

A SURVEY  
EXECUTIVE HOUSEKEEPERS IN  
HOTELS AND HOSPITALS

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Henry Blythe Kalani  
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**A SURVEY OF FORMAL TRAINING NEEDS OF EXECUTIVE HOUSEKEEPERS  
IN HOTELS AND HOSPITALS**

**By**

**HENRY BLYTHE KALANI**

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## CHAPTER I

### INTRODUCTION

#### The Importance of Good

#### Housekeepers in Institutions

Housekeeping as a domestic function has been performed from the dawn of history. Invirtually every society women were the principal keepers of the household, caring for the members of the family and maintaining a clean environment for them to live in.

Housekeeping as an institutional function has existed as long as institutions have been in existence. Whatever the nature of an institution the basic function of housekeeping was transferred to a commercial environment, for each had to be cared for and kept clean. However the housekeeping department in the institutional field differs from the domestic field in the size of activities and purpose for which the service is rendered.<sup>1</sup>

In the early years of institutional housekeeping, the housekeeper's importance was not fully recognized and "her qualifications measured principally by her abilities to 'keep a clean house!'"<sup>2</sup> The Housekeeper was invariably a woman, hired on the basis of her maternal manner of managing a clean household rather than a person with administrative training or background. During these early years the

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1/ Edward B. Bell, "The Housekeeper's Path to Success," Modern Hospital 75:130. October, 1950.

2/ Alta La Belle and Jane Barton, Administrative Housekeeping. (G.P. Putnam's Sons, New York, 1951). p. vii

Housekeeper performed comparatively simple duties concentrating almost entirely on the primary task of keeping the "house" clean.

### Changing Trends in Institutional Housekeeping

The recent years have seen vast changes in the American social and economic scene. The important changes which have affected institutions of specialized services are: (1) rapid increase in population; (2) changes in population movements; (3) the rising purchasing power of the public, resulting in the changes in needs and tastes; and (4) improvement in transportation facilities.

Another change is the trend toward specialization of functions. Specialization requires competence in a given area of work, which is derived from the acquisition and application of skills in a specific task.

Another important change is in the concept of administration. Administrators in government and private organizations became increasingly aware of better managerial practices to meet the growing complexity and competitive nature of our society. Administrators began to apply scientific methods to management and required greater skills in the practice of good management.

As a result of these factors, hotels and hospitals underwent many changes. Hotels increased in size and scope of activities and services. Hospitals went through rapid expansion made possible by greater specialization of medical services and better patient facilities. As public demands grew for newer and better facilities in hotels and hospitals

the responsibilities and duties of the housekeeping department multiplied. More and better facilities meant greater specialization of activities and wider range of services for the housekeeping department.

#### The Housekeeper Becomes an Executive

With the ever increasing need for effective institutional housekeeping, present administrators of institutions of specialized services have come to view the role of the housekeeping department in a more favorable light. The negative attitude, held by many managers, that the housekeeping department was a liability, or at best, a necessary evil, happily gave way to a realization of the powers of good housekeeping to build prestige, to bring the public in, and hence to produce revenue.<sup>3</sup>

Hence administrators today expect a housekeeper to be a person of executive caliber; able to assume full responsibility for proper housekeeping and be able to delegate authority necessary to perform the duties. Administrators are coming to view a housekeeper as an individual, irrespective of sex, given basic qualifications, plus proper educational and practical training, is prepared to assume the role of a leader in institutional housekeeping. Administrators want the person to be "a competent director of the housekeeping department ...one who knows housekeeping procedures, has administrative ability, is a good leader, and capable of training and teaching workers."<sup>4</sup>

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<sup>3/</sup> Ibid. pp. 3-4.

<sup>4/</sup> Marion Wright, "The Administrative Department Takes a Look at Housekeeping," Hospital Management 71:138. May, 1951

Although the primary function of good housekeeping is the same today as it was yesterday, that is, to keep an area clean, the Executive Housekeeper is no longer a mere homemaker in business. She<sup>5</sup> must be management-minded because she is part of management. She must participate in formulating goals and policies and be able to interpret them to others. She is expected to organize her department with the highest degree of efficiency. She must be able to organize her people and coordinate the work of her department with other departments in order to carry out the objectives of a business enterprise. She must know how to handle her people, motivating them to give their best services at the lowest possible cost. She must also view her work as a science. She must understand the principles of sanitation, know about housekeeping equipment and supplies and how to make the best and most economical use of them, and be able to do research with the numerous supplies and equipment to do the function of cleaning.

#### The Training Needs of an Executive Housekeeper

With a greater demand for better institutional housekeeping and awareness of the importance of the work of housekeeping in the successful operation of a business enterprise, the Executive Housekeeper must have a wider scope of knowledges. In addition to an understanding of effective cleaning agents and cleaning procedures, she must have an understanding of human relations, administrative skills, cleaning functions, science, and household arts.

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<sup>5/</sup> Due to the fact that the majority of Executive Housekeepers are women, this report will refer to an Executive Housekeeper as such.



The Executive Housekeepers of the past are described as "self-made" because the training was obtained through trial and error methods in the work environment. There were no specific body of knowledges obtainable for housekeepers in school, in literature, or in institutions. The housekeepers generally came from the ranks, and taught themselves by performing on the job, by studying entirely on their own initiative, and by bringing with them whatever knowledges they possessed about housekeeping.

The fact that this method of training was not the best was first recordly expressed by Charlotte A. Aikens.<sup>6</sup> Her book, Hospital Housekeeping, was published in 1910. It explained the fine points of institutional housekeeping. However the recognition of a better method of training for Executive Housekeeping was rather tardy. The first known expression that a standardized training, such as that offered in a College or University, would be helpful, was made in 1923, by Lydia Southard, then a faculty member at Columbia University.

In the last two decades, those responsible for institutions, such as the college dormitory, the hospital, the orphanage, wherever, indeed, large groups live in common, have come to realize that the general administration of such institutions and their housekeeping in all its aspects is important enough to demand previous training... The fact...that many trained workers holding positions today are grateful to the classrooms in which they studied not only the applied sciences related to their professions, but also the organized technical experiences of others, and to the practical fields in which they had tried themselves out in service, under supervision, before going out to take full responsibility...<sup>7</sup>

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6/ La Belle and Barton, op. cit. p. 10

7/ Lydia Southard, Institutional Household Administration. (Philadelphia, J.B. Lippincott Co., 1923). p. 9

While Lydia Southard recognized the superiority of formal training over self imposed training, which was a trial and error method, she did not present a specific program of formal training for Executive Housekeepers.

In 1930, a group of pioneer housekeepers, under the leadership of the late Margaret A. Barnes, organized the National Executive Housekeepers Association.<sup>8</sup> Their aim was to put housekeeping on a professional standard by assisting Executive Housekeepers in acquiring a body of knowledges through higher education and by standardizing the performance of institutional housekeeping (see Appendix I).

#### Formal Training for Executive Housekeepers Becomes Available

The first known course in housekeeping, offered in a College or University, was established at Cornell University in the School of Home Economics. In 1922, the first housekeeping course was conducted under the instruction of Nora Foley.<sup>9</sup> Today there are some 20 Colleges and Universities that offer special courses for Executive Housekeepers.

The fact that housekeeping should be a four-year course leading to a Bachelor of Science degree was recordedly expressed by Mabel A. Bailie,<sup>10</sup> a hospital housekeeper at Ann Arbor, Michigan. Miss Bailie presupposed that the curriculum would be the responsibility of a Home

<sup>8/</sup> Hereafter the Association will be referred to as N.E.H.A.

<sup>9/</sup> Donald Meed, Director of School of Hotel Administration, Cornell University, to Henry B. Kalani. February 25, 1959. See Appendix F.

<sup>10/</sup> La Belle and Barton, op. cit. p. 16.

Economics Department of any accredited University or College. The curriculum suggested by Mabel A. Bailie included: Chemistry, Bacteriology, Household Engineering and Arts, Economics, Psychology, Sociology, Business Management, Purchasing, Accounting, Public Speaking and English, followed by a year's internship under skilled supervision.

Today there is one University, the University of Washington, that offers a four-year curriculum in institutional housekeeping, leading to a Bachelor of Science degree. It was established in 1957 as a result of the efforts of hospital administrators of the state of Washington, and Madge K. Sidney, Executive Housekeeper of the Research Hospital in Seattle, Washington. The four-year curriculum (see Appendix G) largely follows the program suggested by Mabel A. Bailie.

Indeed the position of Executive Housekeepers have changed from a "back of the house" employee to one of the most important functions in institutions of specialized services. The day when it was considered to be the job of a homemaker has given way to one belonging to a leader with executive ability and technical skills. As a leader the value of the Executive Housekeeper of today can be determined through specialized training and work experience.

#### The Objective for This Study

As the problem of institutional housekeeping continues to increase and as greater demands are continuously made on the Executive Housekeepers, it is evident that better training methods are necessary. When institutional housekeeping was a relatively simple task, the Executive Housekeepers trained themselves. The advantages of this plan

were: (1) the acquisition of actual skills; (2) the development of functional ability, and (3) the strong determination to assume directorship. The unfavorable aspects of this system of training were: (1) standards of work varied among housekeepers; (2) the prevalence of rule-of-thumb over standardized methods of procedure; (3) the training period was generally longer and more difficult; (4) the recognition as a part of the management team was almost lacking, and (5) the housekeepers were not necessarily prepared to meet the continuously changing needs and methods for effecting better institutional housekeeping.

The more progressive Executive Housekeepers recognized the need for better training methods due to the following factors: (1) the growth of institutions of specialized services; (2) the shortage of qualified personnel in institutional housekeeping; (3) the changes in administrative practices in institutions of specialized services; (4) the acceptance of greater responsibilities and duties by housekeepers, and (5) the greater complexity of procedures in attaining the objectives of good housekeeping.

#### Purpose for the Study

The purpose for this study is to determine the best training method possible for Executive Housekeepers in institutions of specialized services, especially in hospitals and hotels.

More specifically the study will investigate the reasons for the desirability for a better training method and the availability of obtaining this method of training.

### Importance of the Study

A study of the best training possible for Executive Housekeepers is significant in periods of rapid expansion in institutions of specialized service. Institutional housekeeping plays an important role in the successful operations of such institutions by displaying clean, comfortable, safe and sanitary public areas.

The Executive Housekeeper, as head of the housekeeping department, is directly responsible for administering the task of providing a clean public area that is safe, sanitary, in orderly manner, comfortable, and inviting, for both the public and the employees.

By thus surveying the best training or preparation possible for Executive Housekeepers, and presenting the availability for such training or preparation, this study would have served an important purpose.

### Delimitations of the Study

The importance of institutional housekeeping is interesting, and the study of it is timely. However due to the vastness of the subject-matter, only a part of the broad area of institutional housekeeping will be the primary objective of this study. The study of the best preparation or training possible for Executive Housekeepers to possess knowledges necessary to have executive ability and technical skills will contribute to the interest in good institutional housekeeping.

This study will be further limited to hotels and hospitals, and will not include other institutions of specialized services, such as clubs, restaurants, department stores, motels, office buildings,

apartments, and schools. While housekeeping is an important function in all of these institutions, the author believes that the function of housekeeping is more specialized and of greater importance in hotels and hospitals. Hotels of less than 100 rooms and of hospitals of less than 75 beds were not included in the study. The Hotel Red Book, which lists hotels according to area and size, and The American Hospital Association, which supplied a list of hospitals according to area and size were consulted.

As the study is purported to analyze the Executive Housekeepers, only members of N.E.H.A. were included. The reasons for selecting Executive Housekeepers of N.E.H.A. were based on the facts that there is a readily available list of members for a survey and that the more progressive Executive Housekeepers are likely to be members of their national organization. There are some 1200 members of both sexes representing every region of the United States of America.

The principal limitations of the study of Executive Housekeepers are those of the questionnaire survey of 200 members of N.E.H.A. While it is recognized that the sample considered is relatively small, it does not diminish the importance of the study.

There were no attempts to limit the number of Colleges and Universities for this study. The author was interested in finding out the availability of educational facilities for Executive Housekeepers and surveyed Colleges and Universities offering studies in hospital, hotel and institutional administrations. A listing of Colleges and Universities were obtained from: (1) The American Hospital Association; (2) The American Hospital Association; (3) N.E.H.A., and (4) Michigan

State University Library. The author compiled a list of 62 such schools.

### Basic Hypotheses

Due to the greater specialization of institutional housekeeping services and the increasing demands for more competent Executive Housekeepers, the author established two basic hypotheses for the study. They are: (1) the best preparation possible for an Executive Housekeeper, to possess knowledges necessary to have executive ability and technical skills, is by means of a formal training; and (2) the formal training is obtainable in accredited Colleges and Universities in the United States of America.

### Definitions of Terms Used

An Executive Housekeeper is a line officer who directs the activities of the housekeeping department in an institution of specialized service. As a department head, she plans, organizes, directs, coordinates, and controls the activities of keeping the public areas clean, sanitary, healthy, attractive, in orderly manner, safe to work and live in, maintain it in good condition and in proper working order. Occasionally she may be referred to by another title, such as: Administrative Housekeeper, Director of Housekeeping Services, Chief Housekeeper, or Director of Building and Services. But for the purposes of this study, the title, Executive Housekeeper, will be used.

Formal training is the act of bringing or raising to a requisite standard, the knowledges, skills or performances necessary for certain

tasks, through regular and established forms and methods of instruction. It refers specifically to the type of instruction obtained through higher education, that is, a College or University.

Institutions of Specialized Service refers to hotels, schools, clubs, hospitals, restaurants, motels, department stores and office buildings where the function of housekeeping is necessary.

Internship is the training received in an institution of specialized service. It is a planned program, under skilled supervision, and within a designated duration of time, to obtain actual work experiences.

#### A Survey of Primary and Secondary Data

Having determined the objective of the study, it was now necessary to determine the sources of information to be obtained. Two types of data are employed in a research study, primary data and secondary data. Primary data may be defined as those data which are obtained directly for the purpose of a specific study. Secondary data are those which have been obtained with some other purpose in mind, and which are available from general sources, such as libraries.

#### Survey of Secondary Data

In the general study of the training of Executive Housekeepers in hotels and hospitals the author consulted secondary sources in The Michigan State University Library and The John Willy Reading Room in Kellogg Center. The author consulted books and periodicals but found that there is a recognized lack of literature in the field of



institutional housekeeping.

Books about hotel housekeepers were written by housekeepers as well as by hotel administrators. Most of the books were written for the hotel housekeeper, identifying her as a "homemaker" in subiness. Books on hotel housekeepers were characterized by the following two facts: (1) remoteness from pertinent facts; and (2) obsolescence. Most of the books were concerned with the housekeeper as a technical worker rather than as an administrator or executive in charge of the housekeeping services. The books were primarily concerned with the training and supervision of maids and housemen rather than with the training of Executive Housekeepers. Most of the books were also outdated, having been written before the era of the great changes taking place in our institutions.

Periodicals about hotel housekeepers were almost non-existent. The author surveyed a number of current periodicals and found only a few articles dealing with the problems of the housekeepers. Tavern Talk and Mid-West Hotel Reporter were the only periodicals that had articles about the hotel housekeepers, but only a few of these were concerned with their need for training.

Books about hospital housekeepers were indeed very scarce. The two books of any consequence were published by The American Hospital Association, Manual for Hospital Housekeeping, and Job Descriptions and Organizational Analysis for Hospitals and Related Health Services. These books were concerned with the qualifications, responsibilities, and training of housekeepers in hospital administration.

More enlightening was the fact that there were a number of articles, in current hospital administration periodicals, about the training of Executive Housekeepers in hospitals, Hospital Management, Hospitals, and notable, Modern Hospital, had featured articles expressing the need for better training methods and facilities for hospital housekeepers.

Probably the best secondary sources for this study were: Alta La Belle and Jane Barton, Administrative Housekeeping; and Modern Hospital magazine. Administrative Housekeeping was written for institutional housekeepers, and Modern Hospital magazine had numerous featured articles regarding the training of Executive Housekeepers in hospital administration. Alta La Belle was a former consultant to The Veterans Administration Hospitals,<sup>11</sup> and currently Executive Housekeeper at The City of Hope Medical Center in California. Jane Barton, in addition to being co-author of Administrative Housekeeping, is also an Associate Editor of Modern Hospital magazine.

### Survey of Primary Data

The use of secondary sources were of assistance in defining the objective of the study, in understanding the historical background of the general problem, and in finding some facts regarding attitudes related to the training of Executive Housekeepers. However the limitations in the use of secondary sources were convincing to the author that the principal means of studying the problem of a better training method for Executive Housekeepers was the use of primary data.

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<sup>11/</sup> Jane Barton, "The V.A. Sets Housekeeping Up," Modern Hospital 79:51. December, 1952. Also, Jane Barton, "V.A. Sets Housekeeping," Modern Hospital 87:81. November, 1956. They describe Alta La Belle's consultant services for V.A. Hospitals.

Having determined that the use of secondary sources would not be sufficient for this study, the author received encouragement from his advisor, and consulted a few members of N.E.H.A. The author attended a meeting of Central Michigan Chapter on January 8, 1959, and a meeting of the Detroit Chapter on January 13, 1959. The discussions held at the two meetings resulted in further encouragement in the use of primary data. In correspondence with the President of N.E.H.A. and face-to-face discussions with a member of the Board of Directors of N.E.H.A., the author was assured of the fullest cooperation. The two officers also assured the author that the investigation would be very beneficial to housekeepers.

Thus the author proceeded to conduct the research study by means of primary data. The following advantages were considered in solving the problem by this principal means: (1) the primary data, being specifically collected for the study, will be pertinent and directly related to its requirements; (2) the researcher will have all the working papers and statistical data in his hands and therefore will be able to analyze them in any way desired; (3) having directed the collection of the data, the author has greater confidence in the information; and (4) the primary data, having been freshly gathered for the study, will not be obsolete.

To these advantages were weighed the disadvantages of time and cost. However in the light of the importance of the study, the author believed that the information is obtainable within a few months and that the cost would not be very great.

In order to obtain a list of Executive Housekeepers of N.E.H.A. the author contacted, by letter, the Presidents of the 37 Chapters

of N.E.H.A. (see Appendix H), asking for their fullest cooperation in submitting a list of their members.

### The Methodology of Survey Procedures

Having determined what facts are needed and the best sources of information obtainable, the next problem was how to secure them. This involved the designing of proper forms that would insure that information sought would be collected and recorded in a uniform manner. Of the two methods of gathering primary data, the observation and the experimentation methods, the author selected the former method. This was based on the premise that the study could be an analysis of the training of Executive Housekeepers from opinions and attitudes expressed by housekeepers.

The author selected the mail questionnaire survey because of its many advantages for the study: (1) the entire nation can be covered at the same cost per respondent even though addresses are scattered all over the map of the United States of America; (2) the letter will reach a person, provided that the address is correct, whenever she picks up her mail; (3) the questions, appearing in print, are stated exactly the same in every questionnaire; (4) the person receiving the questionnaire may reply at leisure and spend some time in composing her answers; (5) the person is anonymous and may freely give frank or confidential information, since she cannot be identified; and (6) there is no pressure or influence exerted by the presence of an interviewer.

In order to minimize the possible drawbacks of a few returns, a poor sampling, a high cost in obtaining a mailing list and of slow responses, the author selected two groups; (1) Executive Housekeepers of N.E.H.A.; and (2) Directors of Hospital, Hotel, and Institutional Administration studies in Colleges and Universities, both of whom would be directly concerned with the problem and interested in the subject-matter. The author asked for their fullest cooperation, identified it as an important study, and asked for returns at the earliest possible convenience.

#### Preparation of the Questionnaire Forms

As the type and sources of data had been determined, it was now necessary to prepare standardized forms to record them. Since the author was to gather data from two source , it was necessary to prepare two forms of questionnaires.

As specific and general information were desired, the questionnaire consisted of four elements.

(1) Request for Cooperation. This was contained in a letter( see Appendices A and C) mailed along with the questionnaires, appealing to the interest of the study. It was intended to convince the respondents that the purpose of the study is worthwhile, that there is no ulterior motive in seeking the information, that the identities of the respondents would be kept confidential or be hidden, and that answering the questions would be no great a task.

(2) Instructions and Explanations. Explanations and instructions on how to fill out and return the questionnaires were necessary to clear

up all points likely to cause confusion.

(3) Classification Data. Information regarding the respondents were asked in order to use them in the statistical analysis of the data so that the answers and other data obtained would prove more meaningful.

(4) Sought Data. This comprised the major portion of the questionnaire. They are the facts and attitudes whose collection is the chief objective of the mail questionnaire survey and pertain to the purpose of the study (see Appendices B and D).

With regard to the questionnaire forms sent to Directors of studies in hotel, hospital, and institutional administrations, no attempt was made to gether classification data.

#### Elements of the Questionnaires

In preparation of the questionnaire forms the author had to consider these factors: (1) the different levels of interest, intelligence and experience of the respondents; and (2) the difference in the method and content of questioning on various topics.

The questions were limited to the gathering of pertinent information and the types of questions were prepared in as simple a manner as possible. There were some questions requiring free responses, open-end questions and check lists (see Appendices B and D).

In writing the questionnaires, the author was careful to consider these basic rules of construction: clarity, ease of tabulation and recording, concreteness, free from bias, and brevity.

After all these factors were considered, at long last, the questionnaires were ready for a preliminary survey.

### The Preliminary Investigation

When the questionnaire forms were prepared and approved, the following persons were contacted for a preliminary investigation:

Harriet Ansley	Member of the Board of Directors, N.E.H.A., and Executive Housekeeper, Kellogg Center, Michigan State University.
Pearl Sheldon	President, Central Michigan Chapter, N.E.H.A., and Executive Housekeeper, Sparrow Hospital, Lansing, Michigan.
Donalda Smith	Member of the Board of Directors, N.E.H.A., and Executive Housekeeper, University Hospitals, Cleveland, Ohio.
Rosalie Soper	Past President, N.E.H.A., and Executive Housekeeper, Brown Palace Hotel, Denver, Colorado.
Mary Waller	Instructor and Coordinator, Hospital Housekeeper short course, Michigan State University.

The questionnaires were mailed to them on January 22, 1959. The five ladies were asked to answer, make critical analysis, and offer suggestions regarding the questionnaire form. Conclusions were drawn from the returned questionnaires and corrections were made. The final draft was then mimeographed in the quantity needed and distributed among Executive Housekeepers on February 10, 1959.

The second questionnaire form, distributed to the Directors of Hospital, Hotel, and institutional administration studies in Colleges and Universities, was not put to a preliminary investigation. After the approval of the questionnaire form, by the author's advisor, the final draft was mimeographed and distributed on February 12, 1959.

### Use of Non-Random Sampling

In the use of mail questionnaire survey of Executive Housekeepers and Colleges and Universities, the non-random sampling method was employed. It is based on the assumption that if cases are selected from the universe according to a predetermined design, which provided for specific proportions of various types of cases based on known and measurable characteristics, the sample will be representative with respect to all the various items studied in the research.

Two hundred questionnaire forms were sent to Executive Housekeepers of N.E.H.A. The number 200 was selected because the author felt that, though the number is admittedly small, it would be sufficiently representative and reliable employing the non-random sampling. The proportion of distribution was determined on the following basis: (1) the number of hospital housekeepers to hotel housekeepers; and (2) the size of each district chapter of N.E.H.A. Membership in N.E.H.A. are: 55.0% hospital housekeepers, 30.0% hotel housekeepers and 15.0% other institutional housekeepers. Therefore the 200 questionnaire forms were distributed on the basis of 62.5% hospital housekeepers to 37.5% hotel housekeepers. As chapters differed in size, those with a larger membership received more questionnaires in proportion to those with smaller membership. As there were 1200 members in N.E.H.A. each sixth member received a questionnaire form.

In regard to the second questionnaire form, no attempt was made to limit the number of forms other than to College and Universities offering studies in hotel, hospital and institutional administration. The author found 62 schools and the forms were mailed to the Directors of those specialized studies.



### Questionnaire Returns

Of the 200 questionnaire forms mailed to Executive Housekeepers of N.E.H.A. on February 10, 1959 from Michigan State University, 46% returns or 92 replies were received by March 12, 1959. The author then sent follow-up letters (see Appendix E) to the 108 Executive Housekeepers who had not responded. These letters were distributed on March 15, 1959 in the hope that there would be a larger sampling upon which to base a more representative and reliable investigation. In the weeks that followed, 25% returns or 49 additional responses were received. By April 4, 1959 the author had received a total of 141 replies or 70% returns. At this date the replies were cut off, and the results were edited and tabulated.

Of the second questionnaire forms mailed on February 12, 1957 to Directors of Hotel, Hospital, and institutional administration studies in Colleges and Universities, 32 replies or 52% returns were received within the first two weeks. The following weeks saw an additional 24 replies or 30% returns. By March 28, 1959 the author had received 56 replies or 90% returns, at which time the replies were cut off.

### Tabulation and Statistical Analysis of the Results

The returned questionnaires were edited to eliminate errors in the data and to prepare for tabulation. Inconsistent and obviously inaccurate answers were rejected, incomplete or impartial answers were filled in and answers calling for units of measurement were standardized.

The questionnaires were then classified according to Executive Housekeepers and schools. The Executive Housekeepers were further classified according to education, age, institutions, training, etc.

After editing and classifying the collected data they were tabulated manually. Each group was separately tabulated, and in many cases, cross-tabulated. Figures were connected to percentages and the results of the data were presented in table form for the convenience of the readers. Through these procedures the data was organized into revealing classifications and arranged into forms facilitating their study.

#### Organization of the Remainder of the Study

The remainder of the thesis consists of the findings of the survey, summary, conclusions, recommendations, bibliography, and appendices. The findings are presented in Chapters II, III, and IV. Chapter II is a descriptive analysis of the Executive Housekeepers who were the subjects of the survey of this study. This was deemed necessary as the identification of the respondents were important in the analysis of the problem. Chapter III is concerned with the training of Executive Housekeepers. It is a discussion of the first hypothesis, that the best preparation or training possible for Executive Housekeepers is by means of a formal training. Chapter IV is a discussion of the availability of formal training for Executive Housekeepers. The last chapter contains a summary of the entire study, conclusions drawn from the author's research study and his recommendations. The conclusions serve to verify the hypotheses upon which the investigation was conducted. The recommendations are actions to be taken and the avenues for further

study. The Bibliography and Appendices complete the thesis.

## **CHAPTER II**

### **A DESCRIPTIVE ANALYSIS OF THE RESPONDENTS**

#### **Identification of the Executive Housekeepers**

Two hundred questionnaire forms were mailed to Executive Housekeepers in hotels and hospitals. They are members of N.E.H.A. and are located throughout the United States of America. One hundred and forty-one respondents or 70% returns were received by April 4, 1959. These responses were the basis for this study.

Before analyzing the opinions and attitudes on what preparation or training is best for Executive Housekeepers, certain facts about the respondents will be presented. These facts have a direct bearing on the analysis of the problem of training of Executive Housekeepers.

#### **Distribution of Respondents According to Institutions**

Of the 200 questionnaire forms distributed to Executive Housekeepers, 125 were mailed to those in hospitals and 75 were mailed to those in hotels. Of the 125 forms sent to hospital housekeepers, 91 responses or 73% returns were received. Of the 75 forms sent to hotel housekeepers, 50 responses or 67% returns were received.

The distribution of the questionnaires also considered the size of the hospitals and hotels. An equal number of forms were sent to hospitals and hotels of small, medium and large sizes. The returns also reflected this distribution.

TABLE NO. 1  
DISTRIBUTION OF QUESTIONNAIRE FORMS  
AMONG HOTEL AND HOSPITAL HOUSEKEEPERS

<u>Hotel Housekeepers</u>			<u>Hospital Housekeepers</u>		
<u>Size of Hotels (Rooms)</u>	<u>Number of Forms: Forwarded</u>	<u>Returned</u>	<u>Size of Hospitals (Beds)</u>	<u>Number of Forms: Forwarded</u>	<u>Returned</u>
			75- 99	5	3
100-199	5	3	100-199	10	12
200-299	10	6	200-299	15	15
300-399	8	4	300-399	15	10
400-499	9	7	400-499	15	9
500-599	8	4	500-599	15	10
600-699	8	5	600-699	10	6
700-799	7	5	700-799	10	8
800-899	7	4	800-899	10	6
900-999	6	6	900-999	10	7
1,000-	7	6	1,000-	5	5
Totals	75	50	Totals	125	91
Percentages	100%	67%	Percentages	100%	73%

The returned questionnaires were also representative of the geographical distribution of the Executive Housekeepers in hotels and hospitals. Members of N.E.H.A. from Maine to California and from Minnesota to Texas were contacted. On the whole the returns were fewer from the Eastern region of the United States and greater from the Mid-West region, although the differences were slight.

#### Responses of Hospital Housekeepers Verses Hotel Housekeepers

The responses were quicker and the percentage of returns were larger from the hospital housekeepers as compared to the hotel housekeepers. There were no scientific method applied to measure this

reaction, but some assumptions can be drawn from this, based on a survey of literature, and personal interviews with hospital housekeepers.

In a personal discussion with members of the Central Michigan Chapter of N.E.H.A., at The Memorial Hospital in Owosso, Michigan, on April 10, 1959, and with members of the Detroit Chapter of N.E.H.A., at The Veterans Administration Hospital in Dearborn, Michigan, on April 14, 1959, the author was informed that this was probably due to a number of factors.

(1) A Matter of Policy. The Executive Housekeepers in hospitals informed the author that they were accustomed to receiving questionnaire forms dealing with some type of research study quite frequently. Therefore they have made it a policy to respond to them.

(2) A Keen Interest in the Study. The Executive Housekeepers expressed they are keenly interested in the problem of a better training method for Executive Housekeepers. An observation of both groups indicated that the hospital housekeepers are active members in N.E.H.A. In addition, the author noticed that the Administrators and Assistant Administrators were present at the meetings, which might indicate that hospital administrators are also interested in the problems of the Executive Housekeepers.

A survey of secondary sources substantiate this attitude. The American Hospital Association has published a few books on hospital housekeeping and have set minimum standards for the Executive Housekeepers. The American Hospital Association, in cooperation with the United States Employment Service, have set standards requiring some college education including courses in housekeeping, general science,

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chemistry, and textile.<sup>12</sup> In the state of Washington, The State Health Council requires "A Bachelor of Science degree...with a major in institutional administration for Executive Housekeepers, followed by a year's internship in an approved hospital."<sup>13</sup>

A number of current articles about hospital housekeeping have been regularly featured in the various hospital administration magazines, and the subject of the training of Executive Housekeepers have also been featured in them, notably in Modern Hospital. These articles have been written by Executive Housekeepers as well as hospital administrators (see Bibliography). These articles express the need for more competent housekeepers and suggest better training methods, especially a formal training.

Hospital administrators and hospital housekeepers have been active in encouraging better training programs for the housekeepers. A larger percentage of hospital housekeepers have taken special courses or had a college degree than hotel housekeepers. Sixty-six respondents in hospital housekeeping or 73% have enrolled in these courses as compared to 29 respondents or 58% of the hotel housekeepers. Eight out of the ten respondents surveyed, who had a college degree, were hospital housekeepers. The American Hospital Association has been actively supporting N.E.H.A. in establishing special courses for housekeepers in Colleges

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12/ The American Hospital Association and The United States Department of Employment Service, Job Descriptions and Organizational Analysis for Hospitals and Related Health Services. (Washington, D. C., U.S. Government Printing Office). p. 284

13. Washington (State) Health Council, Bulletin: Health Careers in Washington. (No publication or date given). p. 8



and Universities. In addition, a number of hospitals have established training programs in housekeeping for technical workers as well as supervisors and housekeepers. A list of such hospitals include:

(a) Jewish Hospital in Louisville, Kentucky; (b) Alameda County Medical Institution in Oakland, California; (c) Roosevelt Hospital in New York City; (d) St. Barnabas Hospital in Austin, Minnesota; (e) The Veterans Administration Hospitals throughout the United States; (f) Massachusetts Memorial Hospital in Boston, Massachusetts; (g) D. C. General Hospital in Washington, D. C.; (h) New England Baptist Hospital in Roxbury, Massachusetts; and (i) St. Lukes Hospital in Chicago, Illinois. Hospital administrators have also been more generous in sponsoring housekeepers in their enrollment in special courses in Colleges and Universities. More of this will be discussed later.

Hospital administrators have also been active in encouraging college graduates to enter into housekeeping. In encouraging college-educated persons into executive housekeeping, John Bigelow, of the Washington State Hospital Association wrote:

The hospitals...are becoming increasingly aware of the need for trained supervisors of housekeeping. The duties and responsibilities of Executive Housekeepers in hospitals have increased to a point where only well-trained people can handle them. 14

Upon learning that a four-year curriculum in housekeeping had been established at the University of Washington, made possible through the active support of hospital administrators and hospital housekeepers in the state of Washington, Jack D. Billman, of the American Hospital

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14/ John Bigelow, Executive Secretary of the Washington State Hospital Association, to Dr. Mary Louise Johnson, Acting Director of The School of Home Economics, University of Washington. December 12, 1956.

Association wrote:

There is a very definite need for personnel with this training in the hospitals of America. The rapid growth of the number of hospitals in the past years and the increasing complexity of the housekeeping function in hospitals have created a severe shortage of Executive Housekeepers with a broad educational background. 15

A typical response from hospital administrators, upon learning that University of Washington had established a major in institutional housekeeping leading to a Bachelor of Science degree, is:

We are pleased to learn that formal training in housekeeping will be available...This is welcome news for institutional managers who for too many years have had to leave their important work in the hands of people with uncertain educational background. 16

(3) Active Members in N.E.H.A. A greater portion of hospital housekeepers are members of N.E.H.A. and play an active role in the organization as officers and committee workers. A survey of the yearbooks of the thirty-seven chapters substantiate this observation.

#### Distribution of Respondents by Age

One hundred and seven respondents or 76% were willing to indicate their ages. The range was from 25 to 68, the average mean being 52 years of age. As there were only nine male respondents there were no attempts to classify the housekeeping respondents according to sex.

15/ Jack D. Billman, Secretary, Committee on Housekeeping, The American Hospital Association, to Madge H. Sidney, Executive Housekeeper, Doctor's Hospital. January 3, 1957.

16/ F. W. Fells, Business Manager, Firland Sanitarium to Dr. Mary Johnson, Acting Dean of The School of Home Economics, University of Washington, January 23, 1957.

TABLE NO. 2  
DISTRIBUTION OF THE AGES  
OF EXECUTIVE HOUSEKEEPERS

Distribution of the Ages of the Executive House- keepers today				Age Entering into the Housekeeping Services		
Range of Years	Number of Housekeepers			Number of Housekeepers		
	Hotel	Hosp.	Total	Hotel	Hosp.	Total
25-29	0	1	1	3	6	9
30-34	0	6	6	9	20	29
35-39	1	3	4	4	12	16
40-44	2	6	8	8	17	25
45-49	5	14	19	6	13	19
50-54	12	15	27	4	0	4
55-59	8	11	19	2	3	5
60-64	6	11	17	0	0	0
65-69	2	4	6	0	0	0
Total Number of Persons	36	71	107	36	71	107
Average Age	54	50	52	40	39	39

#### Length of Service in Institutional Housekeeping

One hundred and eighteen respondents or 82% of the 141 Executive Housekeepers also indicated their length of service in housekeeping. The average length of service in housekeeping was found to be 13.5 years, with hotel housekeepers having an average of 15 years of service, while hospital housekeepers had an average of 12 years.

#### Age Entering Into Housekeeping Service

This was computed by taking the present age of the Executive Housekeepers and subtracting the length of service in housekeeping from it.

The average age of an Executive Housekeeper entering into hospital or hotel housekeeping was found to be 39 years of age.

The analysis of these facts indicated that the average age of the Executive Housekeepers today is 52 years of age and have been in housekeeping for 13 years, as she had entered into it at the average age of 39 years. This shows a gap between the time that she had graduated from high school or college to the time that she had entered into institutional housekeeping. No information was available as to what the housekeepers did from the time that she had finished schooling to the time that she had entered into institutional housekeeping.

#### Length of Service as Executive Housekeepers

The average length of service of Executive Housekeepers in their present job title was found to be seven years. It was earlier established that the average length of service was 13 years and that the average housekeeper had served for six years in housekeeping services prior to becoming an Executive Housekeeper.

#### Educational Background of Respondents

All of the 141 respondents indicated their educational background. It was found that 10 Executive Housekeepers or 7% of the respondents had earned a college education, one of which was a master's degree. Thirty-seven of the respondents received partial college education, that is, from one to three years, without obtaining a degree. One hundred and twenty-five of the respondents had completed a high school education, and 33 had completed some type of business or trade school.

**TABLE NO. 3**  
**EDUCATIONAL BACKGROUND**  
**OF EXECUTIVE HOUSEKEEPERS**

Schools	Number of Executive Housekeepers		
	Hotel	Hosp.	Total
College:			
Degree	2	8	10
Non-degree	15	22	37
High School	36	89	125
Trade School	16	17	33
Special Courses	29	66	95
Number of Respondents	50	91	141

Ninety-five of the respondents attended special courses; such as short, extension, or correspondence courses, either in housekeeping or in related field of study.

#### Job Title of Respondents

The prevailing job title of the respondents was Executive Housekeeper. Seventy-two per cent or 101 of the respondents had such a title. Other job titles were: Chief Housekeeper, Assistant Manager in-charge-of Housekeeping, Director of Housekeeping Services, Administrative Housekeeper, Housekeeper, Director of Services, Superintendent of Building and Services, Supervising Housekeeper, Director of Housekeeping, and Coordinator of Household Activities.

#### Summary

Chapter II has attempted to make a descriptive analysis of the Executive Housekeepers who were subjects of the survey study. The

information received indicated the following things:

(1) The average housekeeper in hotels and hospitals had entered into institutional housekeeping at the age of 39 years and has served in it for 13 years. Today she is 52 years of age and has had the job title of Executive Housekeeper for seven years.

(2) There is a noted gap between the time that she had finished schooling to the time that she had entered into the field of housekeeping, indicating that the housekeeper had not necessarily had a formal training to acquire knowledges necessary for a housekeeper.

(3) Her job title indicates that she is an administrator or director of the housekeeping department.

(4) The housekeeper in hospitals are more active and more vitally concerned about the training problems of institutional housekeepers than those in hotels. This assumption is based on personal interviews, survey of secondary sources and attitudes expressed by hospital housekeepers in the questionnaire.

(5) There is a noted lack in the acquisition of a formal training in housekeeping among the respondents. Only 47 of the 141 respondents had received a college education, of which 10 received a degree. None of the graduates majored in institutional housekeeping as it was not offered as a major field of study until 1957 at University of Washington. However 67% or 95 of the respondents had taken some type of special courses, since entering into the housekeeping services, either in housekeeping or in related field.

## CHAPTER III

### THE TRAINING OF EXECUTIVE HOUSEKEEPERS

In order to determine the fact that the best preparation possible for Executive Housekeepers is a formal training, it was essential that several factors be carefully observed: (1) the various knowledges that are necessary; (2) the type of responsibilities and duties; (3) the position in an organizational structure; (4) the personal traits and physical qualities that are essential, and (5) the attitude of the housekeepers toward their training problems.

#### Knowledges that are Necessary

#### for the Executive Housekeepers

As the institutional managers of today are demanding that the Executive Housekeepers possess executive ability and technical skills, due to the increasing need for better housekeeping services, the author compiled a list of knowledges that he deemed essential for housekeepers in institutions (see Appendix B). The list was compiled from readings in institutional housekeeping and in business administration. The knowledges were listed according to the following groups: (1) human relations; (2) administrative skills; (3) clerical functions; (4) sciences; (5) household arts, and (6) safety and sanitation.

The Executive Housekeepers were asked to indicate whether the knowledges, as listed by the author, were important. They were also asked to cross out any that they believed were not important, and to write in other important knowledges not listed by the author. Ninety-

six per cent of the respondents indicated a "yes" and there were none that indicated a "no." So it may be assumed that the Executive Housekeepers are unanimous in believing that the knowledges listed by the author are important.

A few of the knowledges were not considered essential by the respondents. Twenty-nine Executive Housekeepers crossed out the knowledge of "plumbing, heating and electricity," listed under the heading of "science," and indicated that this was the responsibility of an engineering or a maintenance department. Fourteen of the respondents crossed out "mechanical equipment," also listed under the heading of "science," as not essential to a housekeeper for similar reasons. Five of the Executive Housekeepers in hotels crossed out "research" listed under the heading of "science," and the knowledge of "first-aid," listed under the heading of "safety and sanitation," but did not express any reasons.

Knowledges that Executive Housekeepers thought were essential, not listed by the author, were: (1) public relations; (2) communicative skills; (3) other sciences, such as bacteriology, physics, and some background in medical sciences; (4) accounting; (5) architectural drawing and landscaping; (6) typing; and (7) economics.

#### Where the Various Knowledges can be Obtained

The Executive Housekeepers were then asked, "Which of the knowledges listed are best acquired through a college education?" and "Which of the knowledges are best acquired through work experience?"



In indicating their choices, the respondents overlapped in classifying the various knowledges. Seventy three per cent of the 141 respondents indicated that all knowledges are best acquired through a college education. In listing the groups of knowledges, the predominant choices among hotel and hospital housekeepers were "administrative skills" and "human relations." "Safety and sanitation" was the least choice among hotel housekeepers, while "household arts," with the exception of "floor and floor covering," was the least choice among hospital housekeepers.

Very few of the respondents indicated specific knowledges that can be best acquired through work experience. Of the responses, the knowledges appearing most frequently were: (1) "human relations;" (2) "safety and sanitation;" and (3) "clerical." Of the latter knowledge, some of the housekeepers were careful to note the exception, "writing to management."

### Responsibilities and Duties

#### Of Executive Housekeepers

In order to determine whether the Executive Housekeepers had many responsibilities and duties as expressed in Chapter I, the author listed them in the questionnaire form (see Appendix B). These were obtained from a survey of literature on institutional housekeeping. They were grouped as follows: (1) clerical; (2) administrative; (3) personnel, and (4) cleaning duties. The Executive Housekeepers were asked to indicate whether they had: (1) Direct (D); (2) Indirect (I); or (3) No responsibility (N) over these various responsibilities and duties.

In tabulating the results of the responses, only 92 replies or 65% of the returns were capable of being analyzed. The remaining forms were either inconsistent in the responses or remained unanswered.

TABLE NO. 4  
RESPONSIBILITIES AND DUTIES  
OF EXECUTIVE HOUSEKEEPERS

With Clerical Duties	Duties and Responsibilities			With Administrative Duties	Duties and Responsibilities		
	(D)	(I)	(N)		(D)	(I)	(N)
Record Keeping	61	31	0	Organizing Department	50	27	15
Budget Reports	63	13	16	Cooperate with other depts.	67	10	15
Lost and Found	35	33	24	Report to management	82	10	0
Inventories	55	33	4	Guest Contacts	66	5	21
With Personnel Duties	Duties and Responsibilities			With Cleaning Duties	Duties and Responsibilities		
	(D)	(I)	(N)		(D)	(I)	(N)
Recruiting	50	8	34				
Selecting	80	6	6	Scheduling	71	21	0
Hiring	79	0	13	Front Office	89	3	0
Discharging	80	5	5	Purchasing	48	0	44
Training	60	32	0	Maintenance	48	44	0
Grievances	80	10	2	Distribution (supplies)	46	46	0
Payroll	36	39	17				
Scheduling	67	25	0	Laundry	21	26	45
Meetings	84	8	0	Control (supplies)	26	22	44

A look at the table, on page 36, indicates that the majority of the Executive Housekeepers, responding to the survey study, have a larger number of duties and responsibilities that call for executive ability and technical skills.

The tabulations show lesser responsibilities and duties in purchasing, distribution of cleaning supplies, laundry, control of cleaning supplies, recruiting, lost and found, guest contacts and in organizing of the housekeeping department. All of these, except the latter, may be the result of the specialization of functions within an organization. The lesser responsibilities over the above duties may indicate that they are part of the following departments: purchasing, maintenance, engineering, laundry, personnel, and the front office. Only in the matter of the organizing of the housekeeper's department was there a doubt as to whether the Executive Housekeepers had sufficient responsibilities over this administrative aspect of their department. The fact that some 25% of the respondents indicated that they had delegated the responsibility of organizing the department to someone within the housekeeping department and that nearly 20% had no responsibility over the organizing, may indicate either a misunderstanding of authority and responsibility or lack of authority in organizing the department. No accurate measurement was possible from the survey to evaluate this doubt.

#### Responsibilities That Take Up Most of the Housekeepers' Time

When the Executive Housekeepers were asked, "Which of the responsibilities and duties take up most of your time?" the respondents

that the administrative duties took up most of their time. A large majority of those responding to the question listed administrative and personnel duties as the most time-consuming. A few of the respondents added such duties as: (1) inspection; (2) mending; (3) sewing; (4) care of linen; and (5) contacting suppliers. These were placed toward the bottom of the listings. No attempt was made to classify or rank these answers as there were less than 50% of the respondents replying to this question.

### The Position of the Housekeepers In An Organizational Structure

The purpose of asking, "Do you report directly to top management?" and "What is the job title of your immediate superior?" was to determine the managerial importance of the housekeeper and her department.

Majority of the respondents indicated that they reported to top management, either an Administrator or Assistant Administrator.

Of the 141 respondents, 100 Executive Housekeepers or 71% of them indicated that they reported directly to top management. The remaining respondents did not indicate a choice. In reporting to top management level, the smaller organizations tended to have the housekeepers report to the Administrator or Manager, while in the larger organizations the housekeepers tended to report to the Assistant Administrator or Assistant Manager. This indicated that the Executive Housekeepers are of middle-management, reporting to top management along with other department heads.

Personal Qualities Essential  
To Executive Housekeepers

Questions regarding the personal and physical qualities of Executives were asked in order to determine whether they indicated any leadership abilities. In reference to the physical qualities, the respondents were asked to check the following things whether they were essential: (1) sound feet; (2) sound health, and (3) good eyesight. The author asked this question because the housekeeper, as head of the housekeeping services, is responsible for coordinating human efforts in performing the work of her department. Sound feet, sound health, and good eyesight were believed to be essential by 97% or 137 of the respondents. These qualities would be helpful to the housekeeper in supervising work and workers, in inspecting and controlling performances and materials, in carrying on research, and in her other managerial functions. Thirty-one respondents added "good sense of smell" and 26 added "good hearing" to the list.

The Executive Housekeepers were then asked to indicate which of the following personality traits were important: (1) intellectual capacity; (2) emotional stability; (3) open-mindedness; (4) technical knowledge; (5) cooperativeness; (6) interest; (7) accuracy; (8) knowledge of details; (9) persuasiveness; and (1) decisiveness. The list was suggested from readings in business administration and in institutional housekeeping. The Executive Housekeepers were asked to score these traits, using the numbers 1 to 5, the latter number indicating that the traits so scored, were more important than a lesser number. The Executive Housekeepers were also asked to list other

traits not included by the author and to score them on the same basis.

Of the 115 respondents that attempted to answer the question, about half indicated choices 1 through 5, and another half scored them according to instructions. Because of this misunderstanding, it was difficult to measure accurately which of the personality traits were more important. In personal interviews with the Central Michigan and Detroit Chapters of N.E.H.A. (see page 25), the author was informed that the instruction was rather confusing. The author was told that the instruction was not very clear whether the respondents were to indicate only five choices or whether to score all of the traits. Despite this an analysis was possible. The most frequent traits that were marked, not necessarily listed in ranking order: (1) intellectual capacity; (2) emotional stability; (3) open-mindedness; (4) technical knowledge; (5) knowledge of details; and (6) interest. There were a number of respondents that wrote in other traits, as suggested by the author. These were: (1) neatness of appearance; (2) sense of humor; (3) patience; (4) honesty, and (5) good judgement.

The results of the physical qualities and personality traits indicated that the housekeepers do need a sound body and a well-rounded personality.

#### The Best Preparation for Executive Housekeepership

Another means of determining the need for formal training for Executive Housekeepers, in acquiring knowledges necessary to possess executive ability and technical skills, was to survey the attitudes of the

respondents directly. They were asked, "Do you believe that knowledges necessary for an Executive Housekeeper is best acquired through:

(a) work experience only; (b) college education only; or (c) combination of college education and work experience?"

#### Acquiring Knowledges Through "Work Experience Only"

Six per cent or nine of the 141 respondents replied that the knowledges necessary for an Executive Housekeeper is best acquired through "work experience only." These housekeepers had the following characteristics: (1) Education. None of the housekeepers were college graduates and only two had completed a high school education. Only three of the respondents had enrolled in a special course in housekeeping. (2) Age. The distribution of ages ranged from 40 to 62, the average being 52 years of age. (3) Length of Service. The distribution of the number of years in the housekeeping service was from 8 to 27 years, the average being 19 years. It is of interest that two of the respondents expressed that "a college education would be helpful, but not necessary." One Executive Housekeeper believed that "common sense," as applied to work experience, was superior to "book sense." These facts seem to indicate that the nine Executive Housekeepers who believe that knowledges necessary for an Executive Housekeeper is best acquired through "work experience only" have earned their present position through diligent experiences on the job. They would be those persons that are described as "self-made."

Generally the Executive Housekeepers of the past are described as "self-made" because they learned to perform their duties through

work experience only. Each of them is described as having started at the bottom and having worked her way to the head of the housekeeping department. The housekeeper had taught herself, mostly by trial and error method, as there were almost no one to teach her. There were no schools that specialized in training institutional housekeepers, there were no vast assortment of literature readily available for her resources, and there were almost no administrator capable or willing to instruct her in her increasingly complex role. It was then left up to her to acquire the knowledges to the best of her abilities. She learned by doing and brought with her the skills acquired as a homemaker. Through this method, the Executive Housekeeper of the past acquired actual work skills and assumed the position of an Executive Housekeeper.

The respondents who indicated that "work experience only" was sufficient training for an Executive Housekeeper were then asked a series of questions regarding this method of training. In relation to the question, "How long should the work experience be, before a person is qualified to assume the position of Executive Housekeeper?" three of the respondents believed that one year was sufficient, while three others expressed that the length of service should be between two to three years, and the remaining three housekeepers expressed that the length of service depended upon the individual, somewhere between one to three years. To the questions, "What areas of training in housekeeping or in related field is necessary?" and "Should the person have training in all areas of housekeeping?" all of the nine respondents believed that a person should have training in all areas of housekeeping. Four respondents expressed that training in



related fields; such as sales, front office, upholstery and drapery would be beneficial. When asked, "At what position should the person begin?" the respondents were unanimously in favor of having the person start "from the ground up."

The small percentage of respondents who favored a training program of "work experience only," were characterized as having been "self-made." Their own method of training was favored for those persons interested in entering into executive housekeepership. These respondents believe that knowledges necessary for the Executive Housekeeper is best acquired by working "from the ground up" for a period of from one to three years in all areas of housekeeping. They do not believe that training, obtained by means of a higher education, is necessary.

#### Acquiring Knowledges Through College Education and Work Experience

None of the respondents indicated that knowledges necessary for an Executive Housekeeper is best acquired through "college education only." Ninety-four per cent or 132 respondents expressed that "a combination of college education and work experience" is the best means of acquiring the required knowledges. These Executive Housekeepers were characterized by: (1) a more diversified educational background, and (2) a greater appreciation for a higher education.

In indicating this combination as the best method of training for Executive Housekeepers in institutions of specialized service, Mary Brigg, Executive Housekeeper of the Independence Sanitarium Hospital of Independence, Missouri, stated:

In order for the modern Executive Housekeeper to qualify for a status equal to that of other professional personnel, she must meet comparable standards in her own field. She must have a general knowledge of all phases of housekeeping.

College education and job training, I believe, make the ideal combination. Any formal training will enrich and strengthen the work experience. 17

Lelia Castinger, Executive Housekeeper of the Wade Park Manor Hotel in Cleveland, Ohio, expressed that "the two must live together." She stated further that, "All of the knowledges listed by you are most important to a housekeeper, and can be appreciated only through a housekeeper who has had the benefits of a higher education and actual working experience."

Bernice Berg, Executive Housekeeper of the Anoka State Hospital in Anoka, Minnesota, believes that the combination of college education and work experience are essential for obtaining a better status and for the training of personnel in the housekeeping department:

Housekeeping is at present at the bottom of the social and managerial ladder in modern institutions. I am sure (that) a department, headed by a well-educated and well-trained person could do much for better recognition for the department.

In hospitals we deal with poorly trained personnel. A person must be well-educated in order to teach and show them the proper way to do a good job.

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17/ The author was granted permission to quote opinions expressed by the Executive Housekeepers who participated in this survey. The opinions that are quoted are confined in Chapter III of the thesis.

### The Importance of a College Education For Executive Housekeepers

When the Executive Housekeepers, who believe that "a combination of college education and work experience" was the best preparation, were asked to express their opinions regarding the importance of a college education, the majority of the respondents stated that a college education had, or would have, helped them "a great deal." All 16 Executive Housekeepers who received a college education expressed that a college education had helped them "very much." Of the 37 respondents who had partial education, 29 believed that a college education helped them "very much," while 8 believed that it helped them only "a little." Of the 94 respondents who did not receive a college education, 90% of them expressed that a college education would have helped them "a great deal," and only 10% believed that it would have helped them "not at all."

In expressing the ways that a college education would have helped the Executive Housekeepers that favor a college education, the author has classified the reasons as follows:

(1) A Greater Prestige. Typical remarks were: (1) "be able to meet and talk to people more intelligently and confidently," (2) "give position more importance, especially when working with executives of equal rank who possess a college education," (3) "less resistance from other managers from the start," and (4) "administration feels that without a college degree, you are not qualified to assume a high position."

(2) A Greater Knowledge of Many Things. Executive Housekeepers believed that a college education would give them a more scientific

attitude toward their administrative position and would prepare them to achieve results of a more complex nature more quickly. Many expressed that a college education would give them a better understanding of:

- (1) financial controls; (2) sciences; (3) administrative processes;
- (4) writing reports; (5) keeping records; and (6) people.

(3) The Necessity of a College Education. Some Executive Housekeepers are convinced that a college education is necessary for a fundamental understanding of many things and a better way of life. An Executive Housekeeper, who preferred to remain anonymous, expressed that, "Schooling is a necessary method of learning in our modern age... in a management position it must be of college level." Fann Parks Tilton, Executive Housekeeper of the Kentuckian Hotel in Lexington, Kentucky, stated:

I have not received a college education and have been in housekeeping for 25 years. I had a variety of experiences without any previous training, something that I would certainly not recommend for the present day housekeeper.

My greatest assests have been a love of people, love of housekeeping, and native ability and common sense.

I think the courses offered today in Colleges and Universities are invaluable and receive my heartiest endorsement. Today, education is such a necessity.

(4) A Greater Confidence from the Start. Executive Housekeepers were unanimous in stating that a fuller educational background would have given them a greater confidence "from the start" of their services in housekeeping.

(5) Shorten the Period of Adjustment to a Management Position.

As most housekeepers were self-trained, they found this "school of learning"

to be "the hard way." Many expressed that better educational background would have saved many hours of "fumbling," less of a trial and error method of acquiring knowledge, and hasten the road to success. In summation, the respondents believed that "many things would have come a lot easier."

(6) A Better Placement and Salary. A few Executive Housekeepers expressed that a college education would provide a better placement and higher salaries.

#### N.E.H.A. Takes Action

To meet the various needs that a college education would provide, many of the Executive Housekeepers have become members of N.E.H.A. and, by means of resolutions and actions, are attempting to satisfy the requirements. Some of the fundamental aims of N.E.H.A. are:

- (1) to encourage educational activities and professional standards;
- (2) to formulate better training methods in the housekeeping department, thereby raising the standards of employee efficiency (see Appendix I). N.E.H.A. has been very active in encouraging the establishment of better training programs in schools and in institutions of specialized service. In 1956, the Educational Committee prepared a resolution that made it essential for Executive Housekeepers to have a formal training comparable to that available to executives of equal managerial rank. The resolution was adopted by N.E.H.A. at its biennial meeting in Los Angeles, California, in June, 1956. The resolution is designed to facilitate the establishment of college education in administrative housekeeping by: (1) enlisting the interest

of Colleges and Universities in establishing courses in institutional housekeeping; (2) recruiting properly qualified college graduates into the housekeeping field; and (3) interesting young persons into an executive housekeeping career. The program is planned on a 15-year basis (1956-1971) at the end of which time a Bachelor of Science degree in institutional housekeeping, followed by a year's internship, will be required for all who apply for membership to N.E.H.A. (see Appendix J).

N.E.H.A. has also sponsored a Housekeeping Loan Pact, in cooperation with The National Council on Hotel and Restaurant Education. The Pact is loaned out to anyone upon request and have been in circulation since 1958. The basic purpose of the Housekeeping Loan Pact is to help those organizations that are planning to establish courses in executive housekeepership. It consists of: (1) topical outlines of suggested courses; (2) descriptions of some institutional training programs already in progress; and (3) a list of secondary sources in institutional housekeeping.

#### The Benefits of Special Courses for Executive Housekeepers

Ninety-five of the 141 respondents indicated that they had studied one or more special courses, such as; correspondence, short or extension courses. The list of such courses include:

Short Courses: Hotel Administration, Housekeeping, Interior Decoration, Job Instruction Training, Executive Supervision, and Sanitation.

Correspondence Courses: Hotel Administration, Accounting, Housekeeping, and Sanitation.

Extension Courses: Personnel Management, Interior Decoration, Psychology, Sciences (varied), English, Public Speaking, Supervision (varied), Safety and Prevention, Letter Writing, Languages (varied), Hospital Administration, Housekeeping, Management Training, Hotel Administration, Art (varied), Accounting, and Business courses (varied).

Institutions where the courses were studied, listed in alphabetical order, are: The American Hotel Institute, Arizona State College, Boston University, Brown University, Chicago Art Institute, Cornell University, Columbia University, Emily Griffith Opportunity School, Florence Utt Hotel Management School, Hannah Harrison School, Hunter College, Lewis Hotel Training School, Los Angeles Junior College of Business, Michigan State University, New York Community College, New York School of Interior Design, New York University, Oakland Junior College, Oklahoma State College, United States Department of Agriculture, Graduate School, University of Colorado, University of Denver, University of Hartford, University of Houston, University of Kentucky, University of Minnesota, University of Mississippi, University of New Mexico, University of Texas, and University of Washington.

College graduates as well as those who did not receive a college degree enrolled in these special courses for a variety of reasons. The typical responses were: (1) to develop oneself as a more effective housekeeper; (2) suggested by the administrators of hospitals; (3) to learn new things and better methods in housekeeping; (4) self-advancement, and (5) to gain prestige.

Sixty per cent of the hospital housekeepers, who had enrolled in these special courses had their education financed by their adminis-

trators and 15% indicated that courses in related field of study were also financed by them. None of these in the hotels indicated that their studies were at the suggestion of, or financed by, their employers. This indicates that those in the hospitals had the encouragement of their administrators to improve their knowledges to become more effective Executive Housekeepers, whereas those in hotels undertook the studies under their own initiative.

### Education and the Future Executive Housekeepers

As to the type of training for future Executive Housekeepers, the 132 respondents who favored "a combination of college education and work experience" recommended this method of training. In a series of questions, the respondents expressed that a four-year college education with a Bachelor of Science degree in institutional housekeeping, followed by a year of on-the-job training, to acquire actual work experience, was the best training for the future housekeepers.

When the housekeepers were asked, "If you are in favor of a college education in housekeeping for Executive Housekeepers, would you recommend a young person planning such a career to have a four-year college education?" 95 of the 132 respondents indicated a "yes," and 22 expressed that a two-year college education, not leading to a degree, was sufficient formal training. In response to "When should the person begin the college education?" 93 of the respondents favored college education before entering into the services of housekeeping, while 20 of the respondents favored college education after some work experience in housekeeping.



In regard to the on-the-job training, the majority of the respondents believed that there should be a year of actual work experience to be pursued immediately after a four-year college education. Ninety per cent of the 132 respondents are in favor of such a program. The remaining 10% of the respondents did not believe that an on-the-job training was necessary. Those expressing the latter opinion had indicated earlier that a college education should begin after some work experience in institutional housekeeping. In regard to the length of the on-the-job training, 73 of the 132 respondents believed that one year was sufficient, and the remaining respondents were equally divided as to "less than one year" and "more than one year."

With such a training, those entering into executive housekeeping will not only possess the knowledges necessary for such a position but would be able to receive better placement upon entering into the field of institutional housekeeping. Eighty-two per cent of the respondents expressed that they are willing to hire persons with a formal training at a supervisory level, such as: (1) floor inspectress; (2) supervising housekeeper, or (3) assistant housekeeper. Eighteen per cent of the respondents expressed that they would hire a college graduate "at the bottom" with a "rapid advancement as the person qualifies for a higher position."

### Summary

In order to determine the best preparation or training possible for Executive Housekeepers, to possess knowledges necessary to have executive ability and technical skills, the author surveyed 200 Execu-

tive Housekeepers of N.E.H.A. Their responses were the basis for validating that formal training was the best method of training.

The factors that were considered were: (1) the knowledges that are necessary; (2) the responsibilities and duties that are essential; (3) the position of the housekeeper in the organizational structure of a hotel or hospital; (4) the physical qualities and personality traits that are essential; and (5) the housekeeper's own attitude toward her training problem.

Through a study of literature in institutional housekeeping and in business administration, the author compiled a list of knowledges that he deemed necessary for Executive Housekeepers. These were grouped according to human relations, administrative skills, clerical functions, sciences, household arts, and safety and sanitation. In tabulating the responses, the author found an overwhelming majority indicating that such knowledges were essential.

The results of the questionnaire form also indicated that the Executive Housekeepers had responsibilities and duties of greater magnitude today, and that many of them are of executive caliber. The list of responsibilities and duties were compiled from readings in institutional housekeeping, and included those that required both executive ability and technical skills.

By inquiring into the job title of the respondents' immediate superior, the author found that the Executive Housekeepers are of middle management level and report to top management in the organizational structure of hotels and hospitals.

Questions were asked regarding personal traits and physical qualities in order to determine whether the position of housekeeper called for leadership abilities. The list of physical qualities and personality traits were compiled from readings in institutional housekeeping and in business administration. The respondents indicated that it is essential to have a sound and healthy body and to have personality traits of a high order.

The questionnaire form consisted primarily of questions pertaining to the attitudes and opinions regarding formal training of Executive Housekeepers. The majority of the Executive Housekeepers indicated that "a combination of college education and work experience" was the best preparation possible for them. Only six per cent of the respondents indicated that "work experience only" was sufficient training for housekeepers. These respondents may be classified as "self-made" for they had, for the most part, trained themselves in actual work experiences in institutional housekeeping. Those who favored "work experience only" recommended that a person planning to enter into executive housekeeping begin "from the ground up" for a period of from one to three years in all areas of housekeeping.

Ninety-four per cent of the respondents favored "a combination of college education and work experience". They are of the opinion that a four-year college education, with a Bachelor of Science degree in institutional housekeeping, and a year of on-the-job training as the best training method. These respondents were characterized as having a broader educational background, a greater sense of appreciation for higher education, and active participants of N.E.H.A.

A larger percentage of the respondents have had the benefits of a college education. They were of the opinion that a college education is beneficial in the following ways: (1) a greater confidence from the start; (2) shorten the period of adjustment to a management position; (3) a greater prestige; (4) a greater knowledge of many things; (5) the necessity of a college education; and (6) a better placement and salary.

Those who did not have a college education prior to entering into institutional housekeeping benefited from special courses in housekeeping and in related area. These courses were studied after the respondents had entered into institutional housekeeping and at some accredited schools, primarily in Colleges and Universities.

The majority of those respondents favoring "a combination of a college education and work experience" were willing to hire persons, trained in this manner, at a supervisory level. This is in contrast to those who favor "work experience only," as they prefer to hire a person "from the ground or bottom."

## CHAPTER IV

### FACILITIES FOR COLLEGE EDUCATION

#### FOR EXECUTIVE HOUSEKEEPERS

A separate questionnaire form was distributed to 62 Colleges and Universities. This was done in order to determine: (1) the availability of formal education for housekeepers; (2) the attitude of the administrators of Colleges and Universities regarding the training of Executive Housekeepers; and (3) the plans to meet the demands of Executive Housekeepers in the need for a college education.

#### Availability of Higher Education for Housekeepers

Of the 62 Colleges and Universities surveyed, only one, the University of Washington, in Seattle, Washington, is offering a major in institutional housekeeping. It is offered in the School of Home Economics, leading to a Bachelor of Science degree in Institutional Management. Eleven other Universities and Colleges are offering courses in housekeeping during their regular academic year. Except for Cornell University, where the first course in housekeeping was offered in 1922, the information received indicates that the other Colleges and Universities have been offering these courses within the past 10 years. Colleges and Universities offering such courses are, listed in alphabetical order:

- (1) Cornell University, Ithaca, New York
- (2) Duke University, Durham, North Carolina
- (3) Florida State University, Tallahassee, Florida

- (4) Los Angeles Junior College of Business, Los Angeles, California
- (5) Michigan State University, East Lansing, Michigan
- (6) New York Community College, Brooklyn, New York
- (7) Oakland Junior College, Oakland, California
- (8) Oklahoma State College, Stillwater, Oklahoma
- (9) Pennsylvania State University, College Park, Pennsylvania
- (10) San Francisco City College, San Francisco, California
- (11) University of Denver, Denver, Colorado
- (12) University of Washington, Seattle, Washington

Some of these course are taught by Executive Housekeepers: namely, Mildred Chase, Executive Housekeeper at Glendale Sanitarium and Hospital, instructor at Los Angeles Junior College of Business; Mildred O'Donnell, Executive Housekeeper at The Alameda County Hospital, instructor at Oakland Junior College; and Rosalie Soper, Executive Housekeeper at the Brown Palace Hotel, instructor at University of Denver.

Four of the Colleges and Universities surveyed have indicated that they are planning to offer such courses for students interested in institutional housekeeping. They are: (1) Arizona State College, in Tempe, Arizona; (2) Ohio State University, in Columbus, Ohio; (3) University of Maryland in College Park, Maryland; and (4) University of Nebraska in Lincoln, Nebraska. No dates were given as to the establishment of housekeeping courses.

In addition to courses offered during the academic year, there are a number of Colleges and Universities that are offering special courses designed for Executive Housekeepers. They are offered with or without credit. Short courses that are offered range from one

week, as offered at Cornell University, to eight weeks, as offered at Michigan State University. Extension courses average 15 weeks and are generally held once a week for two hours per session. Correspondence courses vary in length. Many of these special courses are sponsored in cooperation with N.E.H.A., The American Hospital Association and The American Hotel Association.

The list of 15 Colleges and Universities offering special courses for Executive Housekeepers are:

- (1) Arizona State College, Tempe, Arizona
- (2) Boston University, Boston, Massachusetts
- (3) Brown University, Providence, Rhode Island
- (4) Cornell University, Ithaca, New York
- (5) Los Angeles Junior College of Business, Los Angeles, California
- (6) Michigan State University, East Lansing, Michigan
- (7) Mississippi State College, Starkville, Mississippi
- (8) New York Community College, Brooklyn, New York
- (9) Oakland Junior College, Oakland, California
- (10) Oklahoma State College, Stillwater, Oklahoma
- (11) State College of Washington, Pullman, Washington
- (12) University of Houston, Houston, Texas
- (13) University of Kentucky, Louisville, Kentucky
- (14) University of Washington, Seattle, Washington
- (15) Washington University, St. Louis, Missouri

Of these Colleges and Universities, Arizona State College is the only school that is offering both beginning and advanced courses in executive housekeeping.

### Attitude Toward Training of Executive Housekeepers

Directors of Hotel, Hospital and Institutional Administration studies in the 62 Colleges and Universities surveyed, of which 56 responded, a large majority believe that the Executive Housekeepers should have a college education. Seventy-seven per cent of the 56 respondents expressed that it was "better to have" a college education, 18% responded that it was "definitely necessary" and only five per cent believed that a college education was "not necessary at all."

As to the type of college education, these directors agree with the majority of the housekeepers that a four-year college education with a year of on-the-job training is essential. Seventy per cent of the 56 Colleges and Universities surveyed favored such a training program. The remaining 30% believed that either a two-year college education or special courses, offered at an accredited College or University, was sufficient formal training for housekeepers.

### Plans to Offer Formal Training for Executive Housekeepers

Since it was established, by means of an analysis of the survey, that a combination of four-year college education with a year of on-the-job training is the best preparation for Executive Housekeepers, the author inquired as to the plans to offer four-year college education to meet this expressed demand.

Eighty-seven per cent of the 132 Executive Housekeepers who favored a college education, leading to a Bachelor of Science degree, expressed that there is a need for more Colleges and Universities to offer



institutional housekeeping as a major field of study. Seven per cent of the respondents believed that the educational facilities are presently adequate, and six per cent did not express an opinion.

While 70% of the Colleges and Universities surveyed were in favor of a four-year college education for Executive Housekeepers, the investigation showed that there were no facilities for more Colleges and Universities to offer institutional housekeeping as a major field of study leading to a degree. Two schools; (1) University of Denver, and (2) Ohio State University, are planning to expand the facilities to teach more courses in housekeeping or in related area for those interested in institutional housekeeping. No dates were given when such plans would become effective. Three schools; (1) Arizona State College, (2) University of Maryland, and (3) University of Nebraska, stated that they are considering the possibility of offering institutional housekeeping as a major field of study.

#### Summary

A separate questionnaire form was distributed to 62 Colleges and Universities to determine: (1) availability of higher education for housekeepers; (2) the attitude of the administrators of Colleges and Universities regarding the training of Executive Housekeepers; and (3) the plans to meet the need for formal education for housekeepers. Ninety per cent, or 56 returns, were received from this second source of primary data.

The survey among Directors of Hotel, Hospital, and Institutional Administration studies in Colleges and Universities showed that only one school, University of Washington, is offering institutional house-

keeping as a major field of study. The program was begun in 1957. None of the other Colleges and Universities surveyed are offering it as a major field of study, although they are offering courses in housekeeping, or in related area, during the regular academic year. Most of these courses were established within the past 10 years, possibly the results of N.E.H.A., The American Hospital Association, and The American Hotel Association.

Fifteen Colleges and Universities indicated that special courses, such as extension, correspondence and short courses, are being offered to Executive Housekeepers. These schools are distributed throughout our United States and are within the reach of Executive Housekeepers.

As regards the attitude of the Directors of Hotel, Hospital, and Institutional Administration studies in the 56 Colleges and Universities, the majority of them believed that a four-year college education with a year of on-the-job training was essential. This attitude coincides with that of the Executive Housekeepers in hotels and hospitals.

While both Executive Housekeepers and Directors of Colleges and Universities expressed that the best preparation for Executive Housekeepers is a formal training, that is, a combination of a four-year college education with a year of on-the-job training, there were none of the Colleges and Universities under investigation planning to offer it as a major field of study. It appears that for sometime to come, University of Washington will be the only University that will be meeting the requirements of a formal training for Executive Housekeepers in hotels and hospitals.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

Institutional housekeeping has been in existence as long as there has been a need to keep a place clean and maintain it in good order. Those who have entered into the field of institutional housekeeping have been predominantly women who brought with them their maternal manner of managing a household, as there were no institutions of higher learning where they could acquire skills and knowledges in institutional housekeeping. In those early years the housekeeping function was relatively simple and the homemaker satisfied the needs of both the management and the general public.

However as our country rapidly developed into a highly complex and competitive structure, many functions, including housekeeping, took on an increasingly changing role. Greater and greater demands were made on good housekeeping, requiring wider range of knowledges and abilities for the Executive Housekeepers. The primary responsibilities for the functions of cleanliness, neatness, orderliness, good taste and of safety were not eliminated, but became increasingly complex as the public demands became keener and new concepts and techniques developed at an accelerated rate.

It became aware that the housekeepers must possess both executive ability and technical skills to have the competence to cope with the complexity of institutional housekeeping. To meet the demands for greater competence among Executive Housekeepers, administrators

of institutions of specialized service and their housekeepers began to seek better training methods. The era of the "self-made" housekeepers had to give way to a more systematic and standardized training.

In recognition of this changing role of institutional housekeeping and the demand for more competence among Executive Housekeepers, the author conducted a research study, to determine the best training or preparation possible, in order to acquire executive ability and technical skills. The author based the study on primary data as there were insufficient facts in the use of secondary data. The survey was conducted among Executive Housekeepers of N.E.H.A. in hotels and hospitals, and Directors of Hospital, Hotel and Institutional Administration studies in Colleges and Universities. The mail questionnaire survey was employed among 200 Executive Housekeepers and 62 Colleges and Universities in non-random sampling. The analysis of the findings were based on the responses of 141 Executive Housekeepers and 56 Colleges and Universities.

The findings of the report are included in Chapters II, III and IV. Chapter II is a descriptive analysis of the Executive Housekeepers. The investigations showed that the average age of the respondents is 52 years and the average age in entering into the services of institutional housekeeping is 39 years. The average housekeeper had served in institutional housekeeping for 13 years and has had the job title of Executive Housekeeper for six years. The investigation also showed that the majority of the housekeepers did not receive a college education prior to entering into the services of institutional housekeeping but they have studied special courses in schools

since then. The survey also revealed that the hospital housekeepers are more active and more concerned about the training problems of housekeepers.

Chapter III attempted to determine that the best preparation for Executive Housekeepers is formal training. This was done by observing the following factors: (1) the various knowledges essential to the Executive Housekeepers; (2) the responsibilities and duties; (3) the position of the Executive Housekeepers in the organizational structure of hotels and hospitals; (4) the personality traits and physical qualities that are essential; and (5) the attitude of the Executive Housekeepers toward their training problems. Through a study of secondary sources on institutional housekeeping and business administration, the author compiled a list of knowledges, responsibilities and duties, personality traits, and physical qualities. The investigation showed that: (1) the Executive Housekeepers require knowledges and skills that demand executive ability and technical skills; (2) the responsibilities and duties are of greater magnitude and of executive caliber; (3) the position of housekeepers in the organizational structure is middle management, and the housekeepers report to top management, and (4) the Executive Housekeepers need to possess good physical qualities and personality traits of a high order. These factors, which established that Executive Housekeepers need to possess executive ability and technical skills, are due to these present conditions: (1) the nature of the functions of housekeeping; (2) the managerial role of the Executive Housekeepers; and (3) the complexity of demands on institutional housekeeping.

The results of the survey of the training of Executive Housekeepers showed that the overwhelming majority favored a college education with work experience. These housekeepers believe that a four-year college education with a year of on-the-job training was the best preparation for Executive Housekeepers in hotels and hospitals. While a majority of those favoring a formal training have not had a four-year college education, they have had the benefits of specialized courses in Colleges and Universities.

The respondents believe that a college education is necessary because it provides: (1) a greater confidence; (2) a greater prestige; (3) better placement and salary; (4) a greater knowledge of many things; and (5) a shorter period of adjustment to a management position. The housekeepers, along with their administrators, encourage those persons planning a career in executive housekeepership to receive the benefits of a formal training, and would hire such persons on a supervisory level.

The Executive Housekeepers' national organization, N.E.H.A., and The American Hospital Association, have set minimum educational standards, and are encouraging housekeepers and potential housekeepers to receive the benefits of higher education.

Chapter IV investigated the factors of: (1) availability of higher education for housekeepers; (2) the attitude of the administrators of Colleges and Universities regarding the training of housekeepers; and (3) the plans to meet the demands for college education by the housekeepers. The study was based on a separate questionnaire form distributed to Directors of Hotel, Hospital, and Institutional Adminis-

tration studies in Colleges and Universities. The investigation showed that the University of Washington is the only school offering a four-year college education for Executive Housekeepers. Eleven other schools are offering courses for those interested in institutional housekeeping during their regular academic year, but these do not lead to a major field of study. Fifteen other schools are offering special courses for Executive Housekeepers. The Directors of Hospital, Hotel, and Institutional Administration studies agree with Executive Housekeepers that the best preparation for housekeepers is a four-year college education with a year of on-the-job training. However the investigation showed that none of the Colleges and Universities are planning to offer housekeeping as a major field of study in the foreseeable future.

### Conclusions

The purpose for the study of the training of Executive Housekeepers in institutions of specialized service was to determine the best preparation possible in effecting good housekeeping. Through a questionnaire survey the author investigated the formal training needs of Executive Housekeepers.

Conclusions derived from the study are:

1. The first hypothesis is that the best training for Executive Housekeepers, to possess executive ability and technical skills, is by means of a formal training. The respondents of the survey expressed attitudes and opinions that substantiate the validity of the hypothesis.

2. The second hypothesis is that the formal training is available in accredited Colleges and Universities. The survey indicated

that there are a number of Colleges and Universities located in the various regions of the United States that offer courses in housekeeping and in related field of study.

3. The formal training is necessary due to a number of factors:

(1) The Executive Housekeepers must have certain requirements. These are: (a) a greater amount of knowledges; (b) a greater amount of responsibilities and duties; (c) a high degree of good health; and (4) personality traits of a high order. (2) The Executive Housekeeper is of middle management, and is the director of the housekeeping department, which is characterized by: (a) a diversified group of functions covering many areas of an institution of specialized service; (b) a staff that is larger than many other departments; and (c) a staff of workers who are not necessarily well-educated or well-trained. (3) Formal training provides a number of benefits to the Executive Housekeepers: (a) a greater confidence; (b) a greater prestige; (c) a better placement and salary; (d) a greater knowledge of many things; (e) a shorter period in adjusting to a management position; (f) standardizes the performances of housekeepers; and lastly, because college education is necessary for most management positions.

4. The formal training that is most desirable for Executive Housekeepers in institutions of specialized service is a combination of a four-year college education and a year of on-the-job training. A person in executive housekeepership should major in institutional housekeeping that leads to a Bachelor of Science degree. The work experience should be under the skilled supervision of an accredited institution.



5. Hospital housekeepers and their administrators are more concerned about the need for formal training than those in hotels. Hospital administrators have encouraged their housekeepers to acquire the benefits of college education by: (a) financing their housekeepers in studying special courses in Colleges and Universities; (b) establishing minimum educational standards; and (c) encouraging the establishment of housekeeping studies in Colleges and Universities and in hospitals. A larger percentage of hospital housekeepers have had college education than hotel housekeepers. Hospital housekeepers have derived benefits of a college education by: (a) attending special courses in Colleges and Universities; (b) actively working for higher standards as members of N.E.H.A.; (c) campaigning for formal training through the media of literature; and (d) acting as instructors in a number of training programs for housekeeping personnel and in courses for housekeepers.

6. A larger majority of the Executive Housekeepers did not receive a formal training in institutional housekeeping. There is a noted lapse in time between the time that an Executive Housekeeper had finished schooling to the time that she had entered into the services of institutional housekeeping. The average housekeeper entered into housekeeping at the age of 39 years. To some degree she has supplemented the lack for a formal training by studying special courses in Colleges and Universities since entering into housekeeping. These housekeepers have served in the housekeeping services for seven years before assuming the position of Executive Housekeeper.

7. The formal training, as desired by Executive Housekeepers and Directors of Hotel, Hospital, and Institutional Administration studies in Colleges and Universities, is available in only one University. This was established in 1957 at the University of Washington. There are no other Colleges or Universities that are planning to offer institutional housekeeping as a major field of study in the foreseeable future.

### Recommendations

In light of the research study conducted by the author, several recommendations can be made for action and for further study.

#### For Action

1. A survey should be conducted among administrators of institutions of specialized services to determine their attitudes toward the importance of housekeeping. The study should include such factors as: (1) administrators' view of the place of housekeeping in the organizational structure; (2) the functions of the housekeeping department; (3) the qualifications and qualities of the Executive Housekeepers; and (4) the responsibilities and duties of the housekeepers.

2. There should be a directed action to encourage more Colleges and Universities to offer a four-year college education in institutional housekeeping designed principally to train Executive Housekeepers. The action should be through a more aggressive campaign by N.E.H.A., The American Hotel Association and The American Hospital Association. It should be directed toward Colleges and Universities that have

programs of studies in hotel, hospital and institutional administration. The organizations should also strive to encourage the employment of college graduates by making it a policy of hotels and hospitals of each state to set minimum educational standards in hiring housekeepers.

3. Administrators of hotels, and hospitals should encourage college graduates in business administration, hotel administration and hospital administration in addition to those in home economics, to enter into executive housekeeping.

4. Executive Housekeepers should encourage young persons, of both sexes, into the field of institutional housekeeping. An active recruitment program should be one of the aims of the individual chapters of N.E.H.A. This will meet, to some degree, the need for more competent personnel within the housekeeping department.

5. It should be an administrative policy of all institutions of specialized service to encourage the present Executive Housekeepers to seek minimum educational standards. Administrators should actively encourage the housekeepers to attend special courses in housekeeping and in related area. The administrators should require future Executive Housekeepers to have a four-year college education. In hiring persons for housekeeping, the administrators should consider only college graduates.

#### For Further Study

This thesis is far from being a complete study of the training of Executive Housekeepers in institutions of specialized service.

While it is hoped that the study will be of significant contribution in the field of institutional housekeeping, there are a number of avenues that should be studied.

1. A larger sampling of Executive Housekeepers should be conducted.

These should include N.E.H.A. as well as non-N.E.H.A. members, and include as many types and sizes of institutions of specialized services as possible. A larger sample would be more representative and accurate of the universe.

2. A further study should be made, in greater detail, about the training of Executive Housekeepers. The study should investigate the following factors: (1) the evolution of the training programs for housekeepers; (2) the training programs in institutions; (3) a detailed study of the types of courses offered in Colleges and Universities for those interested in housekeeping; (4) the reasons why more Colleges and Universities are not planning to offer housekeeping as a major field of study; and (5) a comparative study of Executive Housekeepers with a college education and those without it.

3. Since a number of Executive Housekeepers expressed in the questionnaire form that they lack better recognition from administrators and other managers of equal rank, this area could be investigated.

4. Another concern expressed by Executive Housekeepers is that of professional status. An investigation may be conducted about: (1) the factors that make for professional status; (2) the educational background of other managers and professional personnel;

and (3) the reasons for justifying the raising of housekeepers to a professional status.

These recommendations will add to the study of the training of Executive Housekeepers and the place of institutional housekeeping in modern management.

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Appendix A

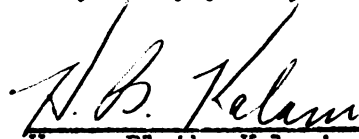
School of Hotel, Restaurant &  
Institutional Management  
Kellogg Center  
Michigan State University  
East Lansing, Michigan  
February 10, 1959

A survey is being conducted about the training needs of Executive Housekeepers. The survey is part of a Master of Arts study at Michigan State University. We hope that the results will be of significant contribution to Executive Housekeepers in all areas of the housing and feeding industries.

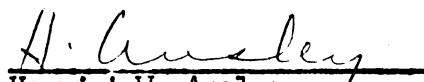
We are asking your fullest cooperation in making this survey a significant one. A questionnaire has been enclosed which you are asked to study, answer and return at your earliest possible convenience. Other copies of this questionnaire have been mailed to Executive Housekeepers throughout the forty-eight states.

The results of the replies will be compiled to present a representative picture of the training needs of Executive Housekeepers. Your assistance will help greatly to the contribution of the thesis, which in turn will assist in training Executive Housekeepers.

Very truly yours,

  
Henry Blythe Kalani  
Graduate Student

I heartily endorse the work  
of Henry B. Kalani and ask  
for your fullest cooperation  
in this major study.

  
Harriet W. Ansley  
Member of Board of Directors  
National Executive Housekeepers Association

## Appendix B

### SURVEY OF TRAINING NEEDS OF EXECUTIVE HOUSEKEEPERS

#### Personal Data

1. Present Job Title \_\_\_\_\_
2. Length of Service in Present Position \_\_\_\_\_ years
3. Name of Organization \_\_\_\_\_
4. Size of Organization: Number of rooms or beds \_\_\_\_\_
5. Number of School Years Completed: Grade \_\_\_\_\_ High School \_\_\_\_\_  
University \_\_\_\_\_ Name of University \_\_\_\_\_  
Major \_\_\_\_\_ Degree \_\_\_\_\_  
Trade or Business School \_\_\_\_\_ Subject studied \_\_\_\_\_
6. Special Housekeeping courses studied in a University or College (such as short course, extension, or correspondence courses)  
Date of Enrollment \_\_\_\_\_ Name of University or College \_\_\_\_\_  
Length of Course(s) \_\_\_\_\_ Title of Course(s) \_\_\_\_\_  
Certificate: received \_\_\_\_\_ not given \_\_\_\_\_
7. Age \_\_\_\_\_ Sex \_\_\_\_\_
8. Last Job Title \_\_\_\_\_
9. Length of Service in Housekeeping \_\_\_\_\_ years
10. Salary of Present Position:

<u>Salary Range</u>	<u>Maintenance</u>
under \$3,000.00 _____	full _____ part _____ none _____
\$3,001.00 to \$ 5,000.00 _____	full _____ part _____ none _____
\$5,001.00 to \$ 6,500.00 _____	full _____ part _____ none _____
\$6,501.00 to \$ 8,000.00 _____	full _____ part _____ none _____
\$8,001.00 to \$10,000.00 _____	full _____ part _____ none _____
\$10,001.00 and over _____	full _____ part _____ none _____



Questions

1. Do you believe that knowledge necessary for an Executive Housekeeper is best acquired through the following means:
- ☐ (a) work experience only
  - ☐ (b) college education only
  - ☐ (c) combination of college education and work experience
2. If your answer in the previous question is "work experience only":
- (a) how long should the work experience be, before a person is qualified to assume the position of Executive Housekeeper?
- \_\_\_\_\_ years
- (b) What areas of training in housekeeping and/or related field is necessary? Please list them below.
- (c) Should the person have training in all areas of housekeeping?
- \_\_\_\_\_ yes \_\_\_\_\_ no
- (d) At what position should the person begin?
- \_\_\_\_\_ from the ground up
- \_\_\_\_\_ other (please write in the position) \_\_\_\_\_
3. Do you believe that the following knowledges of housekeeping functions are important for an Executive Housekeeper? ☐ yes
- Cross out any statement that you feel is not important. ☐ no
- Write in other important knowledges not listed below.

Human Relations

- 1. Ability to work and deal with people
- 2. Recruit, select, hire and discharge personnel
- 3. Train and supervise personnel
- 4. Job analysis and evaluation
- 5. Handle grievances

Administrative Skills

- 1. Ability to organize the housekeeping department
- 2. Ability to assume and delegate responsibility
- 3. Ability to appreciate and cooperate with other departments in the organization

1. *Journal of the American Medical Association*, 1997; 277: 1001-1005.

Figure 1. The effect of the concentration of the *Agrobacterium* suspension on the transformation efficiency of *Agrobacterium* strains. The concentration of the *Agrobacterium* suspension was 10<sup>6</sup> cells/ml (○), 10<sup>7</sup> cells/ml (□), 10<sup>8</sup> cells/ml (△), 10<sup>9</sup> cells/ml (◇), and 10<sup>10</sup> cells/ml (×). The error bars represent the standard deviation of three independent experiments.

4. Ability to make decisions
5. Ability to plan the activities of the housekeeping department
6. A working knowledge of controls:
  - (a) marking and distributing linens
  - (b) laundry procedure
  - (c) inventory
  - (d) budget
7. Ability to conduct departmental meetings

#### Clerical Functions

1. Keep records of personnel, cleaning and decorating, supplies and equipment, and purchasing
2. Write reports of department for management

#### Science

1. Cleaning compounds
2. Cleaning techniques and procedures
3. Research
4. Plumbing, heating and electricity
5. Mechanical equipment

#### Household Arts

1. Furniture and furnishings
2. Interior Decoration
3. Textiles
4. Floor and floor coverings

#### Safety and Sanitation

1. Control of physical hazards
2. Pest Control
3. Fire Control
4. First Aid
5. Safety program in Housekeeping Department
6. Control of odors

#### Other Knowledges Not Listed (please write in)

4. Of these knowledges listed above, are there any that you consider more important than others? If so, please list them in their order of importance. You may group them if you wish.

5. Which of the above knowledges (of question #3) can be

(a) better acquired through college education? Please list them

(b) better acquired through work experience? Please list them.

6. If your answer in question #1 was "a combination of college education and work experience," has a college education helped you in your management position as Executive Housekeeper? Check one

\_\_\_\_\_ very much  
\_\_\_\_\_ a little  
\_\_\_\_\_ not at all

7. If you did not receive a college degree, do you feel that it would have helped you? Check one

\_\_\_\_\_ a great deal  
\_\_\_\_\_ a little  
\_\_\_\_\_ not at all

In what ways would it have helped you? Please list your reasons.





8. (a) If you did not receive a degree from a University, but have taken special courses in housekeeping offered in a University or College, what made you do this? Please write in your reasons.

(b) How was the education financed? Check one.

\_\_\_\_\_ by your employer  
\_\_\_\_\_ by your own means

9. (a) If you are in favor of a college education in housekeeping for Executive Housekeepers, would you recommend a young person planning such a career to have a four year college education? Check one.

\_\_\_\_\_ yes  
\_\_\_\_\_ no

(b) When should he begin the college education? Check one

\_\_\_\_\_ before he begins work in housekeeping  
\_\_\_\_\_ after he begins work in housekeeping

10. (a) Would you recommend an on-the-job training program of some kind before completing the college education? Check one

\_\_\_\_\_ yes  
\_\_\_\_\_ no

(b) How long should the training program be? Check one

\_\_\_\_\_ one year  
\_\_\_\_\_ less than one year  
\_\_\_\_\_ more than one year

11. Is there a need for more Universities to offer housekeeping as a major field of study? Check one.

\_\_\_\_\_ yes  
\_\_\_\_\_ no

12. If you were hiring a recent graduate with a major in housekeeping, at what position would you start him? Check one

\_\_\_\_\_ from the "bottom"  
\_\_\_\_\_ other position. Title of position \_\_\_\_\_



13. What are your chief responsibilities and duties as an Executive Housekeeper? Please indicate whether they are (1) Direct, (2) Indirect, or (3) None.

Direct Responsibility (D) where you are directly responsible  
Indirect Responsibility (I) where you have delegated the function to someone in your department  
None (N) responsibility that belongs to some other department

With Personnel

☐ recruiting  
☐ selecting  
☐ hiring  
☐ discharging  
☐ training  
☐ handling grievances  
☐ payroll  
☐ schedule of workers  
☐ conduct meetings

With Function of Cleaning

☐ scheduling the cleaning procedures  
☐ working with the front office  
☐ purchasing of cleaning supplies  
☐ maintenance of cleaning supplies  
☐ distribution of cleaning supplies  
☐ control of laundry process  
☐ control of maintenance

With Clerical Duties

☐ record keeping  
☐ budget reports  
☐ lost and found  
☐ inventories

With Administrative Duties

☐ organizing the housekeeping department  
☐ cooperate with other departments  
☐ report to management  
☐ guest contacts

14. Which of the above responsibilities and duties take up most of your time? Please list them

15. (a) Do you report directly to top management? Check one

☐ yes  
☐ no

(b) What is the Job Title of your immediate superior? \_\_\_\_\_

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial data.

2. The second part of the document outlines the various methods used to collect and analyze financial data, including the use of statistical techniques and the importance of regular audits.

3. The third part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial data.

4. The fourth part of the document outlines the various methods used to collect and analyze financial data, including the use of statistical techniques and the importance of regular audits.

5. The fifth part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial data.

6. The sixth part of the document outlines the various methods used to collect and analyze financial data, including the use of statistical techniques and the importance of regular audits.

7. The seventh part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial data.

8. The eighth part of the document outlines the various methods used to collect and analyze financial data, including the use of statistical techniques and the importance of regular audits.

9. The ninth part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial data.

16. Do you find the following qualities essential to an Executive Housekeeper?

(a) The Physical Qualities. Indicate your answer with a check

<input type="checkbox"/> sound feet	<input type="checkbox"/> (any others)
<input type="checkbox"/> sound health	<input type="checkbox"/>
<input type="checkbox"/> good eyesight	<input type="checkbox"/>

(b) The Personality Traits. Score the following traits from 1 to 5 in order of their importance to you, score 5 being the most important.

<input type="checkbox"/> intellectual capacity
<input type="checkbox"/> emotional stability
<input type="checkbox"/> open mindedness
<input type="checkbox"/> technical knowledge
<input type="checkbox"/> cooperativeness
<input type="checkbox"/> interest
<input type="checkbox"/> accuracy
<input type="checkbox"/> knowledge of details
<input type="checkbox"/> persuasiveness
<input type="checkbox"/> decisiveness
<input type="checkbox"/> others (please list any others not included, and score them)



## Appendix C


School of Hotel, Restaurant  
Institutional Management  
Kellogg Center  
Michigan State University  
East Lansing, Michigan  
February 10, 1959


A survey is being conducted about the training needs of Executive Housekeepers. The survey is part of a Master of Arts study at Michigan State University. We hope that the results will be of significant contribution to Executive Housekeepers in all areas of the housing and feeding industries.

We are asking your fullest cooperation in making this survey a significant one. A questionnaire has been enclosed which you are asked to study, answer and return at your earliest possible convenience. Other copies of this questionnaire have been sent to Colleges and Universities throughout the forty-eight states.

The results of the replies will be compiled to present a representative picture of the training needs of Executive Housekeepers. Your assistance will help greatly to the contribution of the thesis, which in turn will assist in training Executive Housekeepers.

Very truly yours,

  
Henry Blythe Kalani  
Graduate Student

  
Ralph D. Wilson, Ph.D.  
Graduate Advisor



## Appendix D

### SURVEY OF COURSES IN INSTITUTIONAL HOUSEKEEPING

1. What courses are offered to students desiring to specialize in Institutional Housekeeping? Please list the courses, circling those that are offered for the first time within the last three years.

<u>Courses in Housekeeping</u>		<u>Courses in Related Area</u>	
<u>department</u>	<u>title of course</u>	<u>department</u>	<u>title of course</u>

2. (a) Do you offer special courses in housekeeping for those persons already in the field of housekeeping? Yes ☐ No ☐

(b) When was the first course(s) offered? Month Year

Title of Course(s)

- (c) What are the courses? Please check appropriate type

☐ Short Course ☐ Extension ☐ Correspondence ☐ Other (Specify)

- (d) Please list the courses:

Title of Courses

Length of Courses

3. Are these courses sponsored:

☐ by the University

☐ by other Agency. Name of Agency \_\_\_\_\_

☐ both the University and Outside Interest (Name) \_\_\_\_\_

4. Do you believe that those planning to enter the profession of Executive Housekeeping should have a college education?

(a) Check one:

☐ better to have  
☐ definitely necessary  
☐ not necessary at all

(b) Check one:

☐ four year education  
☐ with internship  
☐ without internship  
☐ short course only

5. (a) Is there a program at your University to expand the facilities to teach more courses in Institutional Housekeeping? Yes ☐ No ☐

(b) Will it be offered as a major leading to a college degree? Yes ☐  
No ☐

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## Appendix E

School of Hotel, Restaurant  
and Institutional Management  
Kellogg Center  
Michigan State University  
East Lansing, Michigan  
March 12, 1959

A questionnaire was mailed out to Executive Housekeepers of N.E.H.A. on February 10, 1959. The response has been good and many of the Executive Housekeepers have made comments about how nice it was to receive the questionnaire and how happy they are in being able to help with the survey.

However I would like to receive many more replies so that a very significant and constructive investigation may be performed. As of this date, March 12, 1959, your reply has not been received. Perhaps you have been extremely busy and have not had the time to study the questionnaire thoroughly, or perhaps it may have slipped your mind.

This is a reminder that I would like to have your reactions to the study. Your response will be helpful in making conclusive study of the training problems of Executive Housekeepers.

Trusting to hear from you soon, I remain

Sincerely yours,

---

Henry Blythe Kalani

Appendix F

School of Hotel Administration  
Statler Hall  
Cornell University  
February 25, 1959

Mr. Henry B. Kalani  
B-117 Bailey Hall  
East Lansing, Michigan

Dear Mr. Kalani:

Question 1. We have been offering courses in the field of hotel and institutional housekeeping almost from the very beginning of the Department of Hotel Administration (which later became the School of Hotel Administration) in 1922. Our first course in Hotel Housekeeping was given by Miss Nora Foley, at that time and for many years Executive Housekeeper of the old Waldorf-Astoria and then the new. Further to strengthen our instruction in the area we arranged for a member of our faculty to spend a whole semester working with Miss Foley in the housekeeping department of that world-famous hostelry. Courses in Hotel Decoration and Furnishing, Textiles, etc., have been in our curriculum since 1924. All of these courses have been fully accredited courses, and have been and are being counted toward the degree of Bachelor of Science.

Question 2. In addition to the courses offered in the regular session, we have offered since 1931 as a part of our summer program a series of unit courses in Hotel Housekeeping, Hotel Textiles, etc. These summer courses are intended expressly for working housekeepers, inspectresses, and maids. They are given in residence and are attended by housekeepers from all types of institutions. Mrs. Grace Brigham, a one-time president of N.E.H.A., is the current instructor.

Question 3. All of the above courses are under University sponsorship and the responsibility is ours. They have, however, been endorsed by N.E.H.A. and N.E.H.A. provides scholarships for its members to attend.

Question 4. Of course it is well for anyone entering the profession of Executive Housekeeping to have as much education as possible, including college work...This does not mean that it is critically necessary. There are too many excellent housekeepers without it to say that.

Question 5. It is not planned to expand our offerings in the area of housekeeping. As has been indicated above we already have and have had for thirty-five or more years a fairly comprehensive program leading to the degree...

Cordially yours,

H. B. Meek

## Appendix G

### UNIVERSITY OF WASHINGTON

#### CURRICULUM IN INSTITUTIONAL HOUSEKEEPING (for Executive Housekeepers)

<u>FRESHMAN</u>	<u>Credits</u>	<u>SOPHOMORE</u>	<u>Credits</u>
Home Ec 101 (Intorduction)	1	Home Ec. 134 (Clothing)	5
Home Ec 125 (Textiles)	3	Home Ec. 284 (Home Management)	3
Home Ec 110 (Nutrition) or		Art 109 (Design)	3
Home Ec 300 (Nutrition)	2-5	Econ. 200 (Introduction)	5
Chem . 100 or 110 and 120		Nurs. 100 (Home Care)	3
(General and Organic)	8-9	Physics 170 (For Nurses)	5
Engl. 101, 102, 103	9	Psychol. 100 (General)	5
Health Educ. 110	2	Speech 100 (Basic)	5
Sociol. 110 (Survey)	5	Approved Electives	12
Phys. Educ Activity	3		<u>46</u>
Approved Electives	9-13		
	<u>46</u>		
<u>JUNIOR</u>	<u>Credits</u>	<u>SENIOR</u>	<u>Credits</u>
Home Ec. 347 (Furnishings)	5	Home Ec. 457 (Child Care)	3
Home Ec. 354 (Home Econ.)	5	Home Ec. 473 (Inst. Mgt.)	5
Home Ec. 356 (Family)	3	Home Ec. 475 (Inst. Mgt.)	3
Micro. 301 (General)	5	Home Ec. 474 (Inst. Mgt.)	5
Pers. 310 (Pers. Mgt.)	5	Educ. 333 (Methods of Teach.)	5
Prod. 355 (Purchasing)	5	Hum. Rel. 460 (Business)	5
Psychol. 320 (Child )	2	Mech. Engr. 418 (Time-Motion)	2
Speech 332 (Group Disc.)	2	Pub. Hlth. 451 (Indust. Hyg.)	3
Zool. 118 (Survey)	5	Sociol. 466 (Indust. Sociol.)	5
Approved Electives	5	Approved Electives	12
	<u>45</u>		<u>46</u>

(Recommended Electives: Journ. 200 (5), Speech 230 (5), Personnel 345 and 346 (3,3), Policy and Adm. 463 (3)).

Curriculum accepted by Curriculum Committee in December, 1956

Curriculum established in April, 1957

## Appendix H

### A LIST OF OFFICERS OF N.E.H.A.

#### National Officers and Directors

##### President:

Maude B. Winchester  
Statler Hilton Hotel  
Boston, Massachusetts

##### 1st Vice-President:

Ann Langdon  
Adams Hotel  
Phoenix, Arizona

##### 2nd Vice-President:

Bonalda N. Smith  
University Hospitals  
Cleveland 6, Ohio

##### Secretary:

Elizabeth S. Palmer  
Pick-Nicollet Hotel  
Minneapolis, Minn.

##### Treasurer:

Belia M. Cooper  
Shamrock Hilton Hotel  
Houston, Texas

##### Editor, N.E.H.A. NEWS:

Rosalie V. Soper  
Brown Palace Hotel  
Denver, Colorado

##### Directors:

Harriet W. Ansley  
Kellogg Center  
East Lansing, Michigan

Mona N. Buxton  
Roger Williams Gen'l Hosp.  
Providence, Rhode Island

Mildred L. Chase  
Glendale San. & Hosp.  
Glendale, California

Viola M. Connolly  
St. Joseph's Hospital  
Phoenix, Arizona

Lela M. Dawson  
Shirley Savoy Hotel  
Denver, Colorado

Emma Morgan  
D. C. General Hospital  
Washington, D. C.

Catherine M. Peifer  
Drake Hotel  
Chicago, Illinois

Geneva I. Penrose  
Y. W. C.A.  
Pittsburgh, Pennsylvania

Madge H. Sidney  
Doctor's Hospital  
Seattle, Washington

## Presidents of District Chapters

### **Baltimore Chapter:**

Pearl Abbott  
Sinai Hosp. of Baltimore  
Baltimore, Maryland

### **Buffalo Chapter:**

Margaret I. Boherty  
Country Club  
Lewiston, New York

### **Cascade Chapter:**

Naomi Lee  
589 N. W. Norman  
Gresham, Oregon

### **Central Florida:**

Beulah Ellison  
Orange Memorial Hosp.  
Orlando, Florida

### **Central Michigan Chapter:**

Pearl Sheldon  
Sparrow Hospital  
Lansing, Michigan

### **Chicago Chapter:**

Marion Ives  
Sheraton-Blackstone Hotel  
Chicago, Illinois

### **Cleveland Chapter:**

Rose M. Ziegler  
Y.W.C.A.  
Cleveland, Ohio

### **Cincinnati Chapter:**

Elizabeth Tucker  
Veterans Administration Hosp.  
Fort Thomas, Kentucky

### **Columbus Chapter:**

Sue Hager  
Harding Sanitarium  
Worthington, Ohio

### **Connecticut Chapter:**

Mildred Keleher  
Institute of Living  
Hartford, Connecticut

### **Dayton Chapter:**

Mary Burger  
Miami Valley Hospital  
Dayton, Ohio

### **Detroit Chapter:**

Mamie Woodruff  
Jennings Hospital  
Detroit, Michigan

### **Enchanted Star:**

Catherine Rheinhard  
Providence Memorial Hosp.  
El Paso, Texas

### **Finger Lake Chapter:**

Josephine Thomas  
Highland Hospital  
Rochester, New York

### **Houston Chapter:**

Euna C. Brown  
University of Texas  
Houston, Texas

### **Indiana Chapter:**

Louisa Meeker  
Methodist Hospital  
Indianapolis, Indiana

### **Kansas City Chapter:**

Cara Mae McChesney  
Research Hospital  
Kansas City, Missouri

### **Kentucky Chapter:**

Mildred A. Deming  
Jewish Hospital  
Louisville, Kentucky

### **Lone Star Chapter:**

Carrie Lemmon  
Adolpus Hotel  
Dallas, Texas

### **Louisiana-Mississippi Chapter:**

Hattie Burns  
Claireborne Towers  
New Orleans, La

**Massachusetts Chapter:**

Elizabeth Henderson  
Peter Bent Brigham Hosp.  
Boston, Massachusetts

**Milwaukee Chapter:**

Mrs. Grace Graham  
Y.W.C.A.  
Milwaukee, Wisconsin

**New Jersey Chapter:**

Hazel Crane  
Chalfonte Hadden Hall  
Atlantic City, New Jersey

**New York Chapter:**

Miss Ethel Mills  
Park Lane Hotel  
New York, N. Y.

**Philadelphia Chapter:**

Sadie Highley  
Delaware County Hosp.  
Philadelphia, Pa.

**Pudget Sound Chapter:**

Alice A. Cain  
Veterans Administration Hosp.  
American Lake, Washington

**Rocky Mountain Chapter:**

Louisa Preston  
Y.W.C.A.  
Denver, Colorado

**Rhode Island Chapter:**

Emily McLaughlin  
Hotel Viking  
Newport, Rhode Island

**San Francisco Chapter:**

Mabelle Marble  
Clift Hotel  
San Francisco, California

**Southern California Chapter:**

Velma Cashner  
Seaside Hospital  
Long Beach, California

**Sunshine Chapter:**

Leulah Butler  
Vista Shores  
Bal Harbor, Florida

**Valley of the Sun Chapter:**

Ralph Tracy  
Veterans Administration Hosp.  
Phoenix, Arizona

**Washington Chapter:**

Anita Chatwin  
Washington Hotel  
Washington, D. C.



## Appendix I

### N.E.H.A. AIMS

1. To bring the Progressive Executive Housekeepers of the country together in an active, cooperative body.
2. To encourage a wider knowledge of the common problems of the Executive Housekeeper in hotels, hospitals, apartment houses, clubs, motels, and other institutions and industrial establishments, in order to make them of greater value to their employers.
3. To foster friendly and mutually helpful relationships within the group.
4. To formulate better training methods in the housekeeping departments, thereby, raising the standards of employee efficiency.
5. To outline for closer cooperation with other departments and the executive staff.
6. To encourage a wider knowledge of administrative problems.
7. To conduct practical research and make the results available to the profession.

## Appendix J

### N.E.H.A. RESOLUTION ON EDUCATION

Following the Association of Western Hospitals meeting at which time the papers by Mrs. Sidney, Dr. Rowntree and Miss Northrop were presented, the National Executive Housekeepers Association held its biennial congress in Los Angeles in June, 1956. At this congress, the Association passed the following resolution designed to facilitate the establishment of college courses in executive housekeeping and the recruitment of prospective executive housekeepers.

Whereas: The duties and responsibilities of the Executive Housekeeper are becoming increasingly varied and complex; and

Whereas: The demand for competent Executive Housekeepers has already grown beyond the capacity of the field to supply qualified persons; and

Whereas: It is essential that Executive Housekeepers shall have formal, academic training comparable to that available to their fellow department heads; and

Whereas: The opportunity presently available for academic training in institutional housekeeping are not adequate in number and courses are not uniform in quality.

Be it therefore resolved that: The National Executive Housekeepers Association at its 1956 biennial congress assembled in Los Angeles take the following measures to implement a positive program of education for present and future executives, and at the same time, to recruit eligible men and women into the field:

1. An Educational Policies Commission shall be established consisting of the National Educational Committee as a coordinating committee with two subdivisions consisting of a committee on hotel housekeeping education and one on hospital housekeeping education. The president of the National Executive Housekeepers Association shall appoint the chairman of each subcommittee and an equal number of representatives from each field for the separate committee. The functions of this commission shall be:

- (a) To enlist the interest of colleges and universities in establishing courses in institutional housekeeping;
- (b) To work out with college officials in adapting curricula to the particular needs of the Executive Housekeeper;
- (c) To appoint two sub-chairmen (representing hotels, hospitals and other institutions) in each local chapter to work with colleges and universities in the respective areas, according to the instructions and to report progress to the national chairmen at stated intervals;
- (d) To recruit properly qualified college graduates and college trained, experienced homemakers into the housekeeping field; to interest colleges and high school counselors in directing qualified students into executive

housekeeping courses where these have been established;  
to interest mature women with management ability in considering a career in housekeeping;

- (e) To work with colleges in establishing evening extension courses that shall be open both to Executive Housekeepers now employed and to persons who wish to prepare for a career in executive housekeeping;
- (f) To work with hospital administration, hotel management, and other institutional management in planning internships for prospective Executive Housekeepers who have completed the academic requirements;
- (g) To enlist the aid of the American Hotel Association and the American Hospital Association in promoting the college courses and in obtaining financial aid where it is needed; and also in establishing additional refresher courses for Executive Housekeepers who are presently employed.

And be it further resolved: That the Educational Policies Commission appointed at this congress shall be instructed to give an annual report of progress to the members through the N.E.H.A. News during the next biennium, and to make a report to the 1958 N.E.H.A. Congress.

Appendix K

(1)

American Hospital Association  
18 East Division Street  
Chicago 10, Illinois  
January 3, 1957

Mrs. Madge H. Sidney  
Executive Housekeeper  
Doctor's Hospital  
909 University Street  
Seattle 1, Washington

Dear Mrs. Sidney:

The American Hospital Association has recently heard of your efforts to establish a four-year course in executive housekeeping in the Seattle area.

There is a very definite need for personnel with this training in the hospitals of America. The rapid growth in the number of hospitals in the past years and the increasing complexity of the housekeeping functions in hospitals have created a severe shortage of Executive Housekeepers with a broad educational background.

The following extracts from the minutes of a recent meeting of the Committee on Housekeeping in Hospitals of the American Hospital Association indicate the Association's concern for this problem. "The committee recognizes the need for additional educational programs for Executive Housekeepers at the various educational levels. The committee concurred with Doctor Thompson's suggestion that these be directed at the following needs: 1. Assistance to Executive Housekeepers now employed in hospitals. 2. Encouraging colleges and universities to establish programs that would provide more qualified persons in the future."

We are certainly pleased to learn of your efforts in this direction and are happy to offer our assistance in behalf of such a program.

Very truly yours,

---

Jack D. Dillman, Secretary  
Committee on Housekeeping

(2)

Firland Sanitarium  
Seattle, Washington  
January 23, 1957

Dr. Mary L. Johnson  
Acting Dean  
Department of Home Economics  
University of Washington  
Seattle 5, Washington

Dear Dr. Johnson:

We are pleased to learn that formal training for housekeepers will soon be made available at the Department of Home Economics. This is welcome news for institution managers who for too many years have had to leave their important work in the hands of people with uncertain educational backgrounds.

We shall be happy to enter into an agreement with the University whereby this hospital will provide internships for students recommended by your Department. If we can help in any way in furthering your plans along these lines, we shall only be too glad to hear from your office.

Yours very truly,

---

F. W. Fells  
Business Manager

(3)

December 12, 1956

Dr. Mary Louise Johnson  
Acting Director  
School of Home Economics  
University of Washington  
Seattle, Washington

Dear Dr. Johnson:

We understand that the Curriculum Committee will consider instituting a course for executive housekeepers in the School of Home Economics.

The hospitals of Washington are becoming increasingly aware of their need for trained supervisors of housekeeping. The duties and responsibilities of executive housekeepers in hospitals have increased to a point where only well-trained people, and more people, can handle them.

The hospitals are public-service institutions created by the communities they serve. Likewise, the University of Washington has a strong motive of public service. We believe this is another opportunity for the university to render service and we certainly hope educational opportunities for institutional housekeepers are added to the program of the School of Home Economics.

Sincerely yours,

---

John Bigelow  
Executive Secretary  
Washington State Hospital  
Association

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