

MENTAL HEALTH PROGRAMS  
HAVE PLACE IN COLLEGES

Cambridge, Mass.--(I.P.) Mental health programs--involving both counseling and psychiatric services--have a definite place in college and university programs, but only if they have the solid backing of the institutions' administrations.

This opinion is offered by Dr. Dana L. Farnsworth, M.D., Director of the University Health Services at Harvard University, in his book, "Mental Health in College and University" which has been published by the Harvard University Press.

Such programs, Dr. Farnsworth also cites, should have the confidence of students and the understanding support of their parents. He defines mental health as "that general state of mind in which one is free to make use of his natural capacities in an effective and satisfying manner."

Viewed in such a light, Dr. Farnsworth writes that the ideal academic mental-health plan "must of necessity keep in mind the management of complicated and severe illnesses, but to a far greater extent it is concerned with the 'normal' student, the one who may be working against unnecessary handicaps."

As Dr. Farnsworth sees the situation there is scarcely an area of collegiate enterprise in which some phase of mental health does not figure. Mental-health in a college, he notes in part, deals with: "emotional blocks to learning... interaction between teacher and student...grading systems...the role of social organizations...the organization and administration of athletic activities... school discipline practices as well as the discipline placed on the students by themselves...student reaction to recently acquired independence...sexual behavior...parental discord and friction...the balance of acts of values by students, teachers and parents."

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Pilot to Coed: "Wanta fly?"

Coed to Pilot: "Oh, yes!"

Pilot to Coed: "Wait, I'll catch you one!"

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SELF-STUDY PLAN

Jackson, Miss.--(I.P.) Jackson State College has initiated a self-study plan to include all aspects of its program, according to a report submitted by Dean H. T. Sampson. The main purpose of this study is to find out how the administration may increase the intellectual activity of its student body and faculty. Some phases of the study are:

- 1.The Nature of the Student Body.
- 2.The Curriculum
- 3.The Methods of Instruction
- 4.The Cultural Environment of the College.

Committees have been established under each aspect of the study. In general, these committees will (1) define and clarify each aspect of the study, (2) seek facts pertaining to the situations under the study, (3) find out through a search of literature and a survey of other colleges what is being done about similar problems as revealed by the facts here, and (4) make interpretation of the facts collected and attempt to frame some recommendations for improvement of the total program of the College. Some expected outcomes of the study are:

- 1.A faculty and staff more intensely concerned about the total program on this campus.
- 2.A more intensive intellectual effort on the part of the faculty and students.
- 3.A more distinct awareness of each administrative officer of the college of the relation of his office and its activities to the total effectiveness of the College in the area of curriculum and instruction.
- 4.A possible revision of policies regarding selection and retention of students.
- 5.A revised curriculum, especially in general education, more in line with the needs of our time.
- 6.How to shift more of the responsibility for the students' learning upon themselves.
- 7.How to identify and satisfy the intellectual needs of the superior students.
- 8.Insuring more integration in curriculum through inter-disciplinary attack upon major issues and problems.
- 9.Somme suggestions for creating a cultural environment more stimulating to serious study and intellectual effort.