

# To College with a Purpose

*Springfield College* offers several standard courses which are high grade and professionally well organized. Its faculty is exceptionally well trained and competent and it has been greatly strengthened in the past few years, especially in the liberal arts and sciences. *Springfield* emphasizes programs of study which are culturally sound, socially significant, and vocationally purposeful.

1. **Health and Physical Education**—for teaching, coaching, and administration in schools and colleges. Each student in this field also prepares for teaching an academic subject in any one of the various social sciences and natural sciences.

2. **Health and Physical Education**—for leadership and administration in social agencies, especially the Young Men's Christian Associations.

3. **Recreation**—for program directors and executives in private and public recreational centers. A special pamphlet describing this field of study is now available on request. Majors in recreation may emphasize either the skill fields (such as physical education or music and art) or group work administration in social agencies.

4. **Group Work**—for program directors and executives in agencies devoted to character and citizenship, such as the Young Men's Christian Associations, Boys' Clubs of America, Boy Scouts of America, settlements, churches, adult education centers. These social agencies stress informal education which supplements the formal education of the public schools.

5. **Religious Education and Pre-theological Education**—for directors of church schools, youth programs, and allied social and recreational activities

under church auspices, as well as preparation for graduate study in schools of theology and full-time service in the ministry.

6. **Counseling and Guidance**—for educational, vocational, and personal counselors and technical experts in schools and social agencies, including preparation for working with delinquents and in correctional institutions.

7. **Teacher Education**—for preparation as teachers in secondary schools:

- a. *Social Science* (economics, government, history, sociology, separately or together);
- b. *Natural Science* (biology, chemistry, physics, separately or together);
- c. *Social Science or Natural Science combined* with substantial "minors" in Health and Physical Education, Counseling and Guidance, Recreation, or Group Work.

8. **Pre-Medical and Pre-Dental Education** (concentration in sciences)—leading to entrance into approved medical and dental colleges with which *Springfield College* has established relationships through successful achievements of its graduates.

9. **Pre-Business Administration**—for men who wish to enter *graduate* schools of Business Administration, after a thorough grounding in the social sciences in a two to four year undergraduate program.

10. **Academic (Non-professional) Majors**—in Biological Science, Physical Science (physics and chemistry), English, Social Sciences (economics, government, history, sociology), Psychology, Religion and Philosophy—leading to *graduate* study for a variety of professional and scholarly careers.

## Youth and the Future

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6. **Delinquency and youthful crimes.** Through desirable social welfare there must be reduction of deficiencies in the social environment which produces delinquency and in addition there must be intelligent, socially-minded care of youth who have become enmeshed in the law.

7. **Citizenship.** "Democracy's ultimate safeguard is the enlightened conscience of the citizen. . . . It must depend upon the moral integrity of the people." The "Ways of Democracy" must be learned through books, through discussion, by example, and with opportunity for practice. Emotional appreciation and acceptance of the origins and strength of our nation, its richness of material resources, its variegated peoples, etc., are acquired virtues.

Dorothy Canfield Fisher has contributed a final chapter, entitled

"Meaning for Life," which catches up the recurring themes of the Report and interprets their spiritual significance. The prime need of American youth is for spiritual orientation.

Alumni—friends of Springfield—students—reread this sketchy review, read the whole volume. Here is something exciting. Here is validation of the Springfield College purpose and program. Here is a new demonstration of our educational charter. *Youth and the Future* tells us what our job is and gives positive suggestions as to how we can go about accomplishing it. It tells us how to win the war and win the peace.

Each of us has a duty in making the war-time Springfield a greater and more useful Springfield. Each of us has an obligation to help make Springfield College a real servant of youth in the world through the impact it makes upon the young men who tread its campus in the process of preparing themselves for "Careers in Youth Leadership."