.

Adult Indian Education (Part C)

Grants are awarded to support planning, pilot, and demonstration projects; educational services; and surveys. These discretionary grants are awarded on a competitive basis to Indian tribes, institutions, and organizations, and to local and state educational agencies. Example: Awards ranged from \$54,400 to \$300,000 in 1978. A grant of \$71,710 was awarded to the Narragansett Tribe of Rhode Island to provide adult basic education, General Equivalency Diplomas, and Narragansett culture and language. The educational and cultural activities are according to Narragansett tradition and are conducted in the longhouse.

Contact for Information

Office of Indian Education, Office of Education, Washington, DC 20202

67/ Arts Education Program

Education Division

What/For Whom

Contracts with and grants to state and local education agencies and other nonprofit agencies, organizations, and institutions.

Description

As stated in Title III of the 1978 amendments to the Elementary and Secondary Education Act:

- “A) the arts should be an essential and vital component of every student’s education;
- B) the arts provide students with useful insights to all other areas of learning; and
- C) a Federal program is necessary to foster and maintain the interrelationship of arts and education.”

The major objective of the new Arts Education Program regulations is to address arts education needs on a community, district, or statewide level utilizing all available cultural and educational resources within the broadened target area. Through 1978, the Program provided small “seed” grants (\$10,000 or less) to many state and local education agencies. For example, with the 1978 appropriation of \$750,000, 79 such grants were awarded. By contrast, the new regulations stipulate larger awards to fewer projects with a 50 percent local match required. The 1980 appropriation of \$1.25 million will be used to fund under 20 projects. The amendments have broadened applicant eligibility to include not only state and local education agencies but also nonprofit public and private agencies, organizations, and institutions such as libraries, museums, theaters, and universities. Projects must be designed to provide all students in project schools with opportunities to acquire skill in several media, including at least dance, music, theater, and the visual arts, and programs should integrate these arts into standard school curricula rather than treat them as elective courses or after-school activities.

The 1979 regulations require that applicants use community arts resources in developing and conducting programs, that state and local education agencies strengthen their ties with community arts resources, and that new initiatives be encouraged from nonschool arts resources. It is suggested that professional artists be used to train teachers and administrators. Funds may be used for such activities as leadership training and staff development, community awareness programs, technical assistance, curriculum development, planning, project evaluation, and documentation. Grants will be awarded to projects meeting the arts education needs of states; urban areas or large cities; and rural or small communities.

The Office of Education funds the Alliance for Arts Education (AAE), which, in turn, supports the 50-state Alliance for Arts Education network. Located in the

Kennedy Center for the Performing Arts in Washington, D.C., the Alliance has initiated and participated in many activities designed to increase cooperation between national and state agencies and organizations to improve programs in arts education. All 50 states have established State Alliance Committees that work cooperatively with education agencies and arts organizations. AAE and the State Committees disseminate materials describing their work as well as state program status reports, and they make available guides and films developed in cooperation with national professional arts education organizations. Regional conferences are held to plan and exchange information, and consultant services are made available to states on request. For a description of demonstrations, performances, and showcase presentations cosponsored by AAE, see no. 251.

Contact for Information

Arts Education Program, Office of Education, Washington, DC 20202 or Alliance for Arts Education, John F. Kennedy Center for the Performing Arts, Washington, DC 20566

68/ Bilingual Education Programs

Education Division

What/For Whom

Grants to state and local education agencies, institutions of higher education, and private nonprofit organizations.

Description

The purpose of bilingual education programs is to provide instruction in the English language and the native languages of children of “limited English proficiency” in elementary and secondary schools. Limited proficiency is defined as the inability to speak, read, write, or understand the English language well enough to progress through the educational system. Every program must demonstrate appreciation for the cultural heritage of children from all backgrounds.

Basic Program

Grants are made to local education agencies, alone or jointly with an institution of higher education, to plan, establish, operate, or improve programs of bilingual education; to provide supplementary community educational activities such as adult or preschool education; to provide training for personnel conducting basic programs; and to arrange for technical assistance. Applicants must set forth plans to use area cultural and educational resources, which may include educational radio and television, institutions of higher education, museums, and musical and artistic organizations.

Example: In 1978, 565 grants totaling \$94.6 million were made for basic programs that covered 64 languages. Several school districts have incorporated extensive cultural activities into their programs. Five hundred students in 13 schools participate in the Boston Public Schools Theatre Arts Project, which supplements the bilingual education program for six language populations. Students learn acting techniques, discuss careers in the theater with actors and technicians, and produce and perform plays. Franklin Northeast Supervisory Union in Richford, Vt., has engaged local craftspeople, a Maine theater group, and a French-Canadian dance troupe to teach students of this French-speaking population about their culture. John Jay High School in New York offers a program in graphic arts which employs cultural symbols of the Hispanic and Haitian populations.

The San Antonio Independent School District in Texas has introduced bilingual education into speech and drama courses for high school students. Students designed, wrote, and produced programs in Spanish and English to be broadcast over closed-circuit television for the school and the community. The Skye City Community Schools project in New Mexico engages children in singing, dancing, and plays to increase their understanding of their culture, the Acomas Tribe of the Pueblo Group. The Terrebonne Parish School Board project in Louisiana employs dramatic skits, puppetry, songs, and local crafts instruction to teach children about their French Acadian culture, while offering practice in spoken language.

Support Services

Grants are made to state and local education agencies and institutions of higher education to operate bilingual education centers for training and curriculum development in languages of the region. All basic programs are served by one of these centers. Training resource centers help bilingual education teachers and personnel undertake student evaluation and develop community liaisons and parental involvement. Materials development centers prepare curriculum and testing materials for the classroom, and teacher training materials for colleges and universities. Dissemination centers evaluate, publish, and distribute materials produced by development centers to school districts.

Example: In 1979, 20 training resource centers, 19 materials development centers, and 3 dissemination centers received a total of \$18 million. The training center at Temple University in Philadelphia assists, in a nine-state area, local projects that operate in 14 languages—Arabic, Cherokee, Pennsylvania Dutch, Portuguese, Spanish, Tagalog, and Yiddish among them. The materials development center at Brown University in Providence, R.I., develops materials in Portuguese for the New England area.

Training Program

Grants are made to institutions of higher education and state and local education agencies. Two types of

programs are sponsored: the first supports personnel training programs and stipends for students enrolled in postsecondary bilingual education programs; the second provides fellowships to graduate students preparing to train others to become bilingual education teachers. In 1979, 149 awards totaling \$16 million were made.

Comment

The description above incorporates some of the changes, effective in 1980, legislated by Title VII of the Education Amendments of 1978. At the time the *Cultural Directory* went to press, final regulations for the program had not been published. These will clarify its structure and operation.

Contact for Information

Office of Bilingual Education, Office of Education, Washington, DC 20202

69/ Bureau of Education for the Handicapped Programs
Education Division

What/For Whom

Grants to and contracts with state and local education agencies, higher education institutions, schools, vocational and technical institutes, public or private nonprofit agencies, organizations, and institutions. A free loan service of captioned films and other materials for hearing-impaired persons is available.

Description

The Bureau of Education for the Handicapped (BEH) administers more than 15 separate programs of assistance to improve the quality and delivery of educational services to handicapped children. Potential applicants should contact the Bureau for specific guidelines, forms, and eligibility requirements for each program. Although only a few Bureau-sponsored projects have emphasized the arts, their potential role in the education of disabled children is recognized. In 1975, the Bureau's authorizing legislation was amended by the Education of All Handicapped Children Act (Public Law 94-142). The Report of the Senate hearings on this Act reflected strong congressional commitment to the arts as a resource for handicapped children, to the extent of "[urging] that local educational agencies include the arts in programs for the handicapped funded under this Act." Of the Bureau's 1979 appropriation, totaling \$976.6 million (\$837.5 million for assistance to states), only a small percentage was awarded for cultural projects.

The Bureau's programs are administered under four divisions.

Division of Assistance to States

The Division monitors formula grants made to state education agencies to help them provide a free "appropriate" public education to all handicapped children, including necessary facilities, personnel, and services. Each state submits to the Bureau an annual plan for statewide personnel training and local education programs that may incorporate cultural components. Local education agencies apply for funds to the state agency according to the plan, procedures, and priorities the state has established. According to a 1978 survey conducted by the National Center for Education Statistics (see no. 92), 26 states have used BEH funds for arts projects.

Division of Innovation and Development

Several discretionary grants programs are administered by the Division. The Field Initiated Studies and Student Research Programs sponsor applied research, surveys, and demonstrations designed to generate knowledge and translate it into practical techniques and materials for disabled children's education. Model Programs for School Age Handicapped Children supports the development and demonstration of new or improved educational approaches; the Early Education Program supports model demonstration projects for preschool and early childhood education.

Example: Several culturally related grants were given in 1978. Central Midwestern Regional Educational Laboratory (CEMREL) in St. Louis, Mo., was awarded \$70,180 for each of three years to develop a systematic method of adapting student arts materials for disabled students. A grant of \$82,000 to Living Stage Improvisational Theatre Demonstration Program for Handicapped Children, created by Arena Stage of Washington, D.C., provides theater workshops for children aged three to eight to encourage them to express feelings and creativity through music, dance, singing, acting, creative movement, and role modeling. The National Committee—Arts for the Handicapped (see no. 93), in Washington, D.C., received \$148,067 for a three-year effort to develop, field test, and disseminate the results of an arts-related curriculum model designed to enhance the cognitive growth and esthetic awareness of handicapped children.

A research grant of \$74,716 to the Smithsonian Institution supported a three-year effort to survey programs offered by museums to disabled students and produced detailed guidelines for museum educators to establish such programs. A research grant of \$60,747 was made for the first year of a three-year project at the University of Kansas, Lawrence, to develop instructional packages and curriculum guidelines to help music teachers acquire the skills to provide music instruction to mildly handicapped children. The University of Kentucky Research Foundation in Lexington, Ky., was awarded a total of \$116,681 for

1978 through 1980 to develop an innovative program for teaching Appalachian folk crafts to handicapped children and youth.

Division of Media Services

Grants and contracts are made to support research, development, production, distribution, and training in the use of educational media and technology for handicapped persons, their families, employers, and others. The Division also supports the Captioned Films Library, a free loan service of films and other instructional materials for the educational, cultural, and vocational enrichment of hearing-impaired children and adults. Loans are available only to organizations or groups representing hearing-impaired persons.

Example: Awards made in 1978 include one of \$30,382 to Cara Smith, Inc., in Rockville, Md., for "Singing Signs," models of singing in sign language. Skye Pictures, Inc., in Richmond, Va., received \$60,456 to employ model programs and materials to train museum staff and volunteers. Stevens Institute of Technology in Hoboken, N.J., received \$46,538 to develop and test "a new kinetic mode of presenting expressive and literary printed English to prelingually deaf adolescents and young adults."

Division of Personnel Preparation

Grants support preservice and inservice training of special educators and support personnel, including regular teachers, physical educators, recreation specialists, administrators, paraprofessionals, and volunteers. Undergraduate, graduate, and summer traineeships, special study institutes, and special projects are also sponsored. The Senate Report on Public Law 94-142 remarked on the training of personnel: "It has been brought to the committee's attention that the arts can be used effectively as a teaching tool for handicapped children . . . increased attention should be given to training personnel in arts activities."

Example: Illinois State University in Normal was awarded \$35,000 in 1978 for a series of inservice training workshops to prepare arts teachers to teach disabled children, to train special education teachers to use the arts to promote learning in other academic areas, and to help both groups incorporate the arts into a total esthetic education program. A grant of \$37,000 to the Texas Women's University Interdisciplinary Faculty Council on the Arts for the Handicapped sponsored an inservice education program for regular educators, teacher trainers, and volunteers, blending special education with visual art, music, dance, drama, and other art forms.

Contact for Information

(Appropriate Program or Division), Bureau of Education for the Handicapped, Office of Education, Washington, DC 20202

70/ Career Education Incentive Programs

Education Division

What/For Whom

Formula grants to states; grants to and contracts with state and local education agencies, institutions of higher education, and public and private nonprofit agencies.

Description

The Career Education Incentive Act of 1977 established new programs to support educational projects that emphasize career awareness, exploration, decision making, and planning. Occupations in the arts and humanities are among the vocations that may be explored in these projects. Biased and stereotypical practices based on race, sex, age, economic status, and handicaps must be eliminated. The former Career Education Program, conducted by the Office of Education for four years, and the sponsor of 423 grants for career education demonstration projects, expired in the summer of 1978.

State Allotment Program

The majority of each state's allotment must be redistributed to local education agencies for a variety of comprehensive activities, such as career guidance, placement, and follow-up services; career education in the classroom; work experiences; training education personnel, parents, and community leaders; purchasing instructional materials; and cooperation with community groups. Based on its population, each state may request an allotment of at least \$125,000 per year.

Model Program

Grants sponsor elementary- and secondary-level projects that demonstrate effective methods of career education that eliminate discrimination, bias, and stereotyping; encourage community and parent collaboration; and accommodate handicapped students in regular classrooms.

Postsecondary Demonstration Program

Grants or contracts are made for projects of national significance that promote career education in educational programs, guidance, counseling, placement, and follow-up services at a postsecondary level.

Example

Approximately \$18,700,000 was appropriated in 1979 for state allotments and \$1,000,000 for the Model Program. Several demonstration projects sponsored under the former Career Education Program illustrate ways in which cultural institutions may encourage career education. The

American Council on the Teaching of Foreign Languages, Inc., in New York City received \$75,000 to prepare a film, a study guide for teachers, student materials, and a training workshop to help teachers of foreign languages weave career education concepts into their curricula. With a \$150,000 grant, the Children's Art Carnival in New York City provided workshops in the visual arts and writing and arranged apprenticeships for young people in culturally related careers. The Cultural Education Collaborative in Boston, Mass., received a contract of \$125,000 for a model program demonstrating school system involvement with 17 Boston area cultural institutions, through visits, courses, and internships designed to acquaint students with the diversity of occupations within the cultural community. An \$84,932 award to the National Council of Teachers of English based in Urbana, Ill., supported an effort to assess and improve its membership's knowledge and skills in career education.

Contact for Information

Career Education Program, Office of Education,
Washington, DC 20202

71/ Citizen Education for Cultural Understanding Program

Education Division

What/For Whom

Grants to public or private nonprofit agencies or organizations, including institutions of higher education, local or state education agencies, professional associations, education consortia, and teacher organizations. Contracts are made with profit-making organizations.

Description

The purpose of this program is to stimulate locally designed educational projects to increase understanding in the United States about the cultures, actions, and policies of other nations and to encourage citizen awareness of the domestic and international ramifications of major policies of the United States and other nations. Funds may be used for three general purposes: to train educational personnel, to compile information and resources about international education, and to disseminate both information and resources. Proposals must evidence cooperation with appropriate segments of the local community.

The program received an appropriation of \$2 million in 1979. Although a project may be concerned with any level of education—including adult, continuing, and community education—priority will be given to school-based programs in 1979, the initial year of funding.

Contact for Information

Citizen Education for Cultural Understanding Program,
Division of International Education, Office of Education,
Washington, DC 20202

Grants to Other Organizations

Grants and contracts are awarded to public agencies and nonprofit organizations to promote efficient and coordinated delivery of community services. Applicants must have an agreement to work with a local education agency.

72/ Community Education Program
Education Division

What/For Whom

Grants to local and state education agencies, institutions of higher education; grants to and contracts with public agencies and nonprofit private organizations.

Description

Financial assistance is given to help community schools collaborate with public and nonprofit agencies to provide comprehensive cultural, educational, health care, recreational, and related services to the local community. Every community education program is based at a community center—such as an elementary or secondary school, community or junior college—operated by a local education agency in conjunction with other community groups. Each program should serve all age groups within the community, identify and document community needs, identify and use community resources outside the school, and actively involve on an advisory basis groups and persons served by the program.

A few of the many types of programs that could be supported are services for mentally or physically disabled persons; training programs for community education personnel; high school curricula organized around such specialized interests as the arts; collaborative efforts among secondary schools, museums, cultural centers, and institutions of higher education; and leisure education. Typically, grants are used to pay the administrative and coordinating costs of programs. State or local grantees may use the fair value of their community education programs to meet matching requirements of certain other federal programs specifically identified in the legislation—for example, the Administration on Aging programs (see no. 58), the Community Service and Continuing Education program (see no. 73), and the science education programs of the National Science Foundation (see no. 224).

Four major categories of financial assistance, described below, are authorized.

Grants to Local Education Agencies

Grants are made to local education agencies to plan, establish, expand, and operate community education programs. Matching funds of 10 to 20 percent are required.

State Grants

A state education agency may apply for a population-based allotment of funds by submitting a plan for community education that includes assurances that all age groups and special populations will be served and that community institutions, groups, and parents will be involved on an advisory basis. Eighty percent of the state allotment must be distributed among local education agencies for community education programs.

Training Grants

Grants are made to institutions of higher education to provide full- and part-time training for community education personnel, both preservice and inservice.

Example

Community Education received a \$3.1 million appropriation in 1979. Approximately \$3.5 million was awarded to 92 grantees in 1977. Many recipient programs sponsored arts and cultural enrichment as one aspect of community education services. A grant of \$30,000 to the Bowling Green-Warren County Community Education Board in Kentucky helped the board offer, in 19 area schools and community centers, a broad range of educational, recreational, and social service activities. Among these were children's arts, crafts, and drama; mime; modern dance; photography; pottery; and woodworking. The Claiborne County Board of Education in Tazewell, Tenn., received \$26,490 for a project that included a National Gallery of Art extension program, an art exhibit, and productions by a touring theater company and children's theater. The Madison Local School District in Madison, Ohio, was awarded \$46,285 for a community program in education, fine arts, health, heritage, and recreation.

Comment

The description above incorporates changes, effective in 1980, legislated by Title VIII of the Education Amendments of 1978. At the time the *Cultural Directory* went to press, final regulations for the program had not been published. These may clarify its structure and operation.

Contact for Information

Community Education Program, Office of Education,
Washington, DC 20202

73/ Community Service and Continuing Education Program

Education Division

What/For Whom

Formula grants to states, which make awards to institutions of higher education; discretionary grants directly to institutions of higher education from the Office of Education. Technical assistance to state agencies and institutions of higher education.

Description

Grants are made to support resource materials sharing, community service programs, and continuing education in colleges and universities. Projects address such community concerns as employment, government, health, land use, poverty, and transportation. A community service program is a college or university service, educational research, or extension program aimed at solving a community problem. Continuing education is postsecondary instruction designed to meet the educational needs and interests of adults. Resource materials sharing permits more efficient use of educational materials, communications technology, and local facilities. Ten percent of this program's annual appropriation is reserved for grants to colleges and universities from the Office of Education for demonstration efforts. Under the separate technical assistance authority, a national information network is being designed, case studies prepared, and training conducted for state agency and institutional personnel.

Ninety percent of this program's annual appropriation is awarded to states on a population-based formula. By law, all institutions of higher education in each state must have an opportunity to participate in creating the state's plan that establishes priorities for spending these funds. A designated state agency reviews and funds proposals from postsecondary institutions. One-third of the state program costs must be met from nonfederal sources. A list of designated state agencies may be obtained from the address below.

Example

The program's 1979 appropriation was \$16 million. During 1978, several states sponsored projects that emphasized the arts and humanities in continuing education. (At least one-third of each award consisted of state matching funds.) An award of \$25,210 to Idaho State University in Pocatello supported the modification of a semitrailer for use as a traveling exhibit, taking representative samples from the Museum of Natural History to rural areas of Idaho. The University of Alaska in Fairbanks received \$27,722 to sponsor a festival of the arts of Alaskan native cultures: traditional storytelling, singing, dancing, painting, engraving, basketweaving, and scrimshaw. The University

of Iowa in Iowa City through a consortium of 23 institutions was granted \$94,719 for "Elderhostel," a program of continuing education for adults over 60. Elderhostel sponsored visits to concerts, exhibits, museums, and theaters. (The states of North Carolina, Ohio, and Pennsylvania also used funds to sponsor Elderhostel projects.) A grant of \$45,094 to the University of Washington in Seattle sponsored documentary film presentations at community meetings intended to increase public awareness of the value and need for public funding and citizen participation in the arts.

Contact for Information

Office of Community Service and Continuing Education, Bureau of Higher and Continuing Education, Office of Education, Washington, DC 20202

74/ Cooperative Education Program
Education Division

What/For Whom

Project grants to universities, two- and four-year colleges, consortia, and occasionally nonprofit organizations.

Description

The Cooperative Education Program makes most of its grants to educational institutions to plan or administer a campus cooperative education program; a few have been made to train administrators for these programs and for research into, or demonstration of, methods of improving cooperative education.

Cooperative education programs allow students to alternate periods of academic study with periods of off-campus employment related to their educational or career development. Students earn money to help pay the costs of attending college while participating in a work program integrated with formal study planned with close cooperation between educator and employer. Programs may benefit any student, whether enrolled full or part time, regardless of economic or ethnic background, academic course of study, or career plans. As an academic program, however, Cooperative Education demands that each student maintain a certain grade point average. It is thus distinguished from the federal Work/Study program, which requires no minimum academic standards and is strictly a financial aid program (see no. 98).

An institution may receive federal funds to administer a Cooperative Education Program for five years. Staff, consultant, travel, and other administrative costs are eligible uses of grant funds; student stipends and salaries are not. A grantee may receive an annual maximum funding of \$175,000. The average award for administration is \$50,000. Of grants made in 1978, amounting to nearly

\$15 million, 249 were for the administration of a campus Cooperative Education Program, 16 awards were for training, and 6 for research.

Contact for Information

Cooperative Education Program, Office of Education, Washington, DC 20202

75/ Educational Information Centers

Education Division

What/For Whom

Information for the public.

Description

Many states maintain Educational Information Centers to provide educational information, guidance, counseling, and referral services to the public. Any state that submits an acceptable state plan to the Office of Education receives an award to cover up to two-thirds of the costs of planning, establishing, and operating such centers. Centers provide information about postsecondary education programs, financial assistance, job placement, competency-based learning opportunities, and guidance and counseling services, among other services. A list of state agencies, their directors, addresses, and telephone numbers can be obtained from the office below.

Comment

The legislative authorization for this program, Title IV of the Higher Education Act of 1965, as amended, expires at the close of 1980. Revisions to the Act could change the program or eliminate it.

Contact for Information

Educational Information Centers, Division of Training and Facilities, Office of Education, Washington, DC 20202

76/ Educational Resources Information Center (ERIC)

Education Division

What/For Whom

Research reports, periodicals, and educational reference documents for researchers, teachers, libraries, and the public.

Description

ERIC is a computerized information system that stores citations of education-related documents, such as research reports, speeches, and periodicals. Sixteen ERIC clearinghouses select and index literature in such specific areas of education as early childhood, handicapped and gifted children, higher education, languages and linguistics, rural education, urban education, science, mathematics, and social studies. The ERIC Clearinghouse on Handicapped and Gifted Children, for example, abstracts general studies on creativity. The Clearinghouse on Information Resources indexes materials on library operations and professional education and on technology adaptable to education, including audiovisuals and cable television.

Although no clearinghouse yet exists for the arts and humanities per se, many related fields, such as architecture, arts education, film, theater, music, writing, crafts, cultural enrichment, dance, humanities instruction, archeology, and folklore, are indexed.

Libraries of major educational institutions as well as state departments of education subscribe to ERIC publications, and more than 600 maintain collections of ERIC microfiche; their locations are listed in the *Directory of ERIC Microfiche Collections*. ERIC publishes citations of educational documents in a monthly journal of abstracts, *Resources in Education*, indexed semiannually, available by subscription from the Government Printing Office, Washington, DC 20402. The monthly *Current Index to Journals of Education* indexes and annotates articles in more than 700 periodicals and is available by subscription from Oryx Press, 3930 Camelback Road, Phoenix, AZ 85018. Information on ERIC publications may be requested from the office listed below. Copies of ERIC documents may be obtained in either microfiche or paper copy from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.

Contact for Information

Educational Resources Information Center, National Institute of Education, Washington, DC 20208

77/ Elementary and Secondary Education Programs (Title IV)

Education Division

What/For Whom

Formula grants to state education agencies, which award subgrants to local education agencies. These agencies are required by law to ensure that private as well as

public school students benefit from the use of these funds.

Description

Title IV of the Elementary and Secondary Education Act of 1965, as amended, establishes three separate categories of financial assistance at elementary and secondary school levels. Part B supports the acquisition of instructional equipment and materials; Part C, locally initiated educational projects; and Part D, counseling, guidance, and testing services. Parts B and C have been substantial sources of funding for education in the arts and humanities. The legislation that amended the Act in 1978 revised eligible activities and funding procedures. A state seeking funds under Title IV must submit a plan every three years describing programs for Parts B, C, and D to the Commissioner of Education for approval. If the plan is approved, the state education agency is awarded grants, and it in turn subgrants for the approved programs to local education agencies on the basis of their written applications. To receive Title IV funds, the state must establish a state advisory council broadly representative of cultural and educational resources to advise on preparation and administration of the plan.

Instructional Materials and School Library Resources (Part B)

Assistance is provided to help local education agencies acquire educational materials, instructional equipment, and library resources. Instructional equipment must be directly related to teaching or learning an academic subject—arts, English, history, humanities, industrial arts, and so forth. Band instruments, furniture, and gym equipment are ineligible purchases. Library resources include books, maps, musical scores, pictorial or graphic works, sound recordings, videotapes, and similar materials. For further information, contact the School Media Resources Branch at the address given below.

Improvement in Local Educational Practice (Part C)

This category supports locally initiated projects and activities designed to improve educational practices. Eligible uses of Part C funds include programs for children with special needs, such as educationally deprived, gifted and talented, or disabled children; improvement of school management; professional development for education personnel; and programs that use other community resources, such as businesses, cultural organizations, government agencies, labor unions, and museums. Questions may be referred to the Division of State Educational Assistance Programs at the address given below.

Example

Funds appropriated under Title IV in 1979 for distribution to the states totaled \$162 million for Part B. Using \$1,581,

Bishop Union High School in California installed cabinets to display American Indian artifacts and contemporary art in the media center of the school library. The center serves as a repository for videotaped recollections of the early 1900s by local Paiute and Shoshone tribal members and for materials recorded by students describing local legends. In 1978, the state of Indiana circulated 64 art reproductions among nine schools for arts education programs at a cost of \$3,600. St. Clare School in Ohio used \$1,496 to purchase new record players for music education.

Virtually every state reported to the Office of Education that it had used Title IV-C funds to sponsor cultural projects within local schools in 1979. Approximately \$146.4 million was allocated among the states for Part C. The Sunnyside School District in Arizona received \$46,000 to teach the history of the Sonoran desert region using photography and library resources. The New Castle County School District in Delaware spent \$27,000 to train elementary classroom teachers in a music laboratory. Dade County Public Schools in Florida were awarded \$195,223 to develop materials on the arts for visually, orthopedically, and hearing-impaired students. Muskogee County Schools in Georgia used \$106,000 to offer career orientation and contact with professionals in the arts for high school students. Marshall Town School District in Iowa received \$17,048 for a "comparison of western and non-western cultures through music" and \$2,000 to bring dancers sponsored by the Iowa Arts Council into the schools. Dallas Community School District in Iowa used \$350 for a project allowing first grade students to write and illustrate their own books. With \$2,688 in funding, Wolfe County, Ky., offered an Appalachian music class to further an appreciation of local music.

Cape Elizabeth, Me., sponsored an elementary-school weaving program with \$1,500. The DeCordova Museum in Lincoln, Mass., spent \$28,380 for a program that integrates art with social studies. St. Paul Public Schools in Minnesota, with \$22,500, sponsored a dance education project that involves the child, the dancer, the classroom teacher, and the community in a curriculum that emphasizes the basic skills of body movement and communication. Fairmont School in Montana received \$7,500 for a project that takes an anthropological approach to architecture, dance, drama, literature, and visual arts of different cultures. Grandfield Schools in Oklahoma received \$16,200 to sponsor "reading improvement and motivation through the arts." Wayne County in Pennsylvania used \$11,000 to bring arts experiences into its rural schools. Orange Windsor Supervisory Union in Vermont received \$6,740 to create an elementary arts program focused on the visual skills and nature as a design model. Henrico County in Virginia sponsored a "Humanities Center" with \$39,000 to encourage student interest in contemporary writing and drama. Botetourt County received \$56,700 to develop a television series about the arts of the Virginia mountain areas.

Comment

Under the new Title V-B, formerly part of Title IV-C of the Elementary and Secondary Act, formula grants are made to states to strengthen the management capability and leadership resources of state education agencies. In several states, these funds have supported staff positions such as arts advisor, consultant, and curriculum specialist. Title V-B is used to provide technical assistance to local education agencies, to develop curricular materials, and to conduct workshops and conferences, among other purposes.

Contact for information

ESEA Title IV Coordinator, State Education Agency (names and addresses available from the Washington office) or (Appropriate Branch or Division), Office of Education, Washington, DC 20202

78/ Emergency School Aid Act Programs (ESAA)

Education Division

What/For Whom

Grants to and contracts with local and state education agencies and public and private nonprofit organizations.

Description

The Emergency School Aid Act (ESAA) seeks to prevent, reduce, or eliminate the isolation of minority groups and discrimination among students and faculty in elementary and secondary schools. The introduction of cultural heritage programs and arts education into the curriculum has been found to help children overcome the disadvantages of isolation and discrimination while improving the quality of education for all children. New awards in 1978 ranged in size from \$80,000 to \$800,000.

Basic Program

Local education agencies are awarded grants and contracts for one to five years. Project design and operation must involve teachers, parents, and other community representatives. Funds are used to hire and train staff, alter school facilities, or introduce new curricula and practices, including study of the language and cultural heritage of minority groups. In 1978, the appropriation for this category was nearly \$138 million. According to a survey conducted by the National Center for Education Statistics (see no. 92), 18 states have used ESAA funds for arts projects.

Educational Television and Radio

Educational Television and Radio supports the development and production of integrated children's television and radio programs of cognitive and affective educational value. Grants and contracts are made to public and private nonprofit organizations with demonstrated expertise in television or radio programming and with minority group employees in responsible development, production, and administrative positions. Programs are of artistic or educational significance, suitable for transmission by commercial and public stations, free of charge. A mailing list is maintained for persons wishing to be notified when proposals for productions are being solicited.

Example: Since 1972, 27 series have been produced with ESAA funds. The 1979 appropriation was nearly \$6.5 million. Series recently sponsored include "Forest Spirits," a presentation on the culture, history, and traditions of the Oneida and Menominee Indians of Wisconsin; "South by Northwest," a dramatic series about the roles played by blacks in settling the Pacific Northwest; and "Infinity Factory," which uses ethnic and cultural settings, music, and animation to help children learn mathematics and its applications to art, technology, and everyday life.

Magnet Schools

Grants are made to local education agencies to plan and conduct programs in magnet schools, centers that offer a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

Example: The 1979 appropriation was \$25 million. Approximately 26 awards were made under this category in 1978. The Indianapolis Public Schools in Indiana received \$227,100 to provide coursework in creative writing, music, theater, and the visual arts and to offer students contact with professional artists. An award of \$233,712 to the St. Louis Public Schools in Missouri supported both a visual and performing arts center and a high school that offered specialized instruction to recruit dropout students in drama, vocal training, musical instruments, and plastic and visual arts. In Teaneck, N.J., a \$591,322 grant supported artists-in-residence programs and evening courses in creative and performing arts for community, students, and staff. The Seattle Public School System received two awards of \$159,529 and \$143,865 for a visual and performing arts school and a general arts school which coordinated community arts resources, a specialized staff, and a dance company in residence.

Nonprofit Organizations

Public or private nonprofit organizations may receive assistance for programs designed to help local education agencies reduce minority group isolation (see Basic Program above). A total of \$17.2 million was appropriated for this program in 1979.

Special Arts Projects

Since 1974, the Commissioner of Education has made funds available for these projects. Grants are made to state arts councils and state education agencies to administer statewide arts programs. Eligible school districts work with a state grantee to obtain services. Projects must provide opportunities for interracial and intercultural communication and understanding. Professional artists of diverse racial and ethnic background and artistic skills in crafts, dance, film, music, poetry, theater, and visual arts are employed in school projects. Only one grant of up to \$100,000 is made per state.

Example: Seventeen awards, totaling approximately \$1.7 million, were made in 1979. In 1978, the state arts council in Arkansas operated artists-in-residence and visiting artists programs in seven rural school districts. These employed a craftsperson, a folklorist, a jewelry-maker, a photographer, a sculptor, a visual artist, and a weaver. The artists worked with students and with their teachers in special workshops. The Massachusetts Council on the Arts and Humanities coordinated the participation of artists, cultural institutions, and touring dance and theater groups in a Boston public schools program. The Oklahoma Arts and Humanities Council established an artist-in-residence program in music, poetry, theater, and the visual arts for three rural school districts. Comanche singers and dancers worked with young Native American children on ritual performances of religious and cultural significance. The Virginia Commission for the Arts employed visiting and in-residence artists, including an actor, jazz pianist, and water colorist, to work in Charles City, Richmond, and Roanoke.

Comment

The description above incorporates changes, effective in 1980, legislated by Title VI of the Education Amendments of 1978. At the time the *Cultural Directory* went to press, final regulations for the program had not been published. These may clarify its structure and operation.

Contact for Information

Equal Educational Opportunity Programs, Office of Education, Washington, DC 20202

79/ Environmental Education Program

Education Division

What/For Whom

Grants to institutions of higher education, local or state education agencies, and other public and nonprofit

agencies, organizations, and institutions, including libraries and museums.

Description

Environmental education is defined as an interdisciplinary, problem-oriented approach to the cultural, economic, physical, policy, and social implications of environmental concerns. Projects aim at educating the public about environmental quality and ecological balance. Projects consider the environmental effects of conservation, economics, pollution, population, resource allocation and depletion, technology, transportation, and urban and rural planning. Although projects may draw upon traditional methods of environmental education—conservation, environmental science, nature study—these approaches must be synthesized with ideas and materials from other areas, such as the arts and humanities, social sciences, and technology. Two categories of financial assistance, described below, are offered.

General Projects

Support is provided for research, demonstration, and pilot activities to develop curricula; to disseminate information; to support elementary, secondary, and community education programs; and to train education personnel, public service, government, business, labor, and industrial leaders and employees. Grants average \$50,000 and usually require cost sharing.

Minigrants

Awards of \$10,000 or less are made to conduct courses, workshops, seminars, symposia, and conferences, especially for adults and community groups. Projects are designed to help communities understand the causes, effects, issues, and options surrounding a local environmental problem. Although any public or nonprofit private organization may apply, preference is given to local citizen groups and volunteer organizations active in the environmental field.

Example

With an appropriation of \$3.5 million, 58 projects were undertaken in 1978. Vision, Inc., a nonprofit planning organization in Cambridge, Mass., received a \$51,900 award in 1977 to prepare the "Street Smart Program," a package of audiovisual materials designed to introduce children to the urban environment. The package contains art, drama, and social studies activities that draw on arts, career, and environmental education to help children understand environmental ideas and issues. A grant of \$31,862 was awarded in 1978 to the Capital Children's Museum in Washington, D.C., for its "Resource Material Development: Environmental Education in the Urban Context," a program to integrate arts, sciences, humanities, and technology in an exploration of the arts and sciences through all the senses.

Comment

Since the Environmental Education Act was amended by the Education Amendments of 1978, changes in the emphases or operations of the program may occur in 1980.

Contact for Information

Office of Environmental Education, Office of Education, Washington, DC 20202

awarded \$45,000 for "Training in Ethnic Literature for Teachers." The Ketchikan Indian Corporation was given \$44,000 for "Native American Curriculum Development Materials on Southeast Alaska." The Korean Community Service Center in San Francisco, Calif., received \$46,000 for "Korean Curriculum Development for the San Francisco Bay Area." The National Congress of Neighborhood Women in Brooklyn, N.Y., received \$47,996 for "Curriculum Development—Women as Community Leaders." The University of Toledo College of Education in Ohio received \$44,961 for "Curriculum Development and Training—Teacher Preparation for Hungarian, Greek, and Polish Studies."

80/ Ethnic Heritage Studies Program
Education Division

What/For Whom

Project grants to public and private nonprofit education agencies, institutions, and organizations. Eligible organizations include ethnic, community, and professional associations, Indian tribes, state and local education agencies, and institutions of higher education.

Description

Grants support one-year projects designed to enable students at an elementary, secondary, or postsecondary level "to learn more about the nature of their own heritage and to study the contributions of the cultural heritages of other ethnic groups of the Nation." Projects may be proposed in the following areas: the development of curriculum materials for the study of ethnic groups and their contributions to the American heritage in fields such as arts, drama, economy, geography, history, language, literature, music, society, or general culture; the training of teachers to use the curriculum materials; and the dissemination of the materials. Every project should show evidence of the endorsement and active participation of relevant ethnic, educational, and community organizations. Ethnic and community associations, historical societies, museums, art galleries, and research facilities are examples of organizations experienced in ethnic studies. It is considered essential that the project have an impact on more than one ethnic group. Detailed guidelines are available from the office listed below. Regular project grants average \$36,000 and may not exceed \$60,000. A few "minigrants," ranging from \$10,000 to \$15,000, are also made.

Example

Fifty-six grants totaling \$2.3 million were made in 1978; approximately 413 applications had been reviewed. Bacone College in Muskogee, Okla., received \$14,000 for "Greek American Curriculum Development." The Indiana Department of Public Instruction in Indianapolis was

Contact for Information

Ethnic Heritage Studies Program, Division of International Education, Office of Education, Washington, DC 20202

81/ Foreign Curriculum Consultants Program
Education Division

What/For Whom

Grants to state and local education agencies, institutions of higher education, and private nonprofit educational organizations.

Description

One of the Fulbright-Hays categories (see nos. 83, 87, 176), this program provides support to bring educators from other countries to the United States for an academic year to assist in planning and developing curriculum in modern foreign languages and area studies programs. Foreign area studies may be defined as the study of foreign countries and geographical areas, their languages, politics, cultures, and artistic life; cultural and physical anthropology; ethnology; linguistics; sociology; music, including ethnomusicology; and the arts. Requests for consultants from Western European countries are approved only for area studies curriculum development on modern political, economic, or social topics. Consultants may provide a variety of services: review educational materials and library holdings; prepare new instructional materials and study units; conduct demonstration classes and workshops for teachers; teach classroom courses (not more than one per semester); and participate in community functions and adult education programs. Grantee institutions are required to contribute to a consultant's living and domestic travel expenses. For the 1978-1979 academic year, 15 awards averaging \$12,600 were made to bring educators to the United States from Latin America, Africa, Eastern Europe, and Japan.

Contact for Information

Foreign Curriculum Consultants Program, Division of International Education, Office of Education, Washington, DC 20202

82/ Foreign Language and Area Studies Programs

Education Division

What/For Whom

Fellowship quotas awarded to institutions of higher education which in turn offer fellowships to graduate students. Research grants are made to institutions of higher education, local and state education agencies, other educational and professional organizations, and individuals.

Description

Title VI of the National Defense Education Act of 1958 authorizes financial assistance to institutions of higher education to establish international studies centers and programs (see no. 89), and to support research and graduate student fellowships in the area of foreign language and area studies (see no. 81 for definition).

Fellowships Program

Academic year fellowships are offered to graduate students in foreign language and area studies. Fellowship quotas are awarded to selected higher education institutions. Individuals should apply directly to these institutions. Students may contact the Division of International Education at the address given below for a list of institutional award recipients. Approved programs may be multidisciplinary in approach and include such fields as anthropology, economics, geography, history, linguistics, literature, philosophy, political science, and sociology; or professional studies such as education, business, and law. Language study in the geographic area of specialization is required. Students applying for fellowships must be preparing either to teach or to work for public or private organizations contributing to foreign relations or international understanding in the United States.

Research Program

Awards are made for surveys and studies to determine the need for increased or improved instruction in modern foreign language study and area and international studies; to conduct research on more effective methods of teaching these languages and fields; and to develop specialized materials for training students and teachers. An annotated bibliography, *List #8, Foreign Language*

Area, and Other International Studies, summarizes the research and instructional materials developed under the auspices of this program since 1976.

Example

In 1978, almost \$4.6 million was awarded to 46 universities to offer 828 fellowships. Nineteen new grants and 13 supplemental awards for research were made with an allocation of approximately \$1 million. Alliance College in Cambridge Springs, Pa., received \$20,387 in supplemental funds for "Development of a Proficiency Test in the Polish Language and Culture." Michigan State University in East Lansing received \$42,103 for "Improving the Quality of African Audiovisual Material in K-12 and University Courses: An Outreach Project." An award of \$29,285 for "Films Completion Project: Contemporary Tibetan Buddhism" was made to the University of Wisconsin at Madison.

Contact for Information

(Appropriate Program), Division of International Education, Office of Education, Washington, DC 20202

83/ Fulbright-Hays Research Abroad Programs

Education Division

What/For Whom

Fellowships for doctoral dissertations to candidates who apply through their institutions of higher education. Research grants to faculty members through their institutions of higher education.

Description

The Fulbright-Hays Programs, authorized by the Mutual Educational and Cultural Exchange Act of 1961, are intended "to increase mutual understanding between the people of the United States and the people of other countries." Grants are made to U.S. citizens and foreign nationals for a variety of educational exchange activities (see also nos. 81, 87, and International Communication Agency, no. 176). Support is given for exchange activities in all academic fields, including foreign area studies (see no. 81 for definition).

Doctoral Dissertation Program

Advanced graduate students receive support for 6 to 12 months for doctoral dissertation research overseas in world affairs, modern foreign languages, and area studies. Preference is given to research areas that are critical to the national interest, for which adequate instruction is not

widely available in the United States, and for which there exists a shortage of trained personnel. Awards are not made for research projects focusing on Western Europe or for projects in countries in which the United States does not have diplomatic representation. Candidates must be enrolled in a doctoral program in foreign language or area studies in the United States or its territories and plan to teach in the United States at the postsecondary level. Applicants apply directly to their graduate dean, who will forward applications to the Office of Education.

Faculty Research Program

Awards are made for 3 to 12 months of research that will contribute to institutional efforts to strengthen programs in foreign language and area studies. Awards are not made for research projects focusing on Western Europe or projects in countries in which the United States does not have diplomatic representation. Grants enable faculty members to remain current in their fields of specialization and to develop and improve curricula and materials. Candidates must be experienced in foreign languages and in area studies, and anticipate long-term employment with an institution of higher education. Application is made to the candidate's institution, which forwards applications to the Office of Education.

Example

Doctoral dissertation stipends of just under \$12,000 were awarded to 127 individuals in 1978; more than 459 applications were reviewed. Examples of these dissertation grants are \$12,876 to Cornell University in Ithaca, N.Y., for "*Paramasastra: A Linguistic, Cultural and Historical Study of Traditional Javanese Linguistic Theory*"; \$12,105 to Harvard University for "*Shirazi Silver-Engravers and Their Work: A Study of Art and Society*"; \$10,436 to Indiana University in Bloomington for "*Bambara-Bozo Puppetry of the Segou Region, Mali: An Analysis of Art in Performance*"; \$3,694 to the University of California at Berkeley for "*Prokofiev's Operas and Their Russian Literary Sources*"; \$14,089 to the University of Chicago for "*Domestic Architectural Imagery and Its Significance in Contemporary Egypt*"; and \$11,563 to the University of Pittsburgh for "*Hinduism in a Dynamic Urban Setting: The Example of Calcutta.*"

Faculty Research awards averaging \$10,500 were made to 57 of the 109 faculty applying for funds in 1978. Awards were made of \$18,213 to the University of California, Santa Cruz, for "*Folk Dance Music and Community Life in Greece*"; \$12,029 to the University of Colorado at Boulder for "*Traditions and Preservation of Wooden Arts in South Asia*"; \$16,262 to the University of Kansas in Lawrence for "*Sociolinguistic Variation in Brazilian Commands*"; and \$7,596 to the University of Pittsburgh for "*Aiyandar: The Rise and Significance of a God in South India.*"

Contact for Information

(Appropriate Program), Division of International Education, Office of Education, Washington, DC 20202

84/ Fund for the Improvement of Postsecondary Education
Education Division

What/For Whom

Grants to postsecondary education institutions including colleges and universities; profit and nonprofit private, trade, technical, and business schools; education organizations and institutions, such as student and faculty associations, trustees, and state agencies; and providers of educational services at museums, libraries, and workplaces.

Description

The Fund for the Improvement of Postsecondary Education provides assistance to education institutions and agencies for reform, innovation, and improvement of postsecondary education. Through the Fund's Comprehensive Program, proposals are invited that address any of the Fund's broad purposes. Since proposals are not restricted to narrow categories, the applicant must demonstrate initiative in proposal conception and design and responsibility for conveying a project's significance and feasibility. All proposals are considered in light of their responsiveness to problems of a structural nature, their impact on learners, and their cost-effectiveness.

Several general areas for improvement are identified: exclusion of working adults, minorities, handicapped persons, and others from educational opportunities; failure of mass education institutions to meet student needs effectively; inadequate understanding of what are quality educational programs, personnel, and instruction; disparity between skills, knowledge, and attitudes taught by institutions and those needed by individuals to be effective and productive members of society; need to reduce costs and increase productivity; insufficient integration of industry, trade, and technical schools, libraries, museums, and other providers of educational services in the postsecondary educational system; inadequate information and advice to people choosing educational institutions; and institutional rigidity.

Occasionally, the Fund invites applications on specific topics. For example, in 1979, two competitions were announced: "Adapting Improvements: Better Strategies for Educating Adults" and "Examining the Varieties of Liberal Education."

Example

The Fund received an appropriation of \$13 million in 1979. From approximately 1,800 applications received, 175 projects were supported in 1978-1979, about equally divided between newly funded and renewal projects. Carnegie-Mellon University in Pittsburgh, Pa., with an award of \$49,000, undertook to identify the fundamental techniques of philosophic reasoning and to disseminate materials designed to teach analytic reasoning skills. The College of the Atlantic in Bar Harbor, Me., with a \$23,635 grant, refined a model curriculum in environmental design that integrates energy with economic, environmental, and esthetic considerations and prepares students to combine marketable trade skills with a scholarly understanding of the built environment. Illinois State University in Normal received \$25,000 to field test course modules that focus on social issues from commonsensical, journalistic, and sociological perspectives. With a grant of \$52,693, the Modern Language Association in New York City planned the dissemination of pedagogical and curricular materials developed in model courses on regional women's literature. The Museums Collaborative in New York City was awarded \$110,428 to expand its Cultural Voucher Program, which provides money vouchers to community organizations for distribution to individuals who may purchase services of their choice from authorized cultural institutions. The School of Music at Northwestern University in Evanston, Ill., was awarded \$60,287 to institute a competency-based graduate curriculum incorporating faculty development, curriculum redesign, and a network of apprenticeships and clinical experiences in surrounding communities. An intensive program of speech, writing, and theater courses for students deficient in standard English was supported at the University of Southern Mississippi in Hattiesburg with a \$50,000 grant.

Contact for Information

Fund for the Improvement of Postsecondary Education,
Office of the Assistant Secretary for Education,
Department of Health, Education, and Welfare,
Washington, DC 20202

85/ Gifted and Talented Program
Education Division

What/For Whom

Grants to and contracts with public and private agencies and organizations, including local and state education agencies and institutions of higher education.

Description

The Gifted and Talented Program awards financial assistance to plan, develop, operate, or improve

education for gifted and talented children. The term "gifted and talented" refers to children at preschool, elementary, or secondary levels with the potential to perform extraordinarily well in intellectual, creative, academic, or leadership activities, or in the performing and visual arts. From 1976 through 1979, all awards were made on a discretionary basis. The Education Amendments of 1978 require that 75 percent of the program's funds be allocated to states on a formula basis and 25 percent be reserved for discretionary awards.

State Programs

State education agencies receive grants for programs addressed to the educational needs of gifted and talented children, including inservice training of their teachers. At least 90 percent of these funds must be redistributed on a competitive basis to local education agencies; at least half of those funds must support projects that identify and educate disadvantaged children from low-income areas.

Discretionary Programs

Grants are made for training education personnel, model projects, state planning, research and evaluation, and dissemination of information.

Example

The program's 1979 appropriation was nearly \$3.8 million. Competition for discretionary awards has been extremely strong. From 1976 through 1979, between 300 and 400 applications were received and 15 to 25 approved each year. Projects sponsored have included leadership training, model projects, and curriculum development in the arts and the humanities. In 1978, the Center for Theater Techniques in Education in Stratford, Conn., received \$41,650 to identify gifted junior high students in an urban school system and provide them with theater arts and other creative experiences. The state education agency in Honolulu, Hawaii, received \$65,000 to identify students in grades four through six with outstanding abilities in the language arts and the visual and performing arts and to provide for their educational needs. The project also examined the benefits to students from instruction by local professional artists and the possibility of an interdisciplinary approach to education in the fine arts and languages. The New Orleans Public Schools in Louisiana received \$20,000 to provide an intensive arts program for about 180 elementary and junior high school students identified as gifted in the visual or performing arts.

Comment

The description above incorporates changes contained in Title IX of the Education Amendments of 1978. At the time the *Cultural Directory* went to press, final regulations for the program had not been published. These may clarify its structure and operation.

Contact for Information

Office of Gifted and Talented, Office of Education,
Washington, DC 20202

86/ Graduate and Professional Opportunities Program
Education Division

What/For Whom

Grants and fellowship allocations to institutions of higher education. Students must apply to their institution for a fellowship, not to the Office of Education.

Description

Colleges and universities receive support for programs of graduate or professional study that serve women, minorities, or other groups that traditionally have been underrepresented among graduate and professional degree recipients. "Graduate study" leads to a doctorate or other degree needed for an academic or professional career. "Professional study" leads to an advanced degree that qualifies students for a professional career. Specific fields of study are not identified; thus the burden is on the applicant college or university to document that it offers a high quality program for which there is a demonstrated national need and in which there is a distinct shortage of persons from underrepresented groups.

Either an institutional grant or an allocation of fellowships, or both, may be requested. In 1978, institutional grants were made only in conjunction with fellowship allocations, emphasizing the recruitment and retention of students. Institutional grants average \$15,000 to \$30,000 for a year's support, and renewals are made on a competitive basis. Funds may be used to improve graduate, professional and, occasionally, undergraduate education through faculty development, program expansion, acquisition of instructional equipment and materials, strengthening of administration, and cooperative arrangements with other schools. Cost sharing is required. Colleges or universities may request fellowship allocations for as many as five academic areas in priority order. If any of the areas selected are approved by the Office of Education, the institution then recommends students. Fellowships are renewable for three years.

Example

The Graduate and Professional Opportunities Program received an appropriation of \$8 million for awards during the 1979-1980 academic year. Approximately \$3.2 million was awarded to 55 colleges and universities for the 1978-1979 academic year. More than \$2.7 million provided fellowship assistance to 354 students, and more

than \$485,000 went to 26 institutions as grants. Fellowship allocations ranged from \$15,000 to \$117,000, grants from \$10,000 to \$31,600. Creighton University in Omaha, Neb., received \$23,400 for fellowships in law. Cornell University in Ithaca, N.Y., was awarded \$93,600 for engineering, city planning, and applied biology. Tuskegee Institute in Alabama received \$31,200 for fellowships in architecture. The University of Arizona in Tucson was awarded \$62,400 for fellowships and a \$26,500 grant for anthropology, education administration, and electrical engineering. Yale University in New Haven, Conn., received \$62,400 for fellowships in American Studies, political science, economics, and history.

Contact for Information

Graduate and Professional Opportunities Program, Office of Education, Washington, DC 20202

87/ Group Projects Abroad Program
Education Division

What/For Whom

Grants to institutions of higher education, state education agencies, and nonprofit education organizations.

Description

This program, one of the Fulbright-Hays categories (see nos. 81, 83, 176) supports group projects to help grantees improve their programs in modern foreign languages, area studies (see no. 81 for definition), world affairs, and intercultural education. Awards are not made for projects focusing primarily on Western Europe or for projects in countries with which the United States does not have diplomatic relations. Several types of projects are funded, including summer seminars for faculty and students to integrate international studies into the general curriculum; summer and academic year intensive language study for students; group research or study for six weeks to 12 months by faculty and advanced students selected by their institutions for special training; and curriculum development projects in which teams of faculty and graduate students spend six weeks to a year acquiring and developing resource materials for language and area studies curricula.

Also funded are summer seminars for elementary and secondary school teachers and curriculum supervisors to study the cultural origins of ethnic groups in the United States and intercultural understanding in order to plan and conduct ethnic heritage programs in the United States.

Example

Thirty-eight grants in 1978 enabled more than 800 teachers, professors, and students to participate in group

projects abroad. Examples include \$50,000 to Grambling State College in Louisiana for a "Curriculum Development Seminar in Indian Art," \$50,000 to the Phelps-Stokes Fund for "West African Ethnic Heritage Studies Seminar," and \$40,000 to the University of Florida at Gainesville for a "Community College Faculty Summer Field Seminar in Brazil."

Contact for Information

Group Projects Abroad Program, Division of International Education, Office of Education, Washington, DC 20202

88/ Institute of Museum Services
Education Division

What/For Whom

Grants requiring a 50 percent match to museums, including art, history, historic building, natural history, science and technology museums; aquariums and zoological parks; botanical gardens and arboretums; and planetariums. Public or private nonprofit agencies responsible for the operation of a museum, such as a municipality or college, may apply.

Description

The Institute of Museum Services offers assistance through general operating and special project grants to relieve the financial burdens of museums. At least 75 percent of the Institute's annual appropriation must be awarded as general operating grants for administrative, staff, physical plant, and other expenses. Museums may receive support for improvements in educational programs, conservation, exhibition, administration, and related operating costs or to maintain present efforts; objects for collections may not be purchased with these funds. Evaluation of applications is based on the quality and soundness of the museum's collections, exhibitions, education programs, community involvement, and overall operations. Special project grants support model approaches to problems shared by many museums: staff training, development of conservation methods, services to special constituencies, cooperative technical assistance, and exhibition exchanges with other institutions, for example.

Example

The Institute received 859 applications and awarded 256 grants with its 1978 appropriation of \$3.7 million. Special projects numbered 13. Awards ranged from \$483 to \$25,000, averaging \$14,450. An operating grant of \$24,985 enabled the Fairbanks Museum and Planetarium in St. Johnsbury, Vt., to maintain its current level of

operation despite severe financial setbacks as a result of the increase in fuel prices. The Museum of Science and History, Little Rock, Ark., was awarded an operating grant of \$25,000 to hire two professional staff members, a curator of historical collections, and an exhibits specialist. Operating support of \$21,500 to the Ohio Historical Society in Columbus helped the society respond to growing demands for public services by employing additional staff to expand the reference services and enlarge the education department.

Comment

Ninety-five percent of the Institute's 1978 monies were disbursed for general operating support. The Institute of Museum Services is the only federal source of assistance for museum operating expenses. Other agencies, such as the Arts and Humanities Endowments (see nos. 193-221), provide project support. The Institute probably will continue to concentrate its resources on operating needs rather than special projects. Considerable congressional support for the Institute is demonstrated by the doubling of its first-cycle appropriation to a level of \$7.4 million in 1979.

Contact for Information

Institute of Museum Services, 200 Independence Avenue, SW, Washington, DC 20201

89/ International Studies Programs
Education Division

What/For Whom

Grants to institutions of higher education. Information and technical assistance for the academic community and the general public.

Description

Title VI of the National Defense Education Act of 1958 authorizes financial assistance to institutions of higher education to establish international studies centers and programs, and to support research and graduate student fellowships (see no. 82) in the area of foreign language and area studies (see no. 81 for definition).

Graduate and Undergraduate Programs

Grants are made for up to two years to establish or improve instructional programs in international studies at the graduate or undergraduate level. Programs are comparative or interdisciplinary in scope, offer instruction in at least two world areas, and take place on United States campuses. Graduate international studies program assistance provides for the development of contemporary

problem- or topic-oriented international studies programs. Undergraduate international studies program grants support the introduction of an international dimension into the undergraduate general education program, particularly in the first two years of study.

International Studies Centers

Awards are made to establish and operate centers offering undergraduate and/or graduate instruction in foreign languages and area and international studies. Two types of centers are supported. One concentrates on a particular region and offers instruction in two or more of the principal languages and other fields fundamental to an understanding of that region. The other type focuses on general international studies in such fields as law, diplomacy, and economics; on interregional studies; or on comparative approaches to worldwide concerns, such as food production and hunger, energy, and the environment. Both types of centers offer language training and incorporate, where relevant, professional training in such fields as business, education, journalism, and urban planning. "Outreach" services are offered to other colleges and universities, schools, local and state education agencies, and other organizations and individuals interested in the center's resources.

Services

The Division of International Education provides a variety of staff services in the field of international education.

The Information Clearinghouse responds to inquiries about student exchanges, study abroad opportunities, employment abroad, and financial assistance for foreign students—concerns that fall outside other Office of Education programs and services. Brochures, pamphlets, and other reference materials about the Division of International Education and international education activities in general are prepared and distributed. Publications include *Programs and Services of the Division of International Education*, *American Students and Teachers Abroad*, *Foreign Students in the United States*, and *Study in Japan*.

Professional resource support is provided to improve understanding of educational systems and programs abroad. The Comparative Education staff prepares and publishes studies on educational systems of other countries and offers technical and consultative assistance.

Example

Graduate and Undergraduate International Studies awards generally do not exceed \$45,000 per year for a single institution and \$70,000 for consortia. Thirteen graduate and 25 undergraduate programs operated during 1978. Examples of graduate programs are "Language and International Trade" at Eastern Michigan University in Ypsilanti, Mich., awarded \$41,500; "International Political Economy and Development" at Fordham University in the

Bronx, N.Y., awarded \$42,000 for its second year; and "International Studies and Business" at Rice University in Houston, Tex., also awarded \$42,000 for its second year. Comparative urban studies, policy analysis, rural development, and technological growth are topics examined by grantees in earlier years.

Among undergraduate-level grantees were Bethel College in North Newton, Kans., with a grant of \$23,900 for its first year of "Rural Development in Emerging Countries"; Cornell University in Ithaca, N.Y., with a \$40,000 grant for the second year of "International Performing Arts"; and Lawrence University in Appleton, Wis., with an award of \$22,500 for "Language-Social Science Cooperation in International Studies."

Eighty International Studies Centers, 15 specializing in undergraduate work, received awards ranging from \$32,000 to \$180,000 in 1978, the final year of a three-year funding cycle. Some of the fields of study offered at different centers are anthropology, archeology, architecture, art, art history, dance, fine arts, folklore, geography, history, international relations, law, linguistics, literature, music, philosophy, photography and cinema, political science, religion, sociology, theater, and urban planning.

Contact for Information

(Appropriate Program), Division of International Education, Office of Education, Washington, DC 20202

90/ Library Grants for Higher Education

Education Division

What/For Whom

Grants to institutions of higher education and to public or private nonprofit organizations with libraries meeting certain specifications.

Description

The Higher Education Act of 1965, as amended, created several discretionary grant categories of assistance to colleges, universities, and certain nonprofit agencies for the acquisition of library resources, research and demonstration efforts, training programs, and to strengthen research collections.

College Library Resources

Grants support the acquisition of library resources, including law library material, such as books, periodicals, documents, magnetic tapes, phonograph records, audiovisual materials, and necessary binding costs. Three

types of grants can be awarded: basic grants up to \$5,000 for each eligible institution, supplemental grants up to \$20 per student, and special purpose grants that require matching of every three federal dollars with one institutional dollar. Since 1976, only basic grants have been awarded. Of more than 2,500 awards in 1979, averaging approximately \$3,900 each, about 25 went to museums, historical associations, and film institutes, the remainder to colleges and universities. To qualify for assistance, nonprofit agencies must have a written formal agreement with an institution of higher education certifying that 50 percent of the organization's library services are provided to the institution's students.

Example: Among nonprofit grantees in 1979 were the American Antiquarian Society in Worcester, Mass.; American Film Institute in Washington, D.C.; Central New York Library in Syracuse; Cleveland Museum of Art in Ohio; Duquesne University Tamburitzans, Inc. (a dance school), in Pittsburgh, Pa.; Nevada Historical Society in Reno; Newberry Library in Chicago, Ill.; Society for the Preservation of New England Antiquities in Boston; Winterthur Museum in Delaware; and YIVO Institute for Jewish Research in New York City.

Library Research and Demonstration

Awards are made for research and demonstration projects designed to improve library training and practices and to develop new techniques, systems, and equipment for processing, storing, distributing, and disseminating information. Currently, priority is placed on studies and demonstrations to improve service, particularly to groups with special needs; institutional cooperation; library methodology; and library education. Grants vary from \$10,000 to \$250,000, averaging \$70,000-\$85,000.

Example: Seventeen awards were made with the 1978 appropriation of \$1 million. A survey of public library services, resources, and facilities for visually impaired and physically handicapped persons was carried out by Florida State University in Tallahassee with a \$45,392 grant to identify needed improvements. Temple University in Philadelphia, Pa., received \$58,387 to make small press publications more accessible.

Library Training

Grants are made for short- or long-term courses of library training or study, to establish fellowships or traineeships with stipends, and to establish or expand programs of library and information science. Students apply to an institution participating in the program for a fellowship or to the director of a training institute, not to the Office of Education. Stipends vary with the student's level of training and previous work experience.

Example: In 1978, the program's \$2 million appropriation funded 188 fellowships at 33 institutions and 25 training institutes in which more than 1,200 students participated. Examples of courses offered in 1978-1979 include "Library Services to the Aged" at the Edinboro Foundation

in Pennsylvania; "Ethnic Genealogy for Libraries" at Fisk University in Nashville, Tenn.; and "Marketing for the Library as a Nonprofit Institution" at SUNY Buffalo.

Strengthening Major Research Libraries

Assistance is provided to major research libraries to maintain and strengthen their research collections and make them more accessible to other libraries and scholars. Funds may be used to acquire books and other materials, establish cooperative lending systems, index and abstract, and hire staff, among other purposes. A major research library is defined as a public or private nonprofit institution whose library collections are available to qualified users and make a significant contribution to higher education and research. The collections must be broadly based and of recognized national or international significance for scholarly research, contain unique material, and be in substantial demand by researchers.

Example: The program's appropriation in 1979 was \$6 million. Twenty research libraries received \$5 million in grants during 1978, the program's first year of operation. The Art Institute of Chicago's award of \$163,200 was used to acquire limited art editions, foreign publications, and photography microfilms and to restore the Daniel Burnham *Plan of Chicago*. The University of Illinois at Urbana acquired materials to strengthen the Slavic Reference Center and Italian Cavagna collection with an award of \$70,216. The University of Texas at Austin was awarded \$250,000 to acquire, catalogue, and enter into a national data base 8,500 volumes of Latin American materials.

Comment

The legislative authorization for these four programs, Title II of the Higher Education Act of 1965, as amended, expires at the close of 1980. The new amendments to the Act could revise or even eliminate individual grants programs.

Contact for Information

(Appropriate Program), Division of Library Programs, Office of Education, Washington, DC 20202

91/ Library Services and Construction Programs

Education Division

What/For Whom

Formula grants to state library administrative agencies to plan, provide, and coordinate library services within each state. Local public libraries apply to state library agencies for grants.

Description

The Library Services and Construction Act authorizes grants to states for public library services under four titles: Services, Construction, Interlibrary Cooperation, and Older Readers Services. To receive allotments under these titles, each state is required to submit long-range and annual program plans. A library that wants to explore funding under a state formula grant should contact the administering state agency to find out its state's criteria for projects, the procedures for application, and whether the library's proposal is applicable under the state's plan.

Title I: Services

States receive assistance to develop and operate public library services, especially in areas with inadequate service; to reach underserved populations, such as disadvantaged, handicapped, and aged persons; to strengthen metropolitan libraries to serve as national and regional resource centers; and to improve state library administration. More than \$62 million was appropriated for this title in 1979.

Title II: Construction

This title has not been funded since 1973. Assistance is authorized to provide public libraries where there is inadequate service; to purchase land and initial equipment (excluding books); to pay architectural fees; to construct new buildings; to renovate, alter, or acquire existing buildings; and to remodel libraries to conserve energy or to remove architectural barriers.

Title III: Interlibrary Cooperation

Funds may be used to develop and implement cooperative coordination of the resources of public, academic, school, and special libraries, and information centers at the local, regional, state, or interstate level. This title received an appropriation of \$5 million in 1979.

Title IV: Older Readers Services

This title has never been funded. Assistance is authorized to states to provide library services for the elderly.

Example

To disseminate information about public library programs funded under these titles, the Office of Libraries and Learning Resources in the Office of Education and the Chief Officers of State Library Agencies in late 1977 cosponsored the publication *Library Programs Worth Knowing About*, which describes 62 innovative projects. For example, the public library in Grand Rapids, Mich., sponsored "The Grand River Valley—Native American Oral History Program," taped interviews with elders of the local Chippewa, Ottawa, and Potawatomie covering tribal history, customs and traditions, ways of life, language, songs, and legends. Additional funds were granted by the

National Endowment for the Humanities to train Native Americans to convert these primary materials into booklets for school-age and adult readers. Oral and local history projects also were undertaken by the Carnegie Public Library in Las Vegas, N.Mex., and the Jaquith Memorial Library in Marshfield, Vt.

A study by the Mountain-Valley Library System in Sacramento, Calif., led to the creation of the Sierra Libraries Information Consortium, a vehicle for cooperative ventures among the libraries of the isolated California and Nevada counties in the northern Sierra Mountains. The Leon County Public Library in Tallahassee, Fla., held workshops on video production and created its own programs for local radio, television, and cable broadcasts on public affairs, local arts, oral history, local events, entertainment, and children's programs. The Liliha Community Library in Honolulu, Hawaii, offers afternoon and weekend programs in a low-income neighborhood directed to the cultural needs and interests of children. Among its activities have been storytelling, creative writing, construction of sets and props, music lessons, photography, and silk screening. The Green Gold Library System of Shreveport, La., in cooperation with the Shreveport Symphony, and partially funded by the state arts council, organized free chamber music concerts and an annual opera for senior citizens. The Franklin Lakes Public Library in New Jersey has extended its services to preschool children and their families through parent-child workshops in art, music, games, sensory experiments, and stories, and by maintaining a community social services resource file.

Contact for Information

Appropriate state library or state education agency or State and Public Library Services Branch, Division of Library Programs, Office of Education, Washington, DC 20202

92/ National Center for Education Statistics

Education Division

What/For Whom

Statistical data and publications for federal agencies, educators, educational researchers, policy makers, administrators, students, public or private institutions, and the general public.

Description

The National Center for Education Statistics is responsible for collecting statistics on education in the United States and for preparing and publishing analyses of these statistics. Surveys offer data about institutional, student,

and staff characteristics; courses and programs offered; finances; and participation by disabled persons or those of various ethnic, language, or racial heritages. In addition, the Center maintains data bases and provides computer access to data.

Among regularly conducted surveys of educational institutions are the annual Higher Education General Information Survey and the Vocational Education Surveys. Many library surveys were conducted in the 1970s, including College and University Library Survey, 1979; Library Manpower Survey, 1979; and the Private School Library Media Centers, 1979. The first survey of museums and related institutions in 1978 was designed to establish a universe of such institutions to provide aggregate data on services and size. A second survey will examine in detail areas such as attendance, collections, educational programs, expenditures, personnel, and physical facilities.

Results of a survey conducted in December 1978 indicated state education agencies' commitment to arts education at the elementary and secondary levels. Policy statements supporting arts in education have been adopted by 31 states. Eleven federal programs not specifically aimed at arts education—Emergency School Aid (see no. 78) and Education of the Handicapped (see no. 69), for example—have been used by states to support arts projects.

Since 1970, the Center and the Corporation for Public Broadcasting (see no. 11) have jointly sponsored data collection and dissemination efforts related to educational public broadcasting and technology applications. In 1977, the two organizations announced the completion of the School Television Utilization Study, an analysis of the use of television for instructional purposes in elementary and secondary schools.

Publications that provide analyses of survey data to the public are frequently issued. These may be ordered either from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; or from the Statistical Information Office at the address below.

Contact for Information

National Center for Education Statistics, 400 Maryland Avenue, SW, Washington, DC 20202

93/ National Committee—Arts for the Handicapped Education Division

What/For Whom

Grants to state and local arts agencies, recreational organizations, educational and other institutions, and agencies serving disabled persons. Training, technical

assistance, and information for individuals concerned with providing arts programs for disabled children and youth.

Description

The National Committee—Arts for the Handicapped (NCAH) is a nonprofit private group affiliated with the John F. Kennedy Center for the Performing Arts. It serves as the national coordinating agency for the development and implementation of arts programs for handicapped children and youth. In 1979 the Committee received \$1 million from the Arts Education Program (see no. 67) of the Office of Education (OE). It has also received assistance from the Bureau of Education for the Handicapped (see no. 69) in OE, the Alliance for Arts Education, and the Joseph P. Kennedy, Jr., Foundation. The Committee provides opportunities for handicapped children to learn through the arts by sponsoring model programs, training personnel, conducting research, disseminating curriculum and instructional methods, and promoting national awareness of the arts' significance for handicapped individuals. The Committee maintains a publications, film, and media library which provides information about any aspect of arts for disabled persons. Current projects and principles of arts education programming for disabled children are described in *Humanism and the Arts in Special Education*, prepared by the University of New Mexico and the Committee. *Arts for the Handicapped Child ... Why?* is a collection of case studies by therapists, parents, artists, and others recording the positive effects of arts experiences. A list of publications and a brochure explaining the Committee's activities are available from the address below. Assistance is offered under several categories described below.

Model Site Program

Model arts programs are accredited by the Committee to serve as national demonstration centers which provide technical assistance and workshops for arts educators, special education instructors, administrators, parents, and cultural leaders. No funds are provided to model sites; however, accreditation implies Committee endorsement of the program. Model sites must offer drama, dance/movement, visual arts, and music. Fifteen model sites operated during 1979.

Example: The San Fernando Valley Arts Council in Northridge, Calif., in cooperation with the Los Angeles Unified School District, developed an arts resource center and conducted staff development for teachers. Camp Sunshine in Rockford, Ill., which is based in the local public library, is directed by a small professional staff, volunteers, and artists from the Rockford Arts Council. The camp provides arts sessions for children and their parents, works with local agencies serving the handicapped, and sponsors workshops in several states.

Special Projects

Grants of up to \$10,000 are made for the development of unique and innovative curriculum materials, research projects, inservice and preservice teacher training programs, and significant arts-related projects. About 30 awards are made annually.

Example: In 1979, a grant was made to the Arts in Special Education Project of Harrisburg, Pa., which planned to develop a statewide model for effective delivery of arts education to teachers of handicapped children ages 3 to 21; the Vermont Council on the Arts received a grant to provide information and training to statewide public and private nonprofit arts agencies seeking to implement the Section 504 regulations (see nos. 57 and 208).

Training

The Committee provides training and technical assistance to teachers, artists, and administrators in educational, recreational, museum, library, and art center settings through the Model Sites and regional workshops for Very Special Arts Festivals (see below). It has also sponsored leadership training for state directors of special education, arts educators, and university personnel.

Very Special Arts Festivals

Small grants of \$500 to \$5,000 are awarded by the Committee to agencies sponsoring festivals for the purpose of enlisting additional support from state and local arts and education agencies and other service groups. Matching funds are not required of grantees. However, evidence of organizational commitment is necessary, such as contributions of time or services. Through workshops, demonstrations, exhibits, and performances in the creative arts, disabled school-age children show their artistic skills and demonstrate the impact of the arts in promoting responsiveness and learning achievement. The Committee provides grantees with technical assistance, promotional materials, regional training sessions, and travel expenses. Other persons may participate in the training sessions for a fee. About 50 festivals are organized annually.

Contact for Information

National Committee—Arts for the Handicapped, 1701 K Street, NW, Washington, DC 20006

94/ National Diffusion Network

Education Division

What/For Whom

Grants and contracts with local and state education officials, local education agencies, and other public and private nonprofit organizations and individuals.

Description

The National Diffusion Network helps local school districts adopt educational programs developed and proved effective in other districts. Between 1974 and 1978, more than 200 programs were found suitable for national replication by the Office of Education's Joint Dissemination Review Panel. Of these, many programs, spanning all grade levels and many subjects, have received funding to encourage their nationwide dissemination.

Financial assistance is provided for two purposes. Funds awarded to public and private nonprofit organizations and individuals enable the staff of approved programs to help educators in other communities adopt a program. Training sessions, curriculum materials, and technical assistance are financed. Awards are also made to "state facilitators," usually local or state education officials, who match local schools with exemplary programs and help coordinate exchanges of information, staff training, and planning.

An annual reference book, *Educational Programs That Work*, contains descriptions of all programs approved by the review panel and the names and addresses of state facilitators. Anyone may examine the catalogue in the state facilitator's office or order a copy for a small fee from Order Department, Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103.

Example

In 1979, \$5.25 million was awarded to 55 state facilitators. Another \$6.25 million was awarded to 120 developers of exemplary programs. Of these, only a few programs incorporate arts or humanities education into the curriculum in important ways. The Institute for Political and Legal Education in Sewell, N.J., has designed and tested social studies units to provide secondary students with knowledge and practical experience in political, governmental, and legal processes. The New York City Board of Education's "Learning to Read through the Arts" program is intended to improve reading skills in grades four to six through remedial workshops designed both to stimulate interest in the arts and to correct reading weaknesses. The project coordinates the resources of major museums, specially trained professional artists, and reading and art teachers. The Southwest Iowa Learning Resources Center in Red Oak has sponsored a course of study in the mass media for high school students to improve their understanding and performance in such areas as film, radio, and television production and their hardware, interpretation, and esthetics.

Contact for Information

National Diffusion Network, Division of Educational Replication, Office of Education, Washington, DC 20202

95/ National Institute of Education

Education Division

What/For Whom

Grants to and contracts with individuals and public and private, profit and nonprofit organizations, institutions, and agencies.

Description

The National Institute of Education (NIE) awards grants and contracts for research and development projects in the field of education. These projects may include both basic and applied research and planning surveys, investigations, experiments, evaluations, and developmental activities directly related to such research. The primary missions of the Institute are to promote equality of educational opportunity and to improve educational practices, partly in order to reduce the degree to which ethnic background, race, sex, and social class influence educational attainment.

Most of the Institute's funds are awarded through competitions based on Requests for Proposals (announced in *Commerce Business Daily*, see no. 25) or grant program announcements issued for specific research topics. Unsolicited proposals relevant to the Institute's missions but not addressed to specific grant or contract solicitations are also funded. Guidelines for unsolicited proposals and grant program announcements are available from the Institute at the address given below. Proposals are generally encouraged in the behavioral and social sciences—including anthropology, linguistics, psychology, and sociology—employing diverse methodologies, such as ethnographic description and historical analysis.

Three program areas within the Institute administer sponsored projects. The Teaching and Learning Program focuses on the process of human learning and development: teaching and instruction in formal settings; reading and language; education outside of schools, in homes, workplaces, libraries, and museums, for example; and testing research results. Research on esthetic development and arts instruction is eligible under this program. The Dissemination and Improvement of Practice Program sponsors efforts to disseminate in useful form the results of educational research to teachers and administrators. The Educational Policy and Organization Program is concerned with improving the institutional and social environments in which education occurs. These include classrooms, schools, and school districts at federal, state, and local levels, and within the judicial system.

The Educational Research Library, operated by NIE, has a complete collection of ERIC microfiche, legal references, a 150,000-volume book collection, 1,200 periodicals and newspapers, and rare books, and is open to the public. Short-term loans of materials may be made to other

libraries but not to individuals. Reading and study areas are accessible to researchers.

Example

The 1979 appropriation for the Institute was \$97 million. Project grants and contracts range from \$1,500 to \$1.5 million, averaging about \$100,000 for grants and \$150,000 for contracts. From 1974 through 1978, NIE contributed \$300,000 to Harvard University's basic research on creativity, perception, and cognitive development. In 1978 it awarded \$740,000 to the Central Midwestern Regional Educational Laboratory (CEMREL) for research in esthetic education and for the development of training and supportive services for teachers in elementary schools. CEMREL also sponsors the Aspen esthetic education conferences—national forums for researchers, practitioners, and policy makers—and is analyzing art, music, and creative writing data collected by the National Student Educational Progress Survey. Further, NIE gave \$84,000 to a researcher at Harvard University for a study of the use and development of visual and verbal metaphor.

Contact for Information

Publications Management and Administrative Services Division, National Institute of Education, Washington, DC 20208

96/ Public Service Education Program

Education Division

What/For Whom

Grants and fellowship allocations to institutions of higher education. Students do not apply to the Office of Education for fellowships; they are nominated by their institutions.

Description

The Program's purpose is to support graduate and professional public service education, that is, preparation for leadership and management careers in government or in nonprofit community service agencies. Public service may be interpreted to include not only occupations addressed to the social and economic needs of a community but also those concerned with cultural welfare. Opportunities for program development, personnel exchanges, field work, and supervised practicum and internship experiences are considered important aspects of public service education programs.

Two types of assistance are provided: grants to improve postbaccalaureate public service education programs and

awards of fellowships to support graduate students in such programs. Proposals for institutional grants usually must demonstrate a strong relationship between the proposed project and the training program for which fellowships are requested. A college or university that is awarded an allocation of fellowships recommends eligible students to the Office of Education.

Example

Nearly \$4 million was awarded for the 1978-1979 academic year: 74 colleges and universities received \$1.3 million in institutional grants and 97 institutions received \$2.6 million to award 332 fellowships to graduate students. Since the Program's first year in 1975, only a small percentage of students has sought management positions in cultural institutions or groups. One became the manager of a municipal orchestra; another, an administrator on the design staff of a museum.

Contact for Information

Public Service Education Program, Office of Education, Washington, DC 20202

97/ Strengthening Developing Institutions (Title III)
Education Division

What/For Whom

Grants to public and private institutions of higher education that have been designated by the Office of Education as "developing institutions."

Description

The Higher Education Act of 1965 created the Strengthening Developing Institutions Program (known as Title III) to channel financial assistance to "developing" institutions of higher education. To be classified as a "developing institution," a college must document that its student body has a high percentage of economically deprived students, financial or other circumstances threaten its survival, constructive steps have been taken to strengthen fiscal status and program quality, and the potential exists for a distinctive and substantial contribution to the higher education resources of the United States. Funds assist these institutions in improving their academic quality, administrative capacity, student services, and fiscal stability. An institution must request and receive designation as a developing institution from the Office of Education in order to be eligible for a Title III grant, but designation does not guarantee funding.

Designated institutions may apply for three types of Title III assistance, described below.

Cooperative Arrangement Grants

With this type of assistance, the developing institution makes arrangements for other colleges or universities, agencies, organizations, or business entities to help carry out its Title III activities over a period of one to five years.

National Teaching Fellowships

Awards are made for one or two years through a developing institution to junior faculty or graduate students from another college or university to teach full time at the developing institution.

Professors Emeritus Grants

Funds permit the developing institution to hire a professor retired from active service at another institution to teach or conduct research for up to two years.

Example

An appropriation of \$120 million was enacted for 1979. As one aspect of comprehensive institutional development, some Title III grantees have concentrated on the arts or humanities curriculum. The College of the Mainland in Texas City, Tex., was awarded \$800,000 for both administrative and instructional improvement, the latter effort including redirection of a fine arts program. In 1978, Gadsden State Junior College in Gadsden, Ala., received \$710,000 for six coordinated efforts, among them the implementation of a competency-based curriculum in the humanities, communications, and social and natural sciences. Morehouse College in Atlanta, Ga., received \$1 million for seven distinct activities, including expansion of its international and Afro-American studies programs. Rockhurst College in Kansas City, Mo., was awarded \$1.3 million for 12 coordinated activities, one of which, the Integrated Humanities Sequence, planned an interdisciplinary approach to the humanities. The University of Southern Colorado in Pueblo received \$440,000 for 11 coordinated programs, one of which was a program planned to integrate ethnic studies into the general education program, and to develop workshops, art works, and a Multicultural Curriculum Center. Xavier University of Louisiana in New Orleans was awarded \$2 million for a comprehensive project with a guidance and enrichment component that includes programs in art, dance, literature, film, and drama to complement classroom assignments.

Comment

Since the authorization for this program, Title III of the Higher Education Act of 1965, as amended, expires in 1980, new legislation is required. Revisions of the program's structure and purpose are therefore possible.

Contact for Information

Strengthening Developing Institutions Program, Division of Institutional Development, Office of Education, Washington, DC 20202

98/ Student Financial Aid Programs

Education Division

What/For Whom

Grants, loans, and employment opportunities for students enrolled at least on a half-time basis at eligible postsecondary institutions (colleges, universities, vocational schools, technical schools, and hospital schools of nursing). Students must be United States citizens, nationals, or permanent residents.

Description

The Office of Education offers five programs to help students finance their education and training after high school. Assistance can be used for educational purposes only, such as tuition, fees, room, board, books, supplies, and other expenses. With the exception of the Guaranteed Student Loan Program, students must demonstrate need to qualify for assistance. Undergraduates may apply for all five programs, graduate students only for work-study and loan assistance. A booklet, *A Student's Guide to Five Federal Financial Aid Programs*, available at no cost from the address below, highlights the important facts about assistance and application procedures. Nearly \$4 billion was appropriated for student financial aid in 1979.

Basic Educational Opportunity Grants (BEOG)

Basic grants for the 1978-1979 academic year ranged from \$50 to \$1,600, depending on the student's financial need, which is computed on the basis of a congressionally approved formula. In 1978, students from families with incomes up to \$25,000 were made eligible. Eligibility and the amount of aid are determined by the Office of Education; the student's institution cannot make any adjustments in the award.

Supplementary Educational Opportunity Grants (SEOG)

These grants are made to students of exceptional financial need who otherwise would not be able to continue their education. Grants range from \$200 to \$1,500 a year and must be at least equally matched by the student's school. Students apply for aid through the financial aid officer at their school, who determines which students are eligible for how much assistance.

Campus Work-Study

This program provides employment of up to 40 hours a week for students who need to earn part of their educational expenses. Salaries, based on the minimum wage, are related to the type of work and proficiency required. Jobs are arranged on or off campus with a public or private nonprofit agency. Many cultural institutions have participated in work-study programs in

the past. Students apply for employment through their institutional financial aid office.

National Direct Student Loan (NDSL)

Loans to meet educational expenses range in size from \$2,500 to \$10,000 depending on the level of study. Repayment begins nine months after the student leaves school and is scheduled over 10 years at 3 percent interest.

Guaranteed Student Loan (GSL)

This program permits a student to borrow directly from a bank, credit union, savings and loan association, or other lender. Undergraduates may borrow at 7 percent interest a maximum of \$2,500 a year, graduates \$5,000 a year. Repayments normally begin between 9 and 12 months after the student leaves school and are repayable over 10 years.

Contact for Information

Financial aid office at the student's institution or regional office of student financial assistance, HEW regional office (see Appendix B) or Bureau of Student Financial Assistance, Office of Education, Washington, DC 20202

99/ Teacher Centers

Education Division

What/For Whom

Grants to local education agencies and institutions of higher education.

Description

Teacher Centers supported under this program provide elementary and secondary school teachers with training and curriculum development activities addressed to their professional needs and the educational needs of their students. Grants for one to three years of assistance are made to local education agencies to plan, establish, or operate centers, and to institutions of higher education to operate centers. A policy board representative of elementary and secondary classroom teachers from the area to be served supervises the project. Each center's board is independent in determining policy and activities, and may choose to focus on a specific curriculum such as the arts, energy, international studies, or special education. Applications are submitted to state departments of education, which forward approved projects to the Office of Education. No more than 10 percent of the monies available for grants in any fiscal year can be awarded to institutions of higher education.

Example

The program's 1978 appropriation was nearly \$8.3 million. State departments of education received 537 applications; of the 486 forwarded to the Office of Education, 61 were approved. Approximately 60 continuations and 25 new projects were sponsored with the 1979 appropriation of \$12.6 million. The first Teacher Center grants were made in the fall of 1978. At least two projects plan arts experiences as part of comprehensive inservice training programs for teachers. Columbia City Schools in Mississippi received an award in 1979 for a project to help teachers integrate visual and performing arts activities into the regular curriculum. The Teacher Center based in Albemarle, N.C., funded in 1978, offers instruction in the arts through a puppetry workshop, a library with arts and crafts materials, and assistance from local artists.

Contact for Information

Teacher Centers Program, Office of Education,
Washington, DC 20202

100/Teachers Corps

Education Division

What/For Whom

Grants to institutions of higher education, local and state education agencies, and correctional facilities.

Description

The purpose of Teacher Corps is to give teachers opportunities for professional development, to improve educational opportunities for children in low-income communities, and to strengthen college and university teacher preparation programs. Any area of the curriculum or of teacher expertise, including the arts and humanities, may be a target for improvement. Every project is the result of collaborative planning, administration, and evaluation by at least one institution of higher education, a local education agency, and an elected community council representative of local parents and residents. Teacher Corps Youth Advocacy Projects train educational personnel who provide remedial, basic, and secondary level education to young offenders or delinquents; correctional facilities help carry out these projects.

Teachers, prospective teachers (interns), and other educational personnel are trained in the local community. Projects must produce positive curricular, administrative, or other changes in each project school.

Five years is the maximum duration of assistance; from \$150,000 to \$300,000 is the maximum award depending on the year of the project.

Example

Teacher Corps received a \$37.5 million appropriation in both 1978 and 1979. During 1978, 81 projects were initiated. Hunter College in New York City received a \$150,000 award for a project in East Harlem designed to help teachers integrate arts and humanities resources into the regular curriculum. Workshops on photography, poetry, and literature were planned for the summer of 1979, with follow-up in the classroom during the academic year. College faculty in architecture, history, music, urban affairs, and other disciplines will help teachers broaden the existing curriculum with materials and perspectives drawn from these fields.

Contact for Information

Teacher Corps, Office of Education, Washington,
DC 20202

101/Vocational Education Programs

Education Division

What/For Whom

Formula grants to state education agencies which provide funds to local education agencies and enter into contracts with private profit or nonprofit vocational training institutions or other institutions capable of carrying out vocational programs. Discretionary grants to and contracts with two- and four-year institutions of higher education; local and state education agencies; Indian tribal organizations; other agencies; and public and private, nonprofit and profit organizations, institutions, and individuals.

Description

The Bureau of Occupational and Adult Education in the Office of Education administers federal assistance for vocational education: formula grants to states for instruction and supportive services, and discretionary grants for research and training. Vocational education programs prepare individuals for employment in careers that do not require a baccalaureate or advanced degree. Occupational instruction may be funded in many fields, including architectural technology, graphic arts, photography, radio and television production, theatrical production, and woodworking. States use formula grant funds for many purposes such as vocational instruction and placement services for students, research, teacher training, curriculum development, and special programs for academically, economically, or physically disadvantaged individuals.

Example

The appropriation for vocational education formula and discretionary grants in 1979 was more than \$681 million. The state of Massachusetts supported radio and television production programs in the cities of Boston and Lowell to provide students with prevocational guidance and technical training in broadcasting. In New York State, students have received training in the technological aspects of theater production, lighting, set design, and sound systems.

Contact for Information

State department of education or Bureau of Occupational and Adult Education, Office of Education, Washington, DC 20202

102/Women's Educational Equity Act Program
Education Division

What/For Whom

Grants to and contracts with public agencies, private nonprofit organizations, and individuals.

Description

The Women's Educational Equity Act Program awards grants and contracts to develop model programs, materials, and other projects to promote equity for women in education. "Educational equity for women" is defined as the elimination of discrimination on the basis of sex and sex-role stereotyping in educational programs, and the responsiveness of educational institutions, administrators, instructors, and other personnel to the special educational needs created by inequitable practices.

An extremely broad range of activities at all levels of education, from preschool to adult, qualifies for assistance: curricula, textbooks, and other educational materials development and distribution; educational personnel training; research and demonstration; guidance and counseling; educational activities for adult women; and programs in vocational, career, physical education, and educational administration. To be sponsored, projects must have the potential of a substantial nationwide impact by developing materials or model programs that can be adapted by others in similar settings. The primary goal must not be the provision of services directed to local needs or interests. Emphasis is placed on the importance of developing diverse approaches that reflect the needs and concerns of women of different age, ethnic, racial, regional, socioeconomic, and residential groups. Two categories of support are offered: general grants that

usually range in size from \$35,000 to \$175,000 and small grants for \$25,000 or less.

Workshops on how to write proposals have been held annually for two years; in 1980 materials developed for use in these workshops will be available for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Example

Of 101 applications for small grants submitted in 1978, 20 were funded. Of 397 applications for general and continuation support, 50 grants were made. The Berkeley Stage Company in Berkeley, Calif., was awarded \$115,241 for two years to create and test junior high school curriculum materials on setting educational and career goals; half-hour films of scenes from three plays depicting young women faced with critical life decisions and a three-program series for public television were planned. A researcher in Menlo Park, Calif., was awarded \$14,900 to create a handbook, bibliography, and workshops for educational television producers to encourage the elimination of sex-role stereotyping from children's television. The Creative Resources Institute in New York City received a \$97,875 grant to develop and test a project in Freeport, Long Island, an ethnically and economically diverse community, to encourage preschool children to explore sexist attitudes and behaviors through dance, puppetry, drama, music, and the visual arts. Benedict College in Columbia, S.C., received \$193,913 for a two-year study of the contributions of black women in the arts, commerce and business, education, law, the media, and other areas during the past 200 years in a 31-state section of the United States. The results will be distributed to professional organizations in history, English, and other humanities fields, national television networks, and other interested groups.

Comment

The Elementary and Secondary Education Act of 1978 amended the Women's Educational Equity Act to provide that the first \$15 million in appropriations be awarded for demonstration projects with national impact. As of 1980, all funds beyond \$15 million must be awarded to establish and operate programs of local significance to provide equal opportunities for both sexes, including projects to meet Title IX requirements. However, since the 1979 appropriation was \$9 million and the President's budget request for 1980 is \$10 million, triggering of this new provision in the near future is unlikely.

Contact for Information

Women's Educational Equity Act Program, Women's Program Staff, Office of Education, Washington, DC 20202

Department of Housing and Urban Development

103/Introduction

The Department of Housing and Urban Development (HUD) is the principal federal agency responsible for meeting housing needs and for improving and developing the nation's communities. HUD's major assistance programs include mortgage insurance, rental subsidies, and loans or grants to rehabilitate, preserve, and revitalize urban centers suffering physical decay. Revitalization is at the heart of HUD's efforts to stimulate the housing industry to provide not only housing but also a suitable living environment, thus contributing to the stabilization and improvement of neighborhoods. HUD recognizes the role that arts and design can play in revitalization as reflected in the proposed Livable Cities Program (see no. 104). Two major programs with potential for assisting cultural organizations are Community Development Block Grants (see no. 107) and Urban Development Action Grants (see no. 111). In addition, functional arts and design projects are permitted as eligible costs in most HUD programs (see no. 112). Their inclusion in projects is at the discretion of communities receiving HUD assistance. To increase the cultural components of projects funded by HUD, cultural organizations and individual artists should stay in close contact with local government planning and development agencies.

The Program Information Center in Washington, D.C., provides information on all HUD programs, refers inquiries to the appropriate office, responds to requests on general sources of assistance, and distributes HUD publications. A wide variety of publications on housing, urban affairs, architecture, land use, community development, and related topics, including 50,000 Comprehensive Planning Reports (see no. 108), is available for consultation purposes from HUD's Central Office Library. HUD maintains 10 Regional Office libraries (see Appendix C) with area collections and a published card catalogue of Central Library holdings.

Contact for Information

HUD regional offices (see Appendix C) or Department of Housing and Urban Development, Washington, DC 20410

104/Livable Cities

What/For Whom

Contracts with or grants to nonprofit, public, or private organizations or institutions, including units of state and local government, museums, cultural centers, and neighborhood arts groups.

Description

The Livable Cities Program was authorized in 1978. If funding is appropriated for this program, it will be administered by HUD in cooperation with the National Endowment for the Arts (see no. 193). Its purpose is to assist communities, neighborhoods, states, and nonprofit organizations in utilizing and developing artistic, cultural, design, or historic resources contributing to neighborhood revitalization. The program is designed particularly to expand artistic and cultural opportunities for low- and moderate-income people; to stimulate neighborhood revitalization; and, to the extent possible, to stimulate community and economic development. This program seeks to fund activities such as the design of minor rehabilitation of buildings that will be used as community cultural centers; programming for cultural centers; street festivals; collaboration between arts groups and community development groups; hiring a program director for a center; or urban design activities.

Grants and contracts will be awarded to nonprofit groups for a wide range of projects in areas such as architecture, the visual and performing arts, interior design, photography, crafts, and urban design. The Arts Endowment is assisting in developing program criteria and guidelines, and is providing recommendations for persons to serve on panels which will judge the merit of proposals. Preference is to be given to projects initiated at the local level with broad community support—from neighborhood residents, local businesses, state and local governments, and persons with expertise in the relevant artistic fields. The cost of acquisition and construction of buildings is not included in the program. Final selection of awards rests with the Secretary of the Department.

Comment

Authorization for the Livable Cities Program was set at \$5 million each year for 1979 and 1980. At the time the *Cultural Directory* went to press no appropriation had been made for this program.

Contact for Information

Office of Neighborhoods, Voluntary Associations and Consumer Protection, Department of Housing and Urban Development, Washington, DC 20410

105/National Solar Heating and Cooling Information Center

What/For Whom

Information for architects, designers, planners, educators, and the general public.

Description

The National Solar Heating and Cooling Information Center, established by the Department of Housing and Urban Development (HUD) in cooperation with the Department of Energy (see nos. 50-56), aims at making the public aware of the feasibility of solar energy applications and at encouraging the use of solar technology in homes and commercial buildings, such as community centers, libraries, and museums. Written and telephone inquiries are welcome.

A variety of services and resources are provided. For example, a computerized file of solar professionals lists names, addresses, and fields of expertise of architects, designers, and other professionals. Technical questions about solar heating and cooling systems, equipment, and climatic factors are handled free of charge by the staff. A computerized file is maintained of proposed and actual laws and regulations affecting solar energy nationwide at all levels of government. Information is also available on local, state, and federal financial incentives, such as tax assessment relief and grant programs. The Center has information on solar educational resources, including courses, conferences, seminars, speakers, exhibits, films, and solar models. A "Reading List for Solar Energy" offers ordering information and descriptive summaries for such titles as the *Handbook of Homemade Power*, *Solar Architecture*, and *Informal Directory of the Organizations and People Involved in the Solar Heating of Buildings*.

Contact for Information

National Solar Heating and Cooling Information Center, P.O. Box 1607, Rockville, MD 20850

106/Urban Research Grants

What/For Whom

Project grants to and research contracts with public and private profit and nonprofit organizations, such as scientific and academic institutions or state and local governmental bodies with the capacity for research in the areas described below.

Description

Funds are used primarily for HUD-developed research projects, testing, demonstrations, and pilot programs related to national housing needs, evaluation of existing housing and community development programs, environmental improvement, and improved management and planning capabilities in state and local governments. The program seeks to encourage technological and managerial research, to demonstrate new systems and methods applicable to other elements of government and private enterprise, and to improve knowledge of housing and community processes. Most funds are directed toward housing and community development research, a large share of which is congressionally mandated work. Only a small proportion has been used for arts-related research.

Project grants and research contracts are awarded on a highly competitive basis. Applications to be placed on HUD's composite bidders list may be obtained from the Office of Procurement and Contracts. Unsolicited proposals must be cost shared; guidelines for their submittal are available from HUD's Office of Policy Development and Research at the address listed below.

Example

HUD is surveying 400 business leaders in cities across the country to determine their experiences with and attitudes toward partnerships with government for urban development. A part of the survey will assess business leaders' receptivity to the more active federal encouragement of business investments in local arts and cultural activities and the extent to which firms contribute now toward the arts and cultural activities within their metropolitan areas.

Contact for Information

Office of Assistant Secretary for Policy Development and Research, Department of Housing and Urban Development, Washington, DC 20410

107/Community Development Block Grants

Community Planning and Development

What/For Whom

Block grants, for up to 100 percent of project costs, and guaranteed loans to cities, urban counties, and other units of local government or locally designated public agencies. Community groups should contact the mayor, local community development offices, or the city Department of Economic Development concerning the possible inclusion of their projects in the community's development program.

Description

Block grants and loan guarantees are made for such community development activities as construction, preservation, and restoration projects, and the provision of certain needed public services. The program's primary objectives are to improve housing and community development in local communities and to revitalize deteriorating areas so that neighborhoods can be preserved while economic opportunities are expanded, principally for persons of low and moderate incomes. Under this program, local government officials decide how funds may be spent. At least two public hearings must be held by local officials to gain citizens' views on community development prior to submission of application to HUD. Block grant applications should be submitted directly to the Department Field Offices for approval.

There are numerous eligible activities, among them the planning, acquisition, construction, and renovation of public facilities such as neighborhood or senior centers; properties of historic, esthetic, or architectural value; and parks, playgrounds, and other recreational facilities. Cultural and art centers, museums, and libraries are eligible to receive assistance only if they are "neighborhood facilities"—defined as facilities, for either one or multiple purposes, designed to provide health, social, recreational, or similar community services primarily for residents of the neighborhood service area. Schools or other educational institutions are ineligible for assistance.

Also eligible are activities connected with the planning and implementation of historic preservation of buildings that are listed in, or are eligible for inclusion in, the National Register of Historic Places (see no. 126), or that have been designated as a state or local landmark, or that are located in a historic district.

Public services to improve the block grant community's employment, economic development, or educational and recreational services and facilities can be eligible if they are supportive of physical development efforts. For example, community arts programs tied in closely with neighborhood revitalization efforts could be judged to be an eligible activity.

Special projects involving planning and implementing the removal from community buildings of material and architectural barriers to the mobility and accessibility of elderly and handicapped persons are also eligible.

Administrative costs for up to 10 percent of project costs are covered. Administration of urban environmental design planning is an eligible administrative cost to improve the management and long-range planning capabilities of block grant communities. This allows for interdisciplinary staffing to implement Community Development programs through the hiring of market analysts, social scientists, urban planners and designers, architectural engineers, and other design professionals. Interested persons or groups, including cultural organizations, may petition the local government to make use of this provision if it has not already done so.

Example

Authorizations for Community Development Block Grants were \$3.6 billion for 1978 and \$3.75 billion in 1979. Culturally related activities funded by grants in 1978 included construction of a new roof for the Fox Theater Building in Atlanta, Ga.; restoration by the Maine Historical Society of the Portland Longfellow House to serve as a museum; a competition administered by the Cambridge Arts Council for artists to create murals, outdoor sculptures, and other permanent artworks to enhance the quality of neighborhoods in Cambridge, Mass.; restoration and landscaping of a historic area along the Strand River in Galveston, Tex.; and renovation and restoration of the Pabst Theatre in Milwaukee, Wis.

Contact for Information

HUD area or regional offices (see Appendix C) or Assistant Secretary for Community Planning and Development, Department of Housing and Urban Development, Washington, DC 20410

108/Comprehensive Planning Assistance ("701")
Community Planning and Development

What/For Whom

Project grants to states, councils of governments, regional planning commissions, and recognized Indian tribal groups or bodies. Grants to nonmetropolitan regional organizations, municipalities with populations under 50,000, and counties are processed through respective state governments. Although large cities and urban counties are eligible, the grants are intended for smaller jurisdictions.

Description

The Comprehensive Planning Assistance program (popularly known as "701" after its enabling legislation) makes grants to upgrade state and local government capacity to undertake a broad range of planning and management activities. As a minimum, the "701" program requires an ongoing planning process which must include land-use and housing elements. Eligible activities include feasibility studies for cultural and recreational facilities; studies of the impact of such facilities on the surrounding environment; urban design activities; evaluation and identification of historically and architecturally significant properties with potential for re-use; preparation of programs or legislation for historic preservation; development and improvement of management capability to implement planning; and development of policy-planning management capacity.

The "701" grantees are required to undertake land-use and housing planning. Land-use planning primarily deals with problems of growth, the need for public facilities and services, and environmental concerns such as the preservation of historic sites and structures. Housing planning considers the needs of all persons, problems of discrimination, and the preservation of existing housing and neighborhoods. Grants are made on a matching basis of two-thirds federal, one-third local funds.

Example

The 1978 and 1979 appropriations for the "701" program were \$57 million and \$53 million respectively. Recently funded projects include two publications, *A Future from the Past: The Case for Conservation and Reuse of Old Buildings in Industrial Communities* and *Built to Last: A Handbook for Recycling Old Buildings*. Also funded were a regional survey of cultural resources in the Genesee Finger Lakes Region of New York, and plans for an arts and crafts center for the Wichita-Caddo-Delaware Tribes in Anadarko, Okla. Over 50,000 surveys and plans are available to the public from the HUD Central Library in Washington, D.C.

Contact for Information

HUD area or regional offices (see Appendix C) or Office of Community Planning and Program Coordination, Department of Housing and Urban Development, Washington, DC 20410

109/National Awards for Urban Environmental Design
Community Planning and Development

What/For Whom

Awards to design professionals, builders and developers, local governments, public agencies, and community groups participating in HUD-assisted plans and projects.

Description

HUD's Biennial Awards for Design Excellence recognize superior design and planning in HUD-assisted programs and projects. Certificates or plaques are awarded in the categories of Project Design, Urban Design Concepts, and Management Approaches (innovative uses of the design process as a management tool). Juries are composed of professionals in the environmental design fields of architecture, planning, and landscape architecture; engineering; the social sciences; public management; and local government. Entries are judged on design quality in relation to the built and natural environment, community benefits, and the physical, social,

and economic development of the area. How people organize to solve problems is given considerable emphasis.

Example

In 1976 awards were made for the cooperative efforts of state and local government agencies to save and restore the Federalist-period buildings in the historic Market Square of Newburyport, Mass.; the design of a multiuse public complex and extensive pedestrian access system over a major thoroughfare in Cincinnati, Ohio; and the restoration of an architecturally and historically significant nineteenth-century public building in the Central Market of Lancaster, Pa. No awards were made in 1978. The program will be resumed in 1980.

Contact for Information

Urban Design Program Officer, Department of Housing and Urban Development, Washington, DC 20410

110/Rehabilitation Loans ("312")
Community Planning and Development

What/For Whom

Loans to property owners for property rehabilitation. Funds are made available to property owners through a city government, a local public agency (such as a renewal agency), a housing authority, or other local departments of government.

Description

The Department of Housing and Urban Development (HUD) makes loans, popularly known as "312" loans, to property owners and certain long-term commercial tenants for the repair and improvement of single, multifamily, and commercial properties. In general, loans may not exceed the actual cost of rehabilitation or \$27,000 per dwelling unit, or \$100,000 for nonresidential loans, whichever is less. Loans for lower income families may bear an interest rate of 3 percent for terms not exceeding 20 years.

Owners of properties in a Community Development Block Grant area (see no. 107), a federally recognized urban renewal area, or a federally assisted code enforcement area qualify for Rehabilitation Loans. These loans can be used for institutional purposes by public and private cultural institutions, and neighborhood or community groups, provided they meet standard eligibility requirements. Applicants should apply to the city agency responsible for "312" loans in their locality to determine their eligibility. Loans are generally used in conjunction with other forms of rehabilitation assistance for neighborhood improvement.

Example

In 1978 the appropriation for Rehabilitation Loans was \$80 million. In 1979 it was \$230 million. Ten homes within the historic Logan Circle area of Washington, D.C., received more than \$600,000 in loans. A total of \$500,000 in loans was used to rehabilitate several buildings, 200 to 300 years old, in the historic downtown area of Newburyport, Mass.

Contact for Information

HUD area or regional offices (see Appendix C)

Comment

A proposed project is considered for Action Grant funding only when the applicant provides firm evidence of prior private sector commitment to the project. HUD funds only projects that generate substantially more in private commitments than in Action Grant money.

Contact for Information

HUD area or regional offices (see Appendix C) or Office of Urban Development Action Grants, Department of Housing and Urban Development, Washington, DC 20410

111/Urban Development Action Grants

Community Planning and Development

What/For Whom

Grants to cities, urban counties, and small communities that meet at least three of HUD's seven criteria for physical and economic distress. Grants to arts organizations, historical societies, and other nonprofit groups whose proposals tie in with the economic revitalization plans of the qualifying city are processed through the local government agency.

Description

Action Grants are used to stimulate private sector funding, and to promote the revitalization of localities by stimulating their stagnating economies and reclaiming deteriorated neighborhoods. Projects include such activities as land clearance, site improvement, and the rehabilitation, restoration, preservation, and construction of public, commercial, industrial, and residential structures. Action Grants may also be used for equity funding, loans, loan guarantees, and other financial arrangements for joint public-private development. Cultural facilities that contribute to urban economic revitalization or neighborhood reclamation may be eligible for support under this program.

Example

The Action Grant Program was begun in 1978. Appropriations of \$400 million a year were received in 1978 and in 1979. Of the \$400 million authorized for 1980, \$100 million has been set aside for small communities. Funded projects include restoration of the historic Seelbach Hotel in Louisville, Ky.; construction of a pedestrian mall and renovation of a historic building in Troy, N.Y.; the building of walkways between the Alamo, the river, and the central business district of San Antonio, Tex.; and revitalization of a central business district, including rehabilitation of a historic railroad station, in Ogden, Utah.

112/Arts and Design in Public Housing

Federal Housing Administration

What/For Whom

Commissions to and subcontracts with artists, designers, and planners through planning and development organizations operating under HUD grants and loans.

Description

Cultural projects and activities that improve the environment of HUD-financed public housing are eligible for support at the discretion of local planning and development organizations operating under HUD grants or loans. Cultural groups, artists, and designers should work closely with these organizations to ensure that artworks and cultural activities are incorporated into the final plans.

Insured Housing Program

Artists may be commissioned to create artworks for multifamily housing projects whose mortgages are insured by the Federal Housing Administration (FHA). Artworks may include sculpture, decorative mosaics, and murals. These works are considered a part of the real estate and must be in spaces visually accessible to all occupants. The total cost of artworks in any one project may not exceed 1 percent of the FHA-estimated cost of the structure.

Public Housing Modernization Program

A limited portion of funds allocated for the modernization of locally owned, federally assisted, low-rent housing projects may be used for functional art. "Functional art" includes objects or artifacts that are both esthetically pleasing and utilitarian, such as fountains that also serve as wading pools, artistically designed playground equipment, and decorative trash receptacles. Artists, designers, and planners are encouraged to submit their

proposals to local housing authorities. Public housing agencies are encouraged to seek tenant participation in this aspect of the modernization effort.

Example

In Phoenix, Ariz., the 1 percent set aside for insured housing was used to provide murals in community facilities. In Minneapolis, Minn., an FM station which serves several public housing areas received a modernization grant to purchase an antenna transmitter. In Omaha, Neb., modernization funds were used for the design and construction of a child care and recreation center which also houses a multiuse theater.

Contact for Information

Nearest HUD area or regional office (see Appendix C) or local Public Housing Agency or insuring office or Department of Housing and Urban Development, Washington, DC 20410

113/Historic Preservation Loans

Federal Housing Administration

What/For Whom

Insured Historic Preservation Loans to community residents and organizations, public and private institutions, and state and local governments.

Description

Individual historic residential properties or properties located within historic districts are eligible for Historic Preservation Loans from local lending institutions insured by the Federal Housing Administration, provided such properties meet the criteria of the National Register of Historic Places (see no. 126). Eligible residential property must have the capability of housing one or more families after rehabilitation, preservation, or restoration. The building's incidental nonresidential use may not exceed 20 percent of the total usable floor area.

Up to \$15,000 per dwelling unit, not to exceed \$45,000 per structure, may be borrowed with up to 15 years for repayment. Historic Preservation Loans are made at the current market interest rate, not to exceed 12 percent. There is no loan application fee.

All loan applicants will be given the leaflet *Guidelines for Rehabilitating Old Buildings* to assist them in improving their residential structure while preserving its historic character. Before a Historic Preservation Loan can be made, the State Historic Preservation Officer must review all proposed improvements to ensure that they do not conflict with guidelines.

Contact for Information

HUD area or regional office (see Appendix C) or FHA loan company

Department of the Interior

114/Introduction

The Department of the Interior is the principal conservation agency for nationally-owned public lands and natural resources. Its primary mandate is to preserve the historical and cultural environment of the United States and its territories for the enlightenment and enjoyment of future generations. This responsibility includes protecting, preserving, and encouraging prudent public use of natural and cultural resources, and providing interpretive programs and recreational opportunities in national parks and other public lands. The Department also has a major responsibility for Indian reservations and for people living in Island Territories under United States administration. The major divisions of the Department involved in cultural activity are the Bureau of Indian Affairs (see nos. 121-123), the new Heritage Conservation and Recreation Service (HCRS) offering grants and advisory and technical services for historic preservation (see nos. 124-131), and the National Park Service (see nos. 132-136). All divisions are responsible for cultural resource management in response to the 1971 Executive Order 11593 (see no. 127), and Department-wide policies and programs are being developed for interpretation and environmental education (see no. 115). Most divisions maintain history offices and libraries with research materials available to the general public (see nos. 116, 118).

National Park programs offer many opportunities for employment in interpretive programs and crafts and performing arts. HCRS requires the services of historians, archeologists, anthropologists, and architects, and the Bureau of Indian Affairs employs educators as well as anthropologists, genealogists, and historians. All survey data and anthropological studies are available to researchers and the general public.

Contact for Information

Office of Public Affairs, Department of the Interior,
Washington, DC 20240

115/Environmental Education Programs

What/For Whom

Environmental education materials and programs for teachers, students, and the general public.

Description

In 1979, the Department of the Interior initiated a Department-wide effort to coordinate environmental education programs and to determine overall policy and goals. The Department seeks to advance the principles of sound ecosystems management through the development of environmental education programs, and to make available its resources and technical expertise to educational institutions and organizations. The protection and support of cultural resources within ecosystems will be an integral part of these programs.

The Bureau of Land Management (BLM) has developed comprehensive environmental education materials for use in schools and on BLM sites. One of BLM's publications, *All Around You, An Environmental Study Guide*, was written for elementary and secondary students by six young scientists, sociologists, and educators on contract to the Bureau. It approaches environmental study through classroom disciplines including experimental science, the visual and performing arts, and history. The *Guide* includes an extensive bibliography organized by educational level. It may be purchased for \$1.50 from the Superintendent of Documents, Government Printing Office, Washington, DC 20402. For information about other BLM educational materials, contact the Bureau of Land Management, Department of the Interior, Washington, DC 20240.

The National Park Service runs environmental workshops and classes, and develops curriculum materials for teachers. It also develops student programs dealing primarily with ecosystems in specific parks that are part of the park's interpretive program. "Man and His Environment" is such a program developed for the Mesa Verde National Park. The extensive ruins of the prehistoric Anasazi Pueblo Indian culture are the focal point of the park's historical interpretive program. Findings from a recent reexamination of these ruins have been used to develop a site-specific environmental education program for young people.

The U.S. Fish and Wildlife Service has developed an educational program for grades 4-12 which encompasses the social, cultural, and biological environments. Curriculum materials cover such subjects as public use of public land, a "Social History Cemetery Study," environmental career profiles, and wildlife photography. A package of materials entitled *We Can Help*, developed by the Service, is published and marketed by the Jenny Publishing Company, 57 Queen Avenue South, Minneapolis, MN 55405. In 1978 the Service developed the Native American Environmental Education Program, which it coordinates jointly with the Bureau of Indian Affairs. This program focuses on environmental and wildlife issues as they relate to specific cultures of Native American tribes. In 1979, educational packages were developed for seven tribes in Wyoming and Montana. For further information, write to the U.S. Fish and Wildlife Service, Region VI, P.O. Box 25186, Denver Federal Center, Denver, CO 80225.

Contact for Information

Office of Assistant Secretary for Fish and Wildlife and Parks, Department of the Interior, Washington, DC 20240

Contact for Information

(Appropriate History Office), Department of the Interior, Washington, DC 20240

116/History Programs**What/For Whom**

Manuscripts, photographs, surveys, and other historic data for researchers; contracts with historians; grants to earth science historians.

Description

The Bureaus within the Department of the Interior keep historical records and chronologies of all Bureau proceedings. The Department also administers a variety of grants and service programs with specific emphasis on historical research and heritage conservation. The majority of these programs fall within the Heritage Conservation and Recreation Service and are described in detail in separate entries (see nos. 124-131). Other programs are described below.

Historians at the Bureau of Indian Affairs (BIA) are responsible for research into the highly complex problems of identifying beneficiaries of Indian claims awards. In order to qualify for federal programs that assist Indians, groups must be acknowledged as bona fide tribes by the Assistant Secretary of the Interior for Indian Affairs. Decisions are based on a number of complex criteria. The BIA history office has organized the Federal Acknowledgement Project, using historians, anthropologists, and genealogists to research the claims. In some cases, local professionals are contracted to assist in the project. All records will be published and made available to researchers and the general public. For further information, contact the Federal Acknowledgement Project, Bureau of Indian Affairs, at the address listed below.

National Park Service (NPS) historians have produced several hundred reports dealing with historic events and structures on the more than 200 historic and archeological sites that the Service administers. These reports are available to researchers; they are kept in libraries at the sites as well as at the Denver Service Center, the main research center for NPS; the Interior Department Library in Washington, D.C.; and the Library of Congress. NPS also contracts with local historians to do special projects. In 1978, a historian completed a book called *Mountain Home*, a history and handbook on mountaineering. Another historian wrote *Kiva, Cross, and Crown*, a volume on the Spanish colonization of New Mexico. For further information, contact the Director of the National Park Service at the address listed below.

117/Indian Arts and Crafts Board**What/For Whom**

Advisory services, technical assistance, publications, films, and workshops for Indian, Eskimo, and Aleut artists, craftspersons, and organizations; state and local governments; and nonprofit organizations working directly with Native American groups. Information and museum exhibits for the general public.

Description

The Indian Arts and Crafts Board, an independent federal agency, promotes and encourages the development of both traditional and innovative Native American arts and handcrafts, performing arts, films, and literature, and the preservation of oral traditions through advisory services, workshops, publications, and films. The Board administers three Native American museums and provides information about potential sources of funding. No direct financial assistance is available.

Advisory Services

The Board advises directors of Native American cultural centers as well as individual artists, craftspersons, and groups of Native Americans interested in developing their own production and marketing operations. It also refers complaints about imitation Native American arts and crafts that are represented as genuine to appropriate federal or local authorities. The Board serves as an advisory body to the Institute of American Indian Arts operated by the Bureau of Indian Affairs in Santa Fe, N. Mex. (see no. 123). Example: The Board is helping the Owens Valley Paiute-Shoshone Indians in California to develop a cultural center, in addition to assisting the Hopi Arts and Crafts Silvercraft Cooperative Guild in Arizona and the Qualla Arts and Crafts Mutual, Inc., of Cherokee, N.C.

Museums

The Board operates a coordinated system of three regional museums with collections of historic, traditional, and contemporary American Indian arts, crafts, and artifacts. These museums present exhibitions of contemporary work and tours in cooperation with state arts agencies and other museums. The three museums are: the Museum of the Plains Indian and Crafts Center, Browning, Mont.; the Southern Plains Indian Museum and Crafts Center, Anadarko, Okla.; and the Sioux Indian Museum and Crafts Center, Rapid City, S.Dak. For information about exhibitions, contact the Board at the address listed below.

Publications and Films

The Board publishes a fact sheet entitled "General Information About the Activities of the Indian Arts and Crafts Board" that indicates the kinds of assistance available from the Board. The *Source Directory* lists arts and crafts marketing organizations, operated by Native Americans, throughout the United States. Two slide kits on Indian and Eskimo arts and crafts and contemporary Sioux painting and a 20-minute film on *Native American Art* are available through the National Audiovisual Center (see no. 165).

Workshops

The Board plans and conducts workshops to improve the skills of craftspeople. Various state and private organizations provide funding and instructors for these purposes. Example: The Board recently assisted in the planning of a traditional wood-carving workshop for the Houma Indians in Louisiana.

Contact for information

Indian Arts and Crafts Board, Department of the Interior, Room 4004, Washington, DC 20240

118/Libraries

What/For Whom

Extensive research and reference materials for researchers and scholars; some libraries open to the public.

Description

The Interior Department maintains an extensive network of libraries and information centers throughout the United States. The Natural Resources Library in Washington, D.C., is the focal point of this network and functions as a clearinghouse and referral center for information resources within and outside the Department. The Library is in the process of building a bibliographic data bank to make all field library holdings accessible to scientists, researchers, educators, and the general public. A listing of all Interior libraries and collections, entitled *Libraries and Information Services Directory*, is available from the office listed below.

The Bureau of Indian Affairs (BIA) oversees more than 100 libraries in schools and colleges. Holdings include books, periodicals, and audiovisual materials on tribal history, Native American education, and career opportunities. Many libraries have artifact collections as well as historic publications. There is an interlibrary loan service. As part of a major effort to improve libraries and media centers in the Indian school system a White House Pre-Conference

on Indian Library and Information Services On or Near Reservations was held in October 1978. The National Conference is scheduled for November 1979.

The National Park Service maintains libraries in its National Parks and monuments. These 210 libraries contain historic documents, books, artifacts, photographs, and memorabilia relating to their specific sites. Services generally include interlibrary loans and onsite reference. Libraries are open to researchers by permission.

The U.S. Geological Survey maintains 17 libraries around the country, two of which have extensive holdings of cultural significance to researchers. The Denver library has a large collection of survey photographs which are excellent primary sources for historical data, particularly of Indians and Indian villages of the West. Collections of national and worldwide geological surveys are open for reference use. The National Center Library in Reston, Va., is the largest earth sciences library in the world. It serves as a depository for all Geological Survey open file reports, many of which are firsthand explorers' accounts of historic events occurring during expeditions in Indian lands in the West. Although there are no catalogues of photographs or reports, a project to duplicate materials and make them more durable and accessible to researchers is under way. Recently the Library developed an exhibit to highlight photographs as a principal source of information about the West. It will be toured by the Smithsonian Institution Traveling Exhibit Service (see no. 247). Researchers may request free information about maps, charts, aerial and space photography, and geodetic control from the National Cartographic Information Center in Reston, Va., a centralized facility that collects, evaluates, classifies, catalogues, and disseminates cartographic data on the United States. For further information contact the U.S. Geological Survey Library at: STOP 914, Box 25046, Denver Federal Center, Denver, CO 80225 or National Center, Mail Stop 950, Reston, VA 22092.

Contact for information

Office of Library and Information Services, Department of the Interior, Washington, DC 20240

119/Reclamation Public Services

What/For Whom

Visitor centers, tours, exhibits, and recreational facilities for the general public. Loans of artworks to banks, civic organizations, and other public groups. Educational films for schools and special interest groups.

Description

The Bureau of Reclamation aims at stimulating the economies of 17 contiguous western states and Hawaii

through the development and maintenance of dams, reservoirs, and lakes for irrigation and recreation. As required by law (see no. 127), all cultural resources affected by such development projects must be identified and preserved. Many reclamation projects have established museums, visitor centers, tours, artistic exhibits, and movies to make such resources available to the general public. Cultural groups gather at project sites for environmental education workshops, oral history readings and recordings, concerts, and similar activities. For maps of the 268 reclamation projects and recreation areas, write to the address below.

From 1968 to 1973, the Bureau commissioned major American artists to paint or draw their impressions of reclamation projects. The resulting 64 scenic paintings now constitute a traveling exhibit available to banks, civic organizations, and other public groups. Contributing artists include Lamar Dodd, Xavier Gonzalez, Peter Hurd, and Norman Rockwell. Arrangements to show the exhibit may be made by writing to the Reclamation Art Coordinator, Public Affairs Office, at the address below. The Bureau offers informational and educational films about reclamation projects to schools and special interests groups. Films are lent free of charge except for insurance and postage fees. Contact the Bureau of Reclamation Film Library, Box 25007, Denver, CO 80225.

Contact for Information

Bureau of Reclamation, Department of the Interior,
Washington, DC 20240

120/U.S. Fish and Wildlife Cultural Activities

What/For Whom

Art exhibits, guided tours, and historic displays in wildlife refuges or visitor centers for the general public. Opportunities for artists to exhibit their works. Contests for wildlife illustrators, photographers, and wood carvers.

Description

The U.S. Fish and Wildlife Service sponsors a variety of cultural activities in wildlife refuges or their visitor centers. Local artists display their wildlife artworks in visitor centers on a rotating basis. Visitor centers sponsor guided tours and, during special events such as National Wildlife Week, conduct special displays and demonstrations. Many visitor centers run programs to acquaint visitors with physical and cultural aspects of Native American and early white

settlements. Most programs are run by wildlife refuge personnel. However, seasonal permanent employment is available for educators, historians, or other professionals with special skills that may be required by specific refuge programs. Interested individuals may contact the nearest regional office or Interior's Personnel Office in Washington, D.C., at the address below. Those interested in summer employment opportunities should contact the Register of Summer Employees in the Office of Personnel Management (see no. 235). For a list of refuges, write to the Division of Wildlife Refuge Management at the address below.

"Duck Stamp" Design Contest

The Fish and Wildlife Service conducts an annual contest to select a new design for the Migratory Bird Hunting Stamp, the "duck stamp." Everyone over 16 years of age who hunts migratory waterfowl is required to have one of these stamps, which are issued annually. Competition is open to all artists, who are given wide latitude in the choice of medium—pen and ink, oil, watercolor, etching, or pencil. Design may be in black-and-white or full color, but it must be 7 inches wide and 5 inches high. The winner, chosen by a panel of art and waterfowl authorities, receives no compensation except an album containing a sheet of the stamps. The winning design is produced by the Bureau of Engraving and Printing of the Treasury Department. Detailed contest rules are available from Public Affairs, Office of Audiovisual, at the address below.

Wildlife Art and Decoy Contests

U.S. Fish and Wildlife Refuges sponsor local contests in the fields of wildlife art and photography, as well as in working and decorative decoy wood carving. Wood-carving contests are generally held separately from other arts contests. Winning entries are auctioned immediately after judging. For a list of refuges, write to the Division of Wildlife Refuge Management at the address below.

Wildlife Photography Contest

Any employee of the Fish and Wildlife Service may enter regional wildlife photography contests. Winning photographs are sent from the regions to Washington, D.C., where they are entered in national competition. The photographs become part of the Service photo library and may be used, upon request, in publications which credit both the Service and the photographer. For further information, contact the regional office or the Office of Audiovisual at the address below.

Contact for Information

U.S. Fish and Wildlife Service, Department of the Interior,
Washington, DC 20240

121/Cultural Studies

Bureau of Indian Affairs

What/For Whom

Contracts with federally recognized tribes; collections open to qualified scholars, with priority given to developers of Indian community cultural programs; bibliography and reference services to qualified researchers.

Description

The Cultural Studies Center, which is located at the Institute of American Indian Arts (see no. 123), Santa Fe, N. Mex., performs research, develops and disseminates resource materials relating to Native American cultural studies, and provides reference information on related research being done elsewhere. In addition, the Center provides limited funding through contracts to federally recognized tribes for the development of cultural curriculum materials such as oral history/tribal history texts or collections of tribal literature and folklore. It also provides assistance in Indian language program development.

Example

In 1979, the Center funded a joint program with the Library of Congress American Folklife Center (see no. 180) to restore, retranscribe, and make available to historians and researchers extensive collections of Indian music and oral history recorded on wax cylinders. The Center coordinates international cultural program activities with the Interamerican Indian Institute in Mexico, and provides advice to tribes developing community cultural centers. The Center maintains a Research Collection which includes an extensive bibliography of 60,000 entries identifying publications dealing with Native American culture; a representative selection of photographs from the Smithsonian Institution archives relating to Native Americans; collections of Native American music and literature; a collection of Mexican Indian pictorial materials and codices; and a comprehensive index to oral history collections.

Contact for Information

Research and Cultural Studies Development Section, Bureau of Indian Affairs, Institute of American Indian Arts, Cerrillos Road, Santa Fe, NM 87501

122/Economic Development Loans

Bureau of Indian Affairs

What/For Whom

Guaranteed or insured loans and direct loans to individual Indians, Eskimos, and Aleuts, and to organizations or

tribes eligible for services from the Bureau of Indian Affairs (BIA).

Description

The Loan Guaranty and Insurance Fund and the Revolving Loan Fund were established by the Indian Financing Act of 1974 to promote economic development for Native Americans. Loans may be made to any enterprise organized for profit, including arts and crafts businesses. Loans are also available for education that will directly contribute to the economic development of the borrower.

Loan Guaranty and Insurance Fund

This Fund may either guarantee or insure loans to Native American individuals or organizations. Such loans are made at interest rates comparable to those charged by financial institutions for similar loans. The Secretary may also pay an interest subsidy on guaranteed and insured loans. This subsidy reduces the borrower's interest rate to that on BIA direct loans. This program provides access to private money sources that would otherwise be unavailable.

Revolving Loan Fund

This program makes direct loans to Native American individuals and organizations. Organizations receiving loans may in turn make loans to other organizations that need not be Indian-owned, but that must be located on or near a reservation on which the recipient organization has an economic impact. No more than 50 percent of a loan may be used for reloaning. Loans will be made only when there is a reasonable prospect of repayment and only to applicants on or near the reservation who are unable to obtain financing from other sources on reasonable terms.

Example

In 1978 Jonathan Taylor, Inc., an arts and handcrafts business in Cherokee, N.C., received a guaranteed loan of \$115,000. A \$650,000 loan was made to Indian Pueblo Marketing, Inc., a handmade Indian jewelry business in Albuquerque, N. Mex. In 1978 approximately \$3.5 million remained in the Revolving Loan Fund.

Contact for Information

Nearest BIA area office

123/Education Programs

Bureau of Indian Affairs

What/For Whom

Direct payments for specified uses to tribal organizations operating public or private schools for Native American

children. Grants to Native American undergraduate or graduate students. Postsecondary instruction for eligible Native American students (of one-fourth or more Indian blood).

Description

Johnson-O'Malley Assistance

The Office of Indian Education Programs administers the Johnson-O'Malley Act, which provides direct payments to federally recognized public and private elementary and secondary tribal schools for programs which meet the special educational needs of Native American students. Such programs may include cultural components intended to strengthen the students' sense of their Native American heritage.

Haskell Indian Junior College

The Bureau of Indian Affairs (BIA) administers Haskell Indian Junior College in Lawrence, Kans., a comprehensive junior college offering both liberal arts and vocational or technical training to students who are at least one-quarter Indian from all parts of the United States. In 1977, courses offered by the Native American Cultural Division of the college included instruction in four Indian languages, the history of North American Indian tribes, and modular courses on Northern and Southern Plains singing, Northwest Coast carving, Navajo weaving, and tribal law. The Art Department teaches Native American arts and crafts focusing on traditional techniques in painting, jewelry making, and weaving.

Higher Education Assistance

Under the authority of the Snyder Act of 1921, BIA awards grants to students with demonstrated need who are at least one-quarter Indian, Eskimo, or Aleut, and who have been accepted by an accredited college or university. Funds are intended for students working toward a college or graduate degree, and they may be used for tuition and other required fees, textbooks, and living expenses. There are no restrictions on choice of major study area and many students have been graduated in the fields of arts and humanities. The 1979 appropriation for this grant program was \$26 million, and 20,000 students received assistance. The maximum grant was \$1,500.

Institute of American Indian Arts

BIA administers the Institute of American Indian Arts in Santa Fe, N. Mex., which offers training in both the traditional and creative arts to junior college students who are at least one-quarter Indian from all parts of the United States. The curriculum includes arts instruction in such traditional craft techniques as featherwork, weaving, porcupine quilling, costume design, and embroidery, and humanities instruction in Native American folklore and art history, cultural studies, Indian biology, and linguistics,

with an emphasis on teaching students how to put their language into written form. The campus museum offers courses in museum studies, maintains collections of traditional and contemporary arts and crafts, and circulates traveling exhibits to tribal communities. Several powwows, where traditional dances and music are performed, are held throughout the year.

Contact for Information

Division of Education Assistance, Office of Indian Education Programs, Bureau of Indian Affairs, Department of the Interior, Washington, DC 20245

124/Grants-in-Aid for Historic Preservation

Heritage Conservation and Recreation Service

What/For Whom

Matching grants to states and to the National Trust for Historic Preservation. These in turn may transfer grant funds to individuals, public and private organizations, and nonfederal units of government. Grants must be equally matched by the state or by other public or private contributions.

Description

The Heritage Conservation and Recreation Service makes grants to states and to the National Trust for Historic Preservation (see no. 226) to carry out state or regional historic preservation programs. Grant funds may be used to conduct surveys and prepare plans for the preservation of historic properties, and to acquire and develop properties listed in the National Register of Historic Places (see no. 126). Grant funds may also be used to establish "revolving funds" that operate as follows: (1) survey and planning grant funds are used by a state to plan a revolving fund; (2) acquisition and development grant funds are then used to implement the plan and to acquire and develop the properties; (3) after completion of development project work and establishment of protective covenants, the properties are sold and the proceeds made available for new projects. Thus, federal funds may be effectively transferred to the private sector where they are readily available for use in saving other endangered properties.

Any nonfederal group or individual owning a property listed in the National Register may apply to the State Historic Preservation Officer, who is appointed by the governor, for 50 percent matching grants. Funds may be used for acquisition, protection, stabilization, preservation, rehabilitation, restoration, or reconstruction of eligible

properties. All project work must conform to the Secretary of the Interior's Standards for Historic Preservation Projects as described in leaflets mailed to applicants. Grant fund recipients must agree to maintain the property for a specified number of years and to ensure that a public benefit is derived from the expenditure of federal funds. Applicants should contact the State Historic Preservation Officer for guidance on eligible costs, application procedures, and grant-in-aid assistance requirements.

Nonfederal governmental units, groups, and individuals may apply for survey and planning grants to identify historic properties, prepare nominations to the National Register, and develop plans to assist in the preservation of historic properties.

Example

The Historic Preservation Fund appropriation for 1979 was \$60 million; 1,400 projects were funded. The estimated appropriation for 1980 is \$45 million. Acquisition and development projects have included the Prescott Public Library in Yavapai, Ariz., for \$57,000; the Somerville Hotel in Los Angeles, Calif., for \$100,000; the Gross Point Lighthouse in Evanston, Ill., for \$18,894; the Framingham Railroad Station in Framingham, Mass., for \$55,000; and the St. Croix Archeological Site in the Virgin Islands, for \$2,383. An \$82,550 statewide restoration project in Vermont has permitted the continuing use of 30 covered bridges.

Contact for Information

State Historic Preservation Officer or HCRS regional offices (see Appendix D) or Grants Administration Division, Heritage Conservation and Recreation Service, Department of the Interior, Washington, DC 20243

125/HABS/HAER

Heritage Conservation and Recreation Service

What/For Whom

Documentation of historic properties; loans and sales of archival records and exhibits; and free catalogues for the general public. Summer employment opportunities for archeologists, architects, engineers, historians, and planners.

Description

The Historic American Buildings Survey (HABS) program identifies and documents historically or architecturally significant buildings. The Historic American Engineering Record (HAER) program performs a similar function for

engineering and industrial sites. This documentation, indicating that a property is worthy of preservation, is often the criterion for nomination of the property to the National Register for Historic Places (see no. 126). In the case of HAER, sites may be documented as examples of engineering technique or achievement. These may be individual structures such as dams, bridges, or canals, or they may be groups of structures which, taken together, represent an engineering or industrial system of major consequence, such as the buildings along a railroad. Priority for documentation is given to properties that are threatened by demolition or substantial alteration (see no. 127).

Documentation consists of the preparation of precise measured drawings, photographs, and written reports which are deposited in national HABS or HAER archives in the Library of Congress (see no. 191). All records are made available to the public for scholarly study or for use in planning, restoration, and adaptive use studies. Copies of records may be ordered from the Photoduplications Service of the Library of Congress, Washington, DC 20540. Before placing an order, one should ask for a cost estimate. Catalogues of HABS projects are available from HABS at the address below. HAER inventories are available at the same address.

Recording Projects

HABS and HAER regularly conduct inventories of properties in cooperation with state or regional groups or State Historic Preservation Officers. These inventories are broad in scope and do not involve detailed studies of properties; rather they are intended to identify and catalogue properties so that historic preservation plans can be made. In addition, both programs run summer recording projects in which a few properties are carefully documented. Records of these projects are held in the Library of Congress archives. Both HABS and HAER hire teams of undergraduate and graduate students and professionals in the fields of architecture, engineering, history, and archeology to work on these projects. Cosponsoring groups contribute at least 50 percent of project costs. Members of teams are paid at regular government service rates according to experience. Approximately 25 percent of applicants, the majority of whom are students, are accepted for these team projects. Those interested in summer recording jobs should submit resumes, drafting samples, records of work experience, and other pertinent information to either HABS or HAER at the address below.

Example: Up to 1979, HABS had recorded more than 17,000 buildings. In 1978, with an appropriation of \$482,000, 17 teams consisting of 90 students and professionals documented historic structures in Santa Clara County, Calif.; residences and community buildings in Baton Rouge and Smithtown, La.; rural structures in cooperation with the Army Corps of Engineers in Missouri and Tennessee; an early nineteenth-century Shaker community in Enfield, N.H.; and the eighteenth-century

Westover Plantation in Charles City County, Va., in cooperation with the Colonial Williamsburg Foundation, the Virginia Historic Landmarks Commission, and the Virginia Endowment for the Humanities and Public Policy.

HAER, with a 1978 appropriation of \$301,000, conducted 16 projects using 75 students and professionals. HAER teams documented sugar plantations in Hawaii and Louisiana, a hydroelectric plant in Michigan, a woolen mill in Missouri, the IRT subway line in New York City, a blast furnace in the New York Adirondacks, and the Fairmount Waterworks in Philadelphia, Pa.

Exhibits

HABS has a number of small exhibits which may be lent to qualified nonprofit groups. For information on the content of these exhibits, contact HABS at the address below. In addition, three HABS exhibits are toured through the Smithsonian Institution Traveling Exhibition Service (SITES, see no. 247). The exhibits feature Shaker buildings, Chicago architecture, and railroad stations and depots. Example: A 1979 exhibit of William Byrd's Westover is on view in the Public Records Office in Williamsburg, Va.

Rehabilitation Action Projects

As part of a summer demonstration program, HAER and HABS teams of planners, historians, and architects are studying underutilized historic structures and neighborhoods to determine the best plans for rehabilitation and re-use. In 1979, the third summer for this project, five or six studies will be conducted. For employment information, contact HAER and HABS at the address below.

Contact for Information

HABS or HAER, Heritage Conservation and Recreation Service, Department of the Interior, 440 G Street, NW, Washington, DC 20243

126/Historic Sites Programs

Heritage Conservation and Recreation Service

What/For Whom

Protection and preservation of properties designated as National Historic Landmarks or listed in the National Register for Historic Places. Eligibility for federal historic preservation grants and loans and tax benefits for listed properties.

Description

National Register Program

The National Register for Historic Places is the official list of properties that have been judged by the Secretary of the Interior to be of local, regional, or national historic significance and thus worthy of protection and preservation. To be eligible for inclusion in the Register, properties must have historical, archeological, architectural, or cultural significance. Properties are nominated to the Register by governor-appointed State Historic Preservation Officers who oversee statewide historic surveys and prepare state preservation plans. Listed properties are protected from destruction or impairment by any federally funded or licensed undertakings until such actions are reviewed by the Advisory Council on Historic Preservation (see no. 5). In addition, they are eligible for several federal historic preservation grants and loans (see nos. 107, 113, 124, 229, and 230). Listed commercial properties are eligible for tax benefits or incentives under the Tax Reform Act of 1976 (see no. 130). Persons interested in having a property nominated should bring it to the attention of the State Historic Preservation Officer, whose address may be obtained from the office listed below. Heads of federal agencies are responsible for nominations of sites within their jurisdictions. Historic properties within the National Park System and National Historic Landmarks (see below) are automatically listed in the Register.

National Historic Landmarks Program

Public or private properties, including districts, sites, buildings, or other structures or objects of national historic significance, are eligible for designation as National Historic Landmarks. Properties judged to be of national significance in National Register nominations are brought by the Historic Sites Survey Division of the Heritage Conservation and Recreation Service (HCRS) to a review committee of outside experts for evaluation. Their recommendations are made to the Secretary of the Interior, who designates landmarks under the authority of the Historic Sites Act of 1935.

Example

By March 1979, nearly 19,000 sites had been listed in the Register. Recent additions have included the Fox-Oakland Theater in Oakland, Calif.; the Hinson Mounds, an archeological site in Florida; the Hyde Park-Kenwood Historic District in New York; and Radio City Music Hall in New York City. Additions to the National Register are published in the Federal Register on the first Tuesday of each month. In 1979, the supplement to the Bicentennial edition of the Register was published in hard cover; it includes sites listed through 1976. Due to the increasing number of listed sites, this supplement is expected to be the last such publication. Plans for new state-by-state or regional publications are under consideration.

In 1978, the Secretary of the Interior designated 87 National Historic Landmarks, primarily in the areas of "Commerce and Industry," "Architecture," "Engineering," and "Original Inhabitants." A special study for Alaska resulted in the designation of 17 new Alaskan landmarks.

Contact for Information

HCRS regional offices (see Appendix D) or National Historic Landmarks Program or National Register for Historic Places, Heritage Conservation and Recreation Service, Department of the Interior, 440 G Street, NW, Washington, DC 20243

127/Historic Sites Surveys

Heritage Conservation and Recreation Service

What/For Whom

Contracts with experts in archeology, architecture, anthropology, history, preservation techniques, or other fields for projects involving identification and preservation of prehistoric and historic sites and structures; archeological consultative services to federal agencies that have compliance responsibilities under the Executive Order 11593.

Description

Executive Order 11593 Program

In 1971, to further the purposes of several federal laws governing the protection of cultural resources on federal properties, the President of the United States issued Executive Order 11593 requiring that:

"The Federal Government shall provide leadership in preserving, restoring and maintaining the historic and cultural environment of the Nation. Agencies of the executive branch of the Government shall (1) administer the cultural properties under their control in a spirit of stewardship and trusteeship for future generations, (2) initiate measures necessary to direct their policies, plans and programs in such a way that federally owned sites, structures, and objects of historical, architectural or archeological significance are preserved, restored and maintained for the inspiration and benefit of the people, and (3), in consultation with the Advisory Council on Historic Preservation [see no. 5], institute procedures to assure that Federal plans and programs contribute to the preservation and enhancement of nonfederally owned sites, structures and objects of historical, architectural or archeological significance."

To comply with the order, affected federal agencies have developed specific programs or policies for the

management of cultural resources within their jurisdictions. Most programs require the expertise of archeologists, historical architects or architectural historians, anthropologists, historians, or experts in historic preservation. Agencies contract for services directly or, in some cases, transfer funds to the Interagency Archeological Services (IAS) field offices of the Heritage Conservation and Recreation Service (see no. 128).

For consultation on specific requirements and special problems of compliance with Executive Order 11593, federal, state, or local agencies should contact Chief, Interagency Archeological Services, Washington, DC, at the address given below.

Archeological Investigations and Salvage Program

Through this program, contracts and cooperative agreements are made with federal, state, and local agencies, with qualified scientific and educational institutions, and with private corporations for the purpose of carrying out data recovery investigations in federal or federally related construction projects. Contracts are competitively awarded in response to government requests for proposals. Those interested in archeological survey and data recovery on federal lands should contact the nearest IAS field office for information on employment opportunities. Contract solicitations are listed in the *Commerce Business Daily* (see no. 25). This program is funded by annual appropriations through the transfer of funds from other federal agencies.

Example

Since 1975, Interagency Archeological Services has contracted for studies that serve as models for archeological survey and recovery techniques, or for stimulating new approaches to the management of resources on federal lands. The studies were designed to treat areas of concern to federal and state agencies. Two such studies are the *Archeological Survey: Methods and Uses* and *Cultural Resources Evaluation in the Northern Gulf of Mexico Continental Shelf*.

In 1979, the Army Corps of Engineers transferred funds to IAS to contract for an inventory of archeological resources in the Richard B. Russell Reservoir Project area in Georgia, prior to planning for expansion of the reservoir. The Bureau of Land Management transferred funds to IAS to hire experts from universities and private contracting firms to survey sample areas of federal land near Denver, Colo., in order to assess the character and extent of the archeological and historic resources on those lands.

Contact for Information

Interagency Archeological Services, Heritage Conservation and Recreation Service, Department of the Interior, Washington, DC 20243.

128/Interagency Archeological Services

Heritage Conservation and Recreation Service

What/For Whom

Advisory services for governmental agencies and archeologists; permits and contracts with qualified agencies and institutions involved in archeological survey and data recovery; internships for graduate students and established professional archeologists.

Description

The Interagency Archeological Services (IAS) Division directs and coordinates the nationwide program for the recovery and preservation of significant archeological and historic remains that are threatened by federal construction projects. The Division conducts innovative studies, offers advisory services and internships, issues permits, and negotiates contracts with experts to carry out its work under authority of Executive Order 11593 (see no. 127).

Advisory Services

The Division conducts studies and offers seminars and symposia on archeological techniques and management. The results of these programs are published. Consultant services in interpreting archeological requirements of Executive Order 11593 and related laws are available for federal, state, and local agencies.

Antiquities Program

Under the 1906 Federal Antiquities Act, any educational or scientific institution possessing professional expertise and adequate curatorial facilities may apply to the Departmental Consulting Archeologist for a permit to survey, test, or excavate archeological and paleontological sites on all lands owned or controlled by the federal government, except those lands under the jurisdiction of the Department of Agriculture. No funds are provided by the federal government and all projects costs are borne by the permit holder.

Example: The Museum of Paleontology at the University of Michigan received a permit to conduct a research project in the northern Big Horn Basin of Wyoming. The research, conducted from 1975 to 1978, documented evolutionary change in mammalian fossils across the Paleocene-Eocene boundary. In 1978, the University of Washington was issued a permit to conduct an archeological survey in Oregon. The results of the survey will further anthropological knowledge of human adaptation processes in relation to prehistoric and environmental change.

Internship Program

The Division offers internships to at least eight graduate students and four professionals in the fields of archeology and historic preservation. Internships are for a maximum of one year. Interns work with one of the three field offices (listed below) or with the Washington, D.C., office. Graduate interns in the field offices help develop scopes-of-work for proposed projects and monitor project progress. Senior interns generally work on specialized projects. Interns in the Washington, D.C., office work on policy matters, publications, and contracts. Internship stipends for master's degree candidates are at the Office of Personnel Management GS-5 level, and for Ph.D. candidates, at the GS-7 level. Senior interns generally receive the same salary paid by their colleges or universities. Because each IAS office develops its own projects and staff needs, and selects its own interns, applicants should submit resumes and Standard Form 171 to the office(s) of their choice.

Contact for Information

Chief, Interagency Archeological Services, Heritage Conservation and Recreation Service, Department of the Interior, Washington, DC 20243 or IAS Field Offices:

Chief, Interagency Archeological Services—Atlanta
1895 Phoenix Boulevard, Atlanta, GA 30349

Chief, Interagency Archeological Services—Denver
1978 South Garrison, Suite 107, Denver, CO 80227

Chief, Interagency Archeological Services—San Francisco
450 Golden Gate Avenue, Box 36065, San Francisco, CA 94102

129/Surplus Real Property Transfers

Heritage Conservation and Recreation Service

What/For Whom

Real property transferred free of charge to state and local government agencies. State and local government agencies may lease with restrictions surplus federal properties to private organizations and individuals.

Description

Surplus real properties no longer needed by federal agencies may be transferred for public park, recreation, and historic monument use at discounts up to 100 percent to state and local governments. Real property consists of land or land with buildings or other improvements, and may be part of a surplus government installation. Properties transferred under this program may be leased with restrictions by state or local governments to private

entrepreneurs. However, property must be used for the purpose for which it was transferred or revert to federal ownership.

Maintenance and restoration of historic and architectural character are required of receivers of historic real property. Adaptive re-use with revenue-producing enterprises may provide financing for preservation costs.

Application for the transfer of surplus real property for educational or health purposes is made through the Department of Health, Education, and Welfare (see no. 64). Sales of surplus real property are arranged through the General Services Administration (see no. 161). A pamphlet entitled *Disposal of Surplus Real Property* is available from the addresses below.

Example

During 1979, the city of Grand Rapids, Mich., was engaged in restoration of a former federal building transferred several years earlier. The Grand Rapids Art Museum plans to lease the building from the city and modernize the interior for use as an art gallery. The Old Federal Court Building in St. Paul, Minn., was transferred in 1972 to the city government for restoration and leasing to commercial and nonprofit enterprises. Tenants during 1979 have included the Ramsay County Historical Society, St. Paul Chamber Orchestra, a community arts program, and the Shubert Club, which sponsors classical recitals, music education, and music therapy. In 1977 the Old Federal Office Building in Nashville, Tenn., was transferred to the city and county governments for restoration as a historic site and is undergoing renovation as office and commercial space.

Contact for Information

Heritage Conservation and Recreation Service regional offices (see Appendix D) or Division of Technical Preservation Services (for historic property) or Division of Federal Lands Planning (for public park and recreation lands), Heritage Conservation and Recreation Service, Department of the Interior, Washington, DC 20243

130/Tax Incentives and Credits

Heritage Conservation and Recreation Service

What/For Whom

Tax incentives for owners of income-producing historic property to encourage preservation or rehabilitation of the property; tax credit for rehabilitation of older commercial properties.

Description

Section 2124 of the Tax Reform Act of 1976 encourages rehabilitation of historic income-producing properties (including residential rental properties) and discourages their demolition. Such properties must be listed in the National Register of Historic Places (see no. 126) or included within a Registered Historic District and certified by the Secretary of the Interior as contributing to the historic significance of the district. The law allows the owner of a certified property to take accelerated depreciation on the cost of substantial rehabilitation (Sec. 167 (o) Internal Revenue Code) or to amortize the amount expended over five years (Sec. 191 IRC). Conversely, owners may no longer take accelerated depreciation on new structures that replace certified historic properties, nor may they deduct demolition costs of the certified properties (Secs. 167 (n) and 280 (b) IRC).

Many states and localities have adopted new tax policies to complement this law. Owners should contact the Office of Archeology and Historic Preservation at the address listed below for information on certification and guidelines on implementation of the Act. They should contact state and municipal government offices for information on similar local tax benefits or incentives. Since the law was enacted, over 900 rehabilitation projects in 41 states, involving an investment of more than \$390 million, have qualified for the incentives. Nearly half of these projects would not have been undertaken had the incentives not been available.

The Revenue Act of 1978 provides for a 10 percent tax credit for rehabilitation of commercial structures at least 20 years old. Rehabilitation work on certified historic structures must be certified by the Heritage Conservation and Recreation Service (HCRS). The tax credit may be used with the accelerated depreciation provision of the 1976 Act, but not with the five-year amortization of rehabilitation expenses described above.

Contact for Information

HCRS regional offices (see Appendix D) or Heritage Conservation and Recreation Service, Department of the Interior, 440 G Street, NW, Washington, DC 20243

131/Urban Park and Recreation Recovery Program

Heritage Conservation and Recreation Service

What/For Whom

Matching grants to state and local governments which in turn award grants to special units of local government, nonprofit organizations, or park authorities.

Description

In 1978, a new five-year program for the recovery of urban recreation facilities and the development of innovative recreation programs was authorized. This program is to be administered by the Heritage Conservation and Recreation Service (HCRS). Local governments submit proposals to HCRS for matching grants to plan and implement programs that will contribute to revitalization of recreational facilities in economically and physically decaying urban neighborhoods. For implementation of the proposed plans, funds may be transferred to special local units of government (such as park or school districts) or to nonprofit organizations. Three percent of the total funds may be used for planning grants, whereas at least 87 percent must be used for bricks-and-mortar projects.

In a recent statement, HCRS recognized the "central role of the arts and cultural programs in developing urban recreational programs." It is expected that this role will provide a major focus for innovative projects. Such projects might include re-use of abandoned buildings as community centers, multiple use of public buildings for cultural activities, development of mobile facilities to provide handicapped or elderly persons with access to recreational and cultural programs, or providing arts and crafts materials and other recreational equipment for demonstration projects.

Priority is given to projects that have demonstrated community support and can become self-sustaining; that benefit minority and low- and moderate-income neighborhoods; that are cost-effective and energy-efficient; and that complement other federal or local community development plans. Funds may not be used to acquire or maintain properties, or to construct sports arenas or other centers whose use will be primarily commercial. Grants require a 30 percent local match and are usually made available on a cost-reimbursable basis. The requested appropriation for 1979 is \$37.5 million; for 1980 it is \$150 million. Authorizations are set at \$150 million a year for 1981 and 1982, and at \$125 million for 1983.

A planning manual for urban recreation and other information is available from the address given below. The 1978 HCRS *National Urban Recreation Study*, including the report, *Art and Culture: A New Priority in Urban Recreation*, is available for \$3.50 from the Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Contact for Information

HCRS regional offices (see Appendix D) or Urban Programs, Heritage Conservation and Recreation Service, Department of the Interior, 440 G Street, NW, Washington, DC 20243

132/Cultural Programs in National Parks

National Park Service

What/For Whom

Opportunities for private national associations and local cultural organizations to enter into cooperative agreements with the National Park Service (NPS). Employment opportunities and residencies for craftspeople, musicians, artists, and performing arts groups in National Parks programs.

Description

The Division of Interpretation and Visitors Services directs and coordinates programs interpreting the natural and cultural heritage of the National Parks. Programs are run at the discretion of park directors. Since NPS has no funding capability, costs of programs, including employment of artists, are handled by local groups or agencies cooperating with NPS. Regional offices and about 300 park areas are authorized to enter into cooperative agreements with local private organizations or individuals to run park programs.

Artists-in-Residence Program

More than 24 National Parks have provided living quarters, work space, and logistical support for painters, writers, sculptors, potters, and theater groups. Salaries, if any, are paid by local cooperating agencies. During residency, artists offer programs for the public, training for the park staff, onsite exhibits or performances of their work, and in some instances they produce materials for the park's permanent collection. Example: At Peters Valley in northwest New Jersey, within the boundaries of Delaware Water Gap National Recreation Area, a Craftsmen-in-Residence program, funded by local private and public sources, enables skilled craftspeople to live in the village year round, producing, demonstrating, teaching, and selling their work. Young people interested in crafts work under the guidance of resident professional potters, a wood sculptor, weavers, and other artisans.

Craft Demonstrations and Sales

The NPS seeks to improve the quality of crafts sold under concession agreements in park facilities. Artists-in-residence and local craftspeople may obtain permission from a park to demonstrate and sell their crafts. Example: Shoshone Indians from the Wind River Reservation demonstrate their crafts in regular programs at the American Indian Museum in the Grand Teton National Park. Craftspeople at Peters Valley exhibit, demonstrate, and sell their crafts at the annual Craft Fair in late July. Any craftspeople interested in selling their crafts through NPS concessions should contact the Office of Cooperative Activities at the address given below.

Living History Programs

NPS sponsors approximately 75 Living History Programs around the country to help park visitors learn about the history and folkways of regions in which parks are located. Living History Programs often include live demonstrations of indigenous folk crafts or re-creations of traditional farming or forestry techniques. Lists of selected living historical farms are available from the Division of Interpretation and Visitor Services at the address listed below. Example: The Valley Forge National Park has incorporated a drama into its Living History Programs with the presentation of the *Pursuit of Happiness*, a play based on historical sources at Valley Forge given by the Franklin Roberts Associates.

Office of Cooperative Activities

The Office of Cooperative Activities in Washington, D.C., works with national organizations to develop nationwide programs for National Parks. NPS and the National Council for Traditional Arts (NCTA) cosponsor several folk programs each year in such parks as Chamizal National Memorial in Texas, the Golden Gate National Recreation Area in California, the Tumacacori Mission in Arizona, and Wolf Trap Farm Park for the Performing Arts in Virginia. Research to locate local music, dance, and other folk arts is provided by NCTA to fit the needs of individual parks. The Office also acts as a central source of information and advice for groups interested in a cooperative arrangement with NPS, suggesting parks with suitable facilities for the proposed activity and helping to coordinate the necessary support system. Contact the Office at the address given below for further information.

Performing Arts

Approximately 125 areas of the National Park System use performing arts activities as part of the overall interpretive and visitor services programs. These activities include theater, music, and dance performances. Individual parks contract for performers. Example: At Cabrillo National Monument in California a week-long dance, music, and arts and crafts festival featuring Portuguese and Mexican cultures is held annually. A program at the Chamizal National Memorial offers a continuing series of events dedicated to preserve the 29 major cultural groups of Texas. The series includes the Siglo De Oro Drama Festival, Native American dances and ceremonies, and a Fiesta of the Arts.

Volunteers-in-Parks

This program utilizes a variety of volunteer talents to help supplement programs in the National Park System. Those interested in volunteering for park programs should write to their NPS regional office. Example: Volunteer artists at Cape Hatteras National Seashore work with visitors in interpreting the seashore through painting, weaving, and pottery programs and demonstrations.

Contact for Information

National Park Service regional offices (see Appendix D) or (Appropriate Office), National Park Service, Department of the Interior, Washington, DC 20240

133/Interpretive Design Center

National Park Service

What/For Whom

Audiovisual programs, motion pictures, and publications for National Parks and the general public.

Description

The National Park Service Interpretive Design Center in Harpers Ferry, W. Va., produces audiovisual programs, films, and publications for use in the National Parks and for the general public. The Center is also responsible for the design of all museum exhibits throughout the National Park System.

The Center has produced approximately 200 films or sound slide shows interpreting the natural or cultural history of National Park areas. These materials, which are used as part of the interpretive materials in the parks, may be rented or purchased for noncommercial use by the general public from the National Audiovisual Center (see no. 165). Available films include *Independence*, depicting the historical events surrounding the signing of the Declaration of Independence; *Land of the Bighorn*, a history of the Bighorn Canyon of Wyoming-Montana and the Indians who lived there; and *Stone Forest*, a history of a forest showing how wood becomes petrified. A catalogue of films is available from the National Audiovisual Center or from the Harpers Ferry Association, Post Office Box 147, at the address listed below.

The Center is responsible for designing and publishing brochures, catalogues, posters, and other descriptive materials for the entire National Park System. Two particularly helpful publications are *Index*, a guide including an alphabetical listing of National Parks and affiliated areas, as well as a descriptive listing by state; and *Access*, a handbook of accessibility for handicapped visitors to the National Park System, including a site-by-site analysis as well as general information. These publications are available through the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Contact for Information

National Park Service Interpretive Design Center, Harpers Ferry, WV 25425

134/National Capital Parks

National Park Service

What/For Whom

Opportunities for exhibition of artworks and for employment of artists, performers, and craftspeople in the metropolitan Washington, D.C., area.

Description

National Capital Parks (NCP) of the National Park Service maintains numerous parks and indoor and outdoor theaters in the Washington, D.C., area. Its Branch of Community Services sponsors year-round cultural, educational, and recreational events in the parks, using the services of local performing arts groups paid by the National Park Service.

Art Barn

Cosponsored by the National Park Service and the Art Barn Association, the Barn, located in Rock Creek Park, serves as a permanent exhibit hall for professional artists and craftspeople. Group shows may be arranged by six or more artists submitting an application to the Art Barn Association, which handles scheduling. Shows last one month and works may be offered for sale. For information contact National Capital Parks West at the address below.

Artists in Action

The sidewalks along the reflecting pool at the Mall in Washington, D.C., become the setting every Sunday afternoon for Washington area artists at work. This program is open to artists wishing to display their work to the public or to work on it in public. For information contact the Branch of Community Services at the address below.

Carter Barron Amphitheatre

From June 15 through Labor Day, Carter Barron is operated by National Capital Parks through contractors for commercial attractions. There are also evening concerts presented by NCP. For information contact the Branch of Community Services at the address below.

Downtown Parks

Free noon-hour entertainment is provided during the summer in downtown parks by NCP. Local amateur and professional performers are encouraged to participate and should contact the Performing Arts Coordinator of NCP at the address below for information on auditions.

Ford's Theatre

The historically restored Ford's Theatre is managed by NCP. The Ford's Theatre Society schedules commercial

events, primarily plays and musicals, for family entertainment. Recent productions have included *Godspell*, *Give 'em Hell Harry*, and *Don't Bother Me, I Can't Cope*. Regular talks on the history of the Theatre are available for scheduled groups. During the summer, hourly "Informances," short skits by drama students depicting historic events in the Theatre, are open free to the public. A museum in the basement of the Theatre exhibits Lincoln memorabilia.

Glen Echo

Glen Echo in Washington, D.C., provides workshops for children and adults to study drama, dance, and crafts such as candlemaking, stained glass, weaving, pottery, ceramics, photo silkscreening, and woodworking. There is also a permanent children's theater and a summer puppet theater.

Sylvan Theatre

Located at the Washington Monument, Sylvan Theatre is an outdoor amphitheater maintained by National Capital Parks. Its free summer performances include plays, folk music, and dance events. Local groups are auditioned by the Branch of Community Services at the address below.

Wolf Trap/Filene Center (see no. 135)

Contact for Information

National Capital Parks, National Park Service, 1100 Ohio Drive, SW, Washington, DC 20242

135/Wolf Trap/Filene Center

National Park Service

What/For Whom

Performing arts and special events for the general public. Free enrichment programs for community groups. Fellowships to opera singers beginning their professional careers.

Description

Wolf Trap Farm Park for the Performing Arts in Vienna, Va., established by Act of Congress in 1966, is the first National Park dedicated to the performing arts. The 117-acre park and its theater, Filene Center, are maintained by the National Capital Parks division of the National Park Service. The Wolf Trap Foundation, a private nonprofit corporation, is responsible for all creative programming at the Filene Center, which includes concerts, operas, ballets, and other special events. The Wolf Trap season runs from mid-June to early September.

Enrichment Program

The National Park Service sponsors several programs designed to enrich the cultural consciousness of the community using Wolf Trap's facilities. Organized groups of children, senior citizens, Spanish-speaking persons, and others may participate in Wolf Trap's "Theatre in the Woods" productions of Virginia folk tales, or observe National Park Service employees acting in "Performing Arts in Action," a program to introduce people to the performing arts. Enrichment workshops are held for groups prior to their attendance at Wolf Trap performances. On Sunday afternoons free service band concerts are held in a meadow at Wolf Trap. Groups interested in participating in the Enrichment Program should contact the Coordinator, Enrichment Program (address given below), to make a reservation.

The Wolf Trap Company

The Wolf Trap Company was established by the Wolf Trap Foundation with funds contributed by private sources. It offers 16 summer apprenticeships to opera singers at the beginning of their careers. Apprentices, selected in highly competitive annual auditions, are awarded \$1,600 for their eight-week residencies. The Company pays music, make-up, and transportation costs, in addition to providing free room and board. While in residence, apprentices receive coaching in movement, stagecraft, and repertoire from leading professionals, perform selected arias, and perform in at least one full opera production. In 1979, there were 663 auditions, and the 16 men and women chosen ranged in age from 24 to 32. For information about auditions, contact the Wolf Trap Foundation, Company Auditions, 1624 Trap Road, Vienna, VA 22180.

Contact for information

Director, Wolf Trap Farm Park for the Performing Arts,
1551 Trap Road, Vienna, VA 22180

136/World Heritage List

National Park Service

What/For Whom

Nomination to the World Heritage List for areas or properties of natural or cultural significance to the

international community. Protection and preservation of listed sites.

Description

The World Heritage List is a UNESCO Project aimed at providing nominating states with complementary financial support for the preservation of properties identified as described above. As of November 1978, the 1972 Paris Convention concerning the protection of the world cultural and natural heritage had been ratified by 46 nations whose convention membership makes them eligible to nominate sites. Their dues are used to help protect and preserve those sites which are ultimately listed. The Department of the Interior, in cooperation with the Council on Environmental Quality and under the foreign policy guidance of the Secretary of State, conducts searches and nominates areas or properties within the United States. The National Park Service administers and invites comments on nominations. Cultural sites eligible for inclusion on the List may include monuments such as architectural works, immovable sculptures and paintings, archeological structures and sites, cave dwellings and inscriptions, or architecturally significant groups of buildings, which are of outstanding universal value from the point of view of history, art, or science.

Example

By 1979, the World Heritage fund contained \$500,000, with another \$500,000 committed. Only properties in immediate danger were eligible for funding. The first nominations to the List were made in 1978. The United States included the Mesa Verde as a cultural site exemplifying archeological techniques in uncovering the extensive remains of a 1000-year old culture. U.S. cultural sites nominated in 1979 were Independence Hall National Historical Park, and the Edison Laboratory in West Orange, N.J. Suggestions for nominations may be submitted by anyone at any time by contacting the address below.

Contact for Information

U.S. Delegate to the World Heritage Committee, Division of International Park Affairs, National Park Service, Department of the Interior, Washington, DC 20240

Department of Justice

137/Law Enforcement Action Grants

What/For Whom

Block grants to state planning agencies which in turn award matching grants to public agencies, institutions of higher education, and private nonprofit organizations.

Description

The Law Enforcement Assistance Administration (LEAA) awards block grants to official state planning agencies for the support of activities to prevent and reduce crime. These agencies in turn award grants to qualified organizations for the development of techniques, systems, and equipment for crime control. A 10 percent nonfederal match is usually required. Public groups, institutions of higher education, and private nonprofit organizations are those primarily considered for funding. Although relatively few LEAA grants are awarded to arts-related projects, proposals that use the arts as a tool to accomplish the program's overall goals could also be considered. Such projects often employ artists as instructors. For a list of state planning agencies, contact the office listed below.

Example

LEAA awarded the American Correctional Association \$1,000,000 in 1977 and \$800,000 in 1978 for Project CULTURE (Creative Use of Leisure Time Under Restrictive Environments). The Project awards contracts to state and local correctional and arts institutions to develop prison arts programs. The purpose is to improve inmates' self-worth, to ease the tensions of restrictive environments, and to increase financial support of programs at the local level. During the two-year period, the Project received 84 proposals and awarded 21 contracts. Funds are used to administer programs, to hire instructors in the visual arts, crafts, drama, music, and creative writing, and provide necessary supplies and materials. Artists interested in employment with Project CULTURE or persons interested in obtaining *Arts in Corrections*, the Project's handbook on setting up prison art programs, should contact the American Correctional Association, 4321 Hartwick Road, Suite 319, College Park, MD 20740.

In November 1978, \$226,748 was awarded to Jazzmobile, Inc., in New York City for the Jazzmobile Young Citizens of Harlem Arts Program. The Program's objective is to divert young people from crime by channeling their energies into the areas of music, dance, and the visual arts.

Professional artist-instructors are hired to work with the young people, aged 8-14 years.

Contact for Information

Assistant Administrator, Office of Criminal Justice Programs, Law Enforcement Assistance Administration, Department of Justice, Washington, DC 20531

138/Prison Recreation Programs

What/For Whom

Full- or part-time employment for, or contracts with, artists, craftspersons, and performing arts groups, for work in prison recreation programs.

Description

Wardens (directors) of the 36 federal prisons are expected to implement the educational goals, program definitions, and guidelines of the Federal Bureau of Prisons, and may also develop educational programs within their individual budgets. Federal guidelines note that prison recreation programs frequently include art, music, drama, special cultural events, and hobbycrafts. They recommend that, in addition to a recreation coordinator, prisons should employ one full-time staff member with expertise in hobbycrafts, and at least three part-time (contract) personnel in music, leathercraft, and art. They also recommend that each institution organize at least three stage productions annually—for example, talent shows, drama productions, and musical performances. At least once a month, each institution should also provide in-house entertainment using outside groups. Artists and art groups interested in working in federal prisons should contact the warden of the prison in their area. A list of all federal prisons, as well as a copy of the federal educational policy statement, is available.

Contact for Information

Local federal prison warden or Administrator, Education Branch, Federal Bureau of Prisons, Washington, DC 20537

Department of Labor

139/Introduction

The Department of Labor (DOL) is responsible for the welfare of the wage earners of the United States, their working conditions, and opportunities for profitable employment. To carry out this mission, the Department sponsors job training and employment programs (see nos. 141-146, and 148); monitors employment, wage, and other statistical measurements (see no. 140); and administers laws guaranteeing workers' rights, including the right to safe and healthful working conditions (see no. 147). The Department's major job training and employment effort, the Comprehensive Employment and Training Act (CETA), has in the past provided substantial support for training, education, and public service employment in arts- and humanities-related occupations.

Several offices provide information about the Department and its labor concerns. The Office of Information, Publications, and Reports is a central reference point for the entire Department. The DOL Library welcomes inquiries and permits its collection of 500,000 volumes to be examined on the premises or borrowed through interlibrary loan. The Historical Office researches labor history and current labor events, publishes articles, responds to inquiries from the public, and occasionally sponsors summer internships. The Women's Bureau gathers data, conducts research, and sponsors model programs to study and improve the status of women workers. Although it does not counsel individuals, it can provide information about agencies and organizations serving women, employment trends, laws affecting women's employment, and training opportunities. The Women's Bureau also compiled *A Guide to Seeking Funds from CETA*.

Contact for Information

Office of Information, Publications, and Reports,
Department of Labor, Washington, DC 20210

140/Bureau of Labor Statistics

What/For Whom

Statistical data through publications and other information services for researchers and the general public. Regional

and national professional staff are available for consultation on the use of Bureau data, usually at no charge.

Description

The Bureau of Labor Statistics gathers data on employment, the labor force, productivity, wages, consumer expenditures, labor-management relations, and occupational safety and health. Researchers in the social sciences and persons interested in statistical profiles of cultural institutions and occupations may find pertinent data in these studies. Annual surveys of employers in almost all industries, including art galleries, colleges and universities, libraries, and museums, yield occupational safety and health data. Statistics on employed persons that detail the age, sex, race, marital status, family relationship, full- and part-time employment status, occupation, industry, and class of workers are collected and published monthly. Other research has examined job satisfaction, worker absenteeism, and the changing patterns of working hours.

Examples of Bureau publications are the *Monthly Labor Review*, a research journal in economics and the social sciences; the *Handbook of Labor Statistics*, an annual volume of the major statistical data produced; the *Occupational Outlook Handbook*, a biennially published description of employment in several hundred occupations and industries, such as design, printing and publishing, communications, the performing arts, and entertainment; *U.S. Working Women: A Databook*; and *What Every Employer Needs to Know about OSHA Recordkeeping*. Two brochures, *How to Get Information from the Bureau of Labor Statistics* and *Major Programs: Bureau of Labor Statistics*, summarize Bureau activities and are available from the regional and national offices.

Contact for Information

Department of Labor regional offices (see Appendix E) or Bureau of Labor Statistics, Department of Labor, Washington, DC 20212

141/CETA: Introduction

What/For Whom

Grants to prime sponsors—states, counties, Indian tribes, or units of local government in localities with populations of more than 100,000—which are responsible for administering employment programs suited to local needs. Local public or private community-based nonprofit organizations and private businesses may apply to prime sponsors to administer specific programs. Funds are also reserved for governors for statewide programs and for discretionary grants from the Department of Labor in Washington, D.C.

Description

The Comprehensive Employment and Training Act (CETA), revised by the amendments of 1978 (Public Law 95-524), is designed to provide job training and employment opportunities for economically disadvantaged, unemployed, or underemployed persons through a decentralized system of local, state, and federal programs. Most of the Act's provisions are authorized through 1982. The 1978 amendments to the CETA program structure reaffirm the Act's original purpose: to sponsor training, education, and public service employment programs that will lead to long-term, unsubsidized employment for low-income persons out of work.

Only those cultural organizations able to address this emphasis and ensure that their proposed projects will serve the intended constituency and purposes of CETA benefit from CETA grants. The goal of a cultural project should be to find or create long-term employment opportunities for its CETA workers with other organizations, not to focus on its own staffing requirements. CETA assistance can cover salaries for only a brief time. Within any five-year period, no one can be salaried under public service employment (Titles II and VI, see nos. 142, 145) for longer than 18 months or in any CETA program, including training, for longer than two and a half years. Public service employment is intended for the most severely disadvantaged in terms of length of unemployment and prospects for finding employment. It is essential, therefore, that organizations seeking CETA assistance propose to accomplish their purposes within the period of the CETA contract or obtain new sources of revenue. Further, employees must be provided with experience and training adequate to secure permanent nonsubsidized employment at the contract's expiration.

The prime sponsor, the critical link in the chain of CETA funding, has considerable authority and flexibility in the local interpretation of CETA regulations. Based on population, unemployment, and low-income statistics, CETA funds are allocated by the Department of Labor to more than 450 prime sponsors. Prime sponsors may select public or private nonprofit organizations or private businesses to administer specific employment or training programs.

Each prime sponsor establishes a planning council, composed of community representatives of labor, business, veterans' groups, organizations for handicapped persons, and education and training institutions. It recommends projects to the prime sponsor based on its evaluation of local employment and training needs. Cultural groups should be appropriately represented on the planning council to ensure them a role in determining long-range planning for local employment and training programs. Final policy decisions remain the prime sponsor's, however, although appeals can be made to regional Employment and Training Administration offices.

Representation on the state employment and training council, appointed by the governor, also should be

pursued. The council reviews the plans and operations of all prime sponsors and recommends improvements in employment and training services throughout the state. Membership offers an opportunity to introduce ideas at the state level and to monitor prime sponsor activity.

Prior to designing a proposal, an organization should thoroughly acquaint itself with the funding cycle and long-range plans of the local prime sponsor and its planning council. Prime sponsors are required to make their comprehensive employment and training plan available to the public. A review of this plan will educate the applicant about the prime sponsor's major directions and indicate how a cultural project might stand in the overall plan. An applicant presents a case for funding or argues an appeal based on provisions in CETA law and regulations. Copies of these documents are available through local congressional offices and regional Employment and Training Administration offices.

Although only the local prime sponsor can supply specific eligibility requirements for each program, the Department of Labor does publish numerous pamphlets explaining CETA programs, *A Guide to Seeking Funds from CETA* and *Program Fact Sheet: Youth Employment and Demonstration Projects Act*, for example, and *CETA Arts*, a compilation of CETA-funded arts projects.

Categories of assistance are grouped under different titles of the Act: Title II, employment and training, and public service employment programs (see no. 142); Title III, special federal programs, including employment and training for severely disadvantaged populations, and research (see no. 143); Title IV, programs for young people (see no. 144); Title VI, public service employment (see no. 145); Title VII, private sector employment (see no. 146); and Title VIII, conservation projects for young persons (see no. 144).

Contact for Information

Local prime sponsor (names and addresses available from one of the following offices) or state governor's manpower services office or the chief elected city or county official or Employment and Training Administration, Department of Labor regional offices (see Appendix E) or Employment and Training Administration, Department of Labor, Washington, DC 20213

142/CETA: Title II, Comprehensive Employment and Training Services

What/For Whom

Grants to prime sponsors (see no. 141).

Description

Under Title II, grants are allocated on a formula basis to prime sponsors for training, upgrading, retraining, education, and public service employment for economically disadvantaged persons. This title combines the former Title I, comprehensive manpower services, and Title II, public employment programs, of the CETA Act of 1973.

Parts B and C

Comprehensive employment and training services include education and skills training, on-the-job training, training leading to self-employment in a small business, short-term work experience leading to unsubsidized employment, job placement, supportive services such as child care or transportation, occupational upgrading, and retraining programs. Participants are either unemployed, underemployed, or in school.

Part D

Transitional public service employment programs place unemployed persons in entry-level positions designed to lead to unsubsidized employment in such public service fields as beautification, conservation, education, recreation, rural development, human betterment, and community improvement.

Example

The Artist-in-the-City Program, sponsored by the Seattle Arts Commission in Washington under Titles II and VI, placed artists in residencies of six months to a year with nonprofit, service-oriented organizations. For example, one artist offered a course at a local school on the techniques and history of Northwest Coast Indian art; another artist created animated public service announcements and a film for a local organization illustrating the problems with which handicapped persons must deal. Creating permanent positions for artists in a variety of nonprofit organizations is the primary long-term purpose of these residencies.

Using Part B funds, the North Carolina Arts Council in Raleigh began, in 1979, a new program that will employ eight master and eight apprentice artists for six months. The program provides young, beginning artists with training; community service activity; and legal, tax, and other business information necessary for their professional survival. Another 16 artists will be employed for a second six months. Areas funded will include choreography, conducting, crafts, dance, directing, jazz, literature, and the visual arts.

The Arts Council of Rochester in New York was awarded nearly \$1.2 million in Part D funds to administer 108 jobs with 21 local arts groups. One-third of the positions were for practicing artists, the remainder for personnel whose responsibilities are to support the artists in their work or to expand community arts interest. These included archivists,

development people, educators, instructors, librarians, and writers.

Contact for Information

Local prime sponsor (names and addresses available from one of the following offices) or state governor's manpower services office or the chief elected city or county official or Employment and Training Administration, Department of Labor regional offices (see Appendix E) or Employment and Training Administration, Department of Labor, Washington, DC 20213

143/CETA: Title III, Special Federal Programs

What/For Whom

Grants to prime sponsors (see no. 141). Grants and contracts to public agencies and private organizations, including institutions of higher education.

Description

Under Title III, financial assistance is provided for employment and training programs for severely disadvantaged populations, and for research and evaluation projects.

Part A

Employment and training programs are sponsored to meet the needs of persons facing particular disadvantages in the labor market: Native Americans, migrant and seasonal farm workers, veterans, displaced homemakers, offenders, persons of limited English-language proficiency, handicapped persons, youths, single parents, and middle-aged and older workers. The programs may also address critical skills shortages or improve linkages between government employment and training agencies, business, labor, and community-based organizations.

Part C

Grants to and contracts with public agencies and private organizations, including institutions of higher education, are made to support employment and training research based on the knowledge and methods of the behavioral and social sciences. Experimental, developmental, demonstration, and pilot projects are sponsored to improve techniques and methods for dealing with employment and training problems.

Example

In 1979 the Papago Indian Nation and the University of Arizona's Radio-Television-Film Bureau cooperated on a

training project that is preparing four members of the Nation to become managers of a Papago reservation radio station that they will create. Working with Station KUAT in Tucson, Arizona, the Papagos are undergoing a four-year communications arts program telescoped into one year, plus on-the-job training. The Labor Institute for Human Enrichment in Washington, D.C., received funding early in 1979 for a three-part program directed at the unemployment problems of performing artists. The project will work with labor and management to establish federal standards for apprenticeships in arts occupations, to develop arts jobs in the private sector, and to create union-based career counseling services for performers.

Contact for Information

Local prime sponsor (names and addresses available from one of the following offices) or state governor's manpower services office or the chief elected city or county official or Employment and Training Administration, Department of Labor regional offices (see Appendix E) or Employment and Training Administration, Department of Labor, Washington, DC 20213

144/CETA: Titles IV and VIII, Youth Programs

What/For Whom

Grants primarily to prime sponsors (see no. 141).

Description

The Comprehensive Employment and Training Act (CETA) sponsors programs designed to address the special problems of the young and unemployed under Titles IV and VIII.

Title IV, Youth Programs

Financial assistance is provided for a broad range of employment and training programs for eligible young people to improve their employment prospects and to experiment with alternative methods for so doing. Funds are allocated on a formula basis, primarily to prime sponsors, and on a discretionary basis for demonstration projects testing new approaches. Young people interested in participating in any of these programs should contact their local prime sponsor or local Job Service/Employment Service office.

Youth Incentive Entitlement Pilot Projects • This experimental program guarantees employment to participating 16- to 19-year-old economically disadvantaged youth who are in school or plan to return to school. Career counseling, academic tutoring, and other

services may be offered. Seventeen prime sponsors have been selected to administer demonstration projects.

Youth Community Conservation and Improvement Projects • Economically disadvantaged youth, ages 16 to 19, employed on community planned projects, produce tangible benefits to the community, while receiving work experience and skills training. Community-based organizations such as YMCAs or other private nonprofit agencies organize projects.

Youth Employment and Training Programs • The same activities allowed under Title II (see no. 142) are authorized to enhance the job prospects and career preparation of low-income youth, ages 14 to 21, with the severest problems entering the labor market. Employment opportunities, training, and supportive services are sponsored to attack structural unemployment. Gaining practical experience on the job is an essential part of training, and related education is provided through close liaison with local education agencies.

Job Corps • Intensive vocational training, education, work experience, counseling, health, and other services in residential and nonresidential programs are offered to the most disadvantaged youth, ages 16 to 21. Job Corps centers are operated by local, state, or federal agencies or private organizations.

Summer Youth Program • Economically disadvantaged youth, ages 14 to 21, are employed during the summer in order to provide a work experience that meets financial need and offers vocational exploration. Workers have served in community projects as clerk-typists, maintenance helpers, museum aides, and recreation leaders.

Title VIII, Young Adult Conservation Corps

Operated under a tripartite agreement among the Departments of Labor, Agriculture, and Interior, the Young Adult Conservation Corps engages out-of-school, unemployed persons of any racial or economic background, ages 16 to 23, for a year of service. The young people perform useful conservation work, including development, rehabilitation, and maintenance of recreation facilities; clerical tasks; and other support services. Funds are also allocated to states by the Departments of Agriculture and Labor for local and state conservation projects on nonfederal public lands. Grants to conduct these projects may be made to units of local government or any public or private nonprofit organization.

Example

The Arkansas Arts Center in Little Rock received funds to sponsor a musical production to tour Arkansas state parks during the summer of 1979. Auditions were held throughout the state, to select about 20 performers, all economically disadvantaged young people, ages 14 to 21. The Arts Expansion Program in Baltimore, Md., a joint project of the Mayor's Advisory Committee on Art and Culture and the Office of Manpower Resources, provides

training in the arts to about 320 young people during the summer and 135 people year-round. By subcontracting with local colleges and art institutions, the program can provide enrollees with intensive learning experiences in a variety of arts including mural painting, dance, music, musical theater, drama, Native American arts and crafts, and creative writing. Emphasis is placed on professional and college-level training in studio situations.

The Cleveland Area Arts Council's "CETA and the Arts" project creates summer educational and employment opportunities in the arts for young people using CETA Title II and Title IV funding. Activities are held at neighborhood facilities in creative writing, dance, ethnic arts, music, public design, theater, and the visual arts. Students work in small groups with professional artists, preparing exhibits and performances. Each summer since 1975 a group of young people in Lane County, Ore., has written and produced a book on some aspect of county life. In 1978, after receiving training in oral history techniques, students interviewed older residents about local folklore and traditions, transcribed these materials, organized them, and wrote a text. They also planned the layout, took and developed photographs, and assisted in the production of the book, which was published in the fall. The restoration project at Grey Towers, a national historic landmark in Pennsylvania operated by the Forest Service, has made extensive use of Young Adult Conservation Corps programs. In addition to landscaping and building rehabilitation, enrollees have been trained to participate in the site's interpretive program.

Contact for Information

Local prime sponsor (names and addresses available from one of the following offices) or state governor's manpower services office or the chief elected city or county official or Employment and Training Administration, Department of Labor regional offices (see Appendix E) or Employment and Training Administration, Department of Labor, Washington, DC 20213

145/CETA: Title VI, Countercyclical Public Service Employment Programs

What/For Whom

Grants to prime sponsors (see no. 141).

Description

Under Title VI, during periods when the national rate of unemployment exceeds 4 percent, funds are allocated to prime sponsors for temporary public service employment.

Local prime sponsors determine participant eligibility based on federal regulations. Public service fields include beautification, conservation, education, recreation, rural development, human betterment, and community improvement. Cultural groups have provided transitional employment to artists, educators, librarians, researchers, support staff, writers, and others under this Title.

Example

The State Historical Commission in Montgomery, Ala., continued excavations at Fort Toulouse, a fort dating from 1751, with archeological assistants salaried under CETA Title VI during 1979. The Indiana Creative Resource Corporation in Bloomington began two new efforts to create models for crafts marketing and production early in 1979. The feasibility of establishing a local crafts marketing cooperative will be studied, using printed, leather, and sewn fabrics produced in-house. Along with the local Community Action program (see no. 9) the Corporation will experiment with the introduction of a cottage crafts industry. The Community Action program will locate people who will work at home reproducing an artist's designs for such items as leather wallets for payment on a piecework basis.

The Cumberland County CETA office in Portland, Me., has funded a great variety of cultural projects. For example, it sponsored the Portland Children's Museum exhibit entitled "Cultures of Maine," which illustrates more than 200 years of state history. The Governor Baxter School for the Deaf has a clown-mime in residence who teaches mime to the students. The Ram Island Dance Company began a performance center to teach young people in the local community. The Cambridge Arts Council in Massachusetts sponsored the "Call to Arts" annual competition, an invitation for proposals from artists which resulted in about 35 commissions in 1978 for a variety of works, including musical performances, murals, and community workshops. The Arts Council also hired an oral historian to interview older residents of Cambridge about their recollections of the community, to be published in book form. In addition, the Cambridge Artist Facilitator program employs four artists to work full time with the community on local projects on a year-round basis. The Merrimack Valley Textile Museum in North Andover, Mass., hired an assistant to the director of educational services to conduct classroom demonstrations, tours, and coordination of efforts to make the economic and social history of textiles part of local school curriculum.

The Lane Regional Arts Council in Eugene, Ore., received new Title VI funds early in 1979 for a proposal that would create short-term employment opportunities for artists. Three persons will research the economic impact of the arts in the county. A coordinator for a summer parks project that will employ non-CETA artists was hired. Six artists will work in the community, in the schools, and on a children's art festival. The Virginia Foundation for the Humanities and Public Policy in Charlottesville, a state committee of the National Endowment for the Humanities

(see no. 221), received one-year funding to conduct a thorough evaluation of its programs since 1974. The study will produce an evaluation guide for individual project directors and begin preliminary work on a resource center to house the printed and media materials produced by funded projects.

Contact for information

Local prime sponsor (names and addresses available from one of the following offices) or state governor's manpower services office or the chief elected city or county official or Employment and Training Administration, Department of Labor regional offices (see Appendix E) or Employment and Training Administration, Department of Labor, Washington, DC 20213

146/CETA: Title VII, Private Sector Opportunities

What/For Whom

Grants to prime sponsors (see no. 141).

Description

Under Title VII, a new program allocates grants by formula to prime sponsors for demonstration projects that test different approaches to increasing both the involvement of the business community with CETA employment and training activities and the opportunities for private sector employment of economically disadvantaged persons who are unemployed or underemployed. Prime sponsors must create private industry councils, consisting of local business, labor leaders, and community-based organizations, which cooperate with the prime sponsor in planning programs under this Title.

As of early 1979, Congress had not appropriated any funds for this new Title; however, programs designed to expand employment in the private sector in arts and humanities occupations are a possibility. For example, an artist could be placed with a graphic design firm, an actor in a commercial theater, and a writer, director, or technician with a commercial radio station.

Contact for information

Local prime sponsor (names and addresses available from one of the following offices) or state governor's manpower services office or the chief elected city or county official or Employment and Training Administration, Department of Labor regional offices (see Appendix E) or Employment and Training Administration, Department of Labor, Washington, DC 20213

147/Occupational Safety and Health Administration

What/For Whom

Information and technical assistance for artists, craftspersons, small businesses, and the general public.

Description

The Occupational Safety and Health Administration (OSHA) offers assistance to any member of the public with questions concerning the health hazards of a particular occupation. Commercial artists, craftspersons, and performing artists unsure of the safety of their work sites or the hazards of materials with which they work may ask OSHA to answer general questions about working conditions. Requests for detailed research and technical data should be directed to the National Institute for Occupational Safety and Health (see no. 61). OSHA also issues the *OSHA Handbook for Small Businesses*, which describes available services.

In addition, a consultation service on occupational safety and health is provided to employers in all states through agreements with OSHA state offices and cooperating private consultants. Owners of businesses and crafts workshops may request a free assessment of the work site's safety and advice on hazard removal. Requests from small businesses, or those with a specific problem, receive first consideration. Self-employed individuals are not eligible for this service. The consultant will not issue citations, propose penalties, or ordinarily provide information about the work place to OSHA's federal inspection staff. OSHA area and regional offices refer requests for consultation service to the appropriate source in each state.

Contact for information

OSHA, Department of Labor regional offices (see Appendix E) or Director, Office of Consultation Programs, OSHA, Department of Labor, NDOL Building, 200 Constitution Avenue, NW, Washington, DC 20210

148/Senior Community Service Employment Program

What/For Whom

Subsidized workers performing community services for local public and private nonprofit organizations; grants covering up to 90 percent of project costs for state agencies and private nonprofit organizations. In some cases, state and national nonprofit organization grantees redistribute program funds to local sponsors, usually public or private nonprofit agencies or organizations.

Description

Under Title V of the Older Americans Act, the Senior Community Service Employment Program subsidizes part-time community service employment for low-income persons 55 years or older. "Community service" includes social, health, welfare, educational, library, recreational, and similar services; conservation and restoration; economic development; and other services that contribute to the general welfare of the community. The Program is intended to benefit participating communities by providing a subsidized work force to help upgrade existing services or establish new services that local resources cannot support. Low-income older persons receive wages, counseling, medical examinations, limited job training, and sometimes placement in the regular labor market.

Sponsoring organizations at the local level decide how the subsidized workers will be used. The Department of Labor has selected eight national grantees to administer the program: Asociacion Nacional Pro Personas Mayores, Green Thumb, Inc., National Center on Black Aged, National Council of Senior Citizens, National Council on the Aging, National Retired Teachers Association/American Association of Retired Persons (NRTA/AARP), National Urban League, and the Department of Agriculture/Forest Service. Most state and territorial governments also operate programs. In some cases, state and national grantees distribute program funds to local sponsors, usually public or private nonprofit agencies or organizations. Local sponsors either provide jobs themselves or place employees in selected public or private nonprofit organizations, such as museums and libraries. Addresses and telephone numbers of national grantees and state offices are available from the Washington, D.C., contact listed below.

Example

The Program's appropriation in 1978 was \$200.9 million. Projects operated by the sponsoring organizations vary in

purpose and structure and many include cultural institutions and activities. The Agrirama historical area in Tifton, Ga., is a restored rural farming community of the 1800s where older residents of the area serve as interpretive guides and demonstrate the crafts of quilting, basket weaving, and blacksmithing. The National Center on Black Aged develops job assignments that foster indigenous culture and skills in rural communities. For example, the North Delta Museum in Friar's Point, Miss., houses donations from area residents of Native American artifacts and relics of the Civil War and both World Wars. An older woman familiar with the area's history was appointed as a curator to begin classifying the collections to make them available to visitors. In Greenwood, Miss., the field staff of the Center is helping a group of local craftswomen organize and market their crafts—quilts, wood sculpture, and sewn and knitted garments. The NRTA/AARP works through local nonprofit sponsors at more than 100 sites; for example, the Oklahoma Theatre Center trains older workers while employing them in the costumes and reservations departments.

Comment

The Senior Community Service Employment Program was reauthorized by the Older Americans Act Amendments of 1978. At the time the *Cultural Directory* went to press, final regulations for the Program had not been published.

Contact for Information

Local or national sponsoring organization or Senior Community Service Employment Program, Office of National Programs, Employment and Training Administration, Department of Labor, Washington, DC 20213

Department of State

borrowed from museums, galleries, private and corporation collections, and artists for a minimum of two years. All costs for insurance and transportation during the loan period are paid by the Department of State. There are no commissions or purchases. Artworks must be original and of recognized quality.

149/Art in Embassies Program

What/For Whom

Exhibitions of original artworks in embassies for artists of recognized talent.

Description

The Art in Embassies Program provides artworks by American artists for exhibit in U.S. ambassadors' official residences. Artworks, including paintings in all media, drawings, graphics, sculpture, and hangings, are

Example

Organizations and individuals who have recently participated in the Program include The Cleveland Museum, The Houston Museum, IBM Collection, The Metropolitan Museum, The Museum of Fine Arts of Boston, and the National Gallery of Art, and artists Anni Albers, Richard Anuszkiewicz, John Chumley, Louise Fishman, Adolph Gottlieb, Betty Parsons, Peter Plagens, Saul Steinberg, and Carlos Villa.

Contact for Information

Art in Embassies Program (A/ART), Room B-258,
Department of State, Washington, DC 20520

Department of Transportation

150/Design, Art, and Architecture in Transportation Program

What/For Whom

Commissions for and contracts with architects, artists, designers, and planners occasionally made by local and state public agencies operating under Department of Transportation grants and loans.

Description

The Design, Art, and Architecture in Transportation Program serves as a central point of contact for designers, artists, and cultural groups concerned with integrating esthetic quality into transportation systems. The effort to bring about improved design, art, and architecture consists of initiatives planned throughout the Department of Transportation (DOT) to implement the Secretary's policy statement of September 1977: "to encourage good design, art, and architecture in transportation facilities and services. Funding for appropriate works of art in public spaces shall be provided for Departmental facilities and encouraged in transportation systems receiving grants under our programs."

It is essential that artists, designers, and cultural groups work closely with local and state public agencies administering DOT grants and loans to ensure that design and artworks of high quality are incorporated into final project plans. DOT is composed of "operating administrations," each responsible for a specific mode of transportation: aviation, highways, railroads, urban mass transit, and shipping on rivers and coastal waterways. Each administration is implementing the Department's design quality initiative by issuing guidelines appropriate to projects operating under its grants, loans, or permits.

A few general statements can be made. Throughout the Department, design and esthetic quality are encouraged as fundamental components of project development and will often be fully eligible project expenses. Costs of original works of art are eligible under some DOT programs. Environmental impact statements for projects must now consider design, art, and architectural elements where deemed relevant. Drafts of environmental impact statements must be circulated early in the planning process to arts councils and other members of the design and art communities. Lastly, some recipients of DOT financial assistance will be required to conform to

architect/engineer selection procedures that consider design qualifications.

Federal Aviation Administration (FAA)

Grants are made to public agencies to plan, construct, and repair airports, including landscaping and terminal facilities. Sponsors are encouraged to integrate design, art, and architecture in the early stages of planning. Individuals interested in a particular project should contact the regional FAA office or local airport authority. Example: FAA grant funds were committed to the acquisition of artworks for the Hartsfield-Atlanta International Airport Terminal in 1978.

Federal Highway Administration (FHWA)

Grants are awarded to state highway agencies for planning and construction of highways, including landscaping and safety rest areas. Esthetics are considered an integral aspect of highway design and landscaping. Original works of art may be displayed in highway rights of way and rest areas, but only installation, not purchase, can be paid for with federal funds. Example: Sculptures donated by civic and arts organizations have been installed at rest areas along highway I-80 in Nebraska and at 17 sites in Vermont.

Federal Railroad Administration (FRA)

The Federal Railroad Administration is funding substantial track and station improvements through the Northeast Corridor Improvement project. Three-fourths of one percent of station renovation costs in 15 cities has been allocated for the Station Arts program to secure original artworks, such as murals, bas-reliefs, free-standing sculpture, fountains, and paintings. Local station arts committees were established in each city to identify suitable categories of art and artists able to execute the proposed works. The selection of artists for commissions is scheduled for completion by fall 1979. There are no plans to expand the program to other locations. Under the Intermodal Rail Passenger Terminal Program, \$3.6 million was appropriated for planning, preservation, and demonstration grants to renovate and re-use historically and architecturally significant railroad stations that provide intercity rail service. Civic, cultural, and commercial activities could be part of the re-use plan. Of the \$3.6 million appropriated, \$2 million has been committed to projects around the country; the distribution of the remainder will not be determined until Congress decides on revisions to the Amtrak route structure. Example: Plans are moving forward to incorporate works of art in the station restoration programs for Wilmington Station in Delaware and Pennsylvania Station in Baltimore.

Urban Mass Transportation Administration (UMTA)

Grants and loans are made to local and state public transportation agencies to assist in financing the acquisition, construction, reconstruction, and improvement

of mass transit facilities and equipment. Grants and contracts are also awarded for research and demonstration projects. On a case by case review, special design features, artworks, and graphics may be eligible for UMTA funding as part of any overall plan for transit improvement. Although emphasis has been placed on functional art (signs, vehicle designs, and architectural designs) projects may also include fine art (sculpture, mosaics, and murals) to enhance transit areas. Bus, rapid transit, and railroad terminals of historic significance may also be eligible for funds for renovation provided the facilities will be used for mass transportation purposes. The participation of local arts councils, business firms, community groups, and individuals is considered essential to successful mass transit arts and design programs. Interested persons should contact their local mass transportation authority.

Example: In 1978, the Massachusetts Bay Transportation Authority (MBTA) was awarded a \$45,000 grant to contract with the Cambridge Arts Council to develop procedures for the incorporation of artworks in the design and construction of four new Cambridge subway stations. The project may serve as a prototype for incorporating the arts into transportation systems throughout the country. Two projects, the Downtown Providence Auto-Restricted Zone in Rhode Island and the renovation of Hartford's Union Station in Connecticut, are intended to demonstrate the role of design and art in restoring historic districts and buildings for use as contemporary transportation centers.

U.S. Coast Guard

Plans are under way to authorize a fixed percentage of project funds for design and purchase of artworks for future Coast Guard facilities. Functional design for shore facilities is emphasized in a series of design guides. Interested persons should contact their Coast Guard district office or the Design Branch, U.S. Coast Guard Headquarters, Washington, DC 20590. Example: The Coast Guard Station in Alexandria, Va., will have a small exhibit area to display artworks by Coast Guard staff.

Contact for Information

Design, Art, and Architecture in Transportation Program,
Office of Environment and Safety, Department of
Transportation, Washington, DC 20590

151/Special Review for Historic Sites

What/For Whom

Historic site review for persons and organizations interested in preserving historic properties that will be affected by federally assisted transportation projects.

Description

The Department of Transportation (DOT) Act of 1966 protects historic sites of local, state, or national significance by prohibiting DOT approval of any project that uses or endangers historic property—unless there are no feasible and prudent alternatives and all possible planning has been made to minimize harm to the area. A proposal for a project that might affect historic property must be submitted to the Secretary of Transportation with an explanation of why such lands were chosen, the effects of such a project, the alternatives considered, and the measures to be taken to minimize harm. Opportunities for public comment are provided. The special review as required by section 4(f) of the DOT Act applies to all DOT activities (highways, aviation, urban mass transit, railroads, rivers, harbors, and coastal waters)

Properties listed in the National Register of Historic Places (see no. 126) are automatically entitled to protection. Properties not listed in the National Register may also be eligible for special review if jurisdictional authorities, local or state landmarks commissions, determine that they are of significance.

Example

Highway monies made possible a large-scale industrial archeological excavation near Passaic Falls in Paterson, N.J. The remains of an early locomotive works and other artifacts of "The Society of Useful Manufactures," founded by Alexander Hamilton, were discovered while excavating for the installation of the large drainage pipe required for State Route 20. Near Richmond National Battlefield Park, Va., the highway alignment was shifted 800 feet to protect historic Meadow Farm, an eighteenth-century Virginia colonial frame house considered eligible for the National Register and subsequently listed in it.

Contact for Information

Office of Environment and Safety, Department of
Transportation, Washington, DC 20590

Department of the Treasury

152/General Revenue Sharing

What/For Whom

Direct payments to state governments and units of local government, including Indian tribes. Recipients of revenue sharing funds may in turn allocate funds to public and private organizations, such as art agencies, historical societies, libraries, and museums.

Description

Under the revenue sharing program, state and local governments receive U.S. Treasury funds. Monies are allocated according to a formula based on population, tax effort, and per capita income. One-third of the total amount earmarked for each state goes to the state government; two-thirds goes to local jurisdictions within the state. State or local governments that receive revenue sharing money may use those funds to match a federal grant.

The program was established by Title I of the State and Local Fiscal Assistance Act of 1972. Amending legislation in 1976 extended its operation through the end of fiscal year 1980 and removed certain restrictions. Governments may now allocate their funds for any purpose that is legal under state and local law. Programs sponsored by historical societies, libraries, and museums could be selected for support by a recipient government.

General revenue sharing allows citizens to work with their local or state governments in the selection of programs and activities that are to be funded. Governments are required to hold two public hearings with public notice prior to the adoption of their budgets, so that citizens can comment on the use of revenue sharing funds and their relationship to the entire budget.

Example

In 1979, nearly \$6.9 billion was allocated to state and local governments. These jurisdictions reported to the Bureau of the Census that their expenditures were primarily for such purposes as fire and police protection, education, and highways. In 1976 and 1977 a small percentage of these expenditures were for libraries, parks, and recreation, including funds for cultural institutions and projects. It is frequently difficult to distinguish revenue sharing monies from the other funds used by local and state governments to support libraries, museums, arts groups, and other cultural activities. However, the following examples illustrate possible uses of revenue sharing funds for cultural purposes.

The Stillwater Arts and Humanities Council in Oklahoma received two \$10,000 awards from the city in the mid-1970s to assist in the purchase of the Sheerar Cultural and Heritage Center, which houses a museum, auditorium, and the Council's offices. An additional \$3,500 award was made to the Council in 1978 for work on the Center. For five years beginning in 1974, the Alameda County Neighborhood Arts Program has received between \$20,000 and \$50,000 in revenue sharing funds annually from the county to pay the general operating costs of the community arts program. The North Carolina Arts Council sponsors a challenge grant program through which local governments match funds from the arts council on a one-to-one basis to provide support to local arts groups. In 1979, the following North Carolina jurisdictions used revenue sharing funds to cover all or part of the matching requirement: Ayden, Davidson, Hyde City, and Macon County.

The South Coast Repertory Theatre in Costa Mesa, Calif. received \$250,000 from the city and another \$250,000 from the county in 1976 to construct a theater complex. The county provided another \$10,000 in 1979 to support the theater's educational touring program in the local school district. The Washington State Arts Commission, in cooperation with the King County Arts Commission and Seattle Arts Commission, channels revenue sharing funds to arts organizations with regional impact. This relatively stable source of funding has engendered additional financial commitments to the arts from private sources and local tax revenue, and has enabled arts groups to draw up five-year development plans. Participants in the effort include the ACT Theatre, Pacific Northwest Ballet, Seattle Art Museum, and Seattle Symphony.

Comment

Application procedures vary from place to place. Cultural groups and institutions interested in receiving revenue sharing funds should have close working relationships with local governing bodies such as the mayor or city manager's office, or the city council.

Contact for Information

Local or state governing bodies or Director, Office of Revenue Sharing, Department of the Treasury, Washington, DC 20226

153/IRS Tax Services

What/For Whom

Information and assistance for the public.

Description

The Internal Revenue Service (IRS) is responsible for helping individual taxpayers and organizations understand

their federal tax obligations. It issues many free publications, referenced in the *Catalog and Quick Index to Taxpayer Information Publications*, that explain different tax procedures, benefits, and responsibilities. For example, the pamphlet *How to Apply for and Retain Exempt Status for Your Organization* describes exemption rules and procedures that are to be followed by organizations established and operated for charitable, religious, educational, scientific, literary, and other purposes. Other pamphlets cover the sale of musical or literary compositions, the donation of artistic works, and tax procedures for fellowship-holders in the United States or abroad. Publications are available from local IRS offices.

The Internal Revenue Service maintains toll-free telephone lines in all 50 states. Questions in writing may be addressed to the IRS District Director in each state. Although IRS staff will answer questions about tax obligations, the taxpayer alone is responsible for the accuracy of the return and tax payment.

Contact for Information

IRS toll-free telephone line or IRS District Director in appropriate state or Internal Revenue Service, Washington, DC 20221

Environmental Protection Agency

of Mississippi. The students wrote articles, conducted interviews, drew illustrations, and did library research.

Numerous awards have been made to winners of poster and journalism contests throughout the nation.

Contact for Information

PEYA, Office of Public Awareness, A-107, Environmental Protection Agency, 401 M Street, SW, Washington, DC 20460

154/President's Environmental Youth Awards

What/For Whom

Awards in the form of patches or certificates for young people up to 18 years old, for achievements in environmental protection.

Description

The Environmental Protection Agency (EPA) established the President's Environmental Youth Awards program to stimulate environmental awareness in young people by recognizing their community involvement and achievements. Projects range from clean-up campaigns to chemical analyses of water and air pollutants. In addition, many culturally related projects receive awards. These projects may include studies of the effects of conservation measures on lifestyles; identification, preservation, and adaptation of local historical properties; news releases and articles for school and local newspapers; and poems, posters, paintings, and plays depicting local or national environmental concerns. Groups as well as individual youths are eligible for awards. All projects must have an adult sponsor who organizes an "awards panel." The panel determines the basis for the award, names the recipients, and is responsible for presentation. In 1978, more than 100,000 awards in the form of patches or certificates were made. Contact the office listed below for applications.

Example

An award was presented to high school students of Fall River, Mass. With the help of the local historical society and the water department, they had made a thorough study of the history of an important local pond. On the basis of the results of historical research and extensive chemical and physical tests that the students performed themselves, a complete picture emerged of how the pond and its surroundings had changed.

A group of high school students from Biloxi, Miss., won an award for their extensive participation in the publication of the 350-page Sea Grant's *Guide to the Marine Resources*

155/Public Awareness Materials

What/For Whom

Loans of films, photographs, and fine arts works to researchers, educators, and the general public

Description

The Environmental Protection Agency (EPA) films covering a broad range of environmental subjects are available either on free loan or for a nominal fee. Films include historical surveys of the environmental effects of human lifestyles, the social and cultural impact of industrialization, and economic and political problems arising from environmental issues, as well as scientific information. For a list of available films, contact the office below for "Films from EPA."

Between 1971 and 1972, EPA commissioned more than 40 artworks on environmental subjects. These works may be lent to museums and other responsible parties or they may be photographed for reproduction for educational uses, research, or display. Participating artists included Lamar Dodd, Peter Hurd, Billy Marrow Jackson, Mitchell Jamieson, and Lowell Nesbitt.

EPA maintains an automated and computerized color photo file called the DOCUMERICA Image System, which contains 16,000 photos. Images are released for informational and educational uses. Original transparencies are not released. Because the system can serve only one picture researcher at a time, preference is given to those working on assignments in the public interest. User time is determined by the demands on the system. Complete microfiche files of DOCUMERICA's images are maintained at regional EPA offices. Reproducibles are available from an EPA contractor: Berkey K & L Custom Services, Inc., 222 East 44th Street, New York, NY 10017.

Contact for Information

Office of Public Awareness, Environmental Protection Agency, Washington, DC 20460

156/Youth Education Seminars**What/For Whom**

Grants to universities or individuals working through universities on environmental problems.

Description

In 1978-79 the Office of Public Awareness initiated a demonstration project using university facilities for seminars aimed at educating the public, particularly students, in current local environmental problems and possible solutions. Direct grants are made to universities to conduct research and hire professional staff to manage the seminars. EPA supplies field experts and technical services. The seminars include a wide variety of activities, many of which are culturally related. Universities or individuals interested in addressing a local environmental issue in this way should contact the office listed below.

Example

In 1978, EPA awarded \$300,000 to the University of Wisconsin for research on nonpoint source pollution

(surface run-off). Part of this grant was used to set up a seminar, run by university staff and EPA field experts, to serve a cross-cultural group including teachers, librarians, writers, artists, scientists, and technicians. As a result, this group composed an *Activities Guide Book* for elementary students which is being printed and distributed to schools throughout the nation. It contains a wide variety of student activities relating to pollution, including projects in poetry, story writing, and arts and crafts, as well as scientific projects. A similar book is being produced for high school students.

In 1979, EPA awarded \$2,550 to Catholic University in Washington, D.C., to run a seminar for 30 participants in the development of comprehensive curriculum guidelines for elementary and secondary teachers of environmental studies.

Contact for Information

Youth Constituent Specialist, Office of Public Awareness, A-107, Environmental Protection Agency, 401 M Street, SW, Washington, DC 20460

General Services Administration

157/Introduction

The General Services Administration (GSA) provides for the federal government a system for the management of its property and records, including construction and operation of buildings, procurement and distribution of supplies, utilization and disposal of property (see nos. 159-161), and other responsibilities. The National Archives and Records Service is responsible for the preservation, use, and disposition of the records of the United States government (see nos. 162-168). The Public Buildings Service is responsible for the design, construction, operation, and maintenance of about 10,000 federally owned and leased buildings throughout the country (see nos. 169-171). Fundamental revisions of GSA construction and space management policies were required by the Public Buildings Cooperative Use Act of 1976, and reinforced by a Presidential Executive Order of August 1978: Historic preservation and public use of federal buildings are to be considered primary concerns in the selection, planning, and use of federal buildings.

Archives and other historical materials are available for research purposes at the National Archives Building in Washington, D.C., and at Presidential Libraries and Federal Records Centers across the country. The GSA Library in Washington, D.C., offers reference works in architecture, building materials and crafts, environmental education and engineering, historic preservation, land use, real estate, and more limited holdings in American history, the arts, careers, interior design, and landscape architecture. Research assistance is provided by the reference and legal librarians to visiting researchers; telephone and mail inquiries are also answered. Interlibrary loans are arranged with public and academic libraries.

Contact for Information

Director of Public Affairs, General Services Administration, Washington, DC 20405

158/Federal Information Centers

What/For Whom

Information about federal government programs for the general public.

Description

Operating in 38 major metropolitan areas, with 40 other cities connected by toll-free telephone lines, Federal Information Centers (FICs) act as clearinghouses for information about the federal government. Anyone with a question about the government, or about which government office to contact for information, may phone, write, or visit an FIC office. The FIC will supply the information or refer the questioner to the appropriate person or agency. Centers also have numerous government publications which are available to visitors. Many Centers have bilingual specialists to assist non-English-speaking persons. The Centers can often help answer questions about state and local governments as well. FICs are listed alphabetically under "Federal Information Centers" in the United States Government pages of telephone books.

Contact for Information

Federal Information Centers in major cities (see Appendix F) or Federal Information Center Coordinating Staff, General Services Administration, Washington, DC 20405

159/Surplus Personal Property Donations

Federal Property Resources Service

What/For Whom

Personal property donations to public agencies and Native American groups involved in such activities as conservation, economic development, education, and park and recreational programs; and to nonprofit educational or public health institutions, such as schools, colleges, universities, libraries, museums, educational radio and television stations, and child care centers. Federal agencies may also lend excess personal property to authorized project grantees for the duration of a grant period for specified purposes. For sales of personal property, see nos. 49 and 160.

Description

Personal property (machines, tools, furnishings) of federal agencies may be reported to the General Services Administration (GSA) as being in excess of the needs of the agency. In this case the property is offered to other federal agencies for their use. If there is no federal need for the property, it is declared surplus. The GSA may donate these items to public agencies and nonprofit educational and public health institutions. Hand and machine tools, office machines and supplies, furniture, hardware, motor vehicles, airplanes, and construction equipment are among the items available under this program. Within each state and territory, a surplus

property agency has been established. This agency determines eligibility; advises applicants on eligibility requirements, donation procedures, and conditions and restrictions on acquired property; and distributes surplus personal property. A free pamphlet, *Federal Surplus Personal Property Donation Programs*, describes this program.

Types and quantities of available surplus personal property vary considerably from time to time. The GSA notifies state agency representatives about available property. These representatives visit federal installations to select property. Therefore, eligible applicants should be in close contact with their state agency and visit the agency regularly to inspect and select property, or make their needs for property known.

Contact for information

State agency for surplus property or Personal Property Division, Federal Property Resources Service, GSA regional offices or Donation Division, Federal Property Resources Service, General Services Administration, Washington, DC 20406

160/Surplus Personal Property Sales

Federal Property Resources Service

What/For Whom

Personal property sold on a competitive-bid basis to the general public. State and local governments, including tax-supported agencies, may purchase property by negotiation before it is advertised for competitive-bid sale.

Description

Surplus personal property of federal agencies that has not been donated to public agencies or eligible institutions (see no. 159) is offered for sale, on a competitive-bid basis, by the General Services Administration (GSA) regional offices. (The Department of Defense handles its own sales; see no. 49.) Personal property includes hand and machine tools, office machines and supplies, furniture, hardware, motor vehicles, airplanes, and construction equipment. The condition of the property offered for sale ranges from good to poor. Sales are publicized through newspapers, magazines, radio, television, direct mail, and the *Commerce Business Daily* (see no. 25). Prospective purchasers should contact the appropriate GSA regional office, describe the types of property desired, and ask to be placed on the mailing list for that region. As property becomes available, catalogues and other announcements are distributed to prospects on the mailing list. A pamphlet entitled *Buying Government Surplus Personal Property* is available at no charge.

Contact for information

Personal Property Division, Federal Property Resources Service, GSA regional offices or Federal Property Resources Service, General Services Administration, Washington, DC 20406

161/Surplus Real Property Sales

Federal Property Resources Service

What/For Whom

Real property sold on a competitive-bid basis to the general public.

Description

Surplus real property of federal agencies that has not been transferred to public agencies or to eligible institutions (see no. 64 and no. 129) is offered for sale, on a competitive-bid basis, by General Services Administration (GSA) regional offices. Real property may consist of land or land with buildings or other improvements. Scheduled sales are publicized through advertisements in newspapers, magazines, radio, television, direct mail, and the *Commerce Business Daily* (see no. 25). Prospective purchasers should contact the appropriate GSA regional office, describe the location and type of property desired, and ask to be placed on the mailing list maintained for that region. When such property becomes available, the office notifies prospects on the mailing list. The pamphlet *Disposal of Surplus Real Property* is available at no charge.

Contact for information

Division of Real Property, GSA regional offices or Office of Real Property, Federal Property Resources Service, General Services Administration, Washington, DC 20406

162/Archival Reference Services

National Archives and Records Service

What/For Whom

Collections and research rooms in Washington, D.C., and at the regional branches open to scholars, students, and the general public. Reference services provided by research consultants. Documents available through interlibrary loan and by purchase of microfilm or other reproductions. Exhibit loans, courses, publications, and special tours available.

Description

The federal government's permanently valuable records are kept in the National Archives, Washington, D.C. Documents and related holdings that date from colonial times to the present constitute primary source materials on all aspects of U.S. history. The National Archives holds some 3 billion documents, including 5 million maps and charts, approximately 5 million still pictures, 100,000 reels of film, and 80,000 sound recordings. General inquiries are answered by research consultants in the Central Reference Division (see below). Detailed inquiries are referred to the appropriate division of the National Archives, such as the Audiovisual Archives (see no. 163) and the Center for Cartographic and Architectural Archives (see no. 164).

Central Reference Division

The National Archives Library contains 180,000 volumes, including government publications, covering American history and archival science. Holdings are organized according to agency of origin. Although there is no general card catalogue, there are inventories for each agency group. A list of record groups of the National Archives and Records Service is available from the office listed below. The Library permits onsite use of the collections. Records are available for study in research rooms, and microfilm, photographs, and other kinds of copies may be purchased.

Microfilm Research Room

Archivists prefer that researchers use the many materials and records that are on microfilm, so that further deterioration of originals may be prevented. The booklet *National Archives Microfilm Publications* assists researchers in locating materials. More than 2,100 microfilm publications, arranged by agency of origin, provide basic documentation for research in the fields of American, European, Far Eastern, African, and Latin American history as well as in local history, genealogy, economics, public administration, political science, law, and ethnology. Sample titles are *Records of the Immigration and Naturalization Service* and the *Federal Population Censuses (1790-1900)*. Catalogues of microfilm publications on subjects of special interest are in preparation. Two catalogues currently available are about holdings related to Native American and black studies. Pension, military service, and census records on microfilm contain names, dates, places, and relationships needed for genealogical research.

Office of Educational Programs

A variety of public programs is offered including publications, academic instruction, exhibits, and lectures. Publications include finding-aids for researchers; microfilms of frequently used records, such as genealogical material; and publications about the Archives' holdings, including the quarterly *Prologue: The*

Journal of the National Archives. The Associates of the National Archives (a docent and public membership program) issues a free monthly calendar, a quarterly *News Notes* for scholarly journals, and slide shows and films about the National Archives' activities and holdings.

The Office of Educational Programs has undertaken various training programs, including short-term workshops, lectures, and symposia in Washington, D.C., to train undergraduates and graduates in the use of archives. A foreign archivists training program, conferences, and symposia are also organized by the Office. More than 40 secondary school teaching units created by the Office, each containing facsimiles of original documents and accompanying teachers' guides, may be obtained from SIRS, Inc., Box 2507, Boca Raton, FL 33432. For a fee, the exhibits program, instituted in 1978, lends traveling exhibits to institutions able to meet stringent requirements. It also sells facsimile exhibits. Early in 1979, "Taking the Measure of the Land," a collection of 78 maps from 1769-1974, was on loan to the Chicago Historical Society. At the same time, the exhibit "Holocaust: The Documentary Evidence" was made available for sale.

Publications

Among numerous publications available are facsimiles of historic documents; inventories of the records of government agencies; guides to foreign records captured in war; and handbooks in archival science, information retrieval, and records management. *National Archives Microfilm Publications* and the *Select List of Publications of the National Archives and Records Service* may be obtained, free of charge, by writing the Publications Sales Branch at the address listed below. Among references in the *Select List* are: *Genealogical Records in the National Archives*, *Nineteenth-Century Puerto Rican Immigration and Slave Data*, *Photographs of the American City*, *Preliminary Inventory of the Records of the Commission of Fine Arts*, and *Public Land Records of the Federal Government, 1800-1950*. Positive copies of microfilm may be purchased. The *Guide to the National Archives of the United States* may be purchased from the Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Contact for Information

National Archives of the United States, Washington, DC 20408

163/Audiovisual Archives

National Archives and Records Service

What/For Whom

Collections open to scholars, students, and the general public, with reference services provided by research consultants.

Description

The collections, which include still pictures, motion pictures, and sound recordings documenting the activities of federal agencies, illustrate the social, economic, cultural, political, and diplomatic history of America. The materials are grouped according to agency of origin, and published guides are available for each unit. There are specialized indexes for categories such as black history or Native Americans. Research rooms are available for study purposes. Although materials cannot be rented or lent, researchers may make their own reproductions or may purchase copies subject to copyright restrictions. Generally, the resources of the National Archives are in the public domain and may be incorporated into films, books, or recordings.

Motion Picture Branch

Collections of 100,000 reels of edited and unedited motion pictures dating from 1894 are maintained. Three-fourths of these films have been transferred from federal agencies; the rest have been privately donated. For example, three films made by the Smithsonian Bureau of American Ethnology in the 1930s deal with the compilation of a dictionary of the Great Plains Indians' intertribal sign language. The films depict the theory, history, and practice of the sign language. Bureau films from the same years illustrate the preparation of Smithsonian archeological exhibits and diggings in Central America and the southwestern United States. The Harmon Foundation Collection of Films focuses on minority life and culture in the United States, Africa, Asia, and other developing regions. Department of Housing and Urban Development footage includes films on urban and community planning, housing discrimination, and urban poverty. Films of the Office of Inter-American Affairs produced during World War II deal with Latin American culture and archeological artifacts. The National Archives Gift Collection, dating from 1896, encompasses newsreels, documentaries, television footage, and feature films produced by government and private sources. The films document many facets of U.S. history, sociology, ethnic cultures, education, and international relations.

Sound Recording Branch

Collections of 80,000 sound recordings from 65 federal agencies are maintained. These recordings, dating from the early 1900s, include press conferences, panel discussions, interviews, speeches, court and conference proceedings, and news broadcasts. There is an extensive collection of captured World War II speeches, ceremonies, and miscellaneous German recordings, as well as the Nuremberg International Military Tribunal war crimes proceedings. Works Progress Administration recordings include dramatic radio broadcasts from the 1930s; performances by symphony orchestras and opera companies; and traditional black folk songs, blues, and spirituals. Among Office of Education records are selected radio broadcasts produced from 1934 to 1953, including

such series as "Americans All—Immigrants All." Bureau of Ethnology holdings include 132 cylinder recordings, made by Mary C. Wheelright in 1920, of Navajo and Pueblo languages and songs.

Still Picture Branch

More than 5 million items are maintained in the collections, including artworks, posters, maps, and photographs, dating from the seventeenth century to the present. Among the specific collections are the Works Progress Administration (WPA) photographic records of the federal music, art, theater, and writers' projects of the 1930s; WPA photographs of industrial conditions in areas of unemployment; Commission of Fine Arts photographs and slides on American public buildings and the art and architecture of Europe, Egypt, Mexico, and Central America; Bureau of Indian Affairs photographs of Native American living conditions, customs, dress, dances, and industry dating from the 1860s; Women's Bureau photographs from 1892 to 1945 documenting the women's rights struggle and women workers in the professions, industry, and agriculture; World War II U.S. Occupation Headquarters photographs of war-damaged European monuments; Bureau of Ships photographs of naval events; Bureau of Agricultural Economics photographs of black farmers in the American South, 1906-1941; and photographs documenting the early American West showing wagon caravans, riverboats, blacksmithing, and gold mining operations.

Contact for Information

Audiovisual Archives, National Archives of the United States, Washington, DC 20408

164/Center for Cartographic and Architectural Archives

National Archives and Records Service

What/For Whom

Collections open to scholars, students, and the general public, with reference services provided by research consultants.

Description

The Center for Cartographic and Architectural Archives maintains collections of more than 1.6 million maps and about 2.3 million aerial photographs produced by federal agencies. The collections constitute valuable research material in such fields as geography, urban studies, and ethnic history. Selected maps and aerial photographs may be examined in the Cartographic and Architectural Archives research room, where reproductions are

furnished on a fee basis, and catalogues, lists, and other finding-aids for the collections are maintained. These are organized according to agency of origin, type of record, or by subject area, such as urban studies and Native Americans. Some finding-aids are available for purchase.

Holdings include the Central Map File of the Bureau of Indian Affairs, with materials pertaining to Indian treaties, removal policy, settlements, and land use. Surveys and settlement records compiled by the Bureau of Land Management and its predecessors concern public domain lands, private land claims, and transportation rights-of-way. Among the records of the Census Bureau and Bureau of Agricultural Economics are manuscripts on immigration and population growth, and enumeration district maps prepared since the late nineteenth century which detail population data for counties, cities, towns, unincorporated settlements and, frequently, farm dwellings. Additional records related to urban development are plans of American and foreign cities dating from the late eighteenth century to the present as well as special-purpose maps that would be helpful to those researching urban development.

Contact for Information

Center for Cartographic and Architectural Archives,
National Archives of the United States, Washington,
DC 20408

165/National Audiovisual Center

National Archives and Records Service

What/For Whom

Sales and rentals of federally produced audiovisual materials to the general public; referrals to film loan programs.

Description

The National Audiovisual Center's collection of audiovisual materials covers a wide range of topics including aging, anthropology, art education, graphic arts, marine history, music, philosophy, photography, religion, urbanization, and woodworking. Through its distribution programs, federally produced audiovisual materials are made available for public use. User guides, such as teacher manuals and student workbooks, accompany some audiovisual materials specifically designed for training or instructional purposes. The Center sells such materials as motion pictures, video formats, slide sets, audio tapes, and multimedia kits. Only 16-mm motion pictures are available for rental. Regional federal agency offices and commercial distributors frequently provide free loans of 16-mm motion pictures; the Center is aware of these federal loan programs and refers inquiries to the nearest

source. Catalogues of available materials are issued regularly, as are listings organized by subject, media format, and sponsoring federal agency.

Contact for Information

National Audiovisual Center, General Services
Administration, Reference Section, Washington,
DC 20409

**166/National Historical Publications
and Records Commission**

National Archives and Records Service

What/For Whom

Project grants to educational and other nonprofit institutions, such as universities, colleges, libraries, historical societies, museums, university presses, archives, and state and local government agencies. The Commission encourages matching-grant proposals, which would generate new monies from nonfederal sources, such as foundations, businesses, or state or local appropriations, to match a Commission grant. The Commission also awards fellowships to scholars.

Description

The National Historical Publications and Records Commission supports projects to collect, preserve, and describe documents and records of American history, and to make them more accessible to the public. Applicants should also investigate the possibility of a grant from the Division of Research Programs, National Endowment for the Humanities (see no. 219). A statement is available from either agency explaining the ways in which their programs complement each other. At least half the costs of projects sponsored by the Commission usually are contributed by the grantee institution through payment of direct or indirect costs.

Fellowships in Historical Editing

A limited number of fellowships, four or five annually, are awarded by the Commission, with funds granted by private foundations. Fellowship applicants should hold a doctoral degree in American history or civilization, or demonstrate equivalent qualifications through writings. Fellows receive a year of training in advanced editing of documentary sources through work on a Commission-approved editing project in American history.

Publications Program

Grants support efforts to make important documentary source materials in United States history more widely available through compilation, editing, and publication

(letterpress or microfilm) in comprehensive or selective editions. Documents should have historical value and national significance beyond local and state interests. Assistance is usually given for efforts extending beyond one year. Applications should be made only after extensive consultation with Commission staff. From gift funds, special small grants occasionally are awarded to institutions whose graduate or undergraduate history departments are unable to meet the expense of photocopying documents for students in editing or methodology courses.

Example: Publication projects were allocated \$2.2 million in 1978. In 1978, the Commission made a new grant of \$19,900 to Suffolk Community College in Garden City, New York, for a microform edition of the papers of nineteenth-century Cabinet officer and diplomat Richard Rush. The Commission also awarded \$43,700 to the University of California at Los Angeles to continue work on a book edition of the papers of Marcus Garvey. From gift funds a \$297 grant was made to the University of Southern Mississippi in 1977 for the collection of source materials for undergraduate student historical editing projects.

Records Program

Grants are awarded for projects dealing with records generated in every facet of American life. Materials of concern in the public sector have included historical records of state, county, municipal, and other governmental units. In the private sector, projects have dealt with manuscripts, personal papers, and family or corporate archives, as well as special collections related to particular fields of study, including the arts, business, education, ethnic and minority groups, immigration, labor, politics, the professions, religion, science, urban affairs, and women. Projects not related directly to a body of records, but intended to promote cooperative efforts among organizations or to advance professional skills of practitioners, have also been supported.

Example: The Records Program was allocated \$1.3 million in 1978. Of approximately 250 applications considered, 83 were funded; the average award was \$23,000. In 1978, the Immigrant City Archives in Lawrence, Mass., received a \$6,000 matching grant for a survey and processing of records of local ethnic communities. The New York Public Library's Performing Arts Center was awarded \$18,000 for the arrangement and description of six manuscript collections in the field of American dance. A \$56,300 grant went to the City of Portland, Ore., for the preservation and processing of city archival records and for the establishment of an automated archival information retrieval system. The San Francisco Maritime Museum in California was awarded \$19,500 for selective preparation of safety film negatives from nitrate-based negatives in the museum's major collection documenting West Coast maritime history. Western Carolina University's Mountain Heritage Center in

Culowhee, N.C., was granted \$25,500 for the survey and processing of collections relating to southwestern North Carolina.

Contact for Information

National Historical Publications and Records Commission,
National Archives Building, Washington, DC 20408

167/Office of the Federal Register

National Archives and Records Service

What/For Whom

Publications for sale to the general public.

Description

The Office of the Federal Register issues publications to help the general public find out about the programs of federal agencies. Especially helpful publications include the *Federal Register* (available on a subscription basis), published five days a week, which contains federal regulations as well as Presidential Proclamations and Executive Orders; and the *United States Government Organization Manual*, the official handbook of the federal government which describes the purposes and programs of most government agencies and lists their administrators, as well as selected boards, commissions, committees, quasi-official agencies, and certain international organizations. Many government publications, including the *Federal Register*, are available to the public in Federal Depository Libraries (see no. 172), and can be ordered by subscription from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Contact for Information

Office of the Federal Register, National Archives of the
United States, Washington, DC 20408

168/Regional Facilities

National Archives and Records Service

What/For Whom

Collections open to scholars, students, and the general public at regional facilities around the country, with reference services provided by research consultants.

Description

Federal Records Centers

Fifteen regional centers store U.S. government records that are primarily of local or regional interest. Eleven of the records centers are designated regional branches of the National Archives and are open to scholars, students, and the general public. Research rooms, a basic reference library, microfilm reading equipment, and document reproduction facilities are available at the archives branches. Copies of microfilm publications are deposited in the regional branches where they are available for study in the research rooms or may be borrowed on interinstitutional loan. A listing of the regional branches is available from the office listed below.

Presidential Libraries

Six libraries preserve the papers and related historical materials of former Presidents Hoover, Franklin D. Roosevelt, Truman, Eisenhower, Kennedy, and Johnson. A seventh library is under construction in Ann Arbor, Mich., to house the presidential papers of Gerald R. Ford. The libraries are open to qualified researchers; exhibit areas are open to the public. Brochures on the libraries are available.

Contact for Information

National Archives of the United States, Washington, DC 20408

169/Art-In-Architecture Program

Public Buildings Service

What/For Whom

Commissions, ranging from \$200 to \$250,000, to American artists and craftspersons.

Description

The Art-in-Architecture Program commissions artists to produce works of art to be incorporated into the architectural design of new federal buildings. Artworks include, but are not limited to, sculpture, tapestries, earthworks, architecturally scaled crafts, photographs, and murals in a variety of media. One-half of 1 percent of a building's estimated construction cost is reserved for the design, fabrication, and installation of the artwork as proposed by the project architect. Artworks are also commissioned for buildings undergoing repair and architectural alterations as well as for federal buildings for which artworks were originally planned but never acquired.

Artists are nominated through a cooperative procedure between the General Services Administration (GSA), National Endowment for the Arts (NEA), and the project architect. The architect is encouraged to submit an art-in-architecture proposal specifying the nature and location of the artwork in view of the overall design concept. Once the construction contract is awarded, NEA, upon GSA's request, appoints a panel of art professionals who meet at the project site with the architect and representatives of GSA and NEA (see no. 212). Together they review visual materials submitted and nominate three to five artists for each proposed artwork. NEA forwards the nominations to the Administrator of GSA, who makes the final selection. A fixed-price contract is then negotiated between GSA and the artist.

Interested artists should send resumes and 35-mm slides of their work to the contact given below.

Example

Recently supported projects have included a 68-foot-long exterior neon wall work by Stephen Antonakos in Dayton, Ohio; four 12-foot-square figurative murals by Jack Beal in Washington, D.C.; a 90-foot-long interior sculpture in wood by Louise Nevelson in Philadelphia, Pa.; a 16-foot-long exterior tableau in bronze by George Segal in Buffalo, N.Y.; a water sculpture in mosaic by Ned Smyth in the U.S. Virgin Islands; and a 30-foot-long fiber sculpture by Lenore Tawney in Santa Rosa, Calif.

Comment

The Art-in-Architecture Program was created in the 1960s to carry out a new policy of reserving a small percentage of the construction cost of each new federal building for artworks. Because the program has never had legislative authorization, its policies, funding level, and very existence have depended upon the interest of the incumbent President and GSA Administrator. Legislation was introduced into the 96th Congress to authorize the Program and establish basic procedures for its operation.

Contact for Information

Director, Art-in-Architecture Program, Public Buildings Service, General Services Administration, Washington, DC 20405

170/Living Buildings Program

Public Buildings Service

What/For Whom

Federal government buildings and grounds available outside normal working hours for cultural, educational, or recreational uses by any individual or organization.

Sponsor is charged only for costs beyond regular maintenance and services. Events must be nonpartisan and nonsectarian.

Description

The Living Buildings Program provides space to the public in federal government buildings located throughout the United States for a wide range of cultural, educational, and recreational activities. Auditoriums, lobbies, cafeterias, courtyards, and plazas are made available at no charge for lunchtime or afterhours use. If additional heat, air conditioning, maintenance, or guard service is needed, a fee to cover these costs is charged to the sponsoring group. Activities could include dance, musical, and theatrical performances; community meetings and forums; art, photography, and folklore exhibits; crafts demonstrations; films; ethnic festivals; and classes.

Example

The following programs were held during 1978: arts and crafts exhibits and demonstrations in the Mobile, Ala., Federal Building; Hawaii Arts Council exhibits and senior citizens meetings in the Honolulu Federal Building-Courthouse; "Festival '78," a five-day visual and performing arts festival in the Gerald R. Ford Building in Grand Rapids, Mich.; the Kansas City Ballet Company's performances on the stage of the Kansas City, Missouri, Federal Building; community activities and frequent tours to see the 32 small art objects commissioned by the Art-in-Architecture Program (see no. 169) in the Alfred P. Murrah Federal Building in Oklahoma City, Okla.

Contact for Information

Local federal buildings manager or Building Management, GSA regional offices (see Appendix F) or Living Buildings Program, Public Buildings Service, General Services Administration, Washington, DC 20405

171/Professional Services

Public Buildings Service

What/For Whom

Contracts awarded to qualified design professionals, including architects, engineers, landscape architects, interior planning and design consultants, and conservators. Usually an architectural or engineering firm, not the individual professional, is the prime contractor.

Description

The Public Buildings Service of the General Services Administration (GSA) is responsible for supervising the design, restoration, and construction of federally owned and leased buildings throughout the country. New building projects valued at \$1 billion and renovations of \$80 million were under construction in 1978. Design professionals interested in GSA contracting should file a Standard Form 254, "Architect-Engineer and Related Services Questionnaire," with the GSA regional office and update it every year. The usual procedure is for the professional to associate with the architectural or engineering firm that is negotiating for employment as the prime contractor. (Only a few projects would be of such a specialized nature as not to require an architect-engineer.) For work providing professional fees in excess of \$10,000, projects are announced in the *Commerce Business Daily* (see no. 25). Smaller projects are announced through local newspapers, notices are sent to local professional societies, and announcements are posted at the appropriate GSA regional office. To respond to a particular project announcement, submission of a "Standard Form 255" to the regional office usually is required. This form supplements Form 254 by detailing the qualifications of the prime contractor and subcontractors to perform the specific project. (Artists and craftspersons should refer to the Art-in-Architecture program, no. 169.)

Contact for Information

Director, Construction Management Division, GSA regional offices (see Appendix F) or Assistant Commissioner for Construction Management, Public Buildings Service, General Services Administration, Washington, DC 20405.

Government Printing Office

172/Government Publications

What/For Whom

Government publications for reference use in depository libraries or for purchase by the general public.

Description

Thousands of government publications on many topics are prepared and released annually. To make these materials widely accessible within the United States and abroad, the government distributes publications through a system of about 1,300 depository libraries which are open to the public. Publications are also sold through the Government Printing Office (GPO) Sales Program.

Depository Libraries

Selected government publications, including many that are out of print, are provided without charge to eligible depository libraries. These libraries may choose to receive all available publications or may designate particular areas of interest. Many state, college, university, law school, and large city libraries are part of the Federal Depository Library System. *Government Depository Libraries*, a descriptive pamphlet that lists currently designated libraries, is available without charge. Information can be obtained from the nearest depository library, or by contacting the Chief, Library Division, Library and Statutory Distribution Service, Stop SLL, at the address given below.

Sales Program

Publications issued by federal departments and agencies are distributed either free of charge by the issuing agency

or for purchase through the Sales Program of the Government Printing Office. Any of the GPO's nearly 25,000 titles may be purchased at nominal cost at 26 GPO bookstores located in major cities; mail orders through the Washington office require several weeks to process. Besides individual titles, more than 400 periodicals and basic manuals with regular supplements are for sale on a subscription basis. Among these subscription items are *Commerce Business Daily*, a daily synopsis of proposed federal contract awards, procurements, and surplus property for sale; and the *Federal Register*, also issued daily, which announces Executive Orders and important federal rules and regulations affecting, among other things, grant eligibility and other aspects of federal assistance programs.

Information about government publications and subscriptions is offered in a free brochure, *Consumers Guide to Federal Publications*. The *Monthly Catalog of U.S. Government Publications* lists all publications printed in a given month and is available by subscription. All of the following items are free: "Subject Bibliographies," which index each publication under appropriate subject headings such as anthropology, archeology, literature, music, and poetry; *Selected U.S. Government Publications*, issued 11 times per year, which describes titles of popular interest; and *Government Periodicals and Subscription Services*, which is revised quarterly. A microform catalogue of all titles for sale may be purchased from the Superintendent of Documents at the address given below.

Government publications are in the public domain and may usually be reprinted or quoted without restriction. Authorized consent must be obtained for the use of copyrighted material, however. Any questions regarding reproduction in whole or in part should be directed to the originating federal department or agency. Publications information should be obtained from the Superintendent of Documents at the address below.

Contact for Information

Government Printing Office regional bookstores (see Appendix G) or (Appropriate Office), Government Printing Office, Washington, DC 20402

International Communication Agency

173/Advisor on the Arts

What/For Whom

Advice and assistance on international arts affairs and art exchanges primarily for federal agencies and international institutions.

Description

The Advisor on the Arts is the principal liaison between the International Communication Agency (ICA) and other governmental and private organizations interested in international arts affairs and exchanges. The Advisor's office functions as a resource center and clearinghouse for information on international arts questions; assists American institutions conducting international arts projects; and advises the ICA on such international exchange programs as international arts festivals and exhibitions. The office administers no funded programs.

Contact for information

Advisor on the Arts, International Communication Agency, ECA, 1717 H Street, NW, Washington, DC 20547

174/Cultural Presentations Program

What/For Whom

Funds for American performing artists to tour the Soviet Union or to extend privately financed tours to other areas rarely visited by American artists.

Description

The Cultural Presentations Program, formerly part of the Department of State's Bureau of Educational and Cultural Affairs, assists qualified American performing arts groups and individuals on tour abroad. At least three tours of major American performing arts groups to the Soviet Union are fully funded annually under the U.S.-U.S.S.R.

Exchange Agreement. Partial funding is available for extending private tours to other areas rarely visited by American performers. At least one such extension will be funded annually to each of these areas: East Asia, Near East, Eastern Europe, South America, and Africa. Technical assistance from U.S. embassies in obtaining bookings is available to other groups not funded by this program.

Performers interested in extending planned tours should send tentative itineraries, indicating open dates, to the office listed below. They will be sent a fact sheet to be completed and returned along with a tape or record (if a music group) or a schedule of public performances in the United States (if a dance or drama company). Performances are evaluated by artistic panels from the National Endowment for the Arts.

Example

The 1978 appropriation was \$1,099,655. Approximately 30 groups or individuals (about 10 percent of those who applied) received funds for extended tours. Groups funded to tour the Soviet Union included the New England Conservatory Ragtime Jazz Ensemble, the New York Pro Arte Chamber Orchestra, and the Paul Taylor Dance Company. In other areas of the world, assistance included an extension of an Eastman Wind Ensemble private tour of Japan to Hong Kong, Indonesia, the Philippines, Singapore, Malaysia, and Korea; an extended European tour of the Pilobolus Dance Theatre to Turkey, Afghanistan, Bangladesh, India, and Sri Lanka; and an extended European tour of Clark Terry and the Jolly Giants to Egypt, Turkey, Afghanistan, Pakistan, and India.

Contact for information

Cultural Presentations Division, International Communication Agency, 1776 Pennsylvania Avenue, Washington, DC 20547

175/East-West Center

What/For Whom

Scholarships, fellowships, doctoral internships, and other awards to scholars, professionals, and graduate students from a variety of disciplines, including anthropology, economics, history, philosophy, and literature.

Description

The East-West Center, officially known as the Center for Cultural and Technical Interchange between East and West, is a national educational institution established in Hawaii by the U.S. Congress in 1960. Its purpose is to

promote better relations and understanding between the United States and the nations of Asia and the Pacific through cooperative study, training, and research. The Center is administered by a public, nonprofit corporation with an international board of governors consisting of distinguished scholars, business leaders, and public officials. The Center's staff is multidisciplinary and multinational.

Each year more than 1,500 persons from many nations and cultures participate in Center programs. Participants include visiting scholars and researchers; leaders and professionals from the academic, governmental, and business communities; and graduate degree students, most of whom are enrolled at the University of Hawaii. For each participant from the United States, two participants are sought from Asian and Pacific areas.

Center programs are conducted through five institutes. The programs deal with problems of communication, culture and learning, environment and policy, population, and resource systems. A limited number of "open" grants are available to degree scholars and research fellows whose academic interests are not encompassed by programs at the institutes. The U.S. Congress provides basic funding for Center programs. Because of the cooperative nature of Center programs, Asian and Pacific governments, regional agencies, private enterprises, and foundations also provide financial support and cost-sharing grants.

Example

In 1979 the appropriation to the Center was \$13.5 million. The Center's East-West Culture Learning Institute began a five-year study of "methods for analyzing cultural misunderstanding," which deals with problems in conducting cross-cultural and cross-national research and with how people can be prepared for cross-cultural experiences.

Contact for Information

East-West Center, 1777 East-West Road, Honolulu, HI 96848

176/Fulbright-Hays Exchanges

What/For Whom

Full grants or travel grants for students, faculty, and research scholars.

Description

The Fulbright-Hays Program, formerly administered by the Department of State, is intended "to increase mutual understanding between the people of the United States

and the people of other countries." The International Communication Agency (ICA) administers the program with the help of binational educational commissions and foundations in participating countries, U.S. embassies and consulates in other countries, and three major cooperating agencies in the United States—the Office of Education, the Council for International Exchange of Scholars, and the Institute of International Education. Grants (popularly known as Fulbright grants) are made to U.S. citizens and foreign nationals for educational exchange activities in all academic fields, including anthropology, fine arts, studies of geographic areas, history, linguistics, philosophy, and sociology. The Agency awards Fulbright grants in three categories, outlined below. (For other categories, see no. 83 under the Office of Education.)

Graduate Study Abroad

Full grants or travel grants are awarded for one academic year to students and young professionals engaged in graduate study or predoctoral research while living in a foreign country. Applicants must be U.S. citizens in good health and must have held a bachelor's degree or its equivalent before the beginning date of the grant. A working knowledge of the language of the host country is required. Similar assistance is available for foreign nationals to study in the United States. In 1977, there were 489 Graduate Study grant awards. For further information contact: Fulbright Program Advisor on campus or Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

Teaching Abroad/Seminars for Teachers Abroad

Project grants are made to cover travel and living expenses of elementary and secondary school teachers, college instructors, and assistant professors, for teaching in foreign schools for one academic year. Similar assistance is available for foreign teachers to teach in the United States. Travel grants are also awarded to teachers to attend summer seminars abroad. An applicant must be a U.S. citizen with a bachelor's degree and two to five years of teaching experience, depending on the exchange or seminar applied for. For the U.S.-U.K. exchange program, ICA assists only with travel and housing arrangements. Teachers' salaries are continued by their schools. In 1977, there were 352 teaching exchange grant awards. For further information contact: International Studies Branch, Division of International Education, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, DC 20202.

University Lecturing/Advanced Research

Grants are awarded to university professors to serve as visiting professors or lecturers in institutions of higher education in foreign countries. Grants are also awarded to research scholars to undertake postdoctoral research at overseas universities, colleges, and certain centers and institutions. The length of the grant period varies from 2 to

12 months. Grantees must be U.S. citizens at the time of application. For lecturing positions, college or university teaching experience is required at the level for which application is made. For research grants, a doctoral degree or, in some fields, recognition of professional standing as demonstrated by faculty rank, publications, compositions, exhibition record, concerts, or other achievements is required. In 1977, there were 544 grant awards to university lecturers, and 190 to research scholars. For further information contact: Council for International Exchange of Scholars, Suite 300, 11 Dupont Circle, Washington, DC 20036.

Contact for Information

See individual entries above.

177/Publication Services

What/For Whom

Translation, copyright, and marketing assistance for American publishers.

Description

The Office of Cultural Centers and Resources, formerly part of the U.S. Information Agency, performs several book promotion services. Lists of available books in a variety of languages are circulated to appropriate libraries. Through the book donations program, American publishers donate books for distribution abroad. The Office also assists American publishers in setting up book exhibits and in distributing books, particularly in developing countries. Such exposure often results in foreign publishers purchasing publication rights to American works. The Office assists foreign publishers in developing overseas translated editions of selected American books, in establishing American publishing contacts, and in negotiating copyright clearances.

Contact for Information

Office of Cultural Centers and Resources, International Communication Agency, 1717 H Street, NW, Washington, DC 20547

178/Speaking Tours Abroad

What/For Whom

Grants to extend tours of speakers traveling abroad.

Description

The Arts and Humanities staff of the International Communication Agency awards grants to qualified speakers on private tour abroad. Preference is given to speakers touring in Africa and Latin America. The Division maintains a list of traveling speakers and their itineraries. This list is matched with annual program objectives of embassies or other local organizations. In most cases, at the request of an embassy, grants are made to speakers already on tour, to cover the cost of additional travel. Per diem costs and modest honoraria will also be provided. In rare cases, all travel costs will be covered. Speakers should send appropriate personal information, a synopsis of the talk, and an itinerary indicating open dates to the office listed below.

Example

In the first half of fiscal year 1979, more than 50 speakers received partial or full funding: a college president was fully funded to participate in educational conferences in Pretoria, South Africa, and Lusaka, Zambia; a college professor was sent to Bogota, Buenos Aires, and Santiago to lecture on contemporary American literature; a well-known novelist traveled to Japan, and another novelist went to Tel Aviv, Athens, and Belgrade, to lecture on American literature.

Contact for Information

Arts and Humanities Staff PGM/DA, International Communication Agency, 1750 Pennsylvania Avenue, Washington, DC 20547

Library of Congress

179/Introduction

The Library of Congress is the national library of the United States, serving Congress and all branches of the federal government as well as the general public. The Library's extensive collection of more than 74 million items includes books, periodicals, and pamphlets on every subject in many different languages; manuscripts; historical personal papers; rare books; prints and photographs; motion pictures and recordings; and maps. The Information Office offers information about the Library's collections, services, and history to the public. Free guided tours and a slide show presentation on "America's Library" are given hourly on weekdays. Special tours for school and other groups may be arranged by contacting the Tour Coordinator of the Information Office.

Admission to the research facilities of the Library is free. No introduction or credentials are required for persons over high school age who wish to read in the general reading rooms. Limited reference service is offered to correspondents who have exhausted local, state, and regional resources.

Publications include the *Library of Congress Publications in Print*, issued annually, the monthly *Calendar of Events*, and pamphlets describing the services and collections of the Library. These are available free of charge from the Library's Central Services Division. Literary and folksong recordings, facsimiles of items in the collections, bibliographies, and other items are for sale by the Library or the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Contact for Information

Information Office, Library of Congress, Washington, DC 20540

180/American Folklife Center

What/For Whom

Technical assistance to the public in the form of consultant, research, and reference help on specific problems and projects; loans of professional documentary equipment; field documentation of selected folk cultural traditions; production of publications; and contracts with individuals and organizations.

Description

The American Folklife Center was created by Congress in 1976 with the passage of the American Folklife Preservation Act (Public Law 94-201). Housed in the Library of Congress, the Center is directed to "preserve and present American folklife" through programs of research documentation, archival preservation, live presentations, exhibitions, publications, training, and other activities involving the many folk cultural traditions of the United States. "American folklife" is defined to mean the traditional expressive culture shared by the various familial, ethnic, occupational, religious, and regional groups in the United States. Expressive culture includes a wide range of creative and symbolic forms such as architecture, art, belief, custom, dance, drama, handicrafts, language, literature, music, pageantry, play, ritual, and technical skills. "Folk" expressions are those that are learned orally, by imitation, or in performance rather than by formal educational methods or institutional direction.

The Center's board of trustees is composed of individuals from federal agencies and the private sector who are widely recognized for their interest and involvement in American folk traditions. The Center does not have grant-making authority and therefore cannot give direct financial aid to folklife projects (see no. 199). The Center's legislative mandate falls into three broad areas: (1) leadership for the field—that is, the identification, stimulation, and coordination of folk cultural activities for the nation in general, for the federal government, and for the Library of Congress; (2) assistance to the field in the form of research and reference expertise, help in locating and presenting local folk cultural resources, and other technical assistance; and (3) model projects in the field, ranging from research and publications to live presentations and exhibits. A brochure and a quarterly newsletter, *Folklife Center News*, describes the Folklife Center's mission and current endeavors.

In 1977 the Center sponsored the research and publication of *Folklife and the Federal Government: Activities, Resources, Funds and Services*, a guide to federal sources of assistance for persons interested in folklife. Copies are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, for \$2.75.

Example

During 1978 and 1979, the Folklife Center, in cooperation with the Smithsonian Institution, conducted a study of Basque and rural ranch life in northern Nevada, as well as a survey of ethnic radio programs, the results of which are expected to be published in late 1979. A project documenting folklife along a section of the Blue Ridge

Parkway in Virginia and North Carolina was undertaken in cooperation with the National Park Service.

Contact for Information

American Folklife Center, Library of Congress,
Washington, DC 20540

181/Archive of Folk Song

What/For Whom

Reading and listening room open to researchers, students, and the general public; appointments usually necessary for listening. Staff answers requests for materials unavailable to researchers locally. Specialized bibliographies and directories, duplicate tapes of archive holdings, photocopies of manuscripts, and referrals to specialists in various fields are available.

Description

Established within the Music Division of the Library of Congress in 1928, the Archive of Folk Song has been affiliated with the American Folklife Center since 1978 (see no. 180). The Archive maintains and administers an extensive collection of folk music and lore in published and unpublished forms. It is the national repository for folk-related manuscripts, recordings, and raw materials. The archive holdings include more than 30,000 field recordings—cylinders, discs, wires, and tapes—containing more than 200,000 items of folk music, folk songs, folk tales, oral history, and other types of folklore; and over 225,000 sheets of manuscript material, including 180,000 pages amassed by the WPA Federal Writers' Project on folklore, ethnic studies, and ex-slave narratives. The collections emphasize the cultures of the United States and represent all states and regions of the country. Approximately 20 percent of the recorded collection, however, is from abroad, and an additional 20 percent from the United States is in languages other than English. The collections include recordings of the music and folklore of the early settlers and colonists, of Native American Indian tribes, of American black, Jewish, Polish, French, Mexican, and other ethnic groups. Listening rooms are open to the public but appointments are usually necessary. The reading room contains more than 3,500 books and periodicals, and a sizable collection of magazines, newsletters, unpublished theses, dissertations, and field notes.

Catalogues of major portions of the archive's holdings, both manuscripts and recordings, are available. Pamphlets distributed by the Archive include *The Archive of Folk Song in the Library of Congress; An Inventory of the Bibliographies and Other Reference Aids Prepared by the Archive of Folk Song, Library of Congress; A Guide to*

the Collections of Recorded Folk Music and Folklore in the Library of Congress; and Folk Recordings, a list of the 80 long-playing recordings of representative folk songs and tales issued by the Library. Photocopies of the out-of-print *Checklist of Recorded Songs in the English Language in the Archive of American Folk Song to July, 1940* may be purchased from the Photoduplication Service (see no. 190), and are also available in public and university libraries throughout the country. Commercial 78- and 33-rpm recordings on subjects related to folklore are available through the Library's Motion Picture, Broadcasting, and Recorded Sound Section (see no. 191).

A limited number of intern/traineeships are available which provide opportunities for students of folk culture or library science to become familiar with the collection and to develop professional archival and bibliographic skills in folklore and ethnomusicology.

Contact for Information

Archive of Folk Song, American Folklife Center, Library of Congress, Washington, DC 20540

182/Area Studies

What/For Whom

Library facilities and reading rooms for researchers of college age and above. As staff time permits, bibliographic and reference services are provided in person or by correspondence.

Description

African and Middle Eastern Division

The Division maintains and develops collections relating to 70 nations in Africa and the Middle East. It is organized into three sections, African, Hebraic, and Near East, each of which provides research assistance for specific files in its own section as well as for materials in the general collections of the Library of Congress. The African Section offers collections of pamphlets, current issues of major periodicals, and a wide range of bibliographic aids concerning sub-Saharan Africa. The Hebraic Section, with more than 115,000 volumes in Hebrew, Yiddish, and cognate languages, is a source of information on such subjects as the Bible, cultures and languages of the ancient Middle East, and of Jews and Judaism throughout the world. The Near East Section has 150,000 volumes in Arabic, Turkish, Persian, Armenian, and other languages covering, among other topics, languages and linguistics, history, and politics.

Both the Hebraic and Near East Sections maintain union catalogues; the African Section has developed a card

index to African periodical literature. Supported by grants from the National Endowment for the Humanities and the Dir'iyyah Institute, the Near East Section is developing a Near East National Union List, a computerized catalogue in the Roman alphabet locating Arabic-, Persian-, and Turkish-language monographs and serials found in American libraries.

Asian Division

The Asian Division, previously the Orientalia Division, has custody of a collection of books, periodicals, newspapers, and microforms in the languages of South, Southeast, and East Asia through three units: the Southern Asia Section, the Japanese Section, and the Chinese and Korean Section. The Asian Reading Room's staff are area specialists and reference librarians. They provide assistance in the languages, literature, and culture of the Division's holdings as well as in the Western-language literature on Asia that is housed in the general collections of the Library, and they will respond to individual queries. Published bibliographies and reports also assist readers. Recent bibliographies include *Chinese-English and English-Chinese Dictionaries in the Library of Congress*, and *Chinese Periodicals in the Library of Congress*. The Asian Division also maintains union catalogues of Chinese-, Japanese-, and Korean-language books and serials held by American libraries.

European Division

The European Division, originally established as the Slavic and Central European Division, provides reference assistance on European cultural, political, social, and economic life. The European Reading Room, staffed by reference librarians, has materials pertaining to 18 European countries and regions. The collection contains approximately 10,000 volumes, about 8,000 unbound Slavic- and Baltic-language serials, 125 newspapers, and 35,000 East European publications, dating from about 1880 to 1940, that are chiefly in Russian. These are accessible to the public in the European Reading Room. The Division's area specialists provide in-depth reference assistance, engage in bibliographic research, and maintain professional contact with the governmental and academic communities. The Division cooperates with the American Association for the Advancement of Slavic Studies in the compilation of its annual *American Bibliography of Slavic and East European Studies*.

Hispanic Division

The Hispanic Division is a center for the study of the cultures of Latin America, Portugal, Spain, and other countries, including those areas of the United States influenced by Hispanic culture. Reference assistance in the Hispanic Society Room is available to scholars, and the Division produces guides, bibliographies, and other reference materials. Annually the Division prepares an annotated bibliography of Latin American materials in the

humanities and social sciences, the *Handbook of Latin American Studies*, which includes sections on folklore, ethnohistory, music, anthropology, and sociology. It also maintains the Archives of Hispanic Literature on Tape, a collection of recordings of Hispanic poets and writers reading their own materials.

Contact for Information

(Appropriate Division), Library of Congress, Washington, DC 20540

183/The Center for the Book

What/For Whom

Cosponsorship of seminars, exhibits, research, and publications with organizations and individuals.

Description

The Center for the Book was envisioned to be a catalyst in the book world, working with other organizations to stimulate interest in books, encourage reading, explore the role of the printed word, and encourage research about books and reading. Topics of interest to the Center include the history of books and printing; the publishing, design, and production of books; the distribution, access, and use of books and printed materials; the international distribution of books; authorship and writing; reading; literacy; the educational and cultural role of the book; the role and influence of the institutions of the book world; and the future of the book, particularly as it relates to new technologies and other media. Seminars and exhibits, research, publication, and audiovisual programs are planned; proposals for such efforts are welcomed.

In 1978 the Center held a seminar on "Television, the Book, and the Classroom" (cosponsored with the Office of Education), a program on "The Book in Mexico" (cosponsored with the Library of Congress Hispanic Division), and a conference on American reading habits (cosponsored with the Book Industry Study Group, Inc.).

Contact for Information

The Center for the Book, Library of Congress, Washington, DC 20540

184/Children's Literature Center

What/For Whom

Reference services, with inquiries handled in person, by telephone, or through written correspondence, for researchers and the general public.

Description

The primary purpose of the Children's Literature Center (formerly the Children's Book Section) is to provide reference and bibliographic services to children's librarians, teachers, scholars, writers, illustrators, publishers, and others interested in children's literature. Children's literature is understood to be that published for those up to 14 years of age: picture books, fiction, nonfiction, folklore, and poetry. The Library holds 200,000 children's books in its collections (including works in more than 60 foreign languages) and 18,000 in the Rare Book and Special Collections Division.

The Center publishes bibliographies and plans symposia and lectures. An annotated list of outstanding books from the prior year for preschool to high-school-age children is issued annually. Working with The Center for the Book in the Library of Congress, the Children's Literature Center invites authors of children's books to lecture. It collaborated in the planning of a two-day symposium in 1979 on "The Audience for Children's Books: A Transatlantic Perspective," in recognition of the International Year of the Child.

Contact for Information

Children's Literature Center, Library of Congress,
Washington, DC 20540

185/Law Library

What/For Whom

Reference and research services for the United States Congress, judicial and executive branches of federal government, law libraries, legal scholars and practitioners, and the general public. As staff time permits, bibliographic and reference services are provided in person, by correspondence, and by telephone. Service to the general public is limited by the Law Library's primary responsibility to serve Congress.

Description

More than 1,600,000 volumes, including the world's largest and most comprehensive collection of comparative, foreign, and international law, are contained in the Law Library. The collections are organized jurisdictionally by country and language and cover all legal systems, both ancient and contemporary. The five divisions of the Law Library are American-British Law, European Law, Hispanic Law, Far Eastern Law, and Near Eastern and African Law. Each division is responsible for the development, maintenance, and circulation of its collection, including foreign and rare law books, as well as for reference and research services involving its use.

Many reports, translations, and bibliographies prepared by the legal specialists in response to congressional requests are of broad interest. A major research project carried out under interagency agreement between the Library of Congress and the National Institute for Occupational Safety and Health resulted in a report comparing the laws and regulations related to coal mining in 22 nations.

The Law Library maintains two major reference facilities and three foreign law/rare book reading areas for general use. Patrons of these facilities benefit from the assistance of legal specialists and support staff and have access to all materials in the law collection. The Law Library catalogue lists all legal material, whether maintained in the Law Library or in the general collections of the Library of Congress. The microtext room maintains 12,000 reels of microfilm; 210,000 microfiche; and reading, copying, and printing equipment. The Anglo-American Law Reading Room references U.S. Supreme Court and Courts of Appeal records and briefs, sets of federal and state statutory and administrative materials, court reports, digests, law reviews, treatises, and other secondary sources and finding aids.

The Law Library prepares and publishes bibliographic aids to legal research. Important among these are annotated guides to the law and legal literature of foreign countries and subject indexes to 60 of the 270 official gazettes received in the Law Library.

Limited reference and research services are available to those who are unable to come in person to the Law Library. Inquiries handled by the Law Library have concerned such varied topics as East European emigration; immigration and travel regulations; probation of a will in Jamaica; diplomatic protection of citizens residing abroad; and work permit issuance to persons with criminal records. Materials in the law collections that are not available locally or regionally may be obtained by interlibrary loan through a municipal, county, state, college, university, or bar association library. Many of the items that cannot be provided through interlibrary loan may be photocopied.

Contact for Information

Law Library, Library of Congress, Washington, DC 20540

186/ National Library Service for the Blind and Physically Handicapped

What/For Whom

Free loans of braille and recorded reading materials to visually or physically impaired residents of the United States and citizens abroad.

Description

The National Library Service for the Blind and Physically Handicapped provides a free service of braille and recorded reading materials to persons who are unable to read standard print because of visual or physical impairment. Books and magazines in braille and on recorded disc and cassette (talking books), braille music scores and instructional materials, and playback equipment and accessories are available. Direct service is provided to readers through a national network of 160 regional and subregional libraries. The National Library Service provides descriptive literature, application forms, and addresses of libraries participating in the program. Nearly 600,000 readers are currently served from a collection of more than 21,000 book titles and 30,000 music scores and texts. Approximately 1,600 new titles are produced annually for distribution through network libraries.

Contact for Information

National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20540

187/Performing Arts Library**What/For Whom**

Reference collection open to artists, scholars, and the general public.

Description

A joint project of the Library of Congress and the John F. Kennedy Center for the Performing Arts (see no. 251), the Performing Arts Library houses collections on music, theater, dance, and film. It provides research and referral services for the collections at the Center and at the Library of Congress. Included in the permanent collection are 4,000 volumes, 300 periodical titles, and more than 2,000 recordings of music, drama, prose, and poetry. Tapes of sound recordings and videotapes in the Library of Congress collections are available to the public, as are the bibliographic data bases of the Library of Congress, through a video display computer link-up. Specialized bibliographic and research assistance is provided for the Kennedy Center staff, artists, and scholars. The Library offers exhibits of performing arts materials.

Contact for Information

Performing Arts Library, John F. Kennedy Center for the Performing Arts, Washington, DC 20556

188/Processing Services**What/For Whom**

Cataloguing services and bibliographic information on new books, periodicals, and foreign publications for libraries, publishers, researchers, booksellers, and others. Exchanges and donations of surplus Library materials to libraries, institutions of higher education, schools, book dealers, and others.

Description*Cataloging Distribution Service*

This office prints and distributes cataloguing and bibliographic data in the form of printed cards, book catalogues, machine-readable tapes, bibliographies, and other technical publications to libraries, learned societies, educational institutions, and other interested parties. Also offered is the MARC Search Service, a free search by subject heading, or other point of access, in the Library of Congress catalogue. The distribution service is the first source for most of the cataloguing information in the United States. Institutions can avoid cataloguing costs by using the established Library of Congress system.

Cataloging in Publication Division

The Division arranges for the assignment of Library of Congress catalogue card numbers to new books free of charge prior to their publication. The system permits the printing of cataloguing data on the copyright page, reduces library processing costs, and affords earlier distribution of bibliographic data to libraries and other potential purchasers. Most United States publishers participate in the system. (Serials, self-published works, and most government documents are currently excluded.) Preassignment of card numbers can also be arranged for individual publications not part of the system if the Library plans to catalogue them.

Exchange and Gift Division

This division is responsible for accepting gifts and distributing to other organizations items surplus to the Library's needs, including books, prints and photographs, sound recordings, and films. Donations of surplus Library materials are made to domestic tax-supported or nonprofit private or public organizations (libraries, museums, and schools). Federal agencies contribute about 75 percent of the material available for distribution. Because of the volume of material received, the Division staff are unable to organize or maintain listings of items on hand. Designated representatives of organizations eligible for donations are welcome to select from the holdings in the Washington office. Some congressional representatives will delegate a staff member to search for materials requested by constituents. In addition, a formal exchange

program exists based on reciprocal arrangements between the Library and government organizations and selected scholarly institutions able to contribute unique items for the Library's collection.

National Serials Data Program

This program is the United States component of the International Serials Data System (ISDS), which assigns and registers an International Standard Serial Number (ISSN) and key title for serials (periodicals, annual reports, and numbered series) published in the United States. The ISSN, an eight-digit number, identifies a serial. Publishers and libraries may contact the Division to request an ISSN/key title assignment.

Overseas Operations Division

This division maintains a network of field offices in Asia, Africa, and South America whose purpose is to acquire current material for the Library and a number of academic research libraries. The network also produces accessions lists for seven countries and three regions in Third World areas. Each list serves as a bibliography for its geographical area, making current foreign-language materials accessible to libraries and researchers.

Contact for Information

(Appropriate Division), Library of Congress, Washington, DC 20540

189/Public Services

What/For Whom

Educational tours and programs designed to meet the special interests of professional, international, school, and other groups. Information about copyright law, regulations, registration procedures, and the status of particular works for researchers, performers, educators, owners of works, and the general public. Loans of exhibitions to museums, libraries, and other qualified institutions in the United States and Canada. Technical assistance and information concerning the preservation and conservation of library materials for public libraries and archives, institutions of higher education, and individuals.

Description

Copyright Office

The Copyright Office examines copyright claims for literary, artistic, and musical works; registers those claims that meet the legal requirements; and catalogues all registrations. It also records and catalogues all documents

pertaining to a copyright, such as assignments of copyright ownership, wills, and security interests. Records of copyright claims registrations are filed in the Copyright Office. Anyone may search the Card Catalog in the Office once a bibliographer from the Reference Search Section has explained how to use the Catalog. A search of the files and a written report of findings may be obtained for a fee. A comprehensive collection of research material on copyright is available in the Copyright Office Library, where a reference librarian is available to provide assistance. Information circulars, application forms, and some catalogues and studies on specific copyright issues are available free of charge; priced publications also may be ordered. Telephone and visitor inquiries are welcome. For further information, contact the Copyright Office, Library of Congress, Washington, DC 20559.

Educational Liaison Office

Programs within the Library of Congress are arranged by the Educational Liaison Office for professional and international visitors with specific interests. All tours and appointments are based on the visitors' particular needs and interests, and can range from an hour-long visit in a specialized division of the Library to several days of intensive orientation in a particular department.

Exhibits Office

Through a traveling exhibition service, exhibits are lent to qualified institutions in the United States and Canada. A fee covering rental expenses and insurance is charged, and the borrower pays the charges for shipping to the next exhibitor. Adequate display space and security are required, and the exhibit must be used for educational purposes. The Library provides publicity materials, including press releases and photographs. Exhibitions usually are offered for four-week periods. Other materials from the Library's collections include books, pamphlets, newspapers, broadsides, prints, engravings, maps, music scores, and manuscripts. These materials are available for loan to recognized institutions that have well-established exhibition programs and a full-time professional staff proficient in handling the requested materials. Loans are subject to certain restrictions, and each request is judged on its own merits.

Example: The 1979-1980 traveling exhibitions on loan included "Women Look at Women," a collection of the works of some of the best-known photographers of this century; "Color and the Graphic Arts"; "Papermaking: Art and Craft"; and "To Build a Better Mouse: Fifty Years of Animation."

Literary and Music Programs

The Library of Congress coordinates an annual series of free literary and music programs presented to the public at the Library's Coolidge Auditorium in Washington, D.C. Literary programs feature critics, novelists, poets, and professional actors in presentations of American and

foreign literature. Performances of contemporary and classical chamber music and lectures by distinguished musicologists are highlights of the music program series. Recordings of many literary presentations are available for research in the Motion Picture, Broadcasting, and Recorded Sound Division of the Library (see no. 191), or for distribution to noncommercial radio stations through the Scheduled Tape Division of National Public Radio (see no. 12). The 1977-1978 season featured performances by the Juilliard String Quartet, readings by Andrei Voznesensky and Ann Stanford; lectures by Eleanor Cameron and H. Wiley Hitchcock; four plays first performed as part of the WPA Theatre Project of the 1930s; and a special program of Chinese poetry and music. For information concerning the Literary or Music Programs, inquiries should be addressed to the Manuscript or Music Divisions (see no. 191).

Preservation Office

The Preservation Office provides reference and consultation services concerning the preservation, restoration, and protection of library materials. Brief, technical inquiries are answered without charge. Printed materials dealing with preservation matters are available, such as *Procedures for Salvage of Water-Damaged Library Materials* and *Selected References in the Literature of Conservation*. When exceptional disasters involving important collections occur, the Preservation Office provides onsite assistance for emergency salvage efforts.

Contact for Information

(Appropriate Division), Library of Congress, Washington, DC 20540

190/Reference Services

What/For Whom

Library facilities and reading rooms for researchers of college age and above. As staff time permits, bibliographic and reference services are provided in person, by correspondence, and by telephone to researchers who have exhausted local resources. The Collections Management Division assigns a limited number of study desks and reserve shelves to full-time researchers working on long-term projects.

Description

General Reading Rooms Division

The Division provides reference and bibliographic services on the book collections that are not part of the

specialized divisions described below. The staff serve the general public through the facilities of the Main Reading Room and the Thomas Jefferson Reading Room North and through correspondence. The Division also publishes bibliographies. The Computer Catalogue Center, located in the Main Reading Room, provides access to a number of library data bases. Specialized reference services are provided in the Local History and Genealogy Reading Room. Services are free to researchers and students over high school age, although credentials are required for the use of certain materials. Priority is given to inquiries about the Library's special materials or unique resources. If unable to accommodate a request for information, the Library can supply the names of private researchers who work on a fee basis.

Loan Division

Under the system of interlibrary loan, the Library lends unusual materials not readily accessible elsewhere for serious research. (Local, state, and regional libraries are expected to be the primary source of research material.) Academic (including junior college and media centers) as well as public libraries and special libraries may use this service. Ordinarily, materials are not provided for undergraduate study. Libraries can obtain materials unavailable through interlibrary loan by ordering reproductions from the Photoduplication Service (see below).

National Referral Center

The Center assists those with questions in all fields of human knowledge—including anthropology, the arts, ethnology, folklore, linguistics, and sociology—by referring them to organizations or individuals who can answer their questions. The Center provides data on information resources in government, industry, and in the academic and professional worlds, including federal and state agencies, professional societies, university research bureaus and institutes, museum specimen collections, individual experts, and technical libraries. More than 13,000 entries are indexed in the Center's computerized files, which visitors to the Library may search in person by using public computer terminals. The entries summarize each organization's special interests and the types of information services it will provide. The Center itself is not equipped to answer specific questions or provide bibliographic assistance. *The Directory of Information Resources in the Social Sciences* and other resource lists are occasionally compiled for information on specific topics. The service is free and available to anyone upon telephone or written request. Telephone inquiries are encouraged to permit discussion of complex questions. Organizations that have expertise in specialized fields are invited to register as information resources.

Photoduplication Service

Photocopies of manuscripts, prints, photographs, maps, and book materials in the Library of Congress collections

not subject to copyright and other restrictions may be purchased from the Photoduplication Service at moderate cost. Self-service photocopying machines are located in most reading rooms.

Science and Technology Division

The Division has primary responsibility within the Library for recommending acquisitions and for providing reference and bibliographic services in the broad areas of science and technology. The Science Reading Room contains major abstracting and indexing journals in the biomedical, earth, engineering, and physical sciences along with a reference book collection, including encyclopedias and handbooks, in the basic sciences. In addition to the services of the National Referral Center described above, the Division publishes an informal series of reference guides under the title *LC Science Tracer Bullet* and has issued a number of bibliographies.

Serial and Government Publications Division

An extensive collection of newspapers, periodicals, and government documents is available in the Newspaper and Current Periodical Reading Room, where reference staff provide assistance in their use. Materials date back to the late-seventeenth century and include foreign and domestic holdings, as well as special collections such as comic books, current underground newspapers, and pulp fiction.

Contact for Information

(Appropriate Division), Library of Congress, Washington, DC 20540

191/Special Collections

What/For Whom

Library facilities and reading rooms for researchers of college age and above. As staff time permits, reference and bibliographic services are provided in person or by correspondence.

Description

Geography and Map Division

The Library's collection of more than 3.5 million print and manuscript maps and 40,000 atlases may be consulted in the Geography and Map Division's reading room, where reference volumes and current editions of cartographic and geographic serials may also be used. A staff of specialists is available to assist in the use of the collections, which emphasize the United States and other

areas of the American continents. Historical holdings include atlases dating from the earliest printed editions of Ptolemy's *Geography* (1482) and some 700,000 fire insurance maps documenting American urban settlement and growth over the past century. The Division maintains the *Bibliography of Cartography*, card and book catalogues, and bibliographies and checklists that describe various cartographic groups.

Manuscript Division

The Manuscript Division houses more than 35 million manuscripts and personal papers, primarily concerning American civilization from colonial times to the present. Collections include material for research in military, diplomatic, political, literary, judicial, intellectual, and social history. Recent additions to holdings have been in Afro-American history; history of science and invention; and history of psychology. Personal papers of 23 Presidents, government officials, notable American families, organizations, writers, scientists, journalists, artists, and architects are among those housed in the Division. Photoduplication services and interlibrary loans of microform are available (see no. 190). Reference services are provided in person by reference librarians in the Manuscript Reading Room or by correspondence. The Division also administers an annual series of literary programs and a consultants' program in poetry, through which distinguished poets are invited to participate in the literary programs and oversee the Library's recording program with contemporary poets reading their own works.

Motion Picture, Broadcasting, and Recorded Sound Division

The Division maintains an international archival collection of more than 252,000 motion picture reels, including films made from early paper prints deposited for copyright; 900,000 sound recordings on disc, tape, wire, and cylinder, including radio programs from 1924 to the present; and television programs on film and tape, dating from 1948. Holdings include films noted for their high artistic quality and of sociological and historical importance. Feature films for entertainment are included as well as television documentary and educational films. The Division also maintains historic collections of motion pictures from major studios and the American Film Institute Collection (see no. 251), emphasizing films produced between 1912 and 1942. Items are not available on interlibrary loan, but serious researchers may study holdings free of charge in the Motion Picture Viewing Room if reservations are scheduled in advance. Since the holdings are indexed by title, not by subject, researchers must know specifically what they are looking for. Copies of materials in the collections may be ordered subject to copyright and other restrictions. The new American Television and Radio Archives, created by the Copyright Act of 1976 (Public Law 94-553) to preserve recorded television and radio programs, will not be accessible to researchers before 1980.

The Music Division

The Music Division has custody of the Library's music collection, which includes printed and manuscript music, books on music, periodicals, and other materials. Book holdings cover music history, biography, esthetics, philosophy, psychology, organology, and many other fields. Pedagogical literature on file includes methods and studies for all instruments and voice; music education manuals; and textbooks on harmony, counterpoint, form and analysis, orchestration, and conducting. Manuscript sources include letters and autograph scores by composers and musicians, beginning with the era of J. S. Bach. Strengths of the collections are in serious and popular American music; the flute; opera scores and libretti; Johannes Brahms; the second Vienna School; and early music printing. Researchers will find reference assistance in the Music Reading Room, or through correspondence with Division staff. Limited materials are available through interlibrary loan. Microfilm reproductions and facsimiles of rare resources are available. The Music Division also administers an annual series of music programs (see no. 189) and makes commissions to composers of established reputation for the creation of new works.

Print and Photographs Division

The Division has custody of approximately 10 million pictorial items, such as fine and historical prints, slides, photographs and negatives, drawings, posters, and pictorial documentation of American history and culture. The prints, drawings, and photographs are indexed by collection. A few collections are indexed by subject and include such entries as folk art, folklore, and Indians. The Prints and Photographs Reading Room houses reference books, card catalogues, and viewers. A list of free-lance picture researchers in the Washington, D.C., area is available upon request.

Among special holdings of the Division are Erwin E.S. Smith's photos of cowboys and the Western range; the

Fine Print Collection, including the Joseph and Elizabeth R. Pennell Collection of Whistleriana and nineteenth- and twentieth-century prints by artists from various countries; the Farm Security Administration collection documenting the social, cultural, and economic history of the United States during the 1930s and early 1940s; paper cuts by Chinese artists; and the Cabinet of American Illustration collection of preparatory drawings for illustrations in American books and magazines from the 1860s through the 1930s.

Rare Book and Special Collections Division

More than 500,000 items are contained in the Division, including books, pamphlets, periodicals, broadsides, title pages, and a select number of prints, photographs, sheet music, manuscripts, and memorabilia associated with certain special collections. Two major strengths are Americana and pre-1500 imprints. Among more than 50 special collections are the personal libraries of Susan B. Anthony, Oliver Wendell Holmes, Harry Houdini, Thomas Jefferson, Theodore Roosevelt, and Woodrow Wilson; subject collections on children's books, Abraham Lincoln, magic, gastronomy, and women's suffrage; author collections of the works of Sigmund Freud, Henry James, Rudyard Kipling, and Walt Whitman; and generic collections of Bibles, theater playbills, and dime novels. Notable illustrated books and other rarities are represented, particularly in the Lessing J. Rosenwald Collection. The Rare Book Reading Room houses the Division's central card catalogue and special files indexing the collections. The holdings are not available through interlibrary loan.

Contact for Information

(Appropriate Division), Library of Congress, Washington, DC 20540

National Aeronautics and Space Administration

192/Technology Utilization

What/For Whom

Technical assistance, publications, technical information-retrieval services, and computer documentation available free or on a fee-paying basis to state and local governments, industry, professionals, and the general public.

Description

The National Aeronautics and Space Administration (NASA) is an independent agency for nondefense aeronautical and space activities in the United States. Although primary emphasis is on science and technology research and development, the agency also engages in programs to promote the general public's understanding of aerospace technology and its applications.

Technology, innovations, and inventions derived from government-sponsored aerospace research may be applied to technical problems, product development, and cost-reduction needs in virtually all sectors of the economy, including the cultural sector. Identification of the potential application can come from NASA or from the field. Innovations and improvements in the space program

are brought to the attention of the public through the quarterly journal *NASA Tech Briefs*, the semiannual *NASA Patent Abstracts Bibliography*, and other publications. Information-retrieval services and technical assistance are provided to industrial and civil users by a nationwide network of Industrial Applications Centers. In cases where a technology could have broad and significant nonaerospace applications, NASA may participate with other public agencies in financing its adaptation or development.

Example

In 1975, a technique that equalized cable tensions, developed for handling large space-launch vehicles, was used in the construction of a movable ceiling for a theater at the University of Akron in Ohio. An industrial firm in California bought from NASA a vibration analysis technology developed in helicopter rotor research, and applied it to the design of acoustical chambers for guitars. NASA has been experimenting for about six years with photographic-image-enhancement techniques for making illegible documents legible. Late in 1978, NASA and the American Philosophical Society agreed to cooperate in a year-long effort, with a consortia of libraries, to select foreign and domestic documents representing different legibility problems as subjects for further experimentation. In the late 1970s, NASA and the National Park Service coordinated pilot projects in Chaco Canyon, Ariz., and Bandelier, N. Mex., which used scanner-equipped airplanes and NASA computerized image-enhancement techniques to locate buried ruins of pre-Columbian Indian sites. (Similar surveys have been accomplished using satellite images of the earth's surface.)

Contact for Information

Technology Utilization Officer at the nearest NASA field center or Director, Technology Transfer, NASA Scientific and Technical Information Facility, P.O. Box 8756, Baltimore-Washington International Airport, MD 21240

National Endowment for the Arts

193/Introduction

The National Endowment for the Arts is an independent federal agency which supports the arts through grants and information and technical services for individuals, nonprofit tax-exempt organizations, and state and regional arts agencies. According to a June 1978 statement issued by the Endowment, its goal is "the fostering of professional excellence of the arts in America, to nurture and sustain them, and equally to help create a climate in which they may flourish so they may be experienced and enjoyed by the widest possible public."

The Arts Endowment and its sister agency, the National Endowment for the Humanities, are components of the National Foundation on the Arts and the Humanities, established by Congress in 1965 within the executive branch of the government. The National Foundation also includes the Federal Council on the Arts and the Humanities, which promotes coordination between the two Endowments' programs and those of other federal agencies that support the arts and the humanities. The National Council on the Arts, a Presidentially appointed body, advises the Arts Endowment on policies, programs, procedures, and grant applications. The Council is composed of the Chairperson of the Arts Endowment and 26 private citizens who are widely recognized for their broad knowledge, expertise, or interest in the arts and who are appointed by the President for six-year terms. The Council meets not less than four times during each calendar year.

The Endowment provides funds and services to individuals of exceptional talent, and to nonprofit, tax-exempt organizations and agencies representing the highest quality in such fields as dance, design arts, folk arts, literature, media arts, museums, music, opera and musical theater, theater, and the visual arts (see nos. 194-212). The Endowment generally does not support activities leading to an academic degree, or construction or restoration costs (except under the Challenge Grant Program, see no. 195). For projects primarily concerned with the study of the history, theory, practice, and criticism of the arts, support is available from the National Endowment for the Humanities (see no. 213). Arts education projects receive support primarily from the Office of Education (see no. 67).

Program funds are awarded either as nonmatching fellowships to individuals or as grants to public and private, nonprofit organizations, which must be matched dollar-for-dollar by nonfederal funds. The Treasury Fund method of funding is used for many large grants (see no. 211). Challenge grants must be matched by at least three dollars in new or increased donations and are designed to stimulate nonfederal funding sources (see no. 195).

Applications for Endowment funds are reviewed by rotating panels of recognized experts in the particular fields and by the National Council on the Arts before final action is taken by the Chairperson of the Endowment. Applicants are notified by letter about whether their proposals have been approved or rejected. The processing of a request may take eight months or more.

Each program issues *Guidelines*, revised and updated each year, describing program details and application procedures and deadlines. In addition, every two years the Endowment issues a *Guide To Programs* which gives brief descriptions of all of the Endowment's programs and activities. The *Cultural Post*, issued bimonthly by the Endowment, describes program changes and other activities and events at the Endowment. The *Post* also reports general news and events of interest to the arts world. Subscriptions are available from the Superintendent of Documents, Government Printing Office, Washington, DC 20402.

The Endowment's Research Division conducts ongoing data reviews of arts organizations, artists, audiences and consumers of arts and cultural services in order to measure changes and develop long-range forecasting mechanisms for the arts field. It is expected that an annual national data review will be functioning by 1981. Division reports include: *Where Artists Live; Economic Impact of Arts and Cultural Institutions: A Model for Assessment and a Case Study in Baltimore; Audience Studies of the Performing Arts and Museums: A Critical Review; and Self-Employment, Migration, and Household and Family Characteristics of Artists*. An *Audience Survey Manual* is in progress, and a new edition of *Employment and Unemployment of Artists* is planned for 1981. Reports are available from the Publishing Center for Cultural Resources, 152 West 42d Street, New York, NY 10036.

The Arts Library/Information Center at the Endowment is a working collection of resources on all aspects of the arts in contemporary America—their promotion, financing, organization, management, development, and preservation. Holdings include 5,000 catalogued documents, 300 periodical titles, and 10 drawers of vertical file material. Although the collection is maintained primarily for Endowment staff, visitors are welcome to use most materials on site or to borrow them through interlibrary loan.

Contact for Information

Information Office, National Endowment for the Arts,
Washington, DC 20506

194/Artists-in-Schools Program

What/For Whom

Matching grants to state arts agencies, which in turn make grants to schools and other sponsoring organizations.

Description

The Artists-in-Schools, administered by the Endowment's Office for Partnership (see no. 206), is a nationwide state-based program that places professional artists in educational settings to work and demonstrate artistic disciplines. State arts agencies apply for matching grants which they in turn use to fund schools and other sponsoring agencies that place artists in residencies. The program offers technical assistance to schools, school districts, and communities for establishing, implementing, and evaluating artists' residencies. Residencies are open to architects and environmental artists, craftspersons, dancers, folk artists, filmmakers and videomakers, musicians, painters, photographers, poets, printmakers, sculptors, theater artists, and writers. Artists should submit inquiries to their state's arts agency (see Appendix H). The 1979 appropriation for this program was \$4.4 million.

Contact for Information

State arts agency (see Appendix H) or
Artists-in-Schools Program, Office for Partnership, National Endowment for the Arts, Washington, DC 20506

195/Challenge Grant Program

What/For Whom

Challenge grants to well-established cultural organizations and consortia. Each federal dollar must be matched by \$3 in new or increased donations.

Description

The Challenge Grant Program was established in 1976 to assist cultural organizations in increasing the level, and broadening the base, of continuing nonfederal support. Matching grants ranging from \$30,000 to \$1,500,000 are awarded to cultural institutions or consortia that have demonstrated a commitment to esthetic quality and have programs of recognized significance to the community, state, region, or nation. The Program attaches great importance to an organization's five-year, long-range plans and to its fund-raising preparations. Institutions should have well-developed plans before applying for a Challenge Grant. In addition, the Endowment suggests that organizations consult with state arts agencies in developing their applications. It is expected that most recipients of Challenge Grants will be grantees of other

Arts Endowment funding programs. Each year, the program issues *Guidelines* detailing eligibility requirements, application procedures, and deadlines.

Challenge Grant funds may be used to stabilize an organization by establishing or augmenting cash reserves or endowment funds. The funds may also be used to pay off accumulated debts if there is a specific plan to prevent accumulation in the future. Other eligible uses include meeting increased operating costs, assisting one-time projects designed to strengthen the organization and generate continued financial support, and making capital improvements. Relatively few grants are awarded for capital improvements, and a higher local match is required.

Matching requirements for Challenge Grants are at least three nonfederal local dollars for each federal dollar, and at least four to one for capital improvement. Since the purpose of Challenge Grants is to broaden and strengthen the base of continuing nonfederal support, allowable matching funds include new or increased contributions over and above those contributed during the year prior to the grant period; proceeds from certain types of benefits, testamentary gifts; donations from irrevocable trusts; and real property given for immediate sale. Donations must be given with the intent of continuity. Earned income, in-kind services, tangible property, and investment income may not be used toward a match. The grant period may be from one to three years. For the 1979 Challenge Grant round, 326 applications were received, and 102 grants were made totaling approximately \$30 million.

Contact for Information

Challenge Grants Program, National Endowment for the Arts, Washington, DC 20506

196/Dance Program

What/For Whom

Grants, some nonmatching, to individual dancers, mimes, and choreographers, dance companies, mime companies, dance service organizations, and state arts agencies or other sponsoring organizations.

Description

The Dance Program awards grants to individuals and organizations in the field of dance, and funds both traditional and innovative projects. Each year, the Dance Program issues *Guidelines* containing detailed application instructions and deadlines for the programs listed below. In most categories, grants are generally substantially less than the stated maximum.

Choreographers Fellowships

Nonmatching grants are awarded in two categories to professional choreographers for the purpose of providing time and money for artistic growth. Eligible costs include continuing current work, new or experimental work, choreographic opportunities for dancers with professional companies, and creating new dances or setting existing dances for a choreographer's own company or another company. One category assists developing and experienced choreographers of demonstrated merit. The usual grant is \$2,500; the maximum is \$5,000. The second category, with maximum grants of \$10,000, offers a very limited number of grants to choreographers of national stature.

Grants for Companies

Beginning in 1980, dance companies may apply for assistance in any of the areas described below. The deadline for applications is the same for all of these categories.

Choreography • Grants (\$150,000 maximum, with a few nonmatching grants of up to \$25,000) are made to dance companies to assist them in expanding their repertoires. Eligible costs include commissions for choreographers, restaging of important works, and all direct costs of mounting the production before the premiere performance. In 1979 there were 236 applications and 64 grant awards totaling \$1.15 million.

Artistic Personnel • Grants (\$10,000 maximum) are made to dance companies to cover the salary of a new one-year position for full- or part-time artistic personnel, other than dancers (see Rehearsal Support below). This is a new 1980 category.

Rehearsal Support • Grants (maximum \$50,000) are made to dance companies to pay salaries of dancers and rehearsal personnel at union scale for up to eight weeks or 200 hours of rehearsal time per individual. Funds may be used for preparation for the performance season or, in rare cases, for creative rehearsal periods.

Professional Companies in Residence • Grants (\$50,000 maximum, with some nonmatching grants not to exceed \$15,000) assist dance companies in achieving greater financial stability and greater visibility in their home cities and communities. Grants may cover costs of both home performance seasons and regular tours in surrounding communities.

Management and Administration • Grants (\$10,000 maximum, a few nonmatching) are made to help dance companies obtain professional management or to improve existing management structures. In 1979, there were 114 applications and 35 grant awards totaling \$213,255.

Dance/Film/Video

Grants (\$50,000 maximum, with a nonmatching portion not to exceed \$10,000) are made to dance companies, other organizations, and individuals using film or video in

projects primarily involving dance. In 1979, there were 103 applications and 21 grant awards totaling \$276,230. (See no. 202 for other film or video programs.)

Dance Touring Program

Grants of up to one-third of a dance company's minimum stated fee are awarded to state arts agencies or other sponsoring organizations for a minimum two-and-one-half-days' engagement in a community outside the company's city of residence. For the three largest companies, grants go both to the sponsors and to the companies. Separate *Guidelines* are available for these programs. During the 1979-1980 season, 80 dance companies received assistance to tour in 50 states and jurisdictions.

Long-Term Dance Engagements

Matching grants (\$50,000 maximum) assist sponsors who engage dance companies for tours of two or more weeks.

Sponsors of Local Companies

This is a 1980 pilot program offering grants to sponsors of dance companies based in the sponsor's own city or community. This program is intended to complement the touring programs described above.

General Services to the Field

Grants (\$50,000 maximum, with a nonmatching portion not to exceed \$15,000) to organizations and individuals who provide services to dance companies, dancers, and choreographers. Projects that do not fit under the other funding categories may also be assisted. Services include management and technical assistance programs, provision of performance space, and community or regional promotion of dance. In 1979, there were 93 applications and 46 grant awards totaling \$752,150.

Contact for Information

Dance Program, National Endowment for the Arts,
Washington, DC 20506

197/Design Arts Program**What/For Whom**

Fellowships to individuals. Matching grants to nonprofit, tax-exempt design and service organizations.

Description

The Design Arts Program promotes excellence in the fields of architecture, landscape architecture, urban design and planning, and fashion, graphic, industrial, and

interior design. Formerly called Architecture, Planning, and Design, this program was completely restructured for 1980 funding. *Guidelines*, describing new categories, application procedures, and deadlines, will be available in September 1980 from the address listed below.

Fellowships

The Design Arts Program awards nonmatching fellowships to citizens or permanent U.S. residents in the following categories:

Design Student Project Fellowships • Grants (\$9,600 maximum) are made to institutions of higher education with graduate programs in design arts. Grants are used to award fellowships of \$800 to students in their final year of a professional, master's, or Ph.D. program to cover extra costs of thesis projects.

Entering Professional Designer Project Fellowships • Awards (\$5,000 maximum) are made to individuals entering the professional design field to provide time to develop or increase expertise. Funds are not to be used for professional education or foreign travel.

Individual Project Fellowships • Awards (\$10,000 maximum) are made to professional designers and persons from other creative fields to carry out a specific design, research, or educational project. Students or teachers may receive a grant while studying or teaching.

Senior-Level Sabbatical Fellowships • Awards (\$10,000 maximum) are made to accomplished professional designers to provide unencumbered time to explore new areas or new approaches to design which will lead to professional growth.

Design Communication

Matching grants (\$50,000 maximum) are awarded to organizations for projects that inform the public about design issues and ideas. Eligible activities include conferences, workshops, seminars, and development of publications or archival or documentary materials. Proposals should clearly state goals, identify specific audiences, and indicate how information will be disseminated.

Design Demonstration

Matching grants (\$30,000 maximum) are awarded to organizations to support specific planning and design activities and services of local, regional, or national significance. Priority is given to demonstrations that are likely to have practical results. Eligible activities may include demonstrating the role of design in the earliest stages of neighborhood planning and management, relating design to national issues such as conservation, or showing the value of good design in meeting individual and public needs. The Endowment is particularly interested in projects relating the design needs of the visual and performing arts to the livability of a community. Projects formerly eligible under the "Cultural Facilities

Research and Design Assistance" category will be supported here.

Community Design Assistance Program is a 1980 pilot program under Design Demonstration which awards a limited number of matching grants (\$20,000 maximum) for established programs administered by design schools that provide services requested by community organizations. Funds may cover travel, supplies, production of design materials, workshops, and seminars.

Design Exploration/Research

Matching grants (\$40,000 maximum) are awarded to organizations to conduct experimental and innovative research on design. Priority is given to projects that address, define, or resolve new or recurring design problems. Research projects should help to clarify the esthetic, utilitarian, economic, and social consequences of design.

A new subcategory of funding is anticipated under this category in cooperation with the Department of Energy. The focus will be on energy-conscious design—improving the quality of design in the planning of energy-efficient cities and towns. For further information on this new program, contact the address listed below.

General Services to the Field

The Design Arts Program awards grants in varying amounts to organizations that offer significant technical assistance and advisory services to the design field. Special design-related projects that do not fit other funding categories are also eligible, as are state arts agencies and regional arts organizations for their design arts programs or projects. Before applying, organizations must submit a letter of inquiry to the Design Arts Program.

Design Excellence Project

This is a 1980 project to encourage both citizens and governments to recognize the role of design in making the environment more beautiful, more efficient, and less costly. *Guidelines* for this project were incomplete at the time this book was published.

Contact for Information

Design Arts Program, National Endowment for the Arts,
Washington, DC 20506

198/Expansion Arts

What/For Whom

Matching grants to community-based arts organizations with established professional direction and to state and

regional arts agencies. Technical assistance for neighborhood arts programs.

Description

The Expansion Arts Program awards a variety of grants to increase the involvement of Americans in the arts and to encourage artistic expression in diverse cultural groups. It supports neighborhood and community-based arts organizations in cities, towns, and rural areas, particularly in low- and moderate-income communities. Each year the program issues *Guidelines* containing detailed application instructions and deadlines for the categories of programs listed below. Only one application may be made by an organization to this program in any fiscal year; therefore, the category should be chosen carefully.

Instruction and Training

Matching grants (ranging from \$5,000 to \$30,000; averaging \$10,000) are made to community-based arts organizations that offer professionally led workshops and classes on a regular basis. Artistic achievement, quality of professional staff, financial stability, and community participation are the major considerations in grant awards. In 1979, there were 302 applications; 232 grants were awarded.

Community Cultural Centers

Matching grants (ranging from \$10,000 to \$70,000; usually less than \$25,000) are made to major community cultural centers serving as regional or national programming models. Such centers must offer training in at least two art forms and opportunities to trainees for performance or exhibition. Uniqueness and broad appeal, as well as artistic merit, are considered in reviewing applications. In 1979, there were 45 applications; 28 grants were awarded.

Arts Exposure Programs

Matching grants (\$30,000 maximum; \$10,000 average) are made to professionally directed and community-based organizations seeking to enable inner-city and low-income young and elderly people and other groups to attend major cultural events that they would not otherwise be able to see. Assistance is also given to organizations active in programs of crosscultural exchange between the old and the young, between the affluent and the nonaffluent, and between races. Eligible programs must be in existence at least two years before the application deadline date. In 1979, there were 304 applications; 169 grants were made.

Neighborhood Arts Consortia

Matching grants up to \$50,000 for not more than three consecutive years are made to neighborhood arts consortia for administrative services. Eligible consortia must consist of at least three arts groups. Members may

share financial development, administration, technical, and promotional resources. Each member must make its own artistic and program decisions. The consortium's history and potential as a national model are major considerations in the grant awards. In 1979, there were six applications; four grants were awarded.

Summer Projects

Matching grants (\$15,000 maximum; usually less than \$6,000) are made to assist outstanding professionally directed and community-based arts projects that take place exclusively during the summer and that provide training, including active participation, in one or more art forms. In 1979, there were 138 applications; 81 grants were awarded.

City Arts

City Arts is a pilot program designed to generate municipal public and private support for neighborhood arts groups. Matching grants for up to three years are made to city organizations, which in turn offer matching subgrants and substantial technical assistance to neighborhood arts programs. In 1979, there were 13 applications; 12 grants were made, totaling approximately \$630,000.

Regional Tour-Events

Matching grants (ranging from \$5,000 to \$15,000; averaging \$7,500) are made to organizations that have sponsored for at least two years festivals using community-based arts groups from the region. Festivals should be at least three days' duration. Festivals should encourage local support for community arts groups, help raise money from new sources, help develop new audiences, and introduce arts groups to one another. In 1979, there were 34 applications; 22 grants were awarded.

State Arts Agencies-Expansion Arts

Matching grants ranging from \$5,000 to \$20,000 are made to assist state and regional arts agencies in strengthening their community-based arts programs. In 1979, there were 27 applications; 13 grants were awarded.

Services to Neighborhood Arts Organizations

Matching grants (\$50,000 maximum; usually \$12,000 to \$15,000) are made to assist service organizations that aid a variety of community arts groups through equipment loans, publicity, sponsorship of activities, and assistance in dealing with real estate, legal, fund-raising, accounting, and like matters. In 1979, there were 45 applications; 28 grants were awarded.

Comprehensive Technical Assistance Program

This program provides short-term consultants to community arts programs to help solve specific

administrative problems such as fund raising, bookkeeping, interpretation of guidelines or regulations, resource and audience development, or community liaison projects. This program does not make grants. Organizations interested in obtaining such technical assistance should write an explanatory letter to the address listed below.

Contact for Information

Expansion Arts Program, National Endowment for the Arts,
Washington, DC 20506

199/Folk Arts Program

What/For Whom

Matching grants to nonprofit, tax-exempt community and cultural organizations, Native American tribes, media centers, educational institutions, and state and local arts agencies. Nonmatching grants for apprenticeships to experienced folk artists.

Description

The Folk Arts Program encourages community- or family-based arts that have endured through several generations. The program welcomes innovative proposals that will foster cultural renewal within a community through the use of its folk arts resources. Folk arts include dance, handcrafts, music, narrative, oratory, poetry, ritual, and song. The major criteria used in selecting grantees will be authenticity of the folk art and excellence of work.

Matching grants (\$50,000 maximum; usually between \$5,000 and \$25,000) are awarded to organizations sponsoring folk arts activities that have broad community support and a high degree of technical and cultural expertise. Preference will be given to small, sharply focused, one-time projects. Nonmatching grants are available for apprenticeships (see below). Craftspersons, painters, and sculptors who are primarily creative artists, and those working in crafts that are considered "fine arts" are funded under the Visual Arts Program (see no. 212). Each year the program issues *Guidelines* containing detailed instructions and deadlines for the Folk Arts projects described below.

Folk Arts Projects

Projects funded by this program fall into the following basic categories:

Documentation of Traditional Arts • Funded organizations use grants to pay the fees of sound technicians, filmmakers, and photographers; to cover costs of recording tapes, videotapes, and film; and to pay the fees of traditional artists being documented. Only a

few film and video grants are awarded each year. Grants for producing phonograph records are limited to projects documenting rare or previously undocumented music. All documentation projects must include costs for depositing collected materials in locally accessible archives. The program does not support purchase of cameras, tape recorders, or other major equipment. Occasionally these items may be borrowed from the American Folklife Center (see no. 180). In 1978, there were 51 applications for documentation grants; 23 grants were awarded averaging \$17,860.

Presentation of Traditional Arts and Artists • Most of this program's funds are used for fees of traditional artists who are presented by sponsoring organizations in local or regional festivals, community celebrations, exhibits, workshops, schools, or residencies. Funds may also be used for start-up costs of festivals, celebrations, and dances, and for information and printed programs intended to attract a general audience. Priority will be given to projects honoring local senior artists. In 1978, of 88 applications for presentation, 46 grants were awarded averaging \$13,827.

Services to the Field • Grants are generally awarded to organizations for small, sharply focused projects which may include conferences, statewide folk arts coordination, and survey or investigative projects. Funds may cover fees of folklorists, anthropologists, ethnomusicologists, and linguists. Funding is ordinarily limited to two consecutive years. In 1978 there were 20 applications; 13 grants were awarded averaging \$15,000.

Apprenticeships

Nonmatching grants (usually \$1,000) are made to experienced folk artists who wish to study within their own tradition as an apprentice to a master craftsperson. It is expected that most of the money will be used for the master's fees. Other eligible costs may include travel and supplies. In 1979, of 30 applications for apprenticeships, 18 grants were awarded.

Contact for Information

Folk Arts Program, National Endowment for the Arts,
Washington, DC 20506

200/International Activities

What/For Whom

Advisory and consultation activities with a range of national and international cultural agencies, particularly with the International Communication Agency (ICA). Exchange fellowships to the United Kingdom and Japan for mid-career American creative and performing artists.

Description

Under an agreement signed with the International Communication Agency (see no. 174), the Endowment participates in international cultural exchanges by drawing on the expertise of its program panels for recommendations of American artists and arts organizations to work abroad under ICA sponsorship.

Since 1976, the Endowment has also conducted individual artists exchanges with Great Britain and Japan. It is responsible for the preliminary selection of American artists and for professional assistance to Japanese and British artists. Other international activities are being planned.

Exchange Fellowships for residencies in Japan and Great Britain are awarded to American creative and performing artists in mid-career who demonstrate potential for professional prominence. Five fellows go to Great Britain, five to Japan, and an equal number from each nation come to the United States. Priority is given to candidates who have a specific purpose in going to the chosen country and who have not recently resided there. Fellowships (\$1,600 per month plus round-trip transportation) are awarded for periods of six to nine months. Each year, fellowships to both Japan and the United Kingdom are announced in the following program *Guidelines*: Dance (see no. 196), Design Arts (see no. 197), Folk Arts (see no. 199), Media Arts: Film/Radio/Television (see no. 202), Music (see no. 204), Theater (see no. 210), and Visual Arts (see no. 212). United Kingdom candidates may also apply under the Literature Program (see no. 201). Applicants should contact the individual programs for application procedures and deadlines.

Contact for Information

International Program Officer, National Endowment for the Arts, Washington, DC 20506

201/Literature Program

What/For Whom

Fellowships and residencies for published creative writers. Matching grants to nonprofit literary magazines; small presses; book centers; and distribution, service, and other literary organizations.

Description

The Literature Program assists the individual creative writer, encourages greater audiences for contemporary literature, and helps support professional literary organizations. Each year, the program issues *Guidelines* detailing application procedures and deadlines for the categories described below.

Fellowships for Creative Writers

This program enables published writers of exceptional talent to set aside time for writing, research, and travel, and generally to advance their careers. *Guidelines* for nonmatching fellowships will be available in the summer of 1980.

Residencies for Writers

Matching grants (\$5,000 maximum) are awarded to organizations, including state arts agencies, colleges, universities, libraries, theaters, museums, art centers, prisons, hospitals, and professional or community organizations of writers and teachers, to offer residencies to published creative writers, or to writers of stage, film, television, or radio works that have been produced. Funds are used for writer's fees and travel, and per diem expenses. Preference is given to programs providing new extended residencies outside large urban centers.

Assistance to Literary Magazines

Matching grants are made to noncommercial literary magazines in two categories, described below.

Special Assistance Grants • Matching grants (\$5,000 maximum) to magazines for specific projects including special publications, payments to authors and other contributors, and efforts to increase readership and improve design, format, and production of the magazine.

Development Grants • Matching grants of \$15,000 or \$30,000 for a three-year period to a few magazines of outstanding quality to help secure continuing nonfederal support and to implement long-range plans.

Assistance to Small Presses

Matching grants ranging from \$1,000 to \$10,000 are awarded to small presses or to state arts agencies on their behalf for specific projects in publishing and distributing volumes of poetry, fiction, plays, and other creative prose. College or university presses are ineligible in this category.

Distribution and Promotion

Matching grants are made to nonprofit distribution organizations or book centers for projects in four categories, described below.

Audience Development • Grants (\$10,000 maximum) are used to fund regional small-press book fairs and traveling or permanent exhibits of contemporary literary works.

Review, Media, and Promotion • Project grants are made for promoting and developing audiences for contemporary literary works. Organizations should contact the program before applying.

Distribution • Grants ranging from \$1,000 to \$30,000 may be used to distribute works of contemporary

literary value, to secure local and private sources of income, to increase community and audience involvement, and to maintain valuable literary works that would otherwise be lost.

Production and Design • Grants are awarded to a few regional centers to upgrade the quality of noncommercial contemporary literary publications. Organizations should contact the program before applying for a grant.

General Services to the Field

A limited number of grants are awarded to literary service organizations or for unique projects not covered by other categories in the Literature Program. Applicants must consult with the program before formally applying.

Contact for Information

Literature Program, National Endowment for the Arts,
Washington, DC 20506

202/Media Arts: Film/Radio/ Television

What/For Whom

Direct matching grants to individual media artists; matching grants to nonprofit, tax-exempt media organizations, which may in turn award grants to individuals.

Description

The Media Arts: Film/Radio/Television Program funds individual media artists directly or indirectly through organizations such as the American Film Institute. It also supports media arts centers, exhibition centers, facilities, archives, and service organizations. Media arts include documentary, narrative, and experimental works, and electronic creations, animated film, and sound art. In addition, the program fosters bringing other arts—dance, theater, and visual arts—to a wide public by supporting radio and television broadcasts of major series. Each year, the program issues *Guidelines* containing detailed application instructions and deadlines for the programs described below.

American Film Institute Independent Filmmaker Program

Grants are made to the American Film Institute to fund filmmakers working in animated, documentary, experimental, and narrative film. In 1979, approximately 40 grants were awarded; the maximum award was \$10,000. For further information, contact the American Film Institute, 501 Doheny Drive, Beverly Hills, CA 90210.

American Film Institute/Arts Endowment Film Archival Program

This joint program awards matching grants up to \$50,000 to organizations with established archival film collections to help locate, preserve, and catalogue films of artistic or cultural value. Contact the American Film Institute, The John F. Kennedy Center for the Performing Arts, Washington, DC 20566.

Production

Matching grants are made to individual professionals (\$15,000 maximum) and organizations (\$50,000 maximum) to support outstanding film, video, and radio productions that emphasize these media as art forms. Resulting productions should be shown or broadcast to a wide audience. In 1979, there were approximately 75 grant awards, most for less than \$30,000.

Regional Development

Matching grants are awarded in three categories to make the arts of film, video, and radio more widely appreciated and available at the regional level.

Aid to Film/Video Exhibition • Matching grants (\$15,000 maximum) are awarded to sponsoring organizations to exhibit, on a continuing basis, high quality film and video art that may not be available to the public through regular commercial channels. Eligible organizations must have completed at least one year of programming. One goal of the program is to open new markets for such works. Funds may cover the costs of visits of film and video artists to discuss their works with other artists and with the public. In 1979, there were 59 applications and 36 awards, most for less than \$10,000.

In-Residence/Workshop Program • Matching grants ranging from \$1,000 to \$10,000 are awarded to nonprofit, tax-exempt organizations to enable them to invite nationally recognized film and video artists, radio producers, and critics for residencies of varying lengths. Visitors may be invited to give a single lecture or workshop or a series, or to create a new work while in residence. In 1979, there were 58 applications and 29 grant awards totaling \$164,500.

Media Arts Centers • Matching grants (\$50,000 maximum) are made to nonprofit media arts centers to expand the regional impact of their programs. To qualify, a center must have had an operating budget of \$100,000 or more for at least one year prior to the proposed grant period, and meet specific criteria described in guidelines. In 1979, there were 26 applications and 17 grant awards averaging \$30,000.

Services to the Field

Matching grants (\$25,000 maximum) are awarded to organizations offering services to filmmakers, videomakers, and radio producers. Eligible activities include the distribution of media works, including

circulating exhibits; the provision of facilities and working space for independent media artists; conferences and seminars; research; and newsletters or journals. Occasionally, nonmatching grants up to \$10,000 are made to individuals. In 1979, there were 164 applications and 89 grant awards in widely ranging amounts.

Short Film Showcase

The Media Arts Program makes a grant to the Foundation for Independent Video and Film to distribute selected short films by independent filmmakers to commercial movie theaters throughout the United States. Selected filmmakers receive honoraria. For information and application forms, contact the Foundation at 99 Prince Street, New York, NY 10012. In 1979, there were 236 applications; 10 honoraria of \$2,500 each were awarded.

The Independent Documentary Fund for Public Television

The Arts Endowment and the Ford Foundation jointly fund this program, administered by the Television Laboratory at WNET, to award grants to independent film and video documentarians. It is intended that completed documentaries will be broadcast by public television. In 1979, 885 applications were received; 12 grants were awarded totaling \$398,746. For information, contact the Television Laboratory, WNET, 356 West 58 Street, New York, NY 10019, Attention: Independent Documentary Fund for Public Television.

Video Artists Fellowships (see no. 212)

Contact for Information

Media Arts Program, National Endowment for the Arts,
Washington, DC 20506

203/Museum Program

What/For Whom

Matching grants to museums, organizations providing museum services, state arts agencies, and regional groups. Nonmatching fellowships for museum professionals. Indemnification of cultural exhibits involved in international exchange.

Description

The Museum Program assists a broad range of museums and museum-related organizations and carries out projects of artistic and cultural significance. The Arts Endowment generally uses the definition of museums developed by the American Association of Museums (AAM): "a nonprofit institution essentially educational or

aesthetic in purpose with professional staff, which owns or utilizes tangible objects, cares for them, and exhibits them to the public on some regular schedule." AAM accreditation is *not* required to be eligible. The significance of a museum project is the major criterion in the evaluation of applications. Each year the Museum Program issues *Guidelines* containing detailed application instructions and deadlines for the program categories listed below. In general, to be eligible, organizations must have been in operation two years prior to submitting an application.

Cooperative Programs

Matching grants (\$50,000 maximum for up to one year) are made to encourage and assist cooperative endeavors between museums, groups of museums, or museums and state or regional arts agencies and organizations. Projects could include supporting the planning and implementation costs of extended loans of collections from one museum to another, sharing museum staff and expertise among several institutions, or providing staff to arts organizations cooperating with museums to plan and develop activities beneficial to museums. In 1979, 34 applications were received of which 24 were funded. The average grant was \$20,000.

Museum Purchase Plan

Matching grants are made to eligible museums for the purchase of works by living American artists. Previous recipients of these grants are eligible, provided a final report on the earlier grant was submitted to the Museum Program. Types of work that may be purchased include crafts, costume and fashion design, folk arts, graphic and film prints by independent filmmakers, industrial design, paintings, photographs, and sculptures. In 1977, 73 applications were received; 54 were funded.

Permanent Collections

Two types of grants are available to assist museums with their permanent collections.

Catalogue Assistance • Matching grants (\$75,000 maximum for one-year projects) are made to assist museums in the cataloguing of permanent collections of esthetic and cultural significance. Eligible costs include documentation, research, publication of catalogues and, in a few pilot cases, computerization of catalogues. In 1979, 133 applications were received; 69 grants were awarded. The average grant was \$17,400.

Utilization of Museum Collections • Matching grants (\$75,000 maximum for projects lasting up to two years) are made for installation of permanent museum collections and museum galleries. Such collections include works formerly held in storage or recently acquired as well as those currently on view. In 1978, 84 applications were received; 36 grants were made. The average grant was \$31,000.

Preservation

Two types of grants are available to museums for preserving collections of esthetic and cultural significance.

Conservation • Matching grants for one year are available for planning conservation programs and conducting feasibility studies of training programs and conservation centers (\$10,000 maximum); conservation projects; master-apprentice internships (\$10,000 maximum); short-term workshops (\$10,000 maximum); existing training centers (\$150,000 maximum); new training centers (\$100,000 maximum); and the formation or expansion of regional conservation laboratories from which a number of museums can obtain services they could not afford singly (\$30,000 maximum for existing laboratories; \$50,000 for new laboratories). In 1978, of 130 applications, 71 grants were made totaling \$1,275,190.

Renovation (Climate Control, Security, and Storage) • One-to-one matching grants are made to museums for professional consultations on problems and solutions in areas of security, storage, and climate control. Surveys must include renovation plans and cost estimates. Grants up to 25 percent of project costs are made to implement renovation plans. In 1978, 59 applications were made; 28 projects were funded.

Special Exhibitions

Matching grants (\$100,000 maximum) are made to eligible institutions for planning and organizing special exhibits. Eligible costs include services of outside specialists, catalogues, shipping, and insurance. Matching grants (\$20,000 maximum) are made to participating institutions for installation of special exhibitions. Rental costs may be included if the exhibition was *not* initially funded by the Arts Endowment. In 1978, 295 applications were made; 145 were funded. Most grants were under \$20,000.

Support Services

Services to the Field • Matching grants (\$30,000 maximum) are made to museum service organizations for museum-related services such as research, publications (other than periodicals), workshops, and seminars. In 1979, 16 applications were received; 8 grants were awarded. The average grant was \$17,000.

Visiting Specialists • Matching grants (\$15,000 maximum) are made to eligible institutions for temporary consultation services for specific projects of esthetic and cultural significance. Services may include development of improved education and public service programs, coordinated graphics programs, and improved methods of museum operations; establishment of library systems; improved use of nonprint media; plans for membership drives and other fund-raising activities; establishment of a library; or research on the permanent collection. In 1979, there were 29 applications; 23 grants were awarded.

Training and Development

Grants and fellowships are awarded to museums or museum professionals for training and improving the professional qualifications of museum staff.

Fellowships for Museum Professionals •

Nonmatching fellowships (\$20,000 maximum; most are considerably less) are awarded to professional museum staff members of exceptional talent to take leaves of absence for periods ranging from one month to a year to study, travel, write, or engage in community projects. In 1979, there were 29 applications; 14 grants were awarded.

Museum Training • Matching grants (\$60,000 maximum) are made to museums and universities to support museum internships, apprenticeships, and a few graduate or undergraduate programs. Priority is given to proposals that specifically include training for personnel from minority groups. In 1979, there were 42 applications; 25 grants were awarded. The average grant was \$23,000.

Wider Availability of Museums

Matching grants (\$30,000 maximum) are made to museums to provide educational opportunities that complement the goals of the museum. Grants are available in two areas, and applicants are encouraged to submit more than one proposal.

Interpretation and Extension • Funds are used to increase participation in a museum's educational activities by incorporating other successful museum programs, including successful experimental programs, into regular education programs, or by developing programs for existing mobile or satellite museums.

Museums and Schools • Funds are used to develop cooperative programs between museums and their surrounding school districts.

In 1980, the program intends to assist innovative pilot projects using nonprint media (film, radio, television, and video) to extend the museum experience.

Arts and Artifacts Indemnification

The Arts and Artifacts Indemnity Act (Public Law 94-158) authorizes the Federal Council on the Arts and the Humanities (see no. 193) to make indemnity agreements with individuals, nonprofit agencies, institutions, and governments for eligible items either borrowed from abroad for exhibit in the United States or for exhibit abroad as part of an exchange with a foreign country. The Federal Council has delegated responsibility to the Arts Endowment to administer these agreements. Eligible exhibit items include artworks, other artifacts or objects, rare documents, books and other printed materials, photographs, films, and videotapes. Items must have educational, cultural, historical, or scientific value, and the exhibition must be certified by the Secretary of State as being in the national interest.

The Act provides for a \$15,000 deductible and a ceiling of \$50 million for a single exhibition. The total dollar amount for indemnity agreements which can be in effect at any one time may not exceed \$250 million. The Act's regulations and application forms may be obtained from the address listed below.

Contact for information

Museum Program, National Endowment for the Arts,
Washington, DC 20506

204/Music Program

What/For Whom

Fellowships to composers and their collaborators and to jazz performers. Matching grants to nonprofit ensembles, choruses, orchestras, and presenting and service organizations.

Description

The Music Program awards grants to individuals and organizations to improve and sustain performance quality, increase audience appreciation, make performances more widely available, and advance professional development and careers. Separate *Guidelines* are published each year describing application procedures and deadlines for each of the following categories.

Composers

Fellowship programs support composers and collaborations between composers and librettists, choreographers, or filmmakers. A limited number of small grants are made to centers, including electronic music studios, computer centers, and other innovative facilities that have a record of providing new music resources at a regional level to composers and to the general public. A few matching grants are made to organizations for projects serving as national or regional models of assistance to composers. In 1979 there were 698 applications to the Composers Program (formerly the Composer/Librettist Fellowships); 161 grants were awarded. The American Music Center (250 West 57th Street, Room 626, New York, NY 10019) contains scores, librettos, recordings, biographical information, and documents relating to works written by recipients of Composers Program Fellowships. These materials are available for study. Contact the Center for a catalogue of materials in the collection.

Jazz

This category awards nonmatching fellowships (\$15,000 maximum) to established jazz composers and performers

to compose, arrange, rehearse, or perform. Smaller fellowships (\$5,000 maximum) are awarded to young artists to study with established artists. Matching grants (\$25,000 maximum) are awarded to organizations to present concerts, educational programs, workshops and clinics, residencies, festivals, or tours. Additional matching grants are made to individuals, groups, or organizations offering services to the jazz field. In 1979, there were 445 applications to the Jazz Program; 204 grants were made for an approximate total of \$1,060,000.

Orchestras

This category assists symphony and chamber orchestras. Orchestras must be of high quality, must have been in existence at least three years, and must have performed at least five different subscription programs during each of the last two years. Matching grants (\$30,000 to \$255,000 for orchestras employing full-time musicians for at least 26 weeks a year; \$10,000 to \$45,000 for orchestras employing both full-time and part-time musicians; and \$2,000 to \$20,000 for orchestras engaging some professional musicians as a core orchestra) are used for a wide variety of projects to improve performance and management of the orchestra, broaden the repertoire to include new music, reach diverse audiences, collaborate with other performing-arts organizations, or develop special programs. If funds are available, the program will support a number of Music Resources Projects, which are innovative and exemplary projects of significant value to the field of music. The program also supports a small number of organizations offering services to the orchestra field. In 1979, there were 148 applications; 125 grants were made, totaling approximately \$8.6 million.

Choral

This category, a pilot until 1980, awards matching grants (\$1,000 to \$20,000) to choruses that have professional, salaried conductors, at least 12 singers, annual auditions, and have performed at least four different concerts in each of the last two years. Grants are awarded to support professional choruses; other independent and orchestra choruses; college, university, and conservatory choruses; and service organizations.

Chamber Music

This category, a pilot until 1980, awards matching grants (\$1,000 to \$25,000) to chamber music ensembles or presenting organizations. Funds may be used for a wide variety of activities including securing rehearsal time, expanding repertoire, touring, or presenting programs for specialized audiences, sharing resources with other organizations; providing coaching classes or workshops for less experienced ensembles; or devising new ways to increase earned and contributed income. A limited number of organizations providing services of national or regional significance to the chamber music field may receive funding in this category.

New Music Performance

This category, a pilot until 1980, awards matching grants (\$1,000 to \$25,000) to new music ensembles or presenting organizations. Eligible activities include collaborating with television or radio stations to present new music and to further public understanding of new music as well as activities listed under "Chamber Music" above.

Contact for information

Music Program, National Endowment for the Arts,
Washington, DC 20506

205/National Endowment Fellows**What/For Whom**

Nonmatching grants to sponsoring organizations to permit individuals interested in arts management to serve as fellows at the Arts Endowment.

Description

National Endowment Fellows (formerly Work-Experience Interns) work for 13 weeks in Arts Endowment programs and offices. This program seeks to acquaint arts administrators with the relationship between government and the arts, with the policies and operations of the Arts Endowment, and with the national arts picture. Fellows are generally selected on the basis of prior professional and academic experience. They spend two-thirds of their time working as members of the professional staff, processing grant applications, helping prepare for, and attending, panel review sessions, carrying out research in policy and grants and other projects as directed. The remainder of the time is spent attending approximately 45 guest speaker seminars, field trips, panel meetings, and National Council on the Arts meetings. There are three fellowship sessions each year. Between 16 and 18 fellows are selected for each session.

Nominations for one or two candidates are submitted by sponsoring organizations, and nonmatching grants are awarded to the sponsors, which disburse the money to the fellows. Grants consist of a \$2,660 fellowship stipend and round-trip travel costs.

Contact for information

Arts Endowment Fellows, National Endowment for the Arts,
Washington, DC 20506

206/Office for Partnership**What/For Whom**

Matching grants to state arts agencies or regional groups of state arts agencies, which in turn make grants and provide services to artists and public and private nonprofit organizations.

Description

The Arts Endowment's Office for Partnership was established in 1979. The main objective of the partnership programs is to encourage state arts agencies to play a central advisory role in formulating arts policy, in developing a national, state, regional, and local arts support system; in identifying national and state priorities; and in assessing the impact of federal and state support for the arts. The Office administers the Endowment's financial support of the arts through state arts agencies, and it directs the Artists-in-Schools Program (see no. 194). Other funds are available to state and regional arts agencies through specific Endowment programs.

The Office for Partnership administers grants in several categories to assist state arts agencies and regional arts organizations in implementing their arts plans.

Basic State Operating Grants

Through this program, the Endowment assists state arts agencies in their arts support function by awarding matching grants on an equal basis to all states (\$275,000 to each state arts agency in 1979) with the proviso that the State Arts Plan be approved by the Chairperson of the Endowment. The state agency then awards grants to public and private, nonprofit arts organizations that address the goals of the state plan, that meet high standards of excellence and cultural significance, and that seek to broaden accessibility to the arts and develop resources at the community level. It is expected that by 1981 the office will be using a multiyear program design which will necessitate long-range state plans.

State and National Priorities

In addition to the basic grants, project funds (\$4 million in 1979) are available to state arts agencies for state or national priority projects. Such projects include activities of small arts groups, support for individual artists, developing new and minority audiences, planning, and research. Funds are made available to states on the basis of both need (determined by population) and effort (determined by the state's per capita appropriation to the state arts agency).

Regional Grants

Matching grants are available to regional groups of state arts agencies (\$40,000 for each member state) to carry out multistate cooperative programs that have been approved by the Chairperson of the Endowment.

Governmental Support Services

Approximately 5 percent of the fiscal year budget for the Partnership Program is available for service functions to the arts field. The program supports technical assistance and other services of national associations, planning and management training projects, national and regional meetings, consultations, evaluations, and establishment of regional representatives.

Comment

Although community arts agencies are eligible for funds in many Endowment categories, no single program addresses them specifically. At the time the *Cultural Directory* went to press, the Endowment was developing policy with regard to community arts agencies.

Contact for Information

Office for Partnership, National Endowment for the Arts,
Washington, DC 20506

207/Opera-Musical Theater Program**What/For Whom**

Matching grants to professional opera and musical theater producing companies, state and regional arts agencies, and organizations offering services to the field.

Description

The Opera-Musical Theater Program, created in 1978, assists all forms of professional music theater, from experimental and ethnic musical theater to classic musical comedy, operetta, and grand opera. Each year, the program issues *Guidelines* containing detailed application instructions and deadlines for the programs described below.

New American Works

Matching grants are made to professional companies to encourage the creation and production of contemporary American opera-musical theater works. Three types of projects are eligible for funding.

Creation • The applicant company may receive up to \$15,000, match it with at least an equal amount, and provide the combined amount to creative artists such as composers, librettists, choreographers, and designers to complete or adapt a new work.

Development • Grants (\$30,000 maximum) may be awarded to develop new or seldom-produced works through laboratory or workshop production.

Rehearsal and Original Production • Grants (\$100,000 maximum) are made for rehearsal and original production of new works, including costs of copying and orchestration.

Professional Companies

Matching grants ranging from \$2,500 to \$225,000 (but rarely exceeding 10 percent of a company's budget for musical theater activities) are made to established companies that produce professional opera and musical theater. Companies must have operating budgets of at least \$50,000. Grants are available for artistic development activities, administrative improvements, and community services.

Regional Touring

This 1980 pilot program offers matching grants (\$50,000 maximum) to touring companies and state or regional arts agencies to cover up to one-third of the actual costs of regional touring projects. Funded companies must be incorporated specifically to tour, and they must be original producers. Tours should be designed to last at least two weeks and no more than six weeks, and they must cover two or more states. The company should present at least two opera or musical theater works while on tour. Priority will be given to projects that bring works to areas that do not generally have them.

Services to the Art

Matching grants are made to service organizations offering assistance to the opera-musical field nationwide. Funds may be used to offer management and informational services to opera and musical theater constituents, to offer technical assistance and consulting services to developing professional companies, and to provide staff and maintenance for national offices and programs.

Special Opera-Musical Theater Projects

If 1980 funding is available, a few matching grants will be made to organizations for outstanding innovative projects that will enhance the future of opera and musical theater in the United States. Grants to organizations in this category may be renewed for no more than three years, with the nonfederal match increasing annually. Nonmatching grants to individuals may also be made.

Contact for Information

Opera-Musical Theater Program, National Endowment for the Arts, Washington, DC 20506

208/Special Constituencies Office

What/For Whom

Information and technical assistance for cultural organizations and the general public. Matching grants to cultural and service organizations for model projects.

Description

The main goal of the Office for Special Constituencies is to make the arts accessible to handicapped persons, older Americans, prisoners, veterans, and institutionalized populations. The Office does this by promoting barrier removal and special facilities construction in cultural buildings and also by encouraging creative and responsive programming. The regulations of Section 504 of the 1973 Rehabilitation Act mandate equal opportunity for qualified handicapped persons in programs and activities of all recipients of federal financial assistance. The dual function of the Office is to represent the interests of special constituencies in Endowment programs and to assist grantees in finding creative and efficient methods for including special constituencies in regular arts programs. The Office addresses this function in specific areas.

Grants • For 1979, the National Council on the Arts set aside \$200,000 to be used to solicit proposals from arts organizations to research and implement new ways of making their programs accessible. Ten Endowment programs are participating in the model demonstration projects. The projects will be documented and published as part of the Office's technical assistance materials. The Office anticipates \$300,000 for 1980 model projects for special constituencies.

Publications • The Office makes available to state arts agencies, Endowment grantees, and any individuals requesting them, a broad range of technical assistance material containing practical information on planning and implementing programs. Materials from the National Arts and Handicapped Information Service, such as "Technical Assistance," "Funding Sources," and publications dealing with various aspects of arts accessibility are available. In addition, the Office maintains an extensive library of materials on arts programs for special constituencies.

Seminars and Presentations • In five regional seminars on Section 504, the Endowment's regional representatives and representatives from the state arts agencies (see Appendix H) were trained in how to comply with the 504 regulations. They are offering related presentations to arts organizations in their regions. Other presentations and slide shows are available for conferences of cultural and service organizations.

Hot Line • The Office is prepared to give telephone assistance to state arts agencies and individual inquiries. The number is (202) 634-4284.

Center for Arts and the Aging • The Endowment supports the National Council on the Aging's operation of

a resource center providing technical assistance to cultural organizations interested in programs involving older Americans. For information contact, Center for Arts and the Aging, National Council on the Aging, 1828 L Street, NW, Washington, DC 20036.

Organizations or individuals needing assistance with 504 compliance specifically related to historic properties should contact The Advisory Council on Historic Preservation (see no. 5), The Office of Preservation Services at the National Trust for Historic Preservation (see no. 230), or The Heritage Conservation and Recreation Service in the Department of the Interior (see no. 128).

Contact for Information

Office for Special Constituencies, National Endowment for the Arts, Washington, DC 20506

209/Special Projects

What/For Whom

Grants for artists' colonies, arts presenting organizations, service organizations, and creative projects involving two or more disciplines.

Description

At the time the *Cultural Directory* was going to press, the Special Projects Program was undergoing extensive revision and specific program guidelines were not available. In general, the program will continue to support multidisciplinary projects, including experimental and innovative undertakings that are ineligible for funding under other Endowment programs.

Contact for Information

Special Projects Program, National Endowment for the Arts, Washington, DC 20506

210/Theater Program

What/For Whom

Matching grants to professional theaters, state arts agencies, regional arts organizations, and theater service organizations.

Description

The Theater Program awards grants primarily to nonprofit professional theaters that present both traditional and innovative dramatic works and have been in continuous operation for at least two years. The Program is equally concerned with strengthening existing institutions, disseminating theater productions of the highest quality, and fostering creativity in the field. All grants require a 50 percent match, preferably from contributed funds. Each year, the program issues *Guidelines* containing detailed application instructions and deadlines for the categories described below.

Large Professional Theater Companies

Matching grants are awarded to organizations with an annual operating budget of at least \$250,000 and a performing season of at least five months. Grants assist artistic development, including increased staffing or playwright-in-residence programs as well as production support; improvement of administration; and community services. In 1979, of 80 applications, 72 grants, ranging from \$2,500 to \$174,000, were awarded.

Professional Theater Companies with Short Seasons

Matching grants ranging from \$1,500 to \$20,000 are made to professional theaters with short seasons and annual operating budgets of at least \$100,000. Activities assisted are the same as those for the category "Large Professional Theater Companies." In 1979, of 32 applications, 12 grants averaging \$5,000 were awarded.

Small Professional Companies

Matching grants (most ranging between \$1,500 to \$10,000) are made to small theaters that produce at least 50 performances a year in the United States and concentrate on the development of artists and the presentation of new works. Eligible costs may include salaries of actors and other professional staff, playwrights' stipends and expenses, audience development, and development of new funding sources. In 1979, 202 applications were submitted; grants were awarded to 93 small theater companies.

Professional Theater Touring

This pilot program awards matching grants (maximum \$50,000) to state arts agencies, regional arts organizations, and other networks or consortia that wish to sponsor tours of professional theater companies. Theaters involved must be current grantees of the Theater Program. The Program's purpose is to bring high-quality theater to areas where it has not been available. Tours must last from two to six weeks, and half-week or full-week residencies are particularly encouraged. During the pilot period, applications are accepted only from organizations that have consulted with the Arts Endowment in advance about the proposed project. In 1979, of 27 applications, 26 grants were made in widely ranging amounts.

Professional Theater Training

Grants are made to organizations for training projects that benefit the field as a whole, not just a single institution. Eligible projects may include the development of communication and cooperation among training institutions and professional theaters, development of new master teachers, and search for new sources for scholarship aid. In 1979, one application was submitted and one training grant was awarded.

Professional Theater for Youth

Matching grants ranging from \$2,500 to \$20,000 are awarded to professional groups or separate companies within large theaters that produce dramatic material for audiences aged 5 through 14. Applicants must have an annual operating budget of at least \$50,000. In 1979, of 64 applications, there were 25 awards averaging \$5,000.

Services to the Field/Theater Resources

Matching grants are made to organizations providing nationwide services to the theater field for special activities not eligible under other funding categories. Grants include informational, management, technical, and consulting services, or specialized services such as audition and casting programs for both professional theaters and artists. Grant amounts are determined by the nature of the project and the availability of funds. In 1979, of 22 applications, 12 were made in widely ranging amounts.

State Arts Agencies—Theater Projects

Matching grants are made to state arts agencies, either individually or in regional groups, to enable them to expand theater resources to benefit the broadest possible community and to develop professional theater in areas where it is not currently available. Only applicants that are not eligible under any of the above categories may apply. In 1979, one state arts agency applied and one grant was made in this category.

Contact for Information

Theater Program, National Endowment for the Arts,
Washington, DC 20506

211/Treasury Fund

What/For Whom

Funds to public or private nonprofit, tax-exempt organizations that have been notified of the Endowment's intention to award them a program grant and that have secured a pledge for a donation from a source outside the federal government.

Description

The Endowment's Treasury Fund consists of congressionally appropriated funds that may be used only to match gifts to the Endowment from sources outside the federal government. This unique provision in the Endowment's legislation is designed to encourage and stimulate nongovernmental sources of funds for the arts.

To receive money from the Treasury Fund, an applicant must qualify for a grant under the guidelines of a particular Endowment program. Funds are not available for projects or amounts different from those specified in the regular program guidelines. Applicants must also secure a pledge from an outside donor to make a gift to the Endowment. This contribution frees an equal amount from the Treasury Fund to be given to the grantee. The doubled amount must then be matched by the grantee. Thus, for every \$1 donated to the Endowment, another \$1 is released from the Treasury. The grantee then matches this \$2 with an additional \$2. The result is that each federal dollar must be matched by three nonfederal dollars.

The Endowment may accept gifts or bequests of money or property. Generally, these are tax deductible. To simplify procedures, donors do not have to send their gifts directly to the Endowment. Following approval of the grant, the grantee may receive the donation directly and report payment to the Endowment.

Detailed information on how a Treasury Fund grant is arranged is available from the office listed below. Applicants wishing to use the Treasury Fund method should contact the appropriate Endowment program before applying for the grant.

Contact for Information

Office of the General Counsel, National Endowment for the Arts, Washington, DC 20506

212/Visual Arts Program

What/For Whom

Nonmatching fellowships to individual artists and critics; matching grants to nonprofit, tax-exempt organizations and state and local governments.

Description

The Visual Arts Program assists visual artists of exceptional talent, individually and through nonprofit, tax-exempt organizations. Eligible artists are professionals working in painting, sculpture, printmaking, and drawing; video, conceptual, or performing arts; crafts; or photography. Each year, the Visual Arts Program issues *Guidelines* containing detailed application instructions and deadlines for the programs listed below.

Fellowship Programs

Fellowships (\$10,000 maximum, with a limited number of \$3,000 awards for emerging artists) are awarded to professional visual artists, craftspersons, and photographers to set aside time and to purchase materials, and generally to advance their careers as they see fit. Students are ineligible. Fellowships (\$5,000 maximum) are also awarded to visual arts critics for specific projects. Smaller fellowships (\$1,000 maximum) are awarded to critics for travel to expand their knowledge of the current art scene outside their own region. Art historians should apply for funding to the National Endowment for the Humanities (see nos. 213-221). The 1979 statistics indicate the extremely competitive nature of this program. Of 4,063 visual artists applying, 160 received fellowships totaling \$1,047,000; of 1,368 craftspersons applying, 48 received fellowships totaling \$424,000; of 1,844 photographers, 57 received fellowships totaling \$430,000; and of 61 critics, 20 received fellowships totaling \$72,000.

Art in Public Places

Matching grants (maximum \$50,000 for commissioned artworks and \$25,000 for purchases) are made to cities, towns, other state and local governmental units, state and local arts agencies, universities, and other nonprofit tax-exempt organizations to commission or purchase the best contemporary art for installation in public places, other than museums. This program is designed to provide new challenges and opportunities for American artists of exceptional talent and achievement. The work may be in any medium and the artist should participate in the choice and planning of the site. All applicants must notify the Visual Arts Program, by letter, of their intention to apply for a grant. In 1979, there were 96 applications and 29 grant awards totaling \$720,902.

Nonmatching planning grants (\$2,000 maximum) are awarded to visual artists of exceptional talent to investigate new materials and techniques for art in public places and to plan and design projects for specific public sites. Innovative design is encouraged and a wide variety of sites is eligible. Students are ineligible. In 1979, there were 84 applications and 11 grant awards totaling \$22,000.

Artists, Critics, Photographers, and Craftsmen in Residence

Matching grants (\$2,000 maximum) are made to art schools, museums, university art departments, and other arts organizations, including state and local arts agencies, to invite artists, critics, photographers, and craftspersons of national reputation for short-term residencies to work with students and faculty. Funds may be used only for artists' fees and transportation costs. In 1979, there were 104 applications and 85 grant awards totaling \$181,734.

Artists Spaces/Photography Workshops and Spaces

Matching grants (\$20,000 maximum) are awarded to organizations that provide spaces where artists can experiment and create new works and that provide exhibition space not generally available through museums or commercial galleries. Additional funds, up to \$10,000, may be awarded on a nonmatching basis for fees and honoraria to artists. In 1979, there were 144 applications and 84 grant awards totaling \$680,000.

Building Arts

Nonmatching grants (\$5,000 maximum) are awarded to visual artists for researching and experimenting with new designs, materials, and techniques for building construction. Artists may apply for either a research grant or a planning grant. Research grants assist craftspersons and artists in developing innovative uses of industrial materials and technology in the design of building components; planning grants are used to design the sites and the buildings themselves. This is a new 1980 funding category.

Crafts Programs

In addition to crafts awards under Fellowships and Building Arts (see above) and Services to the Field (see below), the Visual Arts Program makes grants in four other categories for crafts projects.

Crafts Apprenticeships • Nonmatching grants (\$5,000 maximum) are awarded to apprentices or to master craftspersons to hire apprentices. Matching grants (\$10,000 maximum) enable organizations such as art schools, community art centers, and crafts workshops to support existing apprenticeship programs. Grantees may reapply for a grant in the succeeding year. In 1979, there were 86 applications and 18 grant awards totaling \$86,500.

Crafts Exhibitions • Matching grants (\$50,000 maximum) are made to universities, museums, community art centers, crafts associations, state arts agencies, and other organizations to develop crafts exhibitions of contemporary or historical significance and to publish catalogues of lasting value. Funds may not be used for purchase of works for permanent collections. In 1979, there were 54 applications and 18 grant awards totaling \$165,416.

Crafts Projects • Grants (\$3,000 maximum) are awarded to craftspersons to carry out specific projects of short duration. Funds may be used for travel, research, and experimentation, or other important activities that advance artists' careers. This is a new 1980 funding category.

Crafts Workshops and Master Classes • Matching grants (\$15,000 maximum) are awarded to organizations to sponsor short-term workshops and master classes where nationally recognized craftspersons meet with their professional peers and advanced students to experiment,

collaborate, or produce new works, usually on a specific theme. In 1979, there were 33 applications and 19 grant awards totaling \$125,000.

Photography Assistance Programs

In addition to photography projects funded under Fellowships and Artists Spaces (see above) and Services to the Field (see below), the Visual Arts Program makes additional matching grants to organizations such as museums, universities, state arts agencies, libraries, or historical archives that are capable of undertaking projects in the following categories:

Exhibitions • Grants up to \$15,000 for a major exhibition and \$7,500 for smaller exhibitions are awarded to enable organizations to present photography exhibitions of contemporary or historical significance. Eligible costs include publication of accompanying catalogues. In 1979, there were 97 applications and 44 grant awards totaling \$318,858.

Publications • Grants (\$2,000 maximum) are made to assist the publication of outstanding works of historical or contemporary significance in photography, and to help provide an appropriate context for reproduction of photographs, publication of research, essays, and criticism, and documentation of the work of little-known photographers of historical significance. In 1979, there were 46 applications and 14 grant awards totaling \$113,710.

Surveys • Grants (\$15,000 maximum) enable organizations to commission photographers to investigate and document aspects of American culture or the physical character of a particular city or region. Other eligible projects include research, collection, and cataloguing historical photographs of a region, or combinations of new commissioned work with historical photographs. Organizations may apply for Exhibitions or Publications Grants (see above) on successful completion of a Survey Project. In 1979, there were 64 applications and 11 grant awards totaling \$92,860.

Services to the Field

Grants (usually not more than \$10,000) are awarded on a matching basis to organizations and on a nonmatching basis to individuals to provide services to professional visual artists. Priority is given to programs providing artists with financial aid, technical assistance, or funds for materials and equipment. Other eligible projects may include providing arts communities with information and printed materials on contemporary art, publications that contribute to the national dialogue on contemporary art, or documentation of public and private crafts and photography collections. In 1979, there were 228 applications and 112 grant awards totaling \$556,000.

Contact for Information

Visual Arts Program, National Endowment for the Arts,
Washington, DC 20506

National Endowment for the Humanities

213/Introduction

The National Endowment for the Humanities is an independent federal agency which makes grants to organizations and individuals for research, education, and public activity in the humanities. The humanities include, but are not limited to, history, philosophy, languages, literature, linguistics, archeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing historical or philosophical approaches. The last category includes cultural anthropology, sociology, political theory, international relations, and other subjects concerned with questions of value rather than with quantitative matters. Historical, theoretical, and critical studies in the arts are eligible for assistance. Support for creative, original works in the arts or for performance or training in the arts is available from the National Endowment for the Arts (see no. 193). Both the Humanities and Arts Endowments are part of the National Foundation on the Arts and the Humanities established by Congress in 1965 within the executive branch of the government. The Foundation also includes the Federal Council on the Arts and the Humanities which promotes coordination between the programs of the two Endowments and those of other federal agencies that support cultural activities.

Unless applying for a fellowship, prospective applicants should send the Endowment a preliminary description of their project. Staff will inform applicants of a proposal's eligibility, furnish them with specific guidelines and instructions, and request additional information if such is needed for accurate evaluation by reviewers and panelists.

Grants are awarded competitively following a careful evaluation process. All applications are reviewed individually by professionals outside the federal government. Nonfederal panels judge applications in competition with one another within a given program. Four times each year, the National Council on the Humanities, an advisory body appointed by the President, meets to consider applications in light of reviewers' and panelists' comments.

The Endowment received an appropriation of \$145 million in 1979 to conduct grant making through six divisions: Education Programs (see no. 216), Fellowships (see no. 217), Public Programs (see no. 218), Research Programs

(see no. 219), Special Programs (see nos. 220 and 214), and State Programs (see no. 221). The Office of Planning and Policy Assessment each year supports a small number of "Planning and Assessment" studies to collect and analyze information about national needs in the humanities; to design models and techniques useful for policy research, analysis, and evaluation; and to research, develop, and demonstrate more efficient management and administrative methods.

The Endowment does not generally support predoctoral fellowships, construction or restoration costs, museum or library acquisitions, costs of permanent equipment, research for an academic degree, or individual travel to professional meetings. (Requests for aid in traveling abroad to international meetings should be addressed to the American Council of Learned Societies, 345 East 46th Street, New York, NY 10007, which has a small grant from the Endowment for that purpose.) For social science projects in which statistical measurement and clinical approaches predominate, support is available from the National Science Foundation, the National Institute of Education, and other government agencies (see nos. 225 and 95).

In addition to detailed brochures and guidelines describing individual divisions and programs, each year the Endowment issues a *Program Announcement* summarizing current programs and procedures of the agency. Annual reports, press releases, and other publications are also available, usually through the Public Affairs Office.

The Endowment maintains a library collection of approximately 5,000 books and 500 journals, which are available through interlibrary loan or for use on the premises. Holdings include foundation reports, books resulting from Endowment-funded projects, biographical materials, and reference works in the fields supported by the Endowment.

Contact for Information

Public Affairs Office, National Endowment for the Humanities, 806 15th Street, NW, Washington, DC 20506

214/Challenge Grants

What/For Whom

Grants to any cultural or educational nonprofit institution whose program is entirely or partially in the humanities (see no. 213 for definition). Each federal dollar must be matched by at least three nonfederal dollars.

Description

Challenge Grants, administered by the Division of Special Programs, afford humanities institutions an opportunity to

strengthen their long-term financial stability by stimulating new or increased support from nonfederal sources. The purpose of this funding mechanism is to challenge an institution to examine both traditional and potential sources of support, its present audience and others who might be served, long-range programming, and financial needs. Further objectives are to encourage a nationwide public-private partnership in support of cultural institutions and to arouse citizen concern and support of these institutions.

Challenge Grant funds and related matching funds—unlike other Endowment program grants—may be used for a variety of purposes deemed critical to maintaining or strengthening the institution's humanities activities, such as the acquisition of equipment and materials; building cash reserves and endowments; deficit defrayal; fund raising and development; general operations; maintenance, preservation, and conservation of collections; renovation of facilities; and other management and administrative expenses. Every applicant must develop a multiyear fund-raising plan.

The federal portion of a Challenge Grant has ranged from a minimum of \$2,000 up to \$500,000 a year, depending on the merits of a proposal, size of an institution, and funds available. Every dollar awarded must be matched by the equivalent of at least three nonfederal dollars. Awards are based on assessments of institutional resources and needs; fund-raising ability; financial, administrative, and management improvements; promise for strengthened programs; and long-range support from nonfederal sources.

Example

Approximately 46 percent of Challenge Grants applicants were awarded grants in 1979. The following institutions are among those which received grants for three-year projects from 1977 through 1979. The Chicago Historical Society in Illinois received \$231,500 to establish a development office to broaden its community membership base and expand its business, corporate, and foundation support. The Eleutherian Mills Historical Library and Hagley Museum in Wilmington, Del., received \$205,000 to aid capital improvements, including energy conservation measures; to increase and consolidate new sources of financial support; and to expand its humanities programs. Middlebury College in Vermont received \$550,000 to strengthen the college's humanities offerings in languages, English literature, and history, and to create new endowments. The Tennessee State Museum in Nashville received \$150,000 to raise monies for a museum association, hire a public relations director, and provide for equipment and storage facilities.

Contact for Information

Challenge Grant Program, National Endowment for the Humanities, 806 15th Street, NW, Washington, DC 20506

215/Gifts-and-Matching Grants

What/For Whom

Grants to applicants for support from the National Endowment for the Humanities

Description

An applicant may sometimes be offered a gifts-and-matching grant as a supplement to an outright grant or as the sole form of Endowment support. The grantee must raise the gift portion to a level approved by the Endowment and have this sum donated to the Endowment, which then matches this money with federal funds and disburses the whole. The Endowment may accept an unlimited number of gifts, but the annual congressional appropriation limits the sum that can be matched with federal funds.

The Endowment will not accept a gift for a particular project until the National Council on the Humanities has made a recommendation to the chairperson. An applicant who receives a formal offer of support from the Endowment, contingent upon the receipt of gift money for a project, should ask the donors to make their gifts payable to the Endowment.

Contact for Information

Public Affairs Office, National Endowment for the Humanities, Washington, DC 20506

216/Division of Education Programs

What/For Whom

Grants to two- and four-year colleges, universities (including extension and continuing education divisions), graduate schools, professional schools (including schools of education, vocational and technical schools), elementary and secondary schools and systems, and state education departments. Grants may also be made to other organizations that propose projects related to the formal curriculum of educational institutions.

Description

The Division of Education Programs supports the improvement of instruction in the humanities (see no. 213 for definition) at all educational levels. The brochure *Education Program Guidelines* describes the Division's grants categories and application procedures in detail.

Elementary and Secondary Education Grants

Assistance is offered for imaginative efforts to improve teaching and learning at elementary and secondary levels.

Especially encouraged are projects that promise to serve as models for other programs. Preferred proposals relate recent scholarship to inservice teacher training and the design of new curricula; promote collaboration between schools and other educational and cultural institutions, such as museums and universities; improve teacher and student knowledge of English literature, foreign languages and literatures, and history, especially social history; and emphasize expository writing within the context of humanities curricula. One in six applications is normally approved. Cost sharing of at least 10 to 20 percent is required.

This program sponsors extended teacher institutes to allow school teachers and administrators to undertake yearlong collaborative efforts in curriculum development under the guidance of experts from schools and colleges. Regional development projects aiming at strengthening the humanities throughout an entire school system, or among contiguous school systems or groups of public or private schools, have also been funded. Collaboration among all appropriate educational and cultural institutions in the community is encouraged.

Higher Education Institutional Grants

Projects are designed primarily to strengthen the humanities curriculum and teaching at an individual college or university.

Consultant Grants • Awards are made to enable institutions in the early stages of planning new programs or of reconsidering existing curricula, to obtain the advice and assistance of experienced teachers, scholars, and administrators. Consultants are selected from the National Board of Consultants, drawn from reviewers and directors of curriculum development projects funded by the Division. Virtually every eligible, timely, reasonable request for consultant aid is honored. In 1978, 90 percent of the 135 applications were approved. Grants average \$4,700. No cost sharing is required.

Pilot Grants • Awards are made for the final planning, initial implementation, and evaluation of new courses in the humanities. Consultants, released time, and faculty workshops are examples of eligible expenses. Funding under a pilot grant may not exceed \$50,000 over a 12- to 18-month period. Available funds normally permit approval of one out of three applications. The Endowment will assume no more than 80 percent of project costs.

Development Grants • Support is provided for new programs in the humanities or for extensive revisions of existing programs. Funds may be used to develop a specific area of the humanities curriculum, such as a group of related courses or an ordered program of studies, or to make comprehensive revisions that affect the entire humanities curriculum. Development grants may not exceed \$300,000 in outright funds over a three- to five-year period. Supplemental funding may be requested on a gifts-and-matching basis.

Higher Education Projects Grants

Support is offered to develop and test imaginative approaches to humanities education through one- to three-year projects centering on curriculum development. Projects Grants support the development of educational models for widespread use, in contrast to Institutional Grants as described above. Projects Grants recipients develop model courses and create, test, and disseminate exemplary curriculum materials that address a distinct need in humanities teaching. Publication costs of textbooks and other materials are not funded. Projects Grants include Humanities Institutes awards to colleges and universities for intensive residential institutes attended by faculty involved in undergraduate humanities teaching. The theme of the institute must be of regional or national interest. Each institute selects its participants in open competition from among faculty nominated by colleges according to Endowment guidelines. At least 10 percent cost sharing is required of Higher Education Projects grantees. One out of five requests for funding is expected to be approved.

Example

The following summaries indicate the variety of projects sponsored by the Division from 1977 through 1979.

Elementary and Secondary Education Grants included a \$79,774 grant to Purdue University in Indiana to conduct a "Foreign Language Teacher Institute" during the summer of 1978. Sixty teachers of French, German, and Spanish in a three-state area worked toward improving their spoken fluency, increasing their knowledge of language and culture, and developing teaching techniques and materials. The University of Wyoming received a two-year grant of \$235,216 for a six-state "Regional Humanities Teaching Project." More than 200 elementary and secondary school teachers and administrators participated in institutes designed to improve the quality of humanities instruction.

Higher Education Institutional Grants included a \$5,395 Consultant Grant to Quinnipiac College in Hamden, Conn., to plan an 18-hour humanities concentration for students in health and business programs. Southeast Community College in Cumberland, Ky., received a \$3,355 grant to help design an Appalachian studies humanities core program with the assistance of the Center for Southern Folklore. A \$41,534 Pilot Grant went to Lakeland College near Sheboygan, Wis., to test a team-taught, interdisciplinary core curriculum in the humanities and natural and social sciences in 1978-1979. James Sprunt Institute, a state-supported technical community college in Duplin County, N.C., was awarded \$49,221 to test an interdisciplinary curriculum that examines the United States historical, political, and ethical experience. A \$200,000 Development Grant went to Pacific Lutheran University in Tacoma, Wash., to implement a series of interdisciplinary team-taught humanities courses on social, economic, and technological change, and on human responsibility for dealing with these changes. The

University of Kansas was awarded a \$295,879 grant to implement a three-year program entitled "Business and the Humanities: A Closer Relationship." The program aimed at developing new courses of special interest to business students in philosophy, English, history, and languages.

Higher Education Projects Grants included a \$177,418 grant to the American Association of State Colleges and Universities in Washington, D.C., to sponsor two "Institutes on Modernization and Social Change in Asia" for faculty members from 60 institutions to prepare courses describing three Asian societies. Wayne State University in Michigan received \$49,200 for a series of six workshops and six conferences, the recommendations from which could provide a framework for humanities-based continuing education programs for working adults around the country.

Contact for Information

Division of Education Programs, National Endowment for the Humanities, 806 15th Street, NW, Washington, DC 20506

217/Division of Fellowships

What/For Whom

Fellowships, stipends, and seminars for teachers at the undergraduate level, scholars, and other professionals. An advanced degree is not necessary to qualify, but active candidates for degrees are ineligible.

Description

Fellowships and stipends are awarded for full-time study or research to teachers, scholars, and interpreters of the humanities (see no. 213 for definition) for periods of one year or less. The Division of Research Grants (see no. 219) supports projects that require more than a single investigator or substantial expenses for research assistance, equipment, materials, or other costs. Proposals to plan curricula or develop teaching materials should be addressed to the Division of Education Programs (see no. 216).

NEH Fellowships

Approximately 369 fellowships were awarded for 1979-1980. Maximum stipends are \$10,000 for six months, or \$20,000 for 12 months. Fellowships are offered in three categories:

Category A • Fellowships support independent study and research by teachers, scholars, and others (including nonacademics) whose work seems likely to lead to significant contributions to humanistic thought and

knowledge. Fellowships may be held for either six or 12 months. In 1979, 167 such fellowships were awarded.

Category B • Fellowships support independent study and research by persons engaged primarily in undergraduate teaching whose work will enhance their ability as teachers as well as contribute to humanistic thought and knowledge. Tenure covers either six or 12 months. In 1979, 137 such fellowships were awarded.

Category C • Fellowships of 12-month tenure provide opportunities for undergraduate college teachers to participate in seminars directed by distinguished scholars at designated universities with libraries suitable for advanced study. Faculty members of departments with doctoral programs are not eligible. In 1979, 65 such fellowships were awarded.

Fellowships and Stipends for the Professions

Assistance is given to persons in professions other than teaching to permit study of the historical, philosophical, social, and cultural dimensions of their professional interests. Nine-month fellowships were scheduled in 1979 for journalists, and four-week seminars were held for business executives, journalists, labor leaders, lawyers and judges, physicians and other health care professionals, public administrators, and school administrators. Summer seminars of four or six weeks were also offered to teachers in law schools and schools of medicine and health care. Approximately 24 journalists received fellowships, 350 persons participated in professional seminars, and 100 persons in professional-school teacher seminars for law, medical, and health care schools.

Summer Seminars for College Teachers

Seminars are offered to provide teachers in undergraduate and two-year colleges an opportunity for advanced study or research in their own or related fields; the two-month stipend is \$2,500. For eight weeks, those selected work under the direction of a distinguished scholar at an institution with access to the collections of a major library, participating in seminar discussions and pursuing individual projects. College teachers wishing to attend a seminar apply directly to the seminar director. (Each December the Division publishes a list of seminars to be held in the forthcoming year.)

The Division plans to offer 123 seminars during the summer of 1979, each with 12 members, at institutions throughout the country.

Summer Stipends

College (two-year and four-year) and university faculty members, and others working in the humanities may apply for a stipend of \$2,500 for two consecutive months of full-time study or research. An applicant employed by a college or university must be nominated by that institution. About one in seven applications is approved. In 1979, 230 awards were made.

Fellowship Support to Centers for Advanced Study

Centers for advanced study, research libraries, and other equivalent institutions independent of universities are eligible to apply for funds with which to offer fellowships for study and research in the humanities. Approximately 40 to 50 fellowships were sponsored in 1979.

Example

The following summaries indicate the variety of projects sponsored by the Division from 1976 through 1979.

NEH Fellowships included one to a professor of political science at the University of Texas, Dallas, for a study of the role of Chinese adolescents in the Cultural Revolution. A professor of English and Afro-American Studies at Western Illinois University investigated the concept of luxury in eighteenth-century literature and thought while participating in a seminar at Northwestern University in Evanston, Ill., on "Romance and Romanticism: Psychological Revolutions of the Eighteenth and Early Nineteenth Centuries."

Fellowships and Stipends for the Professions awarded a grant of \$323,046 to the University of Michigan at Ann Arbor to bring 12 practicing journalists—reporters, editors, a photographer, a television producer, and a National Public Radio program director—to the university for an academic year of study in the humanities.

Summer Seminars for College Teachers funded a seminar at Indiana University, Bloomington, on "Liberty, Equality, and Fidelity in Bioethics," which brought philosophical and theological principles to bear on such issues as abortion, death and dying, eugenics, experimentation on human subjects, and truth and confidentiality. At the University of California, Berkeley, a historian conducted a seminar on "The Folk in American History," which examined selected oral and material sources—songs, anecdotes, dress, housing, tools—from different periods in U.S. history. Participants included historians and teachers of art, anthropology, ethnic studies, music, and speech.

Summer Stipends enabled a high school English teacher in Centerville, Ind., to analyze, identify, and catalogue a large number of Carl Sandburg's unpublished letters and manuscripts. A professor of history at Onondaga Community College in Syracuse, N.Y., studied the transition of obstetrics from an art practiced by untrained men and women to a branch of medicine controlled by male physicians, a contribution to both the history of women and the history of medicine.

Contact for Information

Division of Fellowships, National Endowment for the Humanities, 806 15th Street, NW, Washington, DC 20506

218/Division of Public Programs**What/For Whom**

Grants to educational institutions, film and video production centers, radio and television stations, historical organizations, libraries, museums, and other nonprofit organizations

Description

The Division of Public Programs supports projects that link the resources of museums, historical organizations, public libraries, and the broadcast media with the expert knowledge of scholars and teachers in the humanities (see no. 213 for definition). Projects are designed to engage the general public in thoughtful explorations of U.S. history, customs, and values and of the varieties of human experience in other cultures.

Media Program

Assistance is provided for film, radio, and television programs that examine and interpret fundamental concepts and themes in the humanities. Film and television projects should be of regional or national importance; radio projects may be for local use. Only projects that demonstrate extensive and thoughtful use of materials in the humanities and evidence cooperation among scholars and professional producers, writers, and directors are competitive. Cost sharing frequently is required. Four categories of grants are made:

Planning Grants to develop project ideas and long-range planning;

Development Grants to prepare finished scripts for programs;

Pilot Grants to produce pilot programs;

Production Grants to support the full production of a single program or series.

Museums and Historical Organizations Program

Support is given to projects that use the educational services, collections, and staff expertise of museums and historical organizations to interpret the intellectual and cultural heritage of human civilizations to the public. Not only museums and historical organizations but also other institutions capable of implementing interpretive programs in the humanities are eligible for assistance. Four major categories of support are provided.

General Planning Grants • Awards are made to examine the strengths and shortcomings of current programs in the humanities and to call upon appropriate outside expertise—scholars, curators, exhibit consultants, or others—to design a long-term strategy for improvement. Smaller institutions relying heavily on volunteer staff are especially encouraged to apply.

Sharing Collection Resources • Grants are made so that institutions with outstanding collections may assemble interpretive exhibitions for short- or long-term loans to other institutions.

Permanent Interpretive Projects • Assistance is provided for the interpretation of important collections permanently housed in museums, historical organizations, and other institutions. Examples of projects are new installations; historic site interpretations; film series and public symposia; and catalogues, brochures, and self-guiding tour programs. Funding is available for both planning and executing projects.

Temporary Interpretive Projects • Support is available for projects of short duration that provide thematic interpretations of objects, artifacts, documents, and other resources not on permanent display. Special encouragement is given to programs that use the artifact and archival collections of small museums and local historical organizations. Funding is available for both planning and executing projects.

Public Library Program

The newest of the Endowment's public programs, the Public Library Program makes awards for projects based on the collections and services of nonprofit libraries serving the general public. Any nonprofit library is eligible to apply for funds so long as the humanities project is aimed at the general adult public. Among organizations eligible to apply are community, county, regional, and state libraries; public library systems; independent nonprofit libraries; library associations; library schools; and academic or research libraries.

Projects should promote greater public use of humanities resources in libraries and strengthen the ability of libraries and their staffs to provide programs in the humanities. Encouragement is given to library projects that involve continuing collaboration with other community educational and cultural institutions and with scholars trained in the subject areas of the humanities. Proposals are also welcomed that relate library humanities resources to audiences of handicapped, minority, and older persons, and residents of isolated rural areas.

Planning awards typically do not exceed \$15,000 and last from six to nine months. Implementation grants normally range from \$10,000 to \$200,000 for a maximum of two years. Cost-sharing is ordinarily required.

Example

The following summaries indicate the variety of projects sponsored by the Division

The Media Program awarded a Development Grant of \$76,150 to WPBT-TV in North Miami, Fla., for work on a series exploring the history of slavery in the United States. A Pilot Grant of \$505,414 to the University of Washington in Seattle made possible a six-part television series on the ethical, legal, and moral issues arising from technological

advances and medical and biological research. A Production Grant of \$266,389 in 1978 to Southwest Missouri State University in Springfield sponsored two hour-long films examining the esthetic, cultural, economic, and psychological expectations of an Ozarks community's inhabitants.

In 1978, the Museums and Historical Organizations Program gave the Museum of Northern Arizona in Flagstaff an award of \$271,820 to reinstall and interpret its permanent anthropology collections, featuring Anazazi, Hopi, and Navajo cultures. Designed in cooperation with tribal members, the exhibits emphasize the continuity between prehistoric and historic cultures and the diversity of the region's native groups in origin, language, and world view. An award of \$82,513 to Old Salem, Inc., in Winston-Salem, N.C., will permit the installation of three permanent interpretive exhibits that portray Moravian concepts of education and religion in the community's everyday life during the eighteenth and nineteenth centuries.

In 1978, the Public Library Program granted the Alpha Regional Library in West Virginia \$49,295 for a series of workshops and a community outreach effort involving humanities scholars, local historians, and the general public in studies of folklore and folklife, genealogy, history of technology, and oral history. The Oklahoma Department of Libraries was awarded a \$300,000 grant and \$100,000 in gifts and matching funds to develop a statewide urban and rural network of library programs based on the theme of Oklahoma's multicultural heritage. Pierce County Rural Library District in the state of Washington received a \$75,000 award in 1979 to implement humanities programming for senior citizens, particularly those confined to nursing and private homes.

Contact for Information

(Appropriate Program), Division of Public Programs, National Endowment for the Humanities, 806 15th Street, NW, Washington, DC 20506

219/Division of Research Programs

What/For Whom

Grants to individuals, colleges and universities, research institutions, libraries, historical organizations, learned societies, and archives.

Description

The Division of Research Programs is concerned with all phases of the research process: collecting and making accessible the raw materials of research; production of reference works, research tools, authoritative editions and translations; the support of research conferences; and the

interpretation and dissemination of knowledge of the humanities (as defined in no. 213). Many grants are for long-range, collaborative projects. Applicants should also investigate the possibility of a grant from the National Historical Publications and Records Commission (see no. 166). A statement is available from either agency explaining the ways in which these programs complement each other.

General Research Program

This program supports a wide range of scholarship in the humanities in two categories: Basic Research projects, and State, Local, and Regional History projects.

Basic Research Program • Projects develop and interpret knowledge in all fields of the humanities and frequently involve innovative methodologies and collaborative, interdisciplinary scholarship. Support for archeological projects is offered through this program. Projects that primarily address scientific questions are considered by the National Science Foundation (see no. 225).

State, Local, and Regional History Projects • Support is provided to increase understanding of the history and customs of communities and regions in the United States and to encourage cooperation among scholars and citizens in developing and using the resources of the humanities.

Conferences

The Division supports conferences and workshops for scholars to discuss or develop research on a particular topic, explore directions in which research should move, or plan improved conditions for research.

Publications Program

Grants subvent the publication of scholarly books in the humanities. Nonprofit publishers may apply for grants; commercial publishers, for contracts. No subsidy of more than \$10,000 per volume may be awarded.

Research Collections

The purpose of the program is to make research resources more accessible to scholars. Grants are made to organize material, fill gaps in collections through oral history techniques, and locate and organize research materials on specific subjects. Assistance is given to address national problems in library and archival fields, and to catalogue, inventory, arrange, or otherwise process any significant research collection and prepare guides to that collection. Small grants—usually \$1,000 or less—are made to bring in a consultant to advise on the methodology for making a collection accessible.

Research Materials

Support is provided for up to three years to prepare reference works and research tools in the humanities under three categories.

Research Tools and Reference Works • Grants are made to create bibliographies, dictionaries, atlases, encyclopedias, concordances, linguistic grammars, data bases, indexes, and guides.

Editions • Grants are made to edit works by significant authors or of materials that focus on historic events, themes, or figures.

Translations • The Program supports annotated translations to acquaint readers with the cultural legacy and current scholarship of other cultures. All translations must include an introduction and annotations dealing with the historical and intellectual context of the work.

Example

The following summaries indicate the variety of projects sponsored by the Division.

The General Research Program in 1978 awarded a Basic Research grant of \$150,000 to the American Jewish Committee in New York City for the "Oral History of Recent Soviet Emigres in America." Southern Illinois University at Carbondale received \$100,000 for a two-year project, "Works on Cinematic and Aesthetic Theory by Sergei M. Eisenstein," and the Virginia Historical Landmark Commission was awarded up to \$196,819 for a three-year project, "York River Underwater Archaeology, Shipwreck."

State, Local, and Regional History Projects awards included \$23,965 to a researcher for an "Architectural History of Bangor, Me.," and \$35,719 to a researcher in Menasha, Wis., for a "Social History of Neenah, Wisconsin's Prominent Paper Manufacturing Families."

Conference grants included one for \$8,820 to the University of Alabama for "The American Writers and the Thirties." With a grant of \$42,081 the University of California, San Diego, sponsored a research conference on the "Chinese Cultural Experience in America: An Approach through the Movement Arts."

Research Materials awarded a researcher at Clark University in Worcester, Mass., a Research Tools and Reference Works grant of \$16,710 for a "Bibliography of the History of the Family and Kinship." An Editions award of \$65,000 to Mississippi State University sponsored an edition of the works of W.M. Thackeray. A Translations award of \$29,040 to the University of Kansas was given for the *T'ang Code*, the single most important collection of laws in the history of East Asia.

Contact for Information

Division of Research Programs, National Endowment for the Humanities, 806 15th Street, NW, Washington, DC 20506

220/Division of Special Programs

What/For Whom

Grants to individuals including young people, and nonprofit organizations.

Description

The Division of Special Programs was established in 1979 to ensure support for promising new project ideas falling outside the guidelines of the Endowment's five major program divisions.

Challenge Grants (see no. 214)

Program Development

A limited number of grants are made to test new ways of relating the humanities to the interests and concerns of wider audiences. Professional, civic, service-oriented, and job-related voluntary organizations in particular are encouraged to use resources in the humanities to examine topics of interest to their members. Consortia of civic, educational, and cultural organizations are encouraged to use local humanities resources and to examine topics of special concern to the citizens of a region or metropolitan area.

Guidelines were under development early in 1979 for a new category of funding for personnel training and technical assistance. Eligible groups may include museums, library associations, public radio and television stations, community and ethnic groups, and others involved in interpreting the humanities to the public. Sponsored projects would strengthen the long-term ability of an institution's staff to provide humanities programs and could involve seminars, workshops, and the employment of consultants. Also planned was the addition to the Endowment staff of a folklorist, whose particular responsibility would be to work with grass roots organizations, ethnic and folk groups often unaware of federal resources.

Science, Technology, and Human Values

The purpose of this program is to foster research, education, and public programs that seek to understand and assess the implications of scientific and technological innovation through the perspective of the humanities, particularly history, jurisprudence, and philosophy. This office provides overall coordination for grants made in support of this initiative, most often by the appropriate division—Education or Public Programs, for example. Liaison is also maintained with the National Science Foundation's (NSF) counterpart program, Ethics and Values in Science and Technology (see no. 223), which sponsors projects in which natural or social science methodology or subject matter predominate or in which humanists and scientists collaborate. Joint funding may be

arranged for projects in the latter category. When it is unclear to an applicant whether an NSF or Endowment program is more appropriate for a particular proposal, an inquiry may be addressed to the Office of Science, Technology, and Human Values. The Office is looking into possibilities for similar liaison arrangements with other federal scientific agencies, such as the Department of Energy.

Special Projects

This office is responsible for supporting humanities projects that do not fit precisely into any division's program or that fall between two divisions, or that are in totally new areas of humanities activity. Projects funded under this category constitute a wide variety of emergency, experimental, one-time, or other special or unique activities.

Youth Programs

The Office of Youth Programs sponsors opportunities for young people to learn about the humanities outside of formal educational settings, through two grant categories.

Youthgrants • Grants are made to young people, usually in their teens or 20s, to develop and conduct humanities projects. Neither academic affiliation nor an academic degree is required. Although teachers and scholars are encouraged to serve as advisors, young people must have primary responsibility for the project's initiation, planning, and execution. The program is expressly designed to encourage ventures similar to those conducted by more experienced professionals within the Endowment's other programs. For example, a project could involve designing and conducting an educational program, formal or informal; study or research of a specific subject area in the humanities; dissemination of humanistic knowledge or materials; or application of the humanities to ethical or social problems.

Most awards for individual projects are under \$2,500, but grants for group projects may range up to \$10,000; no matching is required. Scholarships, loans, or other types of student aid are not provided. It is estimated that in 1980, 500 applications will be considered, and 125 grants made.

Youth Projects • This experimental program encourages organizations and institutions to offer opportunities for young people to enrich their understanding and skills in the humanities. Grants are made to nonprofit organizations, such as youth, civic, and labor organizations; libraries; museums; colleges; and community groups. Projects actively and substantially involve large numbers of young people or produce innovative resource materials for their use. Collaboration between experienced professionals in the humanities and in youth education is required. Grants ranged up to \$200,000 and averaged about \$30,000, or a maximum of about \$50 per young participant. It is estimated that in 1980, 800 applications will be received, and 130 awards made.

Example

Program Development granted \$150,000 in 1978 to the Amalgamated Clothing and Textile Union in New York City to sponsor discussion programs for its members at union halls on such topics as the community, family, and work. North Carolina State University in Raleigh received \$57,000 for an experimental humanities program operated through the Agriculture Extension Service. Faculty members travel to rural areas, leading discussions on such topics as regional writers, religion, and First Amendment rights.

In 1978, the Office of Science, Technology, and Human Values awarded a grant of \$50,000 to Carnegie-Mellon University for a "Retrospective Assessment of Pittsburgh and Allegheny County Air Pollution Control Statutes: Values, Policy Formulation, Social Impacts, and Value Change."

Special Projects awarded the Institute for Advanced Study, in cooperation with the American Institute of Physics and the Federation of Public Programs in the Humanities, a \$220,000 grant in 1978 to develop a series of activities for the National Einstein Centennial Celebration in 1979. The Endowment contributed \$248,000 towards the funding of "Japan Today," an international symposium exploring the culture of contemporary Japan through exhibitions, drama, film, music, dance, and seminars coordinated by the Japan Society.

In 1978, Youth Programs awarded a recent college graduate in California a \$2,653 Youthgrant to develop a series of radio programs documenting music of the San Francisco Bay Area labor movement. An award of \$2,060 to a 19-year-old undergraduate at the University of Maine-Orono enabled him to research occupations in Lincoln County, Me., between 1900-1930 and prepare a traveling exhibit that will include historical photographs and transcribed interviews with residents who worked at these occupations.

The Girl Scout Council of St. Croix Valley in Minnesota received a \$6,514 Youth Project award to develop a guidebook on historic sites in that region, focusing on the contributions of eighteenth- and nineteenth-century women. A \$5,000 award to a summer CETA program (see no. 144) in Atlanta, Ga., helped young people research the Sweet Auburn neighborhood, the center of the black business community and home of Martin Luther King, Jr. The young people conducted interviews with residents, contributed to photographic essays and oral histories, and prepared tours and brochures on the history of Sweet Auburn.

Contact for Information

(Appropriate Program), Division of Special Programs, National Endowment for the Humanities, 806 15th Street, NW, Washington, DC 20506

221/Division of State Programs**What/For Whom**

Grants to state humanities committees, which in turn provide up to one-half of project costs for proposals from public and private nonprofit groups, organizations, and institutions.

Description

The Division of State Programs coordinates a program of grants to private, volunteer citizens' committees in each state. Each state humanities committee supports, through open grants competitions, humanities projects designed by the state's citizens and responsive to their interests. Each committee establishes its own program and procedures for solicitation and review of proposals.

Although the committees are permitted to invite applications in any humanities area, they particularly encourage projects that are designed for an adult, out-of-school audience and that bring together scholars and members of the public for discussions from the perspective of the humanities of contemporary social and public policy, values, history, and cultural traditions.

Committees are composed equally of professionals in the humanities and members of the general public: humanities scholars, administrators of academic and cultural institutions, representatives of business, labor, farming, the professions, civic and ethnic organizations—more than 1,100 citizens in the 50 states. Two members on each committee are appointed by the governor.

Grants range from \$100 to much larger sums for statewide efforts. At least 50 percent matching in cash or in kind is required.

Example

In 1978 approximately 2,200 projects were funded by state humanities programs at an average cost of just under \$8,000 each. The Alaska Humanities Forum sponsored "Alaska Review," a television series that explores public policy issues and ethics, a conference on the problems of Aleutian and Pribilof native cultures, and a statewide conference on the contemporary role of the writer in Alaska. The Oklahoma Humanities Committee sponsored a television series featuring interviews with more than 80 Oklahoma women, a statewide conference on "Moral Implications of the Holocaust: What Can We Learn and Teach?" and a "summer humanist" program under which scholars live in and work with small towns to develop local humanities programs.

Contact for Information

State humanities committee (see Appendix I) or Division of State Programs, National Endowment for the Humanities, 806 15th Street, NW, Washington, DC 20506

National Science Foundation

222/Introduction

The National Science Foundation (NSF) was established in 1950 to promote and advance scientific progress in the United States. The Foundation supports scientific research and education projects in the mathematical, physical, environmental, biological, social, behavioral, and engineering sciences. Basic research is emphasized, but NSF is also involved in applied research directed toward the solution of more immediate problems. Its educational programs are aimed at ensuring increased understanding of science at all educational levels and an adequate supply of scientists and engineers. NSF does not specifically support projects in clinical medicine, the arts and the humanities, business areas, or social work. However, projects that use the arts and humanities to achieve NSF's overall goals will be considered for funding. Most awards are made on a cost-sharing or jointly funded basis. Prospective applicants are encouraged to contact the appropriate program for its brochures and to discuss the proposal prior to submitting an application.

NSF annually issues *A Guide to Programs*, which in summary form describes the principal characteristics, basic purpose, and eligibility requirements for each program. The *Guide to Science Education Programs* and guideline brochures for education grants also are issued annually. A newsletter, *NSF Bulletin*, annual report, awards lists, and other materials are also available.

Contact for Information

Public Information Branch, National Science Foundation,
Washington, DC 20550

223/Office of Science and Society

What/For Whom

Grants to colleges, universities, museums, citizen groups, laboratories, industrial firms, professional associations, and other profit and nonprofit organizations; grants to professional scientists and engineers for Public Service Science Residencies.

Description

The Office of Science and Society programs are intended to improve understanding of the relationship between science and society among the general public and the scientific and technological communities, and to encourage informed public participation in the resolution of policy issues involving science and technology. Individual grants programs are described in the *Guide to Science Education Programs* and guideline brochures, issued annually. These publications should be consulted for specifics concerning eligibility, application procedures, matching and cost-sharing requirements.

Ethics and Values in Science and Technology

The program supports projects that encourage and refine professional and public debate on the ethical rules and social standards governing the conduct of scientific and technological activities, including the sponsorship and application of research. Liaison is maintained with the National Endowment for the Humanities counterpart program, the Office of Science, Technology, and Human Values (see no. 220). Example: In 1978, a \$147,919 award was made to Washington University in St. Louis, Mo., to study the ethical problems of anthropological and sociological fieldwork. The project includes a survey of the literature on this topic and workshops with professional fieldworkers. Materials for experienced fieldworkers and graduate students planning careers in fieldwork will be produced.

Public Understanding of Science

The program assists efforts to improve the distribution of information about science and technology to the general public, particularly with regard to the scientific and technological content of major public issues. During 1978, 56 percent of the program's funds were allocated for broadcasting and 29 percent for museum projects. Example: The Otrabanda Company in New Orleans, La., was awarded \$36,400 in 1977 to develop a scientifically and historically accurate dramatic presentation of the discovery of glass, which would demonstrate the process of scientific discovery and the impact of science on human life. A network of science museums and college centers has hosted the presentation around the country. Each performance concludes with a discussion among cast and audience of the relationships between science and society; performances are supplemented by interviews and radio and television adaptations.

Science for Citizens

The goal of the Science for Citizens program is to encourage communication between scientists and those citizens or citizen groups ordinarily without access to information that would help clarify and resolve policy issues with significant scientific and technical aspects. In 1979, the Science for Citizens program planned three types of activities: Public Service Science Residencies, to

encourage scientists and engineers to initiate or participate in efforts to resolve public policy issues involving science and technology; forums, conferences, and workshops on scientific and technological policy sponsored by citizen groups and other nonprofit organizations; and planning studies to promote investigation into methods of providing scientific and technical assistance. Example: In 1978, the Art Hazards Resource Center in New York City received \$18,000 to establish an information center to inform artists and craftspersons about the health hazards of arts and crafts materials and how to work with them safely.

Comment

At the time the *Cultural Directory* went to press, legislation was pending in Congress to create a new Department of Education. If the legislation is enacted, some of the NSF science education programs may be transferred to the new department (see no. 65).

Contact for Information

Office of Science and Society, Directorate for Science Education, National Science Foundation, Washington, DC 20550

224/Science Education Programs

What/For Whom

Grants to institutions, chiefly colleges and universities. Fellowships, traineeships, and other student assistance to individuals with or without institutional affiliations.

Description

The Science Education Directorate of the National Science Foundation conducts programs described in the *Guide to Science Education Programs* and guideline brochures, issued annually. These publications should be consulted for specifics concerning eligibility, application procedures, matching and cost-sharing requirements.

Science Education Resources Improvement

This division supports the strengthening of science education and research training in schools, colleges, and universities. Programs range from those aimed at institution-wide improvement in the sciences to projects dealing with a single component of an individual course. Example: In 1978, the College of Ganado in Arizona received a grant of \$202,100 to improve its social science curriculum for the Navajo and Hopi student population through the production of bicultural and bilingual instructional materials. A grant of \$3,900 permitted the

Department of Anthropology at Catholic University in Washington, D.C., to purchase needed equipment as part of a major revision of the undergraduate anthropology curriculum. A grant of \$12,300 was made to Hamline University in St. Paul, Minn., to permit the development of data-analysis exercises for an anthropology course on cultural change. Stockton State College in Pomona, N.J., was awarded \$6,300 to help purchase basic equipment for a "Physics of Music" course, which investigates the physical properties of sound in the musical arts and acoustics, and is designed primarily for nonscience majors. Rensselaer Polytechnic Institute in Troy, N.Y., was awarded \$25,000 for an interdisciplinary effort to develop and test materials treating ethical issues raised by computer development, for incorporation into the undergraduate computer science curriculum.

Scientific Personnel Improvement

This division provides support for fellowships, traineeships, science teacher development, and student-oriented activities, including programs to increase involvement of physically handicapped persons, women, and minorities in scientific studies and professions. The division administers programs that emphasize the development of individuals rather than institutions. Example: In 1978, a Graduate Fellowship to a student of anthropological archeology at the University of Pennsylvania in Philadelphia permitted his training in comparative archeology essential to a study of long-term cultural adaptation and change in Southwest Asia. A Minority Graduate Fellowship supported research on the changing organization of the American family. A National Needs Postdoctoral Fellowship recipient at the Washington Center for Metropolitan Studies in Washington, D.C., examined processes and trends in private urban renewal in U.S. eastern seaboard cities. The University of Kansas in Lawrence received \$17,990 for undergraduate sociological research on the social impacts of water resources projects, human aging, discrimination against minorities in the work world, citizen efforts to influence social policy, and the power structures of energy and agricultural organizations.

Science Education Development and Research (SEDR)

This division emphasizes activities to develop new knowledge and new means for improving science education at all levels. Programs supported include basic research in selected instructional materials, technologies, and methods. Only innovative projects judged to have potential to improve science education nationwide are sponsored by SEDR. Since 1972, cumulative awards of \$3,131,032 have underwritten the development of a three-year integrated human sciences curriculum for the middle school, the Human Sciences Program. The interdisciplinary curriculum focuses on the links between the natural sciences and social-behavioral sciences, and is based on an educational theory that considers developmental characteristics of adolescents and the variations among families and communities. A publisher

has been selected to print and distribute the curriculum, scheduled for completion by the end of 1979.

Office of Science and Society (see no. 223)

Comment

At the time the *Cultural Directory* went to press, legislation was pending in Congress to create a new Department of Education. If the legislation is enacted, some of the NSF science education programs may be transferred to the new department (see no. 65).

Contact for Information

Office of the Assistant Director, Directorate for Science Education, National Science Foundation, Washington, DC 20550

225/Scientific Research Programs

What/For Whom

Research grants (with costsharing required) to academic and nonprofit research institutions that apply on behalf of scientists and researchers for up to two years of support. Doctoral Dissertation Grants to graduate students sponsored by institutions.

Description

The National Science Foundation supports research in numerous scientific fields, including behavioral, neural, and social sciences. In addition to grants made to scientists at research institutions, support may also be provided for research workshops, symposia, and conferences; the purchase of specialized research facilities and equipment; and travel to selected international meetings. Doctoral Dissertation Grants are awarded for research in the behavioral, neural, and social sciences. Inquiries concerning other fellowship and traineeship programs sponsored by the Foundation should be addressed to the Division of Scientific Personnel Improvement (see no. 224). Detailed information on research support is contained in the Foundation's *Guide to Programs* (published annually), and *Grants for Scientific Research*, both available from the office listed below. Program areas of special interest are described below.

Anthropology Program

The program supports research in archeology and cultural, physical, and social anthropology. Grants also are made to preserve and increase accessibility of systematic anthropological collections. Example: In 1977, an award of \$14,400 was made to Colgate University in Hamilton, N.Y., for "The Cross Petroglyph: Its Astronomical

Implications and Role in the Design of Mesoamerican Ceremonial Centers," an 18-month study of ceremonial architecture and symbols at several Mexican and Guatemalan sites. "Near Eastern Epigraphy," an 18-month project at the State University of New York in Buffalo, supported by a 1977 award of \$20,000, analyzed proper names in the Northwest-Semitic languages and the religious, sociological, and acculturation patterns these evince. In 1978, Indiana University in Bloomington, Ind., received \$4,100 for 18 months of research on the effect of tourism on ritual behavior in a traditional culture, "Possession and Performance in Haitian Entertainment Events."

History and Philosophy of Science Program

Studies of the history of science and technology examine the growth of sciences, scientific organizations, and intellectual movements; the interaction of science and technology; and the impact of science and technology on society. Research concerning the philosophy of science is directed toward the logic, language, and broad philosophy of the scientific approach; interrelations among the sciences; and the relationship of scientific inquiry to values and other human concerns. Studies of scientific topics from historical and philosophic perspectives also are eligible for consideration by the National Endowment for the Humanities (see no. 213). Example: NSF awarded the American Academy of Arts and Sciences \$27,100 in 1977 for a year's work on its "History of Women Scientists in America," which considers the career patterns and lifestyles of women scientists. The origin and development of paper-making and printing in traditional Chinese culture was the subject of the University of Chicago's "History of Paper and Printing Technology," sponsored for a year by a 1977 award of \$35,300.

Linguistics Program

Research is supported on the syntactic, semantic, phonological, and phonetic properties of individual languages and of language in general. Studies of social influences on language and dialect variation are also sponsored. Example: Rice University in Houston, Tex., received \$5,300 in 1977 for "Textual Documentation of a North American Indian language: Bella Coola," to prepare a text for publication, based on earlier research, that will preserve a portion of the Bella Coola Indian language and culture. In 1977, a \$13,400 "Planning Grant for a Center for the Study of Native American Languages" was made to WSF Associates in Albuquerque, N.Mex.

Contact for Information

(Appropriate Program), Directorate for Biological, Behavioral, and Social Sciences, National Science Foundation, Washington, DC 20550

National Trust for Historic Preservation

226/Introduction

Chartered by Congress in 1949, the National Trust for Historic Preservation is the only national, private, nonprofit corporation responsible for encouraging the protection, preservation, and interpretation of the cultural heritage of the United States. The Trust offers advice on preservation problems (see no. 230) and works with individuals, groups, and public agencies in planning and carrying out preservation programs. The Trust sponsors educational programs (see nos. 227-228) and it owns and operates historical museums and similar properties. Its funding programs (see nos. 227, 229, 231) seek to encourage public participation in the preservation of historic districts, sites, buildings, structures, and objects of significance in American history and culture.

Trust programs are supported by membership dues, endowment funds, contributions, and matching grants from the Department of the Interior. Regional and field offices carry out the work of the Trust in their areas. In addition, the Executive Vice President of the Trust appoints to the Board of Advisors at least two individuals from each state, the District of Columbia, and U.S. territories to represent the Trust and keep it informed of preservation activities in their areas. These advisors may be reached through the Trust's regional and field offices (see Appendix J). Membership in the Trust is open to individuals, organizations, and businesses interested in historic preservation.

Contact for Information

National Trust for Historic Preservation regional or field offices (see Appendix J) or National Trust for Historic Preservation, Washington, DC 20006

227/ Education Funds

What/For Whom

Grants to member organizations of the National Trust for Historic Preservation. Internships for undergraduate and graduate students in preservation-related fields.

Description

The Education Services Division of the Trust awards grants to its member organizations for educational programs and for the development of educational materials in fields related to historic preservation. It awards summer internships in historic preservation activities to undergraduate and graduate students.

Cosponsored Conference Grants

Member organizations holding conferences on historic preservation are eligible for grants up to \$1,500 to defray costs of speakers, printing, and educational materials, provided these are not covered by income from participants in the conferences. Example: In 1977, the Trust awarded \$1,000 to the Savannah (Ga.) Landmark Rehabilitation Project, Inc., for a conference on rehabilitation of low-income housing in a Victorian neighborhood. Among the 12 grants awarded in 1978 were those assisting a conference in New Harmony, Ind., on historic theaters, and one in Providence, R.I., on neighborhood conservation.

Internships

A highly competitive 12-week summer internship program is provided for approximately 40 undergraduate and graduate students in preservation-related activities. Interns are assigned to member organizations, which compete for project assignments and share equally with the Trust in paying the intern's \$135-a-week stipend. Interns pay their own room and board. Example: In 1978, one intern prepared a documentary history of the Chinese-American community in Portland, Oregon. The study surveyed the community's origins, its social and cultural organizations, and its physical evolution. This material will provide important data for decisions about the community's preservation and development. (See also examples of internships under no. 231.)

Preservation Education Fund

Grants of up to \$10,000 are awarded for the development and enrichment of programs in preservation education. At the elementary and secondary levels, grants support the development of teaching units, audiovisual packages, games, and other educational materials. Applicants must demonstrate support from a school system. At the college and graduate levels, the Fund supports the design of new programs and materials to supplement existing ones. It also helps to underwrite special workshops and visiting lecturers. Students enrolled in preservation programs (exclusive of postdoctoral students) are eligible for scholarship grants through their universities. Example: In 1978, there were 12 grants totaling \$66,000. The Northwest Vocational Technical School in Sturgis, S.D., received \$7,500 for establishing a historic preservation and building renovation program. This Building Design and Construction Program trains craftspersons in carpentry, drafting, masonry, and metalworking as these

crafts apply to historic structures. The University of Vermont received \$7,000 to assist in developing a new course in historic preservation law. This grant will also be used for enriching existing courses in the techniques, economics, and architectural terminology of conservation and preservation.

Contact for Information

Education Services Division, National Trust for Historic Preservation, Washington, DC 20006

228/Education Services

What/For Whom

Audiovisual materials, career information, conferences, international preservation information exchange, and reference and research services for member organizations and individuals. Film competition for students and independent producers.

Description

Audiovisual Materials

The Education Services Division of the Trust lends photographs and films on American architecture and preservation to Trust members. A free catalogue of films and slide shows is available to members on request. In addition, the Division sponsors an annual film competition open to students and independent producers. Entries must illustrate and interpret the progress of historic preservation in the United States. Up to six prizes of \$1,000 are awarded each year.

Career Information

An academic programs coordinator provides career counseling in the historic preservation field. The October issue of *Preservation News* (see no. 230) includes a supplement describing graduate and undergraduate preservation courses available throughout the United States. Each month the "Work" column in *Preservation News* publicizes job opportunities in the preservation field.

Conferences and Meetings

The Education Services Division plans the Annual Meeting and Preservation Conference for the entire membership of the National Trust; it also plans the Williamsburg Seminar on Historical Administration for beginning professionals and graduate students, the Community Preservation Conference, and the Historic Preservation Maintenance Workshop. These and other Trust-sponsored meetings are

publicized in the *Educational Opportunities* brochures, published each October.

International Cooperation

The Trust exchanges information on preservation activities with organizations throughout the world. It maintains an active file on international study opportunities, conferences, publications, and other preservation activities. A directory of international preservation organizations is available to members on request.

Reference and Research Services

The Trust library is open to members, researchers, and writers. The library staff serves as a clearinghouse for reference information on all aspects of historic preservation. A research coordinator advises students and researchers, suggests and reviews topics for papers and theses, and keeps a list of current preservation research in the United States. A speakers reference service provides the names of individuals interested in speaking on various preservation topics. In 1979, the Trust will publish a directory of state and local private, nonprofit, preservation groups.

Contact for Information

Education Services Division, National Trust for Historic Preservation, Washington, DC 20006

229/Historic Preservation Funds

What/For Whom

Consultant Service Grants; preservation loans and revolving funds to member organizations of the National Trust for Historic Preservation.

Description

The Trust awards grants and loans to member organizations for consultant services and for the acquisition of historic property in need of restoration and preservation.

Consultant Service Grants

Matching awards ranging from \$500 to \$5,000 assist member organizations in securing the services of qualified professional consultants on preservation-related projects. Consultants may investigate a wide range of subjects, such as new uses for historic buildings, or the economic feasibility of developing historic districts. The National Trust discourages requests for assistance for architectural survey work because substantial funding is available through other non-National Trust programs (see nos. 107, 110, 113, 124, and 125). Example: In 1978, 63 grants

were awarded, for a total of \$74,000. One went to the African-American Historical and Cultural Society for a feasibility study of adapting the San Francisco Municipal Railway Power Plant Station, built in 1896, to a museum gallery and library. The project included cost estimates, seismic evaluation, site inspection, and preparation of a phased rehabilitation plan.

Endangered Properties Program ✓

The Office of Historic Properties administers this \$2-million program sponsored jointly by the Trust and the Secretary of the Interior. Its purpose is to give members immediate assistance in securing properties of national historical significance which are threatened by real and present danger. Such properties must meet the criteria for National Historic Landmarks (see no. 126). In addition, they must represent an aspect of the American heritage, be associated with important people or events, embody distinguishing artistic or technical characteristics, or represent the work of a master craftsman or designer. A revolving fund provides loans, loan guarantees, purchase options, or direct purchase of properties to be resold after being secured by protective covenants. Example: In 1978, a six-month loan of \$18,500 was made to the Veblen Preservation Project, Inc., to secure the Minnesota homestead of Thorstein Veblen, the nationally recognized economist and author of *Theory of the Leisure Class*. The homestead is listed in the National Register of Historic Places.

National Preservation Revolving Fund

The Trust makes low-interest loans to assist organizations in preserving historic structures by establishing and operating local revolving funds within districts or areas of recognized historical and architectural significance. These loans, averaging \$25,000, are usually in the form of challenge loans determined on a case-by-case basis. Capital for this program is \$1 million.

Contact for Information

National Trust regional offices (see Appendix J) or (Appropriate Program), National Trust for Historic Preservation, Washington, DC 20006

230/Historic Preservation Services

What/For Whom

Advisory services, tax credits for donations of property, legal advice, media services, publications, and special events and awards for member organizations and individuals.

Description

The Trust offers assistance aimed at increasing interest and technical competence in the preservation of the nation's historic properties.

Advisory Services

The Advisory Services Division provides professional advice on preservation problems to both members and nonmembers. The Division oversees the work of the three field offices located in Charleston, S.C.; Oklahoma City, Okla.; and Washington, D.C. Information fact sheets are available on request. They cover topics such as "Funding Sources for Preservation," "Preservation of Auditoriums and Opera Houses," "Factors Affecting Valuation of Historic Property," and "Neighborhood Conservation."

Asset Real Property Program

This program allows members to donate properties to the Trust and receive full tax credit, as well as assurance that historically or archeologically significant properties will be properly secured by protective covenants. Any property may be donated outright, subject to a life estate, or by will. The Trust sells these properties to increase its resources for preservation purposes.

Landmarks and Preservation Law

Lawyers in the Landmarks and Preservation Law Division review local ordinances and offer legal advice to communities involved with historic preservation. They work on legislative drafts which may affect preservation, and in special instances may enter as a party to litigation. The Division issues a chart of the status of pending Congressional legislation and of local litigation affecting historic preservation. This chart is available to members from this division at the address listed below.

Media Services

The Media Services Division provides promotional aids to community groups involved with historic preservation. Several short television and radio announcements, narrated by famous personalities, may be borrowed free of charge. Also available to members and to the news media is a kit on historic preservation. It includes suggestions for special activities to help celebrate National Historic Preservation Week each May.

Preservation Press

The Press publishes a monthly newspaper, *Preservation News*, and a bimonthly magazine, *Historic Preservation*, which are regularly sent to all Trust members. The Press also publishes books on preservation topics ranging from historic recipes to ghost towns, technical reports, and preservation law. Particularly helpful publications are *A Guide to Federal Programs for Historic Preservation* and its *1976 Supplement*. These describe all federal

assistance programs related to historic preservation and environmental education. Equally valuable is *A Guide to State Historic Preservation Programs*. Critiques of members' publications are available free of charge. A small fee is charged for a publications kit containing practical information about publishing in the preservation field. An annual journalism award is presented to students for outstanding writing in this area. In addition, the catalogue of National Trust Preservation Bookshop lists a large number of diverse publications on preservation, American folklife, architecture, arts, and material culture.

Special Events

The Special Events Division organizes group tours to historic sites and restoration projects in the United States and abroad. This division also annually presents the Louise du Pont Crowninshield Award for superlative achievement in the preservation and interpretation of nationally significant historic places.

Contact for Information

National Trust regional offices (see Appendix J) or (Appropriate Division), National Trust for Historic Preservation, Washington, DC 20006

231/Maritime Preservation Program

What/For Whom

Advisory, educational, and technical assistance to groups or individuals involved in maritime preservation efforts; awards to young people. Loans and matching grants for maritime preservation projects to nonprofit and public agency members of the National Trust for Historic Preservation.

Description

Formed in 1976, the Office of Maritime Preservation aims at increasing public awareness of America's maritime heritage through preservation, restoration, or replication of maritime vessels, relics, and structures. The Office compiles comprehensive national inventories of maritime properties that should be preserved, and organizes educational activities such as seminars, conferences, and internships. The program offers advisory and technical assistance in maritime preservation techniques, methods of exhibition, and legal and legislative matters related to maritime preservation. It also makes annual awards to recognize and encourage the maritime preservation efforts of young people.

The Trust makes low-interest loans and dollar-for-dollar matching grants to assist communities and private groups

involved in maritime preservation projects. Such projects may include preservation, restoration, or replication of historic vessels, relics, lighthouses, shipyards, and other waterfront structures and sites of historic importance; acquisition of such properties listed in the National Register of Historic Places; survey projects such as identifying underwater archeological sites or planning projects such as feasibility studies of proposed preservation activities; educational programs in maritime history; training to preserve traditional skills in building and operating all sizes and types of vessels; and museum programs.

In 1979, \$5 million was allocated by the Interior Department's Heritage Conservation and Recreation Service to administer maritime preservation grants jointly with the National Trust and State Historic Preservation Offices. Under this program the Trust's Maritime Office is responsible for processing all grant applications except those dealing with properties listed in the National Register of Historic Places. These should be directed to the Department of the Interior (see no. 126).

Example

In the first round of matching grants for maritime preservation in May 1978, 19 grants were awarded. The Maine State Museum in Augusta received \$3,000 to preserve and exhibit the remains of the square-rigged ship *St. Mary*. The Sea Education Association, Inc., of Woods Hole, Mass., received \$5,400 to conduct a sail training and maritime heritage course for college students. The Nebraska State Historical Society received \$10,000 to restore the Missouri River dredge *Captain Meriwether Lewis*. The South Street Seaport Museum in New York City used \$160,000 to restore and preserve the 1885 full-rigged ship *Wavertree*. Youth Adventure, Inc., of Mercer Island, Wash., received \$5,875 to conduct a training program in preservation skills and sailing aboard the 1913 schooner *Adventuress*.

Three maritime internships were awarded in 1978 under the Trust's Internship Program (see no. 227). An intern in Baltimore, Md., developed an audiovisual presentation documenting the construction and activities of the clipper ship *Pride of Baltimore* to be used for teaching. Another intern studied wooden boat building and developed a plan for exhibiting a boat collection in the Maritime Museum of Bath, Maine. The third intern helped develop "Paddle to the Sea," a summer learning program for children aged 9 to 12, at the Mariner's Museum in Newport News, Virginia.

Contact for Information

Office of Maritime Preservation, National Trust for Historic Preservation, Washington, DC 20006

Office of Management and Budget

232/Federal Assistance Information

What/For Whom

Published and computerized information on federal assistance programs for the general public.

Description

The Office of Management and Budget (OMB), established in the Executive Office of the President, is responsible for advising and assisting the President on all matters concerning the organization and expenditures of the federal government. This responsibility entails, in part, the collection of current data on all federal programs including guidelines, types of assistance, and the coordination of programs to stimulate interagency cooperation and prevent duplication. All of this information has been published and updated annually by the Office's Federal Program Information Branch which is now programmed for a nationwide computer system.

Catalog of Federal Domestic Assistance

The *Catalog* is a comprehensive listing and description of federal programs and activities that provide assistance or benefits to the American public. To aid potential beneficiaries in identifying and obtaining available assistance, the *Catalog* describes the specific type of support provided by each program, the purpose for which it is available, who may apply for it, how and where to

apply, and which other federal programs provide similar assistance. Extensively indexed, the *Catalog* includes information on grants, loans, loan guarantees, scholarships, and other types of financial support; technical assistance, counseling, and training; and services in the form of federal property, facilities, equipment, or goods. Published in the summer of each year and updated each winter, the *Catalog* may be purchased from the Federal Book Stores (see Appendix G) and is often available for reference at public libraries and local chambers of commerce.

Federal Assistance Programs Retrieval System (FAPRS)

Formerly administered by the Department of Agriculture, FAPRS is a computerized means of identifying federal programs offering various kinds of assistance of interest to individuals, organizations, communities, and state and local governments. Given specific information about a project needing support—either financial or technical—the computer prints out a listing of appropriate federal programs. This listing is keyed to the *Catalog of Federal Domestic Assistance* (described above), which contains detailed information on each program. The FAPRS data bank contains information for the following arts and humanities-related categories: cultural affairs (promotion of the arts and humanities), education (including curriculum support, and research and development), historic preservation, libraries, museums, and recreation. FAPRS is accessible to the public through county extension agents (see no. 24), various other local, state, and federal governments, and private organizations and universities which have tied into the three commercial time-sharing companies under contract with OMB to make this material available. Sometimes a small fee is charged.

Contact for Information

Local county extension agents or Federal Program Information Branch, Office of Management and Budget, 726 Jackson Place, NW, Washington, DC 20503

Office of Personnel Management

233/Federal Cooperative Education Programs

What/For Whom

Temporary federal employment for college students from educational institutions that have cooperative education agreements with federal agencies.

Description

Cooperative Education programs provide students the opportunity for career-related assignments with federal agencies and departments. Through written agreements between educational institutions and federal agencies, periods of academic study are interspersed with related work assignments so that students can acquire practical experience as well as classroom theory. Most positions are in engineering, accounting, the physical and life sciences, and public administration. Students enrolled in approved curricula at the associate, baccalaureate, or advanced-degree levels must be referred by their schools through such agreements. Direct applications from students are not accepted.

Students selected for appointments receive pay commensurate with their qualifications and level of academic training. Most students selected need not qualify in competitive civil service examinations. Interested students should consult their school's director of cooperative education or the head of their graduate department. Students must maintain an academic record that ensures their graduation. Those who satisfactorily complete academic requirements and work-study assignments may, at the employing agency's option, have their positions converted to permanent positions in the federal career service without further examination.

Example

During the school year ending June 1978, more than 12,500 students received assignments with federal departments and agencies. In past years approximately 63 percent of those students who successfully completed both academic and work performance assignments remained within the federal government. Current employment records show the following breakdown: 3,988 in engineering and architecture; 695 in social sciences,

psychology, and welfare; 181 in information and the arts; and 64 in library and archives. The category "information and the arts" includes positions such as audiovisual producer, exhibits specialist, illustrator, interpreter, museum curator, musical technician, photographer, public information specialist, translator, and writer-editor.

Contact for Information

Recruitment Manager, Office of Personnel Management regional offices or Student Employment Programs Section, Office of Personnel Management, Washington, DC 20415

234/Federal Employment

What/For Whom

Federal employment opportunities for U.S. citizens, age 18 or older.

Description

Most federal employees are hired under the Federal Merit System, which determines candidates' eligibility according to their education, experience and, for some positions, scores on a written examination. Federal jobs are filled from lists of qualified applicants—called "eligibles"—who are grouped by the grade level for which they qualify. Job grade level is based on a General Schedule (GS) classification system which assesses the degree of difficulty and level of responsibility.

Education and experience requirements for career positions vary according to grade level:

Entrance level (GS-5 through GS-7): Most positions require a bachelor's or master's degree, or three years of professional or administrative work experience. An equivalent combination of experience and education is also acceptable. For some entry-level positions (for example, writer-editor), a candidate's education may have been in any field. For others (for example, a theater specialist), it must have been in a directly related field. Many positions require a written test, the Professional and Administrative Career Examination or PACE exam.

Mid-Level (GS-9 through GS-12): Beyond entry-level requirements, eligibles must have two or three years additional appropriate work experience, or a Ph.D. degree in an appropriate discipline.

Senior Level (GS-13 through GS-15): Eligibles must meet entry-level requirements and have three years of substantial professional experience, one of which is comparable to the next lower grade in the Federal Service.

In response to the Federal Design Improvement Program the Office of Personnel Management (OPM) has established special examining procedures for certain

arts-related positions. These procedures involve evaluation of applicant slide portfolios by a blue-ribbon panel of designers drawn from government and from the private sector. The positions affected are architect and landscape architect GS-5/13, with nationwide examining by OPM's Denver Area Office, and graphic designers, illustrators, and photographers GS-5/12, with nationwide examining by OPM's Los Angeles Area Office beginning in early 1979.

Positions related to the arts and humanities are filled in various ways through different local and nationwide examinations. Some examining and hiring responsibilities are delegated to federal agencies. Interested individuals are urged to contact the Federal Job Information Center in the area where employment is sought (check your local phone directory under "U.S. Government" for the phone number).

Example

As of October 31, 1977, the following agencies were the major employers in each of the arts- and humanities-related fields shown below. Of 283 *archeologists*: Interior 203, Agriculture 40, Army 34; of 1,589 *architects*: Army 287, Navy 286, General Services Administration 166, Interior 155, Air Force 141, Housing and Urban Development 130; of 357 *archivists*: General Services Administration 306; of 187 *arts specialists*: Army 155, Air Force 16; of 281 *exhibits specialists*: Smithsonian 78, Interior 52, Army 47; of 256 *foreign language broadcasters*: International Communication Agency all; of 1,178 *general arts and information specialists*: International Communication Agency 236, Army 200, Navy 120; of 500 *historians*: Air Force 171, Army 102, Interior 102; of 2,252 *illustrators*: Army 837, Air Force 459, Navy 404, Interior 73; of 161 *interpreters*: Justice 109, State 18.

Also, of 607 *landscape architects*: Agriculture 185, Interior 161, Army 131; of 3,337 *librarians*: Library of Congress 1,064, Army 489, Veterans Administration 352, Air Force 277, Navy 263; of 216 *museum curators*: Smithsonian 103, Interior 51, Army 42; of 388 *museum specialists and technicians*, Smithsonian 215, Interior 60, Army 45; of 58 *music specialists*: Army 39, U.S. International Communication Agency 7; of 2,972 *photographers*: Army 715, Air Force 485, Navy 433, Veterans Administration 288, other Defense agencies 155, Agriculture 141; of 2,724 *public information specialists*: Army 569, Agriculture 376, Health, Education, and Welfare 218; of 105 *sociologists*: Health, Education, and Welfare 36, Army 25, Interior 17; of 31 *theatre specialists*: Army 27, Interior 4; of 1,513 *visual information specialists*: Army 285, Navy 224, Air Force 183, Health, Education, and Welfare 96; of 2,100 *writer-editors*: International Communication Agency 351, Army 345, Air Force 199, Navy 173.

Contact for Information

Federal Job Information Center in area where employment sought or Federal Job Information Center, Office of Personnel Management, Washington, DC 20415

235/Federal Summer Employment

What/For Whom

Summer employment opportunities in federal agencies.

Description

Federal agencies and departments throughout the United States, especially in large metropolitan areas, have summertime job openings in clerical, technical, subprofessional, professional, and administrative fields for individuals with appropriate education and experience. Salaries are based on the standard civil service grade levels. Because the number of available positions is small in comparison to the number of applicants, hiring is extremely competitive. Each fall the Office issues a *Summer Jobs* announcement which describes anticipated job openings and application procedures for the following summer; supplements for local geographic areas are available from the area office of the Office of Personnel Management. If an agency is not listed in either the announcement or the supplement, applicants should contact the agency directly to inquire about summer employment. Persons with severe physical handicaps may qualify for special placement assistance.

Example

Positions available in the summer of 1979 included architectural trainee, graphic designer, historian, illustrator, journalist, law intern, museum aid/technician, recreation aid/assistant, and urban studies planner.

Contact for Information

Federal Job Information Centers or Office of Personnel Management area office or Student Employment Programs Section, Office of Personnel Management, Washington, DC 20415

236/Intergovernmental Personnel Act (IPA) Grant Program

What/For Whom

Grants to state, local, and Indian tribal governments; to colleges and universities; and to other nonprofit organizations that provide governments with professional, advisory, research, development, education, information or related services.

Description

A cultural agency or institution could benefit from this program in one of three ways: as a state or local

government agency receiving a grant to administer a training program; as a state or local government agency participating in training programs administered by other institutions; or as a nonprofit cultural institution, such as a public library, museum, or university, that applies for a grant to provide training to state and local government employees. Culturally related state and local government institutions could include state and local arts agencies, public libraries, state universities and colleges, municipal museums, and botanical gardens.

Training programs have included the areas of accounting, management techniques, uses of computers, program evaluation, planning and policy development, and labor relations. Funding has also been provided for research and demonstration programs in personnel administration techniques. State and local governments are granted broad discretion in the strategies and specific training programs selected to meet the personnel needs of their jurisdictions. Generally, grants cover up to 50 percent of program costs. Training that is substantially provided for by other federal assistance programs, such as that for law enforcement officers or for scientists, may not be supported with IPA grant monies.

Contact for Information

Office of Personnel Management regional offices or IPA state designee or IPA Grant Program, Office of Intergovernmental Personnel Programs, Office of Personnel Management, Washington, DC 20415

237/Intergovernmental Personnel Act (IPA) Mobility Program

What/For Whom

Temporary employee assignments to federal, state, local, and Indian tribal governments and to colleges and universities for developing improved management systems.

Description

The Personnel Mobility Program provides for temporary assignments of personnel to federal executive agencies from institutions of higher education, state, local, and Native American governments, and vice versa. The employee's assignment must benefit both the federal and nonfederal partners, as well as enhance the employee's professional development. Assignments range from a few weeks to two years. Payment of an employee's salary may be shared by the cooperating agencies or the salary may be paid entirely by one agency.

Example

In 1978, there were 1,137 mobility assignments made, of which 860 were to federal agencies from educational institutions, and state and local governments; and 277 from federal agencies to educational institutions and state and local governments. Employees of Quinnipiac College in Hamden, Conn., the Forsyth County Public Library in Winston-Salem, N.C., and the Wisconsin Historical Society in Madison, Wisc., were assigned to the National Endowment for the Humanities; and an employee of the Cultural Resources Council in Syracuse, N.Y., was assigned to the National Endowment for the Arts. An architect from the Heritage Conservation and Recreation Service in the Department of the Interior was assigned to the Georgia Department of Natural Resources in Atlanta. He was detailed to a local Savannah nonprofit housing corporation to work on a project for meeting the housing needs of low-income inner-city dwellers through the preservation of historic and architecturally significant neighborhoods. A staff member of the National Endowment for the Arts received an eight-month assignment to Columbia University in New York City to serve as a teacher and resource person in architectural conservation and preservation.

Contact for Information

Office of Personnel Mobility and Faculty Fellows, Office of Personnel Management, 1900 E Street, NW, Washington, DC 20415

238/Presidential Management Intern Program

What/For Whom

Internships for graduates of master's- or doctoral-degree programs in general management. Candidates must be nominated by the appropriate university official (indicated below).

Description

The Presidential Management Intern Program was established "to attract to federal service men and women of exceptional management potential who have received special training in planning and managing public programs and policies." Through this program as many as 250 public management graduates may enter the federal service each year for two-year internships. Eligible graduates must hold advanced degrees and must demonstrate exceptional ability, leadership capacity, and commitment to a public service management career; actual managerial experience is *not* a requirement. Students must be nominated by their dean, department

chairperson, or graduate program director during the academic year in which their degree requirements will be fulfilled. Nominating officials are expected to make special efforts to identify qualified women and minority students. Interns are selected from among the nominees through a rigorous screening process conducted by the regional offices. All Cabinet departments and more than 20 other federal agencies have designated Presidential Management positions. Most assignments are located in the Washington, D.C., metropolitan area.

The emphasis on career development distinguishes these internships from most federal entry-level positions: Rotating assignments, on-the-job training, seminars, discussion groups, and career counseling expose interns to different aspects of management. After successfully completing the two-year term, interns are eligible for career civil service appointments without further competition.

Example

In 1979, interns from four universities were on assignment to the Arts and Humanities Endowments, the Department of Interior's Heritage Conservation and Recreation Service, and the National Park Service.

Contact for Information

Office of Personnel Management regional offices or Office of Presidential Management Internships, Intergovernmental Personnel Program, Office of Personnel Management, Washington, DC 20415

239/Technical Assistance and Training

What/For Whom

Technical assistance and training to federal, state, local, and Indian tribal governments and their employees for developing improved management systems.

Description

State, local, and Indian tribal governments may request technical assistance in personnel management areas such as affirmative action, fair job application design, labor-management relations, job analysis procedures, and recruiting methods. The Office provides written materials and short-term consultation without any charge. Costs of extensive technical assistance, such as reclassification of a personnel system, or an audit of CETA personnel are often reimbursed by the governmental unit that benefits from the undertaking. A college, library, or museum that is affiliated with an eligible government may also request assistance.

State and local government employees are encouraged to participate in training programs established for federal agency personnel. For example, in Washington, D.C., and at regional training centers around the country, the Office of Personnel Management offers training in automatic data processing for libraries and in effective letter writing. Training courses on such subjects as affirmative action planning and labor-management relations are available for use by state and local governments to build their own training capacity.

Contact for Information

Office of Personnel Management regional office or IPA state designee or Office of Intergovernmental Personnel Programs, Office of Personnel Management, 1900 E Street, NW, Washington, DC 20415

President's Commission on White House Fellowships

240/White House Fellowships

What/For Whom

Twelve-month assignments to a Cabinet-level agency, the Office of the Vice President, or the Executive Office of the President for United States citizens in the early years of their professional development.

Description

The White House Fellowship program seeks "to provide gifted and highly motivated young Americans with some firsthand experience in the process of governing the Nation," in part to ensure that leaders in private life will

have an understanding of the problems of national government. In most cases, a Fellow serves as a special assistant to a high-level Cabinet official, the Vice President, or in the Executive Office of the President. Each Fellow receives an annual stipend, not to exceed \$40,000, based on past salary, education, and experience. Applicants are selected from promising young people with diverse backgrounds in the professions, business, local and state government, the arts, and academics, among other areas, rather than according to narrow educational or professional criteria. Federal employees are not eligible with the exception of career military personnel. Strong candidates will have demonstrated leadership, professional achievement, community commitment, and involvement. Fellows usually resume their professional careers at the end of the assignment. An educational program sponsors sessions for Fellows to meet with top-level government officials.

Since the program began in 1964, state legislators, city planners, a symphony orchestra conductor, medical doctors, college professors, men and women in business, journalists, lawyers, and others have participated. Between 14 and 19 persons are selected as Fellows annually.

Contact for Information

President's Commission on White House Fellowships,
1900 E Street, NW, Washington, DC 20415

Small Business Administration

241/Management Training for Arts Businesses

What/For Whom

Training for managers of small businesses and for individuals involved in the visual arts.

Description

In 1979, the Small Business Administration, in cooperation with the National Endowment for the Arts, initiated three pilot projects to develop a training program focusing on the technical and managerial problems of small businesses dealing with the visual arts. The projects assist businesses (such as commercial art galleries and crafts cooperatives) and individuals (such as artists, sculptors, photographers, printmakers, and craftspersons). Training programs cover topics such as copyrights, patents, and taxes, as well as methods for establishing and operating a business. Results of the projects will be developed into a training package which will be disseminated to field offices in 1980 for use in local management training programs.

Contact for Information

Office of Management Information and Training, Small Business Administration, 1441 L Street, NW, Washington, DC 20416

242/SCORE and ACE

What/For Whom

Management counseling and training for managers of existing and potential small businesses.

Description

The Service Corps of Retired Executives (SCORE) and the Active Corps of Executives (ACE) provide volunteer management counseling and training services to small businesses. "Small" businesses are defined on the basis of dollar volume or number of employees; they are not dominant in their field. Volunteers are reimbursed for out-of-pocket expenses.

Contact for Information

SCORE and ACE Coordinators in Small Business Administration field offices or SCORE and ACE Office of Assistant Administrator for Management Assistance, Small Business Administration, 1411 L Street, NW, Washington, DC 20416

243/Small Business Loan Programs

What/For Whom

Loans and loan guarantees to independently owned and operated profit-making small businesses; loans to development companies that finance these small businesses or cooperatives whose members are profit-making firms or individuals.

Description

The Small Business Administration (SBA) administers loan programs to assist profit-making small businesses. "Small" businesses are defined on the basis of dollar volume or number of employees; they are not dominant in their field. Culturally related businesses (such as teaching studios, performing arts schools, or retail music, art, or craft shops) are evaluated on the basis of marketing feasibility, job-producing potential, and community benefits rather than on cultural or esthetic considerations. Loans may be used to purchase real estate, buildings, machinery, equipment, and inventory, as well as to cover construction or expansion costs. Funds may not be used for nonprofit and lobbying enterprises. Three types of loans are available.

Business Loans

The SBA guarantees, to a maximum of 90 percent, business loans made by approved local lending institutions. In 1979, the maximum loan was \$500,000. If adequate local financing is unavailable, direct SBA business loans for not more than \$350,000 may be made. Interest rates must meet the "legal and reasonable" criteria of the SBA. Business loans generally have a maximum term of 10 years.

Development Company Loans

State and local profit or nonprofit development companies (corporations chartered by a state to promote economic growth within specific areas) may receive loans from SBA to provide long-term financing to local small businesses. These funds may not be used for working capital, refinancing debt, or assisting communications media.

Economic Opportunity Loans

The SBA either guarantees or makes direct loans to low-income or socially or economically disadvantaged

persons who have been denied adequate financing through normal lending channels. Such loans are made for the purpose of establishing, preserving, or strengthening small businesses. Credit requirements are more flexible than under the business loan program. The maximum loan is \$100,000 for up to 15 years.

Example

In 1978, a \$25,000 SBA-guaranteed bank loan was made for the establishment of a music school in Iowa. In California, a handcrafted-jewelry business received a direct loan of \$30,000 to relocate and to purchase equipment and stock supplies; a retail shop for handcrafted items received a \$15,000 direct loan for

operating expenses and for increasing inventory; a commercial art gallery received an SBA-guaranteed bank loan for \$25,000; and a firm which makes hand-blown glass and stained glass received a direct loan of \$90,000 for the purchase of machinery and supplies. In Gallup, N. Mex., two businesses received loans of \$160,000 and \$100,000 respectively to construct buildings in which Native American jewelry, pottery, leathercrafts, and rugs will be sold.

Contact for Information

Financing Division, SBA regional offices or Office of Finance, Small Business Administration, Washington, DC 20416

Smithsonian Institution

244/Introduction

The Smithsonian Institution is a trust organization chartered by Congress and managed by an independent Board of Regents. It is supported by trust endowments, by gifts and grants, and by congressional appropriations. In carrying out its trust mandate, the Institution performs fundamental research; publishes the results of studies, explorations, and investigations; preserves for study and reference more than 75 million items of scientific, cultural, and historical interest; maintains exhibits representative of the arts, American history, technology, aeronautics and space exploration, and natural history; lends objects to other museums and engages in cooperative education, research, and training programs at both the national and international levels.

All its museums, located in the Washington, D.C., metropolitan area, are open to the general public. The staff answers inquiries on collections, lends objects to other institutions, and provides guided tours. The Visitor Information and Associates' Reception Center operates seven days a week to answer general inquiries about facilities and exhibits by phone, mail, or in person. Specific inquiries or requests for policy statements are directed to the appropriate office. Write to the Center at the address listed below, or call (202) 381-6264. For information about the historic importance of objects, or to inquire about loans or exchanges of objects, contact the appropriate Smithsonian facility or the Office of the Registrar at the address below. The general library is housed in the National Museum of Natural History and Technology. In addition, each museum has its own specialized library and education office to provide assistance to researchers. Some facilities lend slides of objects in their collections for educational use by individuals or institutions.

Contact for Information

The Visitor Information Center, Smithsonian Institution, Washington, DC 20560

245/Archives and Museums

What/For Whom

All Smithsonian museums (located in Washington, D.C., except as noted below) are open to the general public. Research libraries are open to qualified scholars.

Description

Anacostia Neighborhood Museum • A nationally recognized center of black history and culture, this urban museum maintains an exhibition hall and sponsors neighborhood arts education programs, visual and performing arts programs, and traveling exhibitions (toured through SITES, no. 247). A small reference library specializing in black history is open to qualified scholars.

Archives of American Art • The Archives is a research center devoted to the historical documentation of the visual arts in the United States through collecting, preserving, and microfilming relevant material dealing with artists, dealers, critics, and art societies. Materials on film are available to scholars and students at the Archives' Washington, D.C., office (located in the Fine Arts and Portrait Gallery Building), and at its regional centers in New York, Boston, Detroit, and San Francisco. A *Checklist of the Collection* lists all collections of more than 10 items; it also includes oral history interviews. The *Checklist* may be ordered from the Archives at the address listed below.

Cooper-Hewitt Museum of Design and Decorative Arts (2 East 91st Street, New York, NY 10028) • Collections include contemporary and historical decorative arts, prints, metalwork, furniture, and textiles. Programs include lectures, workshops, and tours.

Freer Gallery of Art • A center for research in the artistic achievements of Far and Near Eastern civilizations, the gallery contains collections of Oriental paintings, sculpture, ceramics, and manuscripts. It also houses a nineteenth- and twentieth-century American collection.

Hirshhorn Museum and Sculpture Garden • The museum exhibits contemporary American and European art and sculpture from the late nineteenth century to the present.

The Museum of African Art • Acquired by the Smithsonian in 1979, the Museum's permanent collection includes 7,000 African sculptures, utensils, musical instruments, textiles, Afro-American paintings (the largest collection of its kind, including 60 works by Henry Tanner), and the archives of photography by Eliot Elisofon. A 5,000-volume research library is open to the public by appointment.

National Air and Space Museum • Displays document the history of flight from ballooning to space exploration and include a collection of art related to air and space flight.

National Collection of Fine Arts • Devoted to the study and presentation of American art, the collection contains American painting, sculpture, prints, and drawings from the eighteenth century to the present. Research facilities include the *Inventory of American Paintings Executed Before 1914*. The Renwick Gallery, a department of the National Collection, includes crafts, design and decorative arts, and exhibits by American and foreign artisans.

National Gallery of Art (see nos. 259-263).

National Museum of History and Technology • The Museum's extensive collections, archives, and library document the history of American material culture. This includes the applied arts, science and technology, and national, military, and maritime history. The Eisenhower Institute for Historical Research, with its National Armed Forces Museum Advisory Board, promotes the study of the interaction of military thought and policy with the American historical experience. It also offers advice on research opportunities in military history.

National Museum of Natural History and National Museum of Man • Most of the Museum's collections and archives deal with the natural sciences. Of more general interest are the Center for the Study of Man and the Department of Anthropology, located within the Museum of Natural History. The latter maintains a major research facility focusing on human natural history, with particular emphasis on Native American culture. The Museum also contains the National Anthropological Archives, whose holdings include both public and private records and papers relating to all cultures of the world, and more than 90,000 photographs and portraits.

The Center for the Study of Man coordinates a worldwide program of interdisciplinary, cross-cultural research projects conducted by the Smithsonian in conjunction with other research organizations. Its grants program aims to support urgent field research in anthropology in order to document and recover ethnological data on vanishing cultural groups. Between 6 and 10 grants (\$1,000 maximum) are awarded annually. The Center also maintains the National Anthropological Film Center, which documents and preserves films dealing with minority cultures and assists these groups in making and preserving films of their own cultures. The Center for the Study of Man also sponsors and disseminates research on social and cultural issues related to contemporary immigration to the United States through its Research Institute on Immigration and Ethnic Studies.

National Portrait Gallery • The Gallery exhibits portraits of Americans who have made significant contributions to U.S. history and culture. It also maintains the Catalog of American Portraits, a national inventory of important American portraits found in public and private collections.

Smithsonian Archives • Located in the Arts and Industries Building, the Smithsonian Archives' holdings deal primarily with the Institution's own history, such as personal collections of personnel and supporters. Also included are records of scientific societies and an oral history collection of interviews with Smithsonian museum curators and scientists. The archives has published *A Guide to Manuscript Collections of History and Technology*, available to college and university libraries at a nominal cost.

Contact for Information

Except for the Cooper-Hewitt Museum, contact appropriate facility at Smithsonian Institution, Washington, DC 20560

246/Elementary and Secondary Education Programs

What/For Whom

Tours and educational materials for elementary and secondary students and teachers.

Description

The Office of Elementary and Secondary Education designs programs and materials to supplement a wide range of classroom activities and studies including art, dance, music, history, science, and social studies. Occasionally this Office will design such materials on teacher request. Guided tours for school groups are available in all museum facilities. In addition, a number of publications and audiovisual materials are available for classroom use. For schools in the Washington, D.C., area, the Office publishes *Learning Opportunities for Schools*, grade-level guides to Smithsonian exhibits. They should be ordered from the Office two to four weeks ahead of a planned tour. Many materials are available nationally, including *Museums Where Fun Is Learning*, a film for teachers which may be rented from the National Archives (see no. 163); *Art to Zoo*, a free quarterly publication focusing on the use of community cultural resources (maximum, four copies per school); and two sets of slides entitled *A Museum Is . . .* and *Make a Museum*, each with a teacher's guide and taped narration.

Contact for Information

Office of Elementary and Secondary Education,
Smithsonian Institution, Washington, DC 20560

247/Exhibits: Loans/Rentals

What/For Whom

Loans of museum artifacts or rentals of exhibits to qualified institutions.

Description

Museum Loans

All Smithsonian facilities lend objects and artifacts to other institutions for exhibit or study. Each facility has its own

loan policy and should be contacted at the address listed below. Some facilities lend slides of objects in their collections to individuals or institutions for lectures.

The Air and Space Museum has more than 1,000 artifacts on loan throughout the world, including the Apollo 8 Command Module on loan to the Museum of Science and Industry in Chicago, and an Apollo space suit on loan to the Neil A. Armstrong collection in Wapokeneta, Ohio. The National Collection of Fine Arts organizes its own traveling exhibitions, including paintings, sculptures, and prints. Currently on loan are "Women Artists in Washington" at the the University of Maryland; "Love and Life," a painting by George F. Watts at the Minneapolis Institute of Arts; and a collection of paintings by Joseph Shannon at the Mint Museum of Art in Charlotte, N.C.

SITES

The Smithsonian Institution Traveling Exhibition Service (SITES) rents traveling exhibits on a variety of subjects including arts and crafts, archeology, architecture, ethnic cultures, American history, natural history, historic buildings, and photography. More than 120 exhibits are in continuous circulation: more than 800 are installed each year. Most exhibitions are of objects; they include artifacts from the Smithsonian and from other lenders around the world. Rental fees, which cover most organizational expenses including insurance, range from \$100 to \$10,000. The borrower is required to pay outgoing transportation charges to the next exhibitor. A signed contract is also required. For a list of exhibitions, contact SITES at the address listed below.

SITES exhibits available in 1978 included "Canyon Graphics and Graffiti," "America's Architectural Heritage," "Embroideries by the Children of Chijnaya, Peru," "Berlin Porcelain," "A Cartoon History of U.S. Foreign Policy," "Folk Arts and Crafts: The Deep South," "African Artists in America," "Louisiana's Singing Century," "Space Art from the U.S.S.R.," "The Art of Scientific Illustration," and "The Inaugural Story from George Washington to Gerald Ford."

Contact for Information

(Appropriate Office), Smithsonian Institution, Washington, DC 20560

248/Folklife Program

What/For Whom

Collections of folklife artifacts and videotaped performances, and scholarly documentation of Smithsonian folklife festivals available to researchers and scholars in Washington, D.C. Technical assistance to groups for producing folklife programs and festivals. Loans of folklife monographs and films to educators and other qualified borrowers.

Description

The Smithsonian Folklife Program focuses on ethnographic research and artifact collection. The program collects, preserves, and presents artifacts and performances of the nation's oral traditions; encourages the survival of cultural forms endangered by modern technological society; develops scholarly documentation of the papers, films, tapes, and other materials amassed during Smithsonian folklife festivals; and plans and develops folklife programs and presentations in conjunction with other Smithsonian divisions. The program, in cooperation with the American Folklife Center (see no. 180) of the Library of Congress and the Folk Arts Program (see no. 199) of the National Endowment for the Arts, assists in the development of folklife festivals and activities in selected parts of the country where no equivalent programs exist. Work is guided by the Smithsonian Folklife Advisory Council, the 12 members of which represent various disciplines within the Smithsonian complex.

Each year the program produces the Festival of American Folklife on the National Mall in Washington, D.C. The Festival is a living exhibition of the cultural diversity of American folkways, representing the traditional and ethnic subcultures of America. Additional Festival "living exhibits" focusing on skills, crafts, and folklore generated by occupations are planned for the future. These will be held indoors in coordination with other museum exhibits.

The Folklife Program has produced a series of studies in monographs, film, and videotape. These are available on loan at the address listed below. Studies include a monograph and three films documenting the potting techniques of the Meaders Family; a monograph and film concerning the history and construction of the Ojibwa Dance Drum; a collection of articles on *Contemporary Approaches to Occupational Folklife*; and a Children's Folklife Videotape Series with accompanying teacher's manuals.

Contact for Information

Folklife Program, Office of American and Folklife Studies, 2600 L'Enfant Plaza, Smithsonian Institution, Washington, DC 20560

249/Foreign Currency Program

What/For Whom

Project grants on behalf of established scholars to U.S. institutions of higher education, museums, and research institutions, for basic research in specified foreign countries.

Description

Research must be conducted in countries where the United States holds excess foreign currency; namely,

Burma, Egypt, Guinea, India, and Pakistan. Most grants support basic research in anthropology, archeology and related disciplines, biology, astrophysics and earth sciences, history, and museum professional programs. Research results are published. Only legitimate costs of research (such as travel expenses, project staff salaries, and equipment) are authorized, and these must be met with foreign currencies expended in the host country. The training of graduate students may be included. Some projects are binational, with the American grantee institution collaborating with an institution in the host country. Project grants range from \$2,000 to \$60,000.

Example

Appropriations of \$3,876,000 in 1977 and \$4,110,000 in 1978 provided grants to support the work of the Center for Art and Archaeology at Benares; excavation of salient areas of Roman and Punic Carthage; a historic study of nineteenth- and twentieth-century Indian photographs; exhibitions of Polish posters; and a corpus of ancient mosaics of Tunisia.

Contact for Information

Foreign Currency Program, Office of Fellowships and Grants, Smithsonian Institution, L'Enfant Plaza, Room 3300, Washington, DC 20560

250/Higher Education Programs

What/For Whom

Research opportunities for scholars, students, and other qualified individuals.

Description

American Studies Program

The Office of American and Folklife Studies administers the American Studies Program in association with several universities in the Washington area. Courses, seminars, and directed research projects enable scholars and graduate students to use the Smithsonian's unique resources for pursuing American and folklife studies. (For a description of the Folklife Program, see no. 248.)

Open Study Program

The Office of Fellowships and Grants administers the Open Study Program for students or other individuals to work on specific projects in any area of the institution for a minimum of 12 weeks. No stipends are offered. Assignments consist of supervised tasks that allow the participant to learn about specified subjects while participating in the ongoing work of a Smithsonian staff

member. The Smithsonian cooperates with schools that want to grant academic credit for these assignments.

Contact for Information

(Appropriate Office), Smithsonian Institution, Washington, DC 20560

251/Kennedy Center Programs

What/For Whom

Education materials, programs, and workshops for children, youth, and educators; performing arts programs for the general public; special facilities for new or experimental productions; music awards for instrumentalists, singers, and composers.

Description

The John F. Kennedy Center for the Performing Arts, a bureau of the Smithsonian Institution separately administered by its own Board of Trustees, is the National Cultural Center as established by Act of Congress in 1958. In addition to a wide variety of performing arts, the Center offers many education programs and workshops, national performance awards, and public services.

Education Programs

The Center cosponsors a number of education programs for children, youth, handicapped children, beginning performers, and teachers.

Alliance for Arts Education • The Alliance, a joint project of the Center and HEW's Office of Education (OE), is directed to develop educational and recreational programs in the arts for children and youth. It assists state and local education agencies in developing arts education projects under consideration for funding by OE (see no. 67). In addition, the Alliance supports and administers a Children's Arts Series and Festival. The Children's Arts Series sponsors regular, free, quality performances throughout the year for school children, with workshops and symposia for teachers. The Children's Festival is a week-long program of performances by nationally known companies. A Festival Outreach Program is designed to take elements of the Festival to major cities across the United States. Each year more than 350 college and university theater groups participate in regional festivals, and representative productions are presented in the spring at the Kennedy Center as part of the American College Theater Festival. The Theater Festival includes symposia with leading professionals. Scholarships and awards are given to outstanding student writers and performers who participate through their college arts or drama department.

The Alliance annually selects nine college student interns for four-month work assignments in the Kennedy Center. Interns receive experience in many phases of arts administration, and they work on a variety of arts education projects. Interns are sponsored by State Committees of the Alliance and must be enrolled in an institution willing to award credit for the assignment.

American Film Institute (AFI) • An independent organization created by the National Endowment for the Arts in 1967 (see nos. 193 and 202) and operating in the Kennedy Center, AFI offers informational materials, education newsletters, curriculum consultation, library services, and workshops and symposia to students, teachers, and researchers in film and television.

National Aesthetic Education Learning Center (NAELC) • One of 11 centers across the United States, NAELC offers workshops, seminars, and demonstrations for teachers, principals, and other educators in an effort to improve arts programs and integrate them into standard school curricula.

National Committee Arts for the Handicapped (NCAH) • As the national coordinating agency for the development and implementation of arts programs for handicapped children and youth, NCAH provides opportunities for handicapped children to learn through the arts by sponsoring model programs, training personnel, conducting research, disseminating curriculum and instructional methods, and promoting national awareness of the arts' significance for handicapped individuals. For a description of funding categories in arts education for handicapped children, see no. 93 under the Office of Education.

National Symphony Education/Outreach Program • The National Symphony not only offers special concerts for young people and families in the Washington, D.C., area, but also prepares its audiences through printed teaching materials and by sending docents into the public schools. The Symphony also offers an annual workshop on Center programs to music supervisors and teachers. There is an annual competition for young soloists open to high school and college students.

Performing Arts Library

Jointly sponsored by the Kennedy Center and the Library of Congress, the Performing Arts Library opened in 1979. For a description of its holdings, see no. 187 under the Library of Congress.

Performing Arts Programs

The Kennedy Center offers quality programs throughout the year in drama and musical theater, opera, dance, and music. Artists of national and international fame perform in the Center's four main auditoriums—the Concert Hall, the Opera House, the Eisenhower Theater, and the Terrace Theater. The American Film Institute operates the AFI Theater showing classic films and modern American and international motion pictures. In addition, in cooperation

with the Stuart Ostrow Foundation, the Center created the Musical Theatre Laboratory, enabling authors, composers, lyricists, choreographers, directors, and actors to develop new musicals without the commercial pressures of full-scale production. The Laboratory seats 100 and performances are free.

As a part of the Center's encouragement of American composers and performers, two award programs have been established. The John F. Kennedy Center–Rockefeller Foundation International Competitions for Excellence in the Performance of American Music are open to pianists, other instrumentalists, and singers on an annual rotating basis. The Kennedy Center Friedheim Awards are open to composers of orchestral and chamber music, with categories alternating annually.

Public Services

In addition to its educational programming, the Center annually hosts a full range of symposia, special performances, lectures, and workshops which are open to the public free of charge. Weekly performing arts symposia are coordinated by the Friends of the Kennedy Center, the Center's Auxiliary, and feature many of the artists appearing at the Center. The Friends also coordinate weekly demonstrations of the Concert Hall's Filene Memorial Organ and sponsor recitals by young organists from all parts of the United States.

Since its opening in 1971, the Kennedy Center has maintained a Specially Priced Ticket Program through which up to 15 percent of tickets for regular performances are made available at half-price to students, handicapped individuals, senior citizens, and some military personnel.

Contact for Information

(Appropriate Program), Kennedy Center for the Performing Arts, Washington, DC 20566

252/Museum Training Programs

What/For Whom

Training programs and internships for museum personnel and students in all aspects of museum operations. Specific programs for Native Americans are included.

Description

The Office of Museum Programs offers internships to students and museum professionals for on-the-job training. Selected candidates work in any Smithsonian department for periods of six weeks to a year. There are no stipends; personal interviews are required. The Native American Training Program specifically assists Native Americans in establishing and managing their own museums and cultural institutions.

A series of workshops is available for professional museum staff. A descriptive brochure is available at the address listed below. In 1979, the series included workshops on such topics as Design and Production of Exhibits for Art Museums, Label Writing and Editing, Museum Membership Programs, Principles of Conservation, Programs for Handicapped Persons, and Soliciting and Administering Grants.

This Office also houses the Museum Reference Center, a Smithsonian branch library. Its collection of resources and technical literature is available for use by researchers in museology and by museum personnel.

Contact for Information

Office of Museum Programs, Smithsonian Institution,
Washington, DC 20560

253/National Museum Act Programs

What/For Whom

Grants to museums, academic institutions, nonprofit museum-related organizations and associations, and individuals employed or sponsored by these organizations. Divisions and employees of the Smithsonian are not eligible.

Description

The Office of Museum Programs administers seven categories of grants to support projects that advance the museum profession through training, research, and special studies. Priority is given to projects for the training of museum conservators, for the study of conservation problems, and for research leading to new or improved conservation techniques. In 1978, approximately 80 grants were awarded. These ranged from \$116 to \$70,400, and averaged \$7,000. Funds may not be used for general operating expenses, constructing or renovating museum buildings, or for purchasing acquisitions. (For programs providing support in these areas see listings under "Museums" heading in the Index.)

Professional Assistance

Grants are made to organizations and institutions offering professional and technical services to museums and the museum profession. Such services include consultation, coordination of museum activities and disciplines, publication of information on conservation, and other technical museum concerns. Applications are judged on need for the services offered as well as on the qualifications of the applicant. Example: In 1978, the American Association for State and Local History received a grant to provide 60 consultations per year to museums

in need of planning or technical assistance but lacking local sources of help. The Alaska State Museum in Juneau received a grant to establish a conservation-services project to assist Alaskan museums with the preservation of collections.

Seminar/Workshop Program

Grants are made to organizations and institutions wishing to offer seminars and workshops in museum practices to members of the museum profession. Funds for such programs may include fees, travel, and subsistence for staff and faculty. Applications are judged on the strength and usefulness of the program offered. Example: In 1978, the Museum of Early Southern Decorative Arts in Winston-Salem, N.C., received support for a summer institute in material culture and museum training. The Washington Conservation Guild in the District of Columbia received a grant to conduct a workshop for museum conservators on the use of the polarizing microscope for identification of materials.

Special Studies and Research

Museums and museum professionals, museum-related organizations, and academic institutions may receive grants to support original research projects and studies dealing with critical museum problems. Projects related to the theory and techniques of museum conservation receive priority. Funds may be used to cover all essential costs, including salaries, supplies, travel, subsistence, space, consultation, and manuscript preparation to camera-ready copy. Example: In 1978, Rensselaer Polytechnic Institute in Troy, N.Y., received support for research on the separation and spectrophotometric identification of organic pigments in works of art. The North Carolina State University studied the use of polymer resin systems for consolidation of degraded historic textiles.

Stipends to Individuals for Conservation Studies

Individuals who apply through eligible organizations may receive stipends to cover the costs of graduate study in museum conservation or professional training in the crafts of conservation. Applicants must be graduate students or have had two years of conservation experience. Example: In 1978, two individuals received support for studies in archeological conservation at the University of London's Institute of Archaeology. The Boston Museum of Fine Arts received a grant to support individual training in conservation and analytical techniques at its research laboratory.

Stipend Support for Graduate/Professional Education and Training

Academic institutions receive grants enabling them to offer stipends to graduate students and museum professionals for study at the applicant institution.

Applications are judged on the basis of the quality of course work offered, available resources, job placement records of former students, and methods for awarding stipends. Priority is given to programs that involve minority groups and to proposals that offer training in museum conservation. Example: In 1978, the University of California at Los Angeles received funds to give stipend support to students seeking an M.B.A. in Arts Management. The Museum of African Art in Washington, D.C., received a grant to support a doctoral study in art history at Yale University.

Stipend Support for Museum Internships

Museums and museum-related organizations may receive grants to provide internships for museum training in a museum environment. Such internships must benefit individuals, not institutions. Applications are judged on the quality of and need for the training offered, methods of awarding stipends, and the job placement record of former interns. Example: In 1978, the Minneapolis Institute of Arts received a grant to support internships for graduate students in conservation, curatorial practice, or education. The Pierpont Morgan Library in New York City offered internships in curatorial practice with specialization in medieval and Renaissance manuscripts.

Travel for Museum Professionals

Maximum grants of \$2,000 may be awarded to professional museum personnel to defray the costs of transportation and subsistence during a travel-study project. Travel must benefit the applicant's professional career development. Study of conservation methods and collections management is specifically encouraged. Example: In 1978, grants were made for museum professionals to study pre-Columbian fabrics in Peru; traditional techniques for conserving silk textiles in Japan and Taiwan; exhibition design and interpretive programs of major folk art and ethnographic collections in Scandinavia and Western Europe; and the handling of Asian art collections in United States museums.

Contact for Information

National Museum Act, Smithsonian Institution, Washington, DC 20560

254/Performing Arts Programs

What/For Whom

Reference and research materials to qualified researchers in black culture; puppet theater for children; performing arts series and recordings available to the general public.

Description

African Diaspora Program

This program focuses on black cultures of the world and their influence on American black culture. Part of the program's research has included a study of the music and culture of the civil rights movement. The Division develops performing arts presentations, such as a new Gospel Series, and it offers symposia and research publications on black culture. Collections of tapes, slides, and field notes are available to qualified researchers.

Children's Theater

This program, new in 1978, presents the "Discover Puppets" series for children. They not only see a dramatic puppet production, but also learn how puppets are made and controlled. The program is repeated each season.

Performing Arts Series

Throughout the winter months the Division sponsors a series of dance, drama, and music performances at the Smithsonian. The Chamber Music Series offers concerts by the Smithsonian Chamber Players, as well as open rehearsals at the Hirshhorn Museum by the 20th Century Consort. The American Musical Theater Series presents historic American musical performances. Other series focus on regional and ethnic music and dance presentations. Representatives of ethnic groups interested in performing should contact the Division at the address listed below.

Recording Program

Albums focusing on America's musical heritage are available for purchase and are accompanied by a discography and liner notes. These albums include jazz reissues, albums of little known jazz musicians, and a six-record collection of classic jazz. Three new Duke Ellington recordings are also available. The "American Musical Theater" albums are reconstructions of the *Ziegfeld Follies of 1919*, and of the musical plays *Anything Goes*, *Lady Be Good*, *Hot Chocolates*, and *Oh, Kay!* *Orchestrion* is a new recording of the music of the Smithsonian's mechanical orchestra.

Touring Performance Service

Although this program has not operated since 1976, it is expected to be revived in the near future. It arranges musical and folk arts programs to tour educational and cultural institutions. Contact the address below for more information.

Contact for Information

Division of Performing Arts, Smithsonian Institution, Washington, DC 20560

255/Public Services

What/For Whom

International publications exchanges; membership programs for the general public; sale of photographs of collections, and of recordings of radio programs; and special events and facilities for handicapped persons.

Description

Exchange of Publications

The International Exchange Service assists universities, organizations, and individuals in the United States in sharing information and research data with similar organizations abroad by means of a publications exchange. Senders assume postage costs to the Smithsonian, which in turn sends the publications to recipients abroad. Organizations using this service include the National Education Association, the Southwest Museum in Los Angeles, and the Universities of Oregon and Pennsylvania, as well as the Smithsonian's own galleries and museums.

Membership Programs

Members of the National Associates Program are eligible to participate in a wide variety of foreign and domestic study tours, regional outreach programs beyond the Washington, D.C., area, and in-depth seminars. They receive discounts on Smithsonian publications and on purchases at museum shops. Membership is open to anyone. Members of the Resident Associates Program (designed for residents of the Washington, D.C., metropolitan area) receive all National Program benefits and in addition may participate in local educational and cultural activities such as symposia, field trips, and classes in arts, crafts, the humanities, and science. Events are announced in *Associate*, a monthly newsletter. All members receive *Smithsonian*, a monthly magazine.

Photographs of Collections

More than a million photographs and slides of objects in the Smithsonian's collections or in storage are available for purchase at minimal cost. These include historic photographs more than 130 years old. Arrangements to obtain photographs of most other objects in the collections can be made. With few exceptions, writers or publishers may reproduce photographs upon payment of a reproductions fee. There is no fee for use of materials in nonprofit educational programs. For listings of photographs in specific subject areas, contact the Customer Services Branch of the Photographic Services Division at the address listed below.

Radio Smithsonian

Conversation and music related to the Smithsonian Institution's exhibits, research, and other activities are

broadcast weekly. Tapes of these programs are available to radio stations. Any station may request a quarterly subscription (13 weekly programs) for a nominal fee. Contact Radio Smithsonian at the address listed below.

Special Events and Facilities for Handicapped Persons

Structural barriers have been removed from the major Smithsonian museums, and at least one staff person in each museum has been assigned to assist handicapped individuals in planning visits to exhibit areas. In addition, the Smithsonian's Committee on the Handicapped has published *Museums and Handicapped Students: Guidelines for Educators*. It is available free from the National Air and Space Museum, Room 3566, at the address listed below. Occasionally exhibits are specifically designed for handicapped individuals. The Discovery Room at the Museum of Natural History contains touchable items from many areas of the museum. The major museums publish brochures in Braille and provide cassettes and raised-line drawings for visually-impaired persons. The National Air and Space Museum provides printed materials and a teletype machine for hearing-impaired persons, as well as wheelchairs equipped with mirrors to make all exhibits visible to persons with limited mobility. The Museum of History and Technology takes photos, slides, and artifacts to nursing homes, and adapts many exhibits to the special needs of senior citizens. In 1979, a new "touch tour" for visually-impaired persons opened at the ambulatories and sculpture garden of the Hirshhorn Museum. Thirty sculptures, including works by Rodin, Degas, Matisse, and Moore, provide a variety of tactile experiences. Contact the individual Smithsonian facilities at the address listed below for further information.

Contact for Information

(Appropriate Facility), Smithsonian Institution, Washington, DC 20560

256/Research Fellowships

What/For Whom

Research fellowships for scholars and graduate students.

Description

Fellowships with stipends are available for research at the Smithsonian Institution under the supervision of a staff member. Research may be conducted in any subject for which material is available in the collections. Applicants must have command of the English language. An annual handbook, *Smithsonian Opportunities for Research and Study in History, Art, Science* (available from the office

listed below), describes in detail the main categories of assistance.

Postdoctoral Fellowships

One-year stipends of \$12,000 with travel and research allowances are available to researchers with a Ph.D., equivalent degree, or recognized scholarly standing.

Predoctoral Fellowships

One-year stipends of \$7,000 with travel and research allowances are available to candidates for a Ph.D. or equivalent degree. Candidates must be working on dissertation research projects approved by their universities or departments and by the Smithsonian staff member serving as research supervisor.

Visiting Research Student Program

Stipends of \$100 per week for 10-week periods are available to graduate students interested in pursuing directed research projects.

Example

In 1977, an appropriation of \$565,000 provided 3 Postdoctoral Fellowships, 11 Predoctoral Fellowships, and 11 Visiting Research Student stipends for research in arts-related fields. For research in science and history, 22 Postdoctoral and 14 Predoctoral Fellowships were awarded, as well as 10 Visiting Research Student stipends.

Contact for Information

Office of Fellowships and Grants, Smithsonian Institution, L'Enfant Plaza, Room 3300, Washington, DC 20560

257/Tribal History Research Assistance

What/For Whom

Contracts with Native Americans for doing tribal research in Washington, D.C.

Description

The National Anthropological Archives administers the American Indian Cultural Resources Training Program to assist Native Americans in developing tribal history programs. Through a personal service contract, the participant is paid to spend up to one month in Washington, D.C., doing research at the Anthropological Archives and at other major cultural resource institutions such as the National Archives (see no. 162) and the

Library of Congress (see no. 179). The research must produce a written inventory of those institutions' resources relating to the participant's tribe. The inventory becomes part of the National Anthropological Archives, and is available for use in other research projects. Applicants must be nominated by their tribal governments and must be fluent in English. Only one candidate from a tribe will be selected.

Example

With a 1978 appropriation of \$11,500, seven Native Americans did research under contract in Washington, D.C. A man from the Kiowa tribe in Oklahoma and a woman from the Makah tribe in Washington each received \$1,500 to do historical research on their tribes for one month. They produced the requisite comprehensive inventories of tribal resources found in their respective research institutions.

Contact for Information

Director of National Anthropological Archives, National Museum of Natural History, Smithsonian Institution, Washington, DC 20560

258/Woodrow Wilson International Center for Scholars

What/For Whom

Fellowships and guest scholarships for established scholars with doctoral degrees in the United States, or equivalent achievement in other countries, who have published work beyond their Ph.D. dissertations.

Description

The Woodrow Wilson International Center for Scholars, a joint public-private enterprise located within the Smithsonian Institution, is independently administered by 16 Presidentally appointed trustees. As a memorial to Woodrow Wilson, the Center seeks "to strengthen the fruitful relation between the world of learning and the world of public affairs." The two major divisions of study are Social and Political Studies and Historical and Cultural Studies. Four additional programs include The Kennan Institute for Advanced Russian Studies, The Latin American Program, The International Security Studies Program, and a newly developing East Asian Program. Fellows are selected competitively. Approximately 10 percent of the applicants are selected each fall; periods of fellowships range from four months to one year. Up to 40 fellows can be accommodated at one time. Fellows are expected to work full time in Washington on a single major scholarly project. Most applicants must hold a doctoral

degree or its foreign equivalent, and they must have published work beyond their doctoral dissertations. In such areas as law, diplomacy, government, journalism, or the creative arts, an equivalent level of maturity and professional achievement will be required. In general, the stipend is equal to a fellow's earned income in the preceding year within limits set by the Board of Trustees. When possible, cost of living adjustments are extended to non-U.S. scholars if necessary. Travel support is offered on a case-by-case basis, but all fellows are requested to seek outside support for travel expenses. Non-U.S. fellows are expected to apply to their country's U.S. Educational Commission for a Fulbright-Hays Travel Grant.

In addition to the Fellowship Program, the Center maintains a small Guest Scholar Program. When space becomes available for a short time, guest scholars are invited by arrangement with the Director of the Center to use the space for short-term study. Priority is given to scholars working on projects related to the research supported by the Fellowship Program. Although limited funds are available in special cases, guest scholars usually do not receive financial assistance.

The Center publishes the *Wilson Quarterly*, a scholarly journal with a circulation of approximately 90,000, which relies heavily on past and present fellows for articles, book reviews, and editorial advice. Consideration is given to publication of research undertaken by fellows while at the Center.

Example

In 1978, in the Social and Political Studies division, an Italian scholar examined the development of absolutism in the Papal States and the organization of the Holy See during the Counter-Reformation as a prototype of the rise of the early modern state. In the division of Historical and Cultural Studies, a British scholar examined the idea of equality in the United States and its impact on American thought and culture since the Revolution. Another British professor of history studied efforts to control warfare through legal limitations and restraints. Also in a contemporary vein, a historian from Ohio State University began a study of civil rights in the United States, focusing on the question of immunities and personal liberty. Literary projects included a study of the fiction of Graham Greene by an associate professor of English from Northwestern University.

Contact for Information

The Woodrow Wilson International Center for Scholars,
Smithsonian Institution Building, Washington, DC 20560

259/Introduction

National Gallery of Art

The National Gallery of Art, formally established as a bureau of the Smithsonian Institution, is separately administered under the direction of a Board of Trustees.

The Gallery's collections contain more than 55,000 works of art. They include paintings, sculpture, and graphic arts by major American and European artists, dating from the thirteenth century to the present. Special temporary exhibitions of international and national loans supplement the Gallery's collections throughout the year. The Gallery is open to the public every day except Christmas Day and New Year's Day. The monthly *Calendar of Events* with detailed information on the Gallery's current exhibitions and activities is available at no charge on request, by phone or mail, from the Special Events Office.

Administered by the Education Department, the Art Information Service answers questions by mail, phone, or personal visit about the Gallery's works of art, particular artists, or other art matters.

Exhibit catalogues and pamphlets describing the Gallery's events, facilities, services, and individual works of art are available without charge. Reproductions (prints, postcards, and slides) are for sale, as are specialized publications such as the Gallery's *Annual Report* and the annual *Studies in the History of Art*, a scholarly journal dealing with subjects related to the Gallery's collections, as well as books on art history and catalogues of current and previous exhibitions.

The Gallery has regularly scheduled tours of collections, special exhibitions, and individual paintings; in addition, taped tours may be rented. Tours for groups (15 or more people, including schoolchildren) on any topic pertinent to the Gallery's collections, or to a special temporary exhibition, may be arranged by applying to the Education Department at least two weeks in advance.

Contact for Information

(Appropriate Office), National Gallery of Art, Washington,
DC 20565

260/Fellowships

National Gallery of Art

What/For Whom

Fellowships in any field of art history for Ph.D. candidates. Only recommendations by chairpersons of graduate departments of art history in American colleges or universities are considered; no applications from individuals are accepted.

Description

The National Gallery of Art offers graduate fellowships in the history of art. Applicants must be Ph.D. candidates, must have finished all their course work, and must have devoted at least one full year's research to their proposed dissertation topics.

Chester Dale Fellowships • Four one-year fellowships of \$8,000 each are awarded annually for the advancement or completion of doctoral dissertations, either in the United States or abroad. There are no requirements for residence at the Gallery.

David E. Finley Fellowship • Each year, one fellowship of \$8,000 per year for two years and eight months (or a total grant of \$21,333) is awarded for two years of European travel and research on a dissertation topic already well advanced, plus a supplementary period to be spent as a research fellow at the National Gallery of Art. The candidate must demonstrate interest in museum work.

Samuel H. Kress Fellowships • Two one-year research fellowships of \$8,000 each are awarded annually. Approximately six months are to be spent in residence at the National Gallery working on research projects assigned for training purposes, and the remaining six months on the candidate's own work in the United States or abroad.

Robert H. and Clarice Smith Fellowship • A one-year fellowship of \$8,000 is awarded annually for productive scholarly work, in the United States or abroad, in Dutch or Flemish art history. The fellowship is intended for the advancement or completion of a doctoral dissertation, or of a book, in either field. There are no requirements for residence at the Gallery.

Contact for Information

National Gallery Fellowships, National Gallery of Art,
Washington, DC 20565

261/Public Services

National Gallery of Art

What/For Whom

Concerts and lectures, extension services, and photographic services for researchers, students, and the general public. Loans of artworks to qualified museums.

Description

Concerts

Free concerts by the National Gallery Orchestra and professional soloists and ensembles are presented in the Gallery's East Garden Court on Sunday evenings from late

September through June. Each spring several Sundays are devoted to the Gallery's annual American Music Festival. The concerts are broadcast locally on WGMS, AM and FM, and intermission talks include program notes by the Music Director.

Extension Services

Audiovisual and educational materials such as films and slide packages are available free of charge, except for return postage. Recent packages include *Henri Matisse, Paper Cut-Outs*, and *The Chinese Past*. Advisory services are provided to teachers and study groups concerning adaptations of materials for particular uses. A catalogue of programs is available at no charge. Contact the Education Department at the address listed below.

Lectures

Prominent scholars and critics give lectures in the auditorium on Sundays at 4 p.m., free of charge. During the summer the Education Department presents a series treating a single theme. During the spring the Andrew W. Mellon Lectures in the Fine Arts, a special series commissioned by the Gallery, are given by a leading scholar and are subsequently issued in book form.

National Lending Service

The National Lending Service lends a limited number of works of art to qualified museums throughout the country. These works are available on an annual, renewable basis and are intended as supplements to the permanent collections of the borrowing institutions. To qualify, museums must satisfy the Gallery's requirements for continuous security and environmental control, and they must meet the American Association of Museums' definition of a museum: "... an organized and permanent nonprofit institution, essentially educational or aesthetic in purpose, with professional staff, which owns and utilizes tangible objects, cares for them, and exhibits them to the public on some regular schedule."

Photographic Services

The Gallery encourages the faithful reproduction of the works of art in its collections. Black-and-white 8- by 10-inch glossy prints are available for sale at a nominal fee. Color transparencies may be rented for three months at a nominal fee for nonprofit or educational uses. The fee is higher for commercial uses. Special requests for black-and-white prints or color transparencies requiring new photography are filled as time allows, for an additional fee. There is no charge for reproducing artworks in the collection, but permission must be requested in writing. For further information, contact the Office of Photographic Services at the address listed below.

Contact for Information

National Gallery of Art, Washington, DC 20565

262/Research Facilities

National Gallery of Art

What/For Whom

An Art Reference Library, Photographic Archives, and Slide Library for use by responsible organizations, including libraries participating in the Interlibrary Loan Service, and by qualified scholars in the visual arts.

Description*Art Reference Library*

The Library contains a fine arts collection of more than 8,000 books, bound periodicals and catalogues on microfilm, and 120 drawers of vertical files containing pamphlets. Emphasis is on the history of Western art, particularly European and American painting, drawing, prints, and sculpture. Special collections include artist monographs, Vinciana, museum and private collections, exhibitions catalogues, and art sales records. The Library maintains an extensive publications-exchange program with institutions in the United States and abroad.

Photographic Archives

The Archives contains more than 800,000 photographs of works of art in collections throughout the world. Architecture, paintings and drawings, sculpture, and the decorative arts are among the fields covered by the collection. Although the Archives is mainly a research facility for scholars in Washington, D.C., the staff will answer specific questions by phone or letter and give information, when available, on how to obtain particular photographs. The Archives does not lend its own photographs.

Slide Library

Color and black-and-white slides of objects in the Gallery's collections and in special exhibitions are available for loan. Selections may be made from the Gallery's exhibit catalogues (see no. 259).

Contact for Information

(Appropriate Facility), National Gallery of Art, Washington, DC 20565

263/Student Summer Employment

National Gallery of Art

What/For Whom

Opportunities for summer employment at the National Gallery of Art as aides or interns.

Description

Summer Aides Program • A summer work program is held for students of high school age or older who are handicapped or who are from low-income families in the Washington metropolitan area. School counselors determine eligibility of applicants who then apply to the Gallery for positions. Aides are paid minimum wage.

Summer Interns Program • A limited number of jobs are available in the summer for graduate students and graduating seniors, generally with background in art history, to serve as curatorial assistants, educational lecturers, conservation technicians, or in other positions for which they are qualified. Interns meet regularly with departmental supervisors for discussion of the Gallery's functions and for visits to nonpublic areas of the building. The period of internship is from mid-June to late August. Interns are paid at the Civil Service GS-5 level. Brochures containing more specific information, including deadlines for applications, are available each December for the following summer.

Contact for Information

Personnel Office, National Gallery of Art, Washington, DC 20565

Tennessee Valley Authority

264/Community Assistance Programs

What/For Whom

Technical and programming advice on exhibitions and on the marketing of visual and performing arts and crafts to community arts organizations; advisory and technical services involving community restoration and development for communities in the Tennessee Valley region. For purposes of these programs the Tennessee Valley region includes Tennessee and portions of Alabama, Georgia, Kentucky, Mississippi, North Carolina, and Virginia.

Description

The Office of Community Development was established in 1979 by the Tennessee Valley Authority (TVA) to coordinate community activities which are assisted by various TVA programs. This Office runs two programs with significant cultural components: Cultural Awareness and Operation Townlift.

Cultural Awareness

The Office offers technical assistance and advice to community arts organizations on museum exhibition, programming and audience development, and on the marketing of arts and crafts indigenous to the Tennessee Valley region. In addition, the Office itself arranges exhibits for TVA facilities throughout the region.

Operation Townlift

Multidisciplinary teams of professionals, ranging from historic preservation experts to traffic and parking specialists, help many small and medium-sized communities in the Tennessee Valley region adapt to new industry, commerce, and tourism. Townlift assistance often focuses on the downtown area of a community and on the restoration of older, historic buildings. When local authorities decide to rebuild an area, the Townlift team helps in the design of new structures that are in keeping with the architectural character and standards of the community.

The Tennessee Valley Authority offers Prearchitectural Programming Assistance to small valley towns with limited financial resources. Programming services assist local governments in planning public facilities such as libraries, parks, recreation areas, and community centers.

Example

TVA has organized an ongoing "Cultural Heritage Exhibit Series." Exhibits have included photographs and artifacts depicting innovations and inventions in the Valley from 1933 to 1948; "Kentucky Seen," a photographic documentary of Kentucky recording "the vestiges of a self-reliant people as they make the transition from one lifestyle to another"; "Cherokee Crafts," an exhibition and sale by Qualla Arts and Crafts Mutual, Inc., of arts and crafts of the Eastern Band of Cherokee Indians; "TVA Archaeology," an exhibition of archeological methods and artifacts discovered over the years in more than 25 TVA projects; and "Living With Crafts," an exhibition and sale of crafts for cooking, dining, and sleeping, as well as a collection of student crafts.

In 1978, with \$1.3 million, Operation Townlift teams completed improvements of the Scottsboro, Ala., county square, which is being proposed for listing in the National Register of Historic Places (see no. 126). That same year, in conjunction with the Townlift program, TVA published *Townlift Buildings Improvements Manual*, a handbook of preservation and rehabilitation techniques for buildings, particularly historic buildings.

Contact for Information

Director, Office of Community Development, Tennessee Valley Authority, Knoxville, TN 37902

265/Recreation Technical Assistance

What/For Whom

Technical assistance in the use of recreational and cultural resources for communities and organizations in the Tennessee Valley region (all of Tennessee and portions of Alabama, Georgia, Kentucky, Mississippi, North Carolina, and Virginia).

Description

Although direct financial aid is not available, TVA assists communities in applying for grants from appropriate sources to help develop cultural or recreational resources. Assistance is also available for developing the conceptual design of facilities, analyzing cultural and recreational needs, and identifying alternatives to meet these needs. The Recreation Technical Assistance Program is also responsible for all agency nominations to the National Register of Historic Places (see no. 126).

Example

TVA has provided planning assistance to a community in southwest Virginia for the restoration of a pioneer fort. It

has assisted in the restoration of an English colony on the Cumberland Plateau in eastern Tennessee, and in the organization of a parks and recreation department in a community in western North Carolina. TVA and community arts organizations have cosponsored noontime concerts and arts exhibits in Knoxville office buildings.

Contact for Information

Chief, Recreation Resources Branch, Division of Forestry,
Fisheries, and Wildlife Development, Forestry Building,
Norris, TN 37828

United States Postal Service

266/Postage Stamp Art

What/For Whom

Commissions to artists.

Description

The Citizens' Stamp Advisory Committee reviews and recommends to the Postmaster General subjects and designs for commemorative and other postage stamps

and commissions artists to execute stamp designs. The Committee reviews the artist's portfolio of artworks in any medium and generally commissions only artists familiar with the intricacies of stamp art, the particular stamp's subject matter, and those who have executed work in a genre similar to the one the stamp requires.

Example

In 1978, Benjamin Somoroff was commissioned to design a stamp depicting the development of photography. Jerry Pinkney painted portraits of Harriet Tubman and Martin Luther King, Jr., in 1978 and 1979 as part of the Postal Service's "Black Heritage U.S.A." Series. In 1979, Bradbury Thompson painted a portrait of Robert Kennedy.

Contact for Information

Director, Citizens' Stamp Advisory Committee, Office of Stamps, U.S. Postal Service, L'Enfant Plaza-West, SW, Washington, DC 20260

United States Senate

268/Senate Historical Office

What/For Whom

Information and research assistance to Senators, their staff, historians, political scientists, and the general public.

Description

The Senate Historical Office promotes access to the primary source material contained in the papers of Senators, and serves as a clearinghouse for Senate-related research activity through its research services and publications. The Office helps researchers identify and locate official records and personal papers, and will intercede on their behalf regarding access to closed committee records. Files are maintained on recent Senate-related research projects. A photographic archives contains photographs and engravings of the significant events and personages of Senate history. Conferences for scholars and legislators are organized to publicize and encourage Senate scholarship. The Office has initiated an oral history project to tape and transcribe interviews with retiring Senators and senior staff; the Office also offers guidance to other oral history projects.

Publications are prepared and regularly updated. *The United States Senate: A Historical Bibliography* is a selective compilation of books and articles on the Senate, focusing primarily on its development as an institution. An extensive survey of the locations of all former Senators' papers will be issued as a comprehensive catalogue in 1980.

Both the White House and Supreme Court have curatorial offices whose staff respond to inquiries from the public concerning the architecture and history of these institutions. For further information, contact: The White House, Office of the Curator, Washington, DC 20500; or Supreme Court of the United States, Curator's Office, Washington, DC 20543.

Contact for Information

United States Senate Historical Office, Washington, DC 20510

267/Senate Commission on Art and Antiquities

What/For Whom

Exhibits and interpretive materials for researchers; internships of up to one year for college undergraduates (preferably juniors and seniors) with a concentration in American art history, or related fields.

Description

The Senate Commission on Art and Antiquities accepts, places, and preserves works of art and historical objects in the Senate wing of the U.S. Capitol and Senate Office Buildings. It prepares exhibits of documents and memorabilia that illustrate the Senate's historic and artistic heritage. It provides interpretive material on the restored chambers and other collections of the Senate. One to three internship positions are available for students to work with the Senate Curator and the collection of paintings, sculpture, furniture, and historical objects in the Senate wing of the U.S. Capitol. Duties include assisting in preparation of catalogues of the collection and exhibits of Senate documents and memorabilia and working on the social history of the Capitol building and other research fields. Students may apply independently, or through their college or university. They may intern for a summer, one semester, or an academic year. No financial stipend is given, but the sponsoring college or university often grants academic credit. Applications must be submitted to the Commission at least 60 days prior to the beginning of the desired internship.

Contact for Information

Office of the Curator, U.S. Senate Commission on Art and Antiquities, Room S-411, U.S. Capitol, Washington, DC 20510

Veterans Administration

269/Educational and Vocational Benefits

What/For Whom

Direct payments, loans, study stipends, and counseling for veterans and dependents of disabled or deceased veterans.

Description

Allowances are provided to veterans and, under circumstances of death or disability, their dependents to pursue full-time or part-time educational, professional, or vocational programs, including apprenticeships and on-the-job training. Students may pursue any course of study, including arts, crafts, or humanities curricula, at any educational institution approved for training, such as a vocational or business school, two- or four-year college, university, or professional or technical institution.

Payments are made monthly for the duration of the program of study; the amount of support varies according to the program. Servicepersons who entered active duty after December 31, 1976, may make monthly contributions to an individual education fund administered by the Veterans Administration (VA); every \$1 contributed by the participant is matched by the VA with \$2 and additional sums from the Department of Defense.

Financial support is also provided to disabled veterans for the duration of an educational or vocational program. Support includes subsistence payments as well as the entire cost of tuition, books, fees, and training supplies.

Contact for Information

Veterans Administration field offices or Veterans Administration, Washington, DC 20420

270/Fine Arts Commissions

What/For Whom

Commissions to artists to create original artworks for installation in new Veterans Administration buildings.

Description

Under this program, artists are commissioned to produce works of art which reflect the American cultural heritage for incorporation into the architectural design of new Veterans Administration buildings. Free-standing or wall-mounted sculptures, tapestries, and murals are among artworks eligible for consideration. A maximum of one-half of one percent of a building's estimated construction cost up to a maximum of \$50,000 is reserved for the design, fabrication, and installation of the artwork.

Artists are selected through a cooperative procedure between the Veterans Administration, the National Endowment for the Arts, and the project architect. When the plans for a building have been approved, the Veterans Administration Committee on the Arts and the project director determine the medium, maximum cost, and location of artworks. If the Committee proposes contracting for the creation of an original work, the Visual Arts Program of the Arts Endowment (see no. 212) is asked to convene a panel to recommend artists for the commission. Under special circumstances, the Committee may recommend the purchase of an existing object of art. In either case, the Administrator of Veterans Affairs makes the final selection.

Example

The Veterans Administration estimates that this program will spend about \$250,000 for approximately eight projects annually. Examples of artworks commissioned during 1978-1979 are a sculpture entitled "Dancing Indian" by Michael Noranja, which will cost about \$3,500 and will be installed in the Blind and Low Vision Center in Palo Alto, Calif. A marble sculpture by Norman Hines and an art object lending library by Guy McCoy will cost about \$15,000 to purchase and install in a nursing home in Sepulveda, Calif.

Contact for Information

Chairman, Committee on the Arts, Veterans Administration, Washington, DC 20420

Appendices

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Regional and Field Offices

Secretarial Representatives**Region I**

**(Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island,
Vermont)**

411 Stuart Street
Seventh Floor
Boston, MA 02116
(617) 223-0695

Region II

**(New Jersey, New York, Puerto Rico,
Virgin Islands)**

Federal Building
26 Federal Plaza
Room 3722
New York, NY 10007
(212) 264-5647

Region III

**(Delaware, District of Columbia,
Maryland, Pennsylvania, Virginia, West
Virginia)**

William J. Green Federal Building
600 Arch Street
Room 10424
Philadelphia, PA 19106
(215) 597-7527

Region IV

**(Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina, South
Carolina, Tennessee)**

1365 Peachtree Street, NE
Suite 300
Atlanta, GA 30309
(404) 881-3165

Region V

**(Illinois, Indiana, Michigan, Minnesota,
Ohio, Wisconsin)**

CNA Building
55 East Jackson Boulevard
Room 1402
Chicago, IL 60604
(312) 353-4609

Region VI

**(Arkansas, Louisiana, New Mexico,
Oklahoma, Texas)**

Federal Building
1100 Commerce Street
Room 9040
Dallas, TX 75242
(214) 749-2891

Region VII

(Iowa, Kansas, Missouri, Nebraska)

Federal Building
601 East 12th Street
Room 1844
Kansas City, MO 64106
(816) 374-3961

Region VIII

**(Colorado, Montana, North Dakota,
South Dakota, Utah, Wyoming)**

Title Building
909 17th Street
Room 515
Denver, CO 80202
(303) 837-4285

Region IX

(Arizona, California, Hawaii, Nevada)

Federal Building
450 Golden Gate Avenue
Box 36135
San Francisco, CA 94102
(415) 556-5145

Region X

(Alaska, Idaho, Oregon, Washington)

Federal Building
915 Second Avenue
Room 958
Seattle, WA 98174
(206) 442-5780

**Economic Development
Administration (EDA) Regional
Offices****Rocky Mountain**

**(Colorado, Iowa, Kansas, Missouri,
Montana, Nebraska, North Dakota,
South Dakota, Utah, Wyoming)**

Title Building
909 17th Street
Suite 505
Denver, CO 80202
(303) 837-4714

Southeastern

**(Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina, South
Carolina, Tennessee)**

1365 Peachtree Street, NE
Suite 700
Atlanta, GA 30309
(404) 881-7401

Midwestern

**(Illinois, Indiana, Michigan, Minnesota,
Ohio, Wisconsin)**

175 W. Jackson Boulevard
Suite A-1630
Chicago, IL 60604
(312) 353-7707

Atlantic

**(Connecticut, Delaware, District of
Columbia, Maine, Maryland,
Massachusetts, New Hampshire, New
Jersey, New York, Pennsylvania, Puerto
Rico, Rhode Island, Vermont, Virgin
Islands, Virginia, West Virginia)**

600 Arch Street
Philadelphia, PA 19106
(215) 597-4603

Southwestern

**(Arkansas, Louisiana, New Mexico,
Oklahoma, Texas)**

American Bank Tower
Suite 600
221 West Sixth Street
Austin, TX 78701
(512) 397-5461

Western

**(Alaska, American Samoa, Arizona,
California, Guam, Hawaii, Idaho,
Nevada, Oregon, Washington)**

1700 Westlake Avenue North
Seattle, WA 98109
(206) 442-0596

Regional Commissions**Coastal Plains Regional Commission**

215 East Bay Street
Charleston, SC 29401
(803) 724-4250

Four Corners Regional Commission

2350 Alamo, SE
Suite 303
Albuquerque, NM 87106
(505) 766-2990

New England Regional Commission

53 State Street
Suite 400
Boston, MA 02109
(617) 223-6045

Old West Regional Commission

201 Main Street
Suite D
Rapid City, SD 57701
(605) 348-6310

Ozarks Regional Commission

1100 North University Avenue
Suite 109
Little Rock, AR 72207
(501) 378-5905

Pacific Northwest Regional Commission

700 East Evergreen Boulevard
Vancouver, WA 98661
(206) 696-2581

**Southwest Border Regional
Commission**

100 North Stone Avenue
Suite 309
Tucson, AZ 85726
(602) 792-6781

**Upper Great Lakes Regional
Commission**

504 Christie Building
120 North Fourth Avenue, West
Duluth, MN 55802
(218) 727-6692, Ext. 458 or 459

Regional Offices**Region I**

**(Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island,
Vermont)**

John F. Kennedy Federal Office Building
Government Center
Boston, MA 02203
(617) 223-6831

Region II

**(New Jersey, New York, Puerto Rico,
Virgin Islands)**

26 Federal Plaza
New York, NY 10007
(212) 264-4600

Region III

**(Delaware, District of Columbia,
Maryland, Pennsylvania, Virginia, West
Virginia)**

3535 Market Street
P.O. Box 13716
Philadelphia, PA 19101
(215) 596-6492

Region IV

**(Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina, South
Carolina, Tennessee)**

101 Marietta Tower
Atlanta, GA 30323
(404) 221-2442

Region V

**(Illinois, Indiana, Michigan, Minnesota,
Ohio, Wisconsin)**

300 South Wacker Drive
35th Floor
Chicago, IL 60606
(312) 353-5160

Region VI

**(Arkansas, Louisiana, New Mexico,
Oklahoma, Texas)**

1200 Main Tower Building
11th Floor
Dallas, TX 75202
(214) 655-3301

Region VII

(Iowa, Kansas, Missouri, Nebraska)

601 East 12th Street
Kansas City, MO 64106
(816) 374-3436

Region VIII

**(Colorado, Montana, North Dakota,
South Dakota, Utah, Wyoming)**

19th and Stout Streets
Denver, CO 80202
(303) 837-3373

Region IX

(Arizona, California, Hawaii, Nevada)

50 United Nations Plaza
San Francisco, CA 94102
(415) 556-6746

Region X

(Alaska, Idaho, Oregon, Washington)

1321 Second Avenue
Seattle, WA 98101
(206) 442-0486

**Educational Programs
Regional Commissions**

Region I
**(Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island,
Vermont)**
John F. Kennedy Federal Building
Boston, MA 02203
(617) 223-7500

Region II
**(Canal Zone, New Jersey, New York,
Puerto Rico, Virgin Islands)**
26 Federal Plaza
New York, NY 10007
(212) 264-4370

Region III
**(Delaware, District of Columbia,
Maryland, Pennsylvania, Virginia)**
3535 Market Street
Philadelphia, PA 19108
(215) 596-1001

Region IV
**(Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina, South
Carolina, Tennessee)**
101 Marietta Tower Building
Atlanta, GA 30323
(404) 221-2063

Region V
**(Illinois, Indiana, Michigan, Minnesota,
Ohio, Wisconsin)**
300 South Wacker Drive
Chicago, IL 60606
(312) 353-5215

Region VI
**(Arkansas, Louisiana, New Mexico,
Oklahoma, Texas)**
1200 Main Tower Building
Dallas, TX 75202
(214) 767-3626

Region VII
(Iowa, Kansas, Missouri, Nebraska)
New Federal Office Building
601 East 12th Street
Kansas City, MO 64106
(816) 374-2276

Region VIII
**(Colorado, Montana, North Dakota,
South Dakota, Utah, Wyoming)**
Federal Regional Office Building
1961 Stout Street
Denver, CO 80202
(303) 837-3544

Region IX
**(American Samoa, Arizona, California,
Guam, Hawaii, Nevada, Trust Territory
of the Pacific, Wake Islands)**
50 United Nations Building
San Francisco, CA 94102
(415) 556-4920

Region X
(Alaska, Idaho, Oregon, Washington)
Arcade Plaza Building
1321 Second Avenue
Seattle, WA 98101
(206) 442-0460

Regional Offices**Region I**

**(Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island,
Vermont)**

Boston Regional Office
800 John F. Kennedy Federal Building
Boston, MA 02203
(617) 223-4066

Region II

**(New Jersey, New York, Panama Canal
Zone, Puerto Rico, Virgin Islands)**

New York Regional Office
26 Federal Plaza
Room 3541
New York, NY 10007
(212) 264-8068

Region III

**(Delaware, District of Columbia,
Maryland, Pennsylvania, Virginia, West
Virginia)**

Philadelphia Regional Office
General Information Center
Curtis Building
625 Walnut Street
Philadelphia, PA 19106
(215) 597-2560

Region IV

**(Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina, South
Carolina, Tennessee)**

Atlanta Regional Office (Georgia)
Room 211
Pershing Point Plaza
1371 Peachtree Street, NE
Atlanta, GA 30309
(404) 526-5585

Region V

**(Illinois, Indiana, Michigan, Minnesota,
Ohio, Wisconsin)**

Chicago Regional Office
300 South Wacker Drive
Chicago, IL 60606
(312) 353-5680

Region VI

**(Arkansas, Louisiana, New Mexico,
Oklahoma, Texas)**

Fort Worth Regional Office
1100 Commerce Street
Dallas, TX 75242
(214) 749-7401

Region VII

(Iowa, Kansas, Missouri, Nebraska)

Kansas City Regional Office
300 Federal Office Building
911 Walnut Street
Kansas City, MO 64106
(816) 374-2661

Region VIII

**(Colorado, Montana, North Dakota,
South Dakota, Utah, Wyoming)**

Denver Regional Office
2500 Executive Towers
1405 Curtis Street
Denver, CO 80202
(303) 837-4881

Region IX

**(American Samoa, Arizona, California,
Guam, Hawaii, Nevada, Pacific Trust
Territories)**

San Francisco Regional Office
450 Golden Gate Avenue
P. O. Box 36003
San Francisco, CA 94102
(415) 556-4752

Region X

(Alaska, Idaho, Oregon, Washington)

Seattle Regional Office
Arcade Plaza Building
1321 Second Avenue
Stop 329
Seattle, WA 98101
(206) 442-5412

**Heritage Conservation and
Recreation Service
Regional Offices****Northeast Region**

(Connecticut, Delaware, Maine,
Maryland, Massachusetts, New
Hampshire, New Jersey, New York,
Pennsylvania, Rhode Island, Vermont,
Virginia, West Virginia, and the District
of Columbia)

Federal Office Building
600 Arch Street
Room 9310
Philadelphia, PA 19106
(215) 597-7383

Southeast Region

(Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina, Puerto
Rico, South Carolina, Tennessee, Virgin
Islands)

148 International Boulevard
Atlanta, GA 30303
(404) 221-4538

Lake Central Region

(Illinois, Indiana, Michigan, Minnesota,
Ohio, Wisconsin)

Federal Building
Ann Arbor, MI 48107
(313) 668-2000

Mid-Continent Region

(Colorado, Iowa, Kansas, Missouri,
Montana, Nebraska, North Dakota,
South Dakota, Utah, Wyoming)

Denver Federal Center
P.O. Box 25387
Denver, CO 80225
(303) 234-3523

Northwest Region

(Idaho, Oregon, Washington)

Federal Building
915 Second Avenue
Seattle, WA 98174
(206) 442-4706

South Central Region

(Arkansas, Louisiana, New Mexico,
Oklahoma, Texas)

5000 Marble Avenue, NE
Albuquerque, NM 87110
(505) 766-3514

Pacific Southwest Region

(American Samoa, Arizona, California,
Guam, Hawaii, Nevada)

450 Golden Gate Avenue
San Francisco, CA 94102
(415) 556-8360

Alaska Area Office

1011 East Tudor
Suite 297
Anchorage, AK 99503
(907) 277-1666

**National Park Service
Regional Offices****North Atlantic Regional Office**

National Park Service
15 State Street
Boston, MA 02109

Mid-Atlantic Regional Office

National Park Service
143 South Third Street
Philadelphia, PA 19106

National Capital Region

National Park Service
1100 Ohio Drive, SW
Washington, DC 20242

Southeast Regional Office

National Park Service
1895 Phoenix Boulevard
Atlanta, GA 30349

Midwest Regional Office

National Park Service
1709 Jackson Street
Omaha, NE 68102

Rocky Mountain Regional Office

National Park Service
655 Parfet Street
P.O. Box 25287
Denver, CO 80225

Southwest Regional Office

National Park Service
P.O. Box 728
Santa Fe, NM 87501

Western Regional Office

National Park Service
450 Golden Gate Avenue
San Francisco, CA 94102

Pacific Northwest Regional Office

National Park Service
601 Fourth and Pike Building
Seattle, WA 98101

Employment and Training**Administration****Regional Offices****Region I**

**(Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island,
Vermont)**

U.S. Department of Labor, Employment
and Training Administration
John F. Kennedy Building
Room 1703
Boston, MA 02203
(617) 223-6349

Region II

**(New Jersey, New York, Puerto Rico,
Virgin Islands)**

U.S. Department of Labor, Employment
and Training Administration
1515 Broadway
Room 3713
New York, NY 10036
(212) 399-5445

Region III

**(Delaware, District of Columbia,
Maryland, Pennsylvania, Virginia, West
Virginia)**

U.S. Department of Labor, Employment
and Training Administration
P.O. Box 8796
Philadelphia, PA 19101
(215) 596-6336

Region IV

**(Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina, South
Carolina, Tennessee)**

U.S. Department of Labor, Employment
and Training Administration
1371 Peachtree Street, NE
Room 415
Atlanta, GA 30309
(404) 881-4411

Region V

**(Illinois, Indiana, Michigan, Minnesota,
Ohio, Wisconsin)**

U.S. Department of Labor, Employment
and Training Administration
230 South Dearborn Street
6th Floor
Chicago, IL 60604
(312) 353-0313

Region VI

**(Arkansas, Louisiana, New Mexico,
Oklahoma, Texas)**

U.S. Department of Labor, Employment
and Training Administration
555 Griffin Square Building
Room 316
Dallas, TX 75202
(214) 749-2721

Region VII

(Iowa, Kansas, Missouri, Nebraska)

U.S. Department of Labor, Employment
and Training Administration
Federal Building
911 Walnut Street
Room 1000
Kansas City, MO 64106
(816) 374-3796

Region VIII

**(Colorado, Montana, North Dakota,
South Dakota, Utah, Wyoming)**

U.S. Department of Labor, Employment
and Training Administration
16122 Federal Office Building
1961 Stout Street
Denver, CO 80294
(303) 837-4477

Region IX

**(American Samoa, Arizona, California,
Guam, Hawaii, Nevada, Trust Territory
of the Pacific Islands)**

U.S. Department of Labor, Employment
and Training Administration
Box 36084
San Francisco, CA 94102
(415) 556-7414

Region X

(Alaska, Idaho, Oregon, Washington)

U.S. Department of Labor, Employment
and Training Administration
Federal Office Building
909 First Avenue
Room 1145
Seattle, WA 98174
(206) 442-7700

**Bureau of Labor Statistics
Regional Offices**

Region I
**(Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island,
Vermont)**
1603 John F. Kennedy Federal Building
Government Center
Boston, MA 02203
(617) 223-6761

Region II
**(New Jersey, New York, Puerto Rico,
Virgin Islands)**
1515 Broadway
Suite 3400
New York, NY 10036
(212) 399-5405

Region III
**(Delaware, District of Columbia,
Maryland, Pennsylvania, Virginia, West
Virginia)**
3535 Market Street
P.O. Box 13309
Philadelphia, PA 19101
(215) 596-1154

Region IV
**(Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina, South
Carolina, Tennessee)**
1371 Peachtree Street, NE
Atlanta, GA 30309
(404) 881-4418

Region V
**(Illinois, Indiana, Michigan, Minnesota,
Ohio, Wisconsin)**
Federal Office Building
230 South Dearborn Street
Ninth Floor
Chicago, IL 60604
(312) 353-1880

Region VI
**(Arkansas, Louisiana, New Mexico,
Oklahoma, Texas)**
555 Griffin Square Building
Second Floor
Dallas, TX 75202
(214) 749-3516

Regions VII and VIII
**(Colorado, Iowa, Kansas, Missouri,
Montana, Nebraska, North Dakota,
South Dakota, Utah, Wyoming)**
911 Walnut Street
Kansas City, MO 64106
(816) 374-2481

Regions IX and X
**(Alaska, Arizona, California, Hawaii,
Idaho, Nevada, Oregon, Washington)**
450 Golden Gate Avenue
Box 36017
San Francisco, CA 94102
(415) 556-4678

**Occupational Safety and Health
Administration (OSHA)
Regional Offices**

Region I

**(Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island,
Vermont)**

U.S. Department of Labor-OSHA
John F. Kennedy Federal Building
Government Center
Room 1804
Boston, MA 02203
(617) 223-6712/3

Region II

**(New Jersey, New York, Puerto Rico,
Virgin Islands)**

U.S. Department of Labor-OSHA
1515 Broadway
1 Astor Plaza
Room 3445
New York, NY 10036
(212) 399-5754

Region III

**(Delaware, District of Columbia,
Maryland, Pennsylvania, Virginia, West
Virginia)**

U.S. Department of Labor-OSHA
Gateway Building
3535 Market Street
Suite 2100
Philadelphia, PA 19104
(215) 596-1201

Region IV

**(Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina, South
Carolina, Tennessee)**

U.S. Department of Labor-OSHA
1375 Peachtree Street, NE
Suite 587
Atlanta, GA 30309
(404) 881-3573

Region V

**(Illinois, Indiana, Michigan, Minnesota,
Ohio, Wisconsin)**

U.S. Department of Labor-OSHA
230 South Dearborn Street
Room 3263, 32nd Floor
Chicago, IL 60604
(312) 353-2220

Region VI

**(Arkansas, Louisiana, New Mexico,
Oklahoma, Texas)**

U.S. Department of Labor-OSHA
555 Griffin Square Building
Room 602
Dallas, TX 75202
(214) 767-4731

Region VII

(Iowa, Kansas, Missouri, Nebraska)

U.S. Department of Labor-OSHA
911 Walnut Street
Room 3000
Kansas City, MO 64106
(816) 374-5861

Region VIII

**(Colorado, Montana, North Dakota,
South Dakota, Utah, Wyoming)**

U.S. Department of Labor-OSHA
Federal Building
1961 Stout Street
Room 1554
Denver, CO 80294
(303) 837-3883

Region IX

**(American Samoa, Arizona, California,
Guam, Hawaii, Nevada, Trust Territory
of the Pacific Islands)**

U.S. Department of Labor-OSHA
9470 Federal Building
450 Golden Gate Avenue
P.O. Box 36017
San Francisco, CA 94102
(415) 556-0584

Region X

(Alaska, Idaho, Oregon, Washington)

U.S. Department of Labor-OSHA
Federal Office Building
909 First Avenue
Room 6048
Seattle, WA 98174
(206) 442-5930

**Federal Information Centers
and Telephone Tielines****Alabama**

Birmingham
322-8591
Toll-free tieline to Atlanta, Georgia

Mobile

438-1421
Toll-free tieline to New Orleans, Louisiana

Arizona

Phoenix
Federal Building
230 North First Avenue
Phoenix, AZ 85025
(602) 261-3313

Tucson

622-1511
Toll-free tieline to Phoenix

Arkansas

Little Rock
378-6177
Toll-free tieline to Memphis, Tennessee

California

Los Angeles
Federal Building
300 North Los Angeles Street
Los Angeles, CA 90012
(213) 688-3800

Sacramento

Federal Building and U.S. Courthouse
650 Capitol Mall
Sacramento, CA 95814
(916) 440-3344

San Diego

Federal Building
880 Front Street
Room 1S11
San Diego, CA 92188
(714) 293-6030

San Francisco

Federal Building and U.S. Courthouse
450 Golden Gate Avenue
P. O. Box 36082
San Francisco, CA 94102
(415) 556-6600

San Jose

275-7422
Toll-free tieline to San Francisco

Santa Ana

836-2386
Toll-free tieline to Los Angeles

Colorado

Colorado Springs
471-9491
Toll-free tieline to Denver

Denver

Federal Building
1961 Stout Street
Denver, CO 80294
(303) 837-3602

Pueblo

544-9523
Toll-free tieline to Denver

Connecticut

Hartford
527-2617
Toll-free tieline to New York, New York

New Haven

624-4720
Toll-free tieline to New York, New York

District of Columbia

Seventh and D Streets, SW
Room 5716
Washington, DC 20407
(202) 755-8660

Florida

Fort Lauderdale
522-8531
Toll-free tieline to Miami

Jacksonville

354-4756
Toll-free tieline to St. Petersburg

Miami

Federal Building
51 Southwest First Avenue
Miami, FL 33130
(305) 350-4155

Orlando

422-1800
Toll-free tieline to St. Petersburg

St. Petersburg

William C. Cramer Federal Building
144 First Avenue, South
St. Petersburg, FL 33701
(813) 893-3495

Tampa

229-7911
Toll-free tieline to St. Petersburg

West Palm Beach

833-7566
Toll-free tieline to Miami

Georgia

Federal Building
275 Peachtree Street, NE
Atlanta, GA 30303
(404) 221-6891

Hawaii

Federal Building
300 Ala Moana Boulevard
P.O. Box 50091
Honolulu, HI 96850
(808) 546-8620

Illinois

Everett McKinley Dirksen Building
219 South Dearborn Street
Room 250
Chicago, IL 60604
(312) 353-4242

Indiana

Gary/Hammond
883-4110
Toll-free tieline to Indianapolis

Indianapolis

Federal Building
575 North Pennsylvania
Indianapolis, IN 46204
(317) 269-7373

Iowa

Des Moines
284-4448
Toll-free tieline to Omaha, Nebraska

Kansas

Topeka
295-2866
Toll-free tieline to Kansas City, Missouri

Wichita

263-6931
Toll-free tieline to Kansas City, Missouri

Kentucky

Federal Building
600 Federal Place
Louisville, KY 40202
(502) 582-6261

Louisiana

U.S. Postal Service Building
701 Loyola Avenue
Room 1210
New Orleans, LA 70113
(504) 589-6696

Maryland

Federal Building
31 Hopkins Plaza
Baltimore, MD 21201
(301) 962-4980

Massachusetts

John F. Kennedy Federal Building
Cambridge Street
Room E-130
Boston, MA 02203
(617) 223-7121

Michigan

Detroit
McNamara Federal Building
477 Michigan Avenue
Room 103
Detroit, MI 48226
(313) 226-7016

Grand Rapids

451-2628
Toll-free tieline to Detroit

Minnesota

Federal Building and U.S. Courthouse
110 South Fourth Street
Minneapolis, MN 55401
(612) 725-2073

Missouri

Kansas City
Federal Building
601 East 12th Street
Kansas City, MO 64106
(816) 374-2466

St. Joseph

223-8206
Toll-free tieline to Kansas City

St. Louis

Federal Building
1520 Market Street
St. Louis, MO 63101
(314) 425-4106

Nebraska

Federal Building
U.S. Post Office and Courthouse
215 North 17th Street
Omaha, NE 68102
(402) 221-3353

New Jersey

Newark
Federal Building
970 Broad Street
Newark, NJ 07102
(201) 645-3600

Paterson/Passaic
523-0717
Toll-free tieline to Newark

Trenton
396-4400
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820 North French Street
Wilmington, DE 19801
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New York, NY 10013
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North Carolina Department of Cultural Resources
Raleigh, NC 27611
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Index

The contents of this book are indexed according to subject matter. Numbers in the index refer to program numbers rather than to page numbers. The abbreviations and acronyms listed below are used in the index and text to identify federal agencies.

Commerce	Department of Commerce	JFK	John F. Kennedy Center for the Performing Arts
CPB	Corporation for Public Broadcasting	Justice	Department of Justice
CSA	Community Services Administration	LC	Library of Congress
DOD	Department of Defense	NARS	National Archives and Records Service
DOE	Department of Energy	NASA	National Aeronautics and Space Administration
DOL	Department of Labor	NEA	National Endowment for the Arts
DOT	Department of Transportation	NEH	National Endowment for the Humanities
EDA	Economic Development Administration	NGA	National Gallery of Art
EPA	Environmental Protection Agency	NPS	National Park Service
GPO	Government Printing Office	NSF	National Science Foundation
GSA	General Services Administration	OE	Office of Education
HEW	Department of Health, Education, and Welfare	OMB	Office of Management and Budget
HUD	Department of Housing and Urban Development	OPM	Office of Personnel Management
ICA	International Communication Agency	SBA	Small Business Administration
Interior	Department of the Interior	SI	Smithsonian Institution
		State	Department of State
		Treasury	Department of the Treasury
		Trust	National Trust for Historic Preservation
		TVA	Tennessee Valley Authority
		USDA	Department of Agriculture
		USPS	U. S. Postal Service
		VA	Veterans Administration

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