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THE LIFE AND PROFESSIONAL CONTRIBUTIONS
OF ELMER DAYTON MITCHELL TO AMERICAN
PHYSICAL EDUCATION AND SPORT

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Ella Walton Shannon, B.S. in Ed., M.A.

The Ohio State University
1975

Reading Committee:
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Department of Physical Education
ACKNOWLEDGMENTS

To my husband, Don, and our three children, Donella, Douglas, and George, I dedicate this work and thank them for encouraging me to be an individual apart from my other professions of wife, mother, and educator. I shall always be indebted to them for their love and understanding.

The initial inspiration for this particular biographical study came from Dr. Bruce L. Bennett, a man about whom historians of the future will write, a true intellectual in a day when anti-intellectualism is in vogue. A direct line of influence can be traced from Dudley Sargent to B. L. Bennett in a teacher to student relationship, Sargent-Bowen-Mitchell-Bennett. I will leave it to future historians to pick up the thread.

How fortunate I have been to have had the rare opportunity of making Dr. Mitchell's acquaintance. He has been a delight to work with though I must confess that I have never been able to approach him without a real sense of awe and unworthiness, a sense of history. Thank you "Doc" for your patience and encouragement. I trust that this work is worthy of your profound contributions and accomplishments.

Special thanks go to Karl Dunlap who in 1966 began a biographical study of Dr. Mitchell but had to give it up for
personal reasons; to a gem of a secretary, Wanda Kerr, who did all the initial typing often late at night, and to Leon Lande who spent many hours with Dr. Mitchell and myself helping to clarify particular incidents. We would all be fortunate to have such a friend as Leon has been to Dr. Mitchell during his retirement years.

And to my colleagues at Ashland College, Fred Martinelli, Carol Mertler, and all—many thanks for the released time and the assistance you gave me in meeting my administrative obligations.
VITA

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PUBLICATIONS

"Dear Mr. Principal." Ohio High School Athlete, May, 1973, p.231.


FIELDS OF STUDY

Major Field: History of Physical Education

Studies in Comparative Education
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CHAPTER I

IRON COUNTRY

Challenge met and overcome is the mortar from which great men are made. So it is true of Elmer Dayton Mitchell, born September 6, 1889, in Negaunee, Michigan, located in the central Upper Peninsula, twelve miles south from the port city of Marquette.

The Upper Peninsula (UP) of Michigan is itself a challenging environment with rocky, sandy soil, acres and acres of timber, bounded on the north side by Lake Superior, on the south by Lake Michigan, and by the state of Wisconsin to the south and west. A land that turns bright reds, oranges, browns, and golds in October but for the most part of the year is white and black with tons of snow and barren trees. When the first discovery of iron ore was made in 1844 by John Burt, it was not long until strong, hardened or soon to become hardened men came from all over Europe to mine the iron ore and to a lesser extent the copper and gold. With them they brought their fierce nationalistic pride and prejudice which often resulted in street fighting and pub brawls.
Finns, Swedes, Norwegians, English, Scots, Greeks, Irish, and Italians settled in Negaunee where young Mitchell grew to manhood. Each national group seemed to specialize in particular trades and young Elmer took special notice of this phenomena. The Greeks sold him candy and ice cream at the candy shop or restaurant; the Jews were proprietors of the clothing store and junk dealerships; the Irish were the politicians, train brakemen, policemen, and street car conductors; the French lumberjacks; while the German immigrants managed general stores, meat markets, and farms. The Swedes and Norwegians were the carpenters, electricians, and mechanics; and the English (Elmer's own ancestry), the Finns and the North Italians were miners. The occupation of saloon keeper was not confined or dominated by any one nationality and there were many of these in this mining community of Negaunee (which in Indian is the word for Hell while the nearby town of Ishpeming meant Heaven in Indian). Living on Cyr Street not far from his father's grocery store and the miner's pubs, Elmer soon learned the ways of rough, hardened men. Although surrounded by a diversity of humanity with different ethnic and language backgrounds,

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1The material for this brief summary of Mitchell's boyhood was obtained through a series of interviews with Dr. Mitchell held in October, 1974, and January, 1975, at the Lutheran Retirement Center, Ann Arbor, Michigan. In addition, the author visited Negaunee and Marquette, Michigan, October 5-8, 1974, making use of materials in the Marquette County Court House and the Marquette County Historical Society.
all at that time had one commonality for all were Caucasians. Elmer saw but one black man in his youth, a curiosity to the adults of Marquette County as well as to the youngsters. Later in his life Elmer would draw from this early international background for some of his writing themes.

Negaunee of Marquette County was in the center of the UP mining activity. A historical marker welcomes the visitor today with a reminder that it was at this very site that Burt discovered with the aid of his Indian guide the first iron ore deposit of the Lake Superior region. The fact that the first actual blast furnace (Pioneer Furnace) was built from 1851-58 in Negaunee is also printed on this plaque.

Temperature extremes vary from 20° below zero (February, 1888), in winter to 108° (July, 1901) in summer. The question is often posed to the UP natives, "How do you stand those winters ... way up there in Marquette?" or "Why does anyone want to live in Marquette County?"

In response to these questions, one Ike Wood of Marquette wrote:

The poverty-stricken people of Michigan's Upper Peninsula greet you and thank you for the recognition. We who live away from the cities have been deprived of the togetherness of your traffic. We must breathe primitive air that has not been preprocessed in human

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lungs nor in automotive exhaust systems. We must be content with snow that lies white upon the hills, rather than the grays and browns that blend so well with your mod existence.

We do not know the new noninvolvement of Kew Gardens, nor the old double-talk of Washington, nor sense the potential explosiveness of Watts. We experience no excitement at the prospect of a trip to the drug store, knowing full well we will return without incident.

We live out our rustic-urban lives with only our families and friends around us, in an uncivilized area where one either finds works, or makes it, where kneeling down by a woodland stream to drink is commonplace along the loneliness of a country road with only nature to determine where we walk.

Here we read about the Nothing Generation that has been spawned beneath rocks by our moral degradation, only to watch our children grow into young adults with intelligent forbearance and a determination to build a better world.

We abound in deprivation. We offer you our excess.3

It was to this harsh, yet inviting, environment that Elmer's grandfather, George Mitchell, embarked in 1865 from Devonshire, England with his wife and family, including three month old Samuel S. (Elmer's father) with a dream shared with so many other young men of his day, a dream of improving his station in life by making a new start in America. George Mitchell was a Captain in the mining industry and was an expert in mining operations. It was the iron and copper mines of northern Michigan that beckoned him. The Mitchell family settled in Copper Country but was later to relocate

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in nearby Negaunee before Samuel entered school. Samuel attended Negaunee schools and completed his formal education in the St. Louis Business College, St. Louis, Missouri.

At age twenty-three Samuel met, wooed and won Miss Nellie Morse, a native of New York and distant relative of Samuel B. Morse of telegraphy fame. Nellie's brother, Dr. Moses Morse was the physician for the mining company. On November 21, 1888, the marriage of Samuel Mitchell and Nellie Morse was recorded at the Marquette County Court House and the next day, November 22, their marriage announcement was carried in the Miner's Journal.¹

From this union Elmer D.² and Edna Mitchell were born in 1889 and 1896 respectively, in the home which was to be their parent's lifetime residence. The seven year difference in age and dissimilar interests separated Edna and Elmer and they were never close as brother and sister. Their father, Samuel Mitchell was proprietor of Mitchell Bros. Grocery Store for forty-five years and was a prominent citizen often mentioned in the local press. He served as

¹Daily Miner's Journal, November 22, 1888, p. 3, col. 3.

²An interesting entry was noted in the birth records at Marquette County Courthouse. The name Eugene with a line drawn through it and the name Elmer entered indicates that either an error correction by a clerk was made or that a name change was made at the last minute. Elmer might well have been Eugene!
Mayor of Negaunee in 1928-1929. The Negaunee cemetery markers of Samuel S. and Nellie stand erect side by side today, Nellie having preceded Samuel in death in 1935, while Samuel died in 1941 at the age of 76.

Little is recorded of Elmer Mitchell's early days so most of what we know is dependent upon personal recollections of Mitchell himself.

Elmer grew up under the dual influence of his father and his father's brother, Will. The two were Negaunee merchants, owners of the Mitchell Bros. Grocery Store at 203 Cyr Street. Elmer was born at 121 Cyr Street and lived there with his family, including Uncle Will, until he went away to college at age eighteen.

Samuel was hopeful that his son would become an engineer and attend the Michigan College of Mining Technology, but Elmer never shared that dream. Elmer's interests lay in scholarship and athletics. It was Uncle Will Mitchell who encouraged Elmer's love of sports participation. Uncle Will played on a local baseball team and cut a colorful figure.

Some of these sporting interests, skiing particularly, were not so welcomed by Mrs. Mitchell who had many anxious moments because of Elmer's reckless daring.

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Negaunee gets about 100 inches of snow a year and skiing was a favorite sport of UP residents. Uncle Will, preparing Elmer for this UP craze, would take Elmer to the roof of the Mitchell Grocery Store and throw him into eight foot snow drifts at a very early age. Young Mitchell once made a memorable solo flight down the roof of his house on Cyr Street breaking off moulding, eaves troughs, and all at the age of twelve. Elmer greatly admired his cousin, Tom Walters, then a world champion skier. Walters held the ski jumping record of 82 feet made at Ishpeming, Michigan in 1904.7

The equipment in skiing was as far off today's lightning skis (and clothing equipment) as were the jumping records just described. The gang (Elmer and others) would plane down a piece of hardwood timber until it resembled a ski except for the pointed tip. This important feature was procured by placing the tip end in hot steam until it became pliable; then the ski board had its tip end placed under a heavy solid object and the boy holding the other end (the rear end) would lift it gradually until the steamed end reached the desired bend.

Nellie Mitchell could not have known that Elmer had already begun the training that eventually would lead him

to a position of prominence in the physical education profession.

Another stunt concocted by Elmer and his close friends was to ski downhill so fast that from a bank they would clear the creek at the bottom of Teil Lake Hill and land on the opposite side. Unaware boy visitors to the Mitchell home would be enticed to try their skill at what looked to be quite easy when performed by local Negaunee veterans. One young cousin visiting from Chicago ended up in the icy creek as he became frightened at the rapid speed and the impending creek below, and unwisely attempted to stop himself by sitting down on the back of his skis and then sliding into the icy water, much to the glee of Mitchell and the other "locals." The boys took care, though, to get cousin dried out and warmed at one of the boy's father's bakery ovens before returning to the Mitchell home for supper.

Elmer was not the only member of his family who enjoyed pranks. One memorable Fourth of July Elmer awoke to a blast that rocked the ceiling. Firecrackers were legal and an important social custom associated with celebrating Independence Day in America. Elmer's father placed firecrackers under a tin by his bedside to wake him to the Fourth of July celebration day but the stunt backfired. The explosion left a huge hole in the ceiling and Nellie Mitchell left
Samuel cowered by her wrath. This incident would be talked about for many years to come in family circles.

Berry picking was another favorite pastime of Elmer and his peers who would get 10 cents per basket from their mothers, just enough for an ice cream soda. It was during one of these excursions that Mitchell learned a lesson for life. He was searching for raspberries and someone else must have gotten there ahead of him for all the bushes were bare. Then he spied one bush virtually untouched, full of luscious ripe red berries. He was soon to find out why—he was surrounded by a swarm of wasps and stung from top to toe. The lesson he learned was "when a thing looks too good to be true—watch out!"

Grammar school\textsuperscript{8} for Elmer was held in a three-story brick building with indoor stairs on each side. Girls entered the building on one side and boys on the other. The advisability of educating girls and boys together was cautiously undertaken in Negaunee in 1896 as was common throughout the United States of that period. It was while in grammar school that Elmer became interested in education and teaching as a professional goal. He was an outstanding scholar excelling in writing and developing local fame for his

\textsuperscript{8}The term "grammar school" has a similar connotation as does "elementary school" currently.
spelling ability. He was the perennial winner of the popular spelldowns at Negaunee High School.

Elmer attended grammar school through grade eight after which he was advanced to Negaunee High School without examination. During his high school years he had an opportunity to write stories for a Detroit newspaper and thus journalism became a number one interest. The interest continued although the job was short lived when Elmer was told by the newspaper to write a story about vandalism in the Marquette Cemetery. Elmer went to investigate the incident and found just one marker slightly chipped. He wrote back that the story was unfounded and consequently was given no more sensational leads.

By this time he was varsity football material, six feet tall, muscular and possessing considerable natural talent. The spirited games played by the boys after school greatly appealed to Elmer and he was always in the center of such activity. Toward the end of his high school years he was more often than not the leader-manager-coach. Football in the 1904-07 era required little or no protective equipment but the first attempt at equipping a player for protection that Mitchell was to see happened the day that one of his Negaunee High School teammates hustled onto the football field with a huge yellow horse collar strapped around his neck and shoulders. The boy was jeered by the team and ridiculed for being a "sissy." They were ashamed of what
their rival Marquette would think of them on the coming Saturday.

Some football teams had quilted pants and slippery satin vests with long sleeves and laced down the front. A very few had helmets made of a single piece of leather and rubber nose guards which were held in place by a strap gripped by one's teeth.

The nose guard was the most important piece of equipment so far as Elmer was concerned. He had already experienced two nose operations as a result of sandlot football. Little did they know that innovations for head protection would become refined and mandatory for all in the future. It would be some time before shoulder pads and face masks would be perfected and universal in use.

Another common occurrence of the early 1900 brand football game was to have "ringers" on one's team, possibly a tough miner or rough burly janitor who might be completely winded or even knocked unconscious, but return to play second half "miraculously rejuvenated." In Ishpeming night penmanship classes made the player eligible to compete under the very loose or nonexistent eligibility rules since he was indeed a high school student technically and with no training rules, liquor might well be given for medicinal reasons. The earliest rules for participation on a high school team demanded merely that the so-called student
be enrolled in a class. Penmanship at a night class satisfied a nonexistent requirement.

One such incident occurred in 1906 when Negaunee High School traveled on Thanksgiving Day by train to play Hancock High School eighty miles away for the UP Football Championship. The Negaunee team was comprised of three actual students (Elmer was one of them), a 220-pound Cornish wrestler, a proprietor of a local pool hall, a railroad telegraph operator, the local barber, several teamsters and an office clerk. This team had won games against normal schools from Marquette and from Oshkosh, Wisconsin. The Cornish wrestler played tackle and when they gave him the ball on a tackle around play he usually went through the opponents like a plough horse. In this post-season championship game Negaunee High School exuded with confidence as they walked up to the smaller Hancock High School team of players sent out to welcome them—until the "varsity" composed almost entirely of ringers imported from Superior and Duluth stormed out from under the bleachers where they had been practicing in secret and dwarfing Mitchell's team in size! Ringers from the team's hometown was an acceptable practice but "imported ringers" was considered an underhanded tactic.

Team expenses were usually paid for by area merchants and while there were time rules for the games, they were ignored at times. As an instance, the game at Hancock
should have ended in a tie but the Negaunee players were informed that they would not get their expenses unless they continued to play. This they did until as it happened Hancock won on a hidden ball play in the dark and the game automatically ended.

When Elmer was a high school junior, the superintendent, Mr. O. M. Schurtz, called him to the office to inform him that a new principal, Mr. John Erickson, was being hired, adding that the new principal had played football and would coach the boys in football. Up until now the school authorities had paid no attention to what was going on, but so many injuries occurred that parents began to complain. Of course, Elmer and his friends were elated. This was the first knowledge Elmer had of a professional educator assigned to coach for Negaunee High School. Neighboring Ishpeming High School had a coach from one of the Western states and boasted a fine record and schedule. Negaunee would now be on par with "heavenly" Ishpeming; it too would have a coach.

In the spring season Mitchell played baseball for Negaunee High School. Baseball and football were the "big two" sports at the turn of the century and he loved them both. He began his baseball career as a pitcher but injured his arm when the opponent, Calumet High School, was late in arriving for the game and Elmer continued pitching practice for too long and injured his elbow. He had no trained coach
to warn him of the dangers to his throwing arm if he over extended a practice period just before pitching a full game. He learned a lesson in the school of experience that was to stay with him for a lifetime. To satisfy his playing desires, however, he changed to become a first baseman and later in college, an outfielder.

Other sports available to Negaunee school boys were indoor baseball and track which were performed in the Armory and the balcony running track in the Opera House. Mitchell participated in both. He was game to try his hand at any new-fangled sport that came along, indoor baseball was the prerunner of the playground baseball of today. As yet basketball had not been heard of in the far north, although there were a few experiments with it being tried out in the larger cities of the Lower Peninsula. They had no gymnasium or developed field areas in Negaunee but Elmer and his friends tried to outdo each other in unorganized running on an open field and in jumping and putting the shot on a vacant lot next door to the Mitchell home. All equipment was home made. The jumping stands were the clumsy results of the boys amateur attempts at carpentry. The vaulting pole was a trimmed tree. These athletic practice sessions, unsophisticated as they were by today's comparisons, supplemented by woodchopping and the many other required chores were to comprise the physical education of Elmer's early teens and helped to
produce the muscular, versatile athlete Elmer became in high school and college. Ice skating was not often possible because they had no method to readily remove the mountains of snow off the ice. Impromptu hockey was played whenever there was enough ambitious help to clear a space on the ice. Swimming was also a problem because of the ice cold water temperature and the lack of adequate beaches. In the cold shut-in evenings one activity popular to both young and old was the playing of parlor games. Many evenings were spent playing checkers, old maid, authors, and dominoes.

Young Mitchell's parents encouraged him to develop his musical talents also. As a result of a trip that his father took to Chicago where he saw a saxophone being played at a vaudeville show, Elmer was responsible for the introduction of the saxophone instrument to the Negaunee community. Elmer played flute in the high school orchestra and would continue this musical interest later while at college, playing as a freshman in the college band.

It was with this type of small town rural background that Elmer Mitchell entered The University of Michigan at Ann Arbor in the fall of 1908 with his parents' encouragement and blessings. It was Elmer's own idea to pursue a college degree but it was his parents' support, moral and financial

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9Negaunee High School did not at this time have a band to play at athletic contests so there was no conflict in playing football and playing an instrument.
that made his college dream a reality. Fielding Yost's reputation with his "point a minute" teams was the major factor for Elmer's selection of this college above others but he had not yet made a decision to make athletics his life work. This was to come later and will be the theme of Chapter II.

No one could have predicted that this 1908 student admission, the first and only son of Samuel S. and Nellie Mitchell would so directly and so profoundly influence the course of the newly founded profession of physical education. In 1885, just four years before Elmer's birth, William G. Anderson called the initial meeting to form a professional physical education association in Brooklyn, New York's Adelphi Institute.10

"All for Yost--And All For Michigan" was the magic motto for freshmen entering The University of Michigan in 1908.¹ This Michigan spirit permeated the entire campus and was a recruiting tool for bringing students with diverse professional goals to fill the class rosters of the many fine departmental programs offered at The University of Michigan. Elmer Mitchell's four major academic interests upon enrollment lay in education, journalism, business, and law but it was loyalty to the state of Michigan and to the idolized football coach, Fielding Yost, which caused Elmer to select the University of Michigan for the professional training required to fulfill his vocational goals.² There was no


²Even today in 1975 the University of Michigan is advertised in sports terms. A Howard Johnson's brochure states: "Ann's Arbor, as it was called in the beginning, was so named because of the abundance and variety of beautiful trees. Its reason for thriving was the famed University of Michigan. In addition to one of the strongest sports programs in the collegiate world today, a great variety of cultural activities throughout the year attract residents and entertain visitors."
such thing as a physical education or coaching major there at the time or Mitchell might well have enrolled in a different course of study.

Elmer enrolled in the six year Literary-Law program of studies. His curriculum included a great number of English, history, literature, and sociology courses as well as psychology, anthropology, mathematics, algebra, geometry, trigonometry, rhetoric, and the German Language. His goal at that time was to earn a law degree.

The grading method was a pass-fail system and although there are no records that Elmer graduated with academic honors, he earned all P's. Class academic standings were not calculated until 1952 at The University of Michigan.

Curricular activities were not all that filled Elmer's college days. In his freshman year he ran for Frosh Class Athletic Manager, a coveted position which always generated a hot contest. Elmer won the election which brought much peer status to him as well as many responsibilities for organizing sport events.

Elmer tried out for the university band with his saxophone and was immediately accepted. The band had never had a sax before and the band director had to improvise

\[3\text{Official record of attendance and degrees, Office of the Registrar, University of Michigan, Ann Arbor, February 14, 1975.}\]

\[4\text{Ibid.}\]
music for him as there as yet was no score parts written for this new instrument. The flute proved to be lucrative to Elmer as he had many opportunities to play for university and community functions with dance orchestras made up of twelve to fourteen medical, law, and dental students. This part-time work helped to supplement the monthly checks sent to him by his father for college expenses.

Dancing was another favorite activity for Elmer. This was the era of ballroom dancing and he earned quite a reputation for his two-step, waltz, and foxtrot abilities. "Every Friday and Saturday night there was dancing at the Union, the League, and at Grangers. If you couldn't dance you were literally or figuratively crippled."5

But sports were to consume most of Mitchell's extracurricular efforts and time.

Elmer went out for football in his junior year and played reserve for one year but on the day that he was promoted from reserve to varsity he sustained a shoulder separation. His first love for baseball caused him to give up football due to its high injury probability.

Baseball and bowling were the two sports in which Mitchell was to win most recognition while at the University of Michigan as an undergraduate. Mitchell's later professional colleagues would learn of his sports credits through

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J. E. Rogers, "Around the Country" column, where he wrote:

Delving into the past of our efficient Secretary-Editor we find these startling facts. Elmer Mitchell was captain of the Michigan varsity baseball team and played center field. He won the cup for the University bowling championship in 1911.6

Mitchell had learned to bowl in his hometown of Nagaunee, Michigan during his teens. The bowling alleys there were in cellars or barns7 usually sponsored by some saloon keeper. This sport continued its appeal and challenge as Mitch went on to college.

He often won a whole gross of cigarettes, the prize for the weekly high score at Houston's, Ann Arbor's chief bowling establishment, which he promptly distributed to his friends for he never smoked during his years in athletics. One of his most prized possessions still with him in his retirement apartment is the University Bowling Championship Cup he won in 1911. His bowling final match score for the tournament was 205. He won 5 out of the first 6 games. In later years he once bowled against Andy Varipapa national champion in an exhibition match and won one out of three games.

Branch Rickey, the originator of the minor league farm system in baseball when he served as general manager of the St. Louis Cardinals of the National Baseball League, was


7Personal interview with Mitchell, February 1, 1975.
Mitchell's baseball coach, a colorful figure held in high regard by the team as well as by rival universities. He was a no-nonsense evangelistic disciplinarian and expected his players to be knowledgeable and assertive as well as physically skilled.  

In order to make the varsity team, Mitchell had several things to overcome, his lack of bunting ability and his lack of aggressiveness. He was a strong hitter and back in the UP bunting was not part of the skills to be mastered. Mitchell had never bunted in his life until tryouts for the University team. When he was cut from the squad because of his poor bunting, he mustered up all the courage that he could and went directly to Rickey and said, "Maybe I can't bunt but I can hit!" and proceeded to demonstrate his powerful left-handed hitting ability. Rickey put him back on the team.  

Rickey worked with Mitchell helping him to develop the confidence a player needs to develop his natural abilities to the point of becoming a team asset. During one practice session Mitch (nickname as a student) was called out at first base by the umpire on a 3-base hit. Rickey bellowed out to Mitch, "Did you touch first base?" Elmer hesitated, replied that he thought he had. Rickey shouted

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8Mitchell, unpublished unidentified speech. Mitchell's personal papers. (Hereafter Mitchell's personal papers will be referred to as MPP. These are located at Ann Arbor, Michigan, Lutheran Retirement Center where Dr. Mitchell resides.)
back, "What do you mean--you thought you did! You have to KNOW that you touched!" Mitchell learned to be assertive and positive through his relationship with coach Rickey.

Michigan had one of the first university baseball teams to go on a Southern trip and this was always the highlight of the season. Mitch was a sophomore when he went on his first Southern trip. Their eight game travel schedule took them to Centre College, Kentucky, University of Kentucky, Vanderbilt, University of Tennessee, University of Georgia, Georgia Tech., Ohio State University and Notre Dame.

The team traveled by train which presented some interesting problems should the game go into extra innings when train time tables had to be met. Such an incident mixed with the Yankee-Southern animosities as well as "homer" officials, common to the times, resulted in Mitch's becoming the hero of the day. The Michigan team was playing at Athens, Georgia against the University of Georgia team. The score was 2-1 in favor of Michigan, it was the 12th inning, Georgia had last bats with 2 outs and a man on second base. The batter hit a line drive toward the short right field fence bouncing into the fielder's hands, the fielder threw to the catcher who was on home base. The Georgia runner dodged the catcher, ran toward the bleachers and circled around touching home base. The umpire called
the runner safe and all bedlam broke out. Coach Rickey had a broken foot caused by a batted ball in practice which hit him from behind and was now on crutches. He tried to get to the catcher to break up the fight. In his haste he lost his crutches and was walking unknowingly without them. Mitch came in from first base to help Rickey quiet his catcher and a shadow surrounded him from the rear, 240 pound Georgia's football McWhorter jumped him and ground shuffling ensued. Mitch, who gave the better of the exchange, was cheered on by his teammates and even by the partisan crowd who couldn't stomach the obvious "homer" call. This skirmish resulted in his temporarily being called the "white hope" by his teammates. The next year Michigan received royal treatment at Athens. Branch Rickey insisted after this incident that the catcher tag the runner regardless of rules or circumstances. Another Rickey innovation was to put in a pinch hitter when there were two strikes on the batter.\footnote{Mitchell, unpublished, unidentified speech, MPP.}

Rules and innovative strategies were not the only problem areas for coaches and players in 1909; field conditions and measurements were not standardized and games could be won or lost over such discrepancies. Vanderbilt had a short right field fence which would normally be a two base hit, but it turned into a home run winning the game 1-0 for them over Michigan when the ball rolled under the
Mitch was a three-year-letterman in baseball, elected to captain the team in his senior year. Mr. and Mrs. Samuel Mitchell were never to get the opportunity to see their son Elmer, "Mitch," play for the University of Michigan as the distance from Negaunee to Ann Arbor was a prohibitive factor without an automobile. Perhaps it was just as well that they were unable to visit the campus for some college fads were difficult for Mrs. Mitchell to accept. The first summer when Elmer returned home his "butch" haircut which was in vogue for athletes horrified her. His playing ability brought him to the attention of professional baseball team scouts and resulted in his receiving offers to go into professional baseball but here he encountered family pressures.10

Upon graduation in 1912 with his A.B. in hand and having abandoned the goal for a L.L.D., Elmer had the dilemma of choosing from three employment opportunities. He was offered a contract to become high school principal in Norway, Michigan, near his home in the Upper Peninsula; the

10Personal interview with Mitchell, October 18, 1974.
offer of playing professional baseball; and the third offer, the one he finally selected, was a contract to teach and coach at Grand Rapids Union High School in Grand Rapids, Michigan, one hundred-thirty miles northwest of Ann Arbor.11

The major factor determining his final choice of job offers was a Miss Beulah Dillingham, an attractive, intelligent co-ed and classmate of Elmer's at the University of Michigan. Beulah (Class of 1913) was a junior, Elmer a senior when they were first introduced by a friend who had a date with a sorority sister of Beulah's. Her major field of study, literature, brought them often into the same courses. Elmer was even persuaded to take a course Bible As Literature, a subject not of particular interest to him at that time in his life, but suddenly motivated to take because a certain Miss Dillingham was enrolled in it.

Professional baseball was not a well thought of profession in 1912 and Beulah's parents let their disdain for "athletic pugs" be well known to Elmer. In addition, Elmer's maternal grandfather from Chicago was a very pious Christian man who railed against the evil of violating the sanctity of Sunday by playing sport and most professional baseball teams played their games on Sunday.

Elmer could not stand up to these kinds of pressures and reluctantly asked to be released from the contract he

11Ibid.
had already signed. He was finally released but with a strong admonition that he could not sign with any other professional team because he belonged to them. There was then as there still is a great rivalry between professional teams in their attempt to sign promising college players.

If Elmer were to pursue a law degree he would need to continue study for at least two more years. His desire to marry Beulah was stronger than his desire to earn the L.L.D. so he terminated his undergraduate work with an A.B. degree and a teaching certificate. Beulah's home was in Grand Rapids where her father was Head of the Commercial Department at Grand Rapids Union High School. Elmer taught while Beulah finished her A.B. degree at the University of Michigan. They were married July 10, 1913, in Grand Rapids at her home.

After five short years of teaching and coaching experiences, three in high school and two in college, Elmer and Beulah with infant daughter Ann born in 1914 were to return to the University of Michigan where Elmer would coach, teach, earn his M.A. and Ph.D., and become a leader in the physical education profession.
CHAPTER III

COACH--TEACHER

Mitchell's career in coaching and teaching began at Grand Rapids, Michigan where he taught for a three year period. From Grand Rapids he moved to Ypsilanti where he again had both teaching and coaching responsibilities at the Michigan State Normal College. This five year span from 1912-1917 was a period of preparation for Mitchell giving him the opportunities for many varied experiences and professional contacts.

Grand Rapids Union High School

Elmer Mitchell arrived at Grand Rapids Union High School in the fall of 1912. Principal I. B. Gilbert assigned Mitchell to teach five history classes, to coach football, basketball, and baseball and named him as the first Athletic Director at Grand Rapids Union High School. Mitchell was also responsible for track and field but delegated a student manager to carry out this program due to baseball. Student assistants were a common practice in this era. In fact, prior to Mitchell's employment even football and baseball at Grand Rapids Union High were only possible due to the "efforts of one or two students" who pulled a scrub team together.¹

The college nickname "Mitch" stuck with Mitchell as he embarked upon this first coaching assignment. The students


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used it with considerable respect as well as friendliness. Mitch's ability to inspire youth was in evidence from the very first. "It was he (Mitch) who urged, teased, and sometimes commanded the student body to send out candidates for the teams. No number of athletes was too large for him to handle."\(^2\) Mass participation was of great importance to Mitchell. "It was his aim to get as many interested as possible and have as many different teams as he could, with the idea of giving a large number of students the benefit of athletic training as well as having an eye to future teams of Union."\(^3\) In three short years Coach "Mitch" changed Union from a school which lacked school spirit where "few students would come out to practice regularly"\(^4\) to a school of "championship caliber."\(^5\) This change did not occur miraculously. It took a lot of hard work and considerable ability.

Facilities at Union were sparse. The baseball team had to walk nearly two miles to its practice field. The football team had to pull weeds, remove stones, glass and sticks off the field before team practice could begin and the basketball team had to walk a considerable distance to


\(^3\)Ibid.

\(^4\)Group Work, op. cit., p. 58.

\(^5\)Brown, op. cit.
a gym since Union did not yet have Dillingham Gymnasium.

Football and baseball coaching presented Mitchell with few problems. He had participated in and watched enough of Yost's football practices during his student days at the University of Michigan that he relied upon the Statue of Liberty play, plays run from punt formation and quick punts. He had a good working knowledge of football and had learned to emphasize trick plays if his team was small in size. Rickey's baseball training gave him the needed confidence and knowledge to coach baseball, but basketball techniques and strategies had to be learned on the job through reading and observation and such resources were extremely limited, especially written materials. Information on the "inside strategy of basketball was held back in a secretive manner" among the early coaches. Basketball was a newcomer to varsity sports having just been invented twenty years before and the building of adequate gymnasiums had not caught up with this game's needs and as previously indicated literature was lacking.

6Ibid.

7The author made a walking tour of old Union High (now a Middle School) in Grand Rapids on April 4, 1975.

During the summer of 1913 Mitchell took a summer coaching course at the University of Wisconsin where he studied under Walter Meanwell, M.D., one of two of the outstanding basketball coaches at that time. Ralph Jones of Illinois emphasized the long pass while Meanwell coached the short passing type of game. Mitchell must have learned rapidly for his three years' basketball record at Grand Rapids Union High School showed his teams to have been highly successful with his 1913 team ending the year 12-2, scoring a total of 509 points to the opponents' total of 229. At that time there was no state basketball tournament so no official championship could be claimed but the 1915 Grand Rapids Union High School team felt like champions with its 13-1 record. The 1915 Union High School Yearbook boasted, "In state basketball circles, Union claims the state championship and none but Jackson has a similar, though no stronger, claim." State tournaments were to begin in 1916 largely due to the combined efforts of Mitchell and Wilbur P. Bowen.

9Behee, op. cit., p. 92. The University of Michigan had not yet begun to offer coaching courses. Yost is credited with originating summer coaching courses at the University of Michigan in 1922 under great faculty opposition. Mitchell helped Yost to organize this first summer school for coaches by suggesting courses and writing the brochure. Mitchell has a photograph taken in 1922 of all the staff including Yost and Mitchell posing at the edge of Old Ferry Field Athletic Building.

10Brown, op. cit., p. 50.
The first time Mitchell met Professor Wilbur P. Bowen was on the occasion of a Battle Creek Conference on athletics in the winter of 1915 attended by a group of principals and school administrators where Mitchell had been asked to speak on the need for standardization of eligibility rules for high school athletes. Bowen, from Ypsilanti Normal College, a physical education and coaches training school of note in the early 1900's and the man who had initiated the conference, was in accord with Mitchell's proposal for eligibility rules. Thus a professional relationship was to begin which would continue for many years. This meeting although informally called without any organization behind it was one which had an important effect in organizing athletics under faculty supervision and control with a central authority at Lansing. Mitchell recalls that on another occasion Dr. Bowen asked him to accompany him to a parent-school board meeting where Bowen was to give support for building a new gymnasium. Bowen wanted Mitchell's moral support and told Mitchell how he had spent much time researching exactly how much wood would have to be chopped to equal the physical training effects of formal exercise. He was ready to combat the old line, "I got my physical education chopping wood and so can my son!"

Mitchell had success in football and baseball coaching as well. His football record at Grand Rapids was 5-3 in 1912, 4-6 in 1913, and 8-1 in 1914, while the
baseball teams won the city championship two years in a row, 1914 and 1915 with a seasonal record of 8-2-1 in 1914 (no scores are available for 1912 and 1913).

The two, Bowen and Mitchell, pioneered high school eligibility rules for Michigan and hosted the first Inter-High School Basketball Tournament for the state of Michigan in 1916 at Ypsilanti Normal College.

Mitchell's athletic record at Grand Rapids Union High School was quite an achievement and did not go unnoticed. This was the beginning of a fulfilling life, both professional and personal.

MICHIGAN STATE NORMAL SCHOOL, YPSILANTI

As a result of his excellent coaching record at Grand Rapids Union High School, Mitchell was offered a position at Ypsilanti Normal College in 1915 as Athletic Director and coach of basketball, football and baseball. Mitchell's name was submitted to President Charles McKenny of Ypsilanti Normal College by a textbook salesman who regularly attended Union basketball games and was greatly impressed with Mitchell's abilities. Mitchell was offered a permanent coaching job (in the past these positions had been only temporary), and an Assistant Professorship. He

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11Personal interview with Mitchell, January 31, 1975. A book agent who had watched Mitchell's teams in action was responsible. Years later Mitchell found this out.
would work under his friend and renowned professor of physical education, Professor W. P. Bowen. This was a deciding factor when Mitchell agreed to accept McKenny's offer. It was Bowen who motivated Mitchell to consider the wider field of physical education not just athletics. The 1916 Michigan State College yearbook stated the following in regard to Mitchell's appointment:

Athletics are under the careful and earnest supervision of nine instructors. The two new instructors, Professor Samson and Professor Mitchell have been a great asset to the department. . . . Professor Mitchell comes well prepared from the University of Michigan, where he was a member of the football, basketball, and baseball teams, having been captain of Varsity baseball in '12. He gained more experience at the Grand Rapids Union High School where he turned out state title contenders in football, basketball, and track.12

In 1915 the Ypsilanti Normal College was one of the most highly respected teacher-training institutions for physical educators largely due to the dedicated efforts of Professor Bowen, who conducted extensive curriculum studies for the American Physical Education Association.13 Mitchell's first year there the course requirements were raised from two years to three years for a degree in physical education and as already indicated in Mitchell's case, coaches began to be hired on a permanent basis with faculty status.

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Bowen assigned Mitchell to teach the History of Physical Education course and Playgrounds along with his coaching assignments. The Playgrounds course fit in with Mitchell's practical training as he had worked as a counselor the previous summer at a Boy Scout camp and also was employed as a summer playground leader for the city of Grand Rapids in 1914 and 1915 at John Ball Park.

Lou Hollway a former student of Mitchell's at Ypsilanti took his Playgrounds and Administration of Athletics courses and was impressed by Mitchell's wide vision of physical education, a vision that most coaches of the time did not share. Mitchell spoke from notes in class, was meticulous about fundamental details, often brought a ball to class demonstrating ball handling with the whys and why nots and was always open to questions from the students. His philosophy was one of democracy through sports. Mitch was kind but stern with the students with a great sense of humor.

Hollway was a former Grand Rapids and Central High School boy with a desire to go on in athletics but without a background of knowing how to go about getting into college. He went out to work for three years after high school and became involved in a racing crew from Ann Arbor.

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14 Personal interview with Louis Hollway, former student and athlete of Mitchell's at Ypsilanti Normal, June 18, 1975.
which brought him considerable local fame. Mitchell remembered him from Grand Rapids and contacted him about going to college. Hollway asserts that it was Mitchell who was solely responsible for his advancement in the physical education profession. Hollway worked for Mitchell in the Ann Arbor West Park Recreation system in the summers, during his student days at Normal. In later years Hollway became Ann Arbor High School's first Athletic Director and their athletic field now bears his name, Hollway Field. In addition he was very active in the Mid-West Physical Education Association elected to its presidency in the 1930's. Mitchell's influence upon his students was profound whether in the classroom or the athletic field.

Problems were sure to arise when a coach with just three years high school experience was faced with Eastern hot shot college basketball players like Clair Langton. He and two teammates from Brockport, New York, challenged Mitchell's game plan. They favored man-to-man strategy and Mitchell was a believer in the shifting zone which he called the shifting-space defense in his book, Basketball, where he described this strategy.

Shifting-space Defense. The shifting-space system, sometimes called the "Lane" defense, can be played by four or five men, but unless the team

15 Clair Langton followed Mitchell to the University of Michigan and eventually became a physical educator in his own right serving many years as Chairman at Oregon State College.
is a strong scoring one the five-men is the better. The defense shifts to the side the ball is coming down; that side is called the strong side; the side opposite the ball, the weak side. On a small floor the defense should mass ahead of the center so as to prevent long shots.

The forward on the strong side tries to break up the play, the forward on the weak side drops back to the corner.

The forwards play in toward center, so as to force the opponents to go down the floor on the outside. Then when a pass is made to the opponent, one of the guards is charging him hard, and should be on him as soon as he gets the ball.

The defensive men do not follow their opponents all over; they stand still—maybe move in the direction the pass is likely to take—and then when the pass is made, the proper defensive man covers. The forward on the strong side works back as the play goes closer to the basket.16

Mitchell's game plan of alternating five-man-defense with shifting zone must have worked for in his second and last year at Michigan Normal, after a successful first year with a 10-4 record17, Mitchell's basketball team boasted an enviable 17-1 record18 Quite an achievement for a "self-taught" coach who never played the game on a varsity team. In evaluating the two seasons the college yearbook stated:

The success of the Normal basketball team has not been due to the presence of any particular star

16Mitchell and Mather, op. cit., p. 79.
18Ibid., 1917, p. 199.
player or players as in former years, but more to
the fine team mates working unselfishly together.

With but one veteran, captain Mead, returning
to school, and a hard schedule of fourteen games
to face, prospects for a successful season looked
far from bright. However, by hard practice, team
work and speed were developed, which resulted in
the winning of ten of 14 games. The four were
lost by narrow margins.

The team of 1916 has upheld the high standard
established by their predecessors.19

What promised to be the most unsatisfactory
season in the history of basketball for the Normal,
owing to the fact that all of last years' men were
doing duty at the Mexican border, turned out to be
more than successful. Langton, Irwin, and Hartman
were still on duty with the troops. However, when
the call for candidates were issued, Coach Mitchell
found the most promising bunch of players that ever
turned out for a Normal team. Rated among the fast­
est teams in the Mid-West, out of 18 games, 15 with
colleges, Normal won 17.20

The March 16, 1917 Normal College News carried a
front page photo of Mitchell and his victorious 1917
basketball team capping a short but successful basketball
career at Ypsilanti.

But basketball was only a part of Mitchell's coach­
ing duties. He coached football and baseball as well at
Normal.

The 1915 football record was recorded as 4-2-121
an average season for a first year college coach but his

19Ibid., 1916, p. 233.
20Ibid., 1917, p. 199.
21Ibid., 1916, p. 227.
second season was terminated shortly after it began due to an epidemic of smallpox which broke out in the school compelling Coach Mitchell to cancel the better part of the schedule.22

Baseball as a college sport at Normal held great student interest. Being a spring sport the season's records never quite made the yearbooks but at press time in 1916 Mitchell's team had a 3-2 record with eleven games remaining and in 1917 at press time a record of 6-0 on a fifteen game schedule. The status of baseball is apparent as one reads excerpts from the *Aurora*:

Immediately after the spring vacation about fifty men appeared in uniforms of various colors to display their ability as baseball players. Six veterans of last year's team were among the group—Lawson and Torrey, pitchers; Barnes and Hyues, outfielders; Langton and Murray, infielders. There were seven pitchers among the group, and candidates for infield positions were numerous. Only two weeks' time was needed by Coach Mitchell to select the pitching staff made up of Torrey, Lawson and Locke. A great deal of anxiety was still expressed on the campus as to who would fill the position behind the bat, but this feeling entirely disappeared after observing Lamb perform in the initial games of the season.

The first game of the season was lost to the University of Detroit by a score of 6-3. The inability of our pitchers to locate the plate was largely responsible for the loss of this game.

The second game was played at Assumption College and was won by the Normals with a score of 8-3.

The third game was lost to the University of Michigan by 5-1 score.

In the next contest Albion was defeated on the Normal field in an interesting game by a 2-1 score.

On the following day Hillsdale took the low end of a 11-3 score, the Normals batting three pitchers from the box and registering fourteen hits.

22Ibid., p. 197.
Eleven games now remain on the schedule. The present outlook indicates that the efforts of Coach Mitchell will be repaid by the team's winning a large percentage of these games, thus giving the Normal College one of its most successful seasons in baseball.\(^\text{23}\)

It was while at Ypsilanti that Mitchell assisted Bowen in initiating the Annual Inter-Scholastic Basketball Tournament for high schools in Michigan.\(^\text{24}\)

A testimonial to Mitchell from the Normal athletes upon his resignation took the form of a full page yearbook spread including a photograph of Coach Mitchell in his sporty coaching suit (knickers and braid-trimmed jacket) and this story:

With the completion of the present term, Coach Mitchell leaves Michigan State Normal College to take up a position as coach in the University of Michigan. He will have direct charge of basketball and the All-Fresh football team, a position of considerable importance. In addition he will be on the coaching staff for baseball and track. The duties of this position will not be new to Mr. Mitchell as he is a graduate of the University, and while there played on the Football Reserves and the baseball team, being captain in his senior year of the latter.

Mr. Mitchell has made many friends during the two years he has been connected with this institution and his loss will be keenly felt.

Our new coach has not as yet been appointed, but we only desire that he shall assume his duties as well as did Coach Mitchell. For Coach Mitchell we wish the best of luck and success.\(^\text{25}\)

\(^{23}\)Ibid., p. 237.


\(^{25}\)Ibid., p. 194.
Mitchell's coaching reputation at Ypsilanti won him respect and recognition by the neighboring University of Michigan athletic director, Phillip Bartelme. In 1917 Bartelme offered Mitchell a position as a member of his varsity coaching staff where he would have the opportunity to do graduate study towards a Master's degree, be head basketball coach, and freshman football coach under Fielding Yost. Mitchell's acceptance brought him the distinction of becoming the first varsity basketball coach at the University of Michigan. E. G. Mather would follow two years later.

As freshman football coach for two years under Yost, Mitchell got to know him fairly well. He remembers him as:

-- a brilliant man who loved the limelight and had a flair for the dramatic. On banquet occasions he might have collected all the spoons and knives and forks and saucers in sight to diagram the play that he had worked in the big game, or I have seen him give a push to someone walking beside him and

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then run out into the street and back again to the sidewalk to demonstrate the pass play that had beaten Minnesota in 1910.1

Mitchell's All-Fresh football team record for 1917 was 4-1.

Basketball did not hold a high place on the athletic totem pole at the football indoctrinated University of Michigan. In fact, few universities in 1917 put a major focus upon the relatively new game of basketball.

Mitchell's recollection of the first game he coached for Michigan is one of comedy and frustration. It was played in Waterman Gymnasium on a cross court. This gymnasium was built in 1893 to meet earlier formal gymnastic needs, not modern basketball needs. Little strategy or finesse could be employed in such cramped quarters. Michigan won over Case with a run-bounce-shoot pattern. His first year was discouraging with a losing season, won 12 - lost 18,2 but his second year he captured fourth place in the Western Conference. Mitchell's basketball coaching at the University of Michigan ended after two years with a winning record scoring 578 points to his opponents 391 when he asked to become Director of Intramurals. The pressures of basketball varsity competitions, both emotional and time consuming, were felt by Elmer but

1 Unpublished, undated speech by Mitchell, MPP.
2 Michiganensian, 1918, p. 301.
most particularly by Beulah Mitchell who had no misgivings when Elmer left the field of varsity athletics in favor of intramurals. However, if Floyd Rowe had returned to the University of Michigan after the war to take up where he had left off in the development of intramurals, Mitchell would no doubt have stayed in athletics and this account may never have been written.

It was in 1918 that Elmer and Beulah's second child was born, a boy. They named him Robert Dillingham. Robert would grow up to become the lawyer his father had once contemplated as a profession.

Mitchell coached for a period of seven years from 1912-1919, and competed as an athlete for eight years prior. Athletics had been good to him, and as he ventured into a new field of challenge, that of intramurals, athletics were not totally abandoned. With week-ends now free from varsity competitions, Mitchell began to officiate area high school baseball, football, and basketball games. There was no formal training for officials at this time and ex-coaches were often sought out for the job. Mitchell learned to officiate through experience and eventually officiated for the smaller area colleges as well.

In 1919, Mitchell was awarded his A.M. degree in Methods of Administration and Philosophy of Education and in the same year was appointed Director of Intramural Athletics at the University of Michigan.
Although directing intramurals took up most of Mitchell's time especially in the formative years; as he developed an intramural staff to carry out the major responsibilities, he turned his talents toward developing the professional teacher training program in physical education. His administrative writing and speaking assignments brought him recognition and consequently professional service opportunities faster than he might have wished.

By 1928, just eleven years after joining the University of Michigan staff, Mitchell had advanced from Instructor to Associate Professor in academic rank; had an intramural program boasting 6,000 participants in a brand new Intramural Building; had invented the game of speedball; authored his first book (with Edwin J. Mather), Basketball; written numerous published articles and had given birth to the first Mid-West publication, The Pentathlon serving as the association's Editor-Secretary (detailed in Chapter VI). Throughout this same period he was, of course, teaching classes, advising students, and officiating athletic contests. His energies were seemingly boundless.

In 1930, when the Mid-West's Pentathlon and the National's American Physical Education Review publications were merged, Mitchell was persuaded to become editor of the new Journal of Health and Physical Education and at the same time initiated the publication of a Research Quarterly,
both for the American Physical Education Association. In the same year he was elected to the position of Executive Secretary of the APEA (detailed in Chapter VII).

Mitchell was sought out for visiting faculty positions by other universities. In the summer of 1931, he taught at Utah State College; in 1932, at New York University; in 1933, at the University of Iowa; and in 1934, he was visiting professor at the University of Southern California. Sixteen years later he accepted another visiting professorship at Sul Ross state College in Texas.

Throughout the period 1930-1940 Mitchell served on many athletic and professional university committees which were instrumental in building Michigan's program of athletics, intramurals, health services, physical education, education, and recreation to the prominence these areas now enjoy.

He served on the powerful Board in Control of Athletics (later changed to Physical Education) where he was a co-proponent with Fielding Yost of increasing the physical education institutional requirement from one to two years. Although Mitchell put in considerable research time documenting the low position that the University of Michigan held in comparison with other universities on the matter of years required for physical education and credit given for

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3Behee, op. cit., p. 130.
such work, the proposal failed. Mitchell saw the reality of the faculty position against increasing physical education requirements and even knowing that the proposal would be defeated chose to support the additional physical education requirement proposal. Perhaps the most significant statement brought about by this Board was the Sinai Report which affirmed that "From an academic standpoint, physical education has a greater value than intercollegiate athletics. From a financial standpoint, the reverse is true." It was recommended, consequently by the Sinai committee that physical education be removed out from under the Board's control but this did not happen. Instead the name of the Board of Control of Athletics was changed to the Board in Control of Physical Education.

Mitchell served on many other University Committees as well. His wide interests and abilities can be readily seen as one surveys the assignments to which he was appointed while a member of the University of Michigan faculty.

Committee on Physical Education
Advisory Committee on National Defense
Michigan Union (Board of Governors)
University Council
Committee on Correctional Camps in Michigan
Administrative Committee of the School of Education
Committee on Certification
School of Education Committee on Faculty Promotion
Fresh Air Camp Committee
Committee on Graduate Work


5 Ibid., p. 244.
Committee on the Reorganization of the Doctoral Committee of the School of Education Executive Committee of the School of Education Joint Committee on the Training of Teachers Library Committee of the School of Education Physical Education Conference of Big Ten Representation University Advisory Committee on Health Service

Mitchell continued to publish and to speak in support of the values of physical education. In 1935 he was appointed consultant on physical education to the National Congress of Parents and Teachers, and in 1935 he was appointed special consultant to the Educational Policies Commission of the National Education Association. It was in 1936 that he initiated the first University of Michigan Summer School travel-study course for credit when he escorted thirty-two students and thirty-two adults to the Berlin Olympics Games. (See Chapter VIII for details.)

Mitchell began work on his Ph.D. at the University of Michigan in the 1920's and completed this work earning his Ph.D. in Sociology in 1938. It was during these years that he sat under Charles Horton Cooley, Professor of Sociology and ultimately was greatly influenced by Cooley. Mitchell and other graduate students would be invited to the Cooley home where over doughnuts and cider they would discuss assigned sociological topics. Cooley's case study approach and Franklin H. Giddings's statistical approach to sociological

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6 The University of Michigan News Service, Ann Arbor, Biographical Information, Elmer Dayton Mitchell (January, 1960), p. 4, MMP.
problems appealed to Mitchell as significant methodologies. There was no Ph.D. in Physical Education at the University of Michigan. Most of Mitchell's dilemma (changes in advisors, changes in topics) occurring in the completion of his Ph.D. had to do with the fact that sociologists did not think kindly of a "physical education" man getting a Ph.D. in their discipline. Mitchell's original dissertation, "Physical Education and Allied Movements in the State of Michigan," numbered 709 pages and was a historical, sociological treatment of the topic. No doubt Mitchell's personal experiences in obtaining his Ph.D. spurred him on to the development of the Ph.D. degree with a physical education special emphasis at the University of Michigan.

But the steadily growing societal forces were the most potent in Michigan's decision to establish a doctoral program for physical education. With the urbanization and industrial advances in the United States gaining momentum shortly after the turn of the century communities began to face problems of communicable and organic diseases as well as increased anti-social behavior manifested in crime, delinquency, and mental breakdown. Schools were called upon to help meet the crises and two areas heretofore given low priority, health and physical education, suddenly gained

considerable support from the public and from the state legislature. In the state of Michigan a law was passed in 1911 which made the teaching of physical education mandatory in communities of over 10,000 population. This law was revised in 1919 to include all communities of 3,000 population and over. Michigan was not the only state to pass such legislation, indeed about thirty by 1919 had enacted a required physical education law.

This legislation demanded the training of qualified teachers to implement the new laws in the public schools. The few physical education teacher training schools in Michigan at the time could not possibly supply the number of teachers needed. Thus the four-year curriculum in physical education, hygiene and athletics was developed in 1921 at the University of Michigan "due mainly to the efforts of the medical personnel and athletic coaches at

8Development of the School Health, Physical Education, and Recreation Movements in Michigan, an unpublished survey at the Intramural Sports Building, University of Michigan, Ann Arbor, p. 2.

9Ibid.

the University in cooperation with the School of Education who were responding to the need for physical education teachers.

It was in 1920 that the members of the Education faculty at the University of Michigan first gave consideration to the inclusion of hygiene and physical education courses in the summer session. In 1921 Mr. Floyd Rowe, the new state director of Physical Education (and the former Intramural Director of the University of Michigan) gave two courses in School and Personal Hygiene and the Administration of Physical Education. At a Council Meeting, July 9, 1921, a resolution was passed by the School of Education endorsing the plan of providing a four-year curriculum for the training of athletic coaches and supervisors.

Professors from the School of Education together with Mr. Fielding H. Yost, initiator of the four-year


12 Elmer Mitchell, "Department F of the School of Education--Physical Education and School Health," article for the Centennial Encyclopedia, March 30, 1937, p. 4, MPP.

13 Ibid.

14 Ibid.
curriculum, the Director of Intercollegiate athletics prepared the course of study. Later the plans were enlarged to include hygiene and consequently the cooperation of Dr. John Sundwall, newly appointed Director of Physical Welfare was also enlisted. Mitchell helped Yost to develop the initial four-year curriculum which was considerably changed when Dr. Sundwall arrived on the scene. The reorganization at this time gave birth to Department "F" of the School of Education which included health, physical education and athletics for both men and women. The new course of study was introduced in the Fall of 1921 with the first graduates of the full four-year sequence receiving their Bachelor of Science in Education in 1925.

Although not the initiator in the development of the undergraduate physical education program, Mitchell was one of six individuals active in its development from the beginning including Fielding Yost, Dr. Sundwall, Dr. Warren Forsythe of the Department of Hygiene and Public Health, Professor George May of the Men's Physical Education

15Ibid., p. 5, and 100 Years of Athletics, Ann Arbor: University of Michigan, 1937, p. 70.


Department and Marion Wood of the Women's Physical Education Department. 18

The relationship between the men's and the women's physical education departments at the University of Michigan was one of separation and cooperation. Prior to the construction of separate facilities, the women's program shared Waterman Gymnasium for class instruction though not during Mitchell's tenure. Mitchell and other men staff members served on joint committees with Marion Wood, Margaret Bell, and other women faculty when mutual concerns were discussed but the undergraduate programs were developed separately. Marion Wood Bragg recalls that since neither Yost nor Sundwall nor Bell were educators (one was an athletic man, the others medical doctors), Mitchell, herself and other physical educators were heavily depended upon for development of curricula in cooperation with the School of Education. 19

The members of the faculty of the School of Education, the Department of Hygiene and Public Health, and the Department of Athletics gave the specialized instruction. Arrangements were made for the required scientific and laboratory work to be given in the other Colleges and Schools of the University. Elective courses were also pursued in other

18 Mitchell, "Department F . . .," op. cit., p. 10.
19 Personal interview with Marion Wood Bragg, June 18, 1975.
departments of the university. An important statement listed in the first catalogue is indicative of the intent of the planners that the new course should possess academic and cultural content as well as specialized training. It states, "The physical instructor should have academic and professional training equal in every respect to that of the general educator. . . . There is no reason whatsoever why the ideal physical educator should not be regarded as among the most influential and intellectual members of the faculty. . . . In other words, the physical educator must be by virtue of his training, his ideals, and the importance of his work, an integral part of the faculty. He must be a real schoolman."  

In brief the course required 124 hours and 155 honor points for graduation. The curriculum was so constructed that a broad general education was combined with specialized training. Approximately 32 hours were required in the field of the laboratory sciences such as biology, chemistry, anatomy, kinesiology, physiology, applied physiology, heredity, bacteriology, and physical reconstruction. Forty hours were outlined for work in general cultural and educational fields. Twenty-four hours were assigned to the Theory and Practice of Physical Education, including gymnastic, corrective, athletic, and recreational activities. Of these hours, six were devoted to practice teaching in the junior and senior years when the specializing students have opportunity to serve as instructors for gymnasium classes, officials and organizers.

of intramural teams, instructors of freshmen athletic teams, and the like. Permission to choose electives was somewhat restricted by the large amount of work that was required, but nevertheless 24 hours were available for the exercise of individual preferences.

As the demands for undergraduate courses were met a new need arose, that of advanced work for those who desired administrative positions as physical education programs became large and complex. Graduate work became essential in handling such enlarged programs apart from the personal interest in securing a higher degree and in rendering a higher type of service.

The graduate program became effective during the summer session of 1931 with three different curricula established: administration of physical education, supervision, and teaching.21 The next year health education was offered and by 1937 the graduate student could choose from five different curricula including in addition, leisure time (recreation).22 All curricula were established according to the general policy of the School of Education as to the number of required cognate and elective subjects. Twenty-four hours and a thesis was the requirement for the master's degree which could be either the Master of Arts or

21Ibid., p. 9.

22Zeigler, op. cit.
Master of Science in Education. The graduate curricula was the same for both men and women.

Dr. Jackson Sharman, who had previously been state director of physical education in Alabama and had just received his Ph.D. degree from Columbia University, was hired to take charge of the graduate curriculum. Mabel Rugen was hired in 1930 to assist in the graduate curriculum development though not informed of this until after she arrived. Rugen recalls that one of her first assignments from Sharman was to seek out Mitchell for advice concerning the graduate curricula in physical education. Sharman remained until 1938 when he returned to Alabama. From 1938 the graduate work including teaching and thesis advisorship was shared by qualified staff members working under the direction of the elected chairman of Department "F." Faculty members serving as department chairman after 1938 were Dr. Elmer D. Mitchell (1936-42; 1948-51; 1954-57), Dr. Margaret Bell (1942-45; 1951-54), and Professor Laurie Campbell (1945-48).

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24Personal interview with Mabel Rugen, June 17, 1975.

25"Conference with Mr. Elmer D. Mitchell Concerning Graduate Curricula in Physical Education," unpublished report from Mabel Rugen's personal papers dated November 24, 1930.
Dr. Mitchell together with Dr. Margaret Bell, Chairman of the Women's Department, were prime movers in the development of the coeducational Ph.D. and Ed.D. graduate curricula for physical education which was established in 1938. Michigan thus began its doctoral degree in physical education fourteen years after the very first such degree program was offered at Teachers College, Columbia University and New York University. Before 1930 there were only a few schools offering graduate training courses but by 1938 there were more than thirty-five offering courses that led to higher degrees.

The curriculum changes were largely in the form of adding needed new courses appropriate to the doctoral level. The graduate courses offered in 1938 included:

- Tests and Measurements in Physical Education
- Correlation of Health and Other Physical Welfare
- Activities in the Public Schools
- Community Recreation
- Current Studies in the Administration of Physical Education
- Methods of Instruction and Supervision of Physical Education
- Curriculum Problems in Physical Education and School Health
- Current Studies of Athletics in Colleges and Universities
- Seminar in Physical Education

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26 Van Dalen and Bennett, op. cit., p. 443.
28 General Register 1938-1939, IX, 121-122.
These courses had been developed largely as a result of committee efforts with the faculty member first assigned to teach the course having the major responsibility for its development.

In 1939 the course, The Camp As an Education Agency was added to the graduate curriculum. Dean Edmonson assigned the course to Mitchell to teach and Mitchell pleaded his non-qualifications for the assignment. Nevertheless, Mitchell initiated the course utilizing camp specialists as guest speakers.

This curriculum remained unchanged through the war years while Mitchell and many of his colleagues were in the armed service. Upon return to the civilian campus scene, Mitchell was confronted with a number of problems not unlike other colleges and universities after WW II. The enrollment skyrocketed, the facilities were overtaxed and the department was understaffed on all levels, undergraduate, graduate and intramurals. Mitchell's responsibilities as Chairman of Men's Physical Education Department were to make the transition from the emergency period where physical fitness took on paramount importance in the curriculum through the close of the war in 1945 to the emphasis upon individual needs of the student rather than mass needs of society following the war. A study was made in 1945 under Director of Physical Education and Athletics Herbert O. Crisler's supervision. The resulting report recommended an increase in Michigan's required
physical education program from one to three years and that credit be given for such work. Unfortunately, no faculty action was taken to put the 1945 recommendations into effect and in writing of this in retrospect in 1958. Mitchell and Howard C. Leibee stated that "the present-day curriculum in the required physical education program falls short of the proposed 1945 plan."29 Leibee who was brought to the University of Michigan faculty in 1945 by Mitchell was assigned the responsibility of heading up the Required Program. Despite the lack of university support for the 1945 plan considerable progress toward the ideal curriculum was achieved through the addition of new course offerings, flexible curriculum including more electives, progressive skill instruction opportunities, opportunity for corrective activities, and keeping class sizes as small as possible.

Staffing of the activity courses was greatly aided by the assignment of graduate assistants with special abilities to required courses as well as to intramural positions.

Mitchell was responsible for the Required Program and the Intramural Program for all University of Michigan men from 1942 to 1958 when he retired. Since he also held the Chairmanship of Department "F" of the School of Education for most of these same years 1936-42, 1948-51, 1954-57 he

needed able assistants to carry out a progressive quality program on the many levels. Leibee was appointed by him to take charge of the Required Program 1945-1958 and Earl Riskey, the Intramural Program. In this chairmanship capacity he was instrumental in hiring both Leibee and Riskey and in addition Newton Loken, Rodney Grambeau, and Richard Donnelly.

Mitchell first elected to the Chairmanship of Department "F" of the School of Education in 1936 was again in 1948-1951 and 1954-1958 charged with this office. Responsibilities in this position consisted of supervision of the Four Year Undergraduate Curriculum and the Graduate Curriculum.

Just as in the University proper after World War II there was an unprecedented enrollment of students in the professional curriculum of Department "F". The G.I. bill provided necessary funds to those who might otherwise have been unable financially to seek a college degree. Teachers, coaches, recreation directors, and camp counsellors, were in great demand not only for secondary schools but for industry, community colleges, large city recreation departments and state departments of education. New courses were added to meet the new needs.
Industrial Recreation and Advanced Course in Tests and Measurement in Physical Education were courses added in 1947-48, and an Advanced Seminar in Physical Education course in 1950-51. In the 1956-57 curriculum two courses, History and Philosophy and Physical Education in Various Societies and Experimental Methods of Research in Physical Education were added.

Another need was met through the establishment of Saturday classes and Extension classes for those teachers whose school systems now required the master's degree as a minimum requirement for teaching in high schools. Mitchell was responsible for assigning staff to such Extension courses and developing this service.

To supplement staff needs Mitchell sought out faculty from other disciplines to teach graduate courses and for activity courses hired athletic personnel who held split appointments with part of their salary coming from the School of Education and part from the Athletic Department. This practice was not new but it became accelerated in the post-war period. From 1950 to 1954 Mitchell was teaching six of the twelve graduate courses which were listed in the catalogs of this period. His substantial involvement was an indication of the crucial need for additional faculty for Department "F."
The acquisition of faculty to carry out the expanding physical education program was the responsibility of Department Director H. O. Crisler and the Dean of Education where joint appointments were made. Mitchell was consulted on such appointments as was Dr. Margaret Bell.

In a communication to the University Council in 1947, Director Crisler informed the Council of the staffing problems created by the refusal to give academic titles to physical education faculty members.

The present situation is not only unsatisfactory to the staff members concerned, but it seriously handicaps the Department in negotiating with prospective staff members. Since the War, there has been a high turnover of personnel and, in several instances, those candidates who were considered as highly qualified for replacements, could not be secured on the present bases. In other words, they would not give up their academic title at another institution to accept the position offered them here. The anomaly of the present situation is all the more evident when our own staff members, without an academic title, are offering courses to students who hold academic titles in other colleges and universities, or who on graduating accept positions which carry the academic titles. As matters stand, it is becoming increasingly difficult for the Department of Physical Education and Athletics to render the instructional services that are required by regential action. While appointments have been made of necessity, the candidates were not always the ones that the Department preferred as first choice.30

By 1950 the graduate enrollment totaled 118, of these 85 were fulltime and 33 part time students. The number of doctoral graduates steadily increased with the first

30H. O. Crisler, A Communication to the University Council, May 19, 1947.
candidate receiving the Ph.D. degree in 1940 the program having been established in 1938,\textsuperscript{31} and a total of 35 having received either the Ph.D. or Ed.D. degree by June, 1955. At the time of Mitchell's retirement, 1958, the total doctoral degrees earned in Department F was fifty-eight.

Research as a distinct unit was initiated under Dr. Mitchell's chairmanship with his appointment of Paul Hunsicker in 1949. Prior to this time graduate research had been mainly of a philosophical, historical, observational, and survey nature.\textsuperscript{32} Hunsicker introduced experimental research and became well-known for his physical fitness work in the 1960's.

Although able to develop a notable graduate program in physical education which over the years gave the University of Michigan an enviable reputation among professional schools in the country, there was one area that of faculty ranks in Department F which was a constant concern to Mitchell. At Michigan, unlike any other university a two-track faculty ranking had developed.

His plea for equal treatment fell on deaf ears in the School of Education where promotions of the educational faculty would be limited if physical educators were included in the set quota. Mitchell argued that since Department F


\textsuperscript{32}Ibid., p. 1993.
supplied a large percent of the School of Education students that faculty rankings ought to be comparable.\textsuperscript{33}

Director Crisler shared Mitchell's concern but was unable to convince the School of Education.\textsuperscript{34} Dr. Claude Eggertson of the School of Education and longtime colleague of Mitchell's pointed to the Schorling Report which clarified the School of Education's position on this matter.\textsuperscript{35}

To this day the University of Michigan has not changed its position. In an undated letter to Mr. H. O. Crisler, Director of Physical Education and Athletics, Mitchell, in behalf of the members of the Department of Physical Education for Men and the Department of Physical Education for Women, wrote:

The present situation is unsatisfactory in many respects. A few of the drawbacks are listed:

1. The title of Supervisor is one unique to our University and has no comparable status in other American institutions of higher learning. All other schools in the Big Ten Conference grant the customary academic titles to their physical education teachers and athletic coaches.

2. The present anomaly makes an awkward situation in our graduate classes where our teachers without academic ranking have as students in their classes members of other college staffs who hold the customary titles. Of our presently enrolled graduate students in physical education 35 have professorial

\textsuperscript{33} Personal interview with Mitchell, October 18, 1974.

\textsuperscript{34} Telephone interview with Herbert O. Crisler, June 9, 1975.

\textsuperscript{35} Telephone interview with Claude Eggertson, June 9, 1975.
titles at other institutions of higher learning. Significantly, of the 31 individuals in physical education who have received their Doctorate at our University, 27 now possess professional titles. Two of the remaining 4 have an appointment on our own staff as Associate Supervisor; the other 2 have administrative positions as Director in large public school systems.

3. Our staff members lack prestige in their relationships over the state and nationally when they serve in school services programs and when they appear on programs with professional colleagues from other schools and when their titles are listed in any professional journals or books.

4. The present title has little significance in negotiating with outside candidates who are being considered for positions in our Departments. It is difficult to ask candidates to give up their academic titles at other institutions in order to accept a position here. As a result, while appointments have been made of necessity, the selected candidates were not always the ones that the Department preferred as first choice. Only this year a candidate possessing unusual qualifications from the standpoint of practical experience and professional preparation refused an offer from us because he could not be offered an academic title. To quote from his letter: "I appreciate your consideration in trying to obtain the title of full Supervisor for me, but I feel rather strongly that a person attempting to do the type of job you wish done would be seriously handicapped unless he had the customary academic rank which should be associated with this work." As a result our Department and our University have lost the services of an outstanding leader from the standpoint of teaching and in public relations.

5. One very definite injustice of the present situation is that no member of our teaching staff, no matter how well qualified, no matter how productive in service, may ever hope to receive the rank of full Professor. Since the highest rank in the Supervisor's titles—that of full Supervisor—is only comparable to that of Associate Professor, the equivalent of the latter academic title is the highest possible under the present set-up.

6. A practical hardship which ensues from No. 5, that of inability to ever acquire a full Professor's
status, is that of limitation on salary. Since the equivalent of Associate Professor is the highest rank to which a staff member of Physical Education may at present attain, it follows in turn that the salary ceiling for anyone in Physical Education will be geared to this rank.

7. An additional hardship that devolves upon the Department is that members of our staff who are otherwise extremely well qualified are not permitted to serve as Chairmen of Doctoral theses. The recommendation for certain individuals to head up graduate theses was denied by the Graduate School because the title of Associate Supervisor had no official acceptance in University circles. As a result a few of our faculty members who happen to hold joint salary appointments with the School of Education are carrying unheard-of loads of graduate thesis responsibility and at the same time excellent talent is not being utilized.

8. The present situation presents an impasse to the academic recognition of faculty members of the Department of Physical Education who possess all qualifications set up by the University as governing faculty status in the different titles. The decision as to whether a person has attained professorial status should rest on the time-honored criteria of intellectual competence, teaching ability, scholarly writing, and contributions in research and the faculty member should not be penalized because of his attachment to a particular department in the University.

There are other drawbacks incidental to the ones above enumerated. It is in view of these considerations that the present request is being submitted.36

This dilemma failed to be resolved, even after Mitchell's retirement. From inferences obtained through correspondence and interviews it appears that the University of Michigan although proud of its athletics and intramural programs never quite accepted physical education as a

36Letter, Mitchell to H. O. Crisler no date but according to content 1951 or after.
proper academic subject worthy of University faculty titles except in special cases such as Dr. Mitchell who had earned his Ph.D. in sociology, and H. O. "Fritz" Crisler who came from Princeton only under faculty status stipulation, Dr. Margaret Bell, a medical doctor, and other faculty members not primarily responsible for athletics or intramurals. Since the Physical Education Department did not have the power to confer degrees their fate was entirely in the hands of the School of Education and Graduate School who did have such power. The recommendations submitted by Mitchell to Crisler went from Crisler on to the University Council and from the Council on to the University Senate where it was rejected due to point five which was voted down 70 to 66 on May 16, 1949.\textsuperscript{37} The Senate minutes do not give any explanation for its objection to point five but the Council meeting minutes of March 24, 1949 detailed their objections to point five as follows:

\begin{quote}
Recommendation 5. is essentially a device to meet the competition of other institutions in filling certain University positions. It draws upon prestige of the professorial titles to enhance the desirability of positions which have hitherto not been classed as professorial. We admit that it is a practical expedient for filling vacant positions, but we do not admit that it is a proper procedure for conferring professorial titles.

The great majority of competing institutions are understood to confer professorial titles for such
\end{quote}

\textsuperscript{37}Resume of the Minutes, Meeting of the University Senate, May 16, 1949. Louis a Hopkins, Secretary, University Senate.
positions but to do so in some school or college instead of in the Department of Athletics. This procedure is provided for in Recommendation 4. If it can be done elsewhere, it seems only reasonable to assume that it could likewise be done here.

We feel that the title of professor should define and describe an occupation and a status, and that the following considerations should prevail:

a. The University should limit its professorial titles to staff members who hold teaching positions in schools and colleges which grant degrees.

b. Each appointment should carry with it all the responsibilities and qualifications which are prescribed by the school or college in which the appointment is made.

c. In a joint appointment involving an academic and a non-academic department, the tenure of the professorial appointee should be protected by the allocation of an appropriate part of the salary to the academic department.

d. The title of professor should not be offered to someone as an inducement to accept employment with the University in situations where the positions would not otherwise be classed as professorial.

e. It is unwise to create positions which amount to "professors at large," where the standards are not subject to the scrutiny of a faculty, where the appointment or promotion is sponsored by a committee of busy people whose main interest is elsewhere, and where the attachment of the appointee is to a department whose main interest is not academic.

The Council's position was presented to the Senate which evidently agreed with the Council's objections to the granting of academic titles to physical educators.

Mitchell in his final annual report continued to mention the need for academic titles for staff members as
well as adequate office space, an increase in the budgetary item for teaching fellows and a budget for research studies by staff members.  

The one element which gave continuity to the gradual development of teacher education from the inception of the four-year curriculum to the development of the doctoral program in physical education at the University of Michigan was Dr. Mitchell. While many other universities developed separate undergraduate curricula in physical education, health education, and recreation, the policy at the University of Michigan from the beginning was to offer a generalized undergraduate curriculum with the opportunity to specialize at the graduate level. Mitchell was a believer and a guardian of this policy.

Mitchell's advancement to full professorship in the same year that he earned his Ph.D. helped to give him the status needed to advance the Ph.D. program but his attempts to garner faculty academic titles for the physical education faculty were never realized. Dr. Mitchell was the first faculty member to possess the Ph.D. degree in the Department of Physical Education for Men at the

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University of Michigan, and was the only one to hold the Ph.D. until after WW II.39

From the inception of a program leading to the Ph.D. or Ed.D. degree in physical education or related areas in 1938,40 Michigan began to provide the leaders needed for the growing profession. A selected list of former Mitchell students41 to make their mark in the field of physical education in the United States (listed alphabetically) include: Ross Allen, Robert Antonacci, Jack Begelman, Bruce L. Bennett, Kooman Boycheff, Richard Donnelly, Richard Hagelin, Leon Lande, Clair V. Langton, Newton Loken, Kenneth Miller, Lloyd Olds, Dennis Regan, Lynn Rodney, Allen Sapora, Ernest Smith, Vernon Sprague, Deobold Van Dalen, Robert Wear and Rico Zenti. Three of those listed above have been inducted into the Academy of Physical Education: Clair V. Langton, #106; Deobold Van Dalen, #155; and Bruce L. Bennett, #194. Basis for election to the Academy is significant professional contributions and the # indicates the order of election as a Fellow. Mitchell is Fellow #26 and was a charter member (see Chapter VII).

Many of Mitchell's students have contributed significantly to professional literature. Some of their works

39Alumni Newsletter, Department of Physical Education and Athletics, University of Michigan, I (January, 1958), 2.


41A complete listing of all who earned doctoral degrees during Mitchell's tenure can be found in Appendix D.

Many Mitchell students have become successful administrators including Ross Allen who became Director of Education, Division of Health, Physical Education and Recreation, Courtland State University, New York; Harris Beeman, Intramural Director at Michigan State University; Richard Donnelly, Head, Teacher Training for Physical Education Department, University of Minnesota; Kooman Boycheff, Director of I-M Sports, Berkeley, California, Clair V. Langton, Intramural Director, Oregon State University; Donald Mathews, Intramural Director at Illinois State University; Kenneth Miller, for many years Director Physical Education for Men at Florida State University; Lynn Rodney, Head, Physical Education Department, University of Oregon; Vernon Sprague, Head, Department of Physical Education, University of Oregon; Ernest Smith, Chairman, Department of Physical Education at the University of Georgia and Rico Zenti, Chairman, Department of Health, Physical Education and Recreation, Northern Michigan University, Marquette.

Leon Lande invented a baseball batting cage and a bat balancer. In addition he wrote over a dozen articles for periodicals chiefly on baseball. The University of Michigan
under Mitchell's influence provided many of the physical education leaders of today.

As a coach Mitchell had been successful through trial and error, experimentation, and perseverance. And this early experience gave him an invaluable total view as he led the way in developing the fields of physical education and intramurals as integral parts of general education. It was his teaching, administrative, and innovative abilities which brought the most acclaim to Mitchell as we shall more fully discuss in the next few chapters.
Intramurals are such an integral part of physical education programs on the secondary and college levels in this second half of the twentieth century that it is difficult to conceive that the masses of the population in the United States today sixty years and older did not have the opportunity for intramural sports participation. The few who attended college may have played sports which were spontaneously student organized. But this kind of organization, student controlled, was before long brought under school authority\(^1\) and eventually became athletics serving the needs and interests of the highly skilled male students. This shortcoming left a void where no consideration was given to meeting the sport needs of ninety per cent of the student body who were not exceptionally motor skilled or lacked incentive for varsity competition. The only other alternatives to varsity participation were gymnastic exercise systems, popular prior to the turn of the century, but

not long favored by Americans as the foreign systems were basically militaristic and dominated by formal discipline.\textsuperscript{2}

\textbf{INTRAMURALS}

In an attempt to determine the extent of the need and desire of young men for sports on a lower level of competition, the NCAA appointed a Committee on the Encouragement of Intra-Collegiate and Recreative Sports which conducted a national survey in 1913-1914. This survey revealed that only fifty percent of college men had some kind of systematic exercise.\textsuperscript{3} The NVAA urged colleges to appoint intramural directors as, in 1913, both the University of Michigan and The Ohio State University had already made such appointments from their athletic staffs. John Wilce was appointed to the Ohio State position and Floyd Rowe at the University of Michigan.\textsuperscript{4}

The development of intramural activities at the University of Michigan was not unlike most other colleges and universities except for two major factors. The

\textsuperscript{2}Ruth Elliott, \textit{The Organization of Professional Training in Physical Education in State Universities} (New York: Teachers College, Columbia University, 1927), p. 20.


University of Michigan was willing to put substantial monies into the construction of a distinct Intramural Building Complex\(^5\) and it had the good fortune to hire a man to implement the intramural program who had a genius for organization and administration, and who remained to head up the IM program for twenty-three years, 1919-1942.\(^6\)

Intramural athletics had gone through several phases at the University of Michigan prior to Mitchell's appointment as Intramural Director in 1919. "Until 1911 the so-called intramural program was a student organized program"\(^7\) but it had grown so large that university control was considered necessary. There were problems with student decisions as to who they allowed to participate on university fields and who was allowed to watch contests. The "in" group of students prohibited others from watching, displaying a snobbish manner and certain objectionable adults were spectators at times. The Board of Regents investigated the intramural situation and in January, 1912 passed a resolution, "Whereas, Every student should have


\(^6\)The 1941-42 Intramural Handbook was the last to list Mitchell as Director of Intramurals. Information regarding Elmer Dayton Mitchell, supplementary, p. 2, MPP.

\(^7\)Grambeau and Bowen, op. cit., p. 101.
free access to Ferry and Palmer Fields for such personal exercises as well as to witness all games, meets and contests...“8

As a result, in the 1912-13 the department of intramural activities was created with Prentiss Douglas of the athletic coaching staff assigned as Intramural Director with the task of providing a sports program for all students.9 Douglas was quickly succeeded by Floyd A. Rowe, former University of Michigan star track athlete, as full time Director of Intramurals in 1913 with the implication that now the program would "benefit the student body at large, instead of a few men whose physical development qualifies them for the varsity teams."10

Michigan led the way offering thirteen intramural sports under Rowe's directorship. He offered football, track, cross country running, indoor and outdoor basketball, ice hockey, cricket, rugby, golf, tennis, indoor and outdoor baseball, and cross country walking.11 A comparative

8Ibid.
9The History of Intramurals at the University of Michigan, unpublished volume located in the IM Building, Ann Arbor, p. 1.
10Grambeau and Bowen, op. cit., p. 102.
study showed that other Western Conference schools had far fewer offerings. Illinois and Wisconsin had six; Ohio State, five; Iowa and Northwestern, four; Chicago, three; and Purdue, two. Rowe made a tour of colleges in the East in the fall of 1913 in an investigative mission to determine what eastern schools were doing in non-intercollegiate athletics. He reported upon his return that they had "attained a small degree of success in providing sport activities for the non-athletes. Rowe was determined to provide more opportunities at Michigan than he found on his tour and if news articles are any indication, Rowe succeeded in his short tenure to develop considerable interest and student participation in inter-class competition. The first ninety-seven pages of the scrapbook collections of the University of Michigan intramural department archives are news clippings of Rowe's intramural program happenings, announcing coming events and reporting contest outcomes.

The temporary rapid growth was halted by World War I with the intramural department being dissolved in 1917. Facilities were put to use by the military and Rowe departed for another position after the war.

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12Grambeau and Bowen, op. cit., p. 102.

13Intramural Scrapbook #1, p. 1.

14Floyd Rowe eventually made considerable contribution to the field of physical education as Director of Physical Welfare for the Cleveland, Ohio, Public Schools.
Rowe's successor, Elmer Dayton Mitchell, reorganized the intramural department in 1919 and had 3,054 students of a total university enrollment of 7,822 male undergraduates participating in fourteen sports in his first year. He remained its director for twenty-three years earning the title, "father of intramurals," for his innovative administration.

It is generally conceded by physical education authorities including historian Norma Schwendener, Thomas McDonough, former Academy president, modern intramural author Pat Mueller, and the National Intramural Association president Edsel Buchanan, that Elmer Mitchell fathered the IM program. The intramural activities already in operation at The University of Michigan and at The Ohio State University were beginnings of a conscious effort to establish bona fide intramural programs but Mitchell was to develop the first nationally recognized program of intramurals which would be the model for many, many years.

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15 Grambeau and Bowen, op. cit., p. 105.
17 Letter from Thomas McDonough, January 27, 1975.
19 Letter, Edsel Buchanan to Mitchell, June 12, 1973, MPP.
20 Van Dalen and Bennett, op. cit., p. 450.
His achievements in intramural development eventually earned him the title "father of intramurals" in the physical education profession. The Michigan yearbook of 1920 noted the new appointment:

For three years Michigan was without intramural athletics due to the war. However, this year, the Intramural Department has been revived and has enjoyed unprecedented success. Statistics show that twice as many men have taken part this year as compared with years previous.

... Elmer D. Mitchell previously basketball mentor and coach of the Freshman Football and baseball squads was selected to direct the Department. In addition to his wide knowledge of competitive sports, Coach Mitchell had had previous experience in playground supervision which made him a capable man to assume charge of this work.21

In the beginning intramurals were just a natural outgrowth of athletics and the two areas shared personnel, facilities, equipment, and leadership with varsity athletics given the priority. Mitchell came up through this system which certainly gave him the needed insights as the two areas grew apart and in some cases became antagonistic and jealous of one another. The term "intramural athletics" came to be inappropriate as each work in the phrase had opposite meanings. The extent to which these opposite forces developed is documented by Mitchell in 1925 when he said:

I know that there are many varsity people in the audience today who know that I am an Intramural

21Michiganensian, 1920, p. 373.
Director and they are probably wondering: What business has he to talk on Intercollegiate Athletics?

I think the fact that I am an outsider makes me more likely to say something practical and worthwhile than if I were actually an athletic coach. It is often from people outside of our profession that we can get the most clear-cut explanation of our proper place in the sun, and of our shortcomings. The too-close observer may fail to see the forest because of the trees.

I am certain, however, that I am not a member of either group of athletic extremists—those who believe that everything is all right with athletics, or those who believe that everything is all wrong with athletics. To me, the varsity system has both its good and bad features.

In general, I am a believer in intercollegiate athletics. In view of the fact that I have played, coached, and at present am officiating games, I could hardly think otherwise and be consistent. I fail to see that the people who have shouted loudest to abolish intercollegiate athletics have shown proof of any sort that we would be better off without them. These objectors claim that athletics are a great distracting influence upon the student body. This may be true; but, rightly conducted, an athletic spectacle is a very wholesome distraction. It is also a very wholesome attraction to the thousands of alumni and others who like to attend—an attraction which gives whole families a holiday outing and brings many alumni back to their college and the spirit of youth. This distraction, or attraction, whichever you may wish to call it, is wholesome because it does present an ideal; an ideal of physical strength and grace, an ideal also of courage and courtesy in combination, and moreover, an ideal of the team work and precision of human machinery.

Defended as a spectacle, I see no objection to bigger field houses, to bigger stadiums, just so long as the universities proper do not have to pay for them. . . . Gymnasium work, intramural athletics, and varsity athletics, all have much in common, and each benefits when the other benefits. This makes it all the more essential that each should have an interest in the other and cooperate for the other's gain.
You see, I defend college athletics as a spectacle. I do not defend it from the standpoint of the health, sportsmanship, recreation, and leadership that the contestants may derive. Those who argue that varsity sports are essential to develop these qualities, in reality weaken their own position; for the more argument you present that athletics develop these qualities, the more you prove likewise that athletics are needed by all, and that the few are monopolizing the benefits.

My approval of the big athletic crowds, and the need for bigger places to seat them, assumes a different use of the increased gate receipts that come in. Instead of lavishing this money upon the varsity teams more and more, I would spread it out more and more. The varsity should, I think, do all in its power to support general athletic participation of the student body, both men and women, and to that end devote a certain percentage of its profits. This is not a fanciful idea. The varsity departments already use this argument in favor of their usefulness to the school, but too often it is all argument and no practice.

I have used a lot of words to say in the main two things. To me, these two things are the fundamental issues of the whole athletic movement today: "Athletics for All" and "Sports for Sports' Sake." If the varsity will expand itself but share its funds, it will be contributing to the first; if it will try to win without making so much work of it, then it will be contributing to the second. Helping in this way, intercollegiate athletics would be a leader in the forward looking movement and not a grudging accessory to it.22

Because Mitchell approached the intramural assignment in the same dedicated manner in which he had approached varsity athletic coaching, the intramural movement did grow. At the University of Michigan, student participation

grew from 3,054 of 7,822 men undergrads in 1919\textsuperscript{23} when Mitchell first took on the directorship to 9,500 of 21,425 men undergraduates in 1948,\textsuperscript{24} an all time high during Mitchell's tenure at the University of Michigan. The number of activities offered increased during the same time from 14 in 1919 to 36 in 1942. It was during his early intramural years that he invented the game of speed-ball to replace football which proved to be too dangerous for intramural participation. The construction of special intramural facilities, especially in the IM Building was a major factor in Mitchell's success in implementing the program as he developed it. Mitchell was a real believer in "athletics for all" and was able to translate this often repeated platitude at the University of Michigan into practical terms. One such opportunity for action occurred quite by accident.

In an effort to serve all University of Michigan students, invitations were sent out to all fraternities to submit teams for a basketball tournament. The intramural staff was unaware that one fraternity was a colored fraternity and when the blacks arrived ready to play, the staff

\textsuperscript{23}Michigan Alumnus (December, 1927), p. 252.

\textsuperscript{24}The University of Michigan, An Encyclopedic Survey, IX (Ann Arbor: The University of Michigan Press, 1958), p. 170
was at a loss as to how to handle a tentatively explosive situation.

Mitchell did not know how his actions would be received by the university administration but he instructed his staff to place their most qualified officials on the game and allow the colored fraternity to compete just like all the others. The game went off without incidence but news reached the president's office within hours. The very next morning President C. C. Little telephoned Mitchell assuring him that he supported Mitchell's action and further that the University of Michigan blacks had every right to be included in all the intramural activities. This was a real milestone in implementing Michigan's "athletics for all" concept.

There were a limited number of black students at the University of Michigan in the 1920's who were virtually non-existent on varsity teams. Yost, Director of Athletics, was not the only prohibitive factor. True, he was of southern ancestry, a background not favorable to equality for blacks but he was not so different from the majority of the society in the United States of the 1920's. White and black biologists, ministers, and politicians were not favorable to the intermingling of races. Mitchell's decision regarding the intramural incident was quite bold for his time.

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25Behee, op. cit., p. 162.
A newspaper article published in 1966 gives considerable insight into Mitchell's pioneer efforts. Reporter Morton Weldy, interviewing Dr. Mitchell after his retirement, wrote:

"Developing an institution from the ground up when it is the first of its kind in the nation calls for experimentation, changes, and further experimentation according to Elmer Mitchell, known as "the father of intramural sports."

"When I started as head of the UM intramural program in 1919, it consisted of some ideas and one-half of a desk for me in an office," Mitchell reported.

The UM idea of intramural sports has now spread to almost all institutions of higher education.26

An experimentation was the order of the day in 1919. Starting with a program which duplicated the same sports offered for varsity athletics--football, outdoor baseball, track, basketball--problems were solved as they arose. Problems such as the rash of injuries that resulted from people who were not physically fit playing football in worn-out varsity equipment plagued the intramural program. Even Yost, the famous football man, soon agreed that football should be dropped from IM competition.

Mitchell's first IM cross-country race brought new problems. The first came in the fall of 1920 when Mitchell and his assistants arrived at the starting point and over

250 participants were waiting to run. "We were amazed at this display of interest in cross-country," Mitchell reported. "Later the Health Service was the one to be amazed as it was necessary to send a series of cars out on the course to pick up those who fell by the wayside." The mystery was explained a little later when Mitchell found out that fraternities had decided to make running in the cross-country part of their initiation ordeals for freshmen students.

Shortly after this experience new rules were instituted by Mitchell requiring a certain degree of training before participation would be permitted in the more strenuous activities.

In his 1929-30 IM Handbook, Mitchell wrote, "The Department has attempted to safeguard the physical welfare of its participants by supervising and conditioning of the contestants in the more strenuous sports. . . ." Arrangements were made with the University Health Service for a prompt physical examination of all who wished to participate in any sports requiring endurance and physical strain. The physical exam was required.²⁸

A need to study the intramural sports activity offerings was clearly apparent. Mitchell decided to add

²⁷Personal interview with Mitchell, October 18, 1974.
sports to the competition which were more suited to intramural programs. Handball, wrestling, swimming, tennis, speedball, volleyball, squash racquets and weight lifting were among those added, while boxing was dropped as too dangerous and baseball was dropped as requiring too much space.

Many of the University's later varsity sports developed from the early IM competition. Wrestling, swimming, fencing (now discontinued as a varsity sport), golf, gymnastics, hockey, and tennis are included in this category.

Another carry over from varsity sports, eligibility requirements, was an early requirement for intramural participation as well. Finding that most of their time was spent checking scholarship and professionalism for eligibility reasons, however, Mitchell and his staff decided to let any enrolled student compete, so that they would have time to administer the program itself. The fact that no permission was requested to make this change, a most radical one at the time, did not bring any faculty disapproval showed how little the University authorities were concerned with other than academic issues.

The IM program generally moved from grueling sports to activities in which one could come and have fun without going through an extensive period of training. According to Mitchell, "When we first added foul-shooting to the IM
competition, the *Michigan Daily* printed a sarcastic story about the move away from the 'manly' sports and commented that if this trend continued, students might next be competing in croquet, ping pong, and tiddly-winks. Foul shooting, however, stayed on permanently and was later joined by horseshoe pitching, dart throwing and fly and bait casting much to the dismay of the old line advocates of the so-called "manly sports."

Problems related to the varsity athletic syndrome were not the only problems that Mitchell and his staff had to face. Methods had to be devised to motivate participation making public relations a first priority. The slogan "a sport for every student and every student in a sport" was adopted as the intramural cry across the country. This encouraged exaggeration of intramural participation statistics especially within the highly competitive Western Conference schools. 

A publicity idea implemented for a few years by Mitchell was the "IM Carnival":

It was really something. We brought in some outside talent like a singing quartet which was loaned by the Ford Motor Company, and a strong man who would break chains, but just as interesting were the talents the students would exhibit. One year a Hindu student who was proud of his muscle control wanted us to bring a truck into Waterman Gymnasium and have it

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29 Interview, op. cit.
30 Nichols, op. cit., p. 36.
run over him. We couldn't get a truck inside the
gym so instead we had our biggest football player
jump off a stepladder on the Hindu's stomach. It
was the hit of that year's program.\textsuperscript{31}

The IM Carnival was a regular festive occasion each
year and was a great attention-getter boosting intramural
participation but eventually ideas for a bigger and better
carnival gave out. Mitchell observed that new emphasis was
being focused upon sport competition finals and capitalized
upon this new trend. IM Nights were initiated which
brought in participants and spectators for the finals of
several intramural sports. This practice continued for
many years as the highlight of the intramural year. It
was initiated as a public relations gimmick and drew between
4500 to 5000 spectators in 1934.\textsuperscript{32}

Then there came the problems associated with offer­
ing participation incentives of ribbons, plaques, trophies,
and certificates and the necessity of evolving point sys­
tems to determine who earned the all-round and all-year
awards. The intramural staff spent so much time keeping
records that they were hard pressed to get the time to run
the activity programs.\textsuperscript{33} More staff had to be employed.

\textsuperscript{31}Weldy, op. cit.

\textsuperscript{32}Johannes Jay Von Hoff, "A Synthesis and Analysis
of the Minutes of the Meetings of the Intercollegiate Con­
ference of Faculty Representatives (Big-Ten) Intramural
Directors from 1922-1968" (unpublished M.S. thesis, Univer­

\textsuperscript{33}Nichols, op. cit.
The development of a competent and dedicated intramural staff was a primary consideration as Mitchell expanded activities and facilities. At first students were the greatest source of assistance. Mitchell explained: "I was the entire staff of the IM department for one year--then a young law student (the late John Watts, who became a traffic judge in Detroit and who also was involved in a courtroom program on television for several years) became the first student manager." The first Intramural Handbook was published for the school year 1922-23 and listed six student managers: Fall Sports - Harold S. Arner; Basketball - H. Stoughton Benjamin; Track - Seward Cramer; Baseball - William H. Merner; Indoor Minor Sports - Robert H. Preston; and Outdoor Minor Sports - Gilbert.

By now Director Mitchell had an Assistant Director, Ralph O. Rychener, to aid him in programming the exploding student intramural participation. In 1927 a new Assistant Director, Clair V. Langton (the same Langton who played for Mitchell at Ypsilanti), was named and new personnel positions were added: Field Supervisor - Harry L. Samuel; Intramural Trainer - Ted Sullivan; and Secretary - C. L. Pettibone. The year that the Intramural Sports Building was opened, 1928, three Assistant Directors aided Mitchell:

34Intramural Handbook 1922-23.
Clair V. Langton, Harry Samuel, and Paul R. Washke. Mr. Washke stayed on as Assistant Director until 1935 when he left Michigan to go to the University of Oregon where he headed up their intramural program. Instructors and Supervisors of Sports listed for the '29-'34 period were Earl N. Riskey, John Johnstone, Randolph Webster and A. A. James.

Graduate students pursuing master's or doctoral degrees were eligible and encouraged to apply for a fellowship which would pay the student a set fee for practical work in the intramural department. This procedure was of great help in securing mature qualified instructors and administrators to run the intramural program and was a large factor in the program's continuous quality. Langton, Samuel, Washke, Webster, and James were early graduate assistants and over the years many, many graduate students received practical experience in this apprenticeship.

The economic effects of The Big Depression is apparent in the greatly reduced size of the Intramural Handbook of 1934 through 1937 when it was only a three inch by four inch yellow pocket leaflet reduced from a five by eight inch booklet which included photographs and more program details.

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Earl Riskey was named Assistant Director of Intramurals in 1934 and continued as Mitchell's right hand man until Mitchell relinquished the directorship in 1942 when he was appointed to the newly created post, Chairman, Department of Physical Education for Men. Riskey was first hired by Mitchell just after the opening of the new IM building. Riskey and Mitchell officiated many sport contests together and were good friends. Mitchell asked Riskey if he would consider intramural work at the University of Michigan. The program had expanded so with the new facilities. Mitchell discovered in their conversation that Riskey was a good friend of Fielding Yost and that confirmed the offer. Riskey accepted and was first listed in the 1929 IM Handbook as Intramural Supervisor. During the war years no one was named to the Intramural Directorship, but Riskey was named Director of Intramurals in 1946 and Mitchell returned to the University of Michigan to resume his former position as Chairman of the Department of Physical Education for Men.

The abbreviated IM symbol came about as a result of the need to reduce the long Intramural Athletics term for the purpose of letterheads, trophy engraving, and also was an attempt to sound less academic. Mitchell's own University of Michigan changed them to U-M-I-M for a number of reasons, for example it would take considerable space and

38 Intramural Handbook 1941-42.
39 Telephone interview with Earl Riskey, June 3, 1975
money to have "University of Michigan Intramural Athletics" engraved on every trophy, award and letterhead.

The various stages of the intramural movement are traced in what has become a classic book, *Intramural Athletics*, written by Elmer D. Mitchell and published in 1925. It was the first book dealing specifically with intramural activities. Frederick Reilly\(^{40}\) and S. C. Staley\(^{41}\) had published books earlier dealing with inter-class meets and playground meets but these were direct outgrowths of the physical training school period. *Intramural Athletics* dealt with extra-curricular organization for sport activity competition between students within one school. This book was a milestone in the intramural movement for it gave detailed plans for organizing and administering an intramural program for high schools, colleges, and universities. It was revised in 1939 and renamed *Intramural Sports* indicating the trends witnessing the separation of intramurals from athletics and the growth of interest in informal sports activities.

*Intramural Sports* was translated into Japanese by one of Mitchell's students, John Matsunobu. Mitchell wrote the preface for this book and introductions for many others.


at the author's request. A visitor from Iran sought Mitchell's permission in 1955 to translate Intramural Sports in Persian and later sent a copy of the book to Mitchell. In 1960 one of Mitchell's former students, Pat Mueller, assisted with the revision of Intramural Sports for its third edition and in 1971 Mitchell sold out his interests to Mueller who published the fourth edition under his name only.

Teacher training institutions across the United States used Intramural Athletics as their foundational text for teaching prospective physical educators how to establish successful intramural school programs. Of this text Thomas McDonough of Emory University, a former American Academy of Physical Education president, said "His (Mitchell's) book on Intramural Sports became literally a 'Bible' of intramural sports and existing programs are indebted to Dr. Mitchell for this treatise." Many visitors came to tour and observe Michigan's lauded intramural program and facilities, and thus the intramural movement gained additional momentum as a result of Mitchell's book.

In 1939 on the occasion of revising his Intramural Athletics text, Mitchell noted that in his original book there was not sufficient material available from which to compile a bibliography.

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42 Letter from Thomas McDonough, January 27, 1975.
The bibliography is an added feature. It is interesting to note that at the time the original book was written there was not sufficient material available from which to compile a bibliography. The fact that there is such an extensive list of readings today is in itself evidence of the growth of interest that has taken place in the particular field.  

Now fourteen years later such interest had been developed in intramurals that an extensive list of readings could be included.

Other new intramural areas were added as well in the revised edition. The wide scope of administrative duties dealing with intramurals was not realized and a whole chapter was added to expand upon this area. The importance of public relations and how to implement good departmental relationships was another added feature. Separate chapters dealing with girls' and women's intramurals and time periods to accommodate intramural offerings in varying school administrative structures and facility limitations were also added. A noticeable addition was the inclusion of photographs of the new University of Michigan Intramural Building and facilities. *Intramural Sports* went into its third printing in 1945.

The experimental development of intramural programs eventually gave way to sophisticated well-planned programs based upon a thorough study by Dr. Mitchell of the then few existing quality programs of intramurals. A survey con-

ducted in 1916 by the Athletic Research Society showed that 140 institutions had intramural programs and most were student administered.44

The intramural movement spread rapidly through the varied efforts of Dr. Mitchell. In addition to the publication of Intramural Athletics, which was referred to by J. E. Rogers as

... a splendid handbook of intramural sports. This is a complete statement of the organization and administration of intramurals and should be most helpful to anyone who wishes to become an expert in intramural sports.45

Mitchell was a much sought after speaker and writer for professional meetings and publications. It would be impossible to list all such contributions (refer to bibliography for complete listing of Mitchell's writings) but the following are a few examples of topics presented over the years:

"Organization of Intramural Athletics," address given at Columbia University, May, 1930 and later published by the Wingate Memorial Foundation.

"Intramural Relationships," a paper presented to The Society of Directors of Physical Education in Colleges at their 35th Annual Meeting held in New York City, December 29, 1931.

"New Intramural Horizons," a speech given to the Illinois State Physical Education Association annual meeting, November 6, 1936.


A factor which cannot be overemphasized was the completion of the construction of a fabulous sport complex by 1930, including massive buildings, extensive fields and stadium facilities which made the implementation of sports for all, intramurals and varsity athletics, a practical reality. The IM building was the first to be built in the United States and was a real landmark for the intramural movement. Construction of the IM Building began in the summer of 1927 and it was dedicated and opened for use in the summer of 1928. An open house was held in it March 21, 1929. The necessary political and inspirational force needed to carry through the erection of such an extensive recreational area is credited to Fielding Yost, then Athletic Director at the University of Michigan. Yost's involvement in planning the IM Building is thoroughly discussed by Yost's biographer, John Behee. Where Mitchell recalls that Yost did shoulder the overall responsibility for constructing the Intramural Sports Building, but because of concurrent work on the Stadium, he delegated many


48 Ibid., p. 248.
of the responsibilities to Elton "Tad" Wieman, assistant football coach of Yost's, and to Mitchell. Mitchell was consulted on needs of the sports program to be implemented in the Intramural building.

In addition, the Treasurer of the University, Mr. Christensen, in 1928 had a letter sent out of his office signed by his secretary which referred an inquiry to Mr. Yost "who had charge of the construction of the IM Building." 49

Yost's interest and involvement in the construction of the Intramural Sports Building is reflected in the fact that he highlighted its construction on one of his famous "Michigan Radio Night" programs on October 4, 1928. 50 There is no doubt that the football stadium was Yost's major interest but intramurals profited directly from stadium receipts. The new Michigan Stadium opened for the last game of the 1927 season. Receipts were such that the Board in Control of Athletics was able to authorize a large Intramural Sports Building on the edge of Ferry Field to encourage more participation in sports by men students. University President Little had been critical of an athletic program that engaged relatively so few students as University teams

49Ibid., p. 220.

50Ibid., p. 221.
The cost of the IM Building was $750,000 and was derived from profits of the University of Michigan football game receipts.\textsuperscript{52}

The Intramural Sports Building which was the first of its kind was described in the 1929-30 Handbook as follows:

The new Intramural Sports Building is located on the site of the old north stands of the old stadium and is 420 feet in length by 110 feet in width. The width has been kept small in proportion to the length in order to provide better facilities in lighting and ventilation. The entrance to the building is through a very impressive and attractive vestibule and lobby with corridors leading to the Main Gymnasium, the Auxiliary Gymnasium, the Swimming Pool, and other activity rooms.

Provisions are made for training rooms, and office space, 2,500 lockers with capacity to increase to 4,000; the main gymnasium, 252' x 107'; 14 four-walled handball courts, each 20' x 40'; 15 squash courts, 18 1/2' x 32'; a wrestling room (with boxing facilities), 96' x 46' swimming pool, 75' x 35'; and auxiliary gymnasium, 96' x 45'.

The swimming pool is the only part of the building used for intercollegiate competition.

Other IM sports facilities listed included:

\begin{verbatim}
Bowling Alleys........ 6 Horseshoes..............10
Tennis Courts.........15 Golf (18 holes)........ 1
Playground Ball.......15 Skating....................1
Baseball.............. 3 (Varsity Coliseum)
Speedball............. 4 Hockey....................1
Football...............4 Rifle Range.............2
Outdoor Track.........1 (l indoor)
Archery Ranges........3 (1 outdoor)53
\end{verbatim}


\textsuperscript{52}IM Scrapbook #2, "Work Is Ended in Sports Home," p. 49.

\textsuperscript{53}University of Michigan, IM Handbook 1922-1960 Volume, p. 45.
Now it was possible for a comprehensive "Athletics For All" program to become a reality at the University of Michigan where Dr. Mitchell remained as its head for over twenty years. He held the title Director of Intramural Sports (Athletics) from 1919 to 1942. His personal influence upon the many physical education graduate students who earned degrees from the University of Michigan and became teachers and leaders in the profession around the country and upon his intramural staff made a significant impact upon the spread of his intramural concepts. Graduate students from the University of Michigan who worked under Mitchell's influence as intramural graduate assistants and later went on to influence the profession in their own right include Robert J. Antonacci, Bruce L. Bennett, Jack Begelman, Kooman Boycheff, Clair Langton, Ken Miller, Lloyd Olds, Allen Sapora, Vernon Sprague, and Randolph Webster. The graduate intramural assistants had a variety of assignments. Some were assigned as the Supervisor of a particular intramural unit such as the Independents or the Internationals to develop intramural programs for them. At times the graduate assistant would assist Mitchell with his duties as Editor of the Journal as Allen Sapora did in 1940-1941, along with his intramural program development assignment in the IM Building.

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54 Telephone interview with Earl Riskey, June 4, 1975.
In an interview with Dr. Mitchell in October, 1974, he suggested that at his advanced age of 85 perhaps he might more appropriately be called "the grandfather of intramurals" rather than "the father of intramurals." Whether father or grandfather, Dr. Mitchell's contribution to intramural athletics places all modern day programs in his debt.

Physical education historian Norman Schwendener wrote of Mitchell "No single name has been more intimately associated with the development of intramural sports than that of Elmer Dayton Mitchell. . . . As an authority on intramural activities Mitchell remains unequalled." And Thomas McDonough, former Academy president, wrote: "Our program at Emory (University in Georgia) has been predominantly intramural and to the present day we have abided by his (Mitchell's) precepts and philosophy."

SPEEDBALL

The invention of the game of speedball came about for the purpose of filling a specific need for the fall season just as the game of basketball did when James Naismith evolved a game to provide an indoor game for the


57Letter from Thomas McDonough, January 27, 1975.
winter season. Volleyball was another game invented to meet a need by William Morgan in 1895 for his Holyoke Y.M.C.A. program. The need in this case was for a more suitable, less strenuous indoor activity than basketball. Mitchell developed speedball to replace football as an intramural sport due to the massive injuries occurring when participants were not in a trained state, had no professional coaching, and had inadequate equipment for safety sake. 

Although recognizing the need for a field game to replace the dangerous football and having learned that American boys in the early 1900's did not readily take to European soccer, the idea for speedball did not come to Mitchell until one day in 1921 while attending a baseball game where he observed.

One outfielder juggled a fly ball but it was diverted into the hands of another fielder who held on to the ball securely and the batter was thereby out. That gave me the idea which made the game of Speedball. If a batted ball could be in play in the air until it hit the ground, and similarly, if a thrown ball (forward pass) in football could stay in play until it hit the ground before being an "incomplete," then why could not a kicked ball stay in play for use of the hands until it again hit the ground.

59Ibid
60Personal interview with Mitchell, October 19, 1974.
61Ibid.
Mitchell was completely unaware that in 1895 Luther Gulick had offered a new game he called "Team Ball" for an Athletic Field Day for the men of Springfield College, which resembled certain aspects of Mitchell's speedball. Since the size and shape of the ball used was not recorded and just six brief rules of play cited, it is difficult to make a fair comparison. Gulick's Team Ball was described as a game equivalent of football yet safe and inexpensive. Six regulations determined play:

1. It can be played on small grounds.
2. By a large number of players.
3. It is not rough.
4. Demands manly qualities.
5. Places no premium on mere weight and strength, but all on "Head work" and speed.
6. It is simple to learn. The ball is to be thrown, kicked, or batted between the goal posts. It can be run with, but not held against the body nor with both arms. The men can play where they please.62

Elmer R. Johnson of Whittier College in California inquired of Mitchell whether or not he was aware of Gulick's Team Ball63 as it was pertinent to research he was then conducting. Mitchell, in his reply, indicated that he was not aware of this game and explained in detail how the idea for speedball came to him. He also called Johnson's attention to Dr. James Naismith's "High-Low Ball" which is similar in some respects to "Team Ball" and to Speedball, but was


63Letter, Johnson to Mitchell, October 22, 1951.
based on the idea that the ball must be kicked when it is below the level of the hips but may be played with the hands when it is above the height of the hips. Mitchell went on to explain Speedball's origin.

In the fall of 1921 a group of intramural athletes including some varsity basketball players volunteered to try my new game. During play one of the players wanting action called, "Let's speed the ball." The name speedball seemed appropriate because speed was the essential quality needed to excel. At the end of the game the enthusiasm of the players indicated that the game had the appeal necessary for success.64

Speedball, the brainchild of Elmer D. Mitchell, grew in popularity. The first Official Rules Book was published by George J. Moe, Ann Arbor, Michigan in 1922. (Refer to Appendix A for original rules.) Shortly after, Spalding included it as one of its Official Annuals No. 126 R copyrighting it in 1931, thus the game gained a wider circulation.

Articles in various journals first called attention to this new sport and those who tried it and liked it told others of the game's attributes. Many people contributed suggestions which resulted in rule changes including Mr. A. S. Hotchkiss, Director of Physical Education, Tennessee Coal, Iron and Railroad Company; Dr. Herbert L. Stolz, State Director of Physical Education, California; Mr. Robert H.

64Letter, Mitchell to Johnson, November 13, 1951.
Morrison, Extension Department, Colorado State Teachers College; Mr. Lloyd Olds, Professor of Physical Education, Michigan State Normal College; Mr. G. E. Schlafer, Professor of Physical Education, Indiana University: Mr. Earl Prugh, Director of Athletics, Antioch College; Mr. W. L. Johnson, Director of Physical Education, Manitowoc, Wisconsin; W. L. Hughes, Director of Physical Education, De Pauw University; J. R. Sharman, Director of Physical Education, State of Alabama; Charles H. Hunt, Director of Physical Education, Long Beach, California; Mr. V. K. Brown, Superintendent of South Side Playground, Chicago; Mr. Herbert Gooney, Detroit Schools; Mr. Harold Copp, Oak Park Schools, Illinois; and Mr. Deyo Leland, St. Louis, Missouri.65

Magazines including speedball articles in this inception state 1919-1930 included:

- American Physical Education Review, April, 1923.
- Popular Science, May, 1923.
- Intercollegiate Athletics, April and May, 1923.
- Parks and Recreation, May and June, 1923.
- The Michigan Alumnus, December 13, 1923.
- Big Ten Weekly, May 29, 1924.
- The Cadet (Phi Delta Pi Yearbook), 1924; Speedball for Girls.
- American Physical Education Review, Coaching Hints, September, 1924.
- The Playground Magazine, June, 1925.
- Old Gold (University of Iowa), December, 1925.
- Alabama School Journal, December, 1925.

Visual Text Sales Company, October, 1926; action film on Speedball.
The Pentathlon, October, 1929.

The January, 1923, American Boy, a popular magazine for boys at that time, carried a feature article by George Pierrot that introduced speedball to the whole country.

"The game was described in state manuals of physical education and thus became the fall game for intramural leagues and physical education classes in public schools. About 1923 the Tennessee Coal, Iron and Railway Company introduced speedball to the South through its industrial leagues. The professional magazines in physical education carried articles that were instrumental in making the game known in the Orient. In wartime, the Armed Forces used Speedball as a conditioning game and continue to use it in league play."67

In Moe's original Official Speedball Rules the introductory section includes quotes from various publics which testify to the then game's growing popularity. The State Department of Physical Education, California (News Letter to Teachers) stated that, "The favorable reaction to

66Ibid., p. 3.

Speedball indicates that something good besides automobiles can come out of Michigan."

The Lowe & Campbell Athletic Goods, Co., Kansas City, Missouri, wrote, "There has been so much interest manifested in certain sections of the country where our salesman travel about the game of Speedball that we would liver very much to have you send us the rules for this game."

John F. Knipe, Physical Education Director, Otis, Colorado, said, "Speedball is the game we are looking for."

These testimonials were written in 1922 and eight years later J. E. Rogers wrote in his "Around The Country" column: "Speedball is developing rapidly throughout colleges and universities as one of the most popular intramural sports."69 The Western Conference schools which included Mitchell's University of Michigan led the way in adding speedball to their intramural sports offerings. By 1925 Michigan, Indiana, Chicago and Ohio State had adopted speedball, with Michigan boasting of 70 speedball teams entered in competition.70

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70IM Scrapbook #2, p. 6.
The history of speedball was included at the front of Spalding Athletic Rules Book for Speedball and has been chronicled by others with a consistent explanation of its origin verified by the game's inventor Dr. Mitchell.

Letters and inquiries came to Dr. Mitchell from various publics requesting information concerning clarification, modification, or historical data about speedball.\footnote{Letter, J. Holley Ashcraft to Mitchell, January 7, 1954; and personal interview, Barbara E. Scheid with Mitchell, 1963.} Much of this correspondence came from women physical educators.

Girls attraction to speedball may have something to do with the factor that they generally have more leg than arm strength. In addition field game opportunities for girls have been limited largely to field hockey and soccer. Many schools do not have hockey programs because of the expense of equipment and field condition requirements. Speedball equipment needs are minimal, the field need not be in so perfect a condition and girls kick with more strength than they throw.

Speedball for girls and women according to the best evidence available\footnote{Helen M. Barton, "The Story of Speedball for Women," Journal of Health and Physical Education, IV (October, 1933), 38-40, 59-60.} was first experimented with by Miss Alice Frymir at Battle Creek College in Michigan about
1924, just three years after its invention. Shortly after, 1925, The University of Iowa's Miriam Taylor wrote an article for the *Old Gold* discussing speedball and its possibilities for girls and women's competition.

In 1928 Miss Mildren S. Bruckheimer promoted speedball at Mills College in California and through articles she wrote for the *Sportswoman* (a magazine on topics of current account in women's athletics) led the way for speedball's implementation in her area. She wrote on speedball techniques, field markings, equipment, history of speedball, and suggestions for improvements of certain plays.

The Mid-West Society for Physical Education's 1929 Pentathlon carried an article written by Miss Elizabeth Beall of Wellesley College, Massachusetts, which diagrammed plays and coaching techniques. Methods for coaches to aid their players in improving their kicking, passing, and dodging skills were presented. Strategy was becoming more and more important to the women who coached and played speedball.

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73 Ibid.
74 Ibid.
75 Ibid.
Many women physical education directors experimented with speedball rules for girls. Hazel Cubberly of Berkeley with her major students tried to simplify the understanding of the game by making a compact wall chart. Self-testing forms were developed by Marjorie Teitsworth of Belmont High School in Los Angeles. Katharine Carlisle of Utah State Agricultural College in Logan, Utah used films for coaching her speedball team and Laurie Campbell from Mitchell's own University of Michigan made a number of rule alterations: (1) Scores made as a result of kicking counted more than those scored by throwing; (2) Four eight minute quarters were played; (3) Obstruction was added as a foul; and (4) Changes in follow-up plays after a penalty kick were added. Observations of girls' play showed that the girls found the drop kick a fascinating experience.

Speedball for girls and women had really gained impetus after its invention in 1921, having spread from Michigan to California in the West and to Massachusetts in the East by 1929. Interest was sufficient to cause the inclusion of speedball rules in the Women's Athletic Guide

77 Barton, op. cit., p. 39.
78 Ibid.
79 Ibid.
80 Ibid., p. 40.
81 Personal interview with Mitchell, October 18, 1974.
Book series published by the American Sports Publishing Company. Miss Florence Hupprich of Texas State College for Women edited the first speedball section so we see that speedball was as far south as Texas by 1930.

Mitchell did not have girls or women in mind as potential players of his game when he first developed the rules and techniques but considerable amounts of correspondence over the years since the game's invention have come to him from women physical educators. These inquiries concerning rules interpretations, game modifications, self-testing drills, audio-visual aids, lead-up games to speedball, and inclusion of speedball in teacher training methods courses for students majoring in physical education, caused Mitchell to suggest that women physical educators undertake the direction of speedball development in their own programs. And they did! Speedball rules and articles have been published regularly since 1930 in the Women's Athletic Guide Book series down to the present DGWS (Division of Girls and Women Sports) Sport Guides. These Guides are used almost universally by women physical educators in the United States as they implement their physical education and athletic programs.

For several reasons speedball lost its popularity after the 1940's, and today, speedball is more apt to be
found in a physical education class or in occasional intramural competition.

Perhaps the general lack of soccer footwork development by American youth of the past coupled with the rise in popularity of touch football which allowed the throwing of the forward pass and scoring by running so popular with boys because of its similarity to regulation football, accounted for the rapid growth of touch football. It gave the players the feeling of playing regulation football. Faced with a choice and available time for playing only one intramural game, the players turned to a game which gave them the feeling of regulation football. Touch football was promoted by the influential College Physical Education Association during the early 1930's. During the same period speedball did not enjoy such sponsorship by a professional physical education association. Another factor that decreased the interest in men's speedball was the increasing interest in the international game of soccer and its inclusion in the Olympic Games. Very recently European soccer is coming into its own in the United States as evidenced by the recruitment of soccer kickers for football game specialists and by the sharp rise of

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soccer clubs at colleges and universities, many earning varsity status.

But an even larger factor must have been the discontinuation of the Spalding Athletic Library. This booklet went out of print in 1933 and rule revisions and dissemination were curtailed except for the Women's DGWS Sports Guide published by the AAHPER. The various sports rules books previously published by Spalding have since been published mainly through intercollegiate or interscholastic associations in connection with the promotion of interschool varsity sports. Since speedball was not a varsity sport, it lacked such sponsorship. During the period that official rule books were not available information on the game was only obtainable through chapters in books on sports, in state or city manuals of study, in a mimeographed form as issued by separate Physical Education departments, and from instructors who knew the game and taught it to their students. In correspondence between Mitchell and Robert Montebello of Rice Institute, Montebello stated that he taught speedball at Rice "the same way that I learned at at Ohio State under Bruce Bennett. I believe he, in turn,

83 Letter, Mitchell to Dr. Howard Hobson of the staff of Ronald Press, November 8, 1956.
received the rules of the game at Michigan since he was associated with the physical education department there. "  
Dr. Mitchell found it necessary to keep a ready supply of such mimeographed rule sheets to send to those inquiring information as to where they might obtain a Speedball Rules Book.

In one such communication in 1956, Mitchell told of this problem:

This fall I have had a few urgent calls from small schools that did not have sufficient enrollment or equipment to play regulation football. I don't have any official copy of a rule book but I am sending some sets of mimeographed rules.

The urgent need for an official rules book for men was finally met in the appointment of a Rules Committee by the National Association (AAHPER). Rachel Bryant and George Anderson, officials of the American Association for Health, Physical Education, and Recreation had discussed the possibility of reviving the Speedball Rule Book with Mitchell a number of times. This was finally accomplished and published in 1967 under the AAHPER sponsorship by a special

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84 Letter, Robert Montebello, The Rice Institute, to Mitchell, January 29, 1954, MPP. Bruce Bennett was a graduate assistant assigned to intramural supervision in the 1940's.

85 Letter, Mitchell to Dr. Howard Hobson, November 8, 1956.

86 Ibid.
Committee for the Development of Speedball for Men. Hollis F. Fait of the University of Connecticut served as committee chairman for this project.

Speedball met the athletic needs of students for the time in which it was conceived. Mitchell's ability to mobilize the means to put ideas into practice almost immediately testify to his unique analytical, organizational, and administrative powers which allowed him to meet challenges and to overcome them. His game continues to meet athletic needs among girls and women and is probably the most popular native United States game after basketball and volleyball in men's physical education classes and intramural programs.
CHAPTER VI

AUTHOR AND EDITOR EMERGES

The short lived high school journalism career of Elmer Dayton Mitchell was to be revived and consequently largely shape the direction in which the profession and programs of physical education moved from 1920-1950 in the United States. His wide interests within the profession as well as his cultural preferences are reflected in the subjects on which he chose to write articles and books during this period and in the writings he selected for publication as editor of the Pentathlon, The Journal of Health and Physical Education and the Research Quarterly.

It is apparent that Mitchell wasted little time in becoming a contributing member of the University of Michigan staff where he was first employed as head basketball coach, freshman football coach and freshman baseball coach in 1917. Mitchell's first published article (excepting his teenage Detroit News articles) was in the 1920 Michigan State Department of Education Bulletin, titled,


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"Play's Relation to Education Aims." This article was originally the basis of a speech Mitchell gave to a representative group advisory council of the State of Michigan where the leaders of physical education in Michigan were in attendance. It was on this occasion that Professor Bowen approached Mitchell after the speech to invite him to co-author *The Theory and Practice of Organized Play* with him. Bowen explained how there was such a pressing need for elementary teachers to have teaching methods and materials available to them since elementary physical education was now required by the state legislature. Mitchell was pleased to accept the offer and Bowen and Mitchell published two volumes three years later in 1923. The work was so encompassing it was decided to publish two separate books which were entitled *Theory of Organized Play* and *Practice of Organized Play*. The direct involvement of A. S. Barnes Publishing Company in titling these texts is of especial interest. In their advertisement in the first *Pentathlon* they explained the circumstances.

Some eight years ago we [A. S. Barnes] started to specialize in books on Physical Education. . . . It was about that time we first met Professor Bowen of Ypsilanti, who confided to us his plan for a book on which he was collaborating with the editor of *The Pentathlon* [Mitchell]. A year passed and again we met the Professor; by this time the work had progressed far enough to give it a title. We remembered the

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2Personal interview with Mitchell, February 1, 1975.
title of a famous book by David Page, a well-known educator of several years ago, "The Theory and Practice of Teaching," and suggested The Theory and Practice of Organized Play, which was acceptable, but when the final draft was ready we found it necessary to make two books of the manuscript, and the publication of The Practice of Organized Play followed. Even publishers make mistakes, for we prophesized that the "Practice" would have the larger sale; on the contrary, the "Theory" has gone far ahead.

It was on the occasion of collaboration with Bowen of the writing that Mitchell remembers:

Professor Bowen was going over some of my work at his home and commented that so many of the words that I used in my writing were too long and involved that the students would have difficulty understanding them. A voice came from the other room, it was Mrs. Bowen, "Now Wilbur, it's a good thing that our students get acquainted with some big words in the English language in order to broaden their vocabulary." The chapter remained unchanged.

These texts were used extensively in professional teacher training colleges and universities at that time.

After the death of Professor Bowen in 1928 Mitchell teamed up with Bernard S. Mason a former professor of sociology at The Ohio State University with the idea of revising The Theory of Organized Play. Mason and Mitchell met at an American Camping Association meeting in Ann Arbor during the depression year of 1933. Mason had been released from The Ohio State University faculty due to budget cuts and being the youngest faculty and was now free lancing

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4Personal interview with Mitchell, February 1, 1975.
writing books on Indian lore, camping, and dancing. Mitchell was so involved with responsibilities with the American Physical Education Association (APEA) that he welcomed Mason's collaboration.

Together they greatly enlarged the new edition which they titled, The Theory of Play and changed the content emphasis by modifying the older "instinct" psychology with newer explanations of the psychology of human motivation.

In 1935 Mitchell and Mason got together again to write two books on simple, inexpensive games which could be played in social settings since money for commercial recreation during depression years was scarce. This collaboration resulted in Social Games for Recreation and Active Games and Contests. In 1959 Evelyn Borst joined Mitchell in a revision of Social Games for Recreation but it met with little success in the economically flourishing fifties. The Social Games for Recreation was revised in 1946 by Mason and Mitchell and published in paper back form priced for popular appeal. It was renamed Party Games for All.

The Theory of Play was revised again in 1961, this time under the name The Theory of Play and Recreation with Ronald Press Publishers (A. S. Barnes sold out to Ronald Press). Mitchell's co-author for this third edition was a former student Allen V. Sapora, professor of recreation at the University of Illinois.
In the same year that he invented the game of speedball (1921), Mitchell was appointed as Assistant Professor of Physical Education at the University of Michigan and the next year authored his first book (with Edwin J. Mather), *Basketball*. Mitchell's varsity coaching experiences made him aware of the crucial need for published materials on the game of basketball. Since Mather was now the varsity basketball coach at the University of Michigan replacing Mitchell in this position, Mitchell felt that Mather's name as a co-author would lend needed authenticity to the book's contents and as a result Mather agreed to be co-author. *Basketball* was the first hard cover text published on the subject of coaching techniques and methodology. *Basketball* was reviewed in the following manner in the *American Physical Education Review* book section:

This book has two objects, first to give a review of basketball in general, so that it may be helpful to the beginner, covering the fundamentals, second it goes further into the game so that it may be of help to the experienced coach. There are many line drawings of plays. The book is well bound and printed on a good quality of paper suitable for the constant use which it well deserves. The book covers the equipment of the court for the game, the equipment of players, their condition, care of injuries, and training as well as coaching the game.

In that same year, 1922, Mitchell wrote three articles, the

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5Ibid.

most notable being, "Racial Traits in Athletics," published in March, April, and May issues of the *American Physical Education Review*. In this article Mitchell compares the physical and emotional traits that are observable in athletes from different racial and national heritages who then made up the American Athletic teams. He concluded that environment was a more potent factor than heredity in the successful playing of athletic games. Being a sociologist at heart these findings were quite significant to Mitchell.

His other articles had some aspect of athletics as the major thesis also. He wrote on the trend of amateur athletics and the values of making athletics a larger part of the physical education program. This was probably the apex of Mitchell's central concern for athletics. After 1922 his writing focused more on physical education, intramurals, and recreation. Sociology, psychology, education, anthropology, history and administration were Mitchell's greatest interests as he studied for his doctoral

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degree at the University of Michigan. In 1923 Mitchell published in the March, *Athletic Journal*\(^\text{10}\). This article dealt with intramural scoring methods.

The influence of John Dewey's progressive education theories was finding experimentation in many schools across the United States during this period. Elmer Mitchell discussed the implications of Dewey's theory as it applied to physical education in his response to Jesse F. Williams' 1924 national convention address, "Interest and Effort in Physical Education."\(^\text{11}\) Mitchell advocated the importance of both interest and effort in the educational process and wrote that one ought not be emphasized at the expense of the other. He felt that Williams overstressed the interest aspect.

Mitchell's interest in history first became noticeable in his professional writings when he undertook the "History of School Health and Physical Education in Michigan" research for the *Physical Education*, the Michigan Physical Education Association journal, and published in three


sequels in 1924 and 1925. As early as 1926 Mitchell was being called upon to write forewords for history texts. In Rice's *A Brief History of Physical Education*, Mitchell had an opportunity to express his deep interest in physical education history and the need for more research in this area. He wrote:

There has long been a need for the kind of material that Mr. Rice has brought together and organized in this book. Students of Physical Education will welcome this History.

This dearth of material has been further aggravated by the fact that such writings as were available for topical assignments were, for the most part, produced prior to the revolutionizing process that has taken place in Physical Education in recent years. The new Child Health movement, the Playground and Recreation movement, the Athletic movement, the Scouting Movement, the Camping movement, etc., had none of them as yet gained sufficient momentum to receive more than passing notice. Athletics, when accorded a hearing, were considered as a thing apart from Physical Education and were shunned as unscientific by the orthodox Physical Educator of the time. To-day, these movements have all had their part in making big encroachments on the old Physical Education program and are now being combined into a new educational and recreational force which, in magnitude, breadth of aims, spirit and interest, popular appeal and support, dwarfs the oldtime program into insignificance. The problem of unifying these many movements, so vital to-day, is one that the older school did not have to face.

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12Elmer D. Mitchell, "History of School Health and Physical Education in Michigan," *Physical Educator*, II (October, 1924), 4-18; III (March, 1925), 5-8; III (May, 1925), 14-18.

Other articles, "Life of Wilbur Pardon Bowen," 1928,\textsuperscript{14} and "The History of the American Physical Education Association," 1932,\textsuperscript{15} were forerunners to the monumental book co-authored with Deobold B. Van Dalen and Bruce L. Bennett, \textit{The World History of Physical Education} in 1953. This work since revised by Van Dalen and Bennett has exceeded the 20,000 copy mark and has been translated into six different languages.\textsuperscript{16} It received the Enoch Pratt Free Library Award and was acclaimed as one of the outstanding educational books of 1953 by Donn E. Bair, who stated, "this publication stands as the most comprehensive treatment of comparative physical education. It presents a panoramic view of world physical education and delves somewhat into the philosophy of physical education."\textsuperscript{17}

Today there are many one-volume sport series texts but the first such book was initiated by Mitchell enroute to the 1933 Western Conference Intramural Directors meeting in Chicago when he solicited the following co-authors.


\textsuperscript{17}Donn E. Bair, "An Identification of Some Philosophical Beliefs Held by Influential Professional Leaders in American Physical Education" (unpublished doctoral dissertation, University of Southern California, 1956), p. 46.
for the task: A. A. James, John Johnstone, Earl Riskey, and R. W. Webster. The volume was published by the A. S. Barnes and Company of New York in 1936, and was entitled *Sports for Recreation: And How to Play Them*. It was the first such complete one-volume library of instruction of fifty sports. Whereas *Social Games for Recreation* emphasized parlor and informal type of games, *Sports for Recreation* included sport type games as golf, tennis, and handball. This composite type of book was later copied by many individual schools embodying their own enriched programs. It was revised again in 1952.

Mitchell long had felt a need for a text dealing with the complex problems of officiating sports. His many years of practical experience made him somewhat of a sought-out authority and finally he put his pen to the task of writing a fully illustrated volume of authoritative information placing at the disposal of officials, instructors, and coaches all the necessary techniques essential to competent officiating. This need gave birth to his *Sports Officiating* book published in 1949 with co-authors Robert J. Antonacci of Oregon State University, Howard C. Leibee and Earl N. Riskey of the University of Michigan and Warren E. Smith18 of Lewis and Clark College.

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18Co-authors, Smith and Antonacci were former Mitchell students.
Sports Officiating was another first of its kind text. Previous to this time various references on officiating sports had not been assembled and this text gave an excellent opportunity for students of officiating to consult many original sources, which were difficult to find before this. The book was written primarily for men's sports officiating techniques thus it was not a rule book and did not include girl's sports. This book did not meet the high expectations of its authors largely due to the increasing role that High School Athletic Associations undertook in publishing their own officiating pamphlets.

But the book that was to bring Mitchell the most fame was his Intramural Athletics which became a classic within the profession of physical education. This was a book designed to give a detailed blueprint to schools, colleges, and universities for setting up intramural programs on a sound educational basis as previously detailed in Chapter V. Additional subjects of the great wealth of articles and manuals authored by Dr. Mitchell centered chiefly about intramurals, speedball, recreation, leisure, and the Olympics. The complete listing can be found in the Bibliography.

At the urging of Professor Bowen and of Mabel Lee, the latter who was then in 1928 holding the position of President of the Middle West Society, Elmer Mitchell consented to the editing of a Mid-West Society Physical
education publication, *The Pentathlon*. In order to undertake this major responsibility it was necessary for Mitchell to terminate his many sport officiating engagements which he greatly enjoyed and a chief reason why he was reluctant in accepting this first editorship. This reluctance was noted in Lee's History of the Middle West Society of Physical Education, "Elmer Mitchell was persuaded to stay on as secretary-treasurer-editor, although he begged to be relieved of the editorial work."\(^{19}\) The *Pentathlon* was created by the Middle West Society for Physical Education to meet the practical needs of teachers and lay people in the profession. The magazine's name *Pentathlon* comes from ancient Greece where the original pentathlon consisted of five events: leaping, foot racing, wrestling, throwing the discuss, and throwing the spear; and these five sports were to develop the body beautiful through a coordination of endeavor in body and limbs. Perhaps this need was best conceptualized in Mitchell's last editorial of *The Pentathlon*'s first year:

>The magazine has tried to be original. It has tried not to encroach on the fields well covered by other physical education or athletic magazines. So it has had a stress all its own. Its very name, *The Pentathlon*, shows that it has tried to be all-embracing and to consider the field of Physical Education in its broader and cooperative aspects.

\(^{19}\)Mabel Lee, The History of the Middle West Society of Physical Education (Lincoln, Nebraska, 1963), p. 63. Mitchell does not recall that he had "begged to be relieved of editorial work" but he does remember that he was very busy at the time revising his earlier books in addition to his many other duties.
It has stressed the relationships between the various phases of Physical Education—the health, play, formal, athletic, and recreative aspects—and considered their administrative problems. Probably no phase of our profession is more important and more critical than this one. The alliance of these various phases in a comprehensive system of Education is our great opportunity. If we mould together these five companion factors of education, we have a chance for administrative positions second only in importance to that of Superintendent of Schools.

In addition to this enlarged view of our profession, The Pentathlon has stressed the administrative and organizing technique necessary to the successful promotion of a large, all-embracing program...

This sums up in a brief way the policies of The Pentathlon. It has desired to reach all teachers and their needs and possibly practical articles have been given preference. It would, however, be a mistake for our magazine to be entirely practical; our readers should also have to digest some material of more abstract and philosophical value.

It had as its forerunner The Middle West News Bulletin, which was authored by Floyd Rowe, no copies of which have survived. Mabel Lee traced the details of The Pentathlon's origin in her History of the Middle West Society.

Frederick Maroney, president of the American Physical Education Association in 1929, met with Mitchell that summer informing him of his idea to merge The Pentathlon and The American Physical Education Review into a single

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21 Lee, op. cit., pp. 63-64.
magazine for national distribution. The American Physical Education Review under the editorship of Dr. James H. McCurdy of Springfield College from 1906 through 1929 served the Association long and well. The Review published local and national news and included articles written by the leading authorities in physical education of the time. Dr. McCurdy retired after long years of faithful service and reorganization of the Association brought Mitchell's name to the forefront as McCurdy's successor.

Maroney made it clear that Mitchell's successful editorship of The Pentathlon made him the ideal choice for editing the proposed merger of the two magazines into a new Journal of Health and Physical Education, a title selected by the APEA governing board. Mitchell voiced several stipulations which would have to be met before President Maroney's offer would be acceptable. First, he could not consider such an offer without approval from the Middle West Society; secondly, if approval was given, he would edit both magazines through June, 1930 before resigning from The Pentathlon editorship; thirdly, that the APEA drop their subscription rate from $5.00 to $2.00 so that it would be available to more people.

There was a great Mid-West-Eastern professional rivalry which developed long before Mitchell was professionally active in the Society and had reached its climax in 1929. The Review was largely an Eastern publication and The Pentathlon a Mid-Western product. For many years the Association officers and the convention sites were from the eastern states. Many physical educators from the Mid-West charged that the National was not democratic in its administration, that dues were too high and that The Review catered to the interests of administrators and researchers.

Lee reported that "a storm of protest went up from a small group saying they most certainly would never consent to give up either the editor or the Middle-West's magazine." However, consent was eventually given, Mitchell's stipulations were met, and The Journal of Health and Physical Education and the Research Quarterly were born. The Quarterly was a vehicle for sharing research findings in physical educational and related fields. It was designed to be more scholarly and philosophical than the Journal in scope.

Mitchell was now in a position to help heal the wounds of professional conflict between the National and Mid-West Societies for Physical Education and the old rivalries began to die out.

24Ibid., p. 64.
25Ibid., p. 61.
A regular feature of the *Journal of Health and Physical Education* was the Editorial Page where Mitchell had the opportunity to voice opinions, make announcements, and to challenge present practices which affected the physical education profession.

Issues to which Mitchell put his pen included nearly every facet of the physical education "umbrella." Physical education as the new term most often used by educational administrators was reported. In 1930 no satisfactory composite name had been found which would be acceptable to the many varied agencies concerned with the health and physical welfare of America's youth. Terms such as hygiene and physical training were giving way to the title Health and Physical Education when referred to by state, city, and college administrators. Mitchell in his editorial cited instances of the use of the new terminology and thus advanced its acceptance. Within the profession the problem of terminology persisted at least through 1936 for twice in that year Mitchell addressed himself to "the vexing matter of terminology."27,28


27Ibid., VII (April, 1936), 236.

28Ibid., VII (October, 1936), 494.
Mitchell championed the inclusion of character training for all but cautioned that physical educators do not have sole claim for character development, all educators have such a claim and responsibility. He also advocated dance for men in physical education programs encouraging a balanced teaching emphasis to include dance, individual, and group activities. By 1939 he was able to report that social dancing as a school learning experience was gaining favor among parents.

During this same era articles were being published particularly in student publications drawing attention to the bad manners on the part of crowds at athletic games. Mitchell discussed the problem and related such behavior as "only one phase of character training which should be given prominence in our present day physical education program." He wrote that athletics had been hampered in realizing its ultimate spiritual training because winning had always subordinated the emphasis on character training. Intramurals likewise did not meet its potential in character training because of the lack of or part time

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29 Ibid., II (April, 1931), 18.
30 Ibid., VII (October, 1937), 554.
31 Ibid., II (January, 1931), 18.
32 Ibid., VIII (December, 1937), 603
33 Ibid., X (February, 1939), 81.
staffing of programs. He wrote "there is one activity conspicuously absent in the average program of physical education and that is dancing. There is no sound reason for this omission." Character training and dance interests were indicative of Mitchell's total view of physical education in a social, cultural context.

He encouraged a balance between group and individual play opportunities. In his editorial column Mitchell responded to a September, 1930 Journal article, "Mental Hygiene Aspects of Physical Education," by Dr. Esther Richards where she was concerned that team games would be totally replaced by individual sports. Mitchell wrote, "There is no gainsaying the fact that each type of activity (group and individual) has values that are necessary to the growth of a well rounded personality: the one in developing traits that make for success in a life in which cooperation and competition will be factors; and the other in developing individual interests and lifelong resources in the way of healthful recreation." 34

He wrote of the need to restore physical education where economy had eliminated programs 35 and the advisability of teaching nutrition and economics to the nation's youth. 36

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34 Ibid., I (October, 1930), 20.  
35 Ibid., IV (October, 1933), 22-23.  
36 Ibid., III (April, 1932), 22-23.
The Great Depression caused budgetary cuts in every institution and necessitated the wise use of resources. Public and private educational institutions did not escape budget slashing. In the panic many schools eliminated programs and physical education was often the target. It was during this period that Mitchell in his attempt to keep physical education programs in the schools, published a gigantic issue of the *Journal* sending a free copy to administrators across the country. Although this was the one and only year that the APEA showed deficit financing, Mitchell felt the gamble was justified in that an organization without a reason for being would die in any case. If no one made an effort to save the programs in the schools the Association would cease to exist.

Future program projections were discussed by Mitchell. He envisioned a bright future for physical education even amidst the uncertain depression year of 1932. He saw physical education intimately bound up with that of general education in the progressive educational philosophy. He saw other fields such as anthropology, biology, sociology, and psychology as having a vital tie to physical education. He expressed a forecast, namely, "that to a greater and greater extent all the teachers of the school will have duties that include physical activity." He projected an enlarged activity program.\(^{37}\)

\(^{37}\)Ibid., III (May, 1932), 24.
He wrote of the plight of the overcrowded teaching profession,\textsuperscript{38} of the need to raise professional standards\textsuperscript{39} and discussed the pros and cons of specialization in general training of physical educators. Reports from city officials and from college committees indicated that there was a surplus number of teachers in 1932 aggravated by the unemployment picture. Many who would normally have gone directly into teaching stayed on to take graduate work. Mitchell saw no early solution to the dilemma. Later in 1933 and 1934 he offered some thoughts on alleviating the education emergency. He discouraged too specialized an educational training for "the chances are in favor of improving the status of physical education by training its teachers to handle other subjects capably."\textsuperscript{40}

Mitchell reported the research beginnings in physiology of exercise. Enthusiastic about this new trend he wrote:

An interesting tendency is evidenced by the fact that within the last month three new books have been announced on the subject of "Physiology of Exercise." When coupled with the fact that within the same period of time a number of valuable researches in this field have been received for publication in the Research Quarterly, this tendency has considerable significance.

It is safe to say that probably the most neglected field of research in physical education up to the

\textsuperscript{38}Ibid., III (March, 1932), 18.

\textsuperscript{39}Ibid., III (May, 1932), 25

\textsuperscript{40}Ibid., IV (October, 1933), 22-23.
present time has been that of the physiology of exercise. . . .

He supported adult leisure education, made suggestions for the new-found leisure of the 1930's, supported public aid for leisure pursuits, encouraged volunteer recreation leadership, drew out the relation of recreation to vocational choice stressing the need for recreational guidance, and announced the change of name of the Playground and Recreation Association to the National Recreation Association in his editorial column. Leisure time, long sought by modern man came abruptly in the wake of a depression jobless society. Recreation took on new significance as a teaching subject.

Athletics also found a sounding board in Mitchell's editorials. He questioned the practice of teaching athletic sports on the elementary school level at the expense of lead up skill development and warned against

41 Ibid., III (February, 1932), 20.
42 Ibid., V (February, 1934), 25
43 Ibid., IV (November, 1933), 24-26.
44 Ibid., I (September, 1930), 18.
45 Ibid., IV (September, 1933), 30-21.
46 Ibid., I (December, 1930), 18-19; XI (November, 1940), 543.
47 Ibid., I (September, 1930), 18.
48 Ibid., III (April, 1932), 22.
the trend of emphasizing varsity athletics in the new junior high schools. He commended women physical educators for advocating Play Days rather than varsity competition for school girls. He felt that women physical education leaders were primarily concerned with the welfare of the girl participants. Mitchell wrote:

The trend in girls' athletics today seems very decidedly toward the Play Day rather than toward varsity competition. The women leaders in physical education have very wisely steered away from the problems that are inherent in intensive interschool competition. Until the physical and emotional effects of athletic participation upon women are better known, these leaders are determined to oppose the development of women's athletics along the lines that have been followed by the men. Men athletics originally developed from student enthusiasms and it was therefore quite natural that many of the problems could not be foreseen and that the restraints with which varsity competition has been surrounded have come as aftermaths rather than as foresights. It is commendable that women leaders have accepted the examples in men's athletics and have tried to plan ahead for all contingencies.

When asked to editorialize concerning gang showers for girls in 1937 and to voice his opinion on girl's football in 1940 he advanced an affirmative to the first but an emphatic no to the latter. The values inherent in men's

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49 Ibid., III (April, 1932), 22.
50 Ibid., II (March, 1931), 22.
51 Ibid., VII (January, 1937), 21.
52 Ibid., XI (February, 1940), 84.
athletics were preferable to pre-1900 age of pranks\textsuperscript{53} wrote Mitchell and the need to upgrade certification requirements for coaches was cited.\textsuperscript{54}

Mitchell used the editorial column to publish basketball rule changes,\textsuperscript{55} to announce the publication of the \textit{Research Quarterly}'s Monograph Supplements,\textsuperscript{56} to state policy as to how articles would be selected for JOHPE publication\textsuperscript{57} and new columns which would soon be added.\textsuperscript{58}

Readers were kept informed of Journal changes such as the beginning of consecutive paging,\textsuperscript{59} printing delays,\textsuperscript{60} new Journal cover,\textsuperscript{61} dropping of columns as in the case of James E. Rogers' "Around the Country" as a result of his assignment to war defense work\textsuperscript{62} and solicited for ideas for a new name for the Journal now that Health and Recreation had been added to the Association name.\textsuperscript{63}

\begin{itemize}
\item \textsuperscript{53}Ibid., III (December, 1932), 22.
\item \textsuperscript{54}Ibid., IV (September, 1933), 20-21.
\item \textsuperscript{55}Ibid., IX (March, 1938), 146.
\item \textsuperscript{56}Ibid., V (March, 1934), 20-21.
\item \textsuperscript{57}Ibid., VII (January, 1936), 20-21.
\item \textsuperscript{58}Ibid., I (March, 1930), 18.
\item \textsuperscript{59}Ibid., VII (February, 1936), 88.
\item \textsuperscript{60}Ibid., XII (March, 1942), 150; (December, 1942),
\item \textsuperscript{590.} \textsuperscript{61}Ibid., VIII (November, 1937), 540.
\item \textsuperscript{62}Ibid., XII (September, 1941), 406.
\item \textsuperscript{63}Ibid., X (January, 1939), 24.
\end{itemize}
Association concerns were advanced through Mitchell's editorials. He kept the members informed of Association happenings through year progress reports usually reviewing the past year in the June issues of the *Journal*. He often reminded the members that the *Journal* advertisers and convention exhibitors should be patronized for mutual benefits derived.\(^{64}\) He urged the cooperation of the national with the state associations\(^{65}\) and welcomed the Association's merger with the NEA.\(^{66}\) The annual conventions as well as regional conventions and memberships reports and appeals were a frequent theme for his editorials.

Association members were cited by Mitchell for outstanding work, publications, and honors awarded to them by outside institutions.\(^{67}\) The passing of leaders of the profession including R. Tait McKenzie, James A. Naismith, and James H. McCurdy was met with appropriate eulogies summarizing their contributions to the profession and to the Association.\(^{68}\)

\(^{64}\)Ibid., VII (November, 1936), 555; XI (March, 1940) 146; XII (March, 1941), 146.

\(^{65}\)Ibid., VII (November, 1936), 555.

\(^{66}\)Ibid., VIII (October, 1937), 474.

\(^{67}\)Ibid., IX (December, 1938), 614; X (April, 1939), 220; X (October, 1939), 455.

\(^{68}\)Ibid., IX (May, 1938), 298; XI (January, 1940), 20; XI (October, 1940), 467.
The war years of necessity brought new concerns to the profession and thus to Mitchell's editorial column. Support for the proposed Preparedness Program, Bill H.R. 10606 by Congress was voiced from the fall of 1940 through 1941 in reaction to the growing war news. He would have preferred that communities provide the adequate funding for quality physical education total programs but since they failed to face up to their responsibility to youth for their total physical development, and in light of world circumstances federal financial support should be sought. On the other hand he cautioned the proposed tax on recreation as suggested by journalist Walter Lippmann. He continued to be a practical man and supported the many physical fitness encroachments upon the broad physical education programs he always advocated and would continue to champion when the war emergency needs were over. Practices not recommended during peace time such as mass instruction, heavy emphasis upon fitness training and military preparedness were now expediently advocated by

69Ibid., XI (October 1940), 467.
70Ibid., XII (January, 1941), 22; XII (February, 1941), 88.
71Ibid., XII (June, 1941), 364.
72Ibid., XIII (January, 1942), 22; XIII (May, 1942), 296.
Mitchell though he recommended that as values began to be restated or reordered that this be done in light of enduring values as well as immediate ones.\textsuperscript{73} He came out against actual hand to hand combat\textsuperscript{74} being taught in physical education classes but promoted first aid training\textsuperscript{75} and the High School Victory Corps program.\textsuperscript{76}

The above subjects are but a sampling of the timely issues about which Mitchell chose to take a stand via editorial opinion and often followed up with practical implementation, especially in the realm of administrating intramural athletics and professional teacher training program at the University of Michigan.

The \textit{Journal} was not the only organ through which Mitchell exercised professional influence through his writing and editing abilities. The \textit{Research Quarterly} was launched March, 1930 under Mitchell's editorship for the purpose of publishing technical and scientific articles, bibliographies, book reviews and article abstracts. Mitchell contributed two articles to the \textit{Quarterly}, one in 1932\textsuperscript{77} on intramural relationships and another in

\begin{itemize}
\item \textsuperscript{73}Ibid., XIII (February, 1942), 84.
\item \textsuperscript{74}Ibid., XIII (September, 1942), 400.
\item \textsuperscript{75}Ibid., XIII (June, 1942), 350.
\item \textsuperscript{76}Ibid., XIII (December, 1942), 590.
\item \textsuperscript{77}Elmer Mitchell, "Intramural Relationships," The \textit{Research Quarterly}, III (May, 1932), 50.
\end{itemize}
1934 he titled "Some High Spots in American Physical Education." His careful attention to selection and editing of submitted materials developed a high quality magazine which insured the Quarterly's success.

The Journal and the Research Quarterly greatly influenced the development of physical education programs across the United States and continues to do so even today. Elmer Dayton Mitchell, editor of both publications for their first thirteen years (1930-1943), has made a clearly indelible impression upon the physical education profession and programs as we know them.

Mitchell's writing and editorial abilities were well known nationally and internationally. He was at various times during his career employed by the World Book Encyclopedia, Quarrie Corporation as a contributing and consulting editor; by the Prentice-Hall Publishing Company as editor of the physical education series, and had articles republished in the German publication, Leibesübungen und Körperliche Erziehung.

Mitchell's beginning with the A. S. Barnes Publishing Company was through Professor Wilbur P. Bowen and his collaboration on The Theory and Practice of Organized Play. Mitchell was often sought out by A. S. Barnes personnel

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over the years to comment upon proposed publications but he was never in their employ as a consultant.

The Prentice-Hall Publishers were steered to Mitchell by a sociologist professor from the University of Michigan who recommended him as a recreation consultant which Mitchell was pleased to accept.

It was through these services as publisher consultant and in his editorship capacity of the Association publications that Mitchell was in a position to encourage colleagues to authorship of books as well as articles. Listed below are but a few of such initiated works.


During WW II he assisted in the writing of the Physical Training Manuals for the Army, the Navy and the Army Air Force (See Chapter IX for more detail). In addition he reviewed manuscripts for the University of Chicago Press.

79Personal interview with Mitchell, June 15, 1975.
In 1953 Mitchell's services were requested by Look magazine's editor, Gene Shalit. Shalit solicited comments from Mitchell concerning Dr. Charles Bucher's upcoming Look article, "Little League Baseball Can Hurt Your Boy." In Mitchell's response he indicated that Bucher's position coincided with his own viewpoint in the subject. In addition Mitchell wrote at length concerning another "angle on athletic sports which might be a possibility for a feature article for Look." It had to do with the prevailing basis of distinguishing between an amateur and a professional athlete for Olympic competition. In an unpublished essay (See Appendix C for Mitchell's position on this subject) Mitchell suggested the following solution:

1. Be concerned with the athlete only while he is enrolled in school, and disregard his participation in sports during the short summer vacation. After all, an athlete's life is a short one, so why deprive a college boy of any vacation participation in sports.

2. Liberalize the present rule so that an athlete, who is a professional in one sport, is not necessary a professional in all sports.

3. Liberalize the present rule so that a schoolboy athlete who has professionalized himself can be re-instated within a certain specified period rather than be classed as a professional for the rest of his lifetime.

4. Work with other existing national and international sports associations for a fair and equitable modernization of the professional rule.

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80 Letters Shalit to Mitchell, July 24, 1953 and Mitchell to Shalit, August 28, 1953, MPP.
5. Set new and definite standards for athletic distinction beyond the college level. Consider that athletes who have won such higher distinction are superior to college competition and should be barred.

Why are we insistent on holding to the present rule? In certain cities there are statutes still in the books which make it a misdemeanor and punishable by fine to play baseball on Sunday. That sounds ridiculous to us, yet the present amateur code is just as much an out-grown conception—with this difference—our colleges are still trying to enforce it.

In Mitchell's letter to Shalit he put it this way:

... For example, the basis on which a distinction is made between an amateur and a professional today is in reality as dead as a dodo bird but an oxygen tent is being used to keep the fiction alive. Here are a few examples of the inconsistencies. A home town boy who plays on his baseball team on weekends and accepts a small sum of money is an outcast as far as amateur sports are concerned. Yet at the same time a wealthy young man, for example Frank Stranahan the golfer, can do nothing but play in tournaments throughout the entire summer and even go to England to participate there. The fact that he does not accept money keeps him an amateur. A college student who acts as life guard at summer camps is called amateur if he acts as a life guard but if he attempts to give instruction to anyone he becomes a professional. According to most of the rules anyone who takes a hat, a shirt, or a small article of monetary value becomes a professional; yet a few years ago at a Rose Bowl Game an announcer stated that the University of Illinois team was present at the studio program and each member was being given a Gruen gold watch as a consideration for being there. These illustrations could be greatly expanded if someone like yourself took the time to look into them and write an article in popularized style. This situation also has affected the Olympic Games. United States and England are the only countries holding out against the broken time ruling. Our American athletes are college athletes who consider a trip of two or two-and-a-half months in the summer a real privilege. On the other hand, athletes of a number of European countries and of South American countries are chosen from working men's sports clubs. These athletes are older, more mature, mostly married, and in order to
attend the Games they would have to forfeit their wages during the time they are representing their countries and yet at the same time only too often we pay our athletes by salaries for fictitious jobs or by the means of padded expense accounts. The leaders of the move to retain the outmoded professional ruling are definitely favoring those to whom the loss of some wages would mean nothing.81

Mitchell's writing and editing abilities were instrumental in bringing the "new physical education" concepts of J. B. Nash, Jesse F. Williams and the many like minded advocates of a new program to the awareness of physical educators, general educators, and lay people alike during the crucial years of acceptance of this infant field, 1920-1940.

Mitchell's ideas for writing in the many areas of physical education grew out of his personal acquaintances with leading education philosophers and practitioners or acquaintance with their writings in the 1920's and 1930's. It was to W. P. Bowen in physical education; Fielding Yost in athletics; John Sundwall in health; Joseph Lee and L. P. Jacks in play and recreation; and Charles Horton Cooley and Franklin Giddings in sociology that Mitchell gained much of his writing inspiration.82

Mitchell's abilities to write and to edit were given unselfishly not just to the Association but to all

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81 Letter, Mitchell to Shalit, August 28, 1953.
82 Personal interview with Mitchell, June 15, 1975.
persons interested in the fields of play, recreation, physical education, athletics, and health who sought out his assistance. The physical education profession is greatly enriched due to his prolific writing.
It would be hard to visualize anyone giving more of his lifetime to his profession in the way of service than did Dr. Elmer Dayton Mitchell to physical education. In many ways Dr. Mitchell is the epitome of the truly professional man. He was a member of many of the physical education professional associations and not just a dues paid member but a working, contributing member holding offices, both elected and appointed, serving on numerous committees, editing journals, promoting professional membership and clarifying professional issues through his teaching, writing, and speaking.

The association services which brought the most recognition to Mitchell were his national and international work for the American Association for Health, Physical Education, and Recreation for the period 1930-1948. But he was active in at least thirteen other professional or professional related organizations during his career as well. A close look at some of these organizations and services rendered to each by Mitchell will aid the reader in obtaining an encompassing picture of Mitchell's dedication to his chosen life's work.
The state of Michigan was the second state physical education association to be organized. Ohio led the way when in March, 1895, it formed a state organization for physical educators. Michigan followed in March, 1897.¹

Mitchell was active on the state level for a relatively short period of time serving as a member of the state course committee of the Michigan Physical Education Council as advisor to the State Director of Physical Training. He was later made an honorary member of this same Council.²

In 1927, the office of State Director of Physical Training (for Michigan) was augmented by the appointment of a State Council of Physical Education which was organized to work with the State Department of Public Instruction in bringing to the schools of the state the best of present-day thought in health and physical education. . . . The first meeting of this Council was held at Ann Arbor . . . on November 28-29, 1927.³

The members of this original committee included W. P. Bowen, Ruth Dunbar, Helen Grimes, Carl Schott, G. B. Hedgecock,

¹Lee, op. cit., p. 8.

²Personal interview with Mitchell, June 15, 1975.

Core Jeffers, Florence M. List, G. A. May, E. D. Mitchell, L. M. Post, Ethel Rockwell, Linda G. Roth, John Sundwall and C. F. Tambling. The first meetings were used mostly for organization purposes, but there was some discussion of the proposed revision of the Michigan Course of Study in Health and Physical Education. A new Constitution for the Michigan Physical Education Association was discussed by the Council and adopted May 4, 1928. Committee work led to the publication of tentative activity bulletins for elementary, junior, and senior high school grades, and a Play Day bulletin during the following school year. During the second year of operation the Council was primarily interested in problems of administration in physical education. These included studies of time allotment, teacher leadership and equipment needs. The school health curriculum was also given considerable attention. As a member of this Council, Mitchell was involved in curriculum planning, publications, constitutional changes, and administrative changes for physical education in the state of Michigan during its early developmental years.

Mitchell's involvement in state level professional service gave way as his talents were tapped for regional service in the Mid-West Physical Education Society as the Secretary-Editor in 1928.
The Mid-West Physical Education Association was founded in 1912 and included the states of Michigan, Ohio, Nebraska, Wisconsin and Minnesota. It was second only to the Eastern Physical Education Association in membership and rivaled the east in leadership and contributions to the profession.

Mitchell, a Michigander, became involved in the Mid-West Association early in his career. As early as the 1924-1925 Mid-West Society Chicago convention, Mitchell presented a paper entitled, "Sideline Opinions on Intercollegiate Athletics," and in 1926 Professor W. P. Bowen and Mabel Lee approached Mitchell on the subject of publishing a Mid-West journal but Mitchell was so busy with his administrative duties at the University of Michigan, his young family, and his teaching and many officiating commitments that he could not see his way clear to take on the editorship.

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5Swashke, op. cit., p. 35.
6Lee, op. cit., p. 51.
7Personal interview with Mitchell, October 8, 1974. It was on the occasion of his final acceptance of the Pentathlon editorship that Mitchell had to terminate his avocation of officiating begun in 1919.
When in 1928 Mitchell was appointed to the secretary-treasurer post in the Mid-West Society he was holding a full time position at the University of Michigan. The post was quite a demanding office, especially since there was little coordination of work of the various officers and no written plans or procedures for incoming officers or committee chairmen to follow. Floyd Rowe was Mitchell's predecessor in this office and for a brief period published a Middle-West Society Bulletin. Since no copies have survived it is impossible to ascertain the value of this publication. Rowe served from 1923-1927 and had the dream of developing a respectable, professional magazine.

In writing of the Association officers of the period 1923 to 1932, Mabel Lee wrote:

Floyd Rowe labored ceaselessly to put out a bulletin which would kindle the desire of the Middle West people for a full-fledged periodical of their own.

Elmer Dayton Mitchell was the district's greatest exponent of educational emphasis for school athletics and an ardent promoter of education for leisure time. Later as secretary-editor for APEA, he served the national association for many years giving the profession the splendid new magazines,

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8Lee, op. cit., p. 60.

9Lee, op. cit., p. 45. A. A. James of the University of Michigan served out Rowe's secretaryship 1927-28 when Rowe resigned.
In 1928 when Mitchell finally made the decision to accept the challenge of editing a Mid-West publication along with the Secretary-Treasurer position, The Pentathlon was born. It was decided to get a subscription list started by sending copies of the first issue, October, 1928, to all delegates registered at the Detroit convention. Three issues came out in the latter months of 1928 and eight issues in the winter, spring, and fall of 1929—eleven issues altogether. These have since become collector's items as economy dictated the publication of limited copies at the time.

The publication of the Pentathlon for the Mid-West was not without its trials and tribulations for Mitchell. In a convention speech for the Mid-West in 1928 Mitchell confessed that as he looked out upon the audience he wondered especially if he were intently gazed upon—"What have I done to that person? Did my secretary keep sending him a bill long after he had paid? Did his magazine go to the wrong address? Did I pester him for an article at the time he was most busy, or worse yet is it that I got his article and haven't printed it yet?"

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10Lee, op. cit., p. 74.
11Ibid., p. 55.
12Ibid., p. 55.
13Unpublished speech presented to the Mid-West Society 1928 convention by Mitchell, MPP.
He characterized the Editor's job as a "game of ups and downs—either you are living in the clouds or else you are plunged into the depths of despondency—similar to athletic coaching."  

Despondency occurred for Editor Mitchell when the day's mail brought only bills, ad refusals, postoffice returns marked change of address. But possibly the worst thing Mitchell had to contend with as editor was "pestering people for articles." This procedure in Mitchell's words went something like this:

... First, you request the article and the author obligingly agrees to write it. You set a time limit. This comes and goes—but no article. Then you write a reminder. You get a letter back in haste which gives a gracious apology for the delay and pleads an unusual rush of work. Still the time passes. Then you get a telegram stating that the article will be mailed next day. Then comes the article by special delivery. The funny part of it all was that after having this experience all year long, I had occasion to promise to write an article myself and I went through the same procedure. I would like to think I caught the habit, but I am afraid that I must own up to being a procrastinator like the rest of them.  

But the enjoyments far outweighed the trials of editorship for Mitchell. He found great satisfaction in having the opportunity to know people from all over the country, international as well. The friendly letters, the unsolicited articles of quality, the unexpected ad, and the pleasing testimonials about what a fine magazine he was running put Mitchell in the clouds. Perhaps the happiest moments were those when new talent was discovered and he

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14 Ibid.  
15 Ibid.
had the opportunity to demonstrate his interest in developing new leaders for the profession.

Mitchell's service as Secretary-Treasurer-Editor in 1928-29, was a preamble to his many years in the same position on the national level. Mitchell and Mabel Lee worked together as a "secretary-editor and president" team in the Mid-West Society and soon had the opportunity to work on the National level in the same capacity. They found themselves in a strong position to put into effect at the national level the reforms for which the Middle-West Society had so long waged battle. Reforms of the National long desired by the Mid-West were more representative election of national officers, recognition of regional associations, the holding of national conventions in other than eastern cities and the inclusion of women as national office holders at the highest levels. In other words the Mid-West Society wanted the APEA to reorganize along more democratic lines. Mitchell and Lee proved equal to the task as we shall see in the next section.

AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION
(formerly named American Physical Education Association and the American Association for Health, Physical Education and Recreation)

The American Alliance for Health, Physical Education and Recreation was founded by Dr. William G. Anderson in November, 1885, as the Association for the Advancement
of Physical Education when he called together a group of concerned physical educators, physicians, recreation leaders and philanthropists. The group had as its aim to disseminate knowledge about physical education and to see that physical education was placed in every school curriculum.\(^\text{16}\)

The Association grew from a membership of forty-nine charter members in 1885 to nearly 10,000 members by the late 1930's when Mitchell was terminating his Secretary-Treasurer services with the Association.

Mitchell was one of four Mid-Westerners to join the APEA in 1917. The others were Martin I. Foss, Chicago YMCA School; Charles H. McCloy, then in China; and J. H. Nichols from Ohio State.\(^\text{17}\) Mitchell's first position in the APEA was that of Chairman of the Athletic Section in 1926-1927. His athletic involvement was natural for at this time he was at the height of his work in athletic intramurals and shortly before had coached varsity athletics at the University of Michigan.

The year 1930 was a year of adjustment and reorganization for the Association and Mitchell was directly involved in implementing the changes. This was the year of the initiation of new Association publications, The Journal

\(^{16}\)Washke, op. cit., pp. 17-18.

\(^{17}\)Lee, op. cit., p. 37.
of Health and Physical Education and The Research Quarterly
by the newly appointed Association Secretary-Treasurer-
Editor, Elmer D. Mitchell; the year of change for member­ship dues, the beginning of joint district-national con­ventions, the election of the first woman president and the
inauguration of Fellowship Awards.

New policies were initiated, the Journal was to
meet the needs of the practicing physical educators and
subscription rates were lowered from five to two dollars.
The Quarterly was developed for those physical educators
who were administrators or research oriented who for the
most part were the former five dollar subscription members.
Students were encouraged to become association members
through a reduced student rate of one dollar and fifty
cents and state associations were refunded fifty-cents for
each national member from that state. Association dis­tricts now provided for rotation of national conventions
and shared joint responsibility for the planning and pro­graming. The University of Michigan donated rooms for the
APEA printing office and secured WPA (Works Progress
Administration, government agency) secretarial help. Mabel
Lee was the first woman elected to the presidency. All of
these new policies were directed toward making the APEA
more democratic and more efficient in a time of district unrest and of national economical emergency.\(^\text{18}\)

In order to accept the responsibility of the office of Secretary-Treasurer-Editor, Mitchell had to give up the editorship of the Mid-West publication, *The Pentathlon*, which had been initiated just two years before and which was lauded as an exceptional journal. This publication would be shortlived but its excellence was such that it brought Mitchell to the attention of the National Association President, Fritz W. Maroney who wrote:

Early in June, I thought it advisable to ask a representative group of men and women to meet with me and discuss some of the questions which were arising owing to the resignation of Dr. McCurdy as Secretary-Editor and the necessity of appointing a successor. After some discussion it was recommended that the council be asked to vote upon the appointment of Professor Elmer Mitchell, University of Michigan, as the new Secretary-Editor. Professor Mitchell is the author of books on Physical Education and Athletics, and, during the past two years, has made a distinct contribution as the Editor of *The Pentathlon*.

On October 31st, I wrote to Professor Mitchell as follows:

"My dear Professor Mitchell:

This letter is to formally advise you of your appointment to the position of Secretary-Treasurer-Editor of the American Physical Education Association.

I congratulate the Association on its choice for this important position and I assure you that we will all do our utmost to help you make the magazine a real factor in the growth of our profession.

\(^\text{18}\)Personal interview with Mitchell, February 1, 1975."
I also assure you that you can count upon us for such help and support as you may need in carrying through a forward program in National Physical Education.19

The thirteen years of editing both the Research Quarterly and the Journal of Health and Physical Education brought Mitchell the same kinds of trials and satisfactions as did the editorship of the Pentathlon though now on a grander scale with wider national and international contacts.

Mitchell now "belonged" to the national and through his long tenure of leadership was instrumental in creating a unified professional association for physical educators, health educators, and recreation educators.

Fritz Maroney and Mabel Lee the outgoing and incoming presidents respectively, got along famously which aided greatly in the transitional period of publications and other Association changes. Mitchell remembers Maroney as "a good Irish man who ran interference for me as I became accustomed to my new duties with the national."

Dr. Maroney was instrumental as a politician in getting results but always had the good of the Association at heart and not his own personal prestige. He probably more than any one person was instrumental in getting Mabel Lee of the University of Nebraska elected as the first woman president and she carried on with statesmanship vision and efficiency the task of building up a strong national association from the merging of many smaller independent groups.20


20Personal interview with Mitchell, October 19, 1974.
To the Association Mitchell brought experience, ability and dedicated enthusiasm. In addition, from 1938 on he was the first Secretary-Editor to hold the Ph.D. degree. Three predecessors, including Dr. James H. McCurdy, held the M.D. degree. Dr. McCurdy's resignation in 1929, brought to an end the publication of the Association's publication, The American Physical Education Review, published from 1896 through 1929. It, along with the Mid-West's Pentathlon merged and was replaced by the official Association publications, The Journal of Health and Physical Education and The Research Quarterly.

Elmer Mitchell served as editor of both of these publications from their inception until 1943 when he went into the Armed Services. Mitchell's activities included reading and editing of all manuscripts, correspondence and supervision of the general editorial policy. Mrs. Elizabeth Henry served as his secretary from 1935 through 1943. She sent out bills for advertising and reprints, mailed all back copies and special orders for Association publications. She was Mitchell's right arm as he pursued his many activities and responsibilities.

The war years 1941-1943 brought new difficulties to Editor Mitchell. Physical education leaders were called to service, armed and civilian, and research was temporarily abandoned. The Research Quarterly suffered from lack of

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21 Washke, op. cit., p. 353.
manuscripts and in the Journal professional physical educators debated the aims and objectives of physical education in a time of war.22

Mitchell's duties as Association Secretary included "keeping all records, collecting and disbursing finances, managing and editing all publications and performing such other duties as the Legislative Council may direct."23

With the national economy in a depressed state and services being cut drastically as a result, the APEA found itself in a crisis situation in the autumn of 1932 when widespread plans were being laid to cut frills (physical education, art and music) from the school curriculum. Mitchell put into action a calculated plan to persuade school administrators that the physical education program was not the place to cut expenses. In March of 1933, a ninety-two page Journal was prepared with special articles written by well-known physical educators stressing the value of physical activities, health, and recreation to the quality of American life. Copies of these Journals were sent out free of charge to school administrators, twenty-thousand recipients in all.24 Although the Association

22Mabel Lee and Bruce L. Bennett, "This Is Our Heritage," Journal of Health, Physical Education and Recreation, XXXI (April, 1960), 66.

23Washke, op. cit., pp. 133-134.

24Lee and Bennett, op. cit., p. 66.
experienced its first and only deficit in 1933 as a direct result of this expanded publication, there was no recrimination since it was readily apparent that an association would be useless if there were no physical education programs in the school.

As Secretary-Treasurer-Editor Mitchell also had the responsibility of handling the Association's financing. At a time when banks were closing their doors across the country Mitchell managed to deposit the Association's money in a local bank that did not close during the Depression. The Association held firm during these trying years and grew in membership and prestige in the years to follow.

As the membership increased from 5,733 in 1930 to 7,501 in 1936 the work multiplied. The combined increasingly demanding work of the Association secretary and editor made it necessary to create two positions and in 1938 Mitchell was relieved of his secretarial duties when Dr. N. P. Neilson was appointed as Executive Secretary-Treasurer for the Association.

Dr. Neilson will carry the best wishes of the profession with him in his new work at Washington. He will have an able assistant in Miss Elizabeth Noyes, who has been transferred to Washington from Ann Arbor, Michigan, where she held the position of Assistant Secretary for four years. The members of the editorial staff will remain in Ann Arbor where

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25 Personal interview with Mitchell, February 1, 1975.
the Journal and Quarterly will continue to be published.

The outgoing Secretary extends to the new Secretary, Dr. Neilson, best wishes for happiness and success in his new work. Also, to the many members of the Association who have worked as officers, council members, and committee members during the years since 1930, he takes this occasion to express his sincere appreciation of the service they so generously gave.27

The National Association publications were headquartered at Ann Arbor from 1930 to 1938 with business being conducted out of Mitchell's office. From 1938 to 1943 the Association actually had two offices one located in Ann Arbor headed by Mitchell and one in Washington, D.C. with Executive-Secretary Neils Neilson the first full time Association employee in charge.

Mitchell served the Association in many other capacities other than his officer duties and editorship responsibility. On the occasion of the retirement of Dean Martin Foss of George Williams College, Mitchell was sent as official Association representative to a banquet in Foss honor for his many years of service in physical education.28 Mitchell was Convention Banquet speaker in

27Ibid.

Grand Rapids, March 20, 1936, for the Mid-West Convention. His theme was "The Secretary Reports Progress," informing the Mid-West District of National Association advances. In November, 1936, he published an article in World Education titled "The American Physical Education Association," thus reaching a wider audience concerning the Association's functions, philosophy, and services. He traveled to Canada to address the Canadian Physical Education Association in 1937. Of this visit James E. Rogers in his "Around the Country," commented:

"The A.P.E.A. was the subject of an address by our secretary, Professor Elmer D. Mitchell, at the recent convention of the Canadian Physical Education Association in Toronto. Mr. Mitchell was most impressed by the progressive spirit of this young, growing organization, which is confronted by many of the same problems facing physical educators in the United States. The hospitality of the group is unbounded. Dr. Lamb, as usual, made an excellent presiding officer."

Mitchell was a frequent speaker in the Mid-West and Michigan and had quite a range of topics on which he became known as a specialist. Some of his speech titles were:

"The Trend in Physical Education Demonstrations"; "The

29 Journal of Health and Physical Education, VII (December, 1936), 640.

30 Ibid., III (February, 1936), 100.

31 Rogers, op. cit., VII (May, 1937), 320.

Trends in Modern Physical Education"; 33 "A Viewpoint on State Associations and the National Association," 34 and "Physical Education--A Review and a Prophecy." 35 Even though he was giving the major portion of his time to the National after 1930 he welcomed opportunities to return to his many friends in the Mid-West Society.

Mitchell was awarded the Fellowship Award of the Association in 1932 and later the recipient of the Association's highest award, the Luther Gulick Award in 1949.

AMERICAN ACADEMY OF PHYSICAL EDUCATION

The American Academy of Physical Education is an honorary association founded in 1926 whose members are selected by virtue of their professional contributions. The Academy's purpose is to advance knowledge and common understanding, to raise standards, to stimulate research and to bestow honors in physical education and related fields. Elmer D. Mitchell was inducted into the Academy as Fellow #26 in 1931. The #26 indicates the order of election to the Academy. Fellow #1 was noted physical educator


34 Journal of Health and Physical Education, XII (March, 1941), 165.

philosopher, Clark W. Hetherington. Mitchell had the distinction of being a charter member in the Academy. He was elected to the presidency in 1954 and later served on its Board of Directors. In 1960 he was recipient of the Academy's highest honor, the Clark Hetherington Award. Helen Manley, Academy President in 1960 informed Mitchell by letter:

You are well aware of the high esteem in which the Members of the American Academy of Physical Education regard its Hetherington Award. I am delighted with the privilege of informing you that Esther French, as Chairman, reports that the Citations Committee names you the 1960 recipient. . . . The Academy indeed honors itself in naming you for the Hetherington Award. . . .

NATIONAL COLLEGE PHYSICAL EDUCATION ASSOCIATION FOR MEN
(Known as the Society of College Gymnasium Directors when founded in 1897)

The Society was founded in 1897 at New York University. Evidences of Mitchell's involvement in the College Physical Director's Society include a number of committee assignments and the presidency.

In 1938 Mitchell served on a CPEAM panel for round table discussion with Willard P. Ashbrook of Ohio State, 

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36American Academy of Physical Education Papers, 1954-54, inside cover.

37Letter, Helen Manley to Mitchell, March 28, 1960, MPP.

C. H. McCloy of Iowa, R. J. Francis of Wisconsin, and H. A. Scott of Rice. Their topic was "The Question of Undergraduate Specialization in Physical Education." A major conclusion arrived at by this panel was that "undergraduate courses in principle should be broadly comprehensive rather than narrowly specialized." 39

Mitchell's expertise in intramurals brought to him the chairmanship of the Intramural Section of the CPEAM in 1941 and his leadership abilities brought him to the Society's presidency in 1954 where he offered these inspiring words:

... in answer to the question which many of you are ready to ask, I want to state that this trend toward expansion of the intellectual content inherent in our program, does not mean neglect or forsaking of the older activity programs which we have been promoting. Those are our special heritage, and to us, alone they are entrusted. They are even more necessary than the developments that I have related. But they can be maintained at the same time that these intellectual goals are being attained. We cannot stand still! Retain the older goals--yes; but also keep in mind that for Physical Education there is, and always will be fortunately, New Worlds to Conquer. 40

In 1956 Mitchell began a three year tenure on the College Committee on Physical Education and Athletics of

39 The College Physical Education Association, 42nd Annual Proceedings, 1938, p. 82.

the CPEA with L. K. Butler of Oberlin College and L. F. Keller of the University of Minnesota. During Mitchell's presidency of the CPEA in 1954 the major issues discussed were teacher education, and research with athletics always a topic of concern. Almost half of the CPEA Teacher Education Section Meeting in 1954 was devoted to a discussion of the recruitment and selection of physical education teachers. An increased CPEA interest in research was in evidence and intercollegiate athletics remained a concern due to the 1951 athletic scandals.

BIG TEN INTRAMURAL DIRECTORS' ASSOCIATION
(also known as the Western Conference Intramural Directors Association)

Mitchell served as president of the Big Ten Intramural Directors' Association from 1924-28.

During his presidency of the Big Ten Intramural Directors' Association Mitchell initiated a Handbook of Information for the Intramural Directors' Association in Colleges and High Schools. The handbook was a practical guide to aid administrators in implementing intramural


programs and to become acquainted with the work being con­
ducted by the IM Directors' Association with an invitation
for membership. 44

The minutes of the regular meetings show Mitchell
to be an active contributing member. He was constantly
looked to for comments and clarification. Even beyond his
presidency his leadership was in evidence.

He was a frequent speaker at the Conference meet­
ings. The minutes record that in 1929 he shared his views
on new gymnasium construction noting that they were no
longer being constructed for formal gym work but for sport
competition and that very often the source for building
finances was varsity athletic gates. 45 This was certainly
the case at the University of Michigan, and other schools
often followed Michigan's lead. At this same meeting he
told of special scheduling methods implemented to attract
independents (students not affiliated with a fraternity or
class group) to IM participation.

Public relations was one of his
vics in 1933. 46
Michigan reported that they were sending articles to

44 Johannes Jay Van Hoff, "A Synthesis and Analysis
of the Minutes of the Meetings of the Intercollegiate Con­
ference of Faculty Representatives (Big-Ten) Intramural
Directors from 1922-1968" (unpublished M.S. thesis, Univer­


46 Ibid., p. 15.
hometown newspapers telling of local students participation on champion IM teams. Another technique of public communications was the U-M-I-M Carnival Night in 1934. Mitchell spoke on the success Michigan was having with this event which drew between 4500-5000 spectators each year.\textsuperscript{47} No fee was charged since the main intent was public relations.

Mitchell was often called on to note IM developmental trends. In 1933 he spoke on the growth of intramurals in junior and senior high schools.\textsuperscript{48} In 1934 he noted the co-recreation trend.\textsuperscript{49} In 1937 Mitchell compared the 1920 IM program\textsuperscript{50} with current practices and noted that increasingly the trend was to screen out the lesser skilled and emphasize winning as in athletics. In 1938, Mitchell spoke on the trend in obtaining IM help for the director. He noted that typically help for the IM director was coming from student managers, practice teachers, graduate physical education students, Youth Administration student help and enthusiastic volunteers.\textsuperscript{51}

Trends in 1939 brought forth by Mitchell at the Big Ten Intramural Conference were the rise of individual and novelty sport clubs and continued coeducation interest.

\textsuperscript{47}Ibid., p. 18.
\textsuperscript{48}Ibid., p. 16.
\textsuperscript{49}Ibid., p. 18.
\textsuperscript{50}Ibid., p. 24.
\textsuperscript{51}Ibid., p. 25.
At this meeting he also traced historically the first Big Ten IM Conference in 1921 to the first separate meeting for the Intramural Section in the APEA in 1938 noting the great strides made by intramurals. He listed the ten most persistent IM problems as follows:

1. no uniform name of department
2. academic credit question
3. proper balance between team and individual sports
4. facilities provision for badminton, squash, tennis, golf, and weight lifting
5. instruction
6. fees
7. extramurals
8. awards
9. health excuses
10. injury responsibility and procedure

Each school handled these problems in a different way. There were no pat answers.

Other topics Mitchell focused on over the years were the limitations of Michigan's new IM facility in 1928; the revision of speedball rules in 1934; the need to use awards to attract intramural participants in 1933; in 1935 he cited evidence that intramurals were not harmful to students' scholastic efforts. The 1941 meeting brought wartime concerns to the directors. Mitchell listed sports

\[52^{Ibid.}, \text{pp. 26-27.}\]
\[53^{Ibid.}, \text{p. 9.}\]
\[54^{Ibid.}, \text{p. 18.}\]
\[55^{Ibid.}, \text{p. 20.}\]
used in the U.S. Army recreation program.\footnote{56} He chose this meeting to call an open forum on the question "whether IM programs were discouraging informal play by becoming overly competitive."\footnote{57} And in 1948 Mitchell listed research problems to be conducted on intramurals.\footnote{58}

Throughout these same years and after Mitchell's proteges from the University of Michigan, Riskey, James, Webster, Grambeau and Mueller were active members in the Conference speaking out on IM innovations at Michigan.

NATIONAL EDUCATION ASSOCIATION

Mitchell was named as a consultant on the Educational Policies Commission of the NEA in 1937, and served as physical educator for the National Committee on School Education for the National Congress of Parents and Teachers in 1936 and 1937.\footnote{59} He was a proponent of the AAHPE merger with the NEA which became effective in 1938 when he and all AAHPE members automatically became members of the NEA when the APEA became a NEA Department. Mitchell as an APEA representative worked with the NEA on a joint publication

\footnote{56}Ibid., p. 31.
\footnote{57}Ibid., p. 32.
\footnote{58}Ibid., p. 38.
\footnote{59}"It May Interest You To Know," \textit{Journal of Health and Physical Education}, VIII (February, 1937), 117.
In the Spring of 1940 the EPC of the NEA and the American Association of School Administrators have devoted consideration attention in its publications to education for leisure and to the place of the school in community recreation.60

This work was of special interest to Mitchell who had long advocated the educational-sociological implications of recreation.

NATIONAL RECREATION ASSOCIATION

Recreation was a crucial topic in the depression years and Mitchell worked hard in supporting recreation education. As chairman of the National Committee on Research in Recreation in 1939 and 1940, he was in a position to further the study of recreational values. Mitchell was a member of both the National Recreation Association (NRA) and the National Camping Association (NCA).

In a speech to the National Camping Convention on February 4, 1939, Mitchell spoke of his limited camping experience. "For a number of years people have been conspiring to make a camping expert out of me. In actuality, my camping education has been very unscientific."61

60 Washke, op. cit., p. 259.
61 Original speech, Mitchell papers, MPP.
Mitchell strongly supported the educational values of camping for a democratic society and the need for research in recreational guidance. He initiated a new course at the University of Michigan, Problems of Camp Counsellors for the summer of 1934. J. E. Rogers wrote:

The course is an interesting project in which several of the faculty men who have had camping experience and who are interested in certain fields are contributing their services to the common goal of a strong course in camping education. The new course is offered for credit, with many camping directors visiting the course without credit and assisting with the discussion groups.\(^\text{62}\)

This fit in with Mitchell's practical training as he had worked as a camp counselor in previous summers at a Boy Scout Camp and while at Grand Rapids was employed as summer playground leader at John Ball Park in 1914 and 1915. In 1919 he was employed as Director for all playgrounds in Ann Arbor. These experiences aided Mitchell in later administrative work and helped to advance the cause of the socially concerned NRA and NCA.

In his "Camps the Country Over" article written in 1936, Mitchell stated the values in camping tied in with the progressive education movement.

The public school is bound with tradition. Change, of necessity, comes slowly. The camping movement, on the other hand, is young, fresh, and fluid—it has not yet reached the crystallized state characteristic of the older educational institution. The result is that camping has been

free to accept the newer points of view in education as they have been developed. Furthermore, the very nature of camping lends itself to the utilization of the principles of progressive education.

If an all-wise educator, unfamiliar with the educational institutions of this planet, could be asked to describe the ideal educational institution, the chances are that he would visualize one similar to the organized camp of today. The summer camp is a natural, life-like environment lived in day and night throughout the summer. The progressive camp of today feels that it is engaged in the business of teaching boys and girls to live, and that it accomplishes this end through having them live spontaneously and normally in a congenial, joyous environment. The ultimate objective is not the teaching of skills, although this is important and is not neglected, but rather education in the fine art of living—in other words, in social adjustment, well-balanced personality, and emotional stability and maturity.63

In an undated, unidentified speech of Mitchell's he made a plea for more individual recreational guidance pointing out that sociologists have conducted considerable research in the area of group recreational trends but that "we have not really touched yet the problem of individual guidance. It is on this neglected field of recreation which offers so many possibilities for research that my talk today is mainly concerned."64 Mitchell cited Swiss psychologist Pierre Bovet's notion that likenesses existed between vocational preferences and avocational interests.


64 Mitchell, undated, unidentified speech, probably given in the late 1930's, MPP.
Mitchell later took up his own challenge and conducted extensive recreational research which he published in 1954 entitled, The Relationship between Student Interests and Vocational Choices.

UNITED STATES ARMED SERVICES AND UNITED STATES OFFICE OF EDUCATION (detailed in Chapter X)

In 1941 Mitchell was appointed to the Joint Army and Navy Committee on the Welfare and Recreation and was the civilian consultant to the Secretary of War on Athletics in Army Camps.

He also served on the Advisory Council on the Physical Training Program for Naval Aviation in February of 1942, and the Army Air Force Program sub-committee.

During 1941-42 Mitchell assisted in the compilation and preparation of the:


OTHER PROFESSIONAL AFFILIATIONS

Mitchell also held membership in the American Sociological Society, the Alpha Kappa Delta (Sociological Honorary), the Phi Delta Kappa (Educational Honorary), the Phi Epsilon Kappa (Physical Education Honorary), the Phi Kappa Sigma (Social Collegiate Fraternity), the Sigma Delta
Psi (Athletic Honorary), the "M" Club (university of Michigan graduate letterman), the University of Michigan Club of Ann Arbor (Board of Governors, 1938), and the Exchange Club of Ann Arbor (President, 1934).65

Dr. Thomas E. McDonough, long associated with Emory University in Georgia and a former president of the American Academy of Physical Education, wrote of Mitchell:

I have known Dr. Elmer D. Mitchell as a personal friend and professional colleague for the past five decades or more. I have served with him on Boards of Directors of the AAHPE & R, the NCPEAM and the American Academy of Physical Education. He was a humble man, a Christian gentleman, an exceptional administrator, a great teacher, an innovator, and an educational philosopher. He had the "knack" of working with and getting along well with his colleagues. Through his public-relations and his example, he has had a greater impact on Physical Education, Athletics and Recreation in colleges and universities than most professionals in our fields of endeavor.66


OLYMPIC GAME STUDY TOURS

Olympian ideals of beauty, strength, prowess, fellowship, and joyous living were of interest to Elmer Mitchell for many years before he actually had the opportunity to attend an Olympiad. His interest in Greek history developed from his first teaching assignment at Grand Rapids Union High School where he taught Ancient History and later was nurtured as he worked under Professor Wilbur P. Bowen at Ypsilanti in 1915-17. Upon noting that Mitchell had been teaching history at Union High School, Professor Bowen assigned him to the History of Physical Education course at the Ypsilanti Normal College (presently Eastern Michigan University). As Mitchell developed the history course, his own interest and curiosity, especially concerning Greek history grew rapidly. He studied everything he could find about Greek physical education. This special interest continued as he left Ypsilanti and went on to the University of Michigan. It became a lifetime pursuit for Mitchell and his developed expertise was tapped by a variety of sources over the years, especially in the profession of physical education. It was during this search
that Mitchell and Jean E. Chryssafis, Director of the Division of Physical Education, Ministry of Public Instruction in Athens, Greece, became close friends through their mutual Y.M.C.A. colleague Lewis Reiss in 1928 when Mitchell wanted to translate Chryssafis' article on Plato and Aristotle from French into English for publication.

The American Academy of Physical Education which was first initiated in the fall of 1926 held its annual meeting in New York City on December 31, 1930, elected officers and appointed a committee to promote the plans for the International Congress on Physical Education and Sport to be held at Los Angeles in July, 1932. Elmer Mitchell was appointed to this committee along with Jay B. Nash, Dr. R. Tait McKenzie, and William R. LaPorte under the chairmanship of Dr. John Brown, Jr. As a result the November, 1932 issue of the Journal was used to publish papers presented at the Congress by physical educators from all parts of the world and reprints were made and distributed to foreign countries. The Academy and the Association worked jointly on this project.

Chryssafis presented Mitchell with six huge Greek sculptured plaques depicting Greek Athletics. These plaques grace the entrance stairway of the IM Building at the University of Michigan today.

"It May Interest You to Know," Journal of Health and Physical Education, II (March, 1931), 56.

The very first issue of the Pentathlon, in October, 1928, under the editorship of Mitchell included an article by V. K. Brown titled "Close-Ups of the Olympic Games." Brown wrote back from the Amsterdam Olympics comparing European athletes with those sent by the United States. In four of the first eight Pentathlon publications articles pertaining to the Olympics can be found. The very name of this Mid-West publication, Pentathlon has Olympic origins, being the name of an athletic event in the Ancient Games. Since Mitchell made the final decision as to what articles would be published, his interest in the Olympic Games influenced his choice.

This committee work and his editorship responsibilities no doubt generated an already developed interest and was a factor in his decision to sponsor a study group to the 1936 Olympics in Berlin.

The initial idea for the study-tour came from Jay B. Nash, professor of education at New York University, while on a visit to Ann Arbor where he found Elmer out on the golf course. Nash had already organized a tour group to attend the Olympic Games in Berlin and he urged


6Mitchell learned to play golf when at age forty his personal physician advised him to get out of doors more for his health's sake. He still plays golf regularly.
Mitchell to do the same. Mitchell was hesitant to approach Dean Louis Hopkins, Dean of the School of Education, since there was no precedent for travel-study credit in the University of Michigan's Summer School. But Dean Hopkins was in complete agreement after he heard Dr. Mitchell's proposal. He had long thought such an idea ought to be implemented and he gave Mitchell the permission to organize an Olympic Study Tour giving him all needed support.  

It seems that everyone was going to Europe in the summer of 1936. J. E. Rogers wrote:

Everybody is going to Europe this summer, especially to the Olympics. Elmer Mitchell, our Secretary, is taking a group of students. Six hours of graduate credit will be granted for completing the study tour.  

Sixty-four persons, including thirty-two students accompanied Dr. Mitchell on this ten country study-tour. And study was indeed a big part of their travel experience.

A 29-question study outline included some of the following examples:

1. Who is always the honorary patron of the Games?

7 Personal interview with Mitchell, February 1, 1975.


9 "Professional Activities of the Faculty," The University of Michigan School of Education Bulletin, VIII (October, 1936), 14.
2. Who always leads the parade of nations?

3. What is the significance of the Torch Relay Race?

4. What is the meaning of the international salute of twenty-one guns? and Why is the number twenty-one?

5. What countries have issued special stamps when they were hosts to the games?

6. How many sports are there in the Olympic competitions? For Men? For Women? What are they?

13. Why does the United States not dip its flag as do other nations during the opening ceremonies of the Olympic Games?

15. What are the meanings of the separate (national) flags?

22. What message does the Olympic Bell toll?

24. What is the order of the nations in the march on Opening Day Ceremony?

28. (a) How many anthems are sung at the opening ceremony?
(b) How many anthems are sung at the closing ceremony?

The 1936 Olympic Game Study Tour was a highlight of Mitchell's professional teaching career. He and his students were privileged to see that "greatest performance of all"—to see Jesse Owens win four gold medals— to see the American flag raised four times in honor of his winning. Mitchell had previously seen Owens in action when he competed for Ohio State University against Michigan in the spring of 1935. Mitchell was one of the judges and remembered another judge saying, "How fast could that man run if

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10 Elmer Mitchell, unpublished lecture notes, MPP. See Appendix B for a complete question-answer study sheet.
he really tried?" He ran so easily, so effortlessly. But Mitchell was to see Owens tense once—in the broad jump event at Berlin.

Prior to his first jump he paced off the steps to the take-off board to get his correct stride. He went past the take-off board although he made no attempt to jump. The judge called one trial. I guess it was the rule. Jesse argued but to no avail. He had used up one try. On his second trial Jesse made a prodigious leap but this time he had actually stepped over the take-off board and so the jump did not count. We all watched breathlessly as he lined up for his third and last try. You could then see the muscles in his arms stand out as he leaned over the starting line. His face was tense. There was absolute quiet over the stadium of 102,000 spectators. Then Jesse went down the runway like a flash. It was a perfect take-off. He soared through the air, gave an extra kick near the end of his leap and came down in perfect balance. The stadium was quieter than ever. Then the announcer over the loud speaker called out—26 feet 5 5/6 inches—a new Olympic record! Then the crowd broke into tremendous applause. He was the hero. He had made good on his one and remaining chance.  

Mitchell's group joined with Dr. Nash's group in Innsbruck, Austria where lectures were conducted by outstanding European physical educators, such as Dr. Szukovathy of Hungary, Vejchoda-Ambros of Czechoslovakia, and Count Dengler of Austria (a well known international lecturer). At Prague, Czechoslovakia a colorful pageant was presented twice when Mitchell's group was unavoidably detained enroute and missed the first performance. This incident

\[11\] Unpublished speech E. D. Mitchell. Mitchell has slides of the 1936 Olympics as well and one moving picture which does credit to Jesse Owens and his phenomenal exploits, MPP.
shows how warmly that Americans were received throughout Europe during this period.

The tour-group visited Budapest, Hungary where they were taken by Dr. Szukovathy to see the largest physical education library in the world. They were also to have the opportunity of touring Nils Bukh's Ollerup Gymnastic High School in Denmark.

A humorous side light of their trip occurred in Berlin and involved Dr. Jesse Feiring Williams. Dr. Williams, chairman of the department of physical education at Columbia University, was directing a tour group also and was busy trying to get his students into the bus for departure. He was arguing and pleading with one of his female students. She had fallen in love with the German tour guide and refused to leave. Williams finally had to give the signal to leave without her.\textsuperscript{12}

Two of Mitchell's tour students, Paul Washke, formerly of the University of Oregon, now deceased, and Randolph Webster, who became a professor of physical education at Michigan State University, now retired, went on to prominence in their respective fields.

Upon his return from Berlin, Mitchell wrote an article on the Olympic Games as they related to education. In this article he showed that he was greatly impressed by the German genius for organization and drama. He noted

\textsuperscript{12}Personal interview with Mitchell, February 1, 1975.
that it was strange to see so many of the officials in uniforms but saw this as adding to the colorful total pageantry—not as an ominous sign of things to come.

He enthusiastically described the tremendous crowds, the international "tongues of Babel," the banners and decorations throughout the city, the dramatic ceremonies, the thousands of athletes in native dress, Adolph Hitler's declaring the Games officially open, the breaking of record after record, the familiar sight of the Stars and Stripes being raised on high as a symbol of victory, the museum's arts and science displays and the Olympic Youth pageant.

Mitchell's article concluded with two paragraphs which follow:

The lasting impression of the 1936 Olympic Games is that of outstanding success in bringing the spirit of the ancient Olympic Games back to life. Art and athletic action were again blended in that gift for balance and beauty that characterized the Greeks of the Golden Age from 480 to 430 B.C. In this modern revival, the German genius in art and science, as well as in organization, was dedicated to the success of the cherished Olympic ideals of beauty, strength, fellowship, and joyous living.

The Eleventh Olympiad—probably the greatest of all modern athletic spectacles—was not merely great because of careful planning and organization, but more so because it had been so artistically conceived and dramatically portrayed.13

13Elmer Mitchell, "The Olympic Games As an Educational Experience," The University of Michigan School of Education Bulletin, VIII (October, 1936), 4-8.
How could he or any other spectator at the 1936 Olympics have known that Hitler would shatter all Olympic ideals in a few short months. Later in 1948 Mitchell wrote a comparison of the Berlin Olympics in 1936 and the London Olympics of 1948. In retrospect he relived his memories of the two occasions:

At the same time that the spectator was awed by the German genius for gigantic organization and thrilled by the world record-breaking performances of athletes, he sensed underneath it all a sinister note—a note of unrest, of boiling energy seeking an outlet, of everything conceived in the colossal sense. Rather than displaying an easy natural hospitality, the Games seemed designed to impress the visitor with the German might and genius—but always the visitor sensed that such perfection was attained with the Olympic Games being exploited for the glorification of a political ideal, rather than being, as they should, the expression of their own ideal.14

The XIIth and XIIIth Olympiads scheduled to be held in Tokyo in 1940 and Rome in 1944 were not held because World War II consumed the energies and passions of men everywhere. For the second and third times the Modern Olympic Games just 48 years old were cancelled because of war—a sharp contrast to the Ancient Olympic Games which it is believed lasted uninterrupted over a thousand years because of the tradition that wars were stopped or safe passage guaranteed so that the Games could proceed!

14Elmer Mitchell, "The Next Olympic Games," unpublished work, 1948, MPP.
London was the site of the XIVth Olympiad in 1948 and Elmer Mitchell again had the opportunity to attend and direct a professional student assembly from the United States. Twenty students accompanied Mitchell on this second study-tour.

In writing of the London experience he was able to contrast the 1936 Games with the 1948 Games where he expounded upon their educational implications.\(^15\)

The low-keyed informality of the British hosts was free of obvious attempts to impress visitors. Even had the English desired to do this they would have been hard pressed to do so, just having survived the holocaust of WW II bombings and having not yet fully recovered. Yet the "muddling through" characteristic of the English people was not in evidence. The games ran off unpretentiously but surprisingly smoothly and efficiently.

Mitchell noted that the U.S.S.R. had begun to take the necessary steps to be included in the next Olympic Games and hesitantly saw this as a wholesome sign. As events turned out he was not so sure and realized that a lot of friendly relationships still remained to be created. Even with the 1936 experience he was not ready to give up on the ideals of Olympic competition.

Mitchell reasserted the many values in addition to athletic supremacy which are a vital but little known part of the Olympic Games, i.e., the competitions in architecture, town planning, painting, sculpture, crafts, graphic art, literature, dramatic works, music and musical composition. He pleaded for the spotlighting of these competitions noting that the United States had not a single entry submitted. 16

The question of amateurism vs professionalism and the hypocrisy involved was denounced by Mitchell as he called for changes from wornout traditions when these traditions inhibit the spirit of sport for sport's sake. (See Appendix C for a previously unpublished essay of Mitchell's on this subject.)

He wrote that the potential for peaceful cooperation among the countries of the world is so great in this one single endeavor, the Olympic Games, that their preservation is an essential representation of human faith. Mitchell's idealism showed through in his writing:

In contrast with the 1936 Games at Berlin, the 1948 Games at London were free of obvious attempts to impress the visitors from other lands; if anything, there was almost a careless informality in that respect. Everyone felt at home under an easy hospitality. Britain extended its most friendly and sporting efforts to the successful staging of its Olympic Games, which were called the X1Vth Olympiad of Modern Times. . . .

Going back into history, we find that this practice of numbering the games owes its origin to the reckoning of time by the original Olympic games.

16Ibid., p. 43.
Starting with 776 B.C., the earliest recorded date, the Greeks counted time by four-year periods called the Olympiads and this custom was not changed until the adoption of the new calendar by Rome under the Caesars. So every four years in August the Games were held; and, because the Games were in honor of the gods, they were religious and exalted in purpose, and a truce prevailed throughout the land. That is why today the modern Games preach the gospel of world peace; why thousands of pigeons are released when the Games are officially opened, to carry back to their homelands the message that peace prevails among the competing nations.

Any institution or movement striving for world understanding should have educational backing. The Olympic Games, one of many movements working for the cause of peace, joins forces with all others that collectively may make their imprint upon this goal of human striving. This educational implication is one that should be honored and stressed. The field of sport is one place where the youth of all nations, all races, all colors, and all creeds can meet together in friendly rivalry and genuine understanding. No one can listen to the words of that statesman of world athletics who founded the modern Olympics, Baron Pierre de Coubertin, and fail to be stirred by his faith in ultimate progress toward better world relationships. Even though his dream remains shattered, his vision lives on just as religion has become stronger because of its martyrs. His words will echo down through the years so long as the Olympic Games are held: "May joy and good fellowship reign and may the Olympic Torch pursue its way through the ages, increasing friendly understanding among nations for the good of humanity." The Archbishop of York, in delivering the Dedication address at the 1948 ceremonies, commented on this oneness of purpose of the Games and the worthiness of assembling people of all the world for peaceable and happy reunions. Speaking with the same idealism at the closing ceremony, J. Sigfrid Edstrom of Sweden, President of the International Olympic Committee, said, "The Olympic games cannot enforce peace, to which all humanity aspires, but they give an opportunity to all the youth of the world to find out that all men on earth are brothers."

17Ibid., pp. 39-40.
Perhaps these thirty years of "peace" since WW II have partially been the results of a strong desire for Olympic Game supremacy by all countries—an honor not possible to achieve unless the Games are held and they have not been held in modern times during war.

In 1950 the College Physical Education Association's Committee on Physical Education and Athletics met in Philadelphia to discuss plans for the 1952 Games to be held in Helsinki, Finland. The committee including Leroy Mercer, Delbert Oberteuffer, Elmer Mitchell and Thomas McDonough heard Mitchell's report that he had investigated the possibility of holding once again a professional student assembly at the time of the Olympic Games but that a letter from Mr. Kallio Kotkas, Secretary of the Finnish Organizing Committee was definitely unfavorable to this assemblage. He explained the reasons as causing a distraction from the main event and as demanding too much in the way of help financially and personnel. Oberteuffer wrote that after discussion of the report it was decided to drop the project.

Mitchell did not attend the Helsinki Games nor those to follow but prior to the XVIth Olympiad at Melbourne, Australia, he wrote a treatise on The Next Olympic Games in

19 Ibid.
which he made solid recommendations for future Olympic contests. Included in these recommendations are these:

1. There must be equalization of opportunity!
2. Make all countries alike feel more a part of the athletic show.
3. A greater sharing of honors is more than a sporting gesture, it is a sporting necessity.
4. Each country should have a chance to have its name in the papers, to have its national anthem sung, and to have trophies to cherish.20

To implement these recommendations he suggested a ten-point program which follows:

With the next Olympic Games being planned for Melbourne, Australia in 1956, this is the time to re-evaluate the contributions inherent in them and to recognize those which have not yet been realized in their modern interpretation.

(1) Insofar as possible perfect the present organization for conducting the Games. Even with all the care that has been exercised heretofore, certain provisions have not as yet been considered. For example, information booths located throughout the host city, with interpreters on hand, would be an immense aid to the foreign visitor struggling with an unknown language.

In order to give dignity as well as color to this international event, the official ruler of the host country, whether King, President, or Premier is usually present at the opening ceremonies and it would be in order, too, to have each participating country send an official delegate to represent it. In order also to strengthen the continuity of the Games, it might be well to appoint a permanent paid Secretary and staff for this institution.

(2) There is room for improvement in the mode of selection of representative athletes by the competing

20Elmer Mitchell, unpublished manuscript, 1954, MPP.
nations. An Olympic team should truly represent the country's best athletes in the various events, and it should start off on its trip to the Games with a solid spirit of teamwork. Speaking for the United States, every possible claimant for a place on the team should have a fair chance to make his bid. There is a limit, of course, to providing arrangements for tryouts, but seemingly these could be held less hurriedly than in the past. Preliminary trials could be staged earlier and spaced more conveniently geographically.

The selection of sport officials is also most important. Mere good fellowship or friendly contacts should not be the criterion for this honor. Those officials in sport who are well known and who have gained their status through long experience and service should be the pool from which the Olympic officials are chosen. Early publicity and programs should carry a story about them and recognize their contribution to the success of the Games.

(3) Increase the number of sports. This measure would help the smaller countries as they could then have more chance of excelling in some of the less well known sports. Today, with speeded-up as well as economical methods of travel, and with facilitated communication, improved movies, and television, there is bound to be more international sports competition. Consequently, all national games will tend more and more to become internationalized. Many national games, like the Spanish pelota and the Canadian lacrosse, have not as yet been given a chance at the Olympic Games. Why not? And, at the same time, why not do away with outdated events that hold their place because of tradition only? The walking race is an event in kind. It is difficult to administer because of the narrow border line between walking and running, and many athletes have been disqualified while the race was actually going on. It has become a novelty event, and it does not make a contribution great enough to offset the disputes it causes.

(4) Increase the number of participants. This would partially be accomplished by increasing the number of sports (as already explained) and by more championships in each sport (as explained later). At the same time, the smaller nations should be helped in the matter of financing more entries. The good neighbor idea would come in here to some extent. An Olympic Fund could be set up by gifts, benefit games, and a
share of the Olympic gate. A proportionate sharing system could be worked out by which countries would be assisted according to the amount of travel involved. Consequently, some countries should be helped financially in sending their contingents to the games.

(5) Have clear rules for those sports where different countries follow different styles of procedure. When athletes in wrestling, for example, are trained with certain holds legalized, and then find in their combats in the Games that these same holds are barred, they compete at a disadvantage and are not satisfied with their showing. Steps should be taken well in advance to acquaint all countries with the styles that are to be used and the local Olympic authorities should be responsible for educating their athletic representatives in the accepted procedures. The Olympic Committees have already made considerable progress in standardizing along this line, but there is still more that can be done.

(6) Have an understanding on the scoring of the Olympic Games. This has been accomplished for the separate sports but not for the total program. Traditionally the track and field events comprise the Olympics and the winner of them is the Olympic champion. But with the adding of so many other sports, there is always an attempt to total an all-event showing. If it seems advisable to have such an overall championship, then a scoring system should be evolved which would be understood beforehand instead of letting partisan enthusiasts device postmortem scoring systems which claim the Olympic championship for their respective countries. This problem still remains an unsolved one but for the sake of obliterating claims and counterclaims, to say nothing of helping a confused public, it is one on which some agreement should be determined.

(7) Some of the international ceremonies should be defined beforehand. For example, at both Amsterdam and Berlin the native populace considered the United States ungracious because it did not dip its flag on the opening day ceremony as did all other nations present. The spectators wondered at this seeming lack of courtesy, and unfortunately, there was no opportunity to explain to them the tradition of the American flag that it shall not be dipped except to the President of the United States. A special dispensation might be obtained in order to permit the dipping of the flag on this one international occasion in which world friendship is
being sought. Or, if this is not possible, the reason for this unintentional slight should certainly be made clear by advance publicity.

As another suggestion of the same kind, the Olympic Committee should devise an official Olympic salute. As the matter now stands, the national salute of the host nation is often given as a courtesy by the visiting delegations of athletes when they parade by the reviewing stand on the opening day. It is a respect to the host ruler in person, who by Olympic tradition, is Honorary Chairman of the Games, and who opens them with a simple statement which is a part of the Olympic covenant. It would be simple and practical to devise an official salute for the ceremonials to be given by all the marching nations in deference to the Olympic institution and the personages who symbolize it!

(8) There might well be an international organization of athletes. This could take the form of an Olympic Club, made up of the contenders, just as it is common practice now to have a Varsity Club for former members of college and university teams. This club could have an organization, hold meetings at the time of the Games, elect officers, elect representatives to the Olympic Games Committee, have Olympic certificates and lapel buttons for its members, have privileged seating positions, and in general be a voice in shaping the policies of the Games. Such an international club could act as a miniature United Nations. The actual experience of these men as competitors would make them an important advisory group; and they would be a focus for continued interest during the interims between the Games.

(9) One important point, often overlooked and difficult to obtain, is that of securing the proper kind of publicity for forthcoming Games. It is a human fault to feature the unusual—that is news. Ninety-nine athletes may conduct themselves with model deportment and not obtain a line of space in commendation; but the one-hundredth athlete, temperamental or erring whichever he may be; gains the headline and the front page. As a result the whole impression of the Games is distorted. In such a world-extensive venture, with world-wide good will and friendship at stake, the cooperation of the press should be asked to spotlight the inspiring aspects of the Games and to minimize the few untoward occurrences that mar the general impression of them.
(10) Establish more championships. This can be done without rendering innocuous the competitive drive in athletics or detracting from athletic brilliancy. Already, we, a sports nation, have devised many ways of passing out the honors in sports and thereby getting more performers to take part in them. Colleges and comparable size tend to group in conferences. The high school sports are equalized for competition by having classifications of schools according to size of enrollment. There are not only groupings of schools but also systems of equalizing athletes. In colleges, particularly in the East, it is customary to have lightweight and heavyweight varsity teams in football and other sports. In crew racing there are senior, junior, and freshman "eights." In college intramural championships, the teams play a preliminary league schedule, and then according to their showing, are placed in final competitions with rivals of corresponding ability. In public schools and in playgrounds there are well-known equation systems which rate performers on the basis of Age, Grade, Height, and Weight. The reasons for such plans are obvious. A close, exciting game between two equalized rivals, even though not a finished performance, is more interesting to players and spectators alike than a one-sided offering in which the only hope of the underdog is to keep the score down. Competition must be equalized to sustain itself enduringly.

Various methods of classifying schools and players have already been mentioned. In addition, devices have been introduced into the sports themselves, to permit a larger participation of athletes. Take golf, for example: the players shoot a qualifying round and are then grouped into "flights" with as many as eight to ten or more championships being determined. The sports of boxing and wrestling have eight weight divisions. In bowling tournaments, the teams are classified into different divisions according to their averages. A championship for each day of competition is sometimes given and this is an added incentive to attain some share of victory even though on a smaller scale. In the individual tournaments prizes are awarded on both a "scratch" and a "handicap" basis.

This explanation has gone into detail to put over the point that in all our sports of popular appeal, methods are already at work to secure the continued interest of players and spectators. The champion is given his due because sport would not be sport if excellence were not rewarded. And yet, at the same
time, many more championships are furnished so that all sports enthusiasts may have a chance to compete with their peers. This is a democratic procedure.

Where is the time for all this, one may ask. Remember, the Olympic Games last a month, and each sport need not, as previously, be over in a few days. Instead of having all sports in turn for a short time, there could be more sports continuing all the time.

Could such a bigger conception of athletic participation be applied to the main Olympic attraction—the track and field events? Yes, by having them divided into flights! Hitherto, there have been qualifying trials at the Games and only the few successful athletes could get into the finals. The others have been declared through for the Olympic duration. Now it is suggested that the non-qualifying athletes have separate consolation Olympics of their own. This would offset the expense and disappointments of the athlete who takes the long trip to compete only once in a qualifying trial and would also give recognition to more individuals and more countries.

Another idea, visionary maybe, but of good neighborly intent, would be an "International Day," a carry-over of the old American custom of choosing up sides by topping grips on the bat or by drawing by lot. This kind of a day would lighten the tenseness of the regular rivalry and afford a friendly let-down. It would widen the international interest in the personalities at the Games, each country naturally being interested in the cosmopolitan group selected to represent it. For this one day the various athletes would be playing as world sportsmen instead of being concerned only with taking home the bacon for their own countries. For this one day at the end of the Games it should be possible to cultivate an international feeling about an international affair. Such an experience would lead to the fraternization of the athletes. 21

Some of Mitchell's ten-points (parts of one; three; and four) have since been brought to fruition and the others deserve study by the present Olympic Committee.

How different the world is today from the days when Baron Pierre DeCoubertin revived the ancient Greek Olympic

21Ibid.
Games in 1896 and indeed how changed it is since Dr. Mitchell attended his last Olympiad in 1948. Who can say that men like DeCoubertin, Avery Brundage, and Lord Burghley have not had a profound effect upon our world in that we have held seven Olympiads in a row without one war cancellation.

Mitchell still subscribes to his 1953 writing where he said:

No one can listen to the words of that statesman of world athletics who founded the modern Olympics, Baron Pierre DeCoubertin, and fail to be stirred by his faith in ultimate progress toward better world relationships. Even though his dream remains shattered, his words will echo through the years so long as the Olympic Games are held: "May joy and good fellowship reign and may the Olympic Torch pursue its way through the ages, increasing friendly understanding among nations for the good of humanity." 22

Can we dare hope that we are entering that age of fulfilling those Olympic ideals so cherished by them and noted by Mitchell: beauty, strength, prowess, fellowship, and joyous living.

CHAPTER IX
WAR YEARS AND AFTER

That Dr. Elmer Mitchell was in the Armed Services of the United States during WW II is in itself a story. After all, Mitchell was fifty-one years old and not subject to the draft. He was actively engaged in war effort projects as early as 1941 when he was appointed as a civilian to the Joint Army and Navy Committee on Welfare and Recreation and assisted in the completion of some of the Army manuals. In 1942 he served as a civilian on the preparation of the Navy sports and games manual and the Army Regimental Recreation Officers Guide. Mitchell also served on the Advisory Committee of the Naval Aviation Physical Training Program and was a civilian Instructor for the First Army School for Special Services (Recreation) at Fort Meade, Maryland. In 1942 while still a civilian he was called to Washington D.C. to assist by helping select and prepare material for the Army Air Force Physical Training Manual. After his induction into the U.S. Navy he was called back to Washington for a brief period to help prepare the Physical Fitness Manual for the U.S. Navy.¹

Mitchell was active on the home front, too. On February 27, 1942, Mitchell addressed the University of Michigan community over the University of Michigan WJR radio broadcasting service speaking on the topic "Recreation in War." His final statement was, "All in all this is a time when recreation is recognized as absolutely essential to the first line of defense of our nation at war." In his text proper he stated contributions of recreation to a nation at war:

It will help us to relax from the constant tension of attending to the war. To this extent it is an important factor in building morale. In our chosen recreative pursuits we can forget—even though temporarily—the scare headlines of the newspapers, the repetitious news broadcasts of the radio. We can retire to a peaceful world, one of harmony, creativeness, and sociability; one without strife. Thus refreshed, we find the therapeutic agent for mental stability so needed in these days of worry and trial. And, paradoxically, for this very reason, it can be said that any recreation that helps us to forget the war will help us to win the war.

In the winter of 1943 the war was not going well for the Allies and sentiments were riding high for enlistments. Mitchell had worked with Commander Gene Tunney on the Advisory Committee and had been offered a commission to be in charge of Physical Training in the Eighth Naval District. If he enlisted he would have to get special permission to waive the age disability rule. Tunney managed to get Mitchell the disability waiver for he had great

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2 Original University of Michigan, WJR Broadcasting Print Out, MPP.
admiration for Professor Mitchell's writings. Other physical education colleagues of Mitchell's had already enlisted including Charles Forsythe, William Dunn, Lloyd Olds, and William Helms. Mitchell received a telegram telling him that if he had decided to accept the commission, he was to report to the induction center at Detroit immediately. Mitchell did so and still with hesitancy paced back and forth in the hall of the induction center and finally made the decision to become a naval officer. On February 25, 1943, Elmer Dayton Mitchell became Lieutenant Commander #241866 in the U.S. Navy.

His wife, Beulah was not very happy by his decision. Their son Robert was already in the Navy, serving as a Lieutenant on the famous aircraft carrier, the Lexington, where he was in charge of payroll, handling budgets and served as acting supply clerk.

It was 6° below zero in Detroit when Mitchell boarded the plane that would take him to the Navy Training Center for indoctrination courses. He arrived at the Miami, Florida airport on a hot, balmy tropical night still wearing a heavy civilian overcoat. He took the bus to the Hollywood Training Center where he was greeted with a typical serviceman to

3Official Department of Navy document, MPP.

4Ibid.
civillian comment, "Would you like a room facing any special
direction?" Mitchell replied, "I would like one where the
sun doesn't come in the window in the morning." Needless
to say he was accommodated in a brusque Navy manner with
loud pounding on the door before the sun was up.

Mitchell had arrived in the middle of the training
course sequence. Five weeks had already transpired in which
Navy traditions were taught (the subjects he most needed
and yet missed) and now they were beginning celestial
navigation and the study of running fixes. His instructor
was miffed that he was allowed to enter in the middle of the
course and let Mitchell know that he wasn't very "well
grounded for celestial studies." Mitchell was the student
again and found himself "on the tree"5 every weekend, a
punishment for not passing tests. Mitchell later learned
that the "professor" had purposely been given a rather hard
time because of his rank and to show that Mitchell was not
to expect favors.6

Upon completion of the indoctrination training
course, Mitchell was assigned to Headquarters, Eighth Naval
District, New Orleans, Louisiana as a Lieutenant Commander
where he served as Officer in Charge of Physical Training.

5"On the tree" meant that the student officer could not go free on a Saturday holiday but had to remain on the
post and make up his delinquent studies!

6Personal interview with Dr. Mitchell, January 31, 1975.
Mitchell's work included establishing physical fitness programs, reviewing fitness test charts and making appropriate assignments as to specific fitness programs and location of such programs, taking care of the needs, equipment and staffing of various Navy V-12 schools located in the Southern District. The Southern District included eight states, Georgia, Western Florida, Alabama, Mississippi, Arkansas, Tennessee, Texas, and Louisiana where the Eighth Naval District was headquartered. In addition to the physical training program, swimming and lifesaving instruction was administered to thousands of trainees assigned to amphibious operations in the Pacific. Mitchell was responsible for inspecting the V-12 schools periodically to see that all instructors were carrying out the Navy directives as published in their monthly Magazine under Mitchell's editorship. Mitchell was honorably discharged on May 31, 1945, having requested early release.

Mitchell had requested early release from active duty (WW II did not end until August 14, 1945) because of requests for his services at the University of Michigan to be available for the coming summer session. Section (3) and (4) of his official request for release to inactive duty read as follows:

This request is occasioned by letters from the administrative officials at the University of Michigan, from which I am on leave of absence, stating

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7Official Department of Navy document, MPP.
that my services are needed in order to take care of increased enrollments and post-war planning in the department which I directed prior to entering the service. It is reported that many returned veterans already have enrolled in the University.

Although my personal preference would be to remain on active duty in the U.S. Navy for the duration of the War, it is important to me from a professional standpoint to be able to return to my former civilian position which has been held open for me. This position, however, cannot continue to be held open indefinitely now that demands upon it are rapidly increasing.8

Mitchell's request was acted upon favorably and he returned to his post at the University of Michigan as Chairman of the Department Physical Education for Men.

Mitchell's extensive work involved in meeting the post-war needs of the masses of students enrolled in physical education and its related fields has been documented previously in Chapter IV. It was during these years 1945-1958, that Mitchell being relieved of his editorial duties for the AAHPER and in a position to delegate primary intramural and undergraduate responsibilities, was able to focus considerable energies in the development of the graduate program.

A new era was unfolding. Later after a decade or so of post-war experience Mitchell saluted the pre-war physical education graduates for their promotional work, the

8Official Papers from the Headquarters Eighth Naval District, New Orleans, Louisiana, March 2, 1975, MPP.
development of school physical education, and now that physical education was established in the school curriculum with adequate facilities he emphasized that new challenges were to be met. He reminisced as follows taking at the same time a look into the future:

No, the problem of you younger teachers is not to campaign for new gymnasiums, athletic fields, swimming pools, recreation centers, and camps, but rather to make best use of what you have. Your public recognizes the need for your program; and what it is demanding is good, sound programming. It wants the facilities which it has provided to be used in the best and most complete way. It wants to see busy gymnasiums; busy athletic fields; busy swimming pools; to witness the love of life and creativeness and appreciation of the wide outdoors.

The problems today that face you, although different ones, are no easier to be solved than in the old days. Our alumni today have the problem of numbers of students as never before. They also have the problems of standards in athletic competition—as difficult of solution as in the old days. There is the problem of increasing competition for placement now that many schools are turning out physical education graduates in such large numbers. There is also the problem of acquiring higher degrees, the Master's degree for large high schools, the Doctor's degree for many colleges and universities.

Yet the very scope of the problems themselves often makes for additional opportunities and additional specialization within one's field. There are many more jobs and prospects as the school enrollments grow, as community colleges get established, and as evening adult education and recreation centers increase. The basic field itself now offers more positions of coordinating and administrative nature. It offers work in the diversified fields of physical education, athletic coaching, health education, physical therapy, community recreation, industrial recreation, hospital recreation, boys' and girls' club work, safety education, guidance, and of camping as promoted by many agencies. And, in addition, all universities are now building up well-equipped and well-manned laboratories for research work in our field—giving job opportunities
of a type undreamed of in earlier days and also taking care of those physical education students with research talents.  

Mitchell saw forty-nine students graduate from the University of Michigan with the Ph.D. degree in physical education which was established in 1938 during this period, 1945-1958. Many of these students he would advise in their dissertation work.

During this same time the enrollment stabilized, extension classes increased, a research laboratory was established in the Old Athletic Building on Ferry Field (detailed previously in Chapter IV), intramurals inherited the old varsity pool and the former high school athletic field (Wines Field) and Waterman Gymnasium was renovated.

In the summer of 1950 Mitchell served as a visiting professor to Sul Ross State College, Alpine, Texas.

In his later active teaching years Mitchell continued to write but on a smaller scale. In the School of Education Bulletin Mitchell presented a strong case which he expressed earlier against interscholastic athletics for junior high school students, a major concern that developed as the number of junior high schools increased across the United States.  

9Alumni Newsletter, Department of Physical Education and Athletics, University of Michigan, I (January, 1958), 1.

10Ibid., p. 2.

That brought a flurry of angry letters as well as praising ones. It was not a popular move in a day of acceptance of the practice of recruiting athletes, a practice descending from college to senior high, from senior high to junior high. It was to no avail to swim against the tide because the "athletics to win" trend had swamped everything in its path. Nevertheless Mitchell remained philosophical about his unpopularity on this particular issue. He felt that the present athletic demand to win can continue to run its course and cause no great concern just so long as the athletics for all movement continues to expand—as it is now doing—and intramural programs are on exciting increase. His feeling was that the two programs should work together: the varsity offering the special contributions of playing excellence and providing school spirit, the intramural program to give plenty of opportunity to engage in sports for the exercise, for the joy of participation and for making friends.

He also turned his writing talents increasingly toward recreational concerns especially as they related to problems and adjustments in later maturity and old age.¹²

One central project in which Mitchell put considerable time and effort was his Interest Profile Study which was based on twenty-five years cumulative records of student

¹²Elmer Mitchell, unpublished manuscript (April 6, 1948), MPP.
participation in sport activities and other extra-curricular activities and hobbies.

This study was begun as a result of an idea Mitchell received from a passage in Dr. Pierre Bovet's book *The Fighting Instinct*\textsuperscript{13} which he read in 1927. Bovet suggested that sport interests might point the direction to the proper profession of a young man, and that if a longitudinal study were conducted, this might be borne out.

Mitchell had an ideal opportunity in which to conduct such a research study with thousands of students enrolling in many different major fields as well as sport activities at the University of Michigan.

The study was first carried on for the three-year period 1927-1930; then a second study from 1930-1940 was completed with the assistance of National Youth Administration funds. A considerable interruption then took place owing to WW II and the heavy University loads that followed the War. Finally, however, the third study, from 1940-1952, was concluded with the help of two research grants from the University of Michigan Graduate School (Faculty Research Project No. 790).\textsuperscript{14}

Information for the study was obtained through the Freshman Application Entrance Forms sent to prospective


\textsuperscript{14}Ibid., p. 3.
University of Michigan students through the Office of the Registrar. From this first method of information gathering a more sophisticated interest check list was developed. It was a simplified check list of sport, hobby, and recreational interests by the students. It came to be known as the Mitchell-Roeber Interest Check List.

This research was published in 1954 as a university booklet and later in two issues of the *Vocational Guidance Quarterly*. Mitchell summarized his findings as follows:

Evidence was obtained to support the conclusion just mentioned, namely, that the occupation itself tends to circumscribe to a considerable degree the recreational interests of the individuals engaged in it. Largely, these interests provide contacts that are valuable socially and in business. At the same time—and more pronouncedly so in creative fields—a person's leisure time permits him the freedom and opportunity to carry out the full expression of his talents in a way that would be impossible during his working day on the job.

The study shows that there is a reciprocal relationship between the interests of students and the vocations they select in later life. This approach to vocational guidance is valuable because it considers the person as a whole, taking into consideration all his interests; also because it considers his voluntarily chosen and pursued activities, which after all, are most apt to be the true guides to his interests, capacities, and character. It places him in a natural environment of his own and not an artificial one imposed on him. Consequently, if we are going to advise the student in regard to his vocation, we should study him as a complete individual, and under situations as natural to his usual living as possible.

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... the school curriculum should be sufficiently wide to give school boys and girls the variety of courses and activities that they need if they are to choose wisely in selecting the vocation in which they will find the most success and enjoyment. The enriched curriculum provides for individual differences. Such an opportunity is a democratic one and meets the needs of the great rank and file of our student body.16

He no longer had the responsibility of the dual editorship of the Journal and Research Quarterly as he had had before the war and he had already revised the books he and co-authors had written. Now others would tap his abilities and editing expertise for professional literature.

Deobold Van Dalen, Ph.D., University of Michigan, 1944, approached Mitchell during the Christmas vacation in 1946 in Mitchell's office with the proposition that they co-author a book on the world history of physical education. Later in the spring of 1949 Bruce L. Bennett joined the two on this monumental work to be published as The World History of Physical Education.17

Club activities kept Mitchell active with his friends and colleagues in a social setting. He was a member of the Ann Arbor Gold & Outing Club; the Exchange Club of Ann Arbor; the "M" Club of the University of Michigan; and the Ann Arbor Community Recreation Council. At the University he was a member of the Board in Control of Athletics

16Ibid., pp. 2, 17-18.

for many years and in addition to special committee assign-
ment was a member of the Administrative Board of the School
of Education.

He was a member of many professional physical educa-
tion associations and retained his memberships although
slowly decreasing his personal involvement. He had pro-
vided leadership for many years, now it was time for others
to lead.

Mitchell served the University of Michigan and the
profession of physical education long and well. He had
every expectation of resting, enjoying his hobbies and doing
some leisurely travel with his wife Beulah after his re-
tirement in 1958. But other unforeseen events occurred
which caused him to change his mind and directed his work-
ing efforts into another field of endeavor— one in which
age rules would not limit the continuation of his working
habits.
CHAPTER X

HONORS - AWARDS

Many individuals in the physical education profession have been honored and revered during their lifetime but none more deserving than Dr. Elmer Dayton Mitchell. His many years of professional service have not gone by totally unnoticed or unheralded to the credit of those who did recognize his genius for organization, for teaching, for editing and writing, for innovating, and for motivating others.

One of his most prized awards is the Medal of Merit from the Czechoslovakian Government. This award decorates Dr. Mitchell's retirement apartment where selection of personal items had to be made as it always does when one moves from an established home of fifty years to smaller more convenient quarters.

On August 18, 1938, a letter was received by Dr. Mitchell from Mr. Ambros of the Ministry of Social Welfare and Public Health of the Czecho-Slovak Republic informing him, as Secretary-Editor of the American Association for Health, Physical Education and Recreation that the Medal of Merit was being awarded to the Association and to the
President and Secretary-Editor for "the important work carried out in the United States in physical education." Mr. Ambros' letter further stated that "It (the medal) is the highest distinction in Czecho-Slovakia and only some very distinguished workers and institutions in Europe have received it."1

This was one of the last acts the government performed before Hitler's army took over Czechoslovakia completely. Mr. Ambros' last communiqué came on March 4, 1939, informing Dr. Mitchell that the medals of merit would be forwarded via the Ministry of Foreign Affairs and they were received by the Association. Mitchell was astounded when the United States failed to preserve Czechoslovakia freedom in the months that followed. He said, recalling this event, "Dubious statesmanship eventually caused our loyal friends, the Czechs whose nation the United States helped set up, to be abandoned when a word of protest on our part might have saved them."2

Other honors and awards came to Mitchell. In 1930 the Middle-West Society held a testimonial luncheon to him, as retiring secretary, and presented him with a golf


2Personal interview with Mitchell, April 25, 1975.
set as a token of appreciation. He had given unlimited service to this organization and left with its blessing to provide leadership on the national level in the American Physical Education Association. Just two years later, in 1932, the Honor Fellowship Award was presented to Mitchell by the American Physical Education Association. After serving the APEA for eight years as its Secretary-Treasurer-Editor and on the occasion of appointing an Executive-Secretary, a separate office from that of Editor, the AAHAPER Governing Board cited Mitchell for his work for the Association:

The Legislative Council of the American Association for Health, Physical Education, and Recreation by unanimous mail vote has expressed its desire to convey to you the sincere appreciation of the Association for your effective work as Secretary-Treasurer-Editor during the years from 1930 to 1938. You have executed the duties of these offices most efficiently, have maintained the high standards set by your eminent predecessors in these positions, and have advanced the standing of the Association during years which have been unusually full of both difficulties and opportunities. At this time, when you relinquish your duties as Secretary-Treasurer to the first full-time executive officer of the Association, the Legislative Council desires to express its appreciation for your past work which has contributed much to bringing the Association to this important milestone in its history, and to wish you many continuing years of fruitful service to the Association, both as Editor and as a fellow member.4

Organizations outside the physical education profession were also appreciative of Mitchell's service and


recognition was forthcoming. One such citation was when Mitchell was recognized for his moral and financial support of the Marble Camp-Fire Circle of International Friendship, a camp built by the YMCA in Greece, by the presentation of a certificate of appreciation issued by the Director of Camp Pelion, Mr. Constantine, on August 21, 1933.

The Ypsilanti Normal College selected their former teacher/coach for honors along with six other prominent educators in 1938. J. E. Rogers rejoiced with his and Mitchell's colleagues in his "Around the Country" column in the Journal of Health and Physical Education, when he stated: "Everyone will be pleased to know that our good friend, Dr. Elmer Mitchell was given an honorary degree (M.Ed.) by the Ypsilanti State Normal College of Michigan this past June." The Ann Arbor News carried the story:

Eight Michigan educators, five of them alumni of the State Normal college here will be awarded the honorary degree of master of education next Monday at the annual convocation exercises at the Normal. The list is announced by a committee of faculty members.

The recipients of the honorary degree follow: Dr. Elmer D. Mitchell, Ann Arbor, former athletic director at the Normal college, and prominent in physical education for the past 25 years. He is a graduate of the University of Michigan and University director of intramural sports. . . .

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The coveted AAHPER Luther Gulick Award for Distinguished Service went to Elmer Mitchell on April 19, 1949 as the fourteenth recipient. The accompanying citation read as follows:

Elmer Dayton Mitchell at the age of twenty-three started his teaching career at the Grand Union High School, Grand Rapids, Michigan, and he has rendered to the people of the State of Michigan thirty-seven years of continuous service through his teaching, supervision, and administration of physical education at Michigan State Normal College and at the University of Michigan since 1917. The University of Michigan has shared Professor Mitchell for short terms with the University of Southern California, Utah State College, New York University and the United States Army and the United States Navy.

His forward thinking and his ability for constructive planning has been recognized as he has been called to serve in consultant capacities by the National Congress of Parents and Teachers, the Educational Policies Committees of the National Education Association, the United States Office of Education, the joint Army and Navy Committee on Welfare and Recreation, and many planning committees and commissions in the American Association of Health, Physical Education and Recreation.

To the American Association of Health, Physical Education and Recreation, Elmer Dayton Mitchell has made a contribution unparalleled by his contemporaries when he accepted the responsibility for the editorship of our professional Journals initiating the Research Quarterly and taking over the reign of what is now known as the Journal of Health and Physical Education from that great New Englander, James H. McCurdy.

The inventor of speedball in 1921, Professor Mitchell is a crusader and leader in the field of sports for all. His many books and innumerable articles are a shelf in the Library of American Literature recognized at home and abroad as a distinguished contribution to education through physical education.

To the greenest freshman in the profession of Physical Education Professor Elmer Mitchell is known as an outstanding administrator of intramurals. Not
satisfied with his contributions to the United States at War through his various important consultive appointments, he volunteered his services to the United States Navy and served as Lt. Commander with the 8th Naval District, New Orleans, Louisiana.

The committee appointed by your President to select the recipient for the Gulick Award presents to you a man whose contributions entitle him to join the thirteen recipients who have preceded him and who has truly distinguished himself as author, editor, planner, administrator, teacher, and citizen Elmer Dayton Mitchell.7

The professional physical education fraternity Phi Epsilon Kappa chose Mitchell for distinction in 1949, naming him to *Who's Who in Phi Epsilon Kappa*. Their citation echoed those of the APEA for it read:

Elmer Dayton Mitchell, Professor of Physical Education, University of Michigan, was born at Negaunee, Michigan, on September 6, 1889. He received the A.B., A.M., and Ph.D. degrees at the University of Michigan. He has given thirty-seven years of continuous service through his teaching, supervision, and administration of physical education at Grand Union High School, Michigan State Normal College, University of Michigan, and the Armed Forces. He has been at the University of Michigan since 1917, though he taught for short terms at the University of Southern California, Utah State College, and New York University. He became Lt. Commander, USNR, in 1943.

Dr. Mitchell was inventor of speedball in 1921. He has been a leader in the field of sports for all. He is known especially as an outstanding administrator of intramurals. Among his many books, the better known are: Theory of Play, Intramural Athletics, Social Games for Recreation, Active Games and Contests, and Sports for Recreation. From 1929 to 1943, he was editor of the "Journal of Health and Physical Education" and of the "Research Quarterly." Since 1937, he has served as editor for the Prentice-Hall Physical Education Series.

7Original citation document, MPP.
He has been the recipient of many honors. Among these are: Honor Award of the A.A.H.P.E.R., Medal of Honor of the Ministry of Education of the Republic of Czechoslovakia, and the Luther Halsey Gulick Award of the A.A.H.P.E.R. As a man who has distinguished himself as author, editor, planner, administrator, teacher and citizen, Dr. Mitchell is a worthy member for Who's Who in Phi Epsilon Kappa.8

After retirement from the physical education profession, Dr. Mitchell was honored with the Clark Hetherington Award of the American Academy of Physical Education in 1960, and in 1971 was awarded the School of Education, University of Michigan, Fiftieth Anniversary Award for valuable services contributed to the cause of education.

The National Intramural Association chose to recognize Dr. Mitchell by extending to him an Honorary Membership Certificate in 1973. Executive Secretary of NIA, Edsel Buchanan, wrote:

The NIA is extremely proud to recognize you in this manner (Honorary Membership) and we regret that there are no provisions for a more appropriate recognition of your status as "the Father of Intramurals."9

Dr. Mitchell was listed in Who's Who in America, Who's Who in the Mid-West, Who's Who in Michigan, Who's Who among North American Authors, and Leaders in Education. He is also a member of Phi Delta Kappa, Alpha Kappa Delta, and Sigma Delta Psi honorary societies.


9Letter, Edsel Buchanan to Mitchell, June 12, 1973, MPP.
Though Dr. Mitchell earned the respect and admiration of his students, colleagues and professional associates, this author was amazed and disappointed that at the University of Michigan where Mitchell developed the first structured Intramural Program—no one as yet has seen fit to offer an E. D. Mitchell Intramural Award in recognition of his contributions in this area. They do have other yearly awards honoring intramural staff who have served the University of Michigan long and well.

The only testimony to Mitchell's having contributed so much of his professional life and energies there (University of Michigan Intramural Building)\(^{10}\) are the Grecian Plaques hung on either side of the entrance stairway, gifts from Professor Jean E. Chryssafis to Dr. Mitchell in 1929.

Perhaps this can be partially explained from comments by Delbert Oberteuffer distinguished professor of physical education at The Ohio State University for many years and Mitchell's contemporary who only recently wrote:

I can't think of anyone in my fifty years of association with the profession who was a more dedicated person than Elmer. He was dedicated to the development of the national association, to the furtherance of physical education, and he gave unstintingly of his time, energy, and effort to his work; during the time that he was executive-secretary of the national, he was probably the most influential and significant person in the field.

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\(^{10}\) The author toured the Intramural Complex at the University of Michigan on October 6, 1974 and on February 1, 1975.
At the same time, he was probably one of the least appreciated in the field. People sort of took Elmer for granted. I don't believe that we ever understood or took appropriate cognizance of the tremendous contributions that that man made to the growth of his profession.\textsuperscript{11}

It is difficult for a man to be a legend in his own time but for many aspiring physical educators learning the origins of their profession, Dr. Mitchell is just that.

\textsuperscript{11}Letter from Dr. Delbert Oberteuffer, January 13, 1975.
CHAPTER XI

SUMMARY

How does one assess the worth of a man in terms of his contributions to his chosen profession and to his fellow man? Should the criteria be the writings, books and articles, that he bequeaths to his colleagues and future professionals? Should it be the inventions or innovations he has engineered? Perhaps the disciples (students) who carry-out his philosophy would be some measure of impact. Should professional organization service be considered and what about inspirational personality traits and the degree to which his own life style agreed with his professed philosophy?

It seems appropriate and legitimate to accept any or all of the above criteria as measures of a man's greatness. The question for us now is, How do Elmer Dayton Mitchell's works measure in the final analysis?

First, let's re-examine Mitchell's writings. Chapter VI detailed the origins of his books and articles but what was the overall impact upon physical education, sport and society of his writings?
Mitchell's first book *Basketball*, published in 1921, met an immediate need for those coaches called upon to coach basketball, a game at that time about which little was known and little had been written. Mitchell had been faced with just such a dilemma himself when called upon to coach basketball in his first job at Grand Rapids High School. *Basketball* must have been one of the most welcomed books of its time for the physical educator/coach though it was not long until basketball coaches like Walter Meanwell,\(^1\) George F. Veenker,\(^2\) and Ward Lambert,\(^3\) began to fill the void and Mitchell turned to other major concerns leaving the growing basketball publication needs to those who stayed on in the coaching field.

The many articles which Mitchell published in the *University of Michigan School of Education Bulletin*; the *Michigan State Department of Education Bulletin*; the *Journal of Higher Education*; the *American Schoolmaster*; and the *Michigan Educational Journal*, carried to general educators an interpretation of physical education, intramurals, and athletics which they had previously not known. For the most part, if physical education had any recognition in these


publications prior to Mitchell's contributions it was in the context of health understandings. Mitchell capitalizing upon his writing and interpretive abilities made the most of these opportunities to acquaint general educators with the "new physical education" concepts. He was astutely aware that for physical education to become an integral part of general education in the schools it would have to be academically based and thus acceptable to general educators. Not many physical educators felt a need for publishing outside their own professional journals and consequently mutual understandings and interpretations were often lost to those most needing information to implement future policy. Even today in the 1970's physical educators are accused of "spinning inward" their research findings and values interpretations upon themselves instead of communicating with other disciplines.

Mitchell did use the many physical education and athletic publications as vehicles for initiating thought and instituting change within the profession including the American Physical Education Review; the Athletic Journal; the Physical Educator; various state physical education journals; the Phi Delta Kappan; the Phi Epsilon Kappa; the College Physical Education Association Proceedings; and, of course, the Pentathlon; the Journal of Health and Physical Education and the Research Quarterly. The profession was young and thirsty for direction in developing
quality programs. Whether those young professionals of the 1920's, 1930's, and 1940's knew it or not, they were obtaining their professional guideposts from those leaders publishing during this period. Elmer Mitchell was a key leader having a tremendous impact upon selection of appropriate materials to be published in his capacity as editor of the Pentathlon, the Journal of Health and Physical Education, and of the Research Quarterly. In addition his own voluminous writings, books and articles were standard assignments or texts used in teacher preparation institutions.

His Theory of Organized Play and Practice of Organized Play co-authored with W. P. Bowen and later revised as the Theory of Play with B. S. Mason and The Theory of Play and Recreation with Allen Sapora as well as his Social Games for Recreation and Active Games and Contests are classics within and outside the physical education profession. These works firmly placed play and recreation as legitimate academic concerns and began to bridge the cultural gap between the puritan work ethic and the leisure ethic of the future.

Mitchell's Sports for Recreation started a landslide of similar publications where in one text a great number of sport skills were detailed by experts from each sport area. Perhaps others had felt a need for such a volume to replace mimeographed sheets of instructions,
rules, history, and strategies but Mitchell translated the need into action, then others followed.

But the book which had the greatest observable impact upon the profession was *Intramural Athletics* revised as *Intramural Sports*, the book Thomas McDonough called the "bible" for intramural directors. It is doubtful whether any modern intramural program has not at some point been influenced by this book and its author.

Secondly, what effect have Mitchell's inventions and innovations had upon the profession? Mitchell got an early start in implementing practical equipment or methods to meet the immediate needs as he experienced them. In his childhood he began to experiment with ski making, protective sport equipment, use of strategies, his writing abilities, making of track and field equipment and playing new musical instruments. He was encouraged to be creative by the adults in his early environment. In addition he was a curious youngster always ready to try something new. It is not surprising that he created a new game when the need was apparent.

When one considers that only three sports invented by Americans have caught on and become part of regular physical education activity instruction, i.e., basketball, volleyball, and speedball, the inventive genius of the authors must be recognized. Speedball has not yet caught the attention of sports promotors to the extent that
basketball and volleyball have for reasons cited in Chapter V but for those many youngsters who have played speedball in instructional classes or intramurals, the thrill of speeding the ball is well known. Activity curricula have been enriched by its inclusion around the United States and to some limited extent abroad.

Olympic Study Tours were not initiated by Mitchell as documented in Chapter VIII but the learning experiences inherent in this innovative teaching methodology were best described and encouraged by Mitchell through his teaching, speaking, and writing talents. No one can know how many young professionals have been inspired by Mitchell to initiate a similar experience for their students.

Mitchell was inventive in recreational guidance counseling relating student recreation to their fields of occupational choice. As a result the Mitchell-Roeber Interest Check List came into being.

He was an early leader in the development of educational standards and policies for school athletics inaugurating the first high school basketball tournament in the state of Michigan at Ypsilanti Normal College in 1916 (for small schools) and the first state tournament (open to all size high schools) held at the University of Michigan in 1919.

By 1938 Ph.D. degrees in the field of physical education had been initiated in a few universities but for the
academic University of Michigan to begin such a program was
the result of hard work conducted by members of the physi­
cal education and education faculty under Mitchell's
influence and direction.

As social agencies and institutions developed pro­
grams requiring physical educators with more training than
the traditional sport skills, Mitchell saw the need to
develop advanced work to prepare professionals to fill
these newly created positions and did all in his power to
convince University officials of this need. As the Univer­
sity undertook this new responsibility, Mitchell was in­
volved directly in the program planning from its inception
to his retirement. Although not the initiator of the
undergraduate and master's degree programs in physical
education he was nevertheless the quiet "actionman" in
implementing these programs from their beginnings. The
initiation of the Ph.D. program in 1938 was Mitchell's to
implement. In doing so he helped to place the University
of Michigan in the forefront as one of the first thirty
universities to offer doctoral degrees in physical educa­
tion.

Although pegged "the father of intramurals" we saw
in Chapter V that there were some recognizable intramural
programs in existence prior to Mitchell's appointment as IM
Director at the University of Michigan in 1919. Why has
Mitchell rather than Rowe, Wilce, or Douglas been dubbed the father of intramurals?

Mitchell saw a need not just for intramurals at the University of Michigan or just at the university level but for all students on all levels and in an effort to actualize "athletics for all" he wrote and published the needed information for others to implement intramural programs at their own institutions. Thus he "fathered" thousands of IM programs across the country. Over the years his paternal concern was in evidence as intramural instructors and directors sought out his advice which was freely given along with commendations for successful programs.

Thirdly, who of Mitchell's students have gone out and made significant contributions to physical education?

An attempt was made in Chapter IV to identify some of Mitchell's outstanding students and since many are as yet in the prime of their professional lives it is difficult to make encompassing judgments. But the listing presented in Chapter III gives the reader some idea about the influence of Mitchell into the 1950's, 1960's, and 1970's through former students and their subsequent contributions.

When a professor sends out students who become successful administrators, students who become accomplished professional authors, students who are singled out for the professions highest honor and many who conduct the practical day by day work of teaching youth, his influence cannot be discounted?
Fourth, was Mitchell's association service of significant importance? The Mid-West Society certainly thought so for they were most reluctant to give up their Secretary-Editor to the National Association in 1930. He had initiated and published their Pentathlon and solicited two thousand subscriptions in his first year's service for the Mid-West.

When he assumed his duties as Secretary-Treasurer-Editor for the National in the autumn of 1929 he initiated immediate action merging the two magazines, The Pentathlon and the American Physical Education Review into a single publication. In addition he recommended that a second magazine aimed at research findings be published. During his first year in office Mitchell saw to the birth of the Journal of Health and Physical Education and the Research Quarterly.

In 1938 the Governing Board and the Legislative Council of the American Association for Health, Physical Education and Recreation cited Mitchell for his invaluable service to the National. Part of the citation read:

Since 1930, the National Association has increased its membership from approximately 3,500 to approximately 9,500. The Journal has become an outstanding popular professional magazine, and the Research Quarterly has continually met the approval of those interested in research. The mailing out of 20,000 extra copies of the March, 1933, issue of the Journal to assist in retaining state directorships and state physical education programs in a number of states is but one example of the additional service performed by these magazines.
As Secretary-Treasurer-Editor, Mr. Mitchell has played a leading part in the development of our National Association. Reorganization of the Council along democratic lines, organization of district and state associations, and the affiliation of several other national organizations have all received Mr. Mitchell's enthusiastic attention and support. His policies and decisions relating to editing, editorials, advertising, operation, and expenditures have proved to be sound.

At the time of the reorganization of our Association, the efforts of Elmer Mitchell were of inestimable value. His patience, consideration, and good judgment went a long way toward consolidating the merger.4

Mitchell continued to serve the National Association until WW II when he entered the armed services. Thirteen years of dedicated service during the Association's critical period of survival places all physical educators in debt to Dr. Elmer D. Mitchell, the action man from the Mid-West. He was intensely loyal to his profession and the Association improvising and generally receptive to new ideas that would benefit both.

Lastly, did Mitchell inspire others to higher accomplishments, and does his own life style agree with that he has espoused for others?

When one surveys the great number of students and colleagues of Mitchell's who after knowing him contributed substantially to the profession through publications, innovations, and inventions we cannot help but assume that

in some way Dr. Mitchell influenced them directly or indirectly especially as their philosophy often echoed his own philosophy. One of Mitchell's former students, Kooman Boycheff (1937-41) presently Coordinator of Recreation, University of California at Berkeley, summed up the sentiments of the many similar responses the author has received when he wrote:

In my opinion, he [Mitchell] had a better understanding and more logical philosophy of the place of sports in education than anyone I have ever known. He took a sincere personal interest in every one of his students and instilled an enthusiasm that has been enduring and profound. To me he is indeed "the father of modern intramural sports." But he was also much more—he was a broadly educated and humane person, a scholar in the fields of sociology, physical education and recreation.5

Mitchell's often quoted philosophy of athletics for all did not exclude himself even to the present day at age eighty-five. Golf and bowling are still very much a part of Mitchell's life style as he continues to inspire those most close to him. Testimony to his diverse interests is evidenced in the two awards which are on display in Mitchell's retirement apartment, the one is the 1911 University of Michigan Bowling Championship Trophy, the other a Medal of Merit presented to him in 1939 by the Czechoslovakian Government

Mitchell found himself in a unique position having contact often personal contact with leading thinkers of the

5Letter from Kooman Boycheff, June 2, 1975.
1920's-1940's when American education was being defined and developed. Those to whom he felt especially akin include his old professor Wilbur P. Bowen from Ypsilanti College who in turn propagated the philosophies of Dudley Sargent, Luther Gulick, and Joseph Lee. It was from Bowen that Mitchell developed a total philosophy of physical education including body fitness, health, playground and recreational activities and camping as all being integral legitimate aspects of general education. From Fielding Yost, his idol as a youth and colleague, Mitchell learned the great contributions that athletics can bring to man's total education and from Dr. John Sundwall, Mitchell developed a respect for the health values to be sought in physical activities.

He was also greatly influenced by R. Tait McKenzie and Jay B. Nash through personal acquaintance and through their writings. Charles H. Cooley and Frederick Giddings prominent sociologists early in the twentieth century left their mark on Mitchell. He admired their work, Cooley with his emphasis on case studies and Giddings in his statistical approach to sociological studies. Mitchell's work throughout the years have the mark of a sociological concern. He might well be labeled the "modern physical education sociologist" much the way Clark E. Hetherington is called the "modern philosopher of physical education." Mitchell saw physical education as a natural, integral aspect of nearly all educational subjects.
For Mitchell, Physical Education was not restricted to the customary sixty to ninety minute class period set aside administratively but was truly an integral aspect of education and of life. It is understandable how he could reconcile the seemingly "incongruent theories" of physical education held by the leading physical educators of the time, McCloy, Nash, and Williams into a congruent whole. In his capacity as APEA editor he provided a sounding board for all of their theories and no doubt advanced the "amalgamated" program that became the norm for most school curricula rather he meant to do so or not.

Mitchell saw the required class program as having the major concern of skill development and correctives; the intramural program, a place for developing the learned skills in a play environment allowing opportunities for individual and group carry-over experiences; and the athletic program as an opportunity for advanced group work where democratic principles would be engrained.

If more school systems had had the total vision of physical education as advanced by Mitchell and had been willing to provide the necessary budgets and staff for quality instruction and facilities in all programs, it is quite likely that the "amalgamated programs" that are prevalent

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today where all objectives are frantically trying to be met in a scant sixty to ninety minutes per week would not prevail. The closest our schools come to meeting all desired objectives of these early leaders skill, individual or carry-over sport skills, and group game skills is in the athletic program where budgets and staffs have been most adequately provided.

It is this author's contention that Dr. Elmer Dayton Mitchell meets all the previously stated criteria and that he looms large now in the eyes of physical education professionals and in the years to come will loom even larger for his profound contributions to his chosen profession and thus to mankind.

It would not be inaccurate to state that Elmer D. Mitchell built his life around the philosophy of need plus action. He discerned a need and went about meeting that need instead of complaining or waiting for someone else to fill the void. Mitchell's action was manifested in writing, administrating, innovating and inventing and the physical education profession is richer for it.
After retirement from the University of Michigan and the physical education profession at age sixty-nine, Elmer Mitchell began an entirely new career demonstrating again his great vitality for life and his versatility.

It was just by a chance conversation at the Exchange Club that Mitchell launched out on a new career. A fellow member asked Elmer what his plans were now that he had retired and would he be interested in a position as a stockbroker with the Smith, Hague, and Company of Ann Arbor. This company headquartered in Detroit was expanding, adding two new offices at their Ann Arbor branch. It had need of two men yet to complete the staff.

Mitchell's long years in the teaching profession had not been conducive financially to a secure retirement so with Beulah's encouragement he decided to try his talents.

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1Personal interview with Dr. Mitchell, January 31, 1975. Mitchell was an active Exchange Club member having served as its president in 1934 and a member of its golf team which in 1949 and 1950 won the President's golf trophy of the Michigan State Exchange Clubs. Mitchell retired on his birthday, September 6, 1958, and was contacted by Smith, Hague, and Company in October, 1958.
in the business world. He had to serve six months apprenticeship and literally start from scratch. Three obstacles clearly confronted Mitchell. "First, those colleagues in education who had money to invest in the market already had brokers; second, most teachers were not economically able to invest in stocks and third, many potential investors were hesitant to have confidence in a man from a non-legal or economic background." His adventuresome spirit, and broad community contacts took him to new career horizons as a stockbroker where he is still active after sixteen years with the same brokerage firm although now working with reduced hours and more vacations.

Mitchell seems to have found that fabled "fountain of youth." He made Bowling Magazine news when at age sixty-one he won the annual Detroit News Motorbowl Classic, October 28, 1950, where he rolled games of 215, 209, 236, 211, and 223 for a 1094 series.

In this same article he was quoted as saying:

In these days of rapid change and tenseness and strain, sports are a factor in making people healthy and happy. Bowling and golf are two wonderful sports for older people from the standpoint they are sports in which you can set your own pace. Sport activity offsets a fault older people tend to develop, that of looking back and reminiscing and day dreaming, instead of looking forward. It always is a sign of old age creeping up on you when you start living in the past.

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2Ibid.

Mitchell is one of those rare people who practices what he preaches and has no need of posturing a self-righteous stance in doing so. He loves life and enjoys every minute of it, an inspiration to all those who are fortunate enough to have an opportunity to know him.

The stacks of letters in his personal collection coming from all parts of the world testify to this inspiring character trait. He is an approachable man, a scholarly gentleman, a quality which must come through in his writings for the requests that he gets and to which he responds. One such request came to him from a young Czech student in 1963 who wrote:

I happened to find two excellent books in our national library in Prague: Active Games and Contests and Theory of Play. These books are very useful to me. Two years ago I have started to look for your third book: Social Games for Recreation but my search has not been successful. Social Games is not available in Czechoslovakia, nor in Berlin, Warsaw, Magdeburg, Frankfurt, or Wien. If it was possible I should simply ask some book agency to order Social Games for me and I would not trouble you. But it is not possible here to buy any book from the West. Dollars and other foreign exchange are strictly controlled by our state and no private person is allowed to buy anything in other states. I know it is surely incomprehensible to you, but there are many incomprehensible things here. I have two alternatives: to give up a valuable source for my study, or to write directly to the author. Finally I take courage to ask you: Would you kindly lend me a copy of your Social Games for Recreation?4

4Letter to Elmer Mitchell from Miloš Zapletal, November 6, 1963, MPP.
Mitchell, of course, sent him a complimentary copy. This is but one example of his dedicated life of service to others.

I will never forget my first face-to-face meeting with Dr. Mitchell on September 20, 1974. We had had several telephone conversations and a series of letter interchanges. I had gained his permission to write his biography. We had made tentative plans for interviews and the securing of his personal files for my use. Then his beloved wife for sixty-two years died. I was very hesitant about pursuing our plans and at the same time anxious because of Dr. Mitchell's own advanced years. Allowing a full month to pass beyond which we had originally planned to meet, I gathered all my courage to telephone him at The Lutheran Retirement Center in Ann Arbor, where he was now living, fully expecting a shattered man's (understandably) rejection. Instead I was greeted by an enthusiastic voice alive with plans for the future. He spoke of an exercise program in which he had recently embarked upon because his weight was down more than he would like. He mentioned that since he was still active at the office that Wednesday would be preferable for an interview but could arrange another day if necessary to fit into my plans conveniently.

Needless to say I was greatly encouraged and could hardly wait for the day when I would meet the legendary Elmer Dayton Mitchell.
My thought was to have an initial meeting not to exceed two hours so as not to fatigue "the old man" and then arrange short periodical interview tape sessions. Thus I would leave the Midwest Association for Health, Physical Education and Recreation Leadership Conference in Angola, Indiana early enough to arrive in Ann Arbor at 6:30 p.m. Neglecting to check time differentiation I was an hour late arriving at his apartment door nervous and harried. The door opened and as I hesitantly introduced myself, Dr. Mitchell immediately put me at ease by extending his hand and commenting that Dr. Bennett had not told him that his biographer was such an attractive young woman. When you are over thirty-five, no kinder words could be uttered!

Leon Lande, a former student of Dr. Mitchell's and confidant in later years joined us. We soon discovered that none of us had yet had dinner so Dr. Mitchell suggested a nearby restaurant. It was one of the most pleasant evenings I had ever spent. At my prodding Dr. Mitchell reminisced about his early childhood days. We talked of my recent student study tour to Europe and Mitchell's 1936 and 1948 Olympic Study Tours, of his early experience with professional baseball and Branch Rickey his college coach, of R. Tait MacKenzie greeting him (Mitchell) at his hotel convention room in red long johns, and of Mitchell's family relationships.

It was one of those fascinating evenings that can never be relieved but of which you remember every minute detail.
Since then we have had several opportunities, my husband and I, Leon, and Dr. Mitchell to explore Mitchell's favorite restaurants and learn of his active life. One Saturday afternoon, February 1, 1975, a friend of Mitchell's called him at his apartment while we were there to ask a favor. He was leaving for vacation and needed a fill-in for his position on the bowling team! Do you know any eighty-five year olds other than Elmer Mitchell who might be called for such a favor?

Elmer Mitchell is a living testimony to the very values he sought for others and perpetuated through his writings: joyous living, strength, fellowship and beauty of spirit.
Rule I. The Playing Field:

Section I. The field has the same outside dimensions as the regulation football field, being a rectangle 120 by 55 yards. The two longer boundaries are called side-lines and the two shorter boundaries the end lines.

Section II. The field includes two end zones, each ten yards in width and reaching across the field of play. The outside length of the end zone is the end line of the field and the inside length is called the goal-line. The diagram of the field shows the sideline, end line, goal line, and end zone.

Section III. A center line shall be drawn across the field connecting the middle points of the two sidelines. Ten yards on either of the half-way line, lines shall be drawn parallel with the half-way line.

Section IV. The penalty area is marked in front of each goal, the side lines of this space being started ten yards outward from each goal post. These side lines extend 18 yards into the playing field parallel with the side lines of the field. They are then connected by a line at right angles, which is 28 yards in width.

Section V. The penalty mark is one foot in width, and is made at a point exactly in front of the middle of the goal posts and 12 yards inward from the goal line.

Section VI. The goal posts shall be placed on the goal lines equidistant from the sidelines, 8 yards apart, with a crossbar 8 feet from the ground. The two upright posts shall be 20 feet in height.

Rule II. Players and Equipment:

Section I. A team is made up of eleven players. These shall be known by the names shown in the accompanying diagram.
Section II. A player may be taken out of the game and resubstituted once during the game. A substitute shall first report to one of the linesman who shall blow his whistle to allow the change. The linesman shall wait until the ball is dead.

Section III. The equipment shall consist of jerseys, pants, and football shoes. A team should have jerseys of similar color.

Section IV. The ball shall be regulation soccer football.

Rule III. The Game:

Section I. The game shall consist of 4 quarters of 10 minutes each with 2 minutes rest interval between the 1st and the 2nd and the 3rd and 4th quarters; and ten minutes rest interval between halves. The periods may be shortened by mutual consent of the two captains.

Section II. The winner of the toss shall have the privilege of the kickoff or the choice of goals. This choice shall be reversed at the start of the second half.

Section III. The game shall be commenced by a place kick from the center of the field of play in the direction of the opponents goal line. Unless the ball moves more than its own circumference it must be kicked over again. Opponents shall not approach within 10 yards of the ball until it is actually kicked. The player who has kicked off may not play the ball again until it has first been touched by another player in the game.

Section IV. Ends shall be changed only at half time.

Section V. The losing side shall kick off, following a score.

Section VI. The ball is dead when out of bounds, following a score, after a foul, during time out, and on a tie ball. On out of bounds plays (excepting where a score is made) the referee's whistle is not needed to start play again.

Section VII. Time out may be called by either captain three times during the game. The fourth and succeeding times shall constitute a technical foul for delaying the game.

Rule IV. Scoring:

Section I. Scoring shall count as follows:
1. Field goal...........................................3 points
2. Touchdown.........................................................2 points
3. Penalty kick......................................................2 points
4. Drop kick..........................................................1 point.

A. A field goal shall be scored when the ball is kicked over the goal line, between the posts and under the crossbar of the goal.

B. A touchdown may be scored by the completion of a forward pass from the field of play into the end zone. The play shall not be legal if the ball be thrown between the goal posts, either over or under the crossbar, before being caught. The latter play shall constitute either a touchdown or safety as the case may be.

C. Penalty kick: Following a personal foul, or a technical foul by the defense committed within the penalty area, the offended side shall be awarded a penalty kick. This consists of bringing the ball to the penalty mark, where, following the referee's whistle, any member of the offended side may attempt to kick the ball between the goal posts under the crossbar. If successful, the goal counts 2 points. Only one member of the defending side is allowed to guard the goal at this time and he must block the ball in the same way as allowed during regular play. All other members of the two teams must be outside the penalty area at the time of the referee's whistle. If the ball is blocked by the goal tender it is a free ball and shall be played as such.

D. Drop Kick: At any time, while the ball is in play it may be kicked over the cross bar from the ground by a drop kick. If the ball passes over the bar between the posts it shall count one for the side making the kick. The option of a drop kick may be selected following the calling of a technical foul on the opponents.

Rule V. Ball Out of Bounds:

Section I. Sidelines: If a ball goes over the side-line, it shall become the possession of the side opposite that which last touched it, and shall be put in play by a pass from the spot where it crossed the line. No score can be made on a direct pass from out of bounds; the ball must first be thrown into the field of play. The player who passes the ball in bounds is restricted from again touching the ball in any way until it has been played by someone other than himself.
Section II. Touchback: Whenever the ball is kicked over the goal line outside of the goal posts by a player of the offensive side, a touchback shall be made; also, when a penalty kick or try at drop kick is missed and the ball passes over the goal line; again, when a forward pass over the goal line is incomplete (not caught by a teammate) or intercepted by the defending side; also, when an offensive player crosses the goal line with the ball in his possession. After a touchback the ball shall be put in play by the defensive team at the point where it crossed the goal line by a punt, drop kick, place kick, or pass.

Section III. Safety: If the ball which goes over the goal line outside the posts was last touched by a player of the defensive side the ball shall become the possession of the opposite side and shall be put in play by a player of the attack at the point where it crosses the goal line in the same manner as followed the touchback.

Section IV. The ball is outside when (a) it is entirely over the goal line or sideline; (b) when a player with the ball in his possession touches the goal line or sideline with any part of his body.

Rule VI. Playing Privileges:

Section I. The ball may be caught, or otherwise played with the hands, whenever it is clearly a fly ball; i.e., one that has been raised into the air directly from a kick. After the ball has been raised into the air it may be held, passed, or kicked at option until it again hits the ground.

Section II. A ground ball is one that is stationary, rolling or bouncing. Even though it may be in the air as in the case when it is bouncing, the ball is ruled a ground ball until it is in the air from a direct kick. While the ball is a ground ball it cannot be played with the hands or any part of the arm below the elbow. Instead, it must be kicked, or "headed" as in soccer, or bounced off the body.

Section III. A. A player may dribble the ball with his feet at will. He may bat or tip a fly ball or drop a caught ball to the ground if he wishes to advance the ball through the kicking dribble.

B. A player may use one overhead dribble in advancing the ball without the aid of his teammates; that is, he may throw the ball in any direction and run and catch it.
Section IV. A player kicking either a ground or caught ball into the air is eligible to catch it himself before it hits the ground.

Section V. There is no distinction between the goal tender and other players as regards privileges and restriction in playing the ball.

Section VI. A player who is standing still when catching the ball from a kick or pass may take one step in any direction from the point at which he caught the ball, but must get rid of the ball before a second step is taken. If running, he is allowed two steps, and if at full speed the referee shall decide whether he stops as soon as possible or not. Violations of this rule shall be known as carrying the ball. Such a player is prohibited by previous rules from crossing the goal line. He must be over the line when the ball is caught in order to score.

Section VII. A player may legally guard an opponent who has the ball. He must play to secure the ball, and in no way hold the opponent. If two opponents are running for a ball at the same time each must play the ball and not the man. No obstruction can be made to the progress of any player without the ball.

Section VIII. Tie Ball: In case of a ball that is held by two opposing players simultaneously, or where the referee is in doubt which side last played the ball out of bounds, the referee shall place the ball on the ground between the left feet of the two men who had possession of the ball, and when the referee's whistle is sounded, they shall attempt to regain possession by the use of the feet only.

Rule VII. Playing Restrictions and Penalties:

Section I. Penalty kicks shall be awarded in the following instances: on any personal foul, such as

1. Kicking, tripping, charging, pushing, holding, blocking, or unnecessary roughness of any description.

2. Violation of the substitute rules.

3. A player may not kick a fly ball until he has first caught it (technical foul). If an opposing player is kicked in an attempt to kick a fly ball a personal foul shall be charged against the offender. (N.B. Technical meaning of fly ball is as explained previously).
4. Playing an opponent from behind is a personal foul, in case bodily contact is made.

5. Any technical foul committed by the defensive side within the penalty area.

6. Defensive player, other than the goal tender being within the penalty area on a penalty kick when the kick is made.

Section II. Free kicks shall be awarded as follows: on any technical fouls such as

1. Illegal use of hands.

2. Kicking a fly ball.

3. Advancing with the ball.

4. More than one overhead dribble in succession.

5. Delaying the game. This includes the case when a player out of bounds throws the ball into the field but plays it again before it has been touched by another player.

6. Offensive player other than the kicker being within penalty area when the kick is made.

Section III. Forfeitures and Special Rulings:

A. The referee shall have jurisdiction to forfeit a game for refusal of one team to play, or for failure to appear on the field within 10 minutes of scheduled time. The score shall then be 1 to 0.

B. The referee may suspend any player from the game for unsportsmanlike conduct.

C. The referee, on any case not specifically covered by the rules, shall declare a free kick, and if repeated, may declare a penalty kick.

Rule VIII. Officials:

Section I. There shall be a referee and two linesmen. The referee shall be in general charge of the game.

Section II. It shall be the duty of the two linesmen to assist the referee. They shall decide when the ball is out of
bounds, and shall blow their whistles to declare it so. The referee shall then award the ball to the proper team, or in case the ball has gone over the goal line, shall declare a score, touchback, or safety as the case may be. The linesmen have further jurisdiction in aiding the referee to call any personal foul, but shall pay particular attention to the backfield behind the referee. The referee shall decide all other questions unless he gives certain specific instructions to the linesmen. He may ask their advice at any time he is in doubt on the proper decision to make. He may entail the duties of time keeping and of scoring upon them.

Section III. The referee shall officiate within the field and follow the ball. The two linesmen shall be stationed on opposite sides of the field and diagonally apart, so that each of them shall be near a goal line, and in a position to judge on out of bounds for his respective side and end of the field.

APPENDIX B
1. Who is always the honorary patron of the Games?

The ruler of the country sponsoring the Games is the honorary patron. In 1932 President Hoover was the patron, but Vice-President Curtis substituted for him at the official ceremonies of the Games. Hitler was the patron in 1936 and King George VI of England in 1948.

2. Who always leads the parade of nations?

Greece always leads the parade of nations. This honor is accorded Greece out of respect for the fact that the ancient Olympics originated in that country. The first modern Olympic Games were held in Athens, Greece, in 1896.

3. What is the significance of the Torch Relay Race?

The ancient Olympic Games originated in conjunction with a religious festival held in the honor of Zeus for whom a temple was erected on Mt. Olympus. While these ancient Olympic Games were in progress a sacred fire was burning on this altar. The fire was lit by the team which won a relay race in which the runners carried burning torches. The winning team was thereupon accorded the place of honor for the duration of the Olympiad. In the modern Games the Olympic Fire, as in ancient times, burns at the altar in the Olympic Stadium from the beginning to the closing of the Games. The lighting of the Olympic Fire is a part of the opening ceremonies. In 1936 the idea was conceived that a closer tie could be made with the ancient past if the Fire was kindled with the flame carried from Mt. Olympus. This was done by a series of torch runners. The first runner started from Olympia with the torch lighted from the Fire on Mt. Olympus. Succeeding runners relayed the sacred Fire all the way across Europe to Berlin. This ceremony was repeated for the 1948 games at London, the only difference being that the torch was transported over the sea by British warships for part of the journey.

4. What is the meaning of the international salute of twenty-one guns? and Why is the number twenty-one? The answers to these questions are taken from Naval Customs and Traditions by Lt. Com. Leland P. Lovette (Annapolis, Maryland: U.S. Naval Institute, 1939, pp. 51-54.)
The Twenty-One-Gun International Salute

"All personal salutes may be traced to the prevailing usage of earlier days to insure that the saluter placed himself in an unarmed position and virtually in the power of the saluted. This is seen in the dropping of the point of the sword, presenting arms, firing cannon and small arms, lowering sails, manning the yards, removal of the headdress, laying on oars, etc.

"Salute by gunfire is a most ancient ceremony. The British for years compelled weaker nations to make the first salute; but in time international practice compelled "gun for gun" on the principle of equality of nations. In the earliest days seven guns was the recognized British national salute. Here again we see that the number seven had a mystical significance, for in the Eastern civilization, seven was a sacred number; hence, astronomy listed the seven planets, the moon changed every seven days, the earth was created in seven days, every seventh year was a sabbatical year, and the seven times seventh year was a jubilee year. Those early regulations stated that although a ship could fire only seven guns, the forts could fire for honors three shots (again the mystical three) to one shot afloat. In that day sodium nitrate was easier to keep on shore than at sea. In time, when the quality of gunpowder improved by the use of potassium nitrate, the sea salute was made equal to the shore salute—twenty-one guns as the highest national honor. Although for a period of time monarchies received more guns than republics, eventually republics claimed equality. There was much confusion, due to the varying customs of maritime states, but finally the British government proposed to the United States a regulation that provided for 'salutes to be returned gun for gun.' The British at that time officially considered the international salute to be twenty-one guns, and the United States adopted the twenty-one guns and 'gun for gun' return, 18 August, 1875.

"Previous to this time our national salute was one gun for each state. This practice was also a result of usage, for John Paul Jones saluted France with thirteen guns (one for each state) at Quiberon Bay, when the stars and stripes received its first salute. This practice was not authorized until 1810. By the admission of states to the Union, the salute reached twenty-one guns in 1818. In 1841, the national salute was reduced to twenty-one guns. In fact, the 1875 adoption of the British suggestion was a formal announcement that the United States recognized twenty-one guns as an international salute.

Mystical Powers of Numbers

"Mention has been made before of firing three volleys at funerals. By this superstitious custom it was supposed that evil spirits were driven away as they escaped from the hearts of the dead.
"Before the advent of firearms, the number three had a mystical significance. It was utilized in the ancient Roman funeral rites. Earth was cast three times into the sepulcher; friends and relatives called the dead three times by name, and then as they departed from the tomb they pronounced the word vale, meaning 'farewell,' three times.

"The numbers 3, 5, and 7 had a mystic and symbolic significance long before Roman civilization. A survival today may be found in the 'Three Graces,' 'The Holy Trinity,' 'The Three Witches' in Macbeth, the frequent uses of three in Masonic rituals, three volleys at funerals, three cheers, and it was customary in some regiments of the Army when a soldier was absent to call his name three times at the end of the roll call. We are all familiar with 'once, twice, three times, and sold.'"

5. What countries have issued special stamps when they were hosts to the Games?

<table>
<thead>
<tr>
<th>Country</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greece</td>
<td>1896, 1906</td>
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<tr>
<td>France</td>
<td>1924</td>
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<tr>
<td>Germany</td>
<td>1936</td>
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<td>Belgium</td>
<td>1920</td>
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<tr>
<td>United States</td>
<td>1932</td>
</tr>
<tr>
<td>England</td>
<td>1948</td>
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</table>

6. How many sports are there in the Olympic competitions?

The sports in Olympic competitions are as follows:

A. For Men - a total of 22.

Track and Field, Swimming, Yachting, Rowing, Cycling, Association Football, Hockey (Field), Modern Pentathlon, Boxing, Weight Lifting, Wrestling (2 styles—Catch-as-Catch-Can and Greco-Roman), Fencing, Shooting, Basketball, Canoeing, Gymnastics, Equestrian Sports, Skiing, Figure Skating, Speed Skating, Bobsledding, Ice Hockey.

B. For Women - a total of 7.

Track and Field, Swimming, Fencing, Gymnastics, Canoeing, Figure Skating, Skiing.

7. How many events in the track and field competitions?

Events for the men in track and field are as follows: (total 24)

a. 100 meters
b. 200 meters
c. 400 meters
d. 800 meters 
 e. 1,500 meters 
 f. 5,000 meters 
 g. 10,000 meters 
 h. 3,000 meters (steeplechase) 
 i. Marathon 
 j. 110 meters hurdles 
 k. 400 meters hurdles 
 l. 400 meters relay 
 m. 1,600 meters relay 
 n. High jump 
 o. Broad jump 
 p. Hop, step, and jump 
 q. Pole vault 
 r. Javelin 
 s. Discus 
 t. Shot put 
 u. Hammer throw 
 v. Decathlon 
 w. 10,000 meters walk 
 x. 50,000 meters walk 

8. In which events do the women athletes compete?

The women compete in the following events:

A. Track and Field – a total of 9 events
   1. 100 meters 
   2. 200 meters 
   3. 80 hurdles 
   4. 400 meters relay 
   5. Broad jump 
   6. Javelin 
   7. Discus 
   8. High jump 
   9. Shot put 

B. Swimming – a total of 7 events
   1. 100 meters free style 
   2. 400 meters free style 
   3. 400 meters relay 
   4. 100 meters back-stroke 
   5. 200 meters breast-stroke 
   6. Springboard diving 
   7. High diving 

C. Fencing – a total of 1 event
   1. Foil (individual)
D. Gymnastics — a total of 1 event
   1. Team competition

E. Canoeing — a total of 1 event
   1. 500 meter one-seater kayak

F. Figure Skating

G. Skiing — a total of 3 events
   1. Downhill
   2. Slalom
   3. Alpine combination (downhill and slalom)

9. Was Sonja Henie ever an Olympic contender?

Sonja Henie participated in the Figure Skating competition in the Olympics of 1928, 1932, and 1936.

10. In which sports do certain countries regularly excell, as in track and field, swimming, water polo, horsemanship, wrestling, fencing, gymnastics, basketball, and soccer?

   Track and field — United States, Finland, Sweden, Holland
   Swimming — United States, Japan, Holland
   Water Polo — Great Britain, Hungary
   Horsemanship — Mexico, Sweden, Holland
   Wrestling — Turkey, Sweden
   Fencing — Italy, France
   Gymnastics — Switzerland, Finland, Hungary, Germany, Czechoslovakia
   Basketball — United States
   Soccer — Sweden, Italy, Great Britain

11. In which events of track and field do certain nations regularly excell?

   Finland — distance events, especially the 5,000 and 15,000 meter runs, the javelin throw, and the steeple-chase.

   Sweden — the javelin throw, the 10,000 and 50,000 meter walks, and the steeple-chase.

   Great Britain — 800 meter run (middle distance events).
United States - the dashes, relays, high jump, broad jump, discus, shot put, and pole vault.

12. In which events do the Negroes show supremacy?

The Negroes are particularly skillful in the dashes and the broad jump.

13. Why does the United States not dip its flag as do other nations during the opening ceremonies of the Olympic Games?

During the course of the history of the United States as a nation, the custom of not dipping the flag to any person or thing has become a firmly entrenched tradition. The Congressional resolution concerning this point reads as follows: "That no disrespect should be shown to the flag; it should not be dipped to any person or thing. Regimented colors, State flags, and organization or institutional flags are to be dipped as a mark of honor. It should never be displayed with the union down save as a signal of dire distress. It should never touch anything beneath it, such as the ground, the floor, water, or merchandise. It should never be carried flat or horizontally, but always aloft and free." World Almanac, 1947, page 149.

14. What is the distinguishing pattern of the flags of the Scandinavian countries, of the Latin countries, of the Mohammedan countries, of the English speaking countries, of the Far Eastern countries?

A. Scandinavian countries — a cross on a field of solid color.
B. Latin countries — a tricolor either vertical or horizontal.
C. Mohammedan countries — a crescent moon with one or more stars on a field of solid color.
D. English-speaking countries — the British Union Jack in one corner of their flag.
E. Far Eastern countries — in general a figure depicting the sun.

15. What are the meanings of the separate flags?

It is of interest to note that "early flags were almost purely of a religious character". These early flags were designed in accordance with heraldic laws of the Middle Ages. The flags of most of the European nations are "heraldically an abomination". The meaning of the flags of several countries is as follows:

Great Britain — The basic design of the British Union Jack is three crosses. The crosses are of St. George, St. Andrew, and
St. Patrick. They were the patron saints of England, Scotland, and Ireland respectively.

France — There are several explanations for the origin of the French tricolor, the modern ensign of France. The colors are red, white, and blue arranged vertically. One story says that Mary, Queen of Scots, invented the tricolor for the Swiss Guards in France with the white for France, the blue for Scotland, and the red for Switzerland. Another account states that the red is the symbol of Liberty, the white for Equality, and the blue for Fraternity. This account is similar to the Trinitarian origin which is that the red stands for the Holy Ghost (red is the color for Whitsunday or Pentecost Sunday the day that the Holy Ghost descended upon the Apostles — ubi autem Spiritus Domini ibi libertas; where however the Spirit of the Lord is, there is Liberty). "The white for Equality in the sight of the Heavenly Father; and the blue for Our Lady, through whom we claim Fraternity with God made man." A final theory on the tricolor is that the colors were those of the house of Orleans and were adopted as the revolutionary banner.

Holland — The colors for the tricolor of Holland were taken from the House of Orange which were orange, white, and blue. The orange was early changed to red.

Turkey — "The Turkish crescent moon and star were the device adopted by Mahomet II, when he captured Constantinople in 1453. Originally, they were adopted by the Ottomans as a triumph, for they had always been the special emblem of Constantinople, and even now in Moscow and elsewhere the crescent emblem and the cross may be seen in Russian churches, the crescent badge of course indicating the Byzantine origin of the Russian Church. The symbol originated at the time of the siege of Constantinople by Phillip the father of Alexander the Great, when a night attempt of the besiegers to undermine the walls was betrayed by the light of the crescent moon, and in acknowledgement of their escape, the Byzantines raised a statue to Diana, and made her badge the symbol of the city."

Denmark — "The legend runs that King Waldeman of Denmark, leading his troops to battle against the enemy in 1219, saw at the critical moment a cross in the sky. This was at once taken as an answer to his prayers, and an assurance of celestial aid. It was forthwith adopted as the Danish flag and called the "Daneberg", i.e. the strength of Denmark."

Greece — The origin of the present-day flag of Greece is shrouded in mystery. One story is that the flag was first used by Bishop Germanos in the festival of the Annunciation of March 25, 1821. The occasion was the revolt of the Greeks against Turkish rule. The legend runs that the colors represent the traditional colors of the Blessed Virgin Mary (blue and white)." This idea
seems consonant with the constantly expressed "Mariolatry" of the Greek Church, and may be paralleled with the figure of the Panayia impressed on Byzantine coins. The Panayia is referred to in the first lines of a patriotic hymn which modern Greeks are taught to repeat from infancy.

"O Child of Germanos! O beautiful banner!
Godchild of the Panayia, compassionate and merciful."

Another Greek legend is that the popular hero of the Greek Revolution, Miaolis, made the first modern Greek flag. To do this, he tore up his white shirt and blue breeches and pieced them together.

A final story on the origin of the Greek flag states that it dates from the year 1832 being adopted by the new King of Greece, Otto of Bavaria. He supposedly copied the colors from the coats of arms of the House of Bavaria. There seems to be agreement on the idea that blue and white stripes and the cross of the Greek flag were in imitation of the American flag which was the banner of one of the new republics of that period. The cross was substituted for the stars of the American banner.

16. Which is the oldest of the modern flags?

The present flag of Denmark, which definitely originated in the 13th Century, is the oldest flag of modern countries.

17. What is the symbolic meaning of the colors of our American flag?

The following description of the significance of the different parts of our national flag was written by a member of the committee appointed by the Continental Congress to design a flag for the young Republic:

"The stars of the new flag represent the new constellation of States rising in the West. The idea was taken from the constellation of Lyra, which in the land of Orpheus signifies harmony. The blue in the field was taken from the edges of the Covenanter's banner in Scotland, significant of the league, covenant of the United Colonies against oppression, incidentally involving the virtues of vigilance, perseverance and justice. The stars were disposed in a circle symbolizing the perpetuity of the Union; the ring, like the serpent of the Egyptians, signifying eternity. The thirteen stripes showed with the stars, the number of the United Colonies, and denoted the subordination of the States to the Union, as well as equality among themselves. The whole was the blending of the various flags of the army and the white ones of the floating batteries. The red color which in Roman days was the signal of defiance, denoted daring; and the white purity." (World Almanac, 1947, page 150).
18. What is the meaning of the five intertwined circles of the Olympic flag?

These five intertwined circles represent the five continents.

19. What is the meaning of the five colors of the intertwined circles of the Olympic flag?

The colors of these circles represent the colors from which the flags of all competing nations are derived.

20. What are the five Olympic ideals?

The Olympic ideals are:

1. Beauty
2. Strength
3. Prowess
4. Fellowship
5. Joyous living

21. Is there an international Olympic salute?

No

22. What message does the Olympic Bell toll?

"I call the youth of the world."

23. Is there an official Olympic salute?

No. This leads to a great variety of salutes given by the nations as they parade by the reviewing box. Some are apt to be formal and militaristic. At London, the Czechs gave a friendly wave-of-the hand gesture and this received a spontaneous ovation from the crowd.

24. What is the order of the nations in the march on the Opening Day's Ceremony?

Greece comes first; then the nations alphabetically; lastly the host nation.
25. How many prizes are awarded?

Three, for the first three winners.

26. How many flags are raised for the winners?

Three: for first, second, and third. The first place flag is in the center and higher than the others; second place to the left (facing the flags); third place, to the right.

27. How many anthems are sung?

One only, that of the first place winner.

28. (a) How many anthems are sung at the opening ceremony?

Two - one for the host nation; and the Olympic Hymn.

(b) How many anthems are sung at the closing ceremony?

Three - one for the host nation and its flag is lowered; one for the next host, whose flag is raised and lowered; and the Olympic Hymn.

29. Are there Winter Olympic Games?

Yes. They were introduced in 1924 and are held the preceding winter to the official Outdoor Games.

Source: Elmer D. Mitchell, Undated and unpublished Olympic Game Question-Answer Study Guide, MPP.
THE OUTMODOED PROFESSIONAL RULING IN COLLEGE SPORTS

by: Elmer D. Mitchell

Is the present concept of the amateur code in college athletics today a sound one? What are the reasons for maintaining the present traditional distinction between the amateur and the professional? Do college athletics today need such a differentiation? If so, why? If no sound and reasonable arguments can be advanced for trying to preserve this cleavage in college athletics, then we are in the position of trying to patch up or repair something that has outlived its usefulness in athletic affairs. To use a rough simile, we are then trying to do a repair job on an old model car that is ready for the junk heap, when what we really need is a new model, up to date and streamlined.

It is difficult to find in all the present day athletic codes of the various conferences any convincing statement as to the value of retaining the ideal of an amateurism as we have known it. There definitely is a need, it seems, not so much for a restatement and clarification of the old concept as for an entire re-evaluation of the professional rule in its relationship to the modern-day athletic program.

Looking at the matter from this angle, one finds a vastly changed athletic situation from the original one in which the old distinctions between the amateur and the professional were evolved.

In the first place, the amateur ideal and its glorification first developed in the last century as a caste distinction. It was an endeavor by the aristocracy in England to draw the lines of social cleavage between themselves and the working man. And so the English gentry, by drawing the line between the amateur and the professional, could maintain in their sport a complacent exclusiveness.

This same polite aloofness was transported to America where our colleges and universities patterned themselves in their early athletic history after the English model. There was a likeness and common element in the two situations, since the early enrollments of college students were from the families of superior social status. So, in the quick course of time, there arose the dual classification of those who played for fun (the amateur) and those who played for money (the professional) and were therefore branded as athletic outcasts.

But what has happened today? The caste system has largely disappeared both in English social life and also in the student bodies of our
own colleges. The working man is accepted in sport; the poor boy no longer finds the college doors barred to him. For many years it has become the accustomed thing to see boys working their way through school and no longer being socially ostracized for so doing.

A factor in accelerating this democratizing influence is the new leisure. It constitutes an important societal change and has had many implications for sport. It has extended sports to the masses of our people. It has made all classes of people sport conscious. It has brought into being and into national prominence a host of newer, recreative, lifelong sports. Industries and community recreational departments as well as schools are promoting hundreds and thousands of athletic teams. This applies the world over, and not just in England and America which have the old heritages of sport. This changed situation indirectly has a bearing upon college athletics. For, in foreign countries, there is growing rebellion against the present amateur rule because it favors the college athletes in Pan American and Olympic Games competitions. The teams of Mexico, Finland, Sweden, to mention a few, are built up of working men who have families and cannot afford to lose their wages while competing for their country. But college boys as yet are earning no wages and so a trip to such an international competition presents no financial problem for them. For these reasons, many countries competing in international athletics are arguing for uninterrupted pay for working athletes.

So, as Point one, we may conclude that there is no longer a caste system in athletics that tries to restrict athletics to its own exclusive group.

A second democratizing influence is also at work. In the college sports, themselves, many changes have taken place. For one thing, the athletic hierarchy of the older major sports has largely been broken down. Very few schools now differentiate between major and minor in giving their athletic awards. The newer sports offer opportunity for life-long continuance and thereby are creating new implications. The old-time football player or other major sport athlete rarely continued athletics after graduation because he had acquired no other sport interest and was also inclined to look down on other sports as not being sufficiently rugged. The newer sports have come into colleges in keeping with the objectives of recently introduced physical education programs. With the inclusion of recreative sports such as swimming, gymnastics, golf, tennis, wrestling, fencing, and others into the varsity athletic program, far different problems are presented than was the case with team sports ending with college participation. The penalty for being branded a professional in these newer sports is much more serious. It means being barred from all amateur participation for the rest of one's life. With this situation in mind, certain sports associations, as in golf, have tried to liberalize the professional rule by re-instating golf professionals to an amateur basis after a five year interim, or in certain instances after two years. The trend in certain sports to consider an individual to be a professional only in the sport wherein he
ears money is also a step in the right direction. The college professional rule, therefore, needs study from the standpoint of many cooperative arrangements with other national sports organizations that were not in existence when the old rule was founded.

Briefly, then, the new era of leisure has tended to make sports participation a more democratic one; it has popularized many recreative sports that encourage life-long participation; it has developed sports on an international basis; it has added to the list of college sports; and it has made necessary new amateur rules to better govern this changed situation and the many continuing and cooperative arrangements with many more recently founded national sports organizations. The old rule was formulated for colleges only, with no anticipation of all these more extensive relationships, and so is narrow and insular and falls far short of meeting present day needs.

A third change is also in evidence which should affect the college attitude toward professionalism in sports. In the old days the few professional sports were looked down upon, and the professional athlete was associated with easy money and loose living. The college naturally discouraged its athletes from succumbing to the temptations of a questionable moral environment. Today, the situation is a far different one. Not only are there more athletic teams but there are many modern inventions, such as the sports page, the radio, and television, to say nothing of the automobile and night lighting, to make our present era a more sports-conscious one. As a result, there are many more opportunities for professional players; and many more opportunities for becoming paid instructors in sports. This means that professionalism in sports no longer has the same degree of social disapproval it once had. The standards of professional sport have risen as it has become a recognized money-making venture. Rigid living habits must be maintained to draw the large salaries that go to the champions. Sports have attained social standing as a vocation as well as an avocation.

So, whereas formerly society looked down on the athlete who gained a living from sport, now it recognizes sport as a new form of entertainment and places no stigma upon the athlete who changes his role from amateur to professional. Many of our physical education graduates are going to be professional athletes and we are going to take pride in them when they make good. The great Yankee pitcher, Vic Raschi, is a physical education student. Sonja Henie did not incur disapproval when she capitalized on her skating in the movies, nor did Esther Williams by her swimming. It is a recognized talent today to have athletic ability and to be paid for it the same as an artist in any other line would be.

A fourth argument that has been advanced against professionalism by college authorities is that a youth taking part in professional athletics either side-tracked himself temporarily or permanently from making progress in the chosen profession for which he had trained in college. Economically, therefore, the college considered that it had
lost on its investment; to wit, that the money that it had expended to
train a young man for engineering, journalism, law, or business, as the
case might be, was wasted. To a certain extent this may be true but
not nearly so much as previously, since the makeup of college teams
today is high in physical education students, to whom the fields of
health, physical education, athletics, recreation, safety, and camping
offer a permanent career. Thus considered, the athlete is gaining
valuable vocational experience while participating in sport, whether in
college or out. And, with sports and recreation taking on the nature of
big business as they have, there is room for permanency in administra­
tive relationships as well as being a player. From this standpoint a
change in the professional rule is needed in order to make it easier for
the playground leader, athletic official, sports instructor, and camp
counselor to keep from professionalizing himself in the summer while
engaging in remunerative activities that serve as an apprenticeship to
his vocation.

Fifthly, and lastly, we are faced with what appears to be the
actual crux of the situation. The colleges feel that they must protect
themselves against superior ability in competition. There is the some­
what valid objection that opponents, by playing in professional competi­
tion, would gain a superiority in playing abilities as compared with those
college athletes of their own who did not so engage.

This argument has a basic soundness in it, but strangely enough,
its worthiness is not sufficiently stressed. There is justice in keeping
an athlete who has achieved national prominence in some sport from later
going to college and taking part in that sport. It represents a case of
reaching the peak in athletic competition and then descending the ladder
of competition, whereas the normal order of achievement should be the
reverse. It would be manifestly un sporting, for example, for someone
who is the leading pitcher in the American or National League to return
to college, or for the national golf champion to later compete in col­
lege. The unfairness would be twofold: to the amateur player who there­
by would be deprived of winning college honors and to the opponent who
could not equally meet such pronounced skill. Herein lies a basis for
having a professional rule.

Is the present professional rule adequately meeting this special
situation? Definitely no! While it does bar the individual just
described, and rightfully so, it also bars the boy who plays with his
home town team on a Sunday—or who wins a golf club as a golf prize—or
who might be given an article of merchandise for winning a race in a
4th of July track meet. If the purpose is to keep a college athlete
from gaining additional experience in the summer vacation period, then
how about the college golf or tennis player who does not violate the
professional rule but who takes daily golf lessons from a high priced
"pro" throughout the summer? And how about the college swimmer who
attends a camp and receives regular lessons from a recognized coach of
champions? The present rule is invalid in these situations. It just
does not work fairly. And how about the Bowl football teams who appear in national broadcasts and receive gold watches for their presence? How can they be amateurs under the present rule?

Without doubt some rule is definitely needed, but it should be made clearcut and not be so seriously concerned with insignificant participations as is the case at present. There should be a rule that is so definite that it cannot be surreptitiously avoided; a rule so definite it does not take endless and undignified investigations to determine whether it has been violated. In baseball, for example, playing daily on a Class AA or A team would be proof of such superior ability as to warrant a professional status insofar as college participation was concerned. So, too, would be appearance in certain specified golf invitational meets where unusual ability is necessary to be a contender. If a player can win such a tournament, he clearly is too good to be descending to lower levels of competition. Should not that be the criterion, and not whether he has played occasionally in the summer and won insignificant awards? The solution would seem to lie in the recognition of certain achievement levels in sport as outranking the college level and barring or limiting the participation of those who have reached such levels; and, for practical college purposes, of disregarding all else. Simplify the problem—devise a workable solution for it—and simplify our athletic machinery as a result. Extend the freshman ruling possibly for those who have made minor violations of the amateur code; require two years of non-play instead of one.

Certainly in looking back on the old rigid professional rule, some of its punishments and restrictions now seem absurd. The old interpretation where a young boy taking some small sum of money for participation in a hometown athletic event was branded a professional for the rest of his life is unjustifiably harsh. The offense was minor but the punishment excessive. And why should receiving a reasonable amount of money or material award be considered such a contaminating experience? There has never been a sensible or sound explanation of this prejudiced point of view.

All in all, since many important changes in our way of living have taken place, there seems to be an urgent need that the whole matter of the amateur vs. professional in college sports should be restudied and, then, whatever restrictive regulations are set up should be clearly explainable, i.e., the reasons for their existence and their enforcement.

Summed up, the reasons for the present professional rule seem to be as follows:

1. To preserve an outmoded caste feeling in athletic competition.
2. To preserve an outmoded hierarchy of college sports.
3. To safeguard college boys from being attracted to an easy and dissolute environment of living.
4. To protect an investment in vocational preparation; to keep college boys from being sidetracked from their chosen vocation for which the college, at considerable expense, has prepared them.
5. To equalize college competition, by barring athletes with superior skill and experience.

Those have all been weighed in the previous discussion and found wanting with light of the athletic situation of today.

The solution to be a modernized rule needs careful study but a good start could be made by considering the following factors:

1. Be concerned with the athlete only while he is enrolled in school, and disregard his participation in sports during the short summer vacation. After all, an athlete's life is a short one, so why deprive a college boy of any vacation participation in sports.
2. Liberalize the present rule so that an athlete, who is a professional in one sport, is not necessarily a professional in all sports.
3. Liberalize the present rule so that a schoolboy athlete who has professionalized himself can be re-instatement within a certain specified period rather than be classed as a professional for the rest of his lifetime.
4. Work with other existing national and international sports associations for a fair and equitable modernization of the professional rule.
5. Set new and definite standards for athletic distinction beyond the college level. Consider that athletes who have won such higher distinction are superior to college competition and should be barred.

Why are we insistent on holding to the present rule? In certain cities there are statutes still in the books which make it a misdemeanor and punishable by fine to play baseball on Sunday. That sounds ridiculous to us, yet the present amateur code is just as much an outgrown conception—with this difference—our colleges are still trying to enforce it.

Source: Elmer D. Mitchell, Undated and unpublished article
The Outmoded Professional Ruling in College Sports. MPP.
APPENDIX D
DOCTORAL DISSERTATIONS COMPLETED


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