PRODUCTION NOTE

University of Illinois at Urbana-Champaign Library
A Time Study of the Urbana (Illinois) Free Library

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This paper is a description of a time study done at the Urbana Free Library, Urbana, Illinois. The time study was done as a part of the University of Illinois Library School's survey of the Urbana Free Library. Officially, this is a report of the Library School's Laboratory Library Project. Analysis of the data secured in this time study will appear in later reports.

The Engineering Encyclopedia describes a time study as that part of scientific management which concerns itself with the time required for doing a certain piece of work. The simple kind of time study is one in which only the time element is analyzed; another type includes motion studies which analyze the various motions required for performing the work. The purpose of a time study is not to secure more work from the workman, but rather to standardize the methods by which certain work can be done so that more can be accomplished with less exertion(1). A time study is fundamentally an analysis of the methods, materials, tools, activities, and duties necessary to complete the work cycle of movements and to maintain efficiency in doing the work. Motion study deals with an analysis of the sequence of movements within an operation, where the length, necessity, speed, skill and other elements of movements are studied(2). In the time study described here, primary attention was given to the measurement of the time expended by each employee of the Library on each of the specified library activities.

Leigh, in his introduction to Pierce's Work Measurement in Public Libraries, says that the central point in work measurement is obtaining the cooperation of the library workers in the self-discovery of better ways of doing their work(3). In the present study this was not the purpose. Rather, the major purpose here was to determine the average time required by each employee for performing the tasks involved. Of secondary importance was the use of the time study data as a basis for cost analysis. Supplementary to these purposes, however, it is possible that the data may be useful for (a) discovering the most economical way of doing the work of the Library, (b) standardizing the work by analyzing the homogeneity of duties assigned to each employee, and (c) ascertaining whether each member of the staff is performing the duties for which he is best fitted. By way of arriving at these points, the following questions, for which answers may be derived from the data obtained in the time study, were formulated at the outset. What portion of the total time is spent on each of the major functions of the Library? How much time does the one professional librarian spend on non-professional duties? What portion of the professional work of the Library is performed by the staff members who are not library school graduates? What are the duties typical of each position? Which positions are most closely related from the standpoint of overlapping or similar duties? What is the average amount of non-productive time per staff member per day? What is the cost of such a study as this?
The Urbana Free Library is a small public library, serving a population of about 18,000 people with an annual budget of about one dollar per capita. The Library, housed in its own building - a memorial one and at a good location, has a book collection of 40,000 volumes. Annual circulation is approximately 90,000 volumes. The Library is manned by a full-time staff of four, of whom one is a library school graduate. This staff is supplemented by two high school students working as part-time shleiners, and one janitor employed full time. Each of these seven people kept records of the distribution of their time and of certain other data for the six weeks in which this study was made.

The present writer was responsible for the over-all planning, organization, and conduct of the study. Two students in the Library School gave special assistance, one by a paper in the use of the flow chart in the Library, and the other by a preliminary study of the methodology of this project. These studies, and particularly the second, contributed to the final analysis of the data. After initial explanations had been made to the staff and with the exception of checks in the progress of the study, the work was carried on under the direction of the Librarian who was the coordinator between the Library staff and the survey staff.

Preliminary to initiating the time study, the operations of the Library were reviewed in order to determine into what categories the work should be divided for the purposes of recording each activity. This analysis was done by personal interviews with each employee and by direct observation of their work. On the basis of these interviews and observations certain forms were evolved for recording the amount of time spent on each activity. The basic form was the list of designated work activities for which records were to be kept. The first edition of this list was discarded after a conference with the Librarian because it did not accurately picture the work activities of the Library. The second edition was discarded after a pre-test was run because the staff found that there was no place to record many of the tasks actually performed. The third edition (entitled Key to Tasks Performed and shown here as Appendix I) was then developed and represents the form finally used; in addition a 4 1/2-page explanation of the terms in the list was also drawn up (Appendix II).

The work of the Library as performed by these staff members was divided into seven main categories: acquisitions, cataloging, circulation, adult reference, children's department, administration, and general. Each of these main divisions was sub-divided to show the various activities belonging to each main category. In order to provide a place for those activities performed infrequently, or not otherwise listed, a sub-division was set up in each main category to include "other" work. Each time such a sub-division was used, the employee was asked to specify the particular task so that there would be a complete record of all activities performed. The sub-division "other" was used 174 times; the activities recorded most often were watching the desk, reserves, hunting snags, reading, and removing books from the 7-day shelf. The task recorded as "watching the desk" involves remaining at the circulation desk even when there are no patrons and no work to be done there; it was noted 70 times, and in view of the smaller number of times other activities were recorded, it should have been made a separate sub-division under the category circulation. "Reserves" (putting on and taking off of books from the high school shelf, and notifying people that their requests were available) was recorded 50 times and should also have been a separate sub-division.

Pierce suggests that the operations of a library should be divided into 21 major operations with these major divisions sub-divided into nearly 600 specific activities. His list was considered prior to setting up the list of tasks for the Urbana study, but it was felt that Pierce's list was too detailed and that too many
of the items did not apply to this particular situation and would only make for confusion on the part of the staff members.

Each category and sub-division was assigned a number. There was a total of 52 work activities for all seven categories. A sheet was provided for each employee for each day, which divided the day into hours (9:00 - 10:00 A.M., 10:00 - 11:00, etc.) and left space for recording the employee's work activities under each hour. On the bottom of this daily sheet were recorded data on certain types of work production: number of books charged, number of magazines charged, number of reference questions answered (both the short and long answer type), and number of books cataloged (shown as fiction, non-fiction, or juvenile; with Wilson cards or without Wilson cards; and as new titles or replacements, duplicates and recatalogs). With the Key to Tasks Performed and the explanation of the terms, it was a simple matter to record on the daily time sheet under the appropriate hour the number of the work activity performed and the number of minutes involved in performing that duty. Thus, no. 24 - 50 minute; or no. 24 - 9:10 - 10:00, would mean that this staff member had spent 50 minutes discharging books at the circulation desk.

Pierce suggests that "the measurement period decided upon is hardly likely to be shorter than two weeks or longer than two months. In general, the task of keeping the record becomes easier after the first two or three days"(7). The study done by Baldwin and Marcus in 37 libraries was carried out through "the months of April and May in the spring and October and November in the fall ... because they were believed to be as typical as any of the months of the year"(8). In general, the following criteria are obviously relevant: (a) that the period be one which covers the normal work period of the library, (b) that the majority of the staff members be working and that the library be open its regular hours, and (c) that the period be long enough to cover such occasional activities of the library as monthly reports, board meetings, etc.

The period selected for this time study was from December 1, 1949, to January 12, 1950. There are two considerations which might be thought to make this period unrepresentative - the Christmas and New Year's holidays, and the presence in the Library of students from the University of Illinois Library School engaged in field work or practice work. Since a public library observes a number of single day holidays during the year, it would have been almost impossible to find a six weeks period in which one would not occur. Similarly, the field work program is carried on from September to June, so that the presence of these students makes for a normal situation in this Library rather than an abnormal one. It is probable that the period from December 1, 1949, to January 12, 1950 was as normal as any period that could have been chosen, but no tests have been made to establish this claim.

In checking the data gathered in the time study there seems to be some evidence that six weeks was a sufficient length of time for the study. The Pearson coefficient of correlation between the total time in minutes recorded by all employees for the 52 work activities in the first three-weeks and for the second three-weeks is +.92. Essentially the same results might have been obtained from a three-week period, since there seems to be little divergence on the whole between the time expended on each of the seven main categories for the first three-week period and the second three-week period (see Table 1). The greatest difference is in the amount of time expended on administration in each three-week period, with the time expended in the first three-week period over half again as much as in the second three-week period there were two holidays in the second three-week period and in addition the librarian was away from work three days. The second largest difference is in the category of general and miscellaneous duties, and reflects the time spent on putting up new exhibits and the greater amount of time worked by the janitor in the second period.
TABLE 1. TIME EXPENDED BY ALL EMPLOYEES ON EACH OF THE SEVEN MAIN CATEGORIES IN EACH THREE-WEEK PERIOD

<table>
<thead>
<tr>
<th>Category</th>
<th>First Three Weeks (In Minutes)</th>
<th>% of Total</th>
<th>Second Three Weeks (In Minutes)</th>
<th>% of Total</th>
<th>Six Weeks Total (In Minutes)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisitions</td>
<td>908</td>
<td>3</td>
<td>955</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cataloging</td>
<td>2422</td>
<td>7</td>
<td>1733</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Circulation</td>
<td>12428</td>
<td>37</td>
<td>12341</td>
<td>39</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Adult Reference</td>
<td>2538</td>
<td>8</td>
<td>2771</td>
<td>9</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Children's Department</td>
<td>1818</td>
<td>5</td>
<td>1539</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>4423</td>
<td>13</td>
<td>2500</td>
<td>8</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>9274</td>
<td>27</td>
<td>9910</td>
<td>31</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>33811</td>
<td>100</td>
<td>31749</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

In the initial phases of this study, the writer kept a time record of her own work activities for a week in order to ascertain some of the difficulties that would be encountered by the Library employees. After the second edition of the Key to Tasks Performed was developed, a two-day pre-test was scheduled in order to test the work categories, to familiarize the staff members with the forms, and to give them practice in the recording of their work. The pre-test began with a meeting of the entire staff, at which time detailed instructions were given and questions from the staff were answered. The writer was on hand most of the two days in order to answer any other questions as they arose, but two days were probably not enough because all work activities could not be tested in that time, though a number of desirable changes in the list of work activities were indicated in this pre-test. Thus it was found that some of the categories could not be divided as originally planned; for example, the discharging of adult, juvenile, and rental books could not be separated but would have to be put together. Out of this pre-test came the third and final edition of the categories and sub-divisions.

Another period of instruction for all members of the staff was held the day before the time study began. The theme of this meeting was the same as previous ones; in addition the purposes of the study were stressed so that each member of the staff might see its value clearly and give his maximum cooperation. Approximately mid-way in the six weeks' period, an internal check was taken in order to ascertain the accuracy of the employees' records. The writer and one of the Library School students working on the study each spent a half-day with each full-time staff member. The staff member kept his time record as previously, with the observer keeping a separate record of that same employee's work activities. At the end of the test period the two records were compared. Results of this comparison show that the times and activities recorded by the staff members and by the observers compared favorably. In the case of one employee twelve items were recorded in a two hour period. On six of these items, both persons recorded the same activity and the same amount of time; on three items, the same activity was recorded but with the amount of time varying from two to ten minutes; each had one item not recorded by the other; and at one point the same amount of time was charged to a different activity. These discrepancies can all be explained - the observer was probably not aware of the change in activity on the part of the staff member or could not see what task was being performed. The records on a second employee show more variation, but the supervision of two student practice workers was involved with each doing a different job. Here it was a matter of the staff member recording the time as general supervision, while the observer recorded each change of activity. The third staff member's re-
cords agreed completely with the observer's but the employee had spent the entire
time in a few obvious tasks. The record for the fourth staff member could not be
used because she had altered her time sheet to make it agree with the observer's.
On the basis of this check and of the writer's observations one can assume that each
staff member tried to record his activity and time with reasonable accuracy.

A number of difficulties can expect to be encountered in a time study like this.
One of the hardest to combat will be the natural disinclination and reluctance on
the part of the library employees to keep the time records in as sufficient detail
and with as much care as is desired. In the present study this attitude seemed to
lessen somewhat during the second three week period. It is suggested that a great
deal of attention be given to gaining the employees' understanding and enthusiastic
goodwill for the study. An imaginative and careful presentation of the study in its
initial stage may overcome this difficulty. It is possible that some of the em-
ployees never will lose the feeling that such a study is a check on themselves as
individuals rather than on the duties constituting the positions they occupy.

Another difficulty likely to arise is that the data from such a time study do
not give a complete and accurate picture of the work of the library. Informal ob-
servation of the employees' work in the Urbana Free Library both before and since
the time study indicates that a more leisurely attitude is generally prevalent than
was evident during the six weeks of the study. For example, the traditional staff
Christmas party was eliminated because of expressed concern over its effect on the
records, and for the six weeks' period only 3% of total staff time was recorded as
non-productive. The fault seems to lie in that the initial explanations did not
make clear that the time study was to present a picture of the Library as it actually
operates, and in that the work categories did not make provision for an easy or
accurate recording of non-productive time.

In order to have a more complete record and one from which a cost analysis
could more easily be calculated, more categories of work production should have
been secured. However, from the practical standpoint, it was decided not to make
additional demands on the Library staff by asking for more data. It would have been
desirable to have secured such data as the number of exhibits arranged, the number
of items of publicity prepared and released, the number of books ordered, the num-
ber of books prepared for circulation, the number of periodicals checked in, etc.

Another suggestion, not possible in the present study, would be for an outside
observer to be on hand at all times and to record the activity and time expended
rather than depending on the employee himself. It is likely that a more accurate
picture of the work would be secured if this were done. Under such circumstances it
might be possible to separate some of the work activities which had to be combined
in this study, e.g., the time spent in charging a book and the time given to reader's
advisory service and the building of general good will for the Library. One can
recognize that a false picture can easily be presented by a given set of data. The
activity recorded here as charging a book could involve reader's advisory service or
could involve conversation unrelated to library service, which might be building
good public relations or on the other hand might be purely personal.

A final suggestion for other studies of this kind is that it might be advisable
for each employee to keep in diary form a record of his activities and production
for a period well in advance of that of the time study. These diaries could be used
for comparison with the regular time study's results and for help in setting up the
work categories.
### APPENDIX I. URBANA FREE LIBRARY TIME STUDY

#### Key to Tasks Performed

<table>
<thead>
<tr>
<th>Number</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Book selection</td>
</tr>
<tr>
<td>2</td>
<td>Searching for holdings or bibliographic information</td>
</tr>
<tr>
<td>3</td>
<td>Ordering books and other materials</td>
</tr>
<tr>
<td>4</td>
<td>Checking invoices</td>
</tr>
<tr>
<td>5</td>
<td>Other acquisitions work (specify)</td>
</tr>
<tr>
<td>6</td>
<td>Ordering Wilson cards</td>
</tr>
<tr>
<td>7</td>
<td>Cataloging with Wilson cards (specify nonfiction or juvenile)</td>
</tr>
<tr>
<td>8</td>
<td>Cataloging without Wilson cards (specify fiction, nonfiction, or juvenile)</td>
</tr>
<tr>
<td>9</td>
<td>Classification (specify fiction, nonfiction, or juvenile)</td>
</tr>
<tr>
<td>10</td>
<td>Assigning Cutter numbers (specify fiction, nonfiction, or juvenile)</td>
</tr>
<tr>
<td>11</td>
<td>Author verification (specify fiction, nonfiction, or juvenile)</td>
</tr>
<tr>
<td>12</td>
<td>Filing catalog cards</td>
</tr>
<tr>
<td>13</td>
<td>Revising cataloging</td>
</tr>
<tr>
<td>14</td>
<td>Revising filing of catalog cards</td>
</tr>
<tr>
<td>15</td>
<td>Mending books and other materials</td>
</tr>
<tr>
<td>16</td>
<td>Preparation of books for binding</td>
</tr>
<tr>
<td>17</td>
<td>Processing materials</td>
</tr>
<tr>
<td>18</td>
<td>Other cataloging work (specify)</td>
</tr>
<tr>
<td>19</td>
<td>Registering borrowers</td>
</tr>
<tr>
<td>20</td>
<td>Morning routine</td>
</tr>
<tr>
<td>21</td>
<td>Checking periodicals and newspapers</td>
</tr>
<tr>
<td>22</td>
<td>Counting circulation</td>
</tr>
<tr>
<td>23</td>
<td>Charging and renewing books and other materials</td>
</tr>
<tr>
<td>24</td>
<td>Discharging books and other materials</td>
</tr>
<tr>
<td>25</td>
<td>Overdues, fines, and lost books</td>
</tr>
<tr>
<td>26</td>
<td>Telephone information</td>
</tr>
<tr>
<td>27</td>
<td>Shelving books</td>
</tr>
<tr>
<td>28</td>
<td>Other circulation work (specify)</td>
</tr>
<tr>
<td>29</td>
<td>Answering adult reference questions</td>
</tr>
<tr>
<td>30</td>
<td>Adult reader's advisory service</td>
</tr>
<tr>
<td>31</td>
<td>Other adult reference work (specify)</td>
</tr>
<tr>
<td>32</td>
<td>Answering children's reference questions</td>
</tr>
<tr>
<td>33</td>
<td>Children's reader's advisory service</td>
</tr>
<tr>
<td>34</td>
<td>Story hour for children</td>
</tr>
<tr>
<td>35</td>
<td>Other work with children (specify)</td>
</tr>
<tr>
<td>36</td>
<td>General administration</td>
</tr>
<tr>
<td>37</td>
<td>Reporting</td>
</tr>
<tr>
<td>38</td>
<td>Budgeting</td>
</tr>
<tr>
<td>39</td>
<td>Community activities</td>
</tr>
<tr>
<td>40</td>
<td>Supervision of field work</td>
</tr>
<tr>
<td>41</td>
<td>Other administrative work (specify)</td>
</tr>
</tbody>
</table>
APPENDIX II. URBANA FREE LIBRARY TIME STUDY

Explanations of the Terms Used in the Key to Tasks Performed

Acquisitions - selecting and acquiring books, magazines, and other material by purchase, exchange, or gift, and keeping the necessary records of these additions to the library.

1. Book selection - choosing books, magazines and other material to be added to the collection of the library. This includes making selections from materials received as gifts or exchanges as well as selecting new materials to be purchased. Aiding in the selection of books for memorial gifts to the library is also included in this category.

2. Searching - using bibliographic aids such as the card catalog, Cumulative Book Index, or other aids for the purpose of (a) positively identifying books, magazines, or other material; (b) ascertaining whether or not certain books, magazines, or other materials are available, (c) securing the name and address of vendors of books, magazines, or other materials, and (d) verifying specific holdings of the library.

3. Ordering - writing the orders for books and other materials, and keeping a record of the orders sent. This does not include ordering Wilson cards for the catalog; see no. 6.

4. Checking invoices - checking materials received against the invoices to verify the accuracy of the listing of the invoice as well as receipt of the material. This category also includes checking the prices, extensions, and additions-in other words, the arithmetic calculations of the invoice.

5. Other acquisitions work - all other work directly connected with acquisitions which is not included in any of the specific categories listed, e.g., time devoted to receiving gifts or to talking with salesmen.

Cataloging - preparing and maintaining the catalog, classifying materials, and assigning subject headings to them.

6. Ordering Wilson cards - this includes determining what cards are to be ordered, writing up the orders, keeping a record of the cards ordered, receiving new cards, and any other work directly connected with the ordering or receipt of Wilson catalog cards.

7. Cataloging with Wilson cards - all work connected with preparing the catalog entries (main, added entries, cross references, and shelf list cards) for materials which do have Wilson cards.
8. Cataloging without Wilson cards - all work connected with preparing the catalog entries (main, added entries, cross references, and shelf list cards) for materials which do not have Wilson cards.

9. Classification - assigning Dewey decimal numbers to books and other materials - in other words, assigning books and other materials to their proper places in the library's classification scheme.

10. Assigning Cutter numbers - assigning Cutter numbers to books and other materials.

11. Author verification - verifying the exact name and/or dates for the author of a given work, usually for the purpose of making an accurate catalog entry.

12. Filing catalog cards - placing catalog cards in the catalog following the rules for systematic arrangement as adopted by the Library.

13. Revising cataloging - checking and correcting cataloging to insure its accuracy.

14. Revising filing of catalog cards - checking and correcting the filing of catalog cards to insure its accuracy.

15. Mending books and other material - repairing torn or defective books, magazines, or other materials.

16. Preparation of books for binding - this includes all work connected with sending material to the bindery such as determining what is to be bound, assembling, and charging.

17. Processing materials - the physical preparation of books and other materials for use, e.g., labeling, pocketing, lettering, etc.

18. Other cataloging work - all other work directly connected with the preparation of the catalog which is not included in the specific categories mentioned e.g., recataloging, making additions to serial records, etc.

Circulation - all routines connected with lending books and other materials to borrowers, and the keeping of records of the loans.

19. Registering borrowers - this includes, in addition to taking the borrower's name, address, and other pertinent information, the typing of borrower's cards and all other work connected with registration.

20. Morning routine - opening the desk, changing dater, dating date-due cards, counting and recording money, and any other morning routines which are not specifically mentioned in other categories.

21. Checking periodicals and newspapers - checking in periodicals and newspapers, placing them in binders, and preparing them for circulation.

22. Counting circulation - ascertaining by count the total circulation for the day, and filing the book cards.

23. Charging and renewing books and other materials - recording original loans of books and other materials and renewing these loans.
24. Discharging books and other materials - canceling the loan record of books and other materials when these are returned to the library.

25. Overdues, fines, and lost books - this includes searching shelves for books and other materials before sending overdue notices, sending notices and repeat notices of overdue books and other materials, making telephone calls regarding overdues, settling the payment of fines, and collecting for lost books.

26. Telephone information - handling incoming telephone calls which are requests for information about library hours, services, etc. This does not include outgoing phone calls (see no. 25), personal calls (see no. 45), or reference question calls (see no. 29 and no. 32).

27. Shelving books - placing books and other materials on the shelves in proper order.

28. Other circulation work - all other work directly connected with lending material to borrowers which is not included in any of the specific categories mentioned under circulation, e.g., locating books by call slips, reserving books, etc.

Adult Reference - assisting adult readers, those of high school age and over, in securing information and in using the resources of the Library.

29. Answering adult reference questions - this includes answering adult reference questions by telephone as well as in person. If a reference question entails more than five minutes work, please note this fact on the back of the daily time sheet along with the time involved in finding the answer.

30. Adult reader's advisory service - recommending books, compiling lists of selected titles, and instructing adult readers in the use of the Library and its resources.

31. Other adult reference work - all other adult reference work which is not included in any of the specific categories mentioned, e.g., compiling bibliographies, etc.

Children's Department - working with and for children; those in classes up to and including eighth grade are considered children. High school students are to be counted as adults.

32. Answering children's reference questions - this includes answering questions by telephone as well as in person. If a reference question entails more than five minutes work, please note this fact on the back of the daily time sheet along with the time involved in finding the answer.

33. Children's reader's advisory service - recommending books, compiling lists of selected titles, and instructing juvenile readers in the use of the Library and its resources. This also includes giving advice, either in person or over the telephone, to adults about children's books.

34. Story hour for children - this includes the selecting and preparing as well as the actual telling of the stories.
35. Other work with children - all other work connected with the children's department which is not included in any of the specific categories mentioned, e.g., instruction, planning, assembling, and dismantling special children's exhibits, work with schools either in the Library or at the school, etc.

Administration - managing personnel and materials in the performance of duties to accomplish effectively the objectives of the Library.

36. General administration - planning, staff supervision, establishing policies, board meetings, staff meetings, etc.

37. Reporting - reporting the activities of the Library to the board of directors, the city council, or the taxpayers.

38. Budgeting - planning the overall budget and allocating funds.

39. Community activities - participating in club activities, public speech making, maintaining relations with adult education agencies, etc.

40. Supervision of field work - this includes not only the actual supervision of the field work, but also the preparation for such supervision.

41. Other administrative work - all other administrative work which is not included in any of the specific categories mentioned, e.g., banking money, etc.

General

42. Typing - this includes all typing with the exception of no. 19 (registering borrowers), and no. 6 (ordering Wilson cards). The time spent and the material being typed should be mentioned, e.g., 10 - 10:30 A.M. (41 catalog cards).

43. Correspondence - opening mail, writing letters, and filing correspondence.

44. Setting up exhibits - this includes planning, setting up, and dismantling exhibits for adults.

45. Personal business - rest periods, personal visiting, and personal telephone calls.

46. Cleaning, dusting, etc. - keeping the interior of the Library clean, e.g., sweeping, mopping, dusting, cleaning desks, emptying wastebaskets, etc.

47. Yard work - sweeping sidewalks, raking leaves, shoveling snow, and any other outside cleaning work.

48. Maintaining the heating plant - firing the furnace, removing ashes, cleaning the furnace, and any other work connected with keeping the heating system in operation.

49. Staff meetings, conferences.

50. Vacation and sick leave - includes all authorized time away from work.

51. Keeping this record - an accurate-as-possible estimate of the time spent in recording these items.

52. Other work - all other work which is not included in any of the categories on this list is to be recorded under this number with an explanation of the nature of the work.
FOOTNOTES


(6) Pierce, op. cit., p. 56-72.

(7) Ibid., p. 50.


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