

an increasing number of students are working more hours, often holding down two and even three jobs because they must make money while pursuing college credits.

Figures from the U.S. Bureau of Labor Statistics show a significant increase in the proportion of full-time college students ages 16 to 24 who work, from 35 percent in 1972 to 51 percent in 1993. Full-time students now work an average of 25 hours a week.

The reasons for the rise are varied, but most observers blame the way tuition increases have outpaced inflation while financial aid, loans and grants have become more difficult to obtain.

"We have shifted so much of the financial burden to students [who] know they have to get that degree, that college is a life preserver, the difference between a comfortable life and a considerably rougher one," said Rick Kincaid, coordinator of student employment at the State University of New York at Brockport and editor of the *Journal of Student Employment*. "So they work, and they struggle to do it all. It's really pretty grim."

The trend has extended the time it takes students to obtain their degrees. It also has fueled fears among college administrators that students' academic and personal lives are suffering, though there is contradictory evidence on whether and how much grades fall when students work.

College presidents are using work statistics to buttress their pleas to Congress against cutting student loan funding.

"If we don't sustain the current aid program, students are going to have to work even more hours, and they'll be more likely to drop to part-time or just drop out," said David L. Warren, president of the National Association of Independent Colleges and Universities.

Jeff Blundin, 23, a full-time student at College Park who works 40 hours a week, said he recently had to financially "cut myself off from my parents so I could qualify for a loan."

Blundin attends classes during the day, and at 5 p.m., he puts on a green apron and waits on tables at a restaurant in a nearby shopping center. After finishing his shift about midnight, he comes home to read, study and write papers. On Saturdays, he often works double shifts.

"I know my grades would be better if I could stop working, but I just don't have that luxury," said Blundin, who said he came to college resigned to the prospect of working long hours to pay for tuition, rent, books and other expenses. As for maintaining a social life or strolling under the elms discussing philosophy, Blundin said dryly, "That would be great, but college hasn't been like that for a long time."

Many parents "start out planning to pay for college but lose their jobs, and then they just can't do it," said Patricia T. van der Vorm, executive director of the Career Center at American University.

Yomphana Adams, 20, a University of Maryland student, said her family recently had just such a "run of bad luck." Her stepfather lost his job as an air traffic controller at Andrews Air Force Base, and her mother, who has poor English skills, also lost a manual labor job recently because her employer moved, she said.

Adams, like Blundin, has cut herself off financially from her parents in hopes of qualifying for loans.

"It's a gigantic Catch-22: Either you don't have enough money to make it or you make the money but then your grades stink," said Adams, who takes four classes, works 22 hours a week at the information desk at the student center and rises at 5 a.m. to catch a train to College Park from Baltimore. When

she first came to the college, she worked as many as three jobs, including a stint as a telemarketer. Her grades dipped, "and I became this massive introvert."

"In high school, I graduated with a 3.5 [grade-point] average, and I was involved in all these clubs," she said. "Coming here, I really had to learn how to manage my time. I go to sleep earlier than most people's grandparents."

The student employment picture has changed so much in recent years that students laugh when they learn that school counselors traditionally recommend that students seek career-related (but lower-paying) internships and limit their work to 20 hours a week.

"Yeah, right—do they also 'recommend' that I eat nothing but Minute Rice and rob banks?" asked Jason Putnam, 21, a full-time student at College Park, as he stocked the shelves of a College Park liquor store. Between that job and a side enterprise, doing automotive repairs for students, he figures he works 30 hours a week.

At College Park, there were so many complaints last year about how jobs were interfering with academics, prolonging college careers and making students' lives miserable, that President William E. Kirwan ordered a committee to study the problem.

"I see it all the time," said committee member Barbara Jacoby, director of commuter affairs and community service programs. "I teach French from 2 to 4 on Tuesdays and Thursdays, and last semester this student came to me and said she needed to leave at 3:45 because it took her that long to get across campus to her car and make it in time for her shift at the restaurant at 4:30."

"This priority is just wrong. It's the kind of thing that really raises faculty ire," Jacoby said.

As a result of the study, the school is creating a Student Employment Center designed in part to advocate for students with off-campus jobs. The center might persuade employers, for instance, to adjust students' hours to coordinate better with class schedules and the academic calendar.

Acknowledging those problems represents a change for college administrators, who have been arguing for years that holding down a job during college enhances students' character, academic progress and future job marketability.

"Yes, students are working for the money, but they get so much more out of it. They learn job skills, improve their résumés, learn how to budget their time," said Dennis Chavez, director of the student employment program at Cornell University. In 1992, Chavez conducted a study of 4,500 students at 18 colleges and universities and found little difference in the grades of working and non-working students. Kincaid said he'd seen studies "that found that if a student gets a job, the first thing they reduce is the hours spent watching TV."

University of Maryland officials agree that work is valuable, but they are trying to balance school and work demands and to steer students toward fewer hours and more on-campus and career-related jobs.

Many students there and at other U.S. colleges are taking advantage of programs in which their salaries from campus jobs are credited directly to their college tuition accounts. Lori Spevak, for instance, whose family income makes her ineligible for loans, is paying her \$1,700-a-semester tuition primarily out of her 16-hour-a-week job driving a shuttle bus. One night a week, she doesn't sleep, working the graveyard shift. The 19-year-old sophomore from Bowie also works 20 to 25 hours selling musical instruments and sheet music at a Bowie store.

"I'm doing it right now to give my parents a break. My sister will be starting school,

and they're going to have that expense," Spevak said.

Will she be able to keep up that pace and finish in four years? Spevak said she hopes to, but perpetual sleep-deprivation and granola-bar suppers sometimes get her down. Hers is the kind of situation that worries school officials.

"I know they need that paycheck," said John van Brunt, who directs the student counseling center. "I know they've got to work, but if it undercuts their whole experience of school, what's the point?"

JAMES P. GRANT

**HON. ANDREW JACOBS, JR.**

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, February 16, 1995*

Mr. JACOBS. Mr. Speaker, the world has lost one of the noblest of God's noblemen, James P. Grant, executive director of UNICEF until his untimely death on January 28.

UNICEF, I dare say, is the least controversial of all United Nations functions. There are many religions represented in the United Nations but none is represented better than the Sermon on the Mount when it comes to UNICEF. All thoughtful Americans will mourn the passing of Mr. Grant.

**CROATIA ACTS TO REINVIGORATE PEACE PROCESS**

**HON. GEORGE P. RADANOVICH**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, February 16, 1995*

Mr. RADANOVICH. Mr. Speaker, on December 11, 1991, in response to Serbian aggressions against the neighboring Republic of Croatia resulting in Serbian occupation of one quarter of Croatia, the international community put forward the Vance plan, a framework to work toward peace in the region. Since that time, more than 3 years ago, Croatia has continuously cooperated with the United Nations and, along with Bosnia, has accepted numerous peace initiatives. The Serbian side, on the other hand, has rejected repeated offers of peace and remains recalcitrant in progress toward further peaceful negotiations.

The Vance plan, confirmed by U.N. Resolution 724 and 740, had six major goals: First, the cessation of hostilities and demilitarization of regions where military conflict had taken place; second, the withdrawal of the Yugoslav Army from Croatia; third, the maintenance of public order by supervision of local police made up based on prewar ethnic percentages; fourth, the protection of minorities in these areas; fifth, the placement of military observers along Croatia's border with Bosnia and Herzegovina; and sixth, the facilitation of the return of displaced persons and refugees. Pursuant to the Vance plan, the United Nation created protection areas [UNPA's] in Serb-occupied areas of Croatia, and introduced a protection force [UNPROFOR] in those UNPA's in order to carry out the objectives of the Vance plan and reestablish peace in the region.

During the more than 3 years since the institution of the Vance plan, the Republic of