

Education

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KEITH O. HILTON

For College Seniors and Graduate Scholars Pursuing Administrative Careers

How does one prepare for a career in higher education? Is there any one set path? How important are academic credentials? The following answers were provided by three top level college administrators.

1. **DR. BARBARA SNYDER**, Vice President for Student Affairs, Kearney State College (Kearney, Nebraska).

"My first full-time position was working with student organizations at a Big 8 institution. I did not make a conscious decision to move toward a senior position until

six years later, which is also when I returned to school for my doctorate.

"I would advise a young administrator to pursue the terminal degree. This credential has become more important for student affairs professionals in establishing credibility with the faculty. My observation is that those who obtain the doctorate early in their careers move up the organizational ladder more quickly than those who work for a period of time before returning to school.

"Also, while advancement may come within one in-

stitution, significant career moves, in terms of both responsibility and compensation, occur when one is able to move."

2. **Dr. Peter L. French**, Provost & Vice President for Academic Affairs, Mercy College (Dobbs Ferry, New York). Dr. French is also the author of a scholarly paper, "Application of Normative and Empirical Political Theory to Academic Administration."

"My first position was that of Instructor of Political Science. Coming directly from the ranks of the faculty, I moved into my current position of Provost and Vice President.

"I suggest that one develop a good set of administrative skills and learn to love the budgeting process. Great ideas and wonderful policy initiatives will come to nothing without attention to the budget process."

3. **Dr. Ervin V. Griffin**, Vice President for Student Affairs, West Virginia State College, Institute, WV.).

"My first administrative position was Counselor/Director of Financial Aid. In retrospect, the experience and knowledge developed in this position provided me the basis to help deal with the current crisis in the financial aid arena.

"My doctoral studies were finished by the age of thirty and my experiential base was limited. Important professional contacts were made through attendance and presentations at conferences and workshops and I became interested in and was successful in having some of my research published.

"The young administrators who aspire to be a VP for Student Affairs should have an administrative and leadership style that encourage and nurture collaborative ventures. The VP for Student Affairs must be viewed as competent by all areas of the college and not just a specialist in one particular area."

VICE PRESIDENTS, THANK YOU VERY MUCH.

HILTON: HIGHER EDUCATION is designed to dialogue with college and world readers. Education is ongoing and certainly not limited to school classrooms. Let's talk. (714) 899-0650.

TEACHERS TRAINED IN DRUG ABUSE EDUCATION

Clark County School District special education teachers are being trained in various methods of substance abuse education. More than 350 teachers are attending a full day of training to learn new prevention and education strategies for dealing with substance abuse.

The training is being held at Pupil Personnel Services, 2701 E. St. Louis, on March 28, March 29, April 4 and

April 5.

Topics that will be presented include: help from community agencies, support materials for classroom use, and symptoms of substance abuse among students. The newly-completed school district Substance Abuse Education Curriculum Guide for special students will be distributed and discussed. The guide provides objectives for students and suggestions for teachers in substance abuse education.

COMMUNICATION AND BETTER PARENT-CHILD RELATIONSHIPS

By Veva Viegas, Director
Sylvan Learning Center

What parents don't know about their children can hurt them both.

Today's headlines are filled with tragic stories of children on drugs, children breaking the law, children dropping out of school -- children whose parents didn't see the warning signs in their child's behavior. These stories are obvious examples of a breakdown in parent-child communication. Yet, before we take false comfort in the fact that it is not *our* child, we need to ask ourselves if our children may be sending us signals about other problems in their lives. It is just as tragic to ignore warning signals that a child is falling behind in learning, that he or she cannot read, or that school is an increasing frustration.

A parent's failure to recognize clues that a child is having problems in school or in relationships can lead to poor academic performance, loss of confidence and self-esteem and, most importantly, a breakdown of the parent-child relationship. With the increasing pressures on professional and leisure, parents need to be certain their priorities are in order. Whether to mend a strained parent-child relationship or as a preventive to future problems, effective parenting *must* be the first priority; and effective parenting is built on communication.

Sometimes a child's problems are the very obstacles to communication. If

a child is falling behind in school and cannot get along with peers, he or she may work to hide this fact from his or her parents. Children are masters at masking what they do not want their parents to know. Where parents suspect some masking may be going on, extra effort to communicate must be the response.

Planned, ongoing communication is the crucial missing link in many families. Communication takes time and there are not shortcuts. A few guidelines, however, can help build communication skills.

Grilling a child is not true communication. Parents who suspect their child may be having problems should strive for communication that does not put the child on the spot. It is better to initiate a conversation that invites the child to talk about school, friends and activities rather than ask direct questions that focus on what the parent perceives to be a problem. This approach will help a child feel comfortable talking to his or her parents in most cases.

Think of communication with your child as an exploration with no preconceived end.

Open-ended, two-way conversation will open up communication where it has been non-existent, or maintain healthy lines of communication already established. A child is quick to sense that a parent is trying to "find out something" or is leading to conversation. It is better to invite the child to talk during

Sunset High Schedules Registration

Sunset High School is registering students for the Fourth Quarter on Friday, March 30 at 3:30 p.m. in the Hyde Park Junior High School cafeteria. Students who are attending Sunset High School for the first time need to bring a transcript of grades and credits earned at other schools attended, and an official document stating that the student has been withdrawn from his/her previous school. Students entering the Clark County School District for the first time must also provide immunization documentation. Students are expected to wear appropriate school attire when on campus for registration.

Courses offered at Sunset High School are for students who have dropped out of school or who are unable to attend during the day school hours. In addition to traditional classes leading toward high school graduation, programs are offered for single parents, pregnant teenagers, and young adults in grades 10 through 12. There are also certain elective classes that require a lab fee of either \$3.00 or \$5.00 for the nine week quarter. Students should prepare to pay the lab fee when registering for the class. Classes are held from 3:00 p.m. to 10:00 p.m. during the regular school year. Special attention is given to students who have full time jobs and to those students who are interested in obtaining employment. For additional information, please call the Sunset High School Office at 799-4160.

a non-threatening activity, such as doing housework or yardwork together, without setting an agenda. Be open to the conversation route the child wants to take. Ask open-ended questions and try to know your child as the individuals he or she is.

Be mindful that communication is a two-way street. Respond to your child's openness by answering in a firm but gentle manner, and communication will definitely improve as a result.

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