INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48108
TYSON, Forrest Clark, III, 1938-
A STUDY OF THE FACTORS AFFECTING THE GROWTH
OF YOUTH SOCCER IN SELECTED CITIES IN THE
UNITED STATES.

The Ohio State University, Ph.D., 1976
Education, physical

Xerox University Microfilms, Ann Arbor, Michigan 48106
A STUDY OF THE FACTORS AFFECTING THE GROWTH OF YOUTH SOCCER IN SELECTED CITIES IN THE UNITED STATES

DISSERTATION

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

By

Forrest Clark Tyson, B.S., M.S.

The Ohio State University
1976

Reading Committee:
Dr. Charles L. Mand, Adviser
Dr. Walter Ersing
Dr. Lewis Hess

Approved By

Adviser
Department of Physical Education
Dedicated to my wife Elizabeth,
son Matt, daughter Kim,
and my entire family
ACKNOWLEDGMENTS

The author has been actively involved with the sport of soccer for approximately 20 years. This involvement includes experiences as a player, coach, referee, administrator, and spectator. During the past ten years youth soccer programs have grown very rapidly in certain cities of the United States. Because of the writer's interest in this growth, an investigation into the factors affecting youth soccer was undertaken.

Information about the sport of soccer is needed, and must be made available to all those concerned with the game. It is hoped that this study will help promote a new interest among coaches, parents, officials, organizers, and players for the sport of soccer.

The writer is extremely grateful for the assistance of his dissertation committee, Dr. Charles L. Mand, committee chairman, Dr. Walter Ersing, and Dr. Lewis Hess, each of whom contributed valuable ideas, suggestions, and recommendations.

Appreciation is also expressed to all the individuals who provided information, without whose assistance this study could not have been completed. For financial assistance on the many expenses incidental to
the study, the writer is indebted to Intercollegiate Soccer Football Association whose grant helped defray some of the expenses.

F.C.T.
VITA

July 6, 1938  Born - Springfield, Massachusetts
1964  B.S., Springfield College
      Springfield, Massachusetts
1965  M.S., Springfield College
      Springfield, Massachusetts
1965 - 1969  Instructor, Coach, University of
             Illinois Chicago Circle Campus,
             Chicago, Illinois
1969 - 1971  Instructor, Coach, The Ohio State
             University, Columbus, Ohio
1971 -  Assistant Professor, Coach,
       Springfield College, Springfield,
       Massachusetts

PUBLICATIONS

"A Comparison of Knowledge Between High School and Col-
lege Players Relating to the Angle of Possibility When
Shooting at the Goal in Soccer." Unpublished Master's
Thesis, Springfield College, Springfield, Massachusetts,
1965.

"How to Use Key Men in Your Attack," The Coaching Clinic,
Prentice-Hall, Inc., Englewood Cliffs, New Jersey, August,
1968.

FIELDS OF STUDY

Major Field: Physical Education
            Coaching Soccer
            Coaching Golf
            Coaching Tennis
# TABLE OF CONTENTS

**LIST OF TABLES** ........................................

**LIST OF CHARTS** ........................................

**Chapter**

1. **INTRODUCTION** ........................................
   - THE PROBLEM ...........................................
   - Statement of the Problem .............................
   - Significance of the Study ............................
   - DEFINITION OF TERMS ...................................
   - LIMITATIONS OF THE STUDY ............................

2. **SUMMARY OF RELATED LITERATURE** ....................
   - INTRODUCTION ........................................
   - ORIGINS OF SOCCER ....................................
   - NATIONAL AND INTERNATIONAL ORGANIZATIONS .......
   - GROWTH OF SOCCER ....................................
   - ELEMENTS OF APPEAL ..................................
   - VALUES ................................................
   - PROSPECTS .............................................
   - YOUTH PROGRAM DEVELOPMENTS .......................
   - SUMMARY ..............................................

3. **PROCEDURE IN RESEARCH** ............................

Page

vi
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>37</td>
</tr>
<tr>
<td>SOURCE OF DATA</td>
<td>37</td>
</tr>
<tr>
<td>METHOD OF COLLECTING DATA</td>
<td>40</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>41</td>
</tr>
<tr>
<td>Interview</td>
<td>42</td>
</tr>
<tr>
<td>Supplementary Materials</td>
<td>43</td>
</tr>
<tr>
<td>Evaluative Instruments Employed</td>
<td>43</td>
</tr>
<tr>
<td>TREATMENT OF DATA</td>
<td>44</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>46</td>
</tr>
<tr>
<td>4. ANALYSIS OF DATA</td>
<td>47</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>47</td>
</tr>
<tr>
<td>SOCIOLOGICAL FACTORS</td>
<td>47</td>
</tr>
<tr>
<td>Effect of Sociological Factors on Youth Soccer Development</td>
<td>48</td>
</tr>
<tr>
<td>Positive Factors in Youth Soccer Development</td>
<td>52</td>
</tr>
<tr>
<td>Negative Factors in Youth Soccer Development</td>
<td>55</td>
</tr>
<tr>
<td>Factual Information</td>
<td>59</td>
</tr>
<tr>
<td>Summary</td>
<td>65</td>
</tr>
<tr>
<td>ORGANIZATIONAL FACTORS</td>
<td>66</td>
</tr>
<tr>
<td>Effect of Organizational Factors on Youth Soccer Development</td>
<td>66</td>
</tr>
<tr>
<td>Positive Factors in Youth Soccer Development</td>
<td>74</td>
</tr>
<tr>
<td>Negative Factors in Youth Soccer Development</td>
<td>77</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Factual Information</td>
<td>80</td>
</tr>
<tr>
<td>Personal Statements</td>
<td>85</td>
</tr>
<tr>
<td>Summary</td>
<td>92</td>
</tr>
<tr>
<td>GAME FACTORS</td>
<td>96</td>
</tr>
<tr>
<td>Effect of Game Factors on Youth Soccer Development</td>
<td>97</td>
</tr>
<tr>
<td>Positive Factors in Youth Soccer Development</td>
<td>100</td>
</tr>
<tr>
<td>Negative Factors in Youth Soccer Development</td>
<td>108</td>
</tr>
<tr>
<td>Factual Information</td>
<td>111</td>
</tr>
<tr>
<td>Personal Statements</td>
<td>114</td>
</tr>
<tr>
<td>Summary</td>
<td>116</td>
</tr>
<tr>
<td>PUBLICITY FACTORS</td>
<td>119</td>
</tr>
<tr>
<td>Effect of Publicity Factors on Youth Soccer Development</td>
<td>120</td>
</tr>
<tr>
<td>Positive Factors in Youth Soccer Development</td>
<td>123</td>
</tr>
<tr>
<td>Negative Factor in Youth Soccer Development</td>
<td>123</td>
</tr>
<tr>
<td>Factual Information</td>
<td>126</td>
</tr>
<tr>
<td>Personal Statements</td>
<td>126</td>
</tr>
<tr>
<td>Summary</td>
<td>127</td>
</tr>
<tr>
<td>SOCCER VERSUS THE ESTABLISHED SPORTS FACTORS</td>
<td>129</td>
</tr>
<tr>
<td>Effect of Youth Soccer Development</td>
<td>129</td>
</tr>
<tr>
<td>Positive Factors in Youth Soccer Development</td>
<td>132</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Negative Factors in Youth Soccer Development</td>
<td>135</td>
</tr>
<tr>
<td>Personal Statements</td>
<td>136</td>
</tr>
<tr>
<td>Summary</td>
<td>137</td>
</tr>
<tr>
<td>5. RECOMMENDATIONS</td>
<td>140</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>140</td>
</tr>
<tr>
<td>SOCIOLOGICAL FACTORS</td>
<td>140</td>
</tr>
<tr>
<td>ORGANIZATIONAL FACTORS</td>
<td>141</td>
</tr>
<tr>
<td>GAME FACTORS</td>
<td>142</td>
</tr>
<tr>
<td>PUBLICITY FACTORS</td>
<td>143</td>
</tr>
<tr>
<td>SOCCER VERSUS THE ESTABLISHED SPORTS FACTORS</td>
<td>144</td>
</tr>
<tr>
<td>ADDITIONAL RECOMMENDATIONS</td>
<td>144</td>
</tr>
<tr>
<td>6. SUMMARY AND CONCLUSIONS</td>
<td>147</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>147</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>147</td>
</tr>
<tr>
<td>MAJOR FINDINGS</td>
<td>148</td>
</tr>
<tr>
<td>SOCIOLOGICAL FACTORS</td>
<td>148</td>
</tr>
<tr>
<td>ORGANIZATIONAL FACTORS</td>
<td>149</td>
</tr>
<tr>
<td>GAME FACTORS</td>
<td>151</td>
</tr>
<tr>
<td>PUBLICITY FACTORS</td>
<td>152</td>
</tr>
<tr>
<td>SOCCER VERSUS THE ESTABLISHED SPORTS FACTORS</td>
<td>153</td>
</tr>
<tr>
<td>CONCLUSIONS</td>
<td>154</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>156</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>161</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Effect of Sociological Factors on Youth Soccer Development</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Positive Factors in Youth Soccer Development</td>
<td>54</td>
</tr>
<tr>
<td>3.</td>
<td>Negative Factors in Youth Soccer Development</td>
<td>57</td>
</tr>
<tr>
<td>4.</td>
<td>Effect of Organizational Factors on Youth Soccer Development</td>
<td>68</td>
</tr>
<tr>
<td>5.</td>
<td>Positive Factors in Youth Soccer Development</td>
<td>71</td>
</tr>
<tr>
<td>6.</td>
<td>Source of Youth Soccer Fields for Programs</td>
<td>73</td>
</tr>
<tr>
<td>7.</td>
<td>Positive Factors in Youth Soccer Development</td>
<td>76</td>
</tr>
<tr>
<td>8.</td>
<td>Negative Factors in Youth Soccer Development</td>
<td>79</td>
</tr>
<tr>
<td>9.</td>
<td>Effect of Game Factors on Youth Soccer Development</td>
<td>99</td>
</tr>
<tr>
<td>10.</td>
<td>Significant Factors in Youth Soccer Development</td>
<td>102</td>
</tr>
<tr>
<td>11.</td>
<td>Positive Factors in Youth Soccer Development</td>
<td>104</td>
</tr>
<tr>
<td>12.</td>
<td>Positive Factors in Youth Soccer Development</td>
<td>107</td>
</tr>
<tr>
<td>13.</td>
<td>Negative Factors in Youth Soccer Development</td>
<td>110</td>
</tr>
<tr>
<td>14.</td>
<td>Effect of Publicity Factors on Youth Soccer Development</td>
<td>122</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>15. Positive and Negative Factors on Youth Soccer Development</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>16. Effect of Youth Soccer in Relationship to Other Levels of Soccer</td>
<td>131</td>
<td></td>
</tr>
<tr>
<td>17. Positive and Negative Factors in Youth Soccer Development</td>
<td>134</td>
<td></td>
</tr>
<tr>
<td>Chart</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>1.</td>
<td>SOCIOLOGICAL FACTORS (Effect of Sociological Factors on Youth Soccer Development)</td>
<td>49</td>
</tr>
<tr>
<td>2.</td>
<td>SOCIOLOGICAL FACTORS (Positive Factors in Youth Soccer Development)</td>
<td>53</td>
</tr>
<tr>
<td>3.</td>
<td>SOCIOLOGICAL FACTORS (Negative Factors in Youth Soccer Development)</td>
<td>56</td>
</tr>
<tr>
<td>4.</td>
<td>SOCIOLOGICAL FACTORS (Starting and Finishing Age; Minimum and Maximum Family Income)</td>
<td>60</td>
</tr>
<tr>
<td>5.</td>
<td>SOCIOLOGICAL FACTORS (A Comparison of Youth Soccer to Other Youth Programs in Individual Cities)</td>
<td>62</td>
</tr>
<tr>
<td>6.</td>
<td>SOCIOLOGICAL FACTORS (Past Ten Year and Five Year Image of Youth Soccer)</td>
<td>64</td>
</tr>
<tr>
<td>7.</td>
<td>ORGANIZATIONAL FACTORS (Effect of Personnel on Youth Soccer Development)</td>
<td>67</td>
</tr>
<tr>
<td>8.</td>
<td>ORGANIZATIONAL FACTORS (Positive Factors in Youth Soccer Development: Awards and Finances)</td>
<td>70</td>
</tr>
<tr>
<td>9.</td>
<td>ORGANIZATIONAL FACTORS (Source of Youth Soccer Fields for Programs)</td>
<td>72</td>
</tr>
<tr>
<td>10.</td>
<td>ORGANIZATIONAL FACTORS (Positive Factors in Youth Soccer Development)</td>
<td>75</td>
</tr>
<tr>
<td>11.</td>
<td>ORGANIZATIONAL FACTORS (Negative Factors in Youth Soccer Development)</td>
<td>78</td>
</tr>
<tr>
<td>Chart</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>12.</td>
<td>ORGANIZATIONAL FACTORS (Factual Information of Youth Soccer Programs)</td>
<td>81</td>
</tr>
<tr>
<td>13.</td>
<td>ORGANIZATIONAL FACTORS (Responsibility for Equipment)</td>
<td>84</td>
</tr>
<tr>
<td>14.</td>
<td>ORGANIZATIONAL FACTORS (Personal Statements on Individual Programs)</td>
<td>86</td>
</tr>
<tr>
<td>15.</td>
<td>GAME FACTORS (Effect of Game Factors on Youth Soccer Development)</td>
<td>98</td>
</tr>
<tr>
<td>16.</td>
<td>GAME FACTORS (Significant Factors in Youth Soccer Development)</td>
<td>101</td>
</tr>
<tr>
<td>17.</td>
<td>GAME FACTORS (Positive Factors in Youth Soccer Development)</td>
<td>103</td>
</tr>
<tr>
<td>18.</td>
<td>GAME FACTORS (Positive Factors in Youth Soccer Development)</td>
<td>106</td>
</tr>
<tr>
<td>19.</td>
<td>GAME FACTORS (Negative Factors in Youth Soccer Development)</td>
<td>109</td>
</tr>
<tr>
<td>20.</td>
<td>GAME FACTORS (Factual Information of Youth Soccer Programs)</td>
<td>112</td>
</tr>
<tr>
<td>21.</td>
<td>PUBLICITY FACTORS (Effect of and Support from Publicity Factors on Youth Soccer Development)</td>
<td>121</td>
</tr>
<tr>
<td>22.</td>
<td>PUBLICITY FACTORS (Positive and Negative Factors on Youth Soccer Development)</td>
<td>124</td>
</tr>
<tr>
<td>23.</td>
<td>SOCCER VERSUS THE ESTABLISHED SPORTS (Effect of Youth Soccer in Relationship to Other Levels of Soccer)</td>
<td>130</td>
</tr>
<tr>
<td>24.</td>
<td>SOCCER VERSUS THE ESTABLISHED SPORTS (Positive and Negative Factors in Youth Soccer Development)</td>
<td>133</td>
</tr>
</tbody>
</table>
Chapter 1

INTRODUCTION
Chapter 1

INTRODUCTION

"In America, sport seems to symbolize the American way almost as much as a hamburger or the Statue of Liberty."¹ This phrase seems to characterize the American population as a sports minded nation. Why are sports important to national character? According to Dr. Reuben Frost,

Games and contests furnish opportunities for self-discovery, self-expression, self-acceptance, and self-discipline. In sport the circumstances of birth, color, race, and creed are transcended by performance and by deed.

He continued by stating,

The achievement of such outcomes requires effective leadership, appropriate activities, good organization, and sound policies.²

The game of soccer, or football to the rest of the world, is generally accepted as the most popular,


largest spectator, and national sport of more nations than any other team sport in the world. What significance does the sport of soccer have in its appeal? According to Koppett, "It is the most widely played, best attended, most intently followed team game in the world." In what is probably the most significant research project undertaken into the problems of soccer in America, Arthur D. Little, a noted Boston market research firm, stated, "Soccer is the most popular team participant and spectator sport in the world today." "Soccer attracts the biggest admission-paying sports audience in the world." It has often been said that the sun never sets on a game of soccer, so widely has it spread and conquered. Soccer rules are simple, having become internationalized, so games can be played even when teams and officials do not understand each other's language.

---


In the United States, however, soccer has developed slowly. It is interesting to speculate about the factors behind the reluctant acceptance of soccer in America. According to Koppett,

American children do not universally play soccer, and their interest goes to the home-grown promotion of baseball, basketball and football. Millions of Americans do play soccer, but not nearly enough to approach the audience base the other three games command.6

John Allen answered the previous question when he stated, "People who are going to like a game and take it into their lives have got to have something to talk about."7 It is difficult to find an article about soccer on the sport page, and still more difficult to know a league, team or even a player from the exposure soccer receives in America.

Because Americans are so hand orientated in most of our sports, the game of soccer has limited action with the feet, head and body according to some observers. Mr. H. V. Porter, Secretary of the National Federation of State High School Athletic Associations, said, "It's hard to interest American kids in a sport in which they can't use their hands."8

---

6Koppett, op. cit., p. 194.
7Allen, op. cit., p. 12.
8Keith, op. cit., p. 265.
Yet growth in soccer seems to be occurring in selected cities of the United States. What factors have caused this growth? One factor that might be a clue is described by an English team manager who said:

Soccer must not try to attack bigtime American football, baseball, or ice hockey. It will only begin to make ground when it has converted the kid on the street corner who now stands there with a baseball glove and a ball.9

Another means, to increase the popularity of soccer, revolves around the improved image of a professional player. This identification has occurred with a native-born soccer star, Kyle Rote, Jr., who became an idol to millions of Americans in 1974 when he won national attention on television in the ABC Superstars competition. There are other areas of the country where youths identify with professional players developed in youth leagues, high schools, colleges, and professional teams.

This growth in interest in soccer is tied to the development of youth soccer programs across the country. A recent Gallup poll, 1972, indicated people were watching high school and college soccer games more frequently. People were asked which sports they had personally attended during the year, and soccer

spectators ranked fifth with 13 percent. In 1959, only 1 percent named soccer as their favorite sport, which indicates quite an increase in the growth of soccer as a spectator sport.\(^{10}\)

Commenting on the growth of soccer, a newspaper article titled "Soccer Gets Firm Grip on U.S. Fans," stated that "... the sport has gained a firm foothold in the country and is growing at a pace which surprises even those who have helped foster it."\(^{11}\)

In its development, soccer has been identified with clubs, schools, colleges and professional leagues in the United States. The foundation of these programs has increasingly come from youth soccer in the past ten years.

The youth who participate in soccer accept the sport for its numerous values. Some of these include: a vigorous activity promoting fitness; a unique activity which is not dependent on size and weight of the participant; an activity which keeps injuries to a minimum; a sport operated on low cost; the type of activity that promotes physiological, psychological, and


sociological objectives; and a game that is fun to play.

The purpose of youth soccer is to get small groups of youngsters, adults, and organizations in a particular area interested in developing a program. This can be accomplished by examining the local neighborhood, school, church, Boy's Club, Y.M.C.A., Catholic Youth Organization, or similar institutions to see if players are interested and available. The start might come from youths kicking a ball in a vacant lot, or from an established organization adopting soccer as one of its activities. When the interest develops into a team, and teams develop into a league, the idea of youths participating in youth soccer has been accomplished.

THE PROBLEM

Statement of the Problem

The problem of this study is to investigate the factors associated with the growth of youth soccer in selected cities in the United States.

Significance of the Study

The development of youth soccer programs across the country in the past ten years has been phenomenal. Many individuals who knew or cared little about soccer have become intently involved in promoting the sport
through youth programs.

The main purpose of this study is to examine the factors which have promoted such rapid growth of youth soccer in selected areas of the country. The factors contributing to growth are organized for investigation in the following categories: Sociological, Organizational, Game, Publicity, and Soccer Versus the Established Sports.

The study should provide valuable knowledge about the operation of youth soccer programs in the cities investigated. This information should be helpful for any person interested in developing soccer in their own community. The writer also believes this study will help areas of the country develop programs based on standards and guides collected from individuals and cities which have successful programs.

DEFINITION OF TERMS

**Effect**
Anything brought about by a cause or agent; result; influence or action on something.

**Ethnic**
An individual born outside the United States who migrated to this country and now lives here.
**European**

Any individual or influence associated with another country or continent outside the United States.

**F.I.F.A.**

Fédération Internationale de Football Association. Founded May 21, 1904. The international governing body of the sport of soccer–football. Sets up international playing rules, and helps govern all international matches, runs the World Cup tournament.

**I.S.F.A.**


**N.A.S.L.**

North American Soccer League. One of the top professional leagues operating in the United States from coast to coast. Started in 1968.

**N.S.C.A.A.**

National Soccer Coaches Association of America. The major organization for soccer coaches on the secondary and college level in the United States. Founded in 1941.
U.S.S.F.


United States Youth Soccer Association

Developed and coordinated for a national approach to work with the growth of youth soccer in the United States. Formed in 1973, and is associated with U.S.S.F.

Youth Participant

Includes the ages from 8 - 18.

LIMITATIONS OF THE STUDY

For this study the following limitations were established:

1. The study is limited to 14 selected cities in the United States which have established youth soccer programs.

2. The study is limited to 15 selected individuals who have helped develop, control, direct, or are responsible for the functioning of youth soccer programs in the selected cities.
3. The study is limited to the use of a questionnaire, an interview technique on the telephone, and supplementary information received from the 15 individuals.

4. This study is limited to the opinions and estimates of those interviewed, and allowances for bias in response to questions will not be interpreted.

5. This study is limited to the working relationship established between the writer and the 15 individuals interviewed.
Chapter 2

SUMMARY OF RELATED LITERATURE
Chapter 2

SUMMARY OF RELATED LITERATURE

INTRODUCTION

The history and development of soccer has been researched, recorded and discussed for centuries. The purpose of this chapter is to examine the areas associated with: Origins of Soccer; National and International Organizations; Growth of the Game in the United States; Elements of Appeal; Values; Future Prospects; and Youth Program Developments. The writer has examined all literature and research that could be discovered as pertinent to these areas. It is not all-inclusive, but develops a picture which should give an idea about the growth of soccer in the United States.

ORIGINS OF SOCCER

The exact origin of soccer is unknown and difficult to trace, since the game was not invented as such, but was developed through many centuries. A probable beginning was the Roman game called 'Harpastum,' a military sport in which a ball was advanced primarily by kicking.12

This beginning of soccer has been described in numerous references: Allen,\textsuperscript{13} Smits,\textsuperscript{14} Kane,\textsuperscript{15} and Baptista,\textsuperscript{16} to mention a few, all relate similar paragraphs on the ancient development of soccer.

It is interesting to note that the development of the game and the history of the sport have been influenced by nobility and commoner alike. The game has gone through various names, "Episkyros," "Tsu Chu," "Kemari," "Calcio," "Harpaston," "Harpastum," and is now commonly called Association Football. This last title is accepted everywhere in the world except in America, where "football" actually means "soccer." The shorter name of Association Football, "soccer," originated from players wearing socks in the leagues of England.\textsuperscript{17}

The Romans carried the game of "Harpastum" to the British Isles, where it found a permanent home. As

\textsuperscript{13}Allen, \textit{op. cit.}


\textsuperscript{17}, \textit{The Naval Aviation Training Manual - Soccer} (Annapolis, Maryland: The United States Naval Institute, 1943), p. 5.
history reveals its never ending course, soccer found its way to America. Robert A. Moore described its arrival in America when he said, "England was the great exporter of sports for the fun of it to Europe and the United States. . ." "... soccer got its impetus from England and was carried to the colonial world like the stiff upper lip, gin, and pounds Sterling." Soccer originally came to America with the English colonists who settled along the Atlantic coast. According to Robert Baptista,

"Early American soccer was described as a very rough no-holds-barred type of activity, just as its English counterpart. It was banned in various areas during the colonial period."

The game, as we think of it today, really started functioning in the 1820's and 1830's in England and some eastern colleges and universities.

Soccer as we know it today did not take form until around 1800 and was still held in low esteem until the period of "muscular Christianity" came to England in the 1850's. Then the status-saturated public schools (in America known as "private") took soccer off the streets, and aided and abetted by the prestigious universities Oxford and Cambridge, drew up rules and made the game manly,

---


19 Baptista, op. cit., p. 18.
respectable, and quite, quite proper. And the common man still loved it.20

Collegiate records show that soccer was played in American colleges as early as 1830, although it was 1860 before it was played with much regularity under uniform rules.21

NATIONAL AND INTERNATIONAL ORGANIZATIONS

There are also indications that during the 19th century some organization was introduced to the sport. An example of this organization was the start of the American Football Association - for soccer - in 1884 in Newark, New Jersey.22 This organization was later combined with a second group and re-named the United States Football Association in 1914.23 The United States Football Association was recognized by F.I.F.A. as the governing body of soccer in the United States.

From 1914 on this is the organization that has controlled both amateur soccer and professional soccer in the United States, the only change being to insert soccer into the name in deference to the national feeling that football is something not played with the feet.24

The addition of "soccer" into the title caused the organization to be re-named United States Soccer Football

20Smits, op. cit., p. 41.
21Shaw, op. cit., p. 145.
22Smits, op. cit., p. 50.
23Ibid.
24Ibid., p. 51.
Association in 1945. Still another change in title occurred on January 1, 1974, and this organization is currently called the United States Soccer Federation.

Modern soccer is organized at the international level by the world governing body, Federation Internationale de Football Association (F.I.F.A.). F.I.F.A. was founded in 1904 with seven members and today contains over 143 member countries. This figure represents more countries than belong to the United Nations. "Together with the international Olympic Committee, F.I.F.A. is the largest and most successful sports organization in the world." On the international scene, F.I.F.A. recognizes U.S.S.F. and its control of amateur and professional soccer in the United States.

25 Ibid., p. 3.
28 Allen, op. cit., p. 120.
GROWTH OF SOCCER

One interesting factor in the growth and development of British soccer came from the public schools of the 19th century. Youngsters grew up with the game and supported its success as a national and international sport. A close parallel can be drawn to Boston, Massachusetts, and the prominence of soccer since the early 1860's when the boys of the high schools of Boston engaged in competitive play on the Boston Common Parade Ground.

The Industrial Revolution of the post Civil War years in the last half of the nineteenth century brought many newcomers to these shores from the soccer playing countries of Europe. With this influx of ready made players the game began to emerge as the sport of the working man in the textile, shipbuilding and mining centers of Eastern United States.

The growth and expansion of amateur soccer from the Eastern Coast and New England area to St. Louis, Chicago, Detroit, Cincinnati, Cleveland, Denver, and San

---

29 Kane, op. cit., p. 14.
30 Peterson, op. cit., p. 13.
31 Ibid.
Francisco started during the late 1880's. Later German and English immigrants would play a major role in the growth of the sport. College soccer was being played on several eastern campuses. "In 1869 Rutgers, still playing football of the soccer vintage, met Princeton in the first U.S. collegiate game." This contest, and others, led to the organization of the Inter-Collegiate Soccer League in 1906.

Mr. Basil Kane listed some additional significant aspects of soccer history in the United States when he summarized as follows:

In 1883 the Pullman Railroad Car Company of Chicago had its own soccer field and a few years later Chicago had its own league, appropriately called the Chicago Soccer League.

In 1886 the St. Louis Football Association was founded and four years later the Kenningtons, a team comprising all local boys, won the city title. It is interesting to note that St. Louis has continued throughout the years to be the leader of home-grown talent in the U.S., and is probably the best soccer city in the U.S.

In 1887 the New England Football Association was organized to assume control of the flourishing game in that area. Following New England's lead many city and state leagues and associations were

\[32\text{Smits, op. cit., p. 50.}\]
\[33\text{Kane, op. cit., p. 14.}\]
\[34\text{Baptista, op. cit., p. 68.}\]
formed in the years around the turn of the century, giving soccer in the U.S. its first regulating bodies and hard-working missionaries.  

During the 1920's, although the sport was still only popular in specific areas, a team of professionals were organized and represented the United States in the first World Cup competition in Montevideo, Uruguay. The team finished third, but received very little recognition back home. A period of years followed this venture into international competition, and they were not bright years for soccer in this country. However, a spark of enthusiasm for American soccer fortunes developed in 1950. An American team, recruited from the best players in leagues from St. Louis, Chicago, New York City, Philadelphia, Fall River, Massachusetts, and Pittsburgh, to the surprise of the soccer world, defeated England in the World Cup preliminaries in Brazil by the score of 1 - 0. This game was taken lightly by the English players, but the Americans, led by Joseph Gaetjens, Frank Borghi, John and Ed Souza, and two current successful college coaches, Walter Barr (Penn. State

35 Kane, op. cit., p. 15.
36 Smits, op. cit., p. 52.
37 Ibid.
Univ.) and Harry Keough (St. Louis Univ.), scored just before half-time and played solid defense to preserve our greatest international victory. 38

The spirit of soccer was enlightened in 1960 when Mr. William Cox, a sports promoter, brought several first class international teams to New York City and started the International Soccer League. This venture was short lived, for it did not get the support needed to make a financial success. Several other attractions appeared on the scene during this time including appearances of "Pele," the king of soccer from Brazil, and some top professional teams. These teams mostly appealed to the ethnic groups in the cities where they played, and did little to impress the American public. 39

Bradley and Toye described the next important development in soccer in this country when they stated:

This situation continued until 1967, when the first real attempt was made to popularize soccer in America outside the ethnic circles and the rather limited school play. But the early problem of professional soccer in the United States was that before a ball was kicked there was a war between the leagues. We know that it is traditional in this country for two leagues to grow up and have battles with each other before they eventually merge. But in soccer, we started with a game that was not known to the American public and here were

38 Ibid., p. 53.
39 Ibid., p. 54.
two leagues fighting for the right to attract a small number of spectators. 40

The two leagues, the National Professional Soccer League and the United Soccer Association, battled each other for twelve months and both sides took tremendous losses before they merged in January, 1968 as the North American Soccer League. It is interesting to note that this league, North American Soccer League, started its first draft of college players in 1972. 41

This development is encouraging for amateur players in the youth leagues. The NASL has set new attendance records for the 1974 season. 42 Its exposure is growing with expansion to additional cities in the United States. One highly significant report from the NASL office stated that a contract had been signed with a professional agency to develop more media coverage for the sport of soccer. 43

Youth soccer is growing in certain areas of the country. According to Schmid, McKeon and Schmid,


41Ibid., p. 196.


At present, soccer is one of the fastest growing organized sports in the American schools. It has shown both longitudinal and vertical growth, from the old entrenched high schools and colleges of the East and Mid-Atlantic states, longitudinally into the far reaches of the Mid-West, South, and Far-West, and vertically into junior high schools, the little leagues, and the youth leagues of many communities.\textsuperscript{44}

This past statement was supported by Basil Kane when he stated,

The growth of organized soccer among American boys under 21 in the last decade is unprecedented in American sports history. In 1958 less than 800 high schools played the game as compared with 1700 in 1968.\textsuperscript{45}

This figure has increased to around 2500 high schools in 1972. The support of youth soccer in little leagues and park and recreation programs has increased tremendously during the past five years. In Denver, 5,000 boys enrolled in a city-wide league; in Chicago, 120 juvenile teams have been formed since 1965; in St. Louis, over 12,000 boys are officially registered for league play; and in Atlanta, over 20,000 youngsters attended soccer clinics in a single year. On the state


\textsuperscript{45}Basil Kane, \textit{op. cit.}, p. 71.
level, many have formed youth state associations.\textsuperscript{46} According to a survey conducted by the United States Soccer Federation, over 22,000 youths are playing soccer in the states of New York and Washington, 20,000 in Texas, 7,000 in Colorado, and 3,000 in New Jersey. An estimated 250,000 boys are playing amateur youth soccer nationally of which over half are affiliated with the U.S.S.F.\textsuperscript{47} While these figures are impressive when compared to the past, they are still low when compared to other youth sports programs. The significant trend is the increase each year in numbers of participants and organized leagues.

Mr. Donald Greer, Youth Commissioner for Northern California, feels a National Program must be formed for youth soccer. This association would be made up of all the youth groups that we have in the country today. There is strong support for this proposal from many individuals working with youth soccer programs. It is easier to identify with some type of a national organization when publicity, sociological and organizational factors, and objectives are centralized into

\textsuperscript{46}\textit{Ibid.}, p. 73.

one operational structure.

Realizing the key to successful growth lies with the development of soccer opportunities for youth and the formalized, coordinated national approach in which this growth is conducted, the U.S.S.F. formed in 1973 a United States Youth Soccer Association. This was the outcome of the survey conducted by Donald Greer, and he was appointed the first National Commissioner. He set up four regional meetings in the cities of San Francisco, Dallas, Chicago and New York, in order to obtain the ideas from youth organizers in every state across the nation.48

The U.S.S.F. is attempting to provide national uniformity somewhat similar to Pop Warner Football or Little League Baseball, for forming the U.S. Youth Soccer Association.49

Many problems have been encountered by those who have tried to run soccer teams. "The ethnic-group dominated sport of the past is thriving on new enthusiasm from many organizations and individuals from across the nation."50 "We must get down to the grass roots of our youth and give them a program in soccer they can

48 Ibid., p. 21.
49 Ibid., p. 24.
50 Basil Kane, op. cit., p. 73.
identify with, grow with, and accept with pride."\textsuperscript{51}

\section*{ELEMENTS OF APPEAL}

What significance does the sport of soccer have in its appeal?

Soccer is well adapted to both sexes because it can be played fairly well the first time it is attempted. It develops such qualities as coordination, speed, endurance, strength, good spirit, self-control, sportsmanship, and sociability.\textsuperscript{52}

"The sustained pace of the game with few time-outs promotes endurance and vigor and total body conditioning."\textsuperscript{53} Once again, the Little study pointed out that many persons participate in soccer because:

Soccer opens up the opportunity for others to participate in the athletic program who would otherwise be eliminated because of small size or weight. . . . Soccer has action. . . . roughness. . . . beauty . . . everything. . . .\textsuperscript{54}

Mr. Donald Y. Yonker, editor of the \textit{Soccer Journal}, points out that,

A soccer team has no specialists, and thus engenders a spirit of unity and cooperation easily recognized by the player and coach. Each player

\textsuperscript{51}Keith, \textit{op. cit.}, p. 265.


\textsuperscript{53}Keith, \textit{op. cit.}, p. 249.

\textsuperscript{54}Martin Kane, "The True Football Gets Its Big Chance," \textit{Sports Illustrated} (March 27, 1967), p. 28.
can, momentarily, by the run of the ball, become leader of his team, master of the situation, faced with a problem which will be valuable in its solving, or in its failure to be solved.  

VALUES

There are numerous sources that list the values of soccer, yet the American public has not accepted soccer on any real scale. One solution, that might be a stepping stone, is quoted from an English team manager who said recently:

Soccer must not try to attack big-time American football, baseball, or ice hockey. It will only begin to make ground when it has converted the kid on the street corner who now stands there with a baseball glove and a ball.  

That, then, must be soccer's first major target.

What are some of the values of soccer? According to Bradley and Toye,

Soccer has gained impetus because it is a simple game. Simple in that it is easy to understand, easy to organize into leagues. The rules of the game are not difficult to follow. The equipment is inexpensive and minimal. All that is needed is a level field, a pair of shorts, a T-shirt, a ball, a pair of sneakers, and the game is on. And any boy, or any one, for that matter, can play.  

They continued by saying:

55 Keith, op. cit., p. 250.
56 Allen, op. cit., p. 193.
57 Bradley and Toye, op. cit., p. 6.
You'll see tall guys and short guys standing side by side, and heavy guys and skinny guys – and they all meet on equal terms.

The lesson is obvious – any boy of any shape or size can play soccer, can enjoy soccer, and can progress in soccer according to his desire and ability. One thing that all the players do have in common, though, is that they are in top physical condition.58

Bailey and Teller stated that the values of soccer are:

In addition to the fun of playing, which is, of course, an important value, other values accrue to the soccer player. These values are both tangible and intangible. The former are those easily measured gains in physical fitness: greater endurance, increased strength and power, and improved coordination. The intangible values may be identified as changes in attitude that result from the cooperation and consideration of others that a team endeavor requires.59

DiClemente stated that he felt the values of soccer were:

Soccer can be played by boys of all ages and all sizes, and it offers each player the satisfaction of playing individually and together with other boys. Soccer is a game of limited and controlled bodily contact, but enough to fire a boy with the great desire to be better than those he is playing against. Soccer is a game that can be adapted to either sex, and regardless of how vigorously it is played, the chances of injury are very small. It is a game that does not demand brute

58 Ibid., p. 7.

The game of soccer brings out and develops many fine qualities in a boy. It is a game which, when played right, demands high standards of physical and mental alertness. It demands and develops stamina, co-ordination, agility, speed, courage, determination, initiative, resourcefulness and many other basic qualities.

Swan and Schinto stated some of the values of a school soccer program as: "physical fitness, mental fitness, low injury rate, and unduplicated participation."

In a statement by Captain James A. Lovell, USN (Ret.) and Consultant to the President on Physical Fitness and Sports, he presented the official position of the President's Council on Physical Fitness and Sports, Soccer: A Priority Sport. This statement is important to soccer, and lists the following values of soccer:

"... soccer may be one of the best all-around activities for the development of physical fitness, sportsmanship, teamwork, and all the other intrinsic values of sports competition."

---

61 Ibid., p. 6.
PROSPECTS

What the sport needs to grow is summarized by a marketing class of M.B.A. students at Babson College, Massachusetts. The conclusion stated that "predisposition is the key." This class suggested the following points must be initiated: 1. The sport must be interesting and exciting; 2. The sport must have stars with whom people can identify; 3. There must be a large body of people with an interest in the game; and 4. People like their sport to be something that is part of their life.

According to a statement by Basil Kane, "Soccer must have the active participation of the spectator." He concludes that the spectator must learn: history of the sport, basic fundamentals, rules, players, and the strategy of the sport.

Bradley and Toye state that,

The most encouraging factor is the enthusiasm of the native-born Americans and the increasing number of young people who are playing

---

65 Ibid.
66 Basil Kane, op. cit., p. 9.
67 Ibid.
the game. American boys from age six and up are playing soccer in typical community-oriented leagues across the country: their fathers and mothers are totally involved in organizing, running, and coaching these leagues. 68

They conclude with the following paragraph:

With the recent development in American soccer a boy of seven, thanks to the various youth programs and great interest in high schools and colleges, can now look to fourteen years of pleasure in the sport. Soccer is the New game for the New generation - of every size, shape, race, color, creed, or sex, in every part of every land in the world. 69

Mr. Basil Kane suggests some prerequisites that must be fulfilled if interest in soccer is to reach national proportions:

1. Youth must participate;
2. A large body of professional administrators must be developed;
3. A strong nation-wide pro league must be established;
4. The pro league must give financial support to the amateurs;
5. Coaching must develop more competence. 70

He concluded that, "For the first time in the 80 years of organized American soccer every one of these conditions is being satisfied." 71

DiClemente suggests that in the last ten years,

Soccer has grown more in stature than in the combined ninety-five years of its existence in the

68 Bradley and Toye, op. cit., p. 5.
69 Ibid., p. 196.
70 Kane, op. cit., p. 71.
71 Ibid.
United States. The most important contributing factor is that more young men in the field of athletics, who know and love the game because of actually playing it, are coaching and working on committees in the promotion of the sport.72

Allen's summary of soccer in the next ten years in the United States is interesting. He suggests that,

They will require enlightened thinking by administrators; they will demand higher standards still from coaches and players; they must generate a warmer welcome at the game for all the family.73

**YOUTH PROGRAM DEVELOPMENTS**

An examination of the literature and research on the development of youth soccer revealed limited information. In a study conducted by Schmalz, he pointed out that the most common age or school level for an American trained player to first learn soccer skills was in high school. The Mid-East, Mid-West, and Far-West areas showed an earlier mean age for the learning of soccer skills than other areas of the United States.74 Schmalz was able to show certain soccer growth patterns

72 DiClemente, op. cit., p. 3.
73 Allen, op. cit., p. 196.
which indicated:

From the loosely organized club team, made up mostly of foreign players, to the more disciplined varsity squad (mostly American players).

The lack of skilled American players seemed to be the most limiting factor to the growth of intercollegiate soccer in this country.

In areas where extensive and active youth and high school soccer programs produced experienced players, there was a corresponding increase in the number of area colleges sponsoring the sport. 75

Conly also did an investigation on intercollegiate soccer and found that the longer a soccer program is in operation, the greater the number of Americans participating. Areas that have established soccer programs, attract more American players. Conly summarized the trend of youth playing soccer by stating, "The more established soccer becomes, the more American students play." 76

Achiugo investigated the various methods used to promote soccer in high schools, colleges and universities. He found that soccer is not promoted to any extent on the high school level, but seems to be more available on the college and university level for

---

75 Ibid., p. 39.

students. He recommended that the promotion of soccer on the high school level include more emphasis on interscholastic competition, intramural competition, and teacher interest. At the college and university level, more emphasis is needed on intercollegiate competition, teacher interest, and skill courses.  

Baptista, as previously mentioned, did a study which traced the history of intercollegiate soccer through 1959. His study showed that in the late 1950's the caliber of American trained players improved and helped cause a tremendous growth in college soccer in the 1960's.

George Barclay also did an investigation into the development and conduct of soccer. His study was one of the first attempts to examine the growth of soccer in the United States.

There are limited studies that relate information about other youth leagues and organizations. One

---


78 Baptista, op. cit.

such study, by Seymour, examined the sport of Little League Baseball. This study provided great detail regarding the organization of Little League Baseball and examined certain behavior characteristics of participants and non-participants. Another report, by Holman, examined the operation of a Little League program in a particular city, Fresno, California. Additional reports and studies have been investigated on Little League Baseball, but do not add any significance to this study.

Steitz, in a study about baseball knowledge, stated that the various youth leagues would do well to seek the services of those who have been exposed to professional instruction, rather than the average individual, who in most cases is interested in the sport, but really not knowledgeable about the game. He also concluded that the strength of any youth program is in the local leadership, particularly the coaches and managers. He stated, "The more professionally

---


81 Howard B. Holman, "A Study of Little League Baseball in Operation, 1951," (Recreation Department, Fresno, California, 1951).
educated people involved and associated with the youth programs, the greater will be the leadership and instruction imparted to the youth in these programs." 82

"It is possible that with more knowledgeable fans, both male and female, a common family interest in the game of baseball might develop." 83

Lloyd Shearer noted, in regards to Little League Baseball, "Little League has become a near-basic ingredient on American life . . . bringing youngsters and families closer together." 84 An interesting point about baseball fans came from Peter Von Zahn, German-born historian, news correspondent, and author. He stated that Americans seem to show the urge to measure, calculate and compare athletic performance. The fans are descendants of immigrants who broke their ties with the "Old World" and sought groups with whom to identify. 85


83 Ibid., p. 5.


Additional developments in baseball were investigated by McConnell and Turkin and Thompson, and these two sources related the importance of managers, coaches, players and parents. One note taken from McConnell stated,

"It was Herbert Hoover who observed that team sports are the greatest training in morals, second only to religious faith, and one of the greatest stimulants of constructive joy in the world." Hoover also stated, "Baseball for boys, properly conducted, becomes an enjoyable experience for all concerned, an asset and an inspiration to the community in which it is played."

**SUMMARY**

The origin of soccer is not clear, but developed from several influential factors: military, politics, and different economic and social groups. Findings show there is a definite organizational structure in soccer throughout the world, and

---


88 McConnell, *op. cit.*, p. 3.

89 Ibid., p. 11.
in the United States.

The growth and development of soccer in the United States shows some fairly well traced history in certain areas of the country.

In appeal, soccer is starting to attract both male and female participants. Additionally, parents are getting involved along with communities.

There is considerable commentary about the values of soccer which is basically positive.

The future prospects of soccer seem to be based on active participation by players, parents, and organizers fostering the game. The development of native-born American leadership is extremely important.

This review discovered that there is not much evidence available about what factors contribute to the development of youth soccer in certain areas. Some investigation into Little League Baseball, Pop Warner Football, and other youth programs revealed no concrete research has been conducted comparing different sports programs.
Chapter 3

PROCEDURE IN RESEARCH
Chapter 3

PROCEDURE IN RESEARCH

INTRODUCTION

This chapter will describe the youth programs selected for study, the methods of collecting data, the questionnaire, the interview, and supplementary materials. Also, the evaluative instruments will be discussed, and the treatment of the data will be explained.

SOURCE OF DATA

The source of data that were used in this study came from 15 individuals in 14 selected cities in 4 regions of the United States. It is believed that the individuals and cities selected represent a cross section of established youth soccer programs in the country.

The means of selecting the data for this study were two-fold: first, selecting cities that had established youth soccer programs; and second, selecting individuals who were either responsible for or director of those programs.
A jury of three persons provided a list of approximately 30 individuals and cities, who were associated with youth soccer across the country.

The jury consisted of:

1. Mr. Ted Howard, Administrative Assistant for the North American Soccer League. Mr. Howard is responsible for compiling and mailing the N.A.S.L. Newsletter across the country to all types of soccer organizations, individuals, clubs, and youth organizations.

2. Dr. Clyde Partin, Soccer Coach Emory University, Past Chairman of the Youth of America Soccer Program. Dr. Partin has been involved with youth soccer in this country for many years, and has served on several committees that deal directly with youth soccer in this country.

3. Mr. D. J. Niotis, National Chairman, Youth and School Promotion Committee, United States Soccer Federation. Mr. Niotis is one of the developers of youth soccer programs in this country. He has coordinated clinics, newsletters, films, and several books about developing youth programs in soccer.

One of the procedures of this study was to obtain a cross-sectional response from four areas or regions of the United States. The four areas selected represented the East, South, Mid-West and West. Several
cities and individuals were considered in each of the four areas. To have some consistency, based on the available programs and effective leaders in each area, 15 individuals were selected by the author to participate in this study:

East - 3 persons
South - 3 persons
Mid-West - 6 persons
West - 3 persons

The writer drafted a letter and sent it to the 15 individuals introducing the writer; stating the title and purpose of the study; telling the person how the writer received their name and address; describing the methods of collecting data; and asking the individual if he would be willing to participate in the study.

From this initial list, three persons - one from the East, South and West - were replaced as no information was received from them. Three additional persons were selected by the writer and they completed the 15 subjects for this study.

The areas of the United States, East, South, Mid-West, and West with the cities and individuals selected for this study are as follows:
East:

Ray Heckroth - Philadelphia, Penna.
Emmett Murphy - Springfield, Mass.
Cliff Stevenson - Providence, R. I.

South:

Pat O'Hare - Miami, Fla.
Clyde Partin - Atlanta, Ga.
Bill Sheldon - Miami, Fla.

Mid-West:

Joseph Carenza - St. Louis, Mo.
Gene Edwards - Milwaukee, Wis.
Walter Ersing - Columbus, Ohio
Tom Karalis - Chicago, Ill.
Ron Newman - Dallas, Texas
Tom Stevens - Cincinnati, Ohio

West:

Karl Grosch - Seattle, Wash.
G. K. Guennel - Denver, Colo.
Hans Sterlie - Los Angeles, Calif.

METHOD OF COLLECTING DATA

The questionnaire technique and a taped interview were used in collecting data for this study. Upon receiving a letter or card from each person indicating a willingness to help in this study (Appendix A), a packet was sent containing a letter of instructions (Appendix B), a questionnaire (Appendix C), and a self-addressed envelope for the questionnaire to be returned. The letter of instructions also requested any additional material which could be used to help in this study regarding the program in their respective city.
A follow-up letter was sent to a few persons who did not return the requested information. After this second letter was sent, all written materials were received.

The questionnaires were all checked and individual problems and un-answered questions noted. Most participants made an appointment to be interviewed by telephone, at a specific date and time. Two of the subjects were interviewed in person.

**Questionnaire**

The questionnaire was a seven page document. It included five areas for investigation:

1. Sociological factors - 20 questions;
2. Organizational factors - 41 questions;
3. Game factors - 29 questions;
4. Publicity factors - 9 questions;
5. Soccer versus the established sports factors - 8 questions.

There were four basic types of responses required to complete the questionnaire. These included:

1. Selecting one item from a multiple listing of items and responding as highly significant, significant, no effect or no knowledge.
2. Selecting either yes or no.
3. Providing factual information.
4. Providing personal statements.

A selected group of 23 questions, circled in red, were discussed in greater detail during the interview. These were open-ended questions. The 23 questions are designated with an asterisk in Appendix C.

The process required by an individual to answer the various questions included circling the appropriate item, estimating or giving short factual information, and writing out a personal statement. Each individual was asked to complete the questionnaire in one week.

Interview

Each subject in the study was interviewed, 13 by telephone, and 2 in person. At the start of each telephone interview, the subject was asked to give his permission to use a recording device, attached to the telephone receiver and tape recorder, in order to make a tape of the conversation. A recorded interview of approximately one hour was completed on each of the 13 subjects. The two personal interviews also lasted approximately one hour each.

The purpose of the interview was to discuss any un-answered questions or problems the individual encountered while completing the questionnaire. The interview also gave the writer a chance to collect additional
information on the selected red circled questions.

Supplementary Materials

Supplementary information was received from many of the subjects on their particular programs. These materials included rules, regulations, organizational structure, by-laws, constitutions, etc. on the individual programs. The additional information complemented certain responses to the questionnaire or interview.

Evaluative Instruments Employed

This study employed two data gathering instruments: first, the questionnaire, and second, the interview using a tape recorder. The complete questionnaire in enclosed in Appendix C. The interview was recorded on a Panasonic, model RQ-409s portable tape recorder with built in condensor microphone. The tapes used in this study were 3-M, 60 minute tapes, with 30 minutes recording time on each side. For interviewing subjects over the telephone, a recorder adapter was attached to the receiver of the telephone and plugged into the tape recorder monitor. This device recorded the subject's voice from the telephone receiver. The interviewer's voice was recorded through the condensor microphone located on the tape recorder. These recorded tapes added significant data to the many questions
examined for this study. They also helped the writer by inquiring into questions that were unclear or confusing.

TREATMENT OF DATA

The analysis of the data will examine the factors affecting the growth of youth soccer programs in selected cities in the United States.

A combination of the questionnaire and the interview on each individual proved helpful in this study and gave increased depth to the data collected. These two sources of data, plus the supplementary materials received from some programs, gave the writer a large volume of information on the cities investigated.

The number of responses to a specific question was, N = 15, unless otherwise indicated. Because the questionnaire technique was used in this study, a percentage figure was determined from the responses to a specific question where applicable. It was the purpose of this treatment to show a majority figure, 53 percent or greater, based on 8 or more out of 15 responses, indicating either a positive or negative weighting for each particular question.

One type of question involved responses which were answered highly significant, significant, no effect, or no knowledge. In analysis, the highly
significant and significant responses are considered in tandem and different than other responses. The purpose of this type of question was to show a definite change in attitude towards a question when answered either with significant or no effect. A few responses of "some" were noted in certain questions, and these were added to significant replies for tabulation.

A second group of questions were asked to determine positive factors, answered (YES), and negative factors, answered (NO), influencing youth soccer programs. Responses to these questions were also tabulated in percentage figures.

The third segment of the data showed short specific replies, which gave factual information. These replies were based on either actual knowledge, or estimated figures. The fourth segment of the data examined personal statements. This last type of question gave the subject a chance to give an elaborate reply with more depth to specific areas of their own respective programs. From these responses the writer was able to discriminate, and follow-up in the interview with pertinent questions.
SUMMARY

There were four types of questions asked on the questionnaire used in this study. The subjects were required to circle their answer, write short factual responses, or write a personal statement. Each subject was interviewed, and any difficulty encountered with the questionnaire was discussed. A percentage figure was tabulated for each question, where possible, and these were listed in graph and table form. Other questions were examined, and the consensus opinion listed for those factors influencing youth soccer programs.
Chapter 4

ANALYSIS OF DATA
Chapter 4

ANALYSIS OF DATA

INTRODUCTION

This chapter presents the systematic outline of the questionnaire for examination of the data for this study. The analysis of data is divided into five areas. These areas include the factors of: Sociological, Organizational, Game, Publicity, and Soccer Versus the Established Sports.

The purpose of the data is to show the influence of four types of factors on youth soccer programs. First, the effect of factors on youth soccer development; second, positive and negative influences; third, factual information about programs; and fourth, personal statements. These influences have been analyzed on a question to question basis within each of the five areas investigated in this study.

SOCIOLOGICAL FACTORS

The factors investigated in the development of youth soccer, associated with a sociological nature,
include European, ethnic players, parental, recreation, and school influences. Additional questions included: ethnic role in the United States; attitude; professional image; participation, boys and girls; hero worship; leadership; black players; age; income of parents; and the youth soccer image over the past ten and five year periods.

Effect of Sociological Factors on Youth Soccer Development

The results of Chart No. 1 and Table No. 1 show that 93 percent of the responses indicated a European influence exists on youth soccer programs in the United States. One response from the West showed no effect. The European influence related to association with another country or continent outside the United States.

The next strongest factor was the United States ethnic development. A response of 87 percent indicated an ethnic factor in association with soccer development in the United States. Two individuals, from the West, indicated negative responses of significant value to this question. These individuals both indicated that ethnic development had been harmful to youth soccer programs in their cities. The ethnic development related to individuals born outside the United States who now live in this country.
Chart No. 1

SOCIIOLOGICAL FACTORS

(Effect of Sociological Factors on Youth Soccer Development)

N = 15

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Responses</td>
<td>93%</td>
<td>87%</td>
<td>90%</td>
<td>60%</td>
<td>67%</td>
<td>53%</td>
</tr>
<tr>
<td>or</td>
<td>7%</td>
<td>13%</td>
<td>20%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>% of Responses</td>
<td>7%</td>
<td>13%</td>
<td>20%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>European Influence</td>
<td>YES</td>
<td>NO</td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States Influence</td>
<td>YES</td>
<td>NO</td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnic Development</td>
<td>YES</td>
<td>NO</td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental Influence</td>
<td>YES</td>
<td>NO</td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation Influence</td>
<td>YES</td>
<td>NO</td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Influence</td>
<td>YES</td>
<td>NO</td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnic Players' Influence</td>
<td>YES</td>
<td>NO</td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table No. 1

Effect of Sociological Factors on Youth Soccer Development

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EAST</th>
<th>SOUTH</th>
<th>MIDWEST</th>
<th>WEST</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 3</td>
<td>N = 3</td>
<td>N = 6</td>
<td>N = 3</td>
<td></td>
</tr>
<tr>
<td>1. European Influence</td>
<td>YES</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td>33%</td>
</tr>
<tr>
<td>2. United States Ethnic Development</td>
<td>YES</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
<td>67%</td>
</tr>
<tr>
<td>3. Parental Influence</td>
<td>YES</td>
<td>67%</td>
<td>100%</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td>33%</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>4. Recreation Influence</td>
<td>YES</td>
<td>33%</td>
<td>100%</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td>33%</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. School Influence</td>
<td>YES</td>
<td>67%</td>
<td>100%</td>
<td>50%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td></td>
<td>50%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Ethnic Players' Influence</td>
<td>YES</td>
<td>67%</td>
<td>67%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td>33%</td>
<td>50%</td>
<td>100%</td>
</tr>
</tbody>
</table>
The next three factors involved parental, recreation and school influences. The response of 80 percent to the parental influence showed that these individuals are important to youth soccer. Of the three responses indicating no effect of parental influence, two came from the Mid-West. Both recreation and school influences indicated a positive effect on youth soccer. A response of 60 percent to recreation influence and 67 percent to school influence supported this relationship. Recreation is important in cities where it aids the programs, and showed negative tones in cities where it ignored youth soccer. The school influence showed one reply, from the East, which indicated a significant value of harmful effect on its program. The South, with total support, indicated that recreation and school association is important to their programs.

The only factor that indicated "no effect" on the youth soccer program in Chart No. 1 came from the responses of what effect ethnic background youth players had in the various cities. A majority stated that the influence these players have in programs investigated in this study is not a dominating factor in their cities. The relationship between American and ethnic players seems to be somewhat balanced in most cities investigated.
The analysis of the next ten factors in this section was concerned with "yes" and "no" responses. These responses were placed on Chart No. 2, positive factors, and Chart No. 3, negative factors.

**Positive Factors in Youth Soccer Development**

Chart No. 2 and Table No. 2 showed that four factors received unanimous support with a response of 100 percent. These factors included: player participation, attitude development, professional image development, and should girls play soccer.

The intent of the participation factor was to discover if players were receiving "playing time" in soccer programs. It was shown that youth players are participating in all programs interviewed. The time allotted for players in a majority of the programs is at least half of the game. The emphasis stressed on the development of attitude among youth players is an important factor. This indicated how important the attitude of fun, fair play, winning and losing are to youth leagues. There is no doubt that everyone interviewed indicated it was important to develop a professional image in American soccer. The response from this factor showed that the professional image in sports is vital to youth players. The last unanimous response
Chart No. 2

SOCIOLOGICAL FACTORS

(Positive Factors in Youth Soccer Development)

N = 15

<table>
<thead>
<tr>
<th>Question</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>93%</td>
<td>80%</td>
<td>20%</td>
<td>7%</td>
</tr>
</tbody>
</table>

- Increased Participation
- Attitude Development
- Pro Image Development
- Hero Worship
- Do Girls Participate
- Should Girls Participate
- Recruiting Black Players

% of Responses

53%
47%
Table No. 2
Positive Factors in Youth Soccer Development

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EAST N = 3</th>
<th>SOUTH N = 3</th>
<th>MID WEST N = 6</th>
<th>WEST N = 3</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Increased Participation</td>
<td>YES 100%</td>
<td>YES 100%</td>
<td>YES 100%</td>
<td>YES 100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>100%</td>
</tr>
<tr>
<td>8. Attitude Development</td>
<td>YES 100%</td>
<td>YES 100%</td>
<td>YES 100%</td>
<td>YES 100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>100%</td>
</tr>
<tr>
<td>9. Professional Image Development</td>
<td>YES 100%</td>
<td>YES 100%</td>
<td>YES 100%</td>
<td>YES 100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>100%</td>
</tr>
<tr>
<td>10. Hero Worship</td>
<td>YES 100%</td>
<td>YES 100%</td>
<td>83%</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>NO 100%</td>
<td>NO 100%</td>
<td>17%</td>
<td>17%</td>
<td>7%</td>
</tr>
<tr>
<td>11. Do Girls Participate</td>
<td>YES 33%</td>
<td>100%</td>
<td>83%</td>
<td>100%</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>NO 67%</td>
<td>17%</td>
<td>100%</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>12. Should Girls Participate</td>
<td>YES 100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>100%</td>
<td>50%</td>
<td>33%</td>
<td>53%</td>
</tr>
<tr>
<td>15. Recruiting Black Players</td>
<td>YES 100%</td>
<td>100%</td>
<td>50%</td>
<td>67%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>NO 100%</td>
<td>50%</td>
<td>33%</td>
<td>47%</td>
<td>47%</td>
</tr>
</tbody>
</table>
showed that girls should be allowed the chance to play youth soccer.

One factor with 93 percent indicated that youth players in soccer need some opportunity for a "hero worship" that we associate with from other popular sports in this country. The next positive factor showed that 80 percent of the programs made allowances for girls to participate in league play. Both the South and West areas allowed girls to play without reservation while the East seemed reluctant to let them participate. This participation by girls was in their own programs. When individuals who answered no were asked why, response indicated that funds, space and running the boys program were reasons for excluding girls.

The last positive factor on this chart came from responses to recruiting black players for programs. This question received a majority response, 53 percent, with the East responding negatively and the South responding positively.

**Negative Factors in Youth Soccer Development**

The next series of factors showed that three questions were stated in negative responses. In Chart No. 3 and Table No. 3 the figures showed that the greatest percentage, 73 percent, indicated that a
Chart No. 3

SOCIOLOGICAL FACTORS
(Negative Factors in Youth Soccer Development)

N = 15

<table>
<thead>
<tr>
<th>Question</th>
<th>13</th>
<th>14</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and Ethnic Leadership</td>
<td>60%</td>
<td>27%</td>
<td>13%</td>
</tr>
<tr>
<td>Black Players in Program</td>
<td>72%</td>
<td>27%</td>
<td>53%</td>
</tr>
<tr>
<td>Professional Image</td>
<td>43%</td>
<td>27%</td>
<td>53%</td>
</tr>
</tbody>
</table>

# of Responses or % of Responses
Table No. 3

Negative Factors in Youth Soccer Development

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EAST</th>
<th>SOUTH</th>
<th>MIDWEST</th>
<th>WEST</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Parents' and Ethnic Leadership YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>67%</td>
<td>67%</td>
<td>50%</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td>33%</td>
<td>33%</td>
<td></td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td>14. Black Players in Program YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>100%</td>
<td>67%</td>
<td>67%</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>16. Professional Image YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>67%</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

N = 15

N = 3

N = 3

N = 3

N = 6

% for Combined Areas
lack of black players existed in most programs. The East responded with all "no" answers.

When the role of leadership from ethnic background individuals was considered from a parent's viewpoint, the response of 60 percent indicated that those interviewed felt most parents have not looked to ethnic persons for leadership. Two individuals responded with "yes" and "no" answers. They indicated that at one time parents looked for leadership from ethnic persons. They both stated that now the leadership is provided by native persons.

The next factor received a split response, but the majority indicated that youth soccer players do not associate with a professional image in soccer. This mixed response developed when certain individuals interviewed came from cities that had professional teams. Even in cities where there are no professional soccer teams, youth players did not associate with a professional image as they do with other sports. An analysis of areas showed the South responding positively, while the West responded with negative answers.
Chart No. 4 examined two interesting aspects of youth soccer: starting and finishing age, and estimated minimum and maximum family income. An effort was made to determine what age limits were used in the various cities interviewed. The majority, 53 percent, indicated that the starting age for their programs was six years old. Some programs begin at age seven and other responses indicated age five, eight, nine and ten. The mean age figure for starting youth soccer was 6.7 years in this study. It is evident that a standard needs to be set on the starting age for youth soccer programs when the range for this study was between the age of five and ten.

The second part of this factor established the age where youth players left the program. Again the majority, 53 percent, indicated players left the program at the age of 18. Additional maximum age responses included 19, 15, 16 and "old timer," to age 21. A glance at this range shows the same type of difficulty as reported in the starting age. The mean age figure for leaving youth soccer was 17.2 years in this study. If the majority figures established in this study of age six and eighteen were used as a guide, some type of standardization would be formed.
Chart No. 4

SOCIOLOGICAL FACTORS

(Starting and Finishing Age; Minimum and Maximum Family Income)

<table>
<thead>
<tr>
<th>Question 17</th>
<th>Question 18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starting Age</strong></td>
<td><strong>Finishing Age</strong></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>20%</td>
<td>27%</td>
</tr>
</tbody>
</table>
Chart No. 4 also showed the influence of estimated family income of parents in the various programs as viewed by those interviewed. This chart showed the responses were varied and not significant from a percentage basis. The largest response reported family income as having a minimum of between $5,000 and $10,000. It was noted that a minimum of $10,000 was indicated from most of the Mid-West, South and West individuals.

When the estimated maximum income was questioned, a large number responded to $10,000 and $15,000 as the common figure. This analysis of minimum and maximum figures indicated that most parents of youth players in the cities investigated have a family income of between $9,000 and $14,000.

One important aspect of this study was to determine how youth soccer competed against other youth programs in the cities examined. The first factor examined in Chart No. 5 (A Comparison of Youth Soccer to Other Youth Programs in Individual Cities) showed that a response of 67 percent indicated that youth soccer programs were competing in "excellent" terms with other youth programs. This impact proved significant when the various cities interviewed were examined for population and location. The West area unanimously agreed with the "excellent" response.
Chart No. 5

SOCIIOLOGICAL FACTORS

(A Comparison of Youth Soccer to Other Youth Programs in Individual Cities)

N = 15
N* = 14

Question 19

<table>
<thead>
<tr>
<th>General Comparison</th>
<th># of Players</th>
<th># Coaches</th>
<th># Teams</th>
<th># Fields</th>
<th>Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>27%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>Good</td>
<td>7%</td>
<td>14%</td>
<td>7%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# of Responses

67%

% of Responses

Excellent: 64%
Fair: 57%
Good: 36%
Poor: 43%
In addition to a general comparison among youth soccer programs, an effort was made to examine the availability of coaches, number of players, number of teams, number of fields, and maintenance relative to other youth sport programs. The two greatest responses indicated that the number of players and the number of teams, where replies were 64 percent and 57 percent, competed on excellent terms with other youth sport programs. This aspect of the question was based on 14 individuals, because one person stated that there was a great difference in areas of the city with regards to his answer. It ranged from fair to excellent on the various factors examined. An examination of the number of coaches showed split results between excellent and good replies with both answers receiving 36 percent. The number of fields available also received a response of 36 percent to excellent. When maintenance was examined, 43 percent indicated a response of fair to help with the fields.

The last chart in this area, No. 6, (Past Ten Year and Five Year Image of Youth soccer), pointed to the success youth soccer programs have made in the past five years. The image of youth soccer was examined over the past ten and five year periods. This image, or mental impression, ten years ago was viewed as excellent,
Chart No. 6

SOCIOLOGICAL FACTORS

(Past Ten Year and Five Year Image of Youth Soccer)

N = 15

<table>
<thead>
<tr>
<th>Past 10 Year Image</th>
<th>Past 5 Year Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>53%</td>
</tr>
<tr>
<td>Good</td>
<td>47%</td>
</tr>
<tr>
<td>Fair</td>
<td>13%</td>
</tr>
<tr>
<td>Poor</td>
<td>27%</td>
</tr>
<tr>
<td>Good</td>
<td>27%</td>
</tr>
<tr>
<td>Poor</td>
<td>27%</td>
</tr>
</tbody>
</table>

# of Responses

or

% of Responses
good and fair with equal responses of 27 percent for each reply. This image changed significantly when the last five years were considered. A majority, 53 percent, stated that the youth soccer image was now excellent. There were no reported responses to fair or poor over the last five years. This factor indicated a great improvement in five years time.

Summary

The sociological aspect of youth soccer is important to the game. A review showed that youth soccer is influenced by Europeans, American ethnic development, parents, recreation, and schools. One factor that showed contrasting effects related to ethnic players influence. They do not dominate the program in a majority of the cities investigated.

An examination of the positive factors in youth soccer development revealed that playing time, attitude, professional image, hero worship, girls participation, and recruiting black players are all important to the game. Conversely, the negative factors in youth soccer development showed a lack of black players, professional image, and parents consideration of ethnic leadership. One significant analysis showed that five individuals who indicated "no" to having black players in their programs stated "yes" to efforts made to recruit black
An investigation into starting and finishing age of youth players showed that the range of six to eighteen was desirable. The estimated family income of players' parents was between $9,000 and $14,000.

Youth soccer, in general comparison to other youth sport programs, shows excellent results. Players and teams showed the best results with coaches, fields and maintenance following in descending order.

The image of any youth sport program is important. Youth soccer ten years ago had a mixed image. In the last five years it has improved significantly.

**ORGANIZATIONAL FACTORS**

In this section, the factors examined included: personnel, finances, awards, equipment and facilities, maintenance, safety, structure, records, number of fields - players - teams - coaches - officials, significant values, and problems of developing and maintaining programs.

**Effect of Organizational Factors on Youth Soccer Development**

The results of Chart No. 7 and Table No. 4 (Effect of Personnel on Youth Soccer Development) show total agreement that different personnel such as
Chart No. 7

ORGANIZATIONAL FACTORS
(Effect of Personnel on Youth Soccer Development)

N = 15

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Organizers</th>
<th>Coaches</th>
<th>Officials</th>
<th>Parents</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td>------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# of Responses or % of Responses

Positions:
- YES
- NO

Values:
- Organizers: 0%
- Coaches: 0%
- Officials: 92%
- Parents: 47%
- Teachers: 7%
### Table No. 4

**Effect of Organizational Factors on Youth Soccer Development**

<table>
<thead>
<tr>
<th>N = 15</th>
<th>QUESTION</th>
<th>EAST N = 3</th>
<th>SOUTH N = 3</th>
<th>MID WEST N = 6</th>
<th>WEST N = 3</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Effect of Personnel Organizers</td>
<td>YES</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Coaches</td>
<td>YES</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Officials</td>
<td>YES</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Parents</td>
<td>YES</td>
<td>100%</td>
<td>100%</td>
<td>83%</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td></td>
<td>17%</td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td>1. Teachers</td>
<td>YES</td>
<td>33%</td>
<td>67%</td>
<td>33%</td>
<td>67%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
<td>33%</td>
<td>67%</td>
<td>33%</td>
<td>53%</td>
</tr>
</tbody>
</table>
organizers, coaches, and officials are all vital in operating youth soccer programs. A response of 93 percent also indicated that parents are important to programs. School teachers have no effect on youth soccer programs according to a majority, 53 percent, of the sample.

Chart No. 8 and Table No. 5 (Awards and Finances) show that the effect of awards and finances are important to programs. When awards were examined, 73 percent indicated that this aspect of their program was significant. Half of the negative responses came from the East, which indicated the effect of awards was not important in all areas of the country.

The factor of finances was also significant. A range of responses indicated extremes from highly financed programs to those programs run on very little finances. One response of significance, from the East, indicated a negative reply because it was felt finances were not being obtained to help his program. A majority of the no effect responses came from the Mid-West.

The results of Chart No. 9 and Table No. 6 (Source of Youth Soccer Fields for Programs) show a multiple of responses. This question was asked to find the location of playing fields or which agency owned or controlled these fields. The chart indicated that a
Chart No. 8

ORGANIZATIONAL FACTORS

(Positive Factors in Youth Soccer Development: Awards and Finances)

N = 15

<table>
<thead>
<tr>
<th></th>
<th>Question 2</th>
<th>Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Awards</td>
<td>Finances</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Awards: 73% (15 responses)
- Finances: 60% (15 responses)

# of Responses or % of Responses
### Table No. 5

Positive Factors in Youth Soccer Development:

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EAST N = 3</th>
<th>SOUTH N = 3</th>
<th>MID WEST N = 6</th>
<th>WEST N = 3</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Awards</td>
<td>YES 33%</td>
<td>67%</td>
<td>83%</td>
<td>100%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>NO 67%</td>
<td>33%</td>
<td>17%</td>
<td></td>
<td>27%</td>
</tr>
<tr>
<td>3. Finances</td>
<td>YES 33%</td>
<td>100%</td>
<td>50%</td>
<td>67%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>NO 33%</td>
<td>50%</td>
<td>33%</td>
<td>33%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>OTHER 33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chart No. 9
ORGANIZATIONAL FACTORS
(Source of Youth Soccer Fields for Programs)

N = 15

<table>
<thead>
<tr>
<th></th>
<th># of Responses</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>80%</td>
<td>5%</td>
</tr>
<tr>
<td>Recreation</td>
<td>73%</td>
<td>4%</td>
</tr>
<tr>
<td>Schools</td>
<td>67%</td>
<td>4%</td>
</tr>
<tr>
<td>Private</td>
<td>60%</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>67%</td>
<td>4%</td>
</tr>
<tr>
<td>QUESTION</td>
<td>EAST N = 3</td>
<td>SOUTH N = 3</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>4. SOURCE OF FIELDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. City</td>
<td>YES</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
</tr>
<tr>
<td>4. Recreation</td>
<td>YES</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
</tr>
<tr>
<td>4. Schools</td>
<td>YES</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
</tr>
<tr>
<td>4. Private</td>
<td>YES</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
</tr>
<tr>
<td>4. Other</td>
<td>YES</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
</tr>
</tbody>
</table>
majority of the playing fields were connected with the city (80 percent), recreation (73 percent), and the schools (67 percent). A majority of the responses to private and other sources of playing fields came from the Mid-West.

**Positive Factors in Youth Soccer Development**

Chart No. 10 and Table No. 7 show the positive factors associated with youth soccer development in this area. The greatest response, 80 percent, indicated the importance of awards for the players. This reply seems to be significant towards players becoming involved with the program. A majority of the negative responses came from the East.

The next factor, coaching background, received a response of 67 percent. The soccer background of the coaches in youth programs was examined, and the fact that coaches with soccer backgrounds are needed in some programs was definitely shown. When the coaches' experience was questioned, the responses went from none to 90 percent. A majority of the coaches had between 25 and 30 percent backgrounds in soccer.

A majority of responses indicated that all-star teams are important to their programs. No area of the country totally agreed on the merits of an all-star
Table No. 7
Positive Factors in Youth Soccer Development

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EAST</th>
<th>SOUTH</th>
<th>MID</th>
<th>WEST</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Awards</td>
<td>YES</td>
<td>33%</td>
<td>100%</td>
<td>83%</td>
<td>100% 80%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
<td></td>
<td>17%</td>
<td>67% 20%</td>
</tr>
<tr>
<td>6. Coaches' Background</td>
<td>YES</td>
<td>67%</td>
<td>33%</td>
<td>83%</td>
<td>67% 67%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td>67%</td>
<td>17%</td>
<td>33% 33%</td>
</tr>
<tr>
<td>7. All-Star Team</td>
<td>YES</td>
<td>67%</td>
<td>33%</td>
<td>67%</td>
<td>67% 60%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td>67%</td>
<td>33%</td>
<td>33% 40%</td>
</tr>
<tr>
<td>8. Facilities</td>
<td>YES</td>
<td>33%</td>
<td>67%</td>
<td>67%</td>
<td>67% 60%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
<td>33%</td>
<td>33%</td>
<td>33% 40%</td>
</tr>
<tr>
<td>9. Playing Fields and Maintenance</td>
<td>YES</td>
<td>33%</td>
<td>67%</td>
<td>33%</td>
<td>100% 53%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
<td>33%</td>
<td>67%</td>
<td>47%</td>
</tr>
</tbody>
</table>
team, as some of the replies were strongly opposed to all-star teams.

Another majority, 60 percent, indicated that facilities for their programs were adequate. Once again, no single area agreed that facilities were totally adequate.

The last positive factor, with a response of 53 percent, showed that coaches do have problems with playing fields and maintenance in certain cities. The West area had total agreement to a "yes" response with problems regarding playing fields and maintenance. Some responses to "yes" indicated not enough playing fields, poor maintenance, availability of their fields, and existing conditions.

**Negative Factors in Youth Soccer Development**

An analysis of Chart No. 11 and Table No. 8 show the negative factors associated with youth soccer. The fact that the negative responses are the majority in this chart does not always indicate these factors are harmful to youth soccer programs.

The greatest response in this chart, 93 percent, indicated that programs did not have problems with their award systems. The second highest response, 87 percent, stated there was no problem with equipment for their
Chart No. 11

ORGANIZATIONAL FACTORS

(Negative Factors in Youth Soccer Development)

N = 15

<table>
<thead>
<tr>
<th>Question</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards</td>
<td>7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Health Exam</td>
<td></td>
<td></td>
<td></td>
<td>27%</td>
</tr>
</tbody>
</table>

# of Responses or % of Responses
Table No. 8

Negative Factors in Youth Soccer Development

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EAST N = 3</th>
<th>SOUTH N = 3</th>
<th>MID WEST N = 6</th>
<th>WEST N = 3</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Awards</td>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>93%</td>
</tr>
<tr>
<td>11. Equipment</td>
<td>YES</td>
<td>33%</td>
<td></td>
<td></td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
<td>100%</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>87%</td>
</tr>
<tr>
<td>12. Personnel</td>
<td>YES</td>
<td>33%</td>
<td></td>
<td></td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>100%</td>
<td>67%</td>
<td>83%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td></td>
<td>17%</td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td>13. Health Exam</td>
<td>YES</td>
<td>33%</td>
<td>67%</td>
<td>17%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
<td>33%</td>
<td>83%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>73%</td>
</tr>
</tbody>
</table>
players. This figure showed that players are able to get equipment needed to participate in youth soccer programs. The two individuals who indicated a problem stated that not enough equipment could be purchased for their particular programs. The demand exceeded the supply. The next figure, 80 percent, showed there is a minimal turnover, from year to year, in personnel who run youth programs. This influence indicated that the same individuals are organizing and controlling the programs. The last response showed that 73 percent of the sample stated that a health exam for players was not required. The West was the only area which agreed with no health exam.

Factual Information

The results of Chart No. 12 analyzed how many teams were operating in the programs interviewed. A response of 60 percent stated that there were 200 or more teams in their programs. The range for teams in particular cities showed a low of eight, and a high of 2,225 teams or more.

The second factor also indicated a response of 60 percent. This question asked how many officials were involved in the various programs. The majority stated that their programs had 50 or more referees working with the league. When areas were checked, seven of the nine
Chart No. 12

ORGANIZATIONAL FACTORS

(Factual Information of Youth Soccer Programs)

N = 15

<table>
<thead>
<tr>
<th>Question</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Responses or % of Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Teams</td>
<td>60%</td>
<td>60%</td>
<td>53%</td>
<td>53%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Number of Officials</td>
<td>200 or more</td>
<td>50 or more</td>
<td>6,500 plus</td>
<td>200 or more</td>
<td>35 years</td>
<td>over 75</td>
</tr>
<tr>
<td>Number of Players</td>
<td>6,500 plus</td>
<td>200 or more</td>
<td>35 years</td>
<td>over 75</td>
<td>under 25</td>
<td></td>
</tr>
<tr>
<td>Number of Coaches</td>
<td>35 years</td>
<td>over 75</td>
<td>under 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Age of Coaches</td>
<td>35 years</td>
<td>over 75</td>
<td>under 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Fields</td>
<td>35 years</td>
<td>over 75</td>
<td>under 25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
programs with 50 or more officials came from the Midwest and West. A range of 6 to 2,500 showed a tremendous difference in programs.

The next two factors, number of players and number of coaches, had a response of 53 percent. The first figure indicated that a majority of the cities interviewed had over 6,500 players per program. The range for the number of players had a low of 200, compared to a high of 33,000.

The next factor indicated how many coaches were working in youth soccer programs. The majority stated that 200 or more coaches were involved in their programs. Most programs showed at least the same number of coaches as teams; however, two individuals stated that there were fewer coaches than teams. The range for the number of coaches showed a low of 12 and a high of 4,400.

The next factor did not receive a majority response, but 46 percent reported that coaches associated with youth soccer are approximately 35 years of age. An examination of the figures indicated that most youth soccer coaches are in their thirties. When the extremes in age were checked, the low was 20 years, while the high was 45 years.

The results of the last factor in this chart showed a considerable difference in the number of playing
fields available in the various cities. The responses showed that 46 percent had over 75 fields available, while only 40 percent stated they had under 25 fields for their respective programs. The two extremes show one program with two fields, and one city with approximately 500. It is difficult to establish relationships from these great differences in the availability of fields in a youth soccer program, but it is important to see one-third of the program having 100 fields or more available for their use.

The results of Chart No. 13 (Responsibility for Equipment) show a multiple response. This question was asked to find out who furnished the equipment for players and supplies for teams. The highest response indicated that most players provided their own shoes and shin guards. Another majority stated that teams were responsible for uniforms and balls in 60 percent of the programs. When nets and other pieces of equipment were examined, a split between teams and leagues was noted. Two programs from the Mid-West furnished all pieces of equipment for the players.

It should be noted that individuals interviewed were asked to estimate on the two previous charts, No. 12 and No. 13. This estimation is significant, but in some instances it was not based on definite knowledge.
Chart No. 13

ORGANIZATIONAL FACTORS

(Responsibility for Equipment)

N = 15

Question 20

<table>
<thead>
<tr>
<th>Item</th>
<th># of Responses</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shin Guards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniforms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nets</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Team</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Team League</td>
<td>33%</td>
<td></td>
</tr>
</tbody>
</table>

Players

Players

Team

Team

League
Personal Statements

The results of Chart No. 14 show that 60 percent of the responses held the parents responsible for liability in cases of injury during league games. Some replies stated that the club, league, or other areas were responsible for liability in case of injury.

The next two factors examined estimated cost per player, and estimated cost per team for the total operation. A majority stated that the cost per player was $10.00 or less. The range went from a high of $30.00 to a low of $1.60 per player. A close glance at the cost per team figure showed that a majority indicated the team cost at $200 or less. Once again the range had a high of $950 and a low of $15 per team. If a figure of 15 players per team was used, the cost of around $200 is quite modest at $13.33 per player.

The results of the next question show a rather wide range of responses as to how long the particular programs have been in existence. When the extremes were examined, two areas were relatively new with less than five years of operation and three areas had been in existence for 30 or more years. The majority, 53 percent, stated that they had been operating for at least ten years. It was noted that St. Louis youth soccer began before 1900, but the organizational structure that has
Chart No. 14
ORGANIZATIONAL FACTORS
(Personal Statements on Individual Programs)

N = 15

<table>
<thead>
<tr>
<th>Question</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60%</td>
<td>60%</td>
<td>53%</td>
<td>53%</td>
<td>53%</td>
</tr>
<tr>
<td>% of Responses</td>
<td>Parent</td>
<td>$10.00</td>
<td>$200.00</td>
<td>10 Years</td>
<td>Leg</td>
</tr>
<tr>
<td># of Responses</td>
<td>60%</td>
<td>60%</td>
<td>53%</td>
<td>53%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Liable for Injury | Cost per Player | Cost per Team | League in Existence | Most Common Injury
made it so successful is only 38 years old.

The last factor in this chart showed that a majority of the injuries received in youth soccer relate to the leg area. Most injuries reported were connected with the leg, ankle, and knee. It was stated that a large majority of these interviewed said that no serious injuries resulted from youth soccer.

The remaining personal statements were too difficult to put into charts and are reported as responses to specific questions. In these questions, the answers reveal information vital to the organization of the youth soccer programs examined.

The first two statements dealt with organizational structure: first on the program level; and second on the team level. Most programs investigated have some type of "board operation." This might include a structure on the club level, league, or state level. There seems to be a close relationship with recreation involvement. The number of individuals who are working in the organizational structure varied, but the importance of the organizational system was significant to all programs. It was indicated, from most individuals interviewed, that teams used some type of coaching structure. However, some responses indicated that team organizational structure was connected with leagues, associations, and
other methods of direction. A few teams have only one or two people involved in organizational structure, while other teams have several individuals involved.

The next personal statement, on problems with personnel, showed a multiple response. The purpose of this question was to find out what problems were involved in working with coaches, teachers, parents, officials, and organizers. The major problem associated with coaches was either their lack of skill or there were not enough coaches available. There were additional problems mentioned, and these were connected with the aspects of skill, knowledge, spirit, quantity and quality. An examination of problems with teachers proved not significant when most responses stated that teachers were usually not involved in youth soccer programs.

When the question was asked regarding parents, few difficulties were recorded. There were some comments regarding lack of interest, harassing referees, the role of a fan, and attitude of winning. The problem associated with officials was: a lack of numbers; the lack of consistency; and the need for more clinic work. The last type of personnel questioned were organizers, and no problem seemed to develop from these responses. It was stated that most of these individuals were hard-working, dedicated people.
The next question investigated one of the key factors for this study. Who or whom is the stabilizing force behind each successful program? An interesting pattern developed when the responses were examined. A majority indicated a "group" of some type were responsible for the success of their programs. There were several responses that stated one or a few individuals were the reason for their successful programs.

The next two statements examined league records. In the first analysis, it was shown that some type of organizational staff or individuals were responsible for keeping league records. In most programs either an office is set up or a designated secretary is in charge of these records. The second analysis of records dealt with the problem associated with keeping such records. There were several responses which said no problems were evident; however, some individuals stated there was a lack of personnel in their programs for recording records.

The next three statements examined facilities, playing fields, and maintenance. There were problems discovered when dealing with facilities. These problems seemed to be connected with: lack of fields, poor maintenance, lack of cooperation with other sports for fields, and the need for practice areas. Because of the
great expansion of youth soccer in some cities, programs have out-grown the facilities available for their use. Several individuals stated that recreation departments were planning to develop more playing fields for soccer. The second factor showed that there are basically three methods used in obtaining soccer fields for league play. These three methods revolve around some type of department, the club or a specific individual. The third factor questioned who was responsible for the maintenance of these fields for league play. A majority of the responses stated that maintenance was the responsibility of the Parks and Recreation Departments. Some replies indicated individuals, leagues, or clubs were responsible for preparing playing fields for games.

The next question investigated the sources of finances for the various programs. An examination of the responses showed a majority of those interviewed had their programs supported by fees or by some type of registration charge. Other replies stated that clubs, sponsors and various budgets were responsible for their finances. Several individuals stated that more than one source was used for financing programs.

The next statement dealt with safety procedures. Most individuals said that enforcement of rules, use of equipment, and good officiating were all the safety procedures used in their programs.
One aspect examined in youth soccer programs was awards. The next question was concerned with the type of awards the players received. It was stated that most teams received trophies, cups or some type of recognition for league championships. In some programs individuals received awards, but responses indicated these awards were not the important aspect of their program. The use of certificates for play seemed popular in some areas.

From the next personal statement, an effort was made to determine what were the significant values of the youth soccer programs in this study. There were many varied responses, and all are important to soccer. Some of the frequently mentioned values were sportsmanship, skill development, fitness, and giving each child a chance to participate.

The next question tried to determine what significant problems had to be overcome when starting a youth program. The analysis of the responses showed a lack of coaches, fields, officials, interest, and finances as areas creating problems. One important fact showed the necessity of having a good organizer in starting youth soccer programs.

The next question examined the problems which develop in maintaining a youth soccer program. The sample showed a variety of responses, but certain terms
frequently used were: coaching, communications, organization, and keeping dedicated people involved in their programs.

The last statement in this section was related to the two previous problems, and asked the individuals to center in on the Number 1 problem they felt had to be overcome in developing a successful youth soccer program. The responses were concerned with quality coaching, financing, good organizing, and keeping the program consistent with the purposes of youth soccer.

Summary

The organizational factors in any sport are often the most successful items to consider in a program. Youth soccer programs are no exception to this statement, and many of the factors in this area are vital for successful programs.

One vital factor connected with youth soccer was personnel. Organizers, coaches, officials, and parents are all important. Teachers showed a limited influence. Additionally, awards and finances proved significant to programs.

Most playing fields were associated with city, recreation, or school areas. Some cities use private and other field space, but these last two sources were not significant.
The positive factors revealed in this area were awards, coaches' backgrounds, all-star teams, facilities, playing fields and maintenance. These aspects of youth soccer proved significant to the various programs.

The negative factors listed awards, equipment, personnel, and health exams as areas receiving "no" replies. It is important to note that awards and equipment were not responded to in harmful replies towards youth soccer programs.

Examining the next set of factors showed that a majority indicated 200 or more teams in their operation; 50 or more officials available to referee games; 6,500 plus players; and 200 or more coaches available for the teams.

A figure slightly under a majority indicated that the average age of coaches was in the 30's. This was followed by a figure showing that teams in some cities had over 75 fields available for play and practice.

Responsibility for equipment showed that players provide their own shoes and shin guards. The teams provide uniforms and balls. A third response showed that nets are furnished by teams and leagues.

An examination of personal statements in this area indicated that parents are liable for injuries received in play; most common injuries are to the leg area;
cost per player to be around $10, and per team to be around $200; and a majority of the programs have been in existence for about ten years.

Additional personal statements showed that in the organizational structure of programs the "board" operation seemed popular. There was also indicated some type of close relationship with recreation involvement. Some leagues have several people involved in the operation, while other leagues have only one or two persons.

There seems to be limited problems with personnel in the cities interviewed. Coaches showed a lack of skill; officials showed a lack of numbers and consistency; parents and organizers no real problems; and teachers proved not significant in this area.

A majority responded to the next question with some type of "group" responsible for the success of their programs. A few programs stated that one or a few individuals were responsible for the success of the league.

Most programs showed that some type of staff or designated individuals were responsible for league records. Very few problems were reported in this area, but a few stated that a lack of persons was evident in some programs.
An examination of facilities showed that problems resulted from lack of fields, poor maintenance, lack of cooperation, and need for additional practice areas. Most programs get their fields scheduled from some type of department, club or individual. Also, most programs indicated that maintenance was the responsibility of the Parks and Recreation departments.

Another important factor showed that most programs are supported by some type of fee or registration charge.

Safety is also important, and safety procedures came from enforcement of rules, good equipment and good officiating. Awards are important, but the nature of the value can be realized in team awards or the use of certificates for players.

The significant values of youth soccer programs show that sportsmanship, skill development, fitness, and allowing all participants a chance to play are vital to successful operations. When problems were examined that had to be overcome in starting programs, a lack of coaches, fields, officials, interest, and finances received support. It was also indicated that a good organizer was important in starting a league.

Terms such as coaching, communications, organization, and dedicated people were responses received for "key" factors necessary in maintaining youth soccer
programs. The number one problem that had to be overcome in starting a program showed responses concerned with quality coaching, financing, good organizing, and a good program consistent with the purposes of youth soccer.

The last four personal statements are definite "key" factors in establishing strong youth soccer programs.

GAME FACTORS

The important aspects of youth soccer examined in Game Factors included: officiating, coaching strategy, players' ability, players' size, scoring, conditioning, rules, substitution, and behavior. An additional area of investigation looked at understanding soccer and the rules associated with the sport. It was also questioned as to the importance of these two factors in relationship to successful youth soccer programs.

Other factors examined in this section of the data were: length of playing time; months of play; level of skill development; size of playing field; size of ball; problems associated with skill development; and the various aspects of sportsmanship.
The results of Chart No. 15 and Table No. 9 show some of the elements involved in Game Factors. The highest response on this chart, 93 percent, showed a strong factor on youth soccer from the effect of officiating. This element, that referees are overwhelmingly significant in programs, made the positive aspect of this response important. The next factor, the effect of coaching strategy, showed a response of 87 percent. In analysis, this figure indicated strong feeling that coaching strategy is vital to a successful team. The East and Mid-West responses supported this aspect of soccer.

The third factor on this chart, represented by a figure of 73 percent, indicated that players' attitude towards playing soccer was influenced if the player lacked ability. Of the four negative responses, three came from the Mid-West area. The East and South replies indicated an important effect in a player's attitude if he lacked ability.

The last three factors on Chart No. 15 dealt with the effects of officiating on coaches, players and spectators. The responses indicated that all these various individuals connected with youth soccer are influenced in their programs by the decisions of the referees. The
Chart No. 15
GAME FACTORS
(Effect of Game Factors on Youth Soccer Development)

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>93%</td>
<td>87%</td>
<td>73%</td>
<td>27%</td>
</tr>
</tbody>
</table>

- Officiating
- Coaching Strategy
- Lack of Ability
- Effect of Officiating On:
  - Coaches
  - Players
  - Spectators

N = 15

# of Responses

% of Responses

YES

NO
### Table No. 9

#### Effect of Game Factors on Youth Soccer Development

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EAST (N = 3)</th>
<th>SOUTH (N = 3)</th>
<th>MID (N = 6)</th>
<th>WEST (N = 3)</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Officiating</td>
<td>YES (100%)</td>
<td>YES (100%)</td>
<td>YES (100%)</td>
<td>YES (67%)</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>NO (33%)</td>
<td>NO (33%)</td>
<td>NO (33%)</td>
<td>NO (7%)</td>
<td></td>
</tr>
<tr>
<td>2. Coaching Strategy</td>
<td>YES (100%)</td>
<td>NO (67%)</td>
<td>YES (100%)</td>
<td>YES (67%)</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>NO (33%)</td>
<td></td>
<td>NO (33%)</td>
<td>NO (13%)</td>
<td></td>
</tr>
<tr>
<td>3. Lack of Ability</td>
<td>YES (100%)</td>
<td>YES (100%)</td>
<td>NO (50%)</td>
<td>YES (67%)</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>NO (50%)</td>
<td></td>
<td>NO (33%)</td>
<td>NO (27%)</td>
<td></td>
</tr>
<tr>
<td>4. Effect of Officiating on:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaches</td>
<td>YES (100%)</td>
<td>YES (100%)</td>
<td>YES (100%)</td>
<td>YES (100%)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Players</td>
<td>YES (100%)</td>
<td>YES (100%)</td>
<td>YES (100%)</td>
<td>NO (67%)</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td></td>
<td>NO (33%)</td>
<td>7%</td>
</tr>
<tr>
<td>Spectators</td>
<td>YES (100%)</td>
<td>YES (100%)</td>
<td>NO (87%)</td>
<td>YES (67%)</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td>NO (13%)</td>
<td>NO (33%)</td>
<td>13%</td>
</tr>
</tbody>
</table>
greatest effect related to the coaches, followed closely by players and spectators. An analysis of this question showed that most of the youth soccer programs are significantly influenced by the referees who have control of the games.

The next chart, No. 16, and Table No. 10 show two significant responses that developed in this factor. In the first analysis, the majority, 73 percent, stated that the effect of a player's attitude in participating in youth soccer if he lacks size was not a problem. One individual stated that a player "tries harder" if he is smaller. An additional response of 73 percent stated that the effect of low scoring was also not important. Two areas totally supported this reply, the East and Mid-West. In contrast, the South found a significant effect of low scoring in their games.

Positive Factors in Youth Soccer Development

In Chart No. 17 and Table No. 11 an examination of the first factor showed that coaching strategy is important at this level and a response of 80 percent indicated this point. When the areas of the country were examined, the East, South and Mid-West positively supported this question.
Chart No. 16
GAME FACTORS
(Significant Factors in Youth Soccer Development)

N = 15

<table>
<thead>
<tr>
<th>Question 5</th>
<th>Question 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Size</td>
<td>Low Scoring</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td>27%</td>
<td>27%</td>
</tr>
</tbody>
</table>

# of Responses or % of Responses
Table No. 10

Significant Factors in Youth Soccer Development

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EAST N = 3</th>
<th>SOUTH N = 3</th>
<th>MID WEST N = 6</th>
<th>WEST N = 3</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Lack of Size</td>
<td>YES 33%</td>
<td>33%</td>
<td>17%</td>
<td>33%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>NO 67%</td>
<td>67%</td>
<td>83%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td>6. Low Scoring</td>
<td>YES 100%</td>
<td></td>
<td>33%</td>
<td>33%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>NO 100%</td>
<td></td>
<td>100%</td>
<td>67%</td>
<td>73%</td>
</tr>
</tbody>
</table>
Table No. 11
Positive Factors in Youth Soccer Development

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EAST N = 3</th>
<th>SOUTH N = 3</th>
<th>MID N = 6</th>
<th>WEST N = 3</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Is Strategy Important</td>
<td>YES 100%</td>
<td>100%</td>
<td>87%</td>
<td>33%</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td>13%</td>
<td></td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td>8. Is Conditioning Important</td>
<td>YES 33%</td>
<td>100%</td>
<td>87%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>NO 67%</td>
<td></td>
<td>13%</td>
<td>33%</td>
<td>27%</td>
</tr>
<tr>
<td>9. Modified Rules</td>
<td>YES 33%</td>
<td>33%</td>
<td>100%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>NO 67%</td>
<td>67%</td>
<td>33%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>10. Low Scoring</td>
<td>YES 67%</td>
<td>67%</td>
<td>87%</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>NO 33%</td>
<td>33%</td>
<td>13%</td>
<td>100%</td>
<td>40%</td>
</tr>
</tbody>
</table>
A response of 73 percent indicated conditioning was important to youth soccer programs. This second factor on the chart was popular in all parts of the country but the East, where two negative responses were recorded. The next majority response, 67 percent, indicated that programs used modified rules in league play. From the Mid-West area, there was total agreement to the use of modified rules in youth programs.

The fourth factor on this chart received a response of 60 percent. This question showed that most programs experienced low scoring in league games. However, the West area totally responded that low scoring was not happening in their programs.

Chart No. 18 and Table No. 12 examine responses to substitution and understanding soccer and the rules of the game. The first analysis, question 13, showed a multiple response to the type of substitution the different programs used. Of the three types of substitution questioned in this study, only those which encouraged and required substitution received a positive response. A negative reply was noted to limited substitution.

The second analysis on this chart also showed a multiple response. The purpose of this question was to discover whether individuals interested in youth
Chart No. 18
GAME FACTORS
(Positive Factors in Youth Soccer Development)

Question

No

Yes

Factor of Substitution
Encourage

Understanding Soccer Rules
Require

Are These Important to Soccer
Limit

N = 15
* N = 14

% of Responses

100%*

80%
67%
33%
20%

0
5
10
15

13
13
13
16
16
16
### Table No. 12

Positive Factors in Youth Soccer Development

<table>
<thead>
<tr>
<th>N = 15</th>
<th>EAST (N = 3)</th>
<th>SOUTH (N = 3)</th>
<th>MID (N = 6)</th>
<th>WEST (N = 3)</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Substitution: Encourage</td>
<td>YES</td>
<td>100%</td>
<td>33%</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td>Require</td>
<td>YES</td>
<td>33%</td>
<td>67%</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td>Limit</td>
<td>YES</td>
<td>67%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td>100%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>N = 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Understanding Soccer</td>
<td>YES</td>
<td>100%</td>
<td>100%</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>13%</td>
<td>67%</td>
<td>100%</td>
<td>13%</td>
</tr>
<tr>
<td>Understanding Rules</td>
<td>YES</td>
<td>67%</td>
<td>100%</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td>100%</td>
<td>33%</td>
<td>14%</td>
</tr>
<tr>
<td>Are These Important to Soccer</td>
<td>YES</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
soccer understood the game and its rules. An additional factor asked whether these two aspects of the sport were important. An examination of answers A, B, and C all showed positive significant responses. It was encouraging to note that those interviewed indicated that individuals associated or interested in youth soccer understand the game and its rules. One individual responded with yes and no answers to all three parts of this question.

**Negative Factors in Youth Soccer Development**

Chart No. 19 and Table No. 13 showed negative responses. In the first analysis the response, 87 percent, indicated that a player's size was not a limiting factor in playing youth soccer. Both the South and West agreed totally that size was not a limiting factor in their programs.

The second factor reported that a player's ability was also not considered a limiting factor in youth soccer. One individual reported a yes and no answer to this question. When the area distribution was examined, the Mid-West and West individuals involved felt playing ability was not a limiting factor. The South disagreed.
Chart No. 19
GAME FACTORS
(Negative Factors in Youth Soccer Development)

N = 15
*N = 8
Question

<table>
<thead>
<tr>
<th>Responses</th>
<th>11</th>
<th>12</th>
<th>14</th>
<th>14</th>
<th>15</th>
<th>15</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>27%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>13%</td>
<td></td>
<td>7%</td>
<td></td>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

Players' Size | Players' Ability | Great Difference in Scoring | Harmful to Youth Soccer | Problem of Behavior: Players | Coaches | Spectators

Players' Size | Players' Ability | Great Difference in Scoring | Harmful to Youth Soccer | Problem of Behavior: Players | Coaches | Spectators
Table No. 13

Negative Factors in Youth Soccer Development

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EAST</th>
<th>SOUTH</th>
<th>MID</th>
<th>WEST</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Players' Size</td>
<td>YES</td>
<td>33%</td>
<td>13%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
<td>100%</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>12. Players' Ability</td>
<td>YES</td>
<td>67%</td>
<td>67%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td>100%</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td>33%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Great Difference in Scoring</td>
<td>YES</td>
<td>67%</td>
<td>33%</td>
<td>67%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td>100%</td>
<td>67%</td>
<td>60%</td>
</tr>
<tr>
<td>N = 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harmful to Youth Soccer</td>
<td>YES</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>15. Problem of Behavior:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Players</td>
<td>YES</td>
<td>33%</td>
<td></td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
<td>100%</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>Coaches</td>
<td>YES</td>
<td>33%</td>
<td>13%</td>
<td>33%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
<td>67%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td>Spectators</td>
<td>YES</td>
<td>33%</td>
<td>87%</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
<td>100%</td>
<td>13%</td>
<td>60%</td>
</tr>
</tbody>
</table>
The third question on this chart, No. 14, examined the great differences in game scores (example: 8-0, 9-1). A response of 60 percent indicated that scores of this nature did not exist. A follow-up statement, under this point, asked if this type of scoring was detrimental to youth soccer. The response of 50 percent yes, 50 percent no from the eight individuals who answered, indicated a problem and need for further investigation.

The last factor analyzed on this chart was asked to discover if the behavior of players, coaches, and spectators created problems. The highest response, 93 percent, indicated that players did not have any behavioral problems. The next two responses, 73 percent and 60 percent, also indicated no problems of behavior with either coaches or spectators. An examination of the positive responses to problems of spectator behavior showed that five came from the Mid-West area.

**Factual Information**

The final chart on this section, No. 20, showed a variety of responses to important factors associated with operating youth soccer programs. The two highest responses, 80 percent, analyzed the time element used in youth soccer, and the months of the year that the various programs played their games. It was shown that
Chart No. 20
GAME FACTORS
(Factual Information of Youth Soccer Programs)

N = 15

<table>
<thead>
<tr>
<th>Question</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>80%</td>
<td>73%</td>
<td>60%</td>
<td>53%</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# of Responses

0 10 15

% of Responses

0 10 15

Time Periods

Months

Final Level

Final Level of Play

Changes in Size

Starting Level of Skill

Condition

Size of Ball

112
the most common time used was halves as opposed to quarters. All programs stated that the time periods were graduated by age groups. The second response of 80 percent, question 18, showed that the majority of the programs are in operation during the fall months, September, October, and November. Many of the programs are active in the winter and spring. Responses also indicated that indoor soccer programs are starting to develop throughout the country.

There were questions in this segment which analyzed the starting level of skill, and the level of skill attained when players left the various programs. A response of 73 percent indicated that a majority of the players had developed good to excellent skills by the time they left the programs. This point proved significant because the initial question on starting skills received a majority response of 53 percent to poor development. The factor of soccer skills in starting youth programs is most important, and this study showed that significant improvement from poor to between good and excellent skills can be expected with successful programs. Only one area had total agreement in players starting with poor skills, the South. The East indicated that all players had developed good skills in their programs before they reached the maximum age.
The next factor investigated, question 20, showed a majority of the individuals stated that no changes were made in the size of the playing field. This indicated that most programs use a regulation size soccer field. Some individuals indicated that fields were modified by age groups, with the use of smaller fields.

A majority of the responses, 53 percent, also said that their programs spent less than 25 percent of the time on conditioning as opposed to actual game play. This analysis came from responses to question 22. There was a wide variety of additional responses which stated their programs used no conditioning and others which used as much as 75 percent of their time.

The last factor investigated on Chart No. 20 showed that no majority could be reached on the size of the ball that youth soccer programs used. The largest response, 46 percent, stated that they used the #5 or regulation size ball. Other responses said they used a smaller ball for their teams.

Personal Statements

The first personal statement analyzed looked at the qualities a player needed to have to compete in youth soccer. A majority of the responses mentioned
desire, fitness, speed, dedication, and a willingness to work.

An examination of the next personal statement showed what problems are associated with skill development. When the responses were analyzed, the most popular answer dealt with some aspect of coaching. This point was indicated as critical in building successful programs. The problems connected with coaches were: lack of knowledge, skill, good coaching, and the attitude of coaches. It was stated that it is extremely important to develop qualified coaches. Individuals said that youth soccer programs cannot expect to have successful skill development if the caliber of their coaches is below standard.

The next two questions examined officiating and are concerned with problems associated with officiating, and who is chosen to officiate league games. The first statement showed that a combination of problems existed in refereeing youth games. These problems were: lack of referees, condition of referees, consistency, and the quality of inexperienced referees. The second aspect of officiating investigated tried to determine who refereed league games. There were basically four types of responses: U.S.S.F. trained and licensed referees; college students, parents, coaches; official's groups set up by a league; and Referee"s Associations. A strong point
mentioned the more an official's training is developed, the better he can serve youth programs.

The next factor showed what standards, if any, programs maintained in the sportsmanship of both players and coaches. A large majority of those interviewed stated they had high standards that were given to coaches and referees, and were enforced through various methods. It was stated that it is important to have established standards, rules, policies or guidelines so that everyone in the program understands what will happen if undesired sportsmanship occurs. Everyone interviewed stated that sportsmanship is a critical part of a successful program.

The final statement in this section was a follow-up segment on sportsmanship, and tried to determine how programs enforced good sportsmanship. The responses were varied, but most individuals stated that strong enforcement of rules, policies, etc. were done by coaches, players, officials or disciplinary committees. Any violation of policy was not accepted and methods of enforcing good sportsmanship were included in all programs.

Summary

Often the heart of any sport is the manner in which the game is played.
There were several factors which showed their effects of playing the game. These included officiating, coaching strategy, lack of playing ability, and the effect of officiating on coaches, players and spectators. All of these factors received significant responses.

The factors of lack of player's size and low scoring in youth games did not receive significant responses.

Some factors that received positive support in playing the game indicated that strategy is important in youth coaching; conditioning is important in programs; most programs used some type of modified rules; and most games do have low scoring when played.

In the area of substitution, the results indicated that most programs either encourage or require the use of players from the bench. The response to limited substitution proved not significant.

An extremely important factor indicated that people involved with youth soccer both understand the game and the rules of the game. The fact that these two aspects of the game are important were seen in the total agreement in responses.

Additional factors which indicated no significant results on youth programs came from responses
to player's size and ability in competing for positions.

Although an earlier question showed low scoring was occurring, another question indicated that scores of large differences (8-1 or 9-0) were not developing in most programs. Whether scores of great differences were harmful to youth soccer or not, proved not significant from limited responses.

Another important factor indicated that problems of behavior were not developing in programs with players, coaches or spectators.

Other factors investigated in this area indicated that most programs: use halves for playing periods; play soccer during the fall months; use a regulation soccer field; show players starting with poor skills and leaving programs with good to excellent skills; conditioning consumes less than 25 percent of practice time; and most programs use a regulation size soccer ball for games.

One question examined indicated that desire, fitness, speed, dedication, and willingness to work are the qualities needed by players to compete in youth soccer programs.

Another question indicated some aspect of coaching was related to problems associated with skill
development. The problems connected with coaches were: lack of knowledge, skill, good coaching, and the attitude of coaches.

In the area of officiating, problems related to the lack of referees, condition of referees, consistency, and the quality of inexperienced referees. The source of referees came from U.S.S.F. trained and licensed referees; college students, parents, coaches; official's groups set up by a league; and Referees' Associations.

It was indicated that sportsmanship is a critical part of a successful soccer program. High standards are maintained through coaches and referees with rules, policies or guidelines distributed to everyone in the programs.

The final analysis indicated that sportsmanship is enforced through rules, policies, etc. by coaches, players, officials or disciplinary committees.

PUBLICITY FACTORS

The various aspects investigated in publicity included: effect of publicity; support from newspapers, television, radio and other media; lack of publicity in association with coaches, players, and parents; success due to publicity; and the availability of soccer
magazines in the cities used in this study. Additional information obtained from personal statements answered questions of who handles publicity and what problems are associated with publicity.

Effect of Publicity Factors on Youth Soccer Development

The first factor on Chart No. 21 and Table No. 14 analyzed the effect of publicity in individual cities on youth soccer. The majority, 53 percent, indicated that there was a significant effect of publicity on their programs. One area, the West, stated that all their cities were significantly effected by the publicity which they received. This area of the country seemed to benefit from exceptional publicity.

The second factor, support from publicity, showed where some programs received their support from the various media. The highest response, 87 percent, stated the newspaper was the greatest factor for support. Two additional media which also showed a majority response were television and "other" sources. A non-significant reply was received from radio support. It was stated by those interviewed that a considerable amount of newspaper support came from community (or neighborhood) publications, and not from large city newspapers. They also stated that the major wire
Chart No. 21
PUBLICITY FACTORS
(Effect of and Support from Publicity Factors on Youth Soccer Development)

N = 15

Question

15

1

2

2

2

2

Effect of Publicity
Newspaper
T.V.
Support from Publicity:
Other
Radio

# of Responses

10

5

0

87%

53%

47%

13%

53%

47%

53%

40%

60%
Table No. 14

Effect of Publicity Factors on Youth Soccer Development

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EAST N = 3</th>
<th>SOUTH N = 3</th>
<th>MID N = 6</th>
<th>WEST N = 3</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effect of Publicity</td>
<td>YES 33%</td>
<td>67%</td>
<td>33%</td>
<td>100%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>NO 67%</td>
<td>33%</td>
<td>67%</td>
<td></td>
<td>47%</td>
</tr>
<tr>
<td>2. Support from Publicity:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper</td>
<td>YES 100%</td>
<td>67%</td>
<td>87%</td>
<td>100%</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>NO 33%</td>
<td>33%</td>
<td>13%</td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td>Television</td>
<td>YES 33%</td>
<td>33%</td>
<td>67%</td>
<td>67%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>NO 67%</td>
<td>67%</td>
<td>33%</td>
<td>33%</td>
<td>47%</td>
</tr>
<tr>
<td>Other</td>
<td>YES 33%</td>
<td>67%</td>
<td>50%</td>
<td>67%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>NO 67%</td>
<td>33%</td>
<td>50%</td>
<td>33%</td>
<td>47%</td>
</tr>
<tr>
<td>Radio</td>
<td>YES 33%</td>
<td>33%</td>
<td>50%</td>
<td>67%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>NO 100%</td>
<td>67%</td>
<td>50%</td>
<td>33%</td>
<td>60%</td>
</tr>
</tbody>
</table>
services contributed little to soccer publicity. One additional analysis of individual responses showed that five cities reported receiving support from all the media of publicity under examination. Two cities indicated "no" support whatsoever.

Positive Factors in Youth Soccer Development

The next chart, No. 22 and Table No. 15, analyzed positive and negative factors on youth soccer programs. The first three factors on this chart showed that coaches, players and parents all indicated youth soccer lacked publicity. The coaches' response, 80 percent, indicated even stronger feelings towards the lack of publicity. When players and parents were analyzed, by those interviewed in this study, their responses of 67 percent supported the fact that a lack of publicity was evident in the individual programs.

Negative Factor in Youth Soccer Development

The results of the next factor on this chart, question 6, indicated that a majority of the cities interviewed do not depend on publicity for the success of their programs. This point was supported by a response of 67 percent. The East totally supported the negative reply to this question.
Chart No. 22
PUBLICITY FACTORS
(Positive and Negative Factors on Youth Soccer Development)

<table>
<thead>
<tr>
<th>Question</th>
<th>Coaches</th>
<th>Players</th>
<th>Parents</th>
<th>Success Due to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7%</td>
</tr>
</tbody>
</table>

N = 15

# of Responses or % of Responses

0 5 10 15
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EAST (N = 3)</th>
<th>SOUTH (N = 3)</th>
<th>MIDWEST (N = 6)</th>
<th>WEST (N = 3)</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Feeling of Lack of Publicity:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaches</td>
<td>YES 67% 100% 100% 33% 80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO 33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Players</td>
<td>YES 67% 100% 67% 33% 67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO 33% 33% 67% 33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Parents</td>
<td>YES 67% 67% 87% 33% 67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO 33% 33% 13% 67% 33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Success Due to Publicity</td>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO 100% 67% 54% 67% 67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td>13%</td>
<td></td>
<td></td>
<td>7%</td>
</tr>
</tbody>
</table>
Factual Information

The next factor in this area showed a discouraging point when soccer magazines in the various cities were checked for availability. The majority, 53 percent, stated that "no" soccer magazines of any type were available in their areas. The three publications surveyed showed some results, but not enough to be significant. **Soccer America** is becoming popular, but it is primarily obtained through subscriptions. The need for soccer magazines or coverage of soccer in popular sports magazines was indicated by several of the individuals interviewed in this study.

Personal Statements

The first question examined in this area asked who handled publicity for the individual programs. An examination of the responses indicated that three types of people were responsible for publicity: one particular individual; league or office staff; and individual team representatives. It was stated by those interviewed that a great need for publicity development is necessary if youth soccer is expected to achieve the status of other sport programs.

The second personal statement asked for information on problems associated with publicity in individual cities. One problem discovered from the response was the
lack of interest and knowledge in most large news media systems. Several individuals said that local neighborhood, community newspapers or news media gave youth soccer excellent coverage. It was pointed out by several individuals that soccer is still considered a "foreign" sport, and the need to educate people regarding soccer was necessary to achieve good publicity.

**Summary**

Publicity is often overlooked in developing youth sports programs. This avenue of exposure to the community can be important in developing positive attitudes towards the game.

In this area, the effect of publicity on the various programs proved significant. This was especially true on the West coast where programs receive considerable coverage in the different media.

When support from publicity was examined, the newspaper was the outstanding source for telling the results of the various programs. Additional support came from television and "other" media. The radio showed no significant contribution in supporting youth soccer programs.

The responses concerning coaches, players and parents to feelings towards lack of publicity proved significant in this study. They all indicated that youth
soccer programs do not receive enough publicity.

One important analysis showed that the success of most programs was not due to the publicity they received. The success of the programs came from hard work with everyone involved in the programs.

Another investigation in this area indicated that no soccer magazines were available in outlets in the cities interviewed. Some soccer magazines are available through subscriptions, and some are sold on a limited basis in stores.

The next factor indicated that either one particular individual, a league or office staff, or individual team representatives are the ones who handle publicity for the individual programs.

The last analysis indicated that problems associated with publicity came from the lack of interest and knowledge in most large news media systems. Some responses said that local neighborhood and community news media give excellent coverage of their programs. It was also pointed out that soccer in this country still has the "foreign" image, and we must educate people to get their interest in the sport.
An examination of youth soccer, when compared to other established youth sports, indicated that soccer is a significant factor in youth development throughout the cities investigated. This factor of the data revealed information which related to: effect of youth soccer in relationship to various existing soccer programs; exposure to the public; help received from higher levels of play; problems faced when competing against established sports; successful factors of programs examined; exposure of program to players; and the outlook in individual cities and across the country.

**Effect of Youth Soccer Development**

An analysis of Chart No. 23 and Table No. 16 demonstrated the effect that individual programs had in relationship to junior high schools, high schools, colleges, clubs, recreation, and professional soccer. The greatest response, 93 percent, indicated that youth soccer was strong with its relationship to high school programs. A close follow-up was seen with an 87 percent response to junior high schools and colleges. Two additional majority responses were significant in their relationships with soccer clubs and recreation programs. The only area indicating no majority response
Chart No. 23

SOCCER VERSUS THE ESTABLISHED SPORTS
(Effect of Youth Soccer in Relationship to Other Levels of Soccer)

N = 15

Effect of Program in Relationship to:
High School  Jr. High  College  Clubs  Recreation  Professional

0  5  10  15

# of Responses

% of Responses

YES  NO  OTHER

0%  7%  13%

13%  7%  20%

20%  13%  27%

67%  67%  47%

27%  7%  33%

20%  7%  33%
Table No. 16

Effect of Youth Soccer in Relationship to Other Levels of Soccer

<table>
<thead>
<tr>
<th>N = 15</th>
<th>EAST N = 3</th>
<th>SOUTH N = 3</th>
<th>MIDWEST N = 6</th>
<th>WEST N = 3</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUESTION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Effect of Program in Relationship to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>YES</td>
<td>100%</td>
<td>100%</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jr. High School</td>
<td>YES</td>
<td>67%</td>
<td>100%</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td></td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>YES</td>
<td>100%</td>
<td>67%</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td></td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td>Clubs</td>
<td>YES</td>
<td>67%</td>
<td>33%</td>
<td>87%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td>67%</td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
<td>33%</td>
</tr>
<tr>
<td>Recreation</td>
<td>YES</td>
<td>33%</td>
<td>100%</td>
<td>54%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td>Professional</td>
<td>YES</td>
<td>33%</td>
<td>67%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
<td>33%</td>
<td>13%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td></td>
<td></td>
<td>13%</td>
<td>67%</td>
</tr>
</tbody>
</table>
in this chart came from the professional relationship with youth soccer. The positive responses to professional soccer seem strong in areas that have professional leagues or teams. Some of the responses stated there was no knowledge on the effect their programs had on higher levels of soccer development. This last fact indicated that no relationship was established between youth soccer and other soccer programs in some cities.

**Positive Factors in Youth Soccer Development**

The second chart in this factor, No. 24, and Table No. 17 showed positive and negative factors on youth soccer programs. A figure of 87 percent showed that exposure of youth soccer programs to the public was vital in maintaining success. They also stated that the greater the exposure, the greater the success. The South and West responded with a total positive answer.

The next factor analyzed, question 3, indicated that youth soccer should establish strong relationships with other levels of soccer in the various cities examined. Both the East and West agreed that inter-city relationships between the various levels of soccer programs should be established. The response to this question was 73 percent.
Chart No. 24

SOCCER VERSUS THE ESTABLISHED SPORTS

(Positive and Negative Factors in Youth Soccer Development)

N = 15

<table>
<thead>
<tr>
<th>Question</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>4</th>
<th>4</th>
<th>4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to Public Vitalship to High School Clubs Recreation Professional College Other Levels of Soccer</td>
<td>13%</td>
<td>27%</td>
<td>27%</td>
<td>33%</td>
<td>40%</td>
<td>40%</td>
<td>53%</td>
</tr>
</tbody>
</table>
Table No. 17
Positive and Negative Factors in Youth Soccer Development

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EAST</th>
<th>SOUTH</th>
<th>MID</th>
<th>WEST</th>
<th>% for Combined Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 15</td>
<td>N = 3</td>
<td>N = 3</td>
<td>N = 6</td>
<td>N = 3</td>
<td></td>
</tr>
<tr>
<td>2. Exposure to Public Vital</td>
<td>YES</td>
<td>67%</td>
<td>100%</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td>13%</td>
<td>100%</td>
<td>13%</td>
</tr>
<tr>
<td>3. Relationship to Other Levels of Soccer</td>
<td>YES</td>
<td>100%</td>
<td>67%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td>50%</td>
<td>100%</td>
<td>27%</td>
</tr>
<tr>
<td>4. Receive Help from Higher Levels of Play:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>YES</td>
<td>100%</td>
<td>13%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Clubs</td>
<td>NO</td>
<td>100%</td>
<td>87%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>YES</td>
<td>100%</td>
<td>33%</td>
<td>33%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>100%</td>
<td>67%</td>
<td>67%</td>
<td>60%</td>
</tr>
<tr>
<td>Professional</td>
<td>YES</td>
<td>33%</td>
<td>67%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>67%</td>
<td>33%</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>College</td>
<td>YES</td>
<td>67%</td>
<td>67%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>33%</td>
<td>33%</td>
<td>67%</td>
<td>67%</td>
</tr>
</tbody>
</table>
Negative Factors in Youth Soccer Development

The results of the remainder of Chart No. 24 and Table No. 17 examined the help that higher levels of soccer gave the youth programs in individual cities. A problem was discovered when all levels investigated indicated negative responses. The highest response, 73 percent, stated that high schools were of no help to youth soccer programs. This statement proved significant because a previous statement indicated that youth soccer contributed significantly to the high school program. The next area in this segment, soccer clubs, received a response of 67 percent. Recreation and professional programs did not appreciately help youth soccer either. The closest level examined which did help youth soccer was the college program. A response of 53 percent still showed a majority against significant contributions from the college level. This analysis indicated a lack of positive relationships between youth programs and higher levels of soccer. Individuals interviewed felt that there is a definite need for greater aid to youth soccer programs from other levels of soccer. The data showed that one individual received help from all higher levels of soccer, where another individual received no help from any level in their respective cities.
Personal Statements

The first statement indicated what problems youth soccer face when competing against the established sports of football, basketball and baseball. The responses were varied from those interviewed, but the strongest replies mentioned were: lack of finances; restriction of fields, lack of publicity; lack of soccer knowledge; lack of leadership; no professional teams in the area; and a few programs as being less organized when compared to the established sports. An examination of additional responses showed a few youth soccer programs were considerably "cutting" into youth baseball and youth football programs in their respective cities.

One of the key factors in this study was examined in question 6. The responses revealed what factors made the individual programs successful. Again the answers were varied, but important information was contained in their statements. Some key factors were: hard work by individuals; the enthusiasm of the players; everyone having a chance to participate; and the low cost of the programs.

The results of the third factor in this area showed how the various youth soccer programs were first exposed to the players in the cities examined for this study. A combination of recreation departments, private
organizations, hard working individuals, schools, and adult leadership were the most common responses. Each area of the country seemed to have a unique answer as to how their programs were started, but all had the desire to give the players a chance to play the game and have fun.

The last personal statement asked for two views of those interviewed regarding the outlook for youth soccer in their city, and their impression of the outlook across the country. A majority of 60 percent said the outlook for both local and youth soccer across the country was tremendous. These individuals also indicated a continued growth on both levels. Other responses pointed to the fact that there are problems on the organizational level in this country between U.S.S.F. and local programs. Some programs indicated they will remain about the same due to restrictions of one kind or another. One individual summed up the outlook on all levels as "out of sight."

Summary

An analysis of the effect of youth soccer in relationship to the other levels of soccer showed high schools, junior high schools, and colleges as all receiving the benefits of these programs. Soccer clubs
and recreation also receive help from youth soccer programs. Professional soccer proved non-significant when receiving support from youth soccer.

A large number of the cities interviewed said exposure of their programs to the public was vital. It was also indicated that relationship to other levels of soccer were important.

Responses from this factor indicated that youth soccer programs are not receiving help from higher levels of play: high schools, clubs, recreation, professional and colleges.

Some problems that youth soccer faces against the other sports programs were: lack of finances, publicity, soccer knowledge, leadership, professional teams, and being less organized. Responses also indicate that youth soccer is "cutting" into some established programs in certain cities.

Successful programs develop from the key factors of hard work, enthusiasm, participation by players, and low cost of the operation.

An examination of how programs first attracted players indicated that exposure comes from recreation departments, private organizations, hard working individuals, schools, and adult leadership. Playing and having fun are also important in attracting players.
The last factor in this segment indicated that the outlook for youth soccer in the cities interviewed and youth soccer across the country was tremendous. Growth was indicated as remaining constant in some cities due to restrictions, but in other cities the outlook was bright for the sport of youth soccer.
Chapter 5

RECOMMENDATIONS
Chapter 5

RECOMMENDATIONS

INTRODUCTION

The writer has compiled a list of recommendations for this study based on the analysis of data collected. This list is not all inclusive; however, it points out some of the basic standards needed to initiate and operate a successful program. These recommendations have been divided into the five factors investigated in this study.

SOCIOLOGICAL FACTORS

It is recommended that:

1. Standard minimum and maximum age limits of six and eighteen years be established for youth soccer programs.

2. Involvement by parents in programs be increased by using parents in organizing, publicity, booster clubs, and other areas.

3. Formation and participation in female programs be established.
4. Recruitment of black players be established in youth soccer programs.

5. Development of the professional image in soccer, similar to other professional sports, be established by individuals responsible for growth in this country.

ORGANIZATIONAL FACTORS

It is recommended that:

1. Awards be part of a program, but not the primary consideration for participation, with the use of certificates for players and a team trophy being sufficient.

2. Financing for a program be established before actual operation begins; the amounts suggested for successful conduct of a program are approximately $10 per player and $200 per team.

3. Systematic contact be made between organizers of programs and directors of playing fields. There should also be a formal working agreement between these two groups.

4. Coaches have soccer backgrounds as players, including knowledge of strategy, and some ability to perform skills. Adults are recommended.
5. Guidelines for all-star teams and the selection of players must be established prior to the opening of a season, if such teams are included in the program purposes.

6. Adequate facilities be secured before the operation begins with locker areas, playing fields and practice areas established.

7. Cost for equipment be kept to a minimum, with players providing shoes and shin guards, and teams providing uniforms, balls and nets.

GAME FACTORS

It is recommended that:

1. Competent officials be secured because of their influence on youth soccer programs. Playing experience is recommended.

2. Teams should not cut players. Size and ability of players should not be factors for selection on teams.

3. Players be grouped to create balanced teams.

5. Substitution be used in all programs with each player being guaranteed playing time of at least half the game.

6. Behavior and sportsmanship codes be in writing and available to everyone in the program. These codes should be enforced by coaches, players, officials and organizers.

7. All individuals involved with the game, coaches, players, officials, parents and organizers, should know the rules.

PUBLICITY FACTORS

It is recommended that:

1. Programs improve on publicity through the various media available: newspapers, television and radio.

2. Soccer magazines, like Soccer Monthly and Soccer America, be made available on newstands. Additional coverage should be made available in sport magazines and sport columns from United Press International and Associated Press.

3. Publicity from local or community newspapers be utilized for exposure of youth soccer programs.
4. The success of a program should not be determined on a publicity basis, but rather for fitness, skill development, playing, and enjoying the game.

5. One individual or a group of individuals, which ever is more effective, direct the publicity for a program.

SOCCER VERSUS THE ESTABLISHED SPORTS FACTORS

It is recommended that:

1. Youth soccer programs receive additional help from higher levels of competition: high schools, colleges, clubs, and professional teams through the use of coaches, players, and facilities.

2. Youth soccer programs receive as much public exposure as possible.

ADDITIONAL RECOMMENDATIONS

It would be desirable to have a similar type of study completed, using different cities and individuals, to compare the data and see if the information found in this study was peculiar to the cities investigated or are typical of the entire country.
A study could be conducted in approximately ten years and compared to the data collected in this study.

A study could be conducted investigating the regional differences of youth soccer programs across the country.

It would be interesting to examine data gathered for a study, similar to this study, which would include coaches of youth soccer programs.

A study might be made to examine the qualities essential for leadership of youth sport programs which is in the best interests of the youth participants.

It would be desirable to have a study completed which would investigate the comparison of youth soccer programs to one of the established sports such as football, basketball or baseball.

A study could be conducted on the availability, influence, and relationship of summer programs and youth soccer programs.

A study of this nature might be conducted using a new type of instrument which would give different controls to the data.

Because the future of our country is faced with more leisure time for family recreation, an investigation into the individuals promoting youth soccer should
be directed toward their attention to this future trend in our society.

A study should be conducted to investigate any changes in the soccer development reported by the Arthur D. Little, Inc. report of 11 years ago.
Chapter 6

SUMMARY AND CONCLUSIONS
Chapter 6

SUMMARY AND CONCLUSIONS

INTRODUCTION

The purpose of this study was to examine the factors affecting the growth of youth soccer in selected cities in the United States. The writer has gathered information and presented responses to various questions so that a number of successful programs could be reviewed. Individuals interested in developing youth soccer can use the data presented and apply information, whenever possible, to their programs.

SUMMARY

The primary instruments used in this study were the questionnaire and taped interview techniques. Fifteen individuals in fourteen cities were selected from four areas of the country: East - three individuals; South - three individuals; Mid-West - six individuals; and West - three individuals. Each person was sent a questionnaire which was returned to the investigator for a preliminary analysis, and was completed by a taped telephone interview. Two
individuals were interviewed in person. The questionnaire and taped interview were supplemented by additional materials sent from most of those involved in this study.

There were four basic types of responses collected. These were answers of: highly significant, significant, no effect, and no knowledge; yes and no responses; factual information; and personal statements.

The questionnaire was divided into five factors of investigation: Sociological, Organizational, Game, Publicity, and Soccer Versus the Established Sports.

MAJOR FINDINGS

After careful analysis of all data collected, the following factors were found to influence youth soccer program development.

SOCIOLOGICAL FACTORS

The following factors resulted in a significant positive effect on youth soccer programs in certain cities. They included: European influence, United States ethnic development, parental, recreation, and school influences, participation, attitude development, professional image, hero worship, girls' participation, starting and finishing age figures, and
the general comparison of youth soccer in the last five years to other youth programs.

Several majority responses were recorded as negative developments at this time. These factors included: ethnic players' influence, parents and ethnic leadership, lack of black players, and the association of a professional image in youth soccer programs.

Additional factual responses related to estimated minimum and maximum family income, number of coaches and fields, maintenance, and the outlook of youth soccer in the last ten year period.

ORGANIZATIONAL FACTORS

The following factors resulted in significant influence on youth soccer programs in certain cities interviewed. These were concerned with: longevity, personnel, coaches' background, equipment, facilities, playing fields and maintenance, number of players, number of teams, number of coaches, number of officials, finances, cost per player, cost per team, injuries, awards, and all-star teams.

The positive influences showed that most coaches had soccer backgrounds, most programs included
an all-star team, and the majority of programs had adequate facilities.

The negative responses regarding youth soccer showed that players are not having difficulty securing equipment, there is not a significant turnover in personnel running programs from year to year, and most programs do not require a physical examination.

Factual responses examined the number of teams, officials, players, coaches and fields, responsibility for equipment, liability for players' injury expenses, the most common area of injury, length of program operation, and the average age of the coaches.

An examination of the personal statements showed: one individual or a good administration was usually the stabilizing force behind the various programs; officials (referees) cause problems, and the need of more referees who are experienced and in better physical condition.

Additional statements gave important information on: keeping records, organizational structure, safety procedures, significant values, and problems starting, maintaining and developing successful youth programs.
GAME FACTORS

A number of significant positive influences developed in this factor. They included: players' ability, skill level, conditioning, rules, time periods, months of operation, substitution, coaching strategy, scoring, officiating, and understanding the game.

From the opposite point of view, certain influences which received negative responses were: players' size and ability, scoring, and behavior patterns. Only one area indicated no substantial factor, and that was concerned with the size of the ball.

The factual responses indicated that: halves are used for time periods, youth soccer is played during the fall months, most players leave the programs with good to excellent skills, field size does not change too much with younger teams, players usually start with poor skills, and conditioning is less than 25 percent of the total program of youth teams.

Additional personal statements showed important areas to be: player qualities, problems with skill development and officiating, designated officials, and standards of sportsmanship.
PUBLICATION FACTORS

Examination of the responses in this factor found the following areas significant to youth soccer: the effect of publicity, support from newspapers, television and other forms of media, magazines available, success due to publicity, and parents concern for lack of publicity. It was indicated that publicity is one of the greatest concerns of people in all levels of soccer.

The negative responses showed that: radio support was lacking, soccer magazines were not available for general public consumption, coaches, players and parents indicated a lack of publicity for programs, and the success of the various programs was not always due to publicity.

The personal statements showed that: the person responsible for publicity was the same individual responsible for that program; soccer is still considered a "foreign" sport in most of the cities interviewed; and the lack of interest and knowledge of the game by the news media is evident in this country.
SOCcer versus the established sports factors

The following factors were noted as significant influences on youth soccer programs. They included: effect of youth soccer in relationship to other programs, exposure of programs, and help for youth soccer from other levels of soccer.

A positive response showed that youth soccer is helping other levels of soccer in this country, high schools, junior high schools, colleges, clubs, and recreation programs; however, a negative response showed that youth soccer is not receiving help from higher levels of soccer in the cities examined.

An analysis of a personal statement showed that diligent work by either an individual or individuals connected with the program to be one of the ingredients that made the programs a success. Additional personal statements showed: information on areas of youth soccer competing against established sports; the outlook for youth soccer in the cities interviewed; and the outlook for youth soccer in the future across the country.
CONCLUSIONS

From the results of this study, it may be stated that many of the factors investigated proved to be significant in relationship to the development of youth soccer in the United States. All of the responses added insight into the operation of established youth soccer programs investigated.

The data derived from this study included responses to 23 key questions relating to program objectives, values, personnel, finances, equipment, operation, safety procedures, awards, player qualities, officials, sportsmanship, exposure, and publicity. Additional problems related to personnel, records, facilities, skill development, officiating, publicity, and competing against established sports.

The evidence on these key factors showed that: development of proper attitude among players, coaches and spectators is stressed; there is a low injury factor; all players are participating and receiving substantial playing time during games; players' size and ability are not a limiting factor; the sport is encouraged for both male and female players; more parents are becoming involved in youth soccer; one individual or a few key dedicated persons usually are responsible for the operation of a program; finances are not a
significant factor in operating a program; and equipment does not create any problem.

As a final conclusion, the general outlook for youth soccer, both in the cities investigated and across the country, showed encouraging signs that youth soccer programs will continue to grow and spread throughout the United States.
BIBLIOGRAPHY
BIBLIOGRAPHY

A. BOOKS


B. PERIODICAL ARTICLES


C. PUBLICATIONS OF LEARNED ORGANIZATIONS


D. UNPUBLISHED MATERIALS


Holman, Howard B. "A Study of Little League Baseball in Operation, 1951." (Recreation Department, Fresno, California, 1951.)


E. NEWSPAPERS

APPENDICES
May 21, 1973

Dear .......

I am in the process of working on my dissertation for credit towards a Ph.D. degree from Ohio State University. The topic which I have undertaken is entitled: A Study of the Factors Affecting the Growth of Youth Soccer in Selected Cities in the United States.

In selecting this topic, I have considered several cities which have had successful youth soccer programs in the past ten years. I would appreciate it greatly if you would consent to be a source of information for this study.

I have been in contact with Mr. Ted Howard, Administrative Assistant in the North American Soccer League; Dr. Clyde Partin, Emory University; and Mr. D. J. Niotis, Chicago, Illinois, who have all given me information on individuals associated with youth soccer. It is from these people that I have received your name, address and telephone number.

The method of collecting data I have selected for my study will incorporate two systems. First, I hope to interview you over the telephone using a tape recorder, and second, to get some additional information through correspondence. Getting this information will be entirely at my expense, and all I will require is a little of your time.

I hope you will be willing to work with me in this study. I would appreciate it if you would drop me a note to let me know if I may be able to use you as a source of information.

Thank you for your consideration.

Yours in soccer,

Forrest C. Tyson
Assistant Professor
Freshmen Soccer Coach
P.S. Additional information on the format of the interview, and supplementary questions will be mailed to you.
APPENDIX B

August 31, 1973

Dear ...........

I am enclosing in this envelope the questions to be used in your interview. The interview format will cover five different areas. There are approximately four different types of responses required in the interview. These responses include: H.S. - S - N.E. - N.K. (Highly Significant - Significant - No Effect - No Knowledge); Yes - No; Short fill in answers; and personal statements.

I hope you will read through the questions and give some thought to your responses. It would save valuable time over the telephone if you would answer as many of the questions on your interview format before the telephone interview. Because of the length of some personal statements, I would appreciate it if you would write your responses and send them back to me. These selected responses are circled in red.

I would like you to take a week to look over the questions. If you would send me your home telephone number and the time you would like to have me call, I will set up a date. I would like to complete the interview by September 14th. As I previously mentioned to you, I plan to tape our telephone conversation. I have taped the questions myself a few times, and the time required varies from 30 - 45 minutes. Your help in writing some of the responses to the personal statements will be of great help to me.

I would appreciate it if you would send me any information you feel might help this study. I feel the subjects used in this study are the best authorities on youth soccer in this country. It is through your help and support that this study will be successful.

Yours in soccer,

Forrest C. Tyson
Assistant Professor
Freshmen Soccer Coach

163
APPENDIX C

FACTOR NO. 1 - SOCIOLOGICAL FACTORS

1. What Effect has the European influence had on youth soccer programs in the United States?
   H.S. - S - N.E. - N.K.

2. What Effect has the Ethnic influence we associate with soccer development in America had on youth soccer programs?
   H.S. - S - N.E. - N.K.

3. What Effect has Parental influence had on youth soccer in your city?
   H.S. - S - N.E. - N.K.

4. What Effect has Recreation influence had on youth soccer in your city?
   H.S. - S - N.E. - N.K.

5. What Effect has School influence had on youth soccer in your city?
   H.S. - S - N.E. - N.K.

6. What has been the Effect of Ethnic background youth players in your league?
   H.S. - S - N.E. - N.K.

7. Has the youth soccer program in your city increased the opportunity for players to Participate in soccer?
   Yes - No

8. Is the development of Attitude among youth players (fun, fair play, winning, loosing) stressed in your league?
   Yes - No

9. Is it important to develop a Professional Image in United States soccer?
   Yes - No

164
10. Do you feel youth soccer players need a Hero Worship from soccer that we associate with from other sports in the United States? 
   Yes - No

11. Do youth soccer programs in your city make allowances for girls to participate in league play? 
   Yes - No

12. Should girls have the chance to participate in youth soccer programs? 
   Yes - No

13. Have Parents of youth soccer players looked for leadership from Ethnic background individuals? 
   Yes -- No

14. Do you have Black Players in your youth soccer program? 
   Yes - No

15. Is an effort made to recruit Black Players in your league? 
   Yes - No

16. Do youth players in your city associate with a professional image in soccer? 
   Yes - No

17. What Age Limits does the youth soccer program in your city include? 
   Minimum _____  Maximum _____

18. What income bracket would you say the majority of your players in the league come from? 
   Under $5,000 
   $5,000 to $10,000 
   $10,000 to $15,000 
   Over $15,000

19. How does youth soccer compete with other youth programs in your city? 
   Excellent - Good - Fair - Poor 
   In regards to the number of players? 
   Excellent - Good - Fair - Poor 
   In regards to the number of Coaches? 
   Excellent - Good - Fair - Poor 
   In regards to the number of Teams? 
   Excellent - Good - Fair - Poor
In regards to the number of Fields?
Excellent - Good - Fair - Poor
In regards to maintenance?
Excellent - Good - Fair - Poor

20. In the past 10 years, what has the image of youth soccer been in your city?
Excellent - Good - Fair - Poor
In the past 5 years?
Excellent - Good - Fair - Poor

FACTOR NO. 2 - ORGANIZATIONAL FACTORS

1. What is the Effect of the following personnel on your program?
Coaches H.S. - S - N.E. - N.K.
Teachers " " " "
Parents " " " "
Officials " " " "
Organizers " " " "

2. What is the Effect of awards from your program?
H.S. - S - N.E. - N.K.

3. What is the Effect of finances on your program?
H.S. - S - N.E. - N.K.

4. Are your playing field(s) connected with:
Schools? Yes - No
Recreation? Yes - No
City? Yes - No
Private? Yes - No
Other? Yes - No

5. Are awards important to the players? Yes - No

6. Do coaches in your program have backgrounds in soccer? Yes - No Percent?

7. Does your program have an all-star team? Yes - No

8. Are facilities adequate in your program? Yes - No

9. Do you have problems with playing field(s) and maintenance in your city? Yes - No If yes, what?

10. Do you have problems with the award system used in your program? Yes - No If yes, What?
11. Do you have problems with equipment for players in your program? 
   Yes - No

12. Is there a significant turnover, from year to year, in the personnel who run your program? 
   Yes - No

13. Is a health exam required for your players? 
   Yes - No

14. How many teams are in your program? 
   Estimate __________

15. How many officials are in your program? 
   Estimate __________

16. How many players are in your program? 
   Estimate __________

17. How many coaches are in your program? 
   Estimate __________

18. What is the average age of your coaches? Estimate or give range. __________

19. How many field(s) do you have available for your program? __________

20. Who furnishes the equipment for players in your program? 
   Shoes? Player - Team - League - Other
   Shin Guards? " " " "
   Uniforms? " " " "
   Balls? " " " "
   Nets? " " " "
   Other? " " " "

21. Who is liable for injury in your league games? 
   Personal statement -

22. What do you estimate is your cost per player in your program? 
   Personal statement -

23. What do you estimate is your cost per team in your program? 
   Personal statement -
24. How long has your youth soccer program been in existence?
   Personal statement -

25. What is the most common injury in league play?
   Personal statement -

26.* What type of organizational structure does your program use?
   Personal statement -

27. What organizational structure do the teams in your program use?
   Personal statement -

28.* What problems do you find working with the following personnel?
   Coaches?
   Teachers?
   Parents?
   Officials?
   Organizers?

29. Who or whom is the stabilizing force behind your successful program?
   Personal statement -

30. Who is responsible for keeping records in your program?
   Personal statement -

31.* What problems are associated with keeping records for your league?
   Personal statement -

32.* What problems have you experienced with facilities?
   Personal statement -

33. Who is responsible for getting your playing field(s) for league play?
   Personal statement -

34. Who is responsible for maintenance of your field(s) for league play?
   Personal statement -

35.* What are the sources of your finances for the league?
   Personal statement -
36.* What safety procedures does your program maintain?
   Personal statement -

37.* What type of awards do players in your league receive?
   Personal statement -

38.* What are the significant values of your soccer program?
   Personal statement -

39.* What are the significant problems to overcome in starting a youth soccer program?
   Personal statement -

40.* What are the main problems in maintaining a youth soccer program?
   Personal statement -

41.* What do you see as the No. 1 problem in developing a successful youth soccer program?
   Personal statement -

FACTOR NO. 3 - GAME FACTORS

1. What effect does officiating have on your program?
   H.S. - S - N.E. - N.K.

2. What is the effect of coaching strategy on successful teams in your program?
   H.S. - S - N.E. - N.K.

3. What is the effect of a player's attitude towards playing youth soccer if he lacks ability?
   H.S. - S - N.E. - N.K.

4. What is the effect of officiating on your:
   Players?    H.S. - S - N.E. - N.K.
   Coaches?    "    "    "    "
   Spectators? "    "    "    "

5. What is the effect of a player's attitude toward playing youth soccer if he lacks size?
   H.S. - S - N.E. - N.K.

6. What is the effect of low scoring in youth soccer?
   H.S. - S - N.E. - N.K.
7. Is strategy important at the youth soccer level?
   Yes - No

8. Is conditioning important in your program?
   Yes - No

9. Does your program use modified rules in league play?
   Yes - No
   If yes, what are they?

10. Do you experience low scoring in most of your league games?
    Yes - No

11. Do you feel a player's size is a limiting factor in playing youth soccer?
    Yes - No

12. Do you feel a player's ability is a limiting factor in playing youth soccer?
    Yes - No

13. Does your program require substitution? Yes - No
    Does your program encourage " Yes - No
    Does your program limit " Yes - No

14. Do you find there is a great difference in the scores of some league games? High scores against low scores (A difference of more than 7 goals in a game) Example: 8 to 0, 9 to 2, etc.
    Yes - No

15. Is behavior of Players a problem in your program?
    Yes - No
    Is behavior of Coaches a problem in your program?
    Yes - No
    Is behavior of Spectators a problem in your program?
    Yes - No

16. Do you feel that individuals interested in youth soccer in your city understand the game?
    Yes - No
    Do they understand the rules?
    Yes - No
    Are these two aspects of the sport important?
    Yes - No
    Personal statement -
17. What time periods does your league use in play?

18. During what months of the year does your program operate?
   Personal statement -

19. What level of skill do you find youth players possessing when they leave your program?
   Excellent - Good - Fair - Poor

20. What changes, if any, have been made in the size of the playing field you use in league play?
   Personal statement -

21. What level of skill do you find youth players starting with?
   Excellent - Good - Fair - Poor

22. How much time is spent on conditioning as opposed to game play?
   Percent?

23. What is the size of the ball you use in league play?

24. What qualities do you feel a player needs to compete in youth soccer programs?
   Personal statement -

25. What problems are associated with skill development at the youth level?
   Personal statement -

26. What problems do you find with officiating in your program?
   Personal statement -

27. Who officiates your league games?
   Personal statement -

28. What standards, if any, does your program maintain in the sportsmanship of players?
   Personal statement -
   Coaches?
   Personal statement -

29. How does your program enforce good sportsmanship?
   Personal statement -
FACTOR NO. 4 - PUBLICITY FACTORS

1. What is the effect of publicity in your city on youth soccer?
   H.S. - S - N.E. - N.K.

2. Does your program get support in publicity from:
   Television? Yes - No
   Radio? Yes - No
   Newspapers? Yes - No
   Other? Yes - No

3. Do the coaches feel there is a lack of publicity for their program?
   Yes - No

4. Do the players feel there is a lack of publicity for their program?
   Yes - No

5. Do the parents feel there is a lack of publicity for youth soccer in your city?
   Yes - No

6. Do you feel the success of your program is due partly to publicity?
   Yes - No

7. What soccer magazines are available in your city?

8. Who handles the publicity for your program?
   Personal statement -

9. What problems do you find with publicity in your city?
   Personal statement -
FACTOR NO. 5 - SOCCER VERSUS THE ESTABLISHED SPORTS

1. What is the effect of your program in relationship to:
   - H.S.?        "    "    "    "    
   - College?     "    "    "    "    
   - Clubs?       "    "    "    "    
   - Recreation?  "    "    "    "    
   - Professional?"    "    "    "    

2. Is exposure of your program to the public vital in maintaining its success?
   Yes - No

3. Should youth soccer try to establish a strong relationship with other levels of soccer in the various cities?
   Yes - No

4. Does your program receive help from higher levels of play in your city?
   - H.S.?        Yes - No
   - College?     Yes - No
   - Clubs?       Yes - No
   - Recreation?  Yes - No
   - Professional?Yes - No

5. What are the problems youth soccer faces when competing against the established sports of football, basketball, and baseball in your city?
   Personal statement -

6. What factors made your youth soccer program successful?
   Personal statement -

7. How was the youth soccer program in your city exposed to the players? Example (schools, recreation, private organizations, etc.)
   Personal statement -

8. How do you view the outlook for youth soccer in your city?
   Personal statement -
   Across the country?
   Personal statement -