

THE STATUS OF INTERCOLLEGIATE SOCCER

A Thesis

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by

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CHAPTER I

THE PROBLEM AND THE SOURCES OF INFORMATION

A. The problem

Soccer has long been recognized as the most popular spectator team sport in the world. It is currently estimated that there are two hundred and fifty million soccer players in the world, and these players attract six hundred and fifty million spectators each year.¹

In the United States soccer has never achieved the popularity of American football. However, it has shown such a consistent growth over the years that today the President of the National Soccer Coaches Association of America, Donald Y. Yonker, can state, "Satisfyingly, soccer has 'come of age' in this country."² This statement by one of the leading soccer authorities in this country is based on a number of facts.

In 1959 the National Collegiate Athletic Association sponsored the first national collegiate soccer tournament. This fact itself indicates the growth and increased

¹Athletic Institute, "Soccer--#1 World Sport; But Not Here!" Sportscope, V, No.5 (March, 1960), 1.

²Donald Y. Yonker, "The 1958 Collegiate Season," The Official National Collegiate Athletic Association Soccer Guide, (New York, 1959), 11.

interest in collegiate soccer, but this growth and interest is even more obvious when the winning team of the tournament is analyzed. The winner, St. Louis University, sponsored a varsity soccer team for the first time in 1959. This team was composed entirely of Americans and existed on a budget of only two hundred dollars for the entire season.³ The runner-up in this tournament, City College of New York, was composed of mostly foreign students. But soccer has long been a popular sport in St. Louis with municipal leagues dating back as far as 1909. Today twelve to sixteen high schools support teams in the St. Louis area.⁴

Another fact supporting Mr. Yonker's statement is the consistent growth of collegiate teams, especially in the last decade. This fact is clear by counting the teams listed in The Official National Collegiate Athletic Association Soccer Guide. In the 1956 soccer guide 120 teams were listed; just three years later, in 1959, 190

³Heinz Lenz, "Surprises and Progress," Soccer Journal, VI, No. 4 (Spring, 1960), 13.

⁴Robert Guelkner, "School Soccer Programs in St. Louis," Soccer Journal, I, No. 3 (Winter, 1957), 12.

teams were listed in the guide.⁵ This is an increase of almost 60 per cent in just three years. Today, not only do many foreign professional teams tour this country, but a professional league has been established that is playing a round robin tournament in New York City.⁶ This league will include the best soccer teams from all over the world and should do a great deal to stimulate further interest in soccer in the United States.

In spite of these advances, intercollegiate soccer is still not widely accepted by the higher institutions of learning in this country. A recent study by the National Collegiate Athletic Association in 1956 and 1957 showed the following facts about soccer in the colleges and universities of this country:

1. Soccer was not ranked in the list of the ten more widely sponsored intercollegiate sports.
2. Soccer is sponsored by 128 (32.6%) of the reporting institutions.
3. Soccer was not ranked in the list of the ten most widely sponsored intramural sports.
4. Soccer is sponsored by sixty-two institutions on an intramural basis.

⁵National Collegiate Athletic Bureau, "1955 Records of NCAA-Member Colleges," The Official National Collegiate Athletic Association Soccer Guide, (New York, 1956), 23-28, and the "1958 Records of NCAA-Member Colleges," (New York, 1959), 27-31.

⁶Lenz, loc. cit.

5. Soccer was not listed as one of the 49 recreational clubs connected with NCAA colleges and universities.

6. A total of 218 institutions have 372 soccer fields for an average of 1.7 fields per institution.⁷

This particular study, which is one of the very few concerning intercollegiate soccer, only points out the limited number of colleges and universities that support soccer in some form, either through the varsity, the intramural, or the physical education program. The study does not deal with the status of soccer at those institutions that have supported soccer, or with the implications of the continuous growth of intercollegiate soccer, or with the various reasons why soccer makes an excellent activity in the intercollegiate program.

The reasons that soccer does make an especially attractive addition to the intercollegiate athletic programs of a college or university are described in an article on "The College Soccer Club" by Bruce L. Bennett:

(a) In many colleges and even large universities, football is the only sport offered in the fall, whereas three or four sports are available in both the winter and spring season. Soccer can thus contribute to a better balanced intercollegiate program. Soccer is not advocated and promoted as an ultimate substitute for football. There is plenty of room for both activities in all colleges.

(b) Colleges are approaching another period of expanded enrollments. This condition will challenge athletic departments to provide for more students. The

⁷"Status of Sports and Recreational Programs of Member Institutions," (unpublished Study by the National Collegiate Athletic Association, 1957), p. 1.

intercollegiate program should not remain static. Soccer is an inexpensive team game which will provide a varsity athletic experience for more men than any other sport with the possible exception of football.

(c) The low cost and injury hazard of soccer bears repeated emphasis. It costs no more to equip an entire soccer team of eleven men than it does to outfit one football player. Furthermore, the initial cost of purchasing soccer equipment is spread out over several seasons. The cost of soccer balls and maintenance is extremely nominal compared with a sport such as baseball. Most injuries incurred in soccer are of a minor nature and relatively infrequent.

(d) Soccer usually draws students who do not go out for other sports. Students who would never participate in intercollegiate sports will come out for soccer. Soccer therefore is not simply another varsity sport for students who are already playing on other teams. It represents a valid means towards achieving a well-established goal of any athletic program--to provide intercollegiate competition for as many students as possible.

(e) For those institutions which prepare major students in physical education, the varsity athletic experience is a valuable part in the training of future physical educators. At Ohio State, less than one-third of the major students in physical education participate on varsity teams. Soccer offers more major students an opportunity to obtain varsity experience.⁸

This study will attempt to disclose whether or not these particular advantages exist in collegiate soccer as it is conducted in the colleges and universities of the United States today. If these statements are accurate, it is hoped that more of the institutions of higher learning in this country will support a soccer team. This study will then be a guide to such institutions that aspire to initiate

⁸ Bruce L. Bennett, "The College Soccer Club," Soccer Newsletter, Part II, IX, No. 3 (January, 1954), 21.

a soccer program. Facts such as the cost of a soccer team, the equipment necessary, the schedule of a soccer team, the status of the soccer coach, and the miles a soccer team travels will all be included in this study. The major problem that the present-day soccer coach faces will be discussed. Also included will be suggestions by the coach concerning what can be done to enhance the position of intercollegiate soccer.

B. The sources of information

The information for this study was compiled from three sources. One of these sources included a comprehensive study of current published material dealing with the status of soccer and its current growth. Another source consisted of interviewing a number of soccer coaches. The final source constituted material gathered from a questionnaire sent to all those institutions listed in The Official National Collegiate Athletic Association Soccer Guide for 1959. This included 190 colleges of which 161, or 84 per cent, answered the questionnaire. (See TABLE I, page 7.) The questionnaire was sent out twice with a different accompanying letter with each mailing. The first mailing resulted in a 69 per cent return, and the second mailing added 33 more schools, or 15 per cent, to the number returning the questionnaire.

In order to obtain a complete analysis of the data

TABLE I
PERCENTAGE OF QUESTIONNAIRES RETURNED BY COLLEGES
ACCORDING TO AREA

Region	Number sent	Number returned	Per cent returned
Far West	16	13	81.2
East	126	108	85.7
South	22	17	77.3
Middle West	<u>26</u>	<u>23</u>	<u>88.5</u>
Totals	190	161	84.5

compiled from the questionnaire, the returns were separated into four geographical areas: the East, the South, the Middle West, and the Far West. This division showed a definite concentration of soccer teams in the eastern part of the country. Of the 190 teams listed in The Soccer Guide for 1959, 126 were located in the East.⁹ However, the percentage of questionnaire returns were consistent from all areas of the country. The East returned 86 per cent, the Middle West 88 per cent, the Far West 81 per cent, and the South 77 per cent.

When discussing the questionnaire in the text that follows, the author will refer to the table that will show the reader the complete analysis of a specific question. This analysis will include a classification of the data into the respective sections of the country and will also relate the number of replies to the particular question. It is important to note here, however, that in almost every case the questionnaires were completely filled out. The complete questionnaire, the accompanying letters, the list of institutions replying to the questionnaire, and the geographical areas of replying institutions may be found in Appendixes A, B, C, and D, respectively.

⁹National Collegiate Athletic Bureau, "1958 Records of NCAA-Member Colleges, "The Official National Collegiate Athletic Association Soccer Guide, (New York, 1959), 27-31.

CHAPTER II

FORMATION OF TEAMS

A. The student initiative

The rapid growth of soccer can largely be attributed to the requests of students at the colleges and universities in our country. As TABLE II (page 10) points out, over one-half (54 per cent) of the replies to the question concerning the evolution of soccer at the particular institution mentioned student interest as being the force behind the formation of a soccer squad. This was especially true in those areas of the country where soccer was rapidly expanding; that is, the Middle West, the South, and the Far West. However, even in the East 45 of the 102 replies stated that student interest was the reason the institution commenced playing soccer. And some of these eastern teams dated back so far that it was difficult to establish what was behind the initiation of soccer into the intercollegiate athletic program. A number of teams (14) in the eastern part of the country were outgrowths of a soccer program that existed in the intramural or physical education programs of the institution.

In other parts of the country, 74 per cent, or 38 of the 51 replies to the question, stated that student interest was the primary reason for establishing soccer as a part of

TABLE II
HOW SOCCER STARTED

Origination	Number of institutions				Totals
	Far West	South	Middle West	East	
Student request	11	10	17	45	82
Faculty request	1	6	3	20	30
Intramural or physical education class	0	0	1	14	15
Part of original program	0	0	0	7	7
Don't know	0	0	0	5	5
Club at one time	3	4	14	33	54
Minor sport at one time	3	2	0	0	5
Number of colleges	13	17	23	108	161

NOTE: Totals of the columns exceed the totals at the bottom, for a college could list more than one heading under the column of origination. For instance, a college could have started soccer because of student interest, and also had a soccer club at one time.

the intercollegiate program. In Ohio alone, "student interest in soccer was the key to its [soccer] development in each college."¹⁰ In most cases, these students were foreign students who had played soccer in their native countries and who wished to continue in this country. Their contribution to the promotion of soccer in our institutions of higher learning has been a great one.

B. The soccer club

In most cases, the student interest in soccer resulted in the forming of a soccer club rather than in the forming of a varsity team. This club was usually sponsored by one or a number of groups on the college or university campus. The club at Ohio State University, for instance, was jointly sponsored by the Athletic, Physical Education, and Intramural Departments.¹¹ The Student Union at the University of Illinois sponsored their soccer team for six years¹² while the club at Ohio University was entirely supported by the Intramural Department.¹³

¹⁰William Wall, "A History of Intercollegiate Soccer in Ohio," (unpublished Master's thesis, The Ohio State University, Columbus, 1955), p. 78.

¹¹Ibid., p. 42.

¹²Robert McKinnon, soccer coach at The University of Illinois, Urbana, Illinois, (reply to questionnaire).

¹³Wall, op.cit., p. 68.

The soccer club was most often the first step toward varsity status. The club indicated how many students were interested in the activity and also gave an estimate of the expenses involved. Once the club gained the necessary student and faculty support, varsity status was usually assured. However, in some cases, this was difficult to obtain. Indiana University, the University of Illinois, Purdue University, and the University of Florida still had soccer clubs in spite of a relatively long period of playing soccer--ten years, six years, ten years, and eight years, respectively. There can be no doubt, however, that soccer clubs have been an important link between the desire to have a soccer team and the final acceptance of soccer as a varsity sport by the institution.

C. Faculty initiative

In some cases interested faculty has been behind the formation of a soccer team or club. This was the case in 18 per cent of the institutions now playing soccer. Various reasons were presented by the faculty in their desire to have soccer as one of the intercollegiate sports in the athletic program. Following are some of these reasons: "A need for a Fall sport. Soccer is not too expensive and therefore was commenced."¹⁴ "The school was too small there

¹⁴Anthony Puglisi, soccer coach at Rutgers College of South Jersey, Camden, New Jersey, (reply to questionnaire).

for football and still is (540 students). Soccer was most practical for our purposes."¹⁵ "Started in 1947 as a varsity sport to fill a definite need for a fall varsity sport which would bring publicity to the school and would more importantly, meet needs for some form of physical education."¹⁶ "It was felt that the sport [soccer] would be inexpensive and offer fall sports competition for men not physically qualified to play football."¹⁷ "We needed a varsity sport for the fall season and since a soccer schedule, equipment and facilities were a little cheaper, we decided on soccer rather than football."¹⁸ One may conclude from these statements that the faculty who initiated a soccer program were predominantly from the department of physical education at their particular institutions. This is true, for those interested in the physical education program also felt soccer should be part of the intercollegiate athletic program.

D. The acceptance of soccer

Through the efforts of students and faculty of the

¹⁵Harold Goldman, soccer coach at Plymouth Teachers College, Plymouth, New Hampshire, (reply to questionnaire).

¹⁶Lee Clement, soccer coach at New England College, Henneker, New Hampshire, (reply to questionnaire).

¹⁷William Hansom, soccer coach at Allegheny College, Meadville, Pennsylvania, (reply to questionnaire).

¹⁸Hugh Hennedy, soccer coach at St. Francis College, Biddeford, Maine, (reply to questionnaire).

colleges and universities throughout our country, soccer is now accepted on the same level concerning awards, finances, and equipment as all other sports in 127 out of the 161 institutions that replied to the questionnaire. (See TABLE III below). This means, however, that in one-fifth of the

TABLE III
COMPARATIVE STATUS OF SOCCER WITH OTHER SPORTS

Region	Soccer is on the same level as other sports		Soccer is not on the same level as other sports	
	Number	Per Cent	Number	Per Cent
East	96	89	12	11
South	10	59	7	41
Middle West	15	65	8	35
Far West	<u>6</u>	<u>46</u>	<u>7</u>	<u>54</u>
Totals	127	73	34	27

colleges and universities that supported a soccer team, the sport was in some way inferior when compared to other sports in the institutions. In 89 per cent of the cases, soccer was more frequently on an equal basis with other sports in the East, while it was considerably below this level in other parts of the United States. For in the South 59 per cent of the colleges considered soccer an equal to other sports, while 65 per cent in the Middle West, and only 46 per cent

in the Far West placed soccer on an equal basis with other sports.

This regional difference is undoubtedly due to the fact that soccer is more established in the eastern part of our country. Its acceptance in comparison with other sports is a good indication of how well established soccer is in the particular college or university. It appears that the longer soccer is played the greater its acceptance. This conclusion can be reached by noting the number of teams in the various parts of the country. Also, this pattern is made clear by the differences in the acceptance of soccer in the different parts of the country. The East with by far the greatest number of teams also is by far the leader in the acceptance of soccer. As soccer moves westward and to the south, its acceptance diminishes. It reaches a low in the Far West. It is obvious, then, that where soccer is played it eventually becomes accepted as a significant part of the intercollegiate athletic program. The first step in achieving this acceptance is naturally to introduce soccer to the campus. (There are still a large number of college and university students that have never seen a soccer game.)

TABLE IV (page 16) explains what separated soccer from other sports in those 34 institutions that made a distinction between soccer and other sports. Budget and Awards were the reasons most frequently mentioned by the 34 institutions that

made a distinction between soccer and other sports. While

TABLE IV
DIFFERENCES BETWEEN SOCCER AND
OTHER VARSITY SPORTS

The Differences	Institutions	
	Number	Per Cent
Budget	21	62
Awards	15	44
Equipment	8	24
Aid to players	8	24
Coach not paid	8	24
Other	8	24

the other coaches in the colleges and universities were paid for their duties, in 8 instances soccer team coaches did not receive any remuneration for their services.

In spite of the fact that only four of the institutions that had a soccer team required an admission charge to attend a game, soccer was not a popular spectator sport at most of the colleges and universities. While home football games at The Ohio State University consistently attracted over eighty thousand supporters, TABLE V (page 18) shows that all the soccer games being played on the same day all over the country attracted under thirty thousand spectators. A few

special soccer games attract large crowds. (See TABLE VI, page 19.) For instance, both the University of Akron and San Francisco State University reported crowds of ten thousand at one of their games; however, these are considered the exceptions.¹⁹ At the University of Akron this crowd is part of the large number of spectators that attend the first home football game of the university. Although the normal attendance at the home games of Akron University is not over seven ^{hundred} thousand the crowd at this first home football game often exceeds thirty thousand spectators. It is greatly supplemented by a large number of free tickets given out by local super markets, etc. The athletic department at Akron does permit the soccer team to play prior to the football game on the same football field. Stuber Parry, coach at Akron, feels this is a fine method of promoting soccer in this area for it acquaints a large number of people with the game of soccer.

Some traditional soccer rivalries attracted from 1,000 to 3,000 spectators. City College of New York versus Brooklyn College, and Army versus Navy are two examples of such rivalries. These crowds were the largest one could expect at a

¹⁹Stuber Parry, soccer coach at the University of Akron, Akron, Ohio, and A.C. Bridgeman, soccer coach at San Francisco State University, San Francisco, California, (replies to questionnaire).

TABLE V
AVERAGE ATTENDANCE AT A SOCCER GAME

Number of spectators	Number and per cent of institutions									
	East		Far West		South		Middle West		Totals	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
0-99	29	27	7	54	4	24	6	26	46	29
100-199	31	29	3	23	3	18	7	30	44	28
200-499	35	33	3	23	7	41	6	26	51	32
500-999	10	9	0	0	3	18	3	13	16	10
over 1,000	1	1	0	0	0	0	1	4	2	1
Number of colleges	108		13		17		23		161	

TABLE VI
 MAXIMUM ATTENDANCE AT A SOCCER GAME

Number of spectators	Number and per cent of institutions									
	East		Far West		South		Middle West		Totals	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
0-249	26	25	2	18	5	29	5	23	38	24
250-499	25	24	6	50	4	24	6	27	41	25
500-749	11	11	2	18	3	18	4	18	20	12
750-1249	21	20	1	9	2	12	4	18	28	17
1250-1999	7	7	0	0	1	6	1	5	9	6
2000-3499	11	11	0	0	2	12	1	5	14	9
3500 above	2	2	1	9	0	0	2	9	5	3
Number of colleges	108		13		17		23		161	

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collegiate soccer game. The attendance at soccer games varied a great deal over the country. Average attendance at special games during the year varied from 10 to 10,000.

The popularity of soccer on a given campus appeared to depend on a number of factors. Some of these factors were: The past record of the team. If a particular team had a winning record in the past it was usually a popular team to watch. Oberlin College and Pennsylvania University are examples of this. If soccer was the only fall sport it was generally well supported by the student body. Frequently, soccer was well supported in smaller colleges. Haverford College, Albany State College, and New England College are examples of this factor.

²⁰ Joseph Palone, soccer coach at the United States Military Academy, West Point, New York; Carlton Reilly soccer coach at Brooklyn College, Brooklyn, New York, (replies to questionnaire).

CHAPTER III

PLAYERS AND ADVANTAGES OF SOCCER

A. Finances of a soccer team

Many soccer authorities feel that one of the game's most outstanding attributes is the small expense involved in supporting a soccer team. Soccer coaches from various colleges and universities, Donald Minnegan, Glenn Warner, Anthony Annarino, and Bruce Bennett have all stressed this point.²¹

Most of the soccer coaches concurred with the opinion that soccer involved a small expense. (See CHAPTER II, p. 12-13, and CHAPTER VI, p. 71 .) In the light of this evidence it was interesting to note what most institutions budgeted for their soccer teams. This question was asked in the questionnaire, but the responses must be considered with many reservations. The question itself was vaguely worded, for it did not specifically state what was to be included in the soccer budget. The responses, therefore, covered an extremely wide range of possibilities.

²¹Donald Minnegan, "Soccer, A Sport for All," Journal of The American Association for Health, Physical Education and Recreation, XXIII, No. 8 (October, 1952), 7; Glenn Warner, "Soccer," Journal of the American Association for Health, Physical Education and Recreation, XXIX, No. 7 (October, 1958), 19; Anthony Annarino, "Soccer in the School Physical Education Program," Soccer Newsletter, XIII, No. 3 (Winter, 1956), 6; Bruce L. Bennett, "Students Need Soccer Clubs," Journal of The American Association for Health, Physical Education and Recreation, XXIII, No.8 (October, 1952), 21.

The total yearly soccer budgets ranged from \$150 to \$9,100. TABLE VII (page 23) shows, however, that only 13 of the 140 institutions that answered this question had expenses in excess of \$3,200. Thus, 91 per cent of the reporting institutions spent \$3,200 or less for their soccer teams. This is especially important in the light of the great expense of supporting a football team. Many colleges and universities can add soccer to their intercollegiate athletic program at very little cost.

The size of the educational institution had nothing to do with the amount of money devoted to soccer. For some large schools, such as the University of Illinois, spent as little as \$140, while others spent a great deal on soccer: Michigan State University, \$6,500; Pennsylvania State University, \$7,500; and San Francisco State College, \$6,000.²²

Most of the smaller colleges and universities added soccer to their programs because it was relatively inexpensive. These institutions did not spend more than \$3,000 on their soccer team. When more than \$3,000 was spent on soccer it

²²Robert McKinnon, soccer coach at the University of Illinois, Urbana, Illinois, (reply to questionnaire); Willard Kenney, soccer coach at Michigan State University, East Lansing, Michigan, (reply to questionnaire); Kenneth Hosterman, soccer coach at Pennsylvania State University, University Park, Pennsylvania, (reply to questionnaire); A.C. Bridgeman, soccer coach at San Francisco State University, San Francisco, California, (reply to questionnaire).

TABLE VII
ANNUAL SOCCER BUDGET

Annual budget	Number of institutions				Totals
	Far West	Middle West	South	East	
0-\$399	3	3	0	3	9
\$400-\$799	4	2	3	15	24
\$800-\$1199	2	1	2	17	22
\$1200-\$1999	1	9	5	27	42
\$2000-\$3199	2	5	3	22	32
\$3200-\$5000	0	0	1	4	5
over \$5000	1	1	0	6	8

was usually in a large school, with over five thousand students. Such institutions as Temple University, Michigan State University, Pennsylvania State University and The University of Connecticut would be included in this category.

In over one-half of the cases (59 per cent) the school's budget was administered by the athletic director. (See TABLE VIII, page 25.) In most of the other cases the financial administration was controlled by either the Athletic Department, the Physical Education Department, the coach, the athletic director and the coach, or the business manager. TABLE IX (page 26) points out that the source of the budget for the soccer team was most frequently from an athletic fee charged to all students. This fee was often supplemented by gate receipts of other sports. Part of the college tuition was also used to support some of the soccer teams, and in 5 cases the players themselves paid part of the team's expenses. It is important to note that soccer is not and cannot be dependent upon its own gate receipts for support. It is, therefore, free of the "professionalism" that often accompanies such dependence.

When asked if the coach felt limited because of lack of funds, 71 per cent of those answering stated they did not feel so limited. However, TABLE X (page 27) shows this per cent was greatly influenced by the eastern part of the country. In this part of the United States, 82 per cent of

TABLE VIII
ADMINISTRATION OF THE SOCCER BUDGET

Personnel responsible	Number of institutions	Per cent
Athletic director	93	59
Coach	21	13
Athletic department	12	8
Athletic director and the coach	11	7
Business manager	7	5
Physical education department	7	5
Other	6	4

TABLE IX
SOURCES OF A SOCCER BUDGET

Source	Number of institutions	Per cent
Gate receipts	30	19
Tuition	55	36
Athletic Fee	95	61
Players	5	3
Other	28	18

TABLE X
NUMBER OF COACHES LIMITED BY BUDGETS

Region	Number	Per cent
Far West	8	64
South	10	59
Middle West	10	43
East	<u>18</u>	<u>16</u>
Totals	46	28

the soccer coaches did not feel limited by their budgets. In the rest of the country, 55 per cent of the coaches did feel that the soccer budget limited them in their attempt to carry out an intercollegiate program. This is simple proof again that soccer is more established in the East.

B. Student participation in soccer

The 1956 Soccer Guide estimated that five thousand students were involved in varsity soccer competition.²³ This official soccer publication further stated that if the freshman and junior varsity teams were included with those teams playing interclub competition, the total college population playing soccer would be between ten thousand and fifteen thousand.

TABLE XI (page 29) shows that in 85 per cent of the colleges playing soccer, 5,726 students tried out for varsity soccer teams in 1959. The number trying out for the teams varied to a great extent with the particular institution. (The number of student tryouts were as low as fifteen and as high as 125.) Well over half of these players (3,910) came from the East; 460 from the Far West; 541 from the South, and 815 from the Middle West.

²³Richard Schmelzer, "The 1955 Collegiate Season," The Official National Collegiate Athletic Association Soccer Guide, (New York, 1956), 11.

TABLE XI
 NUMBER OF STUDENTS THAT TRYOUT FOR
 VARSITY SOCCER TEAMS

Part of the country	Number of players out for soccer	Number of teams	Number per team
Far West	460	13	35.4
South	541	17	31.2
Middle West	815	23	35.4
East	<u>3,910</u>	<u>108</u>	<u>36.4</u>
Totals	5,726	161	35.6

Of the 161 responses to the questionnaire, 61, or 38 per cent, of the colleges and universities had freshman soccer teams that were separate from the varsity teams. (See TABLE XII below.)

TABLE XII

STUDENTS THAT PLAY ON FRESHMAN SOCCER TEAMS
AND THE PERCENTAGE OF THE INSTITUTIONS
THAT HAVE A FRESHMAN TEAM

Part of the country	Students on a freshman soccer team	Number of freshman teams	Per cent of the institutions that have a freshman soccer team
Far West	65	2	15.4
South	129	5	29.4
Middle West	73	4	17.4
East	<u>1,830</u>	<u>50</u>	<u>46.3</u>
Totals	2,096	61	37.8

These freshman teams were concentrated in the East, with 50 of the 61 teams in that particular section of the country. In the East 46 per cent of the institutions had a freshman team, while in the Middle West 17 per cent sponsored a freshman squad. In the South 29 per cent, and in the Far West 15 per cent of the colleges and universities supported a freshman soccer team. The total number of freshman players included on these teams was 2,096. (These figures are influenced

somewhat by the regulations of certain conferences. For instance, the Ohio Conference allows freshman to play on the varsity team.)

Very few colleges and universities had junior varsity teams. TABLE XIII (below) points out that only nine

TABLE XIII

STUDENTS THAT PLAY ON JUNIOR VARSITY SOCCER TEAMS
AND THE PERCENTAGE OF THE INSTITUTIONS THAT
HAVE A JUNIOR VARSITY TEAM

	East	Middle West	South	Far West	Totals
Number of students on junior varsity teams	239	0	0	87	326
Number of separate junior varsity teams	6	0	0	3	9
Number of junior varsity teams incorporated with the varsity	14	4	2	1	21
Total number of junior varsity teams	20	4	2	4	30
Per cent of the institutions that have a junior varsity team	18.5	17.3	11.8	30.7	18.7

of the colleges had junior varsity teams that were separate from the freshman and varsity teams. Of the replying

institutions, 21 did have a junior varsity team that was incorporated into the varsity. In their type of organization the last fifteen or twenty men on the varsity team played a separate schedule but were really part of the varsity during practice. Even when these junior varsity teams were combined with the other junior varsity teams, only 19 per cent of the colleges and universities had junior varsity teams. The junior varsity teams considered separate from the varsity had a total of 326 players. Eight institutions had schedules for varsity, freshman and junior varsity teams. (This constituted 5 per cent of the total replies to the questionnaire.)

In spite of the fact that only 26, or 16 per cent, of the varsity college soccer coaches were required to make a reduction in their teams, approximately 70 per cent of those that tried out for the team stayed with soccer all season. As TABLE XIV (page 33) explains, the reasons these 26 coaches were required to decrease the team were mainly due to finances, facilities and coaching limitations. TABLE XV (page 34) shows that a great number of coaches who did not officially reduce the team indicated that a number of players would eliminate themselves from the team when they realized they would not play, or felt that their time might be more profitably spent in other areas of the institution.

The Far West, in spite of the small number that try out for varsity soccer, lead in the number that drop off the team. Soccer in that area of the country appears to be an

TABLE XIV
LIMITATION PLACED ON TEAM SIZE

Reasons for limitation	Number
Finances	6
Facilities	6
Player ability	2
Coaching limitations	9
Substitute rule	2
School regulation	1

TABLE XV
 NUMBER OF PLAYERS ON VARSITY SOCCER
 TEAMS AND THE NUMBER THAT DROP OFF
 THE TEAM

Region	Number trying out for the varsity	Number on the varsity	Number not on the varsity	Per cent not on varsity that try for it
Far West	460	292	168	36.5
South	541	436	105	19.4
Middle West	815	574	241	29.6
East	<u>3,910</u>	<u>2,707</u>	<u>1,203</u>	<u>30.8</u>
Totals	5,726	4,009	1,717	31.7

activity of little prestige to the student. A student in this region will readily drop off the team if he has conflicting interests. As previously mentioned, soccer is not established in the Far West, and this appears to be further proof of that situation. The East, with the largest number of prospective varsity players, and the Middle West lose approximately the same per cent of their players over the duration of the season. Surprisingly, the South is very low in the per cent of players lost during a season. The reason for this is not clear, but the fact that many of the schools that play soccer in the South are small, and the fact that in some cases soccer is the only fall sport played at that institution probably have a bearing on this figure.

A limited number of students had the opportunity to play intramural soccer, for only 25 per cent of the reporting institutions had soccer in their intramural programs. Of the 40 institutions that offered an intramural soccer program, 30 were in the eastern part of the country. Three institutions in the Far West, four in the Middle West and three institutions in the South also supported an intramural soccer program.

C. Number of foreign students
on collegiate soccer teams

As previously mentioned, foreign students might well receive a great deal of credit for the promotion of soccer

in this country. (For the purposes of this paper a foreign student is one born outside the United States.) Many soccer enthusiasts still feel that soccer is a sport for foreigners, but collegiate soccer is no longer dominated by foreign students in some parts of our country. St. Louis University, the National Collegiate Athletic Association soccer champion, is an example of such a team from the Middle West which is composed entirely of American students.

The results of the questionnaire as shown in TABLE XVI (page 37) point out that 43 per cent of the teams playing soccer in the eastern section of our country had fewer than 3 students on the team from outside the United States. Twenty-six teams in this section of the country did not have any foreign students, while one team in each of the other regions of the country did not have foreign students. Only 8 per cent of the teams in the eastern part of the country had 9 or more foreign students. This was not the case in the other sections of the country where soccer is still becoming established. For in the Middle West, only 2 schools out of 23 had fewer than 2 foreign students on their teams, while 43 per cent, or 10, of the teams had 10 or more students from another country. The South had 4 out of 17 teams with fewer than 2 foreign students, while 68 per cent of the teams were entirely composed of foreign students. Soccer is not, then, a game for foreign students only. The more established

TABLE XVI
 NUMBER OF STUDENTS ON SOCCER TEAMS BORN OUTSIDE
 THE UNITED STATES

Number of soccer players born out- side the United States	Number of institutions				Totals
	Far West	South	Middle West	East	
0	1	1	1	26	29
1-3	1	8	4	52	65
4-7	1	3	7	17	28
9-11	3	2	1	3	9
12-15	2	1	2	2	7
16-19	1	0	2	1	4
20-23	0	2	2	1	5
24-27	1	0	1	0	2
28-31	1	0	0	2	3
32-35	0	0	2	1	3
36 above	1	0	1	0	2

soccer becomes, the more American students play.

D. Participation of soccer players
in other sports

It is extremely difficult to draw any definite conclusions concerning the participation of soccer players in other sports since the replies to the questionnaire concerning this subject resulted in no conclusive evidence. (See TABLE XVII, page 39.)

The number of soccer players engaged in other sports varied from 0 to 25 with no consistent pattern of participation by any one group. In the larger schools soccer players tended not to engage in other sports, but in the smaller schools the players did participate in other sports.

The results of the questionnaire did not uncover any particular pattern as far as soccer players participating in other sports. Within the limitations of this questionnaire it appears that soccer was not different from any other sports concerning its offering an opportunity in athletics for those who did not ordinarily participate in sport.

However, it is still clear from the results of the questionnaire that soccer offered an opportunity for some students who would not ordinarily play a sport to participate in a sport and to benefit from this experience. Soccer, of course, offered an opportunity for the foreign student to play a sport with which he was familiar in a country with

TABLE XVII

SOCCER PLAYERS PARTICIPATING IN OTHER VARSITY SPORTS

Number of soccer players participating in other sports	Number of institutions				Totals
	Far West	South	Middle West	East	
0-2	1	3	5	7	16
3-5	3	5	9	30	47
6-8	1	5	2	29	37
9-11	5	1	2	6	14
12-14	1	2	2	9	14
15-20	0	1	2	21	24
20-30	1	0	0	3	4

which he was not familiar. A great many of the new soccer teams, Ohio State University, Columbia University, Dayton University and Michigan State University, to mention a few, were all started by foreign students who did not wish to play other sports but wanted to play soccer. These students were interested enough in soccer to start a team so that both they and those after them might have the opportunity to play soccer. This opportunity not only aided these students in their adjustment to a strange situation, but also helped the American students gain a close contact with the foreign student. It is also clear that by the very nature of the game, soccer does not demand a particular physique or size. This advantage can be especially beneficial in many of the large colleges and universities. At Ohio State University there are approximately seventeen thousand male students. In the fall only slightly over two hundred of these students can play intercollegiate football. In most cases football players at these large universities must be exceptionally large and strong. Soccer, then, can provide an opportunity for more participation in the intercollegiate athletic program for those not qualified physically for other sports.

E. Player participation in a soccer game

Soccer requires a large number of participants when compared to many other team sports now in our intercollegiate

program. The number of participators in a single game of soccer depends, to a great extent, on the particular game concerned. Most of the coaches who replied to the question concerning how many players they used in each game stated that this depended a great deal on the score of the game.

In some leagues and in certain areas of the country, the player substitutions were limited to sixteen. The Soccer Guide laws presently state:

Only 16 players may participate in any game or overtime. These may be substituted or resubstituted without limitations.

Teams may, by special arrangement, use more substitutes than are provided for in the rules if they so desire.²⁴

Some leagues, such as the New England Soccer League, have decided to completely omit the limited substitution rule.

In spite of the limitation of substitutions in certain soccer games, the soccer coaches reported that approximately 2,830 players would participate in a soccer game on a given day. (See TABLE XVIII, page 42.) This number represented 70 per cent of the total number of players participating on varsity teams, so a rather large per cent of each team did have the chance to participate in the game. However, it must be remembered that most of the soccer teams were not

²⁴National Collegiate Athletic Bureau, "Official NCAA Soccer Laws," The Official National Collegiate Athletic Association Soccer Guide, (New York, 1959), 48.

TABLE XVIII
 NUMBER OF SOCCER PLAYERS THAT PARTICIPATE
 IN GAME COMPETITION

Region	Number of players in a game	Number of players on the team*	Per cent in a game
Far West	204	292	69.9
South	315	436	72.1
Middle West	386	574	67.2
East	<u>1,925</u>	<u>2,707</u>	<u>71.1</u>
Totals	2,830	3,909	70.6

*This figure was taken from TABLE XV, page 34.

exceptionally large. Seventy-one per cent of the soccer teams had squads consisting of from fifteen to twenty-five players. It is, therefore, clear why such a large per cent of the team played in a single game.

Of the more than three thousand varsity soccer players in our colleges and universities, a very small number received financial aid because of their soccer ability. Only nine of the 158 institutions answering this question concerning financial aid stated that aid was given to soccer players because of their skill in the sport. This represented six per cent of the reporting institutions.

CHAPTER IV

ADMINISTRATION AND ORGANIZATION

The object of this section of the study is to determine the number of games college and university soccer teams played during a season, the duration of these games and the time involved playing games away from the home college or university. Also included in this section will be the equipment and facilities used by soccer teams.

A. Number of games played by varsity, freshmen, and junior varsity teams

The results of the questionnaire explained in TABLE XIX (page 45) showed that 84 per cent of all college and university soccer teams played between 7 and 11 games during a season. Only 5 teams engaged in fewer than 7 games, while 22 took part in more than 11.

The junior varsity schedules were most frequently smaller than the varsity schedules. TABLE XX (page 46) shows that 68 per cent of the junior varsity played between 3 and 6 games. Freshman schedules were most frequently larger than junior varsity schedules, yet smaller than varsity schedules. Seventy-six per cent of the freshman teams played between 5 and 7 games. (See TABLE XXI, page 47.)

TABLE XIX
 NUMBER OF GAMES ON VARSITY SOCCER SCHEDULES

The number of games on the varsity schedule	Number of institutions				Totals
	Far West	South	Middle West	East	
2	0	1	0	0	1
5	0	1	0	0	1
6	3	0	0	0	3
7	1	3	4	1	9
8	1	2	3	9	15
9	5	5	7	25	42
10	1	3	6	39	49
11	0	1	1	17	19
12	2	0	1	9	12
13	0	1	1	3	4
more than 13	0	0	0	5	5

TABLE XX
 NUMBER OF GAMES ON JUNIOR VARSITY SOCCER SCHEDULES

The number of games on the junior varsity schedule	Number of institutions				Totals
	Far West	South	Middle West	East	
2	0	1	0	3	4
3	0	0	1	2	3
4	0	0	4	3	7
5	0	1	0	4	5
6	1	0	0	4	5
7	1	0	0	1	2
8	1	0	0	0	1
9	1	0	0	1	2
10	0	0	1	1	2

NOTE: Only 4 colleges and universities in the Middle West stated they supported a junior varsity soccer team, but 6 institutions listed a junior varsity schedule.

TABLE XXI
 NUMBER OF GAMES ON FRESHMAN SOCCER SCHEDULES

The number of games on the freshman schedule	Number of institutions				Totals
	Far West	South	Middle West	East	
1	0	0	1	1	2
2	0	0	1	2	3
4	0	0	0	10	10
5	1	2	0	11	14
6	0	0	0	10	10
7	0	0	0	8	8
9	0	0	0	2	2
10	0	0	0	1	1
12	1	0	0	0	1

NOTE: Six colleges or universities stated they supported a freshman team, but did not give a schedule. (Big Ten teams do not allow their freshmen teams to play intercollegiate schedules.)

These games--varsity, junior varsity, and freshman--were played over a period that lasted between 5 and 9 weeks in 85 per cent of the colleges and universities currently playing soccer. (See TABLE XXII, page 49.) TABLE XXIII (below) explains that forty-seven, or 29 per cent, of the colleges

TABLE XXIII
COLLEGES AND UNIVERSITIES THAT HAVE SPRING SOCCER

Region	Number	Per Cent
Far West	3	23
South	8	47
Middle West	10	43
East	<u>26</u>	<u>24</u>
Totals	47	29

and universities extended their soccer season to include the Spring. Spring soccer was not limited to one particular area of the country, for these 47 colleges and universities were spread over the entire country. The Far West and the East have approximately the same per cent of teams using the Spring practice session. However, the reasons for the relatively low per cent in these areas is different in each case. In the Far West the interest is probably not sufficient to have such a practice. In the East the players have a good

TABLE XXII
LENGTH OF THE SOCCER SEASON

Length of soccer season in weeks	Number of institutions				Totals
	Far West	South	Middle West	East	
3	0	0	1	0	1
4	0	1	1	0	2
5	0	0	0	19	19
6	0	0	5	21	26
7	1	3	4	19	27
8	1	5	8	20	34
9	4	5	3	14	26
10	0	1	1	8	10
11	1	0	0	3	4
12	4	2	0	2	8
13	1	0	0	0	1
greater than 13	1	0	0	0	1

NOTE: One institution in the Far West reported it played soccer the entire school year.

basic soccer background and do not need the additional Spring practice. In the Middle West several coaches expressed the opinion that the Spring practice session was necessary to teach the prospective varsity players the fundamentals of the game. In many cases a majority of the students playing soccer in this part of the country had never played before they entered college.

B. Distance traveled and time spent on trips by soccer teams

According to the questionnaire, most soccer teams did not travel a great deal during the season. TABLE XXIV (page 51) shows that in 82 per cent of the cases the teams traveled less than 1,500 miles during the entire season. Fewer than 500 miles was toured by 39 teams. Over half (54 per cent) of the soccer teams did make trips that took them away from their own campuses over night. (See TABLE XXV, page 52.) TABLE XXVI (page 53) shows that 77 per cent of these overnight trips lasted for 2 days. Of the 86 institutions that did take overnight trips, 17 limited the duration of the trips to 3 days. The remaining 2 schools extended their overnight trips to a period of 4 days and 3 nights.

C. Number of soccer fields employed by soccer teams

The colleges and universities playing soccer in this country did not appear to possess abundant facilities for

TABLE XXIV
DISTANCE TRAVELED DURING A SEASON

Distance traveled in miles	Number of institutions				Totals
	Far West	South	Middle West	East	
0-249	1	1	0	9	11
250-499	6	0	1	21	28
500-749	3	1	2	21	27
750-999	1	2	3	12	18
1000-1249	1	7	9	20	37
1250-1499	0	3	1	2	6
1500-1749	0	2	4	5	11
1750-3000	0	0	2	9	11
3000 above	1	1	0	1	3

TABLE XXV
SOCCER TEAMS TAKING OVERNIGHT TRIPS

Region	Number	Per cent
Far West	1	8
South	13	76
Middle West	15	65
East	<u>57</u>	<u>53</u>
Totals	86	53

TABLE XXVI
 LENGTH OF OVERNIGHT TRIPS TAKEN BY SOCCER TEAMS

Region	Number of days per trip		
	2	3	4
Far West	0	1	0
South	9	2	2
Middle West	10	4	0
East	<u>46</u>	<u>10</u>	<u>0</u>
Totals	65	17	2

NOTE: This table should be read as follows: One institution in the Far West took a trip lasting three days. Two institutions stated that overnight trips were taken but did not state the duration of these trips.

the sport. The recent National Collegiate Athletic Association study on the status of sports in member institutions reported that "a total of 218 institutions have 371 soccer fields for an average of 1.7 fields per institution."²⁵ Those institutions replying to the questionnaire had even fewer soccer fields than reported in this study by the National Collegiate Athletic Association. In fact, of the 161 responses to the question concerning soccer facilities, 103, or 65 per cent, had only 1 soccer field in which to play and practice. TABLE XXVII (page 55) shows that 161 institutions possessed a total of 239 soccer fields for an average of 1.4 soccer fields per institution. TABLE XXVIII (page 56) explains the fact that in 84 per cent of the cases, these fields were owned by the college or university. But 16 per cent of today's collegiate teams had to play on fields that were rented or leased from some outside source. The regional differences appeared to be small except for the fact that the South led all other parts of the country in per cent of soccer fields owned by the institution.

D. Number of balls utilized by soccer teams

The number of balls used by today's soccer teams varied a great deal depending on player participation. Nevertheless,

²⁵"Status of Sports and Recreational Programs of Member Institutions," (unpublished Study by the National Collegiate Athletic Association, 1957), p. 1.

TABLE XXVII
 NUMBER OF SOCCER FIELDS AVAILABLE FOR SOCCER TEAMS

Number of soccer fields	Number of institutions				Totals
	Far West	South	Middle West	East	
1	8	13	14	68	103
2	4	4	8	30	46
3	1	0	1	4	6
4	0	0	0	4	4
5	0	0	0	1	1
6	0	0	0	1	1

TABLE XXVIII
THE NUMBER AND PER CENT OF COLLEGES THAT OWN SOCCER
FIELDS

Region	Number	Per cent
Far West	11	85
South	16	94
Middle West	19	83
East	<u>89</u>	<u>82</u>
Totals	135	84

some interesting facts may be derived from the question regarding the number of balls utilized in one season. For instance, the number of balls used ranged from 2 to 50. (See TABLE XXIX, below.) However, the vast majority, or 90 per cent, of the teams employed 20 or fewer balls. Almost three-fourths of the teams, or 72 per cent, made use of 15 or fewer

TABLE XXIX

NUMBER OF SOCCER BALLS USED BY A SOCCER TEAM IN A SEASON

Number of balls	The number of institutions using this number of balls
2-5	14
6-10	43
11-15	56
16-20	27
21-30	8
above 30	8

balls, and about one-half of the teams, or 48 per cent, utilized 10 or fewer balls per season.

E. Equipment furnished by the institution

It was encouraging to note that almost every institution which supported a soccer team furnished the total equipment needed by each soccer player. TABLE XXX (page 58) shows that

TABLE XXX
EQUIPMENT FURNISHED BY THE COLLEGE OR UNIVERSITY

Equipment	Number furnishing this equipment	Per cent
Soccer shoes*	128	80
Uniforms	160	99
Shin guards	158	98
Long socks	158	98

*NOTE: Ten colleges and universities stated that one-half of the cost of the soccer shoes was paid by the player; the other one-half by the university or college. The player was allowed to keep the shoes.

all except 1 of the 161 replies to the questionnaire supplied game uniforms to their players. All but 3 furnished shin guards and long socks to all players. Shoes were furnished by 128 of the 161 institutions. In 23 instances the shoes had to be furnished by the player, and in ten other cases the player was only partially responsible for the cost of his own shoes.

CHAPTER V

STATUS AND QUALIFICATIONS OF COACHES

A. Institutional status of soccer coaches

In the past the soccer coach who possessed soccer experience was frequently a member of the institution or the local community where he instructed; however, he was not necessarily connected with the Department of Physical Education or Department of Athletics. In some cases, this individual would volunteer his services for no remuneration when the soccer team was in the club stage. Indeed, it has already been brought out in this study that 8 soccer coaches still receive no pay for their services. In the light of this aspect of the soccer coach and a recent study on the status of head coaches in our colleges and universities, it was interesting to note the findings of the questionnaire concerning the status of the soccer coach. (It must be remembered that this questionnaire consisted of the replies of 85 per cent of the soccer coaches in this country.)

According to the questionnaire as shown in TABLE XXXI (p. 60), today's soccer coach was considered to be a regular member of the faculty in 67 per cent of the colleges and universities that employed a coach. In 11 per cent of these institutions the soccer coach was a faculty member who was

TABLE XXXI
 INSTITUTIONAL STATUS OF THE SOCCER
 COACH

Status of the coach	Number of institutions				
	Far West	South	Middle West	East	Totals
Regular member of the faculty	7	13	17	71	108
Member of an Athletic Department that is separate from the academic departments of the institution	1	3	0	14	18
Not connected with the university except to coach soccer	2	0	3	17	22
Graduate student in the university	1	0	0	3	4
Other	2	0	3	3	8

considered separate from the academic departments of the school. This was the case in all the Ivy League schools. This fact limited the per cent of eastern soccer coaches who were on the faculty to 66 per cent. The Middle West, however, led all sections of the country with 74 per cent of the soccer coaches as members of the faculty. It was important to note that even today 14 per cent of the soccer coaches were not connected with the colleges and universities in any capacity, except to coach soccer.

B. Soccer background of the coaches

In 1953 Richard C. Havel reported that 44 per cent of the country's soccer coaches obtained an athletic letter in soccer while at college.²⁶ This per cent ranked very low when compared with the thirteen other sports considered in Havel's survey, for only two other sports ranked below soccer in the percentage of coaches who received college athletic letters.²⁷ Of the 160 soccer coaches responding to this questionnaire, TABLE XXXII (p. 62), shows that 58 per cent played on a college team, and for 17 coaches this was their only soccer experience before coaching. Some 42 per cent of

²⁶Richard C. Havel, "The Professional Status of Head Coaches of Athletics in Colleges and Universities," Research Quarterly, XXIV, No. 1 (March, 1953), 8-17.

²⁷Ibid., p. 11.

TABLE XXXII
PREVIOUS SOCCER EXPERIENCES OF SOCCER COACHES

Soccer experiences prior to coaching	Number of coaches with this experience	Per cent	Coaches with only this experience
Played on a college team	93	58	17
Played on a high school team	67	42	7
Played on a semi-professional or some other soccer team	65	41	15
Took a course in soccer in college	53	33	10
Other experiences	21*	13	4
No soccer experience prior to coaching	17	11	

*NOTE: Of the 21 coaches who stated they had other soccer experience, 18 specified this experience was coaching at a secondary school.

college coaches played high school soccer, and for 7 of these coaches this was their only soccer experience previous to coaching. The amateur leagues furnished soccer experience for 41 per cent of the soccer coaches; 15 of these coaches had no other soccer experience.

Of the 160 coaches who responded to this question concerning the coaches' soccer background, 53, or 33 per cent, had a course in soccer in college, and 18, or 11 per cent, had received coaching experience in secondary school. Some coaches had no previous soccer experience before they coached. These 17 coaches who comprised 10 per cent of the 160 coaches, were often requested to coach a team that developed out of student interest. One coach stated that "the first soccer game I ever saw, I coached."²⁸ Another coach stated that he "had seen six games previously."²⁹

C. Academic degrees of soccer coaches

Three soccer coaches did not answer the question on the questionnaire concerning their higher academic degrees. Of the 158 who did answer, 9, or 6 per cent, had not received any degree from a college or university. (See TABLE XXXIII, page 64.) Nearly 19 per cent of the soccer coaches had

²⁸Norman Wilhelmi, soccer coach at King's College, Briarcliff Manor, New York, (reply to questionnaire).

²⁹Frederick Myers, soccer coach at Ohio Wesleyan University, Delaware, Ohio, (reply to questionnaire).

TABLE XXXIII
HIGHEST ACADEMIC DEGREE ATTAINED BY SOCCER COACHES

Nature of the academic degree	The number of coaches with this degree	Per cent
High school education	9	5.
Bachelor of Arts or Bachelor of Science	30	19.
Master of Arts, Master of Science or Master of Education	101	63.
Doctorate	16	10.
Other	2	1.

obtained a Bachelor of Arts or a Bachelor of Science degree from a university or college. Well over half of the coaches (64 per cent) had received a Master of Arts or Master of Science degree, and another 11 per cent had received a doctorate degree. Thus, a total of 75 per cent had advanced beyond the four year college academic requirements to obtain a more advanced degree.

The large number of soccer coaches who had advanced degrees was even more meaningful when considered in the light of the study by Havel previously mentioned. This study found that 5 per cent of all head coaches had no college or

university degree.³⁰ Therefore, 95 per cent had received degrees from a university or college. Of this 95 per cent, 55 per cent had gone on to obtain a Master's degree, and 4 per cent had advanced to secure a doctorate.³¹ Thus, only 59 per cent of the head coaches went beyond the basic four year college curriculum to obtain a more advanced degree.

These academic degrees covered a wide variety of interests. TABLE XXXIV (below) explains that over 19 per cent

TABLE XXXIV
FIELD OF THE HIGHEST ACADEMIC DEGREE ATTAINED

Field of the academic degree	The number of coaches with this degree	The per cent of coaches with this degree
Education	29	19.
Physical Education	87	58.
Other*	33	22.

*NOTE: Other fields listed by the soccer coaches included: business (9), history (6), engineering (5), languages (4), law (2), philosophy (1), botany (1), accounting (1), psychology (1), classical archeology (1), and government (1)

³⁰Havel, op. cit., p. 9.

³¹Ibid., p. 9.

of the degrees were in field of education, while 58 per cent were in the field of physical education. Thus, the most advanced degree for a large majority of the head soccer coaches was either in education or physical education. The remaining 33 degrees covered a wide range of academic interests from business to classical archeology. Other fields included engineering, history, languages, philosophy, botany, accounting, law, psychology, physiology, and government.

D. Other duties of soccer coaches

In spite of the fact that in many cases any person with soccer experience was asked to coach the team, most of the present soccer coaches are connected with the Department of Physical Education and/or the Department of Athletics. (See TABLE XXXV, p. 67.) Their position on the faculty depends upon the organization of the departments at the particular institution concerned.

The questionnaire sent to soccer coaches showed that 81 per cent of those responding to the question concerning the other duties of soccer coaches were either connected with the Department of Physical Education, coached other sports, directed the intramural program, or directed the Athletic Department. A few of the soccer coaches even taught in other academic areas in the institution; one coach was Director of Admissions; another Dean of Men. The remaining soccer coaches

TABLE XXXV
OTHER DUTIES OF THE SOCCER COACH

Other duties	The number of coaches with this duty	Per cent
Coaching other sports	15	10
Teaching in the Department of Physical Education	29	18
Coaching in other sports and teaching in the Department of Physical Education	68	42
Teaching in other academic areas of the institution	18	11
Other duties*	20	12

*NOTE: Other duties listed included: Director of Athletics (8), Intramural director (2), Agricultural research (1), Director of Admissions (1), Plant Engineer (1), Geological research (1), Physical Therapy (1), Business (1), Engineer (1), Public Works Department (1), Dean of Men (1), and Chemical engineer (1).

held various jobs in and around the college or university community. (In Havel's study, 9 per cent of the soccer coaches had no other duties, 58 per cent taught in the Department of Physical Education, 13 per cent taught in other academic areas, 24 per cent coached in other sports, and the same per cent had other duties.³²)

E. Duration soccer coaches have held their positions

Of the 159 soccer coaches who responded to the question on the duration of their positions as soccer coaches, TABLE XXXVI (p. 69) shows that almost three-fourths, or 72 per cent, had been coaching soccer for less than 10 years. This fact concurred with the statement in Havel's study on the status of head coaches when he stated that "the largest number of college coaches have beenⁱⁿ the field of intercollegiate athletics as assistant or head coaches for ten years or less."³³ However, this study disclosed that only 9 per cent of the present soccer coaches had coached soccer longer than 16 years at their present college or university. This is in sharp disagreement with Havel's statement that 25 per cent of the soccer coaches had coached sixteen or more years.³⁴ As might be suspected, the East where soccer has been played

³²Ibid., p. 13.

³³Ibid., p. 10.

³⁴Ibid., p. 10.

TABLE XXXVI
 NUMBER OF YEARS THE SOCCER COACHES HAVE BEEN COACHING

The number of years	The number of coaches				Totals
	Far West	South	Middle West	East	
1-2	4	7	4	26	41
3-5	4	5	7	28	44
6-10	3	2	10	23	38
11-15	2	2	2	17	23
16-20	0	0	0	4	4
21-25	0	0	0	3	3
26-30	0	0	0	4	4
above 30	0	0	0	2	2

longer also had more coaches who had held their positions longer. However, even in this part of the country a large number of coaches (54 or 50 per cent) have held their position five years or less.

CHAPTER VI

PROBLEMS AND CONCLUSIONS

A. Problems of intercollegiate soccer

Although the problems of each institution replying to the questionnaire did appear to vary with the needs and requirements of that particular institution, many problems appeared to be common to all those now promoting a soccer team.

TABLE XXXVII (below) shows a vast majority of today's

TABLE XXXVII

CURRENT PROBLEMS OF SOCCER COACHES

Problems of soccer coaches	Number of coaches concerned with problem				
	Far West	South	Middle West	East	Totals
Poor officiating	8	11	12	20	51
Lack of publicity	8	11	8	42	69
Poor facilities	3	3	8	25	39
Need more emphasis at secondary schools	12	13	23	72	120
Lack of student interest	3	2	3	17	25

college and university coaches (74 per cent) felt that more soccer was needed at the lower school level. These coaches, for the most part, were compelled to teach their players the basic skills of soccer, for most of the players were completely inexperienced. To these coaches, this situation led to the teaching of soccer on a rather elementary level, where coaches of other college sports could instruct the finer, more complicated aspects of the particular sport to their players.

Of the 161 coaches replying to the questionnaire, 69 felt that soccer lacked sufficient publicity. However, others expressed the feeling that the fact that soccer did not have a great deal of publicity caused it to be relatively free from some of the unfortunate publicity and pressures that other publicized sports experienced.

A large number of coaches (51) felt that the soccer officials were inadequate, mostly because of inexperience or inaccessibility.

In the opinion of 39 coaches, their present facilities were inadequate; 25 coaches stated that student interest was lacking. (This lack of interest was that of students as spectators, not players.)

These problems did not appear to be restricted to one area of the country but were encountered by all teams.

B. Proposed improvements for intercollegiate soccer

The improvements the coaches wished to make in collegiate soccer varied even more than the problems seen by these coaches. (See TABLE XXXVIII, p. 74.) These improvements, too, appeared to differ to a great extent depending upon the particular institution under consideration. However, those soccer improvements most frequently mentioned included an improvement of facilities and equipment, a necessity for more financial support, and a need for more and better coaching. Also, a number of coaches expressed the feeling that there should be a greater participation in soccer by American students.

C. Major problems confronting soccer

There are a number of major problems that have been made clear during this study. These are: A need for more and better coaching on the college level. This is true for many of the coaches today lack the necessary soccer and educational background. There is also a need for better soccer facilities and the need for more and better soccer publicity.

Another major problem expressed by most soccer authorities and a great majority of soccer coaches is the

TABLE XXXVIII

IMPROVEMENTS SOCCER COACHES WOULD
LIKE TO MAKE IN COLLEGIATE SOCCER

Improvements	Number of coaches who would like this improvement
Improve facilities	38
Need more and better coaching	20
Need more money	20
Need more experienced players	15
Get American students to play	10
Need more publicity	10
Make the soccer coach a member of the faculty	9
Raise the status of soccer	8
Need more practice time	8
Need lights for practice	7
Have intramural soccer	7
Make soccer part of physical education program	6
Need more seating room	6
Need films of games	4
Educate spectators	4
Other improvements	20

need for soccer at the lower school level. William Wall expressed this thought in his Master's thesis on the "History of Intercollegiate Soccer in Ohio": "Formerly foreign students made up a majority of the teams, but it is felt that in order to build a strong, lasting foundation there must be greater participation by American students."³⁵ The best way to acquaint American students with soccer is to give them some soccer experience in the elementary school physical education program.

Although a few coaches did state that American soccer was losing its appeal by making changes in the international rules, it does not appear that the essence of the game has been altered. The nature of the game has not been changed because of variations in the substitution rule, the shape of the penalty area, or by using a kick in from the touch line rather than a throw in from that line. It is the opinion of many American coaches that these changes have improved the game of soccer. Certainly, the basic elements of kicking, trapping and heading have remained the same no matter which rules are used. The elements of team and individual play are not effected by the American rule changes.

³⁵William Wall, "A History of Intercollegiate Soccer in Ohio," (unpublished Master's thesis, The Ohio State University, Columbus, 1955), p. 78.

D. Prospect for future growth

It is clear that soccer has shown a large and consistent growth over the past decade in the colleges and universities of our country. This growth was not limited to one section of the country, but appeared to be accepted throughout the United States. A listing of the soccer teams in The Soccer Guide for 1959 that were not found in the 1955 issue points this out clearly. The listing follows:

Air force Academy, Colorado, Springs, Colo.
Akron, University of, Akron, Ohio.
Babson Institute, Babson Park, Mass.
Belmont Abbey College, Belmont, N.C.
Bowdoin College, Brunswick, Me.
California Aggies, Davis, Calif.
Chicago, U. of, Chicago, Ill.
Coast Guard Academy, New London, Conn.
Colorado Mines, Golden, Colo.
Colorado, U. of, Boulder, Colo.
Columbia University, New York, N.Y.
Davidson College, Davidson, N.C.
Dayton, U. of, Dayton, Ohio
Fenn College, Cleveland, Ohio
Florida Southern Col., Lakeland, Fla.
Hartwick College, Oneonta, N.Y.
Hobart College, Geneva, N.Y.
Illinois, U. of Club, Urbana, Ill.
King's College, Briarcliff Manor, N.Y.
Long Island U., Brooklyn, N.Y.
Lycoming College, Williamsport, Pa.
Lynchberg College, Lynchberg, Va.
Michigan State U., East Lansing, Mich.
Middlebury College, Middlebury, Vt.
Ohio University, Athens, Ohio
Philadelphia Textile, Philadelphia, Pa.
Pomona College, Claremont, Calif.
Rider College, Trenton, N.J.
Rollins College, Winter Park, Fla.
St. Joseph's College, Philadelphia, Pa.
St. Louis University, St. Louis, Mo.
South Jersey, Col. of, Camden, N.J.
Stetson University, Deland, Fla.
Virginia Poly. Inst., Blacksburg, Va.

Wagner College, Staten Island, N.Y.
 Wyoming, U. of, Laramie, Wyo.

(No locations were cited for the remaining colleges listed in "Additional 1958 College Records".)

Berea
 Blackburn
 Bradford Durfee
 Bridgewater St.
 Calvin
 Castleton
 Danbury State
 Drew
 Glassboro St.
 Gorham State
 Hartford
 Indiana Tech.
 Jacksonville U.
 Johnson Tchrs.
 King Col.
 Lyndon Tchrs.
 MacMurray
 Mitchell
 Montclair State
 Navy Pier
 New England
 New York Aggies
 Oneonta State
 Pfeiffer
 Plymouth Tchrs.
 Potsdam State
 Roberts Wesleyan
 St. Francis, Me.
 Santa Ana
 Warren Wilson
 Windham ³⁶

The recent growth in collegiate soccer appeared to follow a similar pattern in almost all the present institutions originating a soccer program. Both foreign students and soccer clubs have been instrumental in arousing an

³⁶National Collegiate Athletic Bureau, "1958 Records of NCAA-Member Colleges," The Official National Collegiate Athletic Association Soccer Guide, (New York, 1959), 27-31.

interest in soccer at a great number of our colleges and universities. A typical example of soccer growth in the United States was demonstrated by Columbia University in New York, New York.³⁷

Soccer at Columbia ceased during the first World War but was started again after the armistice in 1918, only to exist for a short duration. It was not on the athletic program again until two students, Jack Merjian and Mark Hardy, who received some encouragement from the Department of Physical Education, formed a soccer club that played in 1955, 1956, and 1957. However, in 1957 the club was granted a coach and limited to undergraduate students. In 1958, after constant efforts and urgings by the club originators and because of the consistent success and popularity of the club, the team was granted varsity status. And, finally, in 1960 Columbia took its place in a regular Ivy League schedule. "It took 42 years for the renaissance of soccer to begin, but once two tireless undergraduates started their campaign they did not desist until they had restored a forgotten sport."³⁸

The rise of soccer at Columbia University is a concrete example of the growth pattern of soccer in many of our

³⁷Allan D. Gochman, "Lion Afield," Columbia Spectator, (Columbia University, New York, New York), September 16, 1959, p. 8.

³⁸Ibid., p. 8.

colleges and universities all over the country. The first step in this growth pattern was usually student interest, which was often stimulated by a foreign student. This student, or students, would then gather a number of his peers together to form a soccer club. In most cases, the soccer club gained popularity each year, with varsity status becoming the ultimate achievement. As pointed out by one writer, the clubs are a type of proving ground for the sport of soccer for each institution.³⁹

It is important to note in the recent growth of soccer that student initiative has been the primary force behind the formation of many of the new teams. Thus, these students have shown that with the necessary interest and college backing, soccer is a useful and worthwhile addition to the intercollegiate athletic program. Once soccer was started in a particular university it grew until it became an integral part of the athletic program.

The problem in future expansion of soccer, then, appears to be introducing soccer to those colleges and universities that have not had any previous experience with soccer. There are a great many areas in our country that have never come into contact with soccer. The states in the northwest, southwest and Rocky Mountain area have very few soccer teams. There is no reason why soccer, once introduced to these

³⁹Bruce L. Bennett, "The College Soccer Club." Soccer Newsletter, Part I, IX, No. 2 (September, 1953), 12.

colleges and universities, could not be a fine addition to their athletic programs.

E. Unique advantages of soccer

The soccer coaches of the colleges and universities in this country felt, for the most part, that soccer did have certain advantages which were lacking in other sports. TABLE XXXIX (p. 81) shows that although a great variety of unique advantages were listed by the coaches on the questionnaire, the most frequently mentioned were the endurance required by a soccer player, the co-ordination of the body utilizing all parts except the arms, and the relative unimportance of size and body structure. Other factors mentioned by a number of coaches included the fact that soccer involved few injuries, required little financing, necessitated originality in thought, and emphasized team play.

Where football is tending more and more toward the coach taking the responsibility of choosing the plays himself, soccer, on the other hand, does not facilitate the occurrence of this situation. Because no two situations in soccer are the same, each player must himself make the decision of which movements to use. Yet each player also must realize that teamwork is extremely important if the game is to be played well.

TABLE XXXIX
 UNIQUE ADVANTAGES OF SOCCER

Unique advantages listed by the coaches	Number of coaches listing advantage
Endurance required	65
Co-ordination required	40
Size and structure not a major factor	35
Low expense	16
No special advantages	15
Few injuries	10
Original thinking required	7
Emphasis on team play	7
Enable large number to play	5
Pleases spectators	5
Students learn easily	3
Other advantages	3

F. Qualifications of soccer coaches

Although it was clear from this study that many of today's soccer coaches lacked the proper background in soccer to be head coaches, their status in the university or college was a sound one because they had generally obtained a Master's degree or even a doctorate; they were also enthusiastic about soccer and its expansion. Proof of the last statement was to be found in the response to the questionnaire used for this study. The response was exceptionally large in spite of the fact that the questionnaire was lengthy. Nevertheless, in almost every case, it was carefully and fully completed.

G. Why soccer should be an intercollegiate sport

This study supported most of the reasons for promoting a soccer team at the college level given by Bruce L. Bennett earlier in this study. It is clear that no other sport offered participation for so many students at such a low cost. Surely soccer gives "the greatest returns at lowest cost."⁴⁰ It appears then that in the face of the large numbers expected in our colleges and universities in the near future, soccer offers an opportunity to expand the intercol-

⁴⁰Donald Minnegan, "Soccer, A Sport for All," Journal of The American Association for Health, Physical Education and Recreation, XXIII, No. 8 (October, 1952), 7.

legiate athletic program at a minimum cost to the institutions not now supporting soccer. This would allow those who desired to have the experience of participating in intercollegiate athletics an opportunity to do so. Our colleges and universities must expand to "make it possible for more young men to enjoy the never-to-be-forgotten experience of representing their college against the best young men of other colleges in the great game of soccer."⁴¹

Although no actual figures can result from the study concerning injuries resulting from participation in soccer games, it is clear that injuries are held to a minimum. Injuries considered common place in some other sports are considered extreme in soccer. A fracture or dislocation are examples of these serious types of injuries. However, very few serious injuries were reported due to soccer. One coach stated he had "few serious injuries in the last 30 years."⁴²

The game of soccer itself appeals to the college students. One college newspaper reported that "the appeal of the game [soccer] seems to stem from the fact that it is a test of speed, agility, strength and, perhaps most of all, endurance."⁴³ This is once again clear evidence that soccer

⁴¹Bennett, op. cit., p. 13.

⁴²Frank J. Cavanaugh, "Prevention of Soccer Injuries," Soccer Newsletter, X, No. 1 (Spring, 1954), 13.

⁴³Gochman, op. cit., p. 8.

simply needs a start on a college or university campus and will eventually become well established.

Glenn Warner, one of the foremost soccer authorities in this country, stated that soccer is a great challenge to both the co-ordination and condition of the athlete. It is the only sport that requires the ball to be maneuvered with the use of the head and body, but without the use of the hands.⁴⁴ Other coaches pointed out in the questionnaire that soccer players cannot rely on set play patterns and therefore soccer develops teamwork, and individual, rapid thought. This is especially important in finding a sport that develops the mental as well as the physical aspect of the student.

Some other advantages of including soccer in the inter-collegiate athletic program were enumerated by Donald Y. Yonker, president of the National Soccer Coaches Association of America. He stated that soccer coaches were fortunate not to have these factors:

1. the necessity to win
2. large scholarships
3. the need to recruit bigger and better players from areas around
4. the three ring circus of bands, drum majorettes, colored lights, and playing second fiddle to half time shows.
5. the need to win so much that we are in danger

⁴⁴Glenn Warner, "A Brief Manual for the College Player," Soccer Newsletter, VII, No. 3 (December, 1959), 13.

of losing our life blood, amateurism.⁴⁵

Soccer, then, is blessed with a large number of characteristics that make it a desirable addition to the collegiate athletic program; following are these characteristics. It is stimulating to the college student both physically and mentally. It is a team sport that requires the best individual and team play. The nature of the sport requires that a large number of boys participate in each game. The costs of supporting a soccer team are very low, especially when compared with the cost of supporting a football team. Soccer injuries are few and not usually severe. And soccer is not hindered by the "professionalism" that has crept into many other college sports.

⁴⁵ Donald Y. Yonker, "The Center Circle," Soccer Newsletter, X, No. 2 (Fall, 1954), 4.

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APPENDIXES

APPENDIX A. QUESTIONNAIRE

THE STATUS OF INTERCOLLEGIATE SOCCER

GENERAL

 Yes
 No

1. Is soccer on the same level concerning awards, finances and equipment as the other sports at your institution?

2. If not, what are the differences?

3. Do you feel soccer has any unique physical advantages in comparison with other collegiate sports? Please enumerate.

 Yes
 No

4. Is there any charge for watching soccer games at your institution?

 5. What is the average attendance at your home games?

 6. What is the largest crowd that has attended one of your home games?

7. What are the important problems that you face in conducting soccer as a college sport? (Comment on those listed if you wish and feel free to add others)

a. Officials

b. Publicity

c. Facilities

d. Need more emphasis at lower school levels

e. Student interest

8. What improvements can be made in intercollegiate soccer at your institution?

FINANCIAL

- _____ 9. Approximately what is your annual soccer budget?
10. What is the source of the funds used for this budget? (If more than one of these sources is used, please state the per cent of the total income by each source)
- _____ a. Gate receipts from soccer or other sports
- _____ b. College tuition paid by the students
- _____ c. Student athletic fee
- _____ d. Players themselves
- _____ e. Others (Please state the source)
- _____ 11. Who administers the budget of the soccer team?
- ____ Yes 12. Do you as a coach feel limited because of lack
____ No of funds?

TEAM

- _____ 13. Approximately how many boys tryout for the varsity soccer team each year?
- _____ 14. If you have a freshman team, state how many tryout for this team, also.
- _____ 15. If you have a junior varsity team, state how many tryout for this team, also.
- ____ Yes 16. Do the facilities or other considerations
____ No require that the team be "cut"?
17. If a "cut" is required, what are the reasons?
- ____ Yes 18. Does your institution have an intramural
____ No soccer program?
19. How many players do you have on the varsity?

- _____ 20. How many players do you have on the junior varsity?
- _____ 21. How many players do you have on the freshman squad?
- _____ 22. How many players on your varsity squad were born outside the United States?
- _____ 23. How many soccer players usually play other varsity sports?
- _____ 24. About how many boys usually play in a varsity game?
- Yes 25. Do any soccer players receive financial aid
No because they play soccer?
26. Please list the number of players that missed one or more days of practice because of one of these injuries during last season:

<u>Number</u>	<u>Injury</u>
_____	Sprains
_____	Strains
_____	Joint Contusions
_____	Muscle Contusions
_____	Simple Contusions
_____	Fractures and Dislocations
_____	Lacerations and Abrasions
_____	Inflammations and Infections
_____	Internal Injuries
_____	Miscellaneous

SCHEDULE

- _____ 27. How many games on the varsity schedule?
- _____ 28. How many games on the junior varsity schedule?
- _____ 29. How many games on the freshman squad schedule?
- From _____ 30. Approximately how long is your season?
To _____

- Yes 31. Do you have Spring soccer?
 No
32. About how many miles does your team travel in one season?
- Yes 33. Does your soccer team take any over-night trips?
 No
- days 34. If so, what is the duration of the longest trip?

COACH

35. What is your status at the institution?
 a. Regular member of the faculty
 b. Member of the athletic department that is separate from the academic departments of the institution
 c. Not connected with the university except to coach soccer
 d. Graduate student in the university
 e. Other (Please state what)
36. What previous soccer experience have you had?
 a. Played on a college team
 b. Played on a high school team
 c. Took a course in soccer in college
 d. Played for a semiprofessional or some other soccer team
 e. Other (Please state what)
37. What is your highest academic degree?
 a. High school diploma
 b. B.A.
 c. M.A.
 d. Doctorate
 e. Other (Please state what)
38. In what field is this degree?
 a. Education
 b. Physical Education
 c. Other (Please state what)

39. What other duties do you have besides coaching soccer?
- a. Coach other sports (Please state number)
 - b. Teach in ~~the~~ department of physical education
 - c. Teach in other academic areas in the institution
 - d. Others (Please list)

40. How many years have you held your position as soccer coach at this institution?

EQUIPMENT AND FACILITIES

41. How many soccer fields do you use?

Yes
 No

42. Are these fields college property?

43. How many soccer balls do you use a season?

44. How many game uniforms do you have?

45. Does your institution supply the following items to the player?

Yes Soccer shoes
 No

Yes Game uniforms
 No

Yes Shin guards
 No

Yes Long socks
 No

HISTORY

46. How many years has your institution supported an intercollegiate soccer team?

47. Briefly, how did soccer start at your institution. (Student request, club basis then varsity sport, etc.)

Yes
 No

48. Do you desire a copy of the findings of this questionnaire?

Thank you very much for your co-operation.

APPENDIX B. LETTERS

Dear Coach:

A recent study of the N.C.A.A. disclosed some very interesting statistics about soccer in the colleges and universities in the United States. The study, based on the 1956-1957 academic year, stated that only 32.6 per cent of the reporting institutions supported a soccer team, and that soccer was not one of the ten most widely sponsored intercollegiate sports. Soccer was included in only 62 of 468 N.C.A.A. member institutions on an intramural basis. This study clearly displays the fertile ground for soccer expansion in our colleges and universities.

The N.C.A.A. study has stimulated a more inclusive and complete study on soccer. A study being carried on at Ohio State University hopes to clearly establish the status of soccer in the colleges and universities of our country. The past growth of soccer, its future growth prospects, and unique advantages as an intercollegiate sport will be pointed out in hopes that more of our universities and colleges will adopt an intercollegiate soccer program.

If this study is to be successful your co-operation is necessary. The enclosed questionnaire has been designed to consume a minimum amount of time from your busy schedule. In most cases a figure or check is all that is necessary for a complete answer. If you desire to have a copy of the

findings, please check the appropriate space in Question 42.

Sincerely,

Dale L. Conly

Dear Coach:

Approximately three weeks ago you should have received a questionnaire requesting information about your soccer team. Perhaps this questionnaire was lost in the mail or failed to reach you through my error. Another questionnaire is included with this letter with hopes that you will want to participate in this study.

A recent study of the N.C.A.A. disclosed some very interesting statistics about soccer in the colleges and universities in the United States. The study, based on the 1956-1957 academic year, stated that only 32.6 per cent of the reporting institutions supported a soccer team, and that soccer was not one of the ten most widely sponsored intercollegiate sports. Soccer was included in only 62 of 468 N.C.A.A. member institutions on an intramural basis. This study clearly displays the fertile ground for soccer expansion in our colleges and universities.

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If this study is to be successful your co-operation is necessary. The enclosed questionnaire has been designed to consume a minimum amount of time from your busy schedule. In most cases a figure or check is all that is necessary for a complete answer. If you desire to have a copy of the findings, please check the appropriate space in Question 42.

Sincerely,

Dale L. Conly

APPENDIX C. LIST OF COLLEGES

Air Force Academy, Colorado Springs, Colorado
Akron, University of, Akron, Ohio
Albany State College, Albany, Georgia
Allegheny College, Meadville, Pennsylvania
Amherst College, Amherst, Massachusetts
Army (U.S.M.A.), West Point, New York
Babson Institute, Babson Park, Massachusetts
Baltimore, University of, Baltimore, Maryland
Belmont Abbey College, Belmont, North Carolina
Berea College, Berea, Kentucky
Blackburn College, Carlinville, Illinois
Boston University, Boston, Massachusetts
Bowdoin College, Brunswick, Maine
Bradford Durfee College of Technology, Fall River,
Massachusetts
Bridgeport, University of, Bridgeport, Connecticut
Bridgewater College, Bridgewater, Virginia
Brockport State College, Brockport, New York
Brooklyn College, Brooklyn, New York
Brown University, Providence, Rhode Island
Bucknell University, Lewisburg, Pennsylvania
Buffalo State College, Buffalo, New York
California, University of, Berkeley, California
California Agricultural College, Davis, California
Calvin College, Grand Rapids, Michigan
Case Institute of Technology, Cleveland, Ohio
Castleton State Teachers College, Castleton, Vermont
Catholic University, Washington, D.C.
Chicago, University of, Chicago, Illinois
City College of New York, New York, New York
Clark University, Worcester, Massachusetts
Clarkson College, Potsdam, New York
Coast Guard Academy, New London, Connecticut
Colgate University, Hamilton, New York
Colorado, University of, Boulder, Colorado
Colorado Mines, Golden, Colorado
Columbia University, New York, New York
Cortland State University, Cortland, New York
Danbury State College, Danbury, Connecticut
Dartmouth College, Hanover, New Hampshire
Davidson College, Davidson, North Carolina
Delaware, University of, Newark, Delaware
Denison University, Granville, Ohio
Earlham College, Richmond, Indiana
Elizabethtown College, Elizabethtown, Pennsylvania
Fairleigh Dickinson College, Rutherford, New Jersey

Fenn College, Cleveland, Ohio
 Fitchburg State Teachers College, Fitchburg, Massachusetts
 Florida Southern College, Lakeland, Florida
 Florida, University of Club, Gainesville, Florida
 Fordham College, Bronx, New York
 Franklin and Marshall College, Lancaster, Pennsylvania
 Geneseo State Teachers College, Geneseo, New York
 Georgetown University, Washington, D.C.
 Glassboro State College, Glassboro, New Jersey
 Gorham State Teachers College, Gorham, Maine
 Grove City College, Grove City, Pennsylvania
 Hamilton College, Clinton, New York
 Hartwick College, Oneonta, New York
 Harvard University, Cambridge, Massachusetts
 Haverford College, Haverford, Pennsylvania
 Hobart College, Geneva, New York
 Hoestra College, Hempstead, New York
 Howard University, Washington, D.C.
 Hunter College, New York, New York
 Illinois, University of Club, Urbana, Illinois
 Indiana State Teachers College, Terre Haute, Indiana
 Indiana University, Bloomington, Indiana
 Ithaca College, Ithaca, New York
 Jacksonville State College, Jacksonville, Alabama
 Johns Hopkins University, Baltimore, Maryland
 Johnson State Teachers College, Johnson, Vermont
 Keene Teachers College, Kenne, New Hampshire
 Kenyon College, Gambier, Ohio
 King's College, Briarcliff Manor, New York
 Kings Point (USMMA), Kings Point, New York
 Lafayette College, Easton, Pennsylvania
 La Salle College, Philadelphia, Pennsylvania
 Lehigh University, Bethlehem, Pennsylvania
 Lincoln University, Lincoln, Pennsylvania
 Lock Haven State College, Lock Haven, Pennsylvania
 Long Island University, Brooklyn, New York
 Lowell Technical Institute, Lowell, Massachusetts
 Loyola College, Baltimore, Maryland
 Lynchburg College, Lynchburg, Virginia
 MacMurray College, Jacksonville, Illinois
 Massachusetts Institute of Technology, Cambridge, Massachusetts
 Massachusetts, University of, Amherst, Massachusetts
 Michigan State University, East Lansing, Michigan
 Mitchell College, New London, Connecticut
 Montclair State College, Upper Montclair, New Jersey
 Mount St. Mary's College, Emmitsburg, Maryland
 Muhlenberg College, Allentown, Pennsylvania

Navy (U.S.N.A.), Annapolis, Maryland
 Newark College of Engineering, Newark, New Jersey
 New Bedford Institute of Technology, New Bedford,
 Massachusetts
 New England College, Henneker, New Hampshire
 New York Agricultural College, Farmingdale, New York
 Nichols Junior College, Dudley, Massachusetts
 North Carolina State College, Raleigh, North Carolina
 North Carolina, University of, Chapel Hill, North
 Carolina
 Oberlin College, Oberlin, Ohio
 Ohio State University, Columbus, Ohio
 Ohio University, Athens, Ohio
 Ohio Wesleyan University, Delaware, Ohio
 Oneonta State Teachers College, Oneonta, New York
 Orange County Community College, Middletown, New York
 Oswego State College, Oswego, New York
 Penn State University, University Park, Pennsylvania
 Pennsylvania, University of, Philadelphia, Pennsylvania
 Pfeiffer College, Misenheimer, North Carolina
 Philadelphia Textiles, Philadelphia, Pennsylvania
 Pittsburgh, University of, Pittsburgh, Pennsylvania
 Plymouth Teachers College, Plymouth, New Hampshire
 Pomona College, Claremont, California
 Potsdam State Teachers College, Potsdam, New York
 Pratt Institute, Brooklyn, New York
 Princeton University, Princeton, New Jersey
 Purdue University, Lafayette, Indiana
 Queens College, Flushing, New York
 Randolph-Macon College, Ashland, Virginia
 Redlands, University of, Redlands, California
 Rennselaer Polytechnic Institute, Troy, New York
 Rhode Island College of Education, Providence, Rhode
 Island
 Rider College, Trenton, New Jersey
 Rochester, University of, Rochester, New York
 Rollins College, Winter Park, Florida
 Rutgers University, New Brunswick, New Jersey
 St. Francis College, Biddeford, Maine
 St. Joseph's College, Philadelphia, Pennsylvania
 San Francisco State College, San Francisco, California
 San Francisco, University of, San Francisco, California
 San Jose State College, San Jose, California
 Santa Ana College, Santa Ana, California
 Slippery Rock College, Slippery Rock, Pennsylvania
 Springfield College, Springfield, Massachusetts
 Stanford University, Stanford, California
 Stetson University, Deland, California
 Stevens Institute of Technology, Hoboken, New Jersey

Syracuse University, Syracuse, New York
Temple University, Philadelphia, Pennsylvania
Trenton State College, Trenton, New Jersey
Trinity College, Hartford, Connecticut
Tufts College, Medford, Massachusetts
Union College, Schenectady, New York
Ursinus College, Collegeville, Pennsylvania
Virginia, University of, Charlottesville, Virginia
Warren Wilson College, Swannanoa, North Carolina
Washington and Lee University, Lexington, Virginia
Washington College, Chestertown, Maryland
Wesleyan University, Middletown, Connecticut
West Chester State College, West Chester, Pennsylvania
Western Maryland College, Westminster, Maryland
Western Reserve University, Cleveland, Ohio
Wheaton College, Wheaton, Illinois
Wilkes College, Wilkes-Barre, Pennsylvania
Williams College, Williamstown, Massachusetts
Worcester Polytechnic Institute, Worcester, Massachu-
setts
Wyoming, University of, Laramie, Wyoming
Yale University, New Haven, Connecticut

APPENDIX D. AREAS

EAST

Connecticut
Delaware
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont

FAR WEST

Arizona
California
Colorado
Idaho
Kansas
Montana
Nebraska
Nevada
North Dakota
Oregon
South Dakota
Utah
Washington
Wyoming

MIDDLE WEST

Illinois
Indiana
Iowa
Kentucky
Michigan
Minnesota
Missouri
Ohio
Wisconsin

SOUTH

Alabama
Arkansas
Florida
Georgia
Louisiana
Mississippi
New Mexico
Oklahoma
North Carolina
South Carolina
Tennessee
Texas
Virginia
West Virginia