5-24-1974

A Study of the Professional Life and Contributions of Miss Eleanor Frost Snell to Women's Physical Education and Athletics

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ABSTRACT

Only a few biographical studies have been conducted in the field of physical education and, of these, women subjects are in the minority. This study paid tribute to Eleanor Frost Snell, a renowned teacher and coach, for her remarkable career and accomplishments.

The study was based on personal interviews, responses to questionnaires sent to former students, to fellow faculty members, to coaching associates, to other colleagues and friends, and on research into college publications, records and material from other organizations of which she was a member.

Miss Snell's childhood and college years were spent in Lincoln, Nebraska. After a brief teaching experience she sought higher education at Columbia University in New York City. Her desire to specialize in women's athletics at the collegiate level became focused at this point.

The study examined her remarkable career at Ursinus College where she taught and coached for forty years. Beginning with the thirties, each decade was reviewed, giving team records along with the changes and innovations she introduced into the women's physical education program. The study recorded her remarkable win-loss record. She coached hockey, basketball, tennis, and softball, and her
teams, with very few exceptions, enjoyed winning seasons. Her cumulative record in all sports coached credited her with 672 wins, 195 losses and 42 ties. When Eleanor Snell arrived at Ursinus, an era of greatness for women's athletics began that few colleges can duplicate.

There have been Snell-coached girls on All-College, Philadelphia Sectional and All-American field hockey teams. She has produced more All-American field hockey players than any other woman in the profession. In women's basketball, Miss Snell labored with her charges through the restrictive old rules of six girl basketball to the faster five player game of the present. Her influence helped initiate the new rules. In addition, she is credited for early development of intercollegiate softball.

From the comments of her students and colleagues, a portrait of Miss Snell, the woman, committee member, teacher, coach and friend emerged. She was depicted as a warm, caring woman with wide interests and an undiminished thirst for knowledge. As well as winning teams, she produced "ladies," careful of their grammar and able to win or lose with grace. Highly competitive, she was still willing to share her knowledge and skill with teammates and opponents alike.

From interviews with Miss Snell, the writer attempted to present her personal philosophy and coaching techniques. From statements by others it was learned how these were interpreted by them. Miss Snell regarded understanding of
her players as the most important part of her task. Her ability to spot team weaknesses and use player strengths in new combinations to eliminate the fault was frequently noted. She placed the understanding of the "whys" behind the moves over game skills.

Miss Snell's contributions to the field of physical education and women's athletics were noted. She was credited for influencing rule changes, officiating procedures, and coaching methodology. Recognition that she has received was also cited.

This paper presented a "liberated" woman, Eleanor Frost Snell, whose personal freedom allowed her to pursue a remarkable career which has opened doors for many female athletes and physical educators.
A STUDY OF THE PROFESSIONAL LIFE AND CONTRIBUTIONS
OF MISS ELEANOR FROST SNELL TO WOMEN'S
PHYSICAL EDUCATION AND ATHLETICS

A Thesis submitted in Partial
Fulfillment of the Requirements for the Degree
of Master of Arts in Health and Physical Education

by
Harriet A. Gould

Date May 24, 1974
Date May 24, 1974
Date May 24, 1974
Date June 9, 1974
ACKNOWLEDGMENTS

This paper would not have been possible without the help and professional knowledge of Miss Eleanor F. Snell, my teacher, coach and friend. Additional thanks for encouragement and assistance include: The members of my committee--Dr. William Medve, Dr. Patricia Morris, and Dr. Lilyan Wright; Mrs. Barbara Dusenbury, my proofreader; Mrs. Dora Erickson, my typist; Mrs. Roger Staiger and the library staff at Ursinus College; Miss Betty Shellenberger; Mr. Milton Detterline; and all those who responded to the questionnaire. To my family--parents, mother-in-law, and husband--I am grateful.

DEDICATION: Donna Lee Gould, my daughter
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Chapter I

INTRODUCTION

Events and ideas constitute the history of civilization, but they, in themselves, cannot be responsible for telling the whole story. It is also necessary to study the men who are the source of the ideas and whose actions create the events. Thus, the history of physical education rests upon the achievements of the individual men and women who contributed their time and effort toward the advancement of the profession.

There is a constant and continuing need to discover and preserve the heritage of physical education. Male supremacy in the past led to masculine dominance in the early centuries of development, but as the female became liberated, her role became more justly equated with that of the male. Early leaders in the profession were predominantly men who were educated as medical doctors, whereas few women were trained in this field. The male has been permitted to become a specialist also. If football, for example, was his "love," he was allowed to dedicate all of his efforts to the coaching of this one sport. Unlike her counterpart, the female did not receive such privileges. She was expected to coach not only hockey, but also basketball, lacrosse and softball.
These cultural factors contributed towards professional leadership and success among the men.

Women's status has changed since the birth of the profession; Elizabeth Halsey, in her book *Women in Physical Education*, describes the historical innovations of women in physical education and expounds upon the distinguished women who have been pioneers in the field. Yet, up to the present time, few women in the profession have been paid proper tribute.

In the history of physical education and athletics women have long played an important role without the recognition which their contributions warranted. Certainly, the accomplishments of a selected few have received some publicity. One questions why the success stories of some were published, whereas those of others equally deserving, were left untold in an age of multi-media and advanced technocracy. Only a small number of biographical studies have been completed in comparison with those in other areas of physical education; of these, only a few have brought recognition to the women leaders in the profession. This research study was conducted to pay tribute to Miss Eleanor F. Snell who spent forty years teaching and coaching at Ursinus College, a small liberal arts institution in Southeastern Pennsylvania.

**STATEMENT OF THE PROBLEM**

It was the purpose of this study to research the biography of Miss Eleanor F. Snell, her professional life, and her contributions to women's physical education and
athletics. It was the further purpose to highlight her teaching and coaching career at Ursinus College where she was actively engaged from 1931 to 1972.

LIMITATIONS OF THE STUDY

When interpreting the data of this study, the following limitations were considered:

1. This study was limited to the life span of Miss Eleanor F. Snell.
2. The availability of material published by and about Miss Eleanor F. Snell limited the study.
3. Only those who were living and willing to testify were able to contribute to this study, thereby limiting the availability, authenticity and scope of personal knowledge of Miss Eleanor F. Snell.
4. This study had geographical limitations.
5. The procedures employed limited the study. The problem of generalization is apparent in historical research. It cannot be tested statistically; thus, the historian can never be sure of having all the pertinent facts. Problems of proof and validity, therefore, arose.

JUSTIFICATION OF THE STUDY

From the time of primitive man, directly or indirectly, physical activity has played a part in the lives of people. The heritage was rich with philosophical contributions from
Aristotle, Plato, and Rousseau, to the more recent ideas of Sargent, Hetherington, Williams, Wood and Nash. As man continued in his progress to discover new concepts, he looked to "the past for the lessons it teaches." Deeply embedded in the past were the ideas that contributed to the strength of the profession. These ideas came from people, people who gave large parts of their lives to create the basic framework on which the profession was built. These were the leaders whose personal inspiration and team direction made them legends in their own area, but who were still undiscovered in the larger world of physical education. As Thomas Woddy points out, "'Institutions, movements, men and women, associated with the development of play and physical education, are waiting for historic interview.'"

The need for this type of study was twofold. First, unless more attention is paid to historical research, the source of much important information will be permanently lost to mankind. The heritage should be recorded and preserved for the future, enabling further analysis and interpretation of data. Secondly, Miss Eleanor F. Snell was a remarkable woman of the twentieth century. Her contributions to women's physical education and athletics need to be placed in proper historical perspective. Here was a woman who had a superior win-loss record over a time span of forty years, who had coached and produced a significant number of All-American field hockey players, who had served on numerous local and sectional selection committees, who had been influential in
the role and development of women's athletics on the high school and college level, who had served on national rules committees, who had collaborated with her colleagues in establishing a major program in health and physical education at Ursinus College, and who had trained and inspired many future teachers of physical education. Through association with Miss Eleanor F. Snell, a teacher, coach and friend, the author became familiar with the personal qualities that she possessed. It was imperative to tell her story, the story of a woman completely dedicated to her career in physical education and athletics.

HYPOTHESES

1. That Miss Eleanor F. Snell through her philosophy and practices had directly influenced the role of women's physical education and athletics in eastern Pennsylvania.

2. That Miss Eleanor F. Snell through her personality, techniques and practices had directly influenced the methods of coaching women's athletics.

3. That Miss Eleanor F. Snell through her practices and philosophy had brought about an improved level of performance and competition in women's athletics, specifically, hockey, basketball and softball.

4. That Miss Eleanor F. Snell had been recognized by her contemporaries for her outstanding contributions to women's physical education and athletics, although she never received the national acclaim her success warranted.
Chapter II

RELATED LITERATURE

Historical biographies are not found in abundance among research studies completed in health and physical education. The first study of this sort appeared in 1934, written by Ethel Dorgan at Teacher's College, Columbia University. The paper researched the life of Luther Halsey Gulick, M.D. It was not until thirteen years later that a similar paper appeared, this one authored by Bruce Bennett on the life and contributions of Dudley Allen Sargent. Following these early efforts, research biographies began to increase in number; however, few were written about the female leaders in the profession and their achievements towards the advancement of physical education.

In 1955 Katherine Brown completed the first biography of a woman which described the work of Mary Wigman, a noted artist and teacher of modern dance. Later in the fifties another female leader received recognition. The second biography was Margaret Locke's portrayal of the contributions of Agnes Rebecca Wayman to health, physical education and recreation.

The era of the sixties saw a significant increase in the number of historical biographies. It seems that the profession was becoming aware of the importance of its heritage.
and was trying to acknowledge and preserve the accomplishments of its outstanding leaders. Women's liberation began to take root in the society and correspondingly, there appeared to be an increasing acknowledgment of feminine contributions to the profession. In the beginning of the decade, Dorothy M. Tucker wrote of the life of Katherine Williams Montgomery and, in the same year, 1960, Madge Marie Phillips compiled biographies of several women contributors such as Dr. Elizabeth Malsey, Margaret H'Doubler and Dr. Gertrude E. Moulton. Dr. Moulton gained further recognition for her endeavors at Oberlin College after Marianna Trekell wrote her biography in 1962. Similarly, Margaret Brown who had been responsible for developing a program in teacher education and physical education in New Jersey, was the subject of a Master's thesis by Anthony Napier in 1963.

Throughout the sixties the male professionals dominated research biographies, and many, both well known and not, were subjects of research. The father of basketball, James Naismith had his success story told as did "Old Iron Head," alias Ray Johnson from New Mexico, and Irving F. "Crip" Toomey. A few additional women were recognized in the latter part of the decade. These included Mildred Howard, director of physical education at Mount Holyoke from 1930 to 1963, Dorothy S. Ainsworth, and Emma W. Flankett, a pioneer in women's physical education in Oklahoma.

The literature reviewed for this study was similar since the investigators utilized basically the same approach
in their historical studies. Initially, it was necessary to identify the individual in relation to the era in which he lived. Secondly, his contributions to the profession were cited. In addition, his philosophy, techniques, and practices were discussed as was his personality in order to determine the relationship of these factors to his contributions. The career of the individual was highlighted, thus bringing needed recognition and tribute to his accomplishments and allowing him to become known in the larger realm of the profession. Historical biographies that have been written have supplemented and helped to preserve the heritage of health, physical education, recreation and athletics.
Chapter III

PROCEDURES

An historical biography should incorporate several techniques and procedures; thus, in this study the historical and the survey methods were employed. Both the questionnaire and interview techniques were utilized as parts of the latter method.

HISTORICAL METHOD

In obtaining information for this study both primary and secondary source material were investigated.

1. Miss Snell's professional folder, on file at Ursinus College, was examined along with official scorebooks and other documents maintained by the athletic department.

2. All available personal and professional correspondence of Miss Snell's pertaining to women's physical education and athletics was inspected.

3. Material from the United States Field Hockey Association and the Philadelphia Field Hockey Association was examined. In addition, minutes from the Philadelphia Board of Women Officials and the Philadelphia Basketball and Softball Committee were examined to extract pertinent information.
4. Local and college publications were examined for historical significance. Included were *The Ursinus Weekly*, the Ursinus yearbook known as *The Ruby*, *The Alumnae Journal*, *The Philadelphia Inquirer*, and *The Philadelphia Bulletin*.

5. All available personal effects collected and possessed by Miss Eleanor F. Snell which were significant to this study were examined.

**SURVEY METHOD**

*Questionnaire*

The questionnaire was used primarily as a means of obtaining factual information from a large number of people. People selected from the following categories received the questionnaire:

1. Colleagues and professional associates
2. Coaches of opponents
3. Former varsity athletes at Ursinus College
4. Former physical education majors and majors of other disciplines at Ursinus College
5. Former athletes who had played on opposing teams

The same questionnaire was sent to people in each of the listed categories. A letter accompanied the questionnaire explaining the purpose and intent of the study. (See Appendices A and B)
Interview

The interview was used for the purpose of obtaining additional information; it also helped to serve as reinforcement for the data gleaned from the questionnaire. From those responding to the questionnaire, a selected number of individuals were interviewed. A few of the questions asked were identical to those on the questionnaire. (See Appendix C for identical questions) Additional questions required the interviewee to reflect and recall events in his personal association with Miss Eleanor F. Snell. This testimony enhanced the data already collected.

Miss Snell was also interviewed. Questions asked of her were historically oriented in an effort to place events and ideas in their proper chronological order. Time was spent with Miss Snell discussing her philosophy, practices, and techniques in the field of physical education and athletics.

All interviews were conducted personally and were recorded on tape.

TREATMENT OF DATA

The data obtained for this study were classified into two categories which encompassed the body of the study, namely:

1. The biography of Miss Eleanor F. Snell. This section told the story of Miss Eleanor F. Snell from her childhood days in Nebraska to her career at Ursinus College. Her personality, philosophy and practices were discussed in order to determine any influence of these factors on her
coaching and teaching career.

2. The contributions of Miss Eleanor F. Snell to women's physical education and athletics. This section emphasized the specific contributions that Miss Snell had made as gleaned through the questionnaires and interviews.

Rolling Hills dedicated to the production of bountiful crops of corn and hills surrounded the idyllic town of Lincoln, Nebraska. Born in the capital of the "Sodbuster" state, was the birthplace of Eleanor Frost Snell. Her parents, Flossie and "N.U.", had met while attending the University of Nebraska at Lincoln. Born in Minnesota, her father had come to the University for his college years and remained to pose law. Eleanor's mother was a native of Iowa. Born while her father was in Leadville, Colorado, busy digging for gold and silver. The Snell family chose to make Lincoln their home and here their second daughter, Eleanor, was born in 1920. She attended the local elementary school and Lincoln High School before matriculating at the University.

Participation in sports and physical education was important to Eleanor. During this period opportunities for girls to participate in sports were limited. Indeed, it was only recently that sports programs for women began to expand...
Chapter IV

THE BIOGRAPHY OF MISS ELEANOR F. SNELL

PART I: THE RECORD

FAMILY AND SCHOOLING

Rolling hills dedicated to the production of bumper crops of corn and milo surround the midwestern town of Lincoln, Nebraska. Here in the capital of the "Cornhusker" state, was the birth place of Eleanor Frost Snell. Her parents, Flora and "N.Z.", had met while attending the University of Nebraska at Lincoln. Born in Missouri, her father had come to the University for his college years and remained to read law. Eleanor's mother was a native of Iowa, born while her father was in Leadville, Colorado, busy digging for gold and silver.18

The Snell family chose to make Lincoln their home and here their second daughter, Eleanor, was born in 1900. She attended the local elementary school and Lincoln High School before matriculating at the University.

Participation in sports and physical education was important to Eleanor. During this period opportunities for girls to participate in sports were limited. Indeed, it was only recently that sports programs for women began to assume
some importance in Nebraska. Physical education classes then consisted mainly of formal gymnastic training and regimented calisthenic routines. Few team sports were played by girls, and there were no interscholastic programs available.

In the fall of 1918, Eleanor Snell entered the University of Nebraska with a desire to major in English. She enjoyed literature and writing and had thoughts of making this interest her career. As freshman, however, she began to focus time and effort in the Women's Athletic Association activities. The association... was organized at Nebraska, March 29, 1917, through the efforts and influence of Mrs. Jessie Beighton Lee and Dorothy Baldwin, instructors in physical training at that time. It has been a decided stimulant to Nebraska girls' athletics, has brought much delightful fellowship and many good times to its members as well as putting athletics for women on a firmer and more practical basis.

Membership was not limited to those women majoring in physical training; rather, special efforts were made to interest women of other departments; thus, Eleanor was able to enjoy both her academic schedule and her athletic pursuits. Various activities and tournaments were sponsored by the Women's Athletic Association such as soccer-football, basketball, swimming, hiking and track. For each activity in which she participated, a girl earned points toward becoming a letter winner. As a freshman, Eleanor competed in the interclass basketball tournament. Although defeated in the final round by the sophomores, the freshmen managed to score 20 points.
It was also during this year that field hockey was reinstated in the Women's Athletic Association activities. The English game had been introduced into women's colleges by 1901, but "war conditions stopped its progress and until 1919 hockey was forgotten" at the University of Nebraska.22

As sophomores, Eleanor's class began to show promise, and they soon dominated the athletic contests. They were in the finals for the hockey championship but lost to the juniors; however, they won the soccer championship.23 There were two basketball tournaments, the Monte Carlo, in which Eleanor captained the White team, and the Class Tournament in which the sophomores dominated the game with "fast play, close guarding, and masterly baskets" to capture the title.24

At the close of her sophomore year Eleanor decided to change her major. She felt her future as a writer was doubtful at best; her interest and proficiency were in physical training. As stated, her reason for change was "... my own interest in sports. I didn't think that I wanted to teach, but ..."25 Because of this decision, Eleanor was forced to attend the University an additional year to complete the necessary credits. Climaxing her sophomore year, Eleanor was awarded her varsity "N" which represented a minimum of one thousand Women's Athletic Association points;26 this was a rare accomplishment for a sophomore and a great honor for Eleanor.
Her sports career continued in her junior year. She became the "sport leader" for hockey, and once again her class competed in the finals. Captained by Eleanor, the juniors won the basketball tournament for the second straight year. In the spring, track activities were organized. Individual awards were instituted, and Eleanor Snell tied for second place with two other girls.

In what should have been her senior year, Eleanor continued to be a leader in the athletic activities at the University. She "piloted a successful season in the cage sport this year, with seventy-nine girls playing in two big tournaments."

In her last year at the University, she did her student teaching at Lincoln High School and still managed to compete in many athletic tournaments. Throughout her college years she was a member of Delta Delta Delta Sorority and the Young Women's Christian Association. She graduated with the class of 1923 earning an A.B. degree in Arts and Science.

In the fall of 1923 she traveled east to Fort Madison, Iowa, where she acquired her first job in physical education. At Fort Madison High School her responsibility was primarily that of educating the girls in a formal gymnastic program. She was also interested in initiating some competitive athletics by means of an intramural program. After accomplishing both goals, she moved to East High School in Denver, Colorado, where she taught from 1925 to 1927. A desire to further her
own education led Eleanor to leave Denver and head east to Columbia University, New York City, where she enrolled for graduate work in physical education in the fall of 1927.

It was at Columbia that Eleanor began to realize there was more to physical education than her college experience had offered. Training at Columbia

... was very dissimilar to my undergraduate work. This was an era when the Dewey influence was pronounced, ... and we were talking in terms of a child-centered school. It was a program where for the first time I discovered that we were expected to have opinions of our own and that they were welcome.31

At Columbia her sights were lifted by the new ideas of such leaders in the profession as Jessie Feiring Williams in physical education, Thomas Wood in health education, Marjorie Hillas in sports and Norma Schwendener in methodology. The educational philosophy of John Dewey was beginning to make its imprint at that time. These new concepts and philosophies were held in high esteem by Miss Snell.32 They were going to be the influential theories that would aid her in developing her own techniques and methods in both coaching and teaching.

Her schooling was briefly interrupted because of family obligations. When she was able to return, she completed her course work and was granted an M.A. from Columbia University Teacher's College in 1929.

There was another interest drawing Eleanor to the East. She stated that, "I wanted to know more about hockey,
a game which Nebraska, at that time, knew almost nothing about." The East had a well established reputation in the sport, and the teams were competitive. The organization of the sport was patterned after the British system. High school, college and club teams existed. While in graduate school, Eleanor played defensive positions, both left halfback and left fullback, for the Stuyvesant Club hockey team. She admits that she "enjoyed the participation tremendously." Her love of the game and her natural competitive desire encouraged her to play hard. She earned a berth on the sectional level team and went to the national tournament. For the Midwesterner who initially learned field hockey with an ice hockey stick, this was an event which would never be forgotten. She recalled, "and I sat next to Ann Townsend at the banquet and was awed and thrilled to death."35

With her master's degree completed, she returned to the Midwest to accept her first teaching assignment as an instructor and critic teacher at Northern State Teacher's College in Marquette, Michigan. She remained there only one year. During the 1930-1931 school term she taught at two colleges in Pennsylvania, one located in Shippensburg and the other in California, both small towns in the western part of the state. By spring, Eleanor realized that this situation was not going to take her in the direction of her career plans; therefore, she contacted the placement bureau at Columbia. The bureau informed her of an opening at a small liberal arts
college in Collegeville, Pennsylvania. This school was a privately operated institution whose program in physical education was relatively new. Ursinus College hired Eleanor F. Snell to fill its vacancy. In the fall of 1931 she arrived on the campus in her newly acquired cream-colored Dodge ready to begin one of the most successful careers ever experienced by a woman in the field of physical education and athletics.

THE PIONEER YEARS: THE THIRTIES

The physical education program at Ursinus College was in its second year when Eleanor joined the college faculty. The physical education staff differed from that of other departments since it consisted of a number of part-time specialists imported from Philadelphia. As the only full time physical educator, she recalled the program to be "a formally oriented curriculum including a very intensive activity program and no classes whatsoever in coaching or skills in any of the sports." Knowing that it was impossible to revamp and reorganize the entire curriculum in her first year, she worked within the limited structure and tried to improve the quality of the major course.

She made her debut that first fall coaching hockey. Two developments were noted: one, an increase in the number of candidates coming out for the sport and, the second, new equipment which was made available for use. It included English-made Barrier sticks deemed "excellent" by the players.
Having prepared her team, Eleanor was eager to experience her first real taste of intercollegiate competition. The Ursinus Weekly told the story in its headlines: "First Game of Season Proves Walk Away for Coach Snell's Dribblers." Her team went on to play other area teams including Bryn Mawr and Cedar Crest and finished its season successfully, having lost only one game.

Although this was Miss Snell's first season of coaching the Collegeville coeds she produced a very successful team. The center line did some outstanding driving with the help of the two speedy wings. There was more interest taken in hockey this year than there has been for a long time, at least twenty-five girls reporting for each practice.

Committed to the importance of intramural athletics, Eleanor attempted to get more girls involved by initiating new regulations. She desired to establish a system whereby varsity players would not be permitted to play on intramural teams, thus allowing fairer competition among the classes and giving non-varsity participants more opportunities to play in games.

Eleanor's duties entailed more than the mere coaching of one sport. Unlike her male counterpart, the football coach, who retired from coaching at the end of his season, she was expected to move indoors and begin coaching basketball. The physical facilities of this small liberal arts college were limited. One gymnasium existed, the Thompson Gay Gymnasium, which accommodated varsity, junior varsity and intramural teams for both sexes. It was also used as a classroom for the physical education major program.
As winter began, the use of the facility aroused a great deal of comment on campus. The gripes were not aimed directly at Coach Snell, but it was quite obvious that many males felt that their activities should take precedence over the girls' when gymnasium time was limited. Commenting on the unsatisfactory situation, an editorial in *The Ursinus Weekly* admitted that since the college now included a Physical Education group, the gym was their laboratory. There is no ruling which grants the "right" of any student to invade any other lab or portion of the College and use equipment at will. The P.E. group is small but the College expects it will grow. The department is being developed for future needs. 42

Although at the time this was only a partial answer, gripes were soon to be forgotten as Coach Snell's cagers put their practice time to work in earning a "reputation of being one of the swiftest and most formidable teams in this part of the state." 43 The gentlemen were beginning to realize after nine victories and only one defeat, that Coach Snell was not wasting gymnasium time; but, rather, in the limited time she had, was attaining outstanding results.

To conclude her first year at Ursinus, Coach Snell brought her tennis team through a wet spring, winning as many matches as it lost. 44 As one reviews her initial year at Ursinus, it is evident that Eleanor Snell was responsible for many innovations; however, there were more to come. The year was an exciting and impressive one, and this was only the beginning.
In the fall of 1932, Billie Strickler, who had played right inner on Eleanor's first varsity hockey team, went on to play club hockey as had her coach before her. Coach Snell arranged a match between Ursinus and Billie's team and the coeds ventured from Collegeville to New York. Because three team members lost their way, the game was cancelled, but an unscheduled scrimmage was played. This event marked the onset of another innovation, the inclusion, in the schedule, of games to be played beyond the local area.

Auto travel at that time was hazardous since motors and tires were often unreliable and the roads not yet ready for heavy travel. None of this impeded Coach Snell; she and her coeds traveled to different locales in search of keen competition. The jaunts often led them outside the Keystone State as they played Rhode Island State Teacher's College in 1935 and made their southern debut in the fall of 1938 when they met William and Mary on the pitch. These opportunities offered the players experiences that could not be duplicated on the playing field. Athletics was more than sports. As Eleanor expressed it, "It allows a woman to enjoy competition and the social contacts which are derived from it." Through Eleanor's efforts the Ursinus hockey team associated with the Philadelphia Field Hockey Association in 1933. Contests were slated against the Philadelphia Country Club and the Merion Cricket Club; Eleanor even pitted her "youngsters" against the Ursinus Alumnae whom she also coached.
Although they were unable to claim top honors in the league their first year, the "youngsters" managed to attain "an upper berth in the circuit." 47

At the small liberal arts college, hockey continued to grow and increase in popularity throughout the thirties. Although never matching her successful first year record of 7 wins, 1 loss and 1 tie during this decade, Coach Snell continued to lead her squads to successful seasons. In 1936

The Ursinus Hockeyites completed another successful season by chalking up six victories in a nine game schedule. Against the four credited to their opponents the Grizzly maidens amassed a total of 22 one pointers. 48

The toughest competition throughout those first eight years unquestionably came from the Swarthmore eleven. In their first competitive season the coeds were not scheduled to play against Swarthmore, but in 1932 they were added to the roster. Reasons vary as to why Ursinus managed to defeat them only once in seven years of competition, but good conjecture points to the admitted fact that many Swarthmore coeds came to college already highly skilled. In addition, they received excellent training from foreign coaches. 49 Tallies at the end of her pioneer years in hockey showed 42 victories to Miss Snell's credit with 17 losses and 9 ties, a respectable record for any woman entering the ranks of collegiate competition in the Philadelphia area.

Basketball, the favorite sport in her repertoire, fared equally as well as hockey. With 50 wins, 16 losses and 5 ties at the end of the thirties, Eleanor proved that the
Ursinus cagers seemed to know more about the game than their opponents. Undoubtedly, this was due in part to the natural athletic talent of the players, but the astuteness of their coach cannot be denied. Many of the wins were sizeable such as the 51-7 walk-away with Moravian in 1938. The toughest competition in basketball during the pioneer years came from the Beaver College coeds. Ursinus had only one win in the series because Beaver played top notch basketball. Describing the game in 1937 The Weekly printed:

Equally as exciting as any men's basketball game, was the Beaver game, in which the coeds suffered their first defeat 28-24, of the season at the hands of their greatest rival. With this defeat Ursinus loses to Beaver the unofficial title of undefeated champions of the East.

Defeat is part of the game, although the Ursinus coeds were usually on the "giving" rather than the "receiving" end of it. In this particular year, the cagers of Ursinus ranked well above their opponents. Managing to score 267 points for a season total against their opponents, they averaged 29 points per game; in comparison, 111 points were scored against them by their opponents whose game average was a mere 12 points.

The Ruby heralded the victorious season by announcing that "coaches Eleanor Snell and Sara Mary Ouderkirk deserve full credit for molding a combination that was adaptable to the new style of play."

A prerequisite for coaching basketball in the thirties should have been the ability to adapt to change. Throughout this period numerous changes occurred, but the most significant one appeared in the 1936-1937 season. Previously the
game had been structured to consist of three court sections, one at either end near the baskets with the third being the midcourt. Ursinus was a pioneer in experimenting with the elimination of the midcourt. This encouraged the players to utilize a larger area, thus opening the game for more movement and allowing for more strenuous play. The game was still far from what many coaches, including Miss Snell, considered ideal.

As a member of the Philadelphia Board of Women's Officials, Miss Snell was committed to the task of increasing basketball knowledge in the area for both high school and college girls. By conducting special practices before the Christmas holidays, she prepared her team for the annual demonstration games attended by high school and college coaches as well as officials. This served as a workshop in which the new rules and regulations of basketball were interpreted and explained.

Innovations in dress kept pace with the changes in the game. The coeds had been previously clad in bloomers and blouses, very modest attire and restrictive. New uniforms arrived for use in 1935. "These suits as designed, are to consist of white shirts and white shorts trimmed by a red band." The new attire, although permitting greater freedom of movement, provoked a great deal of controversy. Were the costumes too masculine, too revealing, too ribald, too risque? Many felt they were, and often the coeds' games had to be
played with spectators barred, particularly men. The Ursinus cagers were not greatly affected by the triviality of the costume controversy; to them, the love of the game was foremost.

When team basketballs and uniforms were collected and put into mothballs at the end of the season, Eleanor Snell found no time for reflection. She was busy unlocking closets, taking wooden presses off the dusty tennis rackets, and checking to see that all strings were tight.

Between the April showers that brought the May flowers, the tennis buffs polished their skills. It was this team that accomplished a feat Eleanor had desired but failed to attain in coaching hockey and basketball. The tennis squad earned not just one, but two undefeated seasons for Coach Snell during the thirties. Until 1936, team records were undistinguished, but this season the coach and the girls were highly motivated; they wanted to achieve the honor of being the first squad to go undefeated. They experienced one of the most brilliant seasons in the tennis annals of Ursinus College. The victories were hard earned contests in which the racketeers had to fight for each point and game. Again in 1938, "Coach Eleanor Snell's powerful tennis team defeated the University of Pennsylvania . . . to close its season undefeated in 6 meetings."57

As 1940 approached, it was apparent that Eleanor Snell and Ursinus College were an outstanding combination. More importantly, Eleanor was a happy and successful person; she
had found her niche in life. Looking back, she was warmed by her accomplishments while the future promised much work and many challenges in the field of women's physical education and athletics.

THE FORTIES: WINNING BECOMES A TRADITION

The threat of war brought new emphases into collegiate athletics as the forties began. Feelings of nationalism grew stronger and the importance of producing more physically fit individuals became primary. Stress was placed on preparing youth, particularly men, to face the exhaustions of warfare. Women's physical education programs suffered because facilities and efforts of the staff were focused upon the male population. A Navy V-12 Program helped the Ursinus males meet the requirements while Miss Snell and her staff continued to develop the women's physical education major course offerings and the women's sports program as well.

By this time Eleanor Snell and Ursinus College were bywords for girls intending to pursue a career in health and physical education in the Philadelphia area. The small liberal arts college had earned a reputation for its achievements during the thirties, and word was rapidly spreading about their native Nebraskan leader.

The Lady with the dog and the Packard Clipper and the smile—That's Miss Snell.... As an athlete she plays a mean game of "21" at the gym; as a coach she sported a record last year of only two losses in four varsity seasons; as an official she's in demand in this area as well as in the Philadelphia section.... Untiring and unselfish, this daughter of Nebraska
really understands the girls with whom she works and knows what makes them tick. Even though she appears to be calm during the game, one look at her handkerchief, limp as a dishrag, reveals nerves that jingle, jangle, jingle.

However, through the toughest squeezes or heart-breaking losses, you'll never hear her say a harsh word or see her lose that infectious smile and genuine sincerity, which are an inspiration to all who know her.\textsuperscript{58}

Other schools in the Philadelphia area offered majors in health and physical education including the University of Pennsylvania, Temple, Beaver and West Chester. They all competed for the prospective teachers and athletes. Both Temple and West Chester were larger institutions, leaving Beaver the college most similar to Ursinus. Beaver, however, was not a coeducational institution while Ursinus was. Noting comparisons, one is forced to consider the question of why an individual would select Ursinus College rather than one of the other institutions. Was it the magnetic appeal of Coach Snell that attracted the girls to Ursinus? This would be a good hypothesis.

Probably Miss Snell's influence had helped generate the expansion of hockey on all levels in the Philadelphia area. The number of Saturday morning hockey clubs increased as more women desired to participate. Newly developed suburban high schools searched for trained coaches to incorporate girl's sports into their extracurricular activities. New teams appeared on the collegiate level and Ursinus added three to its roster: West Chester in 1939,\textsuperscript{59} Glassboro, a state teachers' college in New Jersey in 1941,\textsuperscript{60} and East Stroudsburg in 1943.\textsuperscript{61}
The first two varsity squads during the forties won more games than they lost, but Coach Snell's Belles longed for an opportunity to claim an undefeated title. The title would be unofficial as the coeds did not belong to a league. With a record of 5 wins, 1 loss to powerful Swarthmore, and 1 tie, the 1942 team equalled the best record set by Coach Snell in hockey. The stage was set, and in the fall of 1942, Eleanor Snell and her squad sported one of the most exciting hockey seasons ever at Ursinus. Early in the season the forwards scored well, upsetting their traditional opponents. In November the squad met Beaver, always a keen competitor, and tied them 2-2. In order to remain undefeated, the squad would have to upset Temple and Swarthmore. Rumors circulated as to the proficiency of the Temple coeds, but the Belles ignored them. They knew the contest was going to be a good one and that they would be compelled to play their best hockey.

The teams were ready. Helen O. Mankin, sports writer for The Bulletin said, "I didn't think anyone could beat Temple,'" but the fired up Ursinus squad conquered the team that had five All-College stars plus Ann McConaghy Volp, an All-American.62 Coach Snell recalled the event: "This was a game of wind played in gale proportions. As visitors, we elected to go with it; the strategy worked."63 The game excited players and spectators alike as the well matched teams battled with strong offensive and defensive plays on the pitch. One Ursinus goal was scored with perfection: "Five minutes after the opening bully, Ursinus worked their way down the
field and scored the kind of goal that Ann Townsend writes about in her book on *Good Hockey*. When the official blew her whistle to end the game, the exuberant Ursinus coeds had won it! The final score stood: Ursinus 3, Temple 1, making the girls one step closer to their undefeated title.

The victorious squad had not yet tangled with their traditional jinx, the Swarthmore powerhouse. The last time they had managed to defeat the mighty eleven was in 1933. Needless to say, the pressure was on for this contest. With steady and consistent play, the Belles outran and out rushed their opponents, finishing the game victoriously with a 3-1 score.

The 1943 team surpassed the record of the 1942 team. Not only was this squad unbeaten, but it was also untied. The team possessed a wealth of scoring power among the forward line players that was accompanied by an equally tough and capable backfield. Well into the competitive season, they had scored 24 goals while their opponents had scored none. The *Ursinus Weekly* noted: "The girls hockey season begins to sound like the 1942 Ursinus-Notre Dame football score after 5 minutes of play." One of the biggest scores of the season was a 12 point victory over Chestnut Hill College. The "unscored upon" record fell when the Ursinus team met the coeds from the University of Pennsylvania who lost the game but managed to get past the tight Ursinus defense twice during the contest. The last game of this fantastic season pitted the Belles against their arch rivals, Swarthmore. Playing
aggressively, the Belles wound up the season with a 3-2 victory putting the rival jinx to death. The season brought the team and Eleanor Snell their most successful hockey record.

In addition to an outstanding season, four individuals earned honors at the All-College tournament by being selected as members of the first team. Miss Virginia Allen, Swarthmore High School coach and former All-American, acted as spokesman for the judges at the tournament. She . . . paid Ursinus the highest tribute when she announced at the close of the primary judging that the Ursinus eleven was the outstanding team of the day, and that every girl on the team played her own position expertly.

To this unbelievable team, hockey was more than just a game. One occasion they will never forget occurred prior to their scheduled match with Temple. The story is best told by an article in The Ursinus Weekly:

Heave ho, and a pile of grass! If there is anything that the hockey team can do better than play hockey, it is cut grass! Witness the present smooth and well groomed appearance of the hockey field. (It used to be the football field.)

It all started last Tuesday afternoon. With Temple scheduled to appear the next day and with grass on the old field on the verge of turning into young hay, Miss Snell and some 20 valiant members of her team went to work. Armed with four hand lawn mowers and convoyed by the Navy, these stalwart lassies plied back and forth across the field until every last inch of the 5,000 square yards had been shorn of its surplus grass.

But this was only the beginning. The harvest still had to be gathered in; and in the interest of the remaining grass, the use of rakes was definitely out. So, in the best style of Millet's Cleaners, the hockey girls bent their backs and gathered the newmown hay by hand.
It was lots of fun, especially for all and sundry spectators; but it was a hard afternoon's work too. Hats off to Miss Snell and the girls for their energy and spirit in doing a tough job! (And we might add that they won the game the next day.)

Hockey remained eminent at Ursinus for the remainder of the forties. Individual girls began to emerge with laurels. In 1946, while in competition at the Middle Atlantic Intercollegiate Tournament, nine Ursinus team members were recalled from the morning session and asked to report for the individual tryouts in the afternoon. This was the largest number of players returning from any one college that year. Four of these girls gained positions on the All-College starting eleven. The following year, 1947, an undefeated Penn team captured four of the All-College eleven positions while Ursinus secured three spots. Once again, in the tryouts for the All-College team, Ursinus was outstanding in at least two particulars. Not only were we honored in having more girls recalled than any other school, but we also were cited for unusually fine teamwork.

College level hockey tallies at the end of the decade credited Miss Snell with 55 victories, 15 losses and 7 ties, a record similar to her pioneer years total. And if this record were not impressive enough to affirm the coach's ability, the wins by the Ursinus Alumnae Club team should also be included. Records were not available for verification, but it was generally assumed that these squads composed of Miss Snell's proteges played extremely well and often reaped top honors.
Coached by Miss Eleanor Snell, the Ursinus "grads" turned back three club teams with high scores in their schedule to date. The much talked of veterans maintained their reputation by swamping the undergrads with two goals in a short ten minute period. . . . The Royals, former Beaver stars, are tied with Miss Snell's proteges for top honors.  

It was a member of this club team who brought to Miss Snell one of her most satisfying rewards. For the first time in the history of Ursinus, a graduate earned recognition as a member of the All-American Field Hockey Team. A 1940 Ursinus graduate, Bunny Harshaw Vosters, was selected for the 1941 United States Reserve Team. Although this was really the second team All-American, it was still considered a great honor to be selected one of the top twenty-two hockey players in the nation. In the fall of 1948, Miss Snell had her first player make the United States All-American first team. Hilda Anderson Daley, a 1948 graduate, started another tradition, the All-American ranking for many of Miss Snell's field hockey competitors.  

For Miss Snell's students, winning had become a tradition; it had become usual for Ursinus coeds to be named to All-College hockey teams. A Snell trained woman graduate had now been named to the national All-American team. It was an auspicious finale to the era of the forties in Miss Snell's field hockey coaching career.  

Another area in which Miss Snell's teams commanded great respect was basketball. Although unable to claim an undefeated title, the cagers played top notch ball as they
lost only 17 games in 95 challenges during the forties. Competition came primarily from the surrounding Philadelphia colleges including Albright, Swarthmore, Drexel, University of Pennsylvania, Bryn Mawr, Beaver, Temple, Immaculata, Rosemont and Chestnut Hill. Road trips brought contests with Wagner College located in New York City, and with William and Mary College in Williamsburg, Virginia.

During the forties, interest in basketball continued to grow. Women were beginning to organize teams after graduation. The Ursinus alumnae fielded a team of veterans each year. Annually, they would return to scrimmage the less experienced student athletes. These games usually ended with the alumnae defeating the varsity. Sometimes the scoring margin was great, as in 1941, with the tally reading Alumnae 47-Varsity 19, but other times the battle on the boards was nip and tuck, as in 1942, when the final buzzer found the score standing Alumnae 25-Varsity 24.

The Alumnae team was also on the roster of the Philadelphia Suburban League.

After graduation a number of former coeds are still glorifying the Ursinus name by playing top notch brand basketball. The group undefeated last year (1947), took the league championship, and this year, after winning the divisional championship, have won six games in the second division. If the squad, coached by Miss Eleanor Snell, remains undefeated in the second division it will meet the recreational league champion for the City Championship in Philadelphia.

In college level competition, more attention was being focused on outstanding individuals. The first All-Star Collegiate Team was selected in 1942. "This has been the
first time in history that all-star teams have been selected for this area. The players were judged throughout the season by both officials and coaches, but the final selection was made by newspaper reporters. The All-Star Collegiate First Team had one of Miss Snell's varsity players on the roll; two other players represented Ursinus on additional teams. The following year, 1943, three Ursinus coeds made the All-Philadelphia District Basketball Squad.

The winning tradition had been established in basketball as well. A remark appeared in The Ursinus Weekly during the early forties. A perplexed individual stated, "I can't understand why those girls go on winning year in and year out, as if we weren't in an athletic depression." Maybe the depression years and struggling war times added incentive to the spirit of the players; however, the most important contributing factor to the continuing success story had to be the inspirational leader. The Weekly noted this throughout the forties:

All the fine teams and exceptional records at Ursinus can be credited to Miss Snell's ability as a coach. Her subtle wit and quiet understanding have endeared her to all students who have known her.

To Miss Snell and Nat [Hogeland] (assistant coach) go many thanks and expressions of appreciation for their coaching leadership and their ability to instill in each girl the ideals of good sportsmanship—those things for which Ursinus has been known to stand.

Toughest competition in basketball during this decade came from Temple, Immaculata and Beaver. Of the seventeen games lost in the decade, five of the losses were to Temple and three were to Immaculata. The scoring margins indicated
a rout only once, and this was in 1941, when the Alumnae veterans scrimmaged the coed cagers and defeated them by 28 points. The greatest variance in intercollegiate competition occurred in 1943 when Immaculata defeated Ursinus 36-22, a point margin of 14. Of the 95 games played in basketball in the forties, Coach Snell won 76 percent of her challenges, bettering her record of the thirties.

In the spring, Eleanor again coached tennis. Not only was winning a tradition, but undefeated seasons became a near-tradition also. Her first four seasons in the forties brought no losses in intercollegiate matches. It was not until 1944 that the tennis squad suffered its first setback of the decade and this was from Swarthmore, carrying the same rival jinx as in hockey. In 1944, 1945, and 1946, the racketeers were defeated by their counterparts from Swarthmore. Coach Snell recalled: "Swarthmore practiced indoors in their field house and gained a definite advantage. We had outdoor clay courts and had difficulty in scheduling practices due to rainy springs and saturated courts." The spring of 1948 was the last season of tennis for Coach Snell; one of her proteges, Nat Hogeland Whiting, took over the squad in 1949. Miss Snell’s cumulative record tallied 58 wins and 20 losses which credited her with winning 74 percent of her matches.

In the spring of 1942 a new intercollegiate sport was introduced into the Ursinus program. Coach Snell was multidextrous and extremely busy that spring. She not only taught
classes, officiated games, spent time with her dogs and coached tennis, but she also managed to guide the newly formed softball team. Only three games were played that first year and all were won by the coed sluggers. At the conclusion of the season, hoping to encourage more colleges to sponsor intercollegiate teams, "Ursinus sponsored the first softball playday, . . . at the same time becoming the season's championship undefeated ten." 

In 1943 the softball team traveled to the University of Pennsylvania for a game. This was not to be forgotten as it was played indoors in the Penn gymnasium. It was probably the first women's collegiate game to be played indoors and the Snell Belles came out ahead with a 23-12 victory.

Scoring margins in softball were wide. It was not uncommon to see a final score of 31-0, the final tally in 1944 over the University of Pennsylvania, or 28-7 when the Ursinus sluggers upset the Beaver team in 1945. Many of the contests during the forties were very one sided. Miss Snell's softball teams maintained their undefeated record until 1946. An article in the spring of 1946 in The Ursinus Weekly stated, "the Ursinus girls, who have never been beaten in their five years of varsity competition, open the season against Albright." The opener against Albright was easily won in a 32-1 rout, but three games later an upset came when they tangled with Temple. The Owlettes, quite determined, decided that the twenty-five game winning streak had to be
broken. The Ursinus girls played well, but numerous errors caused them to lose the game. They managed to get eight hits during the game, but that was not enough for victory. The final score showed that the Owlettes had accomplished their goal; it read Temple 5, Ursinus 2. Of course, the Ursinus team was upset about its loss. The experience, however, did not shatter them since their coach, while giving them the skills to win, had also taught them to lose graciously. The Ursinus team played for the remainder of the decade without another loss, and they continued to outplay their opponents even when a different set of rules was used. Bryn Mawr, for example, played with a smaller ball and used baseball rules, but this did not seem to matter to the Ursinus girls. To make the game situation fair to both teams, they played the first three innings using Bryn Mawr's rules and the last four under customary softball rules. "Either way seemed to make little difference to the Ursinus girls' hitting." They won 24-6. In 1948 the coeds finished another undefeated season; they earned 115 runs while their opponents scored a meager 10.

Following the pattern set in basketball, Coach Snell also held clinics for the Philadelphia Board of Women's Officials. Her team would compete in a practice game against another collegiate school while she would point out to the officials various rules and regulations of the game. Miss Snell, a nationally ranked official, was well qualified to do this; her expertise in both officiating and coaching was noted.
Only one game had been lost in eight years; 45 games were played and 44 were won by the Ursinus ball players earning a 98 percent winning record for Coach Eleanor Snell in softball during the decade.

With such a great coaching record, how could one individual have time for anything else? But Miss Snell's energy and vision prompted the accomplishment of other goals in her crusade for greater opportunities for women in athletics.

One of the biggest changes in the physical education curriculum occurred during the summer of 1943 when a physical education camp was started for women. The job of scheduling all the necessary classes for major students during the school term was becoming quite difficult, so it was decided to ask the girl physical education majors to return to campus two weeks before the start of the new fall term. During this time they participated in activities: swimming, which was done at the "Y" in Norristown, horseback riding at local stables, canoeing on the Perkiomen River and other sporting activities that generally took the girls off campus to nearby facilities. A great deal was accomplished at the summer camps and it allowed a more comprehensive program to be offered.

Miss Snell was also an active member in professional organizations. She attended various conferences and conventions throughout the decade and, in 1946, she was asked to make a presentation at the Pennsylvania Health, Physical Education and Recreation Association Convention held in Harrisburg.
She staged a demonstration on basketball fundamentals and techniques. In it she incorporated drills, offensive and defensive plays, and individual skills. A short game followed between Ursinus and West Chester in which the skills stressed in the demonstration were viewed in actual play.  

Health education was always one of Miss Snell's concerns. In preparing future teachers, she felt it was important that they should receive varied course offerings in health education. These courses were described in the yearly catalogues; they ranged from personal hygiene to methodology. Miss Snell always undertook the teaching of several of these courses herself. Her expertise in this area was recognized when she was asked to serve on the Pennsylvania State Committee for Professional Preparation and Certification. In 1944, she served on an advisory committee for the Pennsylvania State Department of Public Instruction; they drew up the Course of Study in Health Education for Secondary Schools, Bulletin 313.  

The passing of the second decade of Eleanor Snell's coaching career saw important developments both in her personal career and in the field of women's sports. She contributed to the improvement of the course offerings in physical education both at the collegiate and secondary levels, concerned herself with raising the quality of health education, engaged in coaching an additional intercollegiate sport and saw many of her students named to sectional and All-American teams. Totalled figures for all sports coached credited Miss Snell
with 208 victories, 41 losses and 12 ties. This established an overall winning record of 80 percent, a very remarkable accomplishment and one envied by many of her colleagues. The Ursinus Weekly noted this in an article titled, "Excellent Record Shows Mint of Lady Mentor."

During her coaching career at Ursinus she has made a distinguished record. In softball, her proteges have lost but one game in regular intercollegiate competition since the sport was organized. . . . Her hockey squads have always been first rate. In the seasons of 1942 and 1943, the squad was unbeaten. . . . Her basketball combinations have also been consistently outstanding. Despite the fact that somehow they have never been able to go through an entire season unbeaten, the number of defeats has been held to a minimum, and several years only one game spoiled their otherwise perfect record.

Regardless of her claim that she has been blessed with excellent material, this native of Lincoln, Nebraska, can hardly account for her success so easily. Those who have analyzed her work have seen the results of her keen strategy, observed improvement of the players from year to year as they capitalized on her invaluable tutelage, and have noted the admiration and respect which her charges feel toward her. 103

THE FIFTIES:
WINNING CONTINUES AS COLLEGIATE COMPETITION IMPROVES

Intercollegiate competition in the fifties was more challenging than it had ever been. It seemed that high school programs throughout the area were producing better players who desired to continue improving their skills in college. Two state schools, West Chester and East Stroudsburg, became seasonal threats for the Ursinus coeds, and keen competition could generally be counted on from Beaver and Temple. Winning records continued to be compiled in all sports coached by
Miss Snell, but because of a better level of play at other institutions, undefeated seasons were not as prevalent during this decade as in the forties; nevertheless, five teams of the fifties managed to earn the undefeated title. Four of them were softball teams and the fifth was the 1956 basketball team, the only basketball team to date that boasted an unblemished record.

Hockey, during the early fifties, had up and down seasons. Although the team always broke a five-hundred record, the Ursinus coeds found each contest a real challenge. Temple, East Stroudsburg and West Chester had outstanding teams, and the games on the pitch were hard fought battles. At each meeting the pressure was on when Ursinus was pitted against these rivals. In 1950, for example, the season totals recorded only 4 wins while the losses numbered 3. A big upset occurred, however, when Miss Snell's team defeated East Stroudsburg 2-1, a team that had not been defeated in two years. In 1952 the Ursinus team concluded with a 4-3-1 log, losing to a strong Temple team. The big shock came when they were upset by East Stroudsburg. The loss was a big one as East Stroudsburg scored 8 goals while the Ursinus coeds managed to get the ball in the cage only once. Some say this loss was due to the fact that their coach was missing. Miss Snell had flown home to Nebraska to care for her mother who was quite ill. Blanche Schultz, an Ursinus graduate and captain of the 1940 field hockey team, who taught mathematics at the college, filled in for Miss Snell during the emergency.
The Ursinus Weekly noted:

... handicapped by a rough terrain, the absence of their coach and only four returnees from the previous season, the Belles failed to show the style of play which netted them a 3-3 tie with Swarthmore five days before.

The following week their veteran coach returned and "... having made a few switches in the line-up, diagnosed the difficulties of the Belles, and sent them out onto the field in good form." They handled West Chester by driving seven goals into the cage to their opponents' two. The tide began to turn again in 1953 as the Belles suffered only one loss that season. "Not satisfied with the performance of her team in the season's opener against Beaver, Coach Eleanor Snell had made several important changes." Having lost the Beaver game 4-0, Miss Snell jugged her players until the line-up was improved. She possessed a "keen analytical mind" allowing her to see strengths and weaknesses and make adjustments accordingly. This ability to position her players where their skills were best utilized was a special gift of Miss Snell's and one that was most admired by her colleagues. The Temple game was only two games away, and Coach Snell knew that her team had to be at its best. The team had prepared well and seemed ready, but other problems were going to complicate the game. The story printed in The Ursinus Weekly tells the tale:

The old adage, "Neither rain, nor snow, nor hail, nor sleet shall stop the carrier of the U.S. mail," might be applied to Miss Snell and her varsity hockey
team. Never let it be said that a mere blizzard ever caused cancellation of an Ursinus hockey game! Never let it be said that a soggy field covered with sawdust in crucial spots ever prevented the Belles from playing a game they might lose or win!

At first the field-clearing looked like an impossible job. Bundled in their warmest clothes, the phys-educers and hockey players, assisted by male recruits, shoveled and loaded and wheeled snow until their backs ached and their feet froze. After four hours the tiring force had only one half of the field partially cleared.

The work was completed the next day in time for the Temple hockey game, and it's a wonder that the girls weren't too tired to play. Perhaps the greatest rooter for the team while they worked was Miss Snell.

The Temple game is the "big" one of the season. Winning it gives any team a successful season even if it loses all its other games. To Miss Snell it was a must. The rivalry between the two teams stretches way back for many years, the last five of which had seen Temple beaten only once, then by East Stroudsburg.

Therefore, when the big blizzard arrived and Temple's Ann Volp decided that Temple wanted to close its season early, it was play the game Tuesday or else. And that's just what the Belles did!

There are no regrets about the field-clearing, and anyone who now grudges the time spent on it won't be too popular with the twelve girls who played the best game of their hockey careers to down the powerful Temple squad.

...The crowd which turned out to see the game, the best crowd ever at a hockey game, was well repaid for its loyalty. They saw a terrific game, well-played, exciting, loaded with spills and thrills, especially spills—mud covered collisions with snow piles. The Belles won a glorious victory: score 1-0!

Another significant honor came to Ursinus women's athletics and Coach Eleanor Snell that year. Ursinus girls had been continually selected for All-College teams and had competed in the National Field Hockey Tournaments, but in 1953, Miss Snell had her first undergraduate player selected for the All-American Reserve Team. Marge Merrifield Loomis was "the first player in the history of Ursinus to be named
for such an honor.\textsuperscript{112}

Throughout the remainder of the fifties the hockey teams fared well. Occasional games were dropped to East Stroudsburg, Temple and West Chester but winning seasons were still the tradition. Miss Snell reached a milestone; she had been head coach at Ursinus for one quarter of a century, twenty-five eventful years. She was well-known in the Middle Atlantic area for the superiority of the hockey teams she produced. Not only were her graduates selected to the top national teams, but a few undergraduates were selected as well.

Ruth Heller and Jen Price, two outstanding hockey players with tremendous talent put Collegeville on the map over Thanksgiving weekend by being named to the First Team All-American squad at the National Field Hockey Tournament at Wilson College.

Marge Dawkins, junior standout on the powerful Belles squad, was selected to the All-American Reserve team as an added honor to Ursinus.\textsuperscript{113}

Tallies at the end of the decade gave Miss Snell a record of 44 wins, 20 losses and 10 ties. Although her teams won only 59 percent of the games played, it must be remembered that college level competition was increasingly keen. Much of this improvement was said to be initiated by Ursinus physical education graduates who had remained as teachers and coaches in the area to produce top notch high school players. Many of these players, although they later attended colleges other than Ursinus, were influenced by Miss Snell's outstanding coaching techniques because their high school mentors had been one of her proteges.
Two decades of women's basketball played by excellent teams had produced no team with an undefeated record. This, then, had become the unspoken goal of each new combination of players. The 1952 team had almost accomplished it. Having overpowered most opponents, the coed cagers had an undefeated season within their grasp, until they dropped a close one to the University of Pennsylvania 46-45. It was just one basket, a mere one point, that kept them from claiming an undefeated title. Again, in 1954, no one can say they didn't try. But the Belles were unable to cope with the towering Owlettes from Temple as they lost their game, and the one that would have given them their first undefeated season in Ursinus history.

However, in 1956, the squad finally "put it all together" throughout the entire season and rewarded their coach with a record that no other Ursinus basketball team had been able to attain.

The Belles' victory over Temple was a fitting ending to a perfect season. Sparked by the excellent coaching of Miss Eleanor Snell and the exceptionally fine shooting of Vonnie Gros, the Ursinus girls tallied their first undefeated season in more than twenty years.

It took twenty-five years of coaching to make it happen. Basketball was Eleanor's favorite sport, the one in which she had showed such great talent as a collegiate player. When the Ursinus team of 1956 made it all the way through the season with an unbeaten record, they gave their coach one of her finest moments.

With the exceptional talent possessed by Coach Snell,
it was often extremely difficult to keep scoring margins
down, particularly when the Belles were scheduled in a
very unequal contest. During the fifties, a few of Coach
Snell's squads earned unusually high point-per-game averages.
This was especially notable since women's basketball at that
time was very limited in structure; players were restricted
to playing on only one half of the court and their assignment
was either as a guard or a forward. The 1954 combination
maintained a 50 point-per-game average, 117 but this was
surpassed by the 1956 team whose game average was 59 points. 118

The 1960 team bettered this record by averaging 69
points-per-game with their opponents averaging only 44. The
Ursinus forwards usually dominated the play; their skilled
guards often stole the ball from their opponents before the
latter attempted a shot; then, the Ursinus girls passed the
ball into the hands of their own forwards who scored addi-
tional goals. This sometimes drew criticism from other coaches
who felt the score was rolled up without reason. It was not,
however, the intention of Coach Snell to allow her girls to
run away with the game. She used various tactics to hold the
scoring margin down; she would switch her offense to defense
and vice-versa; she would empty her bench and allow her sub-
stitutes to play, all in an effort to minimize the scoring
margin while still encouraging her players to play a good game.

Totals at the end of this era attested to Miss Snell's
powerful coaching ability. The Belles won 81 games, lost only 16 and tied 3. She boasted a more successful record in basketball during the fifties than she did in hockey as she won 81 percent of her challenges on the boards. This bettered her winning percentage by eleven over the previous decade. Area competition was improving, but the coeds from Ursinus still ranked as one of the best teams on the Eastern seaboard.

Seemingly tireless, Coach Snell picked up the softball gloves and bats in the spring. It was not uncommon to see the coach out on the field holding fielding practice. She would position herself at the plate and hit balls out to every position. With quite a few more years of experience than her team players, her participation contributed to the development of the team. Often they stood with mouths open as she batted the balls to their selected targets. Players would be caught saying to themselves, "why can't I hit them as she does?" And, "Are you kidding me? Is that Miss Snell with the bat?" She never ceased to amaze her players; they knew their coach was a first-rate player too.

Having lost only one game during the forties, maintaining a similar record for the fifties was going to be an extremely difficult task. Each year the sluggers were challenged forcefully by Temple and West Chester, and Miss Snell readily acknowledged this fact as she named them as the teams to beat. The Belles dropped eight games during the fifties and all were either to Temple or West Chester. There was no
question that other schools were beginning to share the rewards that had been solely those of Miss Snell's during the last decade. Ursinus still remained one of the top softball teams in the area, but this reputation made scheduling games a problem; many schools were wary of their obvious superiority. In 1956, for example, only three opponents would play them; thus, two games were scheduled with West Chester, one with East Stroudsburg and one with Centenary Junior College.

No longer did spectators witness a one-sided game. Routs, such as the 31-5 defeat over Swarthmore in 1951, occurred with less frequency. Now the scoring margins were relatively close. Final scores stood within a few runs of each other indicating that the opponents had demonstrated hitting power as well as fielding ability. Undefeated seasons were recorded in 1951, 1953, and 1959. Tallies for the decade credited Miss Snell with 42 wins and 8 losses in softball.

The fifties were good years for the Collegeville mentor. Her team records continued to be outstanding as Ursinus played increasingly skillful teams. Her overall record for all sports coached during this decade showed 167 wins, 44 losses and 13 ties. Her players rewarded her with berths on the All-American Field Hockey Team, and her 1956 basketball team became her first undefeated squad in this sport. Eleanor Snell had given twenty-five years of service to Ursinus College and had won a reputation for producing excellent women physical educators, coaches and athletes.
THE REMAINING YEARS AT URINUS:

"A TRADITION OF WINNING, A TRADITION OF PRIDE"123

"Oh, the times, they are a changing," sung by a musical group popular during the sixties, echoes the sentiments of the decade. There were moonwalks by astronauts, the Vietnam War, the assassination of a President of the United States, campus violence and the beginnings of Women's Liberation. Change was a constant factor influencing this era, and the Ursinus campus was no exception. Miss Eleanor Snell was about to witness some of the most memorable moments of her career.

Her hockey teams continued to win. The fall of 1962 brought another undefeated season, the first unblemished record since 1943. She commented to The Weekly that the last time she had had an undefeated team, "this year's women were just kids crawling around."124 Unlike other squads, there were no individual stars on this team. The perfect record was attributed to team-work and top rate coaching.125 The 1963 team continued the undefeated ranking for the second consecutive year.126 The 1964 team was aiming for number three, but arch rival West Chester remained a "bigger threat than ever."127 West Chester had just hired an Ursinus alumna, Vonnie Gros, a former player of Miss Snell's and a six-time All-American, to coach their field hockey team. This portended a West Chester team which would probably be better skilled and coached.128 Over 200 spectators watched Ursinus defeat West
Chester 1-0. They went on to upset Gettysburg 4-1 and maintained the undefeated ranking for the third year.\textsuperscript{129}

A senior reflected:

We seniors have seen a tremendous era in hockey. We have been part of a record-setting four years. This year was the third undefeated season in a row. We have seen Ursinus lose one game in four years—-to West Chester our freshman year. . . . We have our memories. The heart-breaking loss to West Chester and the vow we made as idealist "frosh" never to lose to them again. . . . the uncertainty of filling up vacancies graduation has caused and the certainty that Miss Snell will find someone. . . . The pride of accomplishment will always be part of us.\textsuperscript{130}

The 1965 team was not as fortunate. They were victorious in all their games with the exception of West Chester who upset them 4-3.\textsuperscript{131} The tables were again turned in 1966. The unofficial "undefeated title" was regained by Ursinus when they defeated the West Chester Rams.\textsuperscript{132} Strategy was important in this game as Coach Eleanor Snell pitted her team against a team which was coached by a former player, one who knew her game moves well. The Weekly stated, "Much of the credit for the victory goes to Coach Snell who prepared the team to thwart West Chester's innovation in offensive strategy."\textsuperscript{133} Many of these Ursinus players went on to compete on college and sectional teams as usual.

It was a good year for Philadelphia and Ursinus. Out of eleven people on the All-American Team, ten are from Philadelphia. Out of those eleven, six are Ursinus alumni, one more, Joan Moser, is still in school, making a total of seven from Ursinus.\textsuperscript{134}

The 1967 team upheld the undefeated tradition by conquering all six opponents. The college community, amazed at the superlative records amassed by their women athletes, read this success story in The Weekly.
There is no such animal as a "United States Women's Hockey Championship," but even Ursinus Hockey Coach Eleanor Snell admits that the winner of the Ursinus-West Chester game is truly "number one." "There is probably no other team in the country as good as either the Ursinus team or the West Chester team," she concedes. . . . One of the biggest factors of Ursinus hockey's self-perpetuating prosperity seems to be the activity of the hockey alumni. "Many of the hockey coaches in the area are Ursinus graduates," says Joan Moser, "and naturally, they speak well of this college to their teams."

Miss Snell points to the long list of really outstanding players that have come to Ursinus as another reason for her success. . . . "I can't tell you what they mean to a team," she elaborates. "A girl has to see good hockey to be able to play well herself."

The BIG question in everyone's mind, however, is just how long Ursinus is going to be able to hold off the West Chester Juggernaut. "They have one thousand physical education majors alone," cautions Joan, "and that's as many as we have in the whole school!"

Furthermore, according to Miss Snell, many consider Vonnie Gros, the West Chester coach, to be the finest hockey player in the United States.135

The Snell Belles captured the undefeated title again in 1968, but in 1969 the winning stretch was snapped, again by the coeds from West Chester who downed the Ursinus squad 3-0.136 This was a memorable year as it marked fifty years of hockey on the Ursinus campus. "One must admit that no one had had more of an impact on field hockey at Ursinus. . . than Eleanor Frost Snell."137 During her remaining two seasons of coaching field hockey at Ursinus, Miss Snell's players again walked away with top honors. They presented her with two more undefeated seasons in 1970 and 1971. The "remaining years" total in hockey credited Miss Snell with 70 wins, 6 losses and 1 tie.

During this era, the game of basketball changed from
a slower six player game to a speedier five player game. The rules nearly paralleled the rules of the men's game and this was to Eleanor's liking. Her teams always managed to finish with at least a five hundred season. West Chester and East Stroudsburg continued to be their most formidable rivals.

In 1969 the Belles were invited to play in the first Division of Girls' and Women's Sports National Collegiate Basketball Tournament. Their bid for the finals was halted when Iowa-Wesleyan defeated them. They were invited back in 1970. This year they traveled to Boston, Massachusetts, for the tournament. "Snell's Super Belles . . . returned with a silver Paul Revere bowl and two representatives on the All-Tournament Team." They beat Cortland in their debut; the second round pitted them against Iowa-Wesleyan, their conqueror in the last tourney. They defeated this team in overtime 59-51. The Ursinus Weekly commented:

Then came the semi-final showdown—Ursinus versus West Chester. West Chester had a large contingency from Ramtown clamoring in the stands, but as the action commenced, it was apparent that the Bears had won the heart of the crowd who loudly cheered them on. But winning hearts and winning games is not the same. Ursinus had a dismal first quarter, and although they fought back well in the second half, they could not overcome the initial deficit and floundered 61-50. As Coach Snell looked back, she recalled answering a question as to whether or not she was going to be victorious. She replied, "Not with the group that is playing now." Four of her starters had fouled out and were sitting on the bench. They played Western Carolina University for third place and defeated them. Their rival, West Chester, met California
State College in the finals and was defeated also. In 1971, the coed cagers competed in the first Middle Atlantic Women's Intercollegiate Basketball Tournament at the University of Delaware. Early in the competition they lost to Towson College 42-38, a team they had defeated earlier in the season. This stopped their progress in the national contest. 142 A player vowed to Miss Snell that if she had not fouled out of the game, they would have gone on to the national championship. 143 Ursinus was represented in 1972 at the tournament held at Towson. They were defeated in their second game but watched both West Chester and Immaculata compete for the honors. West Chester won the regional title while Immaculata won the national title.

Basketball rules changed significantly during this era, but the advances were to Eleanor's liking. The game became similar to the men's which allowed for more team play. Totals in basketball at the end of this era credited Miss Snell with 69 wins and 30 losses.

The softball season was limited, as in the fifties, by the scarcity of challengers; West Chester presented the only real threat to the coed sluggers. Victories seesawed back and forth between the two rivals. Ursinus had undefeated teams in 1963 and 1965. Softball, in this era, brought one of the few losing seasons Miss Snell ever experienced. The 1966 team won one game and dropped three.

Well-earned recognition began to come to Eleanor Snell. Numerous articles noting her accomplishments appeared
in The Ursinus Weekly and The Alumnae Journal. She was awarded a distinguished teaching award, citations from the Bruins Club, the Philadelphia Board of Women's Officials, and Sports Illustrated magazine. A testimonial dinner was held in her honor in May, 1970, and more than 300 people gathered to pay tribute to this remarkable woman. Throughout her entire coaching career at Ursinus College she is credited with a record of 672 wins, 195 losses and 42 ties.

Miss Snell was retired from Ursinus College in the spring of 1972 after forty years of service. "Having been a professor and a successful coach, she was extremely 'sad' about leaving." Although she was still far more active than those much younger than she in years, retirement requirements forced her to relinquish her Ursinus tenure. There were still teams needing excellent coaching and Eleanor Snell was still willing and able. Since 1972, LaSalle College has had a new coach for women's hockey and softball, and this coach is Miss Eleanor F. Snell.

Miss Snell founded and fostered important Ursinus traditions. She developed some of the greatest teachers and women athletes of our time. She must be considered among the nation's outstanding coaches. This paper presents Eleanor F. Snell, a "liberated" woman whose personal freedom allowed her to pursue a remarkable career.

What Vince Lombardi is to football, she is to field hockey; what Adolf Rupp is to collegiate men's basketball, she is to collegiate women's basketball; what Casey Stengel is to baseball, she is to softball.
PART II: AS OTHERS SEE HER

"Oh wad some Pow'r the giftie gie us,
To see oursels as others see us!" 146
--Robert Burns

A PORTRAIT

Few individuals ever have the opportunity to know how their fellow travelers through life assess their personality, character, and contributions to society. In this section, using information gleaned from the questionnaires answered by students, friends and associates, a picture of Eleanor Frost Snell emerges. We see a warm, caring woman, a good listener, whose friendship, once won, is never withdrawn. She is competitive, even on the road in her current new model car, where she likes to be up front. This is belied by the hint of shyness in her manner that is apt to mislead new acquaintances and those who meet her only in the classroom. She is a "lady," borne out by her well-tailored, beautifully groomed appearance and her courteous good manners. Her interests are wide and varied; she is exceptionally well read in many fields and dabbles in house and landscape design, is a "fancier of handsome cocker spaniels" 147 and spices all her doings with warm humor. She is an "incongruous combination of perfectionist and procrastinator," 148 and the butt of gentle joking from her friends because of it.

Able, but not at her best in the classroom, she is the coach "par excellence" on the playing field. Her keen
analytical mind helps her to use her players to their best advantage. She sees in them talents that the girls themselves do not know they possess and helps develop them.

The desire to win and the joy of keen competition is hers, and this she instills in her students while sharing generously all her knowledge of the various sports she coaches.

Miss Snell is respected by her co-workers both in physical education and in other fields. She is known for her fairness, her steadfastness, and her willingness to give her best to the enterprise at hand. One student describes her as “eager to win, but not at the cost of personal integrity,” while a fellow basketball committee member stated, “She is above petty debate and personal criticism.” The responses to the questionnaires were remarkably unanimous in their characterization of Miss Snell as a unique and admirable woman.

COMMENTS FROM ASSOCIATES

From the responses to the questionnaire circulated among former students, friends and colleagues there was enthusiastic praise for Miss Snell's skill in athletics, her uncanny insights into the abilities and needs of her charges and her fierce competitive drive coupled with a gentle spirit. Some typical responses were:

The Person

Miss Snell is a brilliant woman who possesses a
highly scientific mind. I find her to be one of the most intelligent persons I have ever known. Her courage and perseverance are commendable personality characteristics.\(^{151}\)

Miss Snell’s strengths lie in her ability to be a friend to all ages; to listen and to talk to all ages; to be unfailingly generous; to maintain a continuous interest in all her former students.\(^{152}\)

Concern for people is one of her foremost traits, whether you are a varsity athlete or a physical education major. In many cases she attempts to find the cause of the disturbance rather than merely treating the problem.\(^{153}\)

She has a sincere interest and concern for people and will try in her way to help them. Her physical endurance is superior to anyone her age and most of those who are younger. She never gives up under any circumstances and continues to fight for what she feels is right and good regardless of the odds. Her intellectual ability and curiosity are well-known—she could probably rewrite Webster’s.\(^{154}\)

She possesses great physical endurance. One year it had rained the day of the West Chester hockey game. The field was wet and muddy. I saw Miss Snell on her hands and knees mopping up the water around the goal cages with pieces of newspaper—all by herself. . . . When we were getting our circle sodded—Miss Snell was out there on all fours planting the new sod!\(^{155}\)

. . . creativity in coaching, gourmet cooking, decorating, outdoor landscaping, . . . avid reader—able to discuss politics, world situations, local government, and anything.\(^{156}\)

. . . although almost 20 years my senior, she has always had more stamina and endurance than I and I’m not exactly fragile. . . . she has written poetry, created new plays and systems. . . . showed more concern for the individual than any other faculty member.\(^{157}\)

The Committee Member

Miss Snell has served extensively on committees throughout her professional career. She has been involved with the Philadelphia Board of Women’s Officials, been a
selector for numerous college and sectional teams, and recently has devoted her energy in working with the Pennsylvania Interscholastic Athletic Association. She is a leader but sometimes fails to communicate well with some members of the committee. She has a deep desire to do what is right for all concerned and a persistence to seek the truth and the best regardless of the time and work involved.

Comments from those who knew her in this capacity said:

She is always an authority on rules—whether it be of a game or of a procedure in conducting a meeting or revising the constitution.

As chairman, she uses no pressure, presents her viewpoints but is open to all suggestions.

She has her own beliefs as to what is right, but always deals within the committee and accepts their results even though they may not be her own feelings.

... she is a working part of a committee or a working chairman who knows procedure but isn't "bully" enough to get quiet. Puts up with rudeness from people more than she should.

The Administrator

Serving as head of the women's physical education department since 1931, Eleanor Snell handled situations intelligently and diplomatically, even when not treated that way herself. One weakness was often noted: as a perfectionist, she failed to get things done on time. As a result, she appeared disorganized, but the lateness was not a result of negligence, only of a desire to have it "done just right."

She was commended upon her ability to function well under less than ideal conditions, and on her effort to keep the physical education major program alive in a small liberal
arts college. 164

The Teacher

Miss Snell commanded respect as a teacher. She was not a dynamic orator or showman, but rather a dedicated, knowledgeable and impartial instructor. Her methodology was her own; she did not lecture, she inspired her students to think and to learn. 165 At times she had difficulty in getting information across, but her students seemed to grasp the important concepts in spite of this. Often late to class, she always had an excuse, which usually was, "The dogs got out!" She was commended for:

Her constant attempt to keep on top of new things in her field and to relay them to students; also, her freeing students to think for themselves and to have an active part in their education. 166

I found Miss Snell to have both, in her teaching and coaching, a wonderful quality which I can best describe as a "quiet authority." She was very frank, fair and she commanded respect as well as returned it. 167

Her approach to teaching is creative in that she, using leading questions and discussions, makes the student arrive at a sound answer and philosophy by his own discussion not by lecturing and "brainwashing." She doesn't often openly disagree or lose her temper. She methodically "shoots holes" in an unsound theory.

One vitally important characteristic is Miss Snell's complete command of the English language. In her own pleasant way she makes anyone connected with her conscious of their own grammar and pronunciation. "If and wish take were; meat gets done--people get finished; farther means distance--further--time; to lie down is to recline--to lay is to place something... apparatus." 168
Respect and pride are important words in Miss Snell's vocabulary. When asked about the qualities she tried to instill in her students who would themselves soon be teachers, she listed: "Pride in their profession and the development of professional attitudes, self-respect and respect for the persons they would teach, and thorough knowledge and practiced skills in the use of teaching tools."  

Concerning the physical education program offered to women at the collegiate level, Coach Snell believed that it should offer a program that would provide the opportunity for movement experiences which are challenging and enjoyable, opportunities to gain competency in not only motor skills but also in personal relationships, and opportunities to develop the student's ability to think and evaluate. 

When involved in coaching at Ursinus, Miss Snell knew exactly what she wanted from her athletes. She strove to give them pride in their performances, desire to play well and fairly, the will to win if possible, and to lose gracefully if need be. She herself greatly enjoyed a victory, but never "gloated" over her opponents, and her students caught her graciousness in accepting winning or losing scores. Coaching methods and game skills, she thought, were not of first importance. Understanding the game, the "whys" behind the moves, was of great importance, but primary attention should be given to understanding the players.
Long before the Women's Lib days of the seventies, Eleanor Snell had definite ideas about what an athletic program should do for a woman. She believed it gave her an avenue for self-expression, that it offered opportunities to enjoy competition and the social contacts that derive from it, that it allowed her to test herself, and, finally, that it offered her the opportunity to have fun.

When she was asked about coaching methodology, she replied that skills were important. "I do not think you can do well without good skills because you will be limited in your performance, but I think the most important single ingredient is desire."

In coaching a team she employed scrimmaging. "I am a firm believer in scrimmaging a great deal and then stopping to bring out your game situation."

She stressed that coaches needed to know the game and the rules as well as team strategy and team psychology. Team selection varied according to the sport. However, she constantly utilized, as a common denominator, desire and a competitive spirit.

Beyond that you are looking for certain things such as speed, aggressiveness, skills, of course, team play, cooperation, willingness of the player to learn. It depends upon the sport as far as specifics are concerned. You are not going to play a basketball team of six-footers if you do not have some height, and you are not going to win the hockey game unless you have some speed in your forward line, but you have to be able to execute skills at this speed.

View From the Field and the Sidelines

The responses to the questionnaire from students
across Miss Snell's forty years of teaching at Ursinus almost unanimously show deep appreciation of her concern for them as persons and for her phenomenal ability as a coach. They praise her "cool," her self-control, humility, endurance and even profess admiration for her shyness. In contrast to the usual idea of what goes on at half-time between coach and team, a former athlete stated, "There were no violent half-time speeches, only smiling suggestions and expressions of utmost confidence in victory." Another is grateful for Miss Snell's efforts to make her "a thinking teacher and a coach who makes the effort to be aware of all the facts of a situation." Her former students recognize her as an intuitive psychologist who knew just how to treat each girl. "She just seemed to know which girl to encourage gently, which to prod urgently and which to leave alone." Interestingly enough, the students' praise is for her molding of their characters in at least an equal ratio to the training in athletic skills she gave them. They speak of her "abiding faith in humanity," her "openmindedness, patience, sympathy and compassion," and "her obvious joy in learning, sharing, helping others without thought of return." One student summarized her idea of Miss Snell's philosophy by writing, "She values human life and enjoys seeing it awaken and develop."

The replies from faculty members at Ursinus who have worked with Miss Snell over the years echo the same sentiments, usually in a more restrained vein. They speak of her
as a valued friend and co-worker who always gave her best to any assignment and was willing to carry more than her share of the load. They noted again and again their gratitude to Miss Snell for her contributions to Ursinus, especially her winning teams which attracted attention to the college itself, and also attracted outstanding high school athletes who sought to study under this famous coach.

Coaches of teams she competed against responded with praise and esteem. Her astute coaching ability was recognized, her ability to use her players to their best advantage was noted and her contributions to women's athletics in other areas were complimented.

Practically all opposing coaches mentioned her drive to win, some almost as if it were a fault, while others stated, as did her students, their admiration for her grace as a loser. One said, "We always lost to her but she always found some bright side to my team."

Few of the coaches attempted to make a statement about Miss Snell's philosophies, but all commented that the drive to win was primary in her sports creed.

It was apparent in all the responses that Eleanor Snell had made an impact on each life represented that had a never-to-be-forgotten effect. On the program of her testimonial dinner, a quotation from Robert Goheen, former president of Princeton University, indicated which group's opinion should carry the most weight. "There is no final way to judge the worth of a teacher except in terms of those he has taught."
I am certain she was one of the greatest influences on my life. I still try to emulate her manner—to smile when I am disappointed—and to be thoughtful of the loser when I win.

She has been an example for me to follow. I have tried to be the kind of teacher, coach, official, and person that she would like me to be. She is a friend that I admire and respect and yes—look up to.

I feel Miss Snell’s philosophy—play hard—be a lady—keep cool under pressure would help anyone prepare for life.

MEMORABLE MOMENTS

Eleanor’s former students and associates cherish fond memories of their related pasts. Omitting these would leave our portrait unfinished.

She possessed a sense of humor. She was late to a great many things. One physical education class in coaching, I believe, we waited and waited. Finally they put a list of excuses she commonly used on the board and labeled it “check one.” When she arrived she did just that—checked one and continued to teach.

Her dogs must be mentioned. She cooks steak for them, babys them, shows them. They are another of her loves. She didn’t even show any anger the day one dog chewed up her car seat. Amazing.

No student ever traveled with Miss Snell that did not know she drove pretty fast—when I was with her I constantly warned her of speed traps. On one trip to Rhode Island, our car was making occasional stops for extra food. Miss Snell got tired of waiting for us. At the next stop we were made the middle car so we could not drop out without being seen. Nothing was said, but we got the message.

Driving to Boston for a basketball tournament, I never saw the light turn green at the toll booth since she floored the accelerator as she tossed the coin into the basket.
In the winter of 1946 we had a Girls-Boys Basketball game between the two varsity squads. We played the girls' rules. Eleanor really thought she was going to beat us, and that she almost did, but not quite. We boys could have never lived that down. It was a lot of fun; the boys dressed like girls but were just a little too rough off the boards I'm afraid. . . . Eleanor was vitally interested in the boys' program as well. . . . I often think she was disappointed as our records weren't nearly as outstanding.

Eleanor and her friend, Muriel Leach, bought an academic cap and gown jointly. Eleanor used it for commencement at Ursinus and Muriel wore it for commencement at West Chester State College. Sometimes they would meet half-way between Collegeville and West Chester to make the exchange.

Miss Snell often asked for more gymnasium time for her basketball team. I coached the wrestlers, so when she got more time, I usually got less. Although I didn't like it, I usually went along. I must respect Miss Snell for her stand long before Women's Lib hit the news. She was one of the true ground-breakers of Women's Lib in athletics—getting equal time, equal facilities, and equal recognition.

I'm sure everyone has written about Miss Snell's innate ability to get lost. Throughout my years of coaching with Miss Snell, I have been lost with her in such far-off places as Stroudsburg, Chambersburg, Vasser—but I can remember riding around Phoenixville for fifteen minutes, trying to get ourselves out of the maze she had put us in. I was sure she knew a short-cut (how many years had she been going through Phoenixville?) so I said nothing when she made the wrong turn. When she finally admitted she was lost, we found ourselves in the midst of a development which neither of us had ever seen before.

To prove things have not changed, Susie Lubking and I found ourselves behind Miss Snell's car approaching Immaculata College to see the Ursinus basketball game there. Lo and behold she makes the wrong turn in front of us. When we arrived at the gym everyone was wondering where Miss Snell was. Of course all of the other Ursinus cars had arrived. Fifteen minutes later Miss Snell arrived—late for the game. We tried to figure out how many years she had been traveling to Immaculata. Would you believe—at least twenty years?
One of the periods of time that stands out in my mind was during basketball season when Miss Snell was afflicted with an open ulcer on her leg. She spent months on crutches and in great pain, but it never stopped her from performing her coaching and teaching duties.

She arrived at practice everyday and coached on crutches. We traveled to Wilson, a three hour drive, and she rode in my car with her leg elevated. (You know how Miss Snell always drove wherever we went--this was perhaps the only time in her life that she did not drive to a game.) She never complained of pain or inconvenience, and coached the team as if nothing were out of order. By the way--we didn't get lost that day.

Miss Snell was a great horsewoman! She rode, it seemed to me (a beginning rider) as she did everything, with dignity and self-assurance. In teaching our classes during the early forties, it was Miss Snell's practice to mount Lady Gay, a beautiful chestnut mare, and walk or canter alongside the line of students, speaking softly to each of us and coaching us out of our awkward ways. My best friend, Jeanne Mathias Backenstose, and I were decidedly the weakest riders in the class and usually trailed the group by half a field. After a season of viewing the others from our far-back position, we came to the conclusion that our ineptness was the fault of the horses--in particular, Jeanne's "Sugar" who would never, never canter or gallop. Trotting was his only gait other than walking, and when the class cantered gracefully ahead, Jeanne and I fast-trotted behind. Sugar was a dud!

And so we laid our plan. Jeanne and I were determined to move up in the line even if we had to have help from the whole class. And it almost worked. We all arrived early at the stables, jumping on the mounts and leaving one horse saddled and waiting for Miss Snell--Sugar!! We moved out to the trail, breathless and giggling and afraid to look back. But we didn't need to look. We could hear the familiar da-da-dup as she cantered along--that old bag of bones behaving like a prince under her gentle touch--saying, "Get your heels down, Brightie," in her low voice.
Chapter V

THE CONTRIBUTIONS OF MISS ELEANOR F. SNELL TO WOMEN'S PHYSICAL EDUCATION AND ATHLETICS

From the day Eleanor Snell arrived to take her place as head of the Ursinus Women's Physical Education Department, this part of the institution began to take on a more significant role in the college community. When she retired in 1972 from Ursinus, the college was recognized for its outstanding women's physical education program and its winning teams.

Eleanor Snell is credited with having produced fine teachers who have carried her "image." Former students wrote:

You have had a tremendous influence on my life and the lives of countless others. I am happy and proud to have been one of "Snell's Belles." Words cannot tell you how much I appreciate all you have done for me. As I've told you, I have tried to repay you by being the kind of person, teacher, coach and official that you would want me to be. I hope I have succeeded in some small measure.

It has truly been my privilege, Miss Snell, to have had you as my teacher—a rare privilege indeed—for you are a "master" teacher. Your love of teaching, of students, of learning has also become my love. Each time I work with my students, whether it is in tennis, hockey, or basketball, your philosophy, your attitude, your ideals are foremost in my efforts. I hope that in some small way I can instill ideals in my students as you have in me and others.
In addition, many felt that Miss Snell helped raise the standards of physical education and athletics in the Philadelphia area. "I feel that she has upgraded physical education and intercollegiate athletics in the whole area," replied a former student. 205

To the field of athletics, her contributions were many. Her "prestige" as a coach cannot be denied. 206 Her team records, the wins and the losses, are outstanding. (See Appendix D for cumulative sports records) She has undoubtedly coached more All-American field hockey players than any other woman in the profession. (See Appendix E for list) In 1933 she helped Ursinus join the Philadelphia Field Hockey Association and from then on, there have been Snell Belles on All-College, Philadelphia Sectional, and All-American teams every year. In 1953, the four Philadelphia All-College hockey teams were captained by Ursinus girls. 207 In addition, Miss Snell has "encouraged her players to engage in sports after collegiate days." 208 She also served as President of the Philadelphia Field Hockey Association; she held this office from 1966 through 1969.

Eleanor Snell was responsible for increasing the number of qualified officials in the Philadelphia area. She served on the basketball and softball boards and has chaired both. She has also served on the Philadelphia Board of Women's Officials and has been its chairman for many years. (See Appendix F for years of service and positions held) In this
capacity she helped to establish boards in outlying areas. As the group's official spokesman, she worked diligently in trying to resolve numerous problems that occurred. Her leadership in a recent movement to gain representation for women on the Pennsylvania Interscholastic Athletic Association, here-in-after referred to as P.I.A.A., is a case in point. A legal battle with the P.I.A.A., a former male stronghold that controlled rules and officials for men's and women's sports, ended in an out of court settlement in which many of the women's demands were met.

Her imagination in coaching and her employment of new techniques were integral parts of her methodology. She was responsible for promoting change when the times demanded change. She was cited for her early development of intercollegiate softball and for her astuteness in basketball. A colleague named her "Miss Basketball" as coaches, players, and officials turned to her for rules interpretations. She served on a national basketball rules committee under the Division of Girls and Women's Sports for a three year term and witnessed and initiated much of the change in the game.

When I first came to this area the word "men" in basketball was a naughty word to women coaches and now that is no longer true. At that time women were not willing to learn from men's techniques and that is where I differed--I went to all the games and talked with the men coaches. I have always felt that if you just give a group of girls a basketball and they went out on the court, regardless of what the rules were, they would play the floor. If they can go 100 yards in hockey, what is wrong with 90 feet in...
As it was in basketball, her upgrading was evident in all the sports she coached.

Indeed, it was Eleanor F. Snell that brought sports prominence to this small liberal arts college. She has made Ursinus College known throughout the country and has affected other colleges in the area as well. Many of the teachers and coaches at these institutions are Ursinus graduates. She has been complimented for "sharing her ideas with other coaches and athletes." A colleague at a competitive school wrote:

When I first came to West Chester I started an intercollegiate program (1947) and Miss Snell encouraged me. She helped me in many ways. We did not have a budget for the program, so she brought her teams—hockey, basketball and softball—to West Chester so we could have some competition. She really helped me to get the intercollegiate program going at West Chester.

This sentiment was echoed by many other area teachers and coaches.

AWARDS RECEIVED

Recognition came to Eleanor Snell at different times throughout her career. On June 3, 1963, Ursinus College honored her with the "Christian F. and Mary F. Lindback Award" for distinguished teaching and campus leadership. In the announcement of the awards Miss Snell was cited as

"A woman who urges her students to strive for perfection in the quiet of the classroom and in the conflict of an athletic contest. She has had phenomenal
success in inspiring her students to excel in both places. She has developed more All-Americans than did Knute Rockne."215

On October 9, 1968, the Philadelphia Board of Women's Officials held a Recognition Dinner paying tribute to women who had served as members and officers of officiating boards for twenty-five years or more. Eleanor Snell was presented with an engraved silver bowl for her outstanding service for more than twenty-five years on both the basketball and softball boards.

The tribute, made by Mrs. Doris Abrams, cited the many official positions Miss Snell has held and thanked her for the part she has played in developing many of the fine officials now serving on the officiating boards in the Philadelphia area. 216

The Bruins Club, an Ursinus alumni athletic organization, presented Miss Snell its award in the fall of 1969 which recognized her service to athletics. She was cited as "a nationally recognized leader in women's collegiate athletics."217

Sports Illustrated, in their April 13, 1970 issue, reported in the "Faces in the Crowd" section that

Eleanor Frost Snell, since 1931 women's field hockey coach at Ursinus College in Collegeville, Pa., and developer of five of this year's 11 All-Americans, is retiring after 39 straight winning seasons and a won-lost mark of 48-2-1 over the last eight years.218

Probably the greatest tribute paid to Miss Snell was her Testimonial Dinner, held on May 22, 1970. Friends, colleagues, former students and athletes came to reminisce and memorialize. Proud of her record, admiring her accomplishments and grateful for her contributions, 300 people
gathered. Vonnie Gros, an All-American and present teacher and coach at West Chester State College, presented a portrait of Miss Snell to President Helfferich to be placed in the new gymnasium when completed. Marion B. Earl, President of the Philadelphia Field Hockey Association, cited Miss Snell's contributions to Philadelphia and national sports. Another All-American, Judy Smiley, representing Sports Illustrated magazine, presented her with its Award for Merit, recognizing her great contributions to sports. The highlight of the evening was the presentation of a Book of Letters written to honor Miss Snell by people she had influenced over the years. Prominently displayed were complimentary missives from the President of the United States, from the Governor of Pennsylvania, and its two Senators. (See Appendix G) Those who know Miss Snell best are aware that she probably used her coaching method of asking "why" when evaluating the correspondence and cherished best the less famous but more heart felt tributes from old friends and loved students.

This historical biography incorporated various techniques and procedures. The study employed the historical method and the survey method and utilized the questionnaires and interview techniques as part of the latter method.

Eleanor Snell spent her childhood and early years in Lincoln, Nebraska. After a short period of residence at...
Chapter VI

SUMMARY AND CONCLUSIONS

Summary

This study was undertaken by the writer, a student and admirer of Miss Eleanor F. Snell, with the realization of the fact that her extraordinary career called for some permanent record. The influence of her personal charm and integrity, her high professional standards and her contagious good sportsmanship were widespread. A former student estimated that Miss Snell

... has taught or coached over 900 young women at Ursinus. I would guess that most of her students have themselves probably each taught 900 girls. The number is now 810,000, a modest estimate of the number of students influenced by Miss Snell.219

The purpose of this study was to research the biography of Miss Eleanor F. Snell, her professional life and contributions to women's physical education and athletics. It was its further purpose to highlight her teaching career at Ursinus College where she was employed from 1931 to 1972.

This historical biography incorporated various techniques and procedures. The study employed the historical method and the survey method and utilized the questionnaire and interview techniques as part of the latter method.

Eleanor Snell spent her childhood and college years in Lincoln, Nebraska. After a short period of teaching, she
enrolled at Columbia University in New York City, as a graduate student in the field of physical education. In 1931, Ursinus College, a small liberal arts institution near Philadelphia, Pennsylvania, employed her as director of women's physical education and athletics. Here she spent the following four decades teaching and coaching, becoming the legend she is today.

The study recorded her remarkable win-loss record. She coached hockey, basketball, tennis, and softball, and her teams, with very few exceptions, enjoyed winning seasons. Her cumulative record in all sports coached credited her with 672 wins, 195 losses and 42 ties. When Eleanor arrived at Ursinus, an era of greatness for women's athletics began which few colleges can duplicate.

There have been Snell-coached girls on All-College, Philadelphia Sectional and All-American field hockey teams. She has produced more All-American field hockey players than any other woman in the profession. In women's basketball Miss Snell labored with her charges through the restrictive old rules of six girl basketball to the faster five player game of the present. Her influence helped initiate the new rules. In addition, she was credited for the early development of intercollegiate softball.

From interviews and questionnaire responses, a portrait of Miss Snell was drawn. She was depicted as a warm, caring woman with wide interests and an undiminished thirst for knowledge. As well as winning teams, she produced "ladies,"
careful of their grammar and able to win or lose with equal grace. Highly competitive, she was still willing to share her knowledge and skill with teammates and opponents alike.

Miss Snell regarded understanding of her players as the most important part of her task. Her ability to spot team weaknesses and use player strengths in new combinations to eliminate the fault was frequently noted. She placed the understanding of the "whys" behind the moves over game skills. Similarly, she looked for desire before mere aptitude in a player.

The Eastern seaboard is dominated by physical education teachers and coaches who were products of Miss Snell's tutelage. It was difficult to estimate how many girls went to Ursinus just to benefit from her teaching. Many women students other than physical education majors would admit they never would have heard of Ursinus except for Miss Snell and her teams. Women's sports in the East have been upgraded through her efforts.

Those who have had the privilege of direct association with Miss Snell at Ursinus College feel sympathy for the students now enrolling who will miss the personal contact with this great teacher and coach.

Conclusions

Having thoroughly researched the biography of Miss Eleanor F. Snell, it was concluded that:

1. Miss Eleanor F. Snell had directly influenced the
role of Women's Physical Education in Eastern Pennsylvania. Since 1931, the Ursinus graduates in health and physical education have employed both Miss Snell's philosophies and techniques in their own teaching experiences thereby making these concepts integral parts of numerous school programs in Eastern Pennsylvania. Miss Snell was responsible for introducing many changes in the Ursinus physical education major program: 1) the staff included more full-time professionals, 2) classes in coaching, officiating and skill techniques were added, and 3) a physical education summer camp allowed for a more comprehensive program. Miss Snell's professional knowledge enhanced the preparation of a Health Bulletin used in secondary education. This was written while she served on the Pennsylvania State Committee for Professional Preparation and Certification.

2. Miss Eleanor F. Snell had directly influenced the methods of coaching women's athletics. Her coaching techniques, particularly the employment of scrimmaging and then stopping to bring out the game situation, are utilized extensively. Her keen analytical mind allowed her to spot team weaknesses and also quickly analyze the opponent. Her methodology included the understanding of her players; she was an intuitive psychologist who knew how to treat each girl. She possessed a strong drive to win, but when she lost, it was done with grace. There were no violent half-time speeches, only smiling suggestions and expressions of confidence. She was openminded, patient, and sympathetic, all qualities which coaches desire
Miss Eleanor F. Snell through her practices and philosophy had brought about an improved level of performance and competition in women's athletics, specifically hockey, basketball and softball. As her students were employed in the surrounding high schools and colleges, their knowledge allowed competition to become increasingly keen. High school students were coming to college possessing a higher skill level; both private and public school student athletes now were equally skilled. By sharing her knowledge with her colleagues at other institutions, the level of all sports was advanced. In hockey, she was recognized for the great number of All-Americans that she coached; in basketball, both coaches and officials turned to her for rule interpretations as well as coaching techniques. Ursinus was a pioneer in initiating the various rule changes in basketball. They dominated the game of softball for decades; their superiority was noted again and again, but they also held play days to get other institutions involved.

Miss Eleanor F. Snell had been recognized by her contemporaries for her outstanding contributions to women's physical education and athletics, although she never received the national acclaim her success warranted. It is hoped that this study will initiate some of this needed recognition and enable Miss Eleanor F. Snell to become more widely known in the realm of physical education and athletics.
FOOTNOTES

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Chapter II


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Chapter V

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Chapter VI

Based on personal correspondence between Betty Dando and Miss Eleanor F. Snell. Personal Book of Letters.
APPENDIX A

LETTER SENT WITH QUESTIONNAIRES

Pine Crest Farm
Upper State Road
North Wales, Pennsylvania 19454

February 15, 1972

Dear ____________:

For my thesis requirement for a Master’s degree in Health and Physical Education at Trenton State College, I am doing an historical-biography on Miss Eleanor F. Snell, her professional life and her contributions to women’s physical education and athletics. As a health and physical education major, I graduated from Ursinus College in 1968. It was here that I came to deeply appreciate Miss Eleanor F. Snell through observing her as a teacher, coach and friend.

To aid me in compiling data for this study, I am enclosing a questionnaire which I would appreciate you completing and returning to me by March 24, 1972, if at all possible. Through your associations with Miss Snell I trust that you will be able to respond to most of the questions; if you feel that you cannot answer the question, leave it blank. Any additional information, comments, illustrations, or incidents that you wish to include would be most helpful.

My objective is to make this study as authentic and valid as possible therefore included is a question pertaining to any weaknesses in philosophy, practice, or personality traits. It is necessary to obtain the complete picture of the life of Miss Snell, but please be assured that any comments of a non-constructive nature will remain strictly confidential. This material will be used in my approach to various characteristics of Miss Snell, and in no case will they be footnoted or documented as to source.

To facilitate the organization of the material, it would be helpful for you to use approximate dates in your responses wherever possible. Any additional information concerning Miss Snell that you wish to contribute would be greatly appreciated—news articles, letters, frequent sayings,
or special incidents. These things often reflect the character and personality traits of the individual. I will, of course, return any material of this nature that is sent to me.

I will be most grateful for your cooperation and contribution in this study, something that has long needed to be done.

Most sincerely,

Harriet Metzgar Gould
APPENDIX B

QUESTIONNAIRE

A STUDY OF THE PROFESSIONAL LIFE AND CONTRIBUTIONS
OF MISS ELEANOR FROST SNELL TO WOMEN'S
PHYSICAL EDUCATION AND ATHLETICS

PERSONAL DATA:

NAME:

ADDRESS:

PRESENT OCCUPATION AND POSITIONS:

PAST OCCUPATIONS AND POSITIONS:

ASSOCIATION WITH MISS SNELL:

1. How long have you been associated with Miss
   Snell - give specific dates.

2. In what capacities have you been associated with
   Miss Snell? Please check appropriate categories
   and give dates when possible.

   ____ Colleague and/or professional associate
   ____ Opposing coach from ______________________
   ____ Former varsity athlete at Ursinus College
   ____ Former physical education major at Ursinus
       College
   ____ Former non-physical education major at Ursinus
       College
   ____ Former athlete who played on opposing teams
   ____ Other: ________________________________

DESCRIBE MISS SNELL:

Please be open on your viewpoint and opinions. Also
relate any anecdotes or events that specifically exemplify your thoughts. FEEL FREE TO USE BACK OR ADDITIONAL PAPER IF MORE SPACE IS NEEDED.

1. In your opinion, what traits does Miss Snell possess which make up a unique personality? Such as: creativity, interest or concern for people, physical endurance, intellectual curiosity, perseverance

2. To you, what stands out most about Miss Snell:
   a. as a committee member or chairman?
   b. as an administrator?
   c. as a teacher?
   d. as a coach?
   e. as a person?

3. Describe her philosophy of life.

4. Describe her philosophy of coaching and teaching.

5. What do you consider to be the MOST OUTSTANDING contribution of Miss Snell to women's athletics?

6. What do you consider to be the MOST OUTSTANDING contribution of Miss Snell to women's physical education?

7. In what other ways do you feel that Miss Snell has contributed to women's physical education?

8. In what other ways do you feel that Miss Snell has contributed to women's athletics?

9. What qualities or traits do you feel were significant in making Miss Snell so successful in her endeavors?

10. Has Miss Snell had any particular influence on your life? If so, in what ways?

11. Do you feel that Miss Snell overemphasized the importance of athletics? If so, in what aspects?

12. (For opposing coaches only) How did Miss Snell react to winning and losing?

13. What impressed you most about a team coached by Miss Snell?

14. What contributions or influence do you feel Miss Snell has made upon Ursinus College and other colleges in the area?
15. Please relate any incidents in Miss Snell's life, humorous or otherwise, that reflect the type of person she is and that would prove to be interesting or significant in her biography.

16. **TO BE KEPT CONFIDENTIAL.** In order to obtain an accurate and more complete picture of Miss Snell, describe any weaknesses in philosophy, practice, or personality that you feel are significant.

17. A follow-up sample will be selected from those persons returning the questionnaire. These people will be personally interviewed for the purpose of obtaining additional knowledge. If selected, would you be willing to be interviewed?

    ____ YES  ____ NO
APPENDIX C

IDENTICAL INTERVIEW QUESTIONS

1. In your opinion, what traits does Miss Snell possess which make up a unique personality?

2. What do you consider to be the most outstanding contribution of Miss Snell to women's physical education?

3. What do you consider to be the most outstanding contribution of Miss Snell to women's athletics?

4. Please relate any incidents in Miss Snell's life, humorous or otherwise, that reflect the type of person she is and that would prove to be interesting or significant in her biography.
### APPENDIX D

#### ALL SPORTS CUMULATIVE RECORD

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TOTALS | 211 | 61 | 29 | 269 | 79 | 13 | 60 | 28 | 132 | 27 |
APPENDIX E

URSINUS PLAYERS WHO HAVE RECEIVED UNITED STATES FIELD HOCKEY ASSOCIATION RECOGNITION*

Hilda Anderson Daley - US 1948-1950; TT 1950


Bunny Harshaw Vosters - USR 1941, 1948, 1949

98
Marjorie Merrifield Loomis - USR 1953
Majorie Dawkins Garinger - USR 1955; TT 1956
Mary Anne Ballantyne Porter - USR 1952; TT 1953
Nancy Vadner Chance - USR 1953
Joanne Duncan - USR 1954, 1959
Elaine Emenheiser Clay - USR 1959
Jane Owens Schmidt - USR 1971; TT 1972
Diane Regester Fisher - TT 1965
Mrs. Marion Blue Earl - Manager 1973 TT
Sally Anderson - US Squad 1973
Janet Luce - USR 1973; TT 1974
Linda McIntyre - US Squad 1972, 1973
Sandy Pope - US Squad 1973; TT 1973

US = United States First Team
USR = United States Reserve or Second Team
TT = United States Touring Team

US Squad = All players who were named to US or USR from 1967-1974 were also members of the US Squad at that time.

*Based on personal correspondence between Betty Shellenberger, Executive Secretary of the United States Field Hockey Association, Inc., and the writer.
### APPENDIX F

**RATINGS AND OFFICES HELD ON PHILADELPHIA BOARD OF WOMEN OFFICIALS**

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*Blue Books 1936-1974, Philadelphia Board of Women Officials.*
OFFICES HELD ON EXECUTIVE BOARD OF PHILADELPHIA
BOARD OF WOMEN OFFICIALS*

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May 13, 1970

Dear Miss Snell:

The President has requested me to convey his warmest greetings to you on the occasion of your retirement from the faculty of Ursinus College. He joins me in congratulating you on your 39 years of service to the students of Ursinus, and on your remarkable record of success as teacher and coach.

The President believes that, ideally, physical education and competitive athletics contribute as much to the character and the mind as they do to the body. We are indebted to you for providing the wise counsel and firm guidance which enabled your students to experience the full benefits of participation in physical activity.

Our best wishes for a most pleasant retirement.

Sincerely,

Captain James A. Lovell, USN
Consultant to the President for Physical Fitness and Sports
NASA Astronaut

Miss Eleanor Snell
Ursinus College
Collegeville, Pennsylvania 19426
May 12, 1970

GREETINGS:

It has been brought to my attention that you are retiring after 39 years as coach and teacher at Ursinus College in Collegeville, Pennsylvania, and being honored at a dinner on May 22nd, and I want to extend congratulations on the occasion and thanks for a job well done.

Your coaching record of never experiencing a losing season in hockey, basketball, softball or tennis is truly remarkable. And I know that through your excellent example, you have instilled the habit of fair play, teamwork, and the pursuit of excellence in the hundreds of girls you have taught and advised through the years.

You have earned the leisure of retirement, but I am sure that you will continue your interest and efforts in behalf of Ursinus College. Certainly the work you have done will continue to be felt in the lives of those you have served so well for so long.

May you enjoy the blessings of health and happiness in the years to come.

Miss Eleanor Snell
Ursinus College
Collegeville, Pennsylvania
May 22, 1970

Miss Eleanor Snell  
c/o Holiday Inn  
King of Prussia, Pennsylvania

Dear Miss Snell:

Please permit me to join your friends and former students in wishing you the best of everything as your retire from the faculty of Ursinus College.

Your achievements in the winning column must be the envy of every athletic coach in the country. I am sure you are proud of them, but perhaps even more proud of the training and inspiration that you have given to so many fine young women. I am sure you will be remembered always by them. This, then, is your proudest achievement of all.

Best of luck to you for a happy retirement.

Sincerely,

Hugh Scott  
United States Senator
APPENDIX G

41OP EDT MAY 21 70 PA246

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NELSON M FELLMAN JR, CARE DINNER HONORING MISS ELEANOR SNELL,
DLY 75
HOLIDAY INN KING OF PRUSSIA PENN
IT IS A PLEASURE TO ADD MY GREETINGS TO THOSE OF MISS SNELL'S
MANY FRIENDS GATHERED TO PAY HER THIS TRIBUTE. PLEASE EXPRESS
MY SINCERE CONGRATULATIONS TO MISS SNELL FOR HER TRULY OUTSTANDING
RECORD AS AN EDUCATOR AND COACH, AS WELL AS MY BEST WISHES
FOR EVERY FUTURE HAPPINESS
SENATOR DICK SCHWEIKER.
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