

to create a new era in military airlift." AFA pointed out that the C-17 landed four times the payload of the C-130 into less than 3,000 feet of runway and carried large Army equipment only the large C-5 could carry.

While approximately the same external size of the C-141B, the C-17 carries twice the payload. It also exceeded "demanding reliability and maintainability standards during an intensive two week test period in November 1994," AFA said.

"These remarkable achievements prove that the C-17 is the world's most versatile airlift aircraft and will be the new core airlifter to support the U.S. national security needs in war and peace," the association said.

The first test flight of the C-17 was on Sept. 15, 1991. The C-17's developmental flight test program was completed in December 1994 as scheduled.

Eight production C-17s were delivered to the Air Force in 1994, the last five ahead of schedule. A total of 18 C-17s have been delivered to the Air Force to date.

The McDonnell Douglas C-17 is the only transport aircraft in the world that can provide direct, long-distance delivery of large combat equipment and troops, or humanitarian aid, across intercontinental distances and land at small, unimproved airstrips. It offers strategic and theater lift, and is the only aircraft that can airdrop large armored vehicles and engineering equipment.

The first production aircraft delivered to an operational unit arrived at the 437th Airlift Wing, Charleston AFB, S.C., on June 14, 1993. The unit's first squadron of 12 C-17s were declared ready for worldwide operations in January 1995. To date, the C-17 Globemaster III fleet has accumulated 10,000 flying hours.

TRIBUTE TO WILLIAM P. JOYCE,  
SR.

**HON. JOSEPH P. KENNEDY II**

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

*Thursday, February 16, 1995*

Mr. KENNEDY of Massachusetts. Mr. Speaker, this weekend a native of my home city of Boston, Mr. William P. "Bill" Joyce, marks a special milestone in his life as he celebrates his 80th birthday with family and friends.

One of six children, Mr. Joyce graduated from South Boston High School and went on to study at Boston University. He was devoted to his wife, Joanna, whose tragic loss at an early age left him with a young son to raise alone. He faced the challenges that life presented him with great courage and determination, and today his son, Bill, Jr., serves as a special assistant U.S. attorney.

Mr. Joyce moved to Washington, DC in the early 1960's, during the Kennedy administration. Proud of his Irish and south Boston roots, he made many friends and found abundant compatriots here during that era. In recent years, he had the privilege of escorting the Grand Marshal of the St. Patrick's Day Parade in Washington. Trained as a certified public accountant, his long career included service in both the government and the private sector. Although he retired from the Armed Forces Institute of Pathology in recent years, he now volunteers his time at the Touchdown Club in Washington, where he is an active member.

In Boston and Washington, Mr. Joyce is known as a generous, outgoing man who

loves people and makes friends easily. Whenever he walks into any of his favorite haunts, he is greeted by a chorus of "Hi, Bill!" He is especially proud of his 7-year old granddaughter, Laura, who will celebrate with him this weekend.

Mr. Speaker, I know my colleagues join me in wishing Bill Joyce a very happy birthday and many more to come.

A SPECIAL SALUTE TO MARTHA E. BOLDEN: CELEBRATING A LIFE OF ACTIVISM

**HON. LOUIS STOKES**

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

*Thursday, February 16, 1995*

Mr. STOKES. Mr. Speaker, I take pride in rising today to salute a resident of my Congressional District, Mrs. Martha E. Bolden, who was recently profiled in the Plain Dealer newspaper. In the article which is entitled, "Four Score and Ten: A Life of Activism," the reporter explores the life of this outstanding individual and her contributions to our city. Mrs. Bolden is well known for her commitment to improving the lives of others. I want to share with my colleagues and the Nation some information regarding this outstanding individual.

Mrs. Bolden was the operator of a beauty shop in Mobile, AL, during the 1930's when she was encouraged to vote because she was a business owner. Her \$200 poll tax fee was paid by one of the city's black physicians. In order to register to vote, Mrs. Bolden was also required to memorize the Seventh Amendment to the Constitution. With determination, she overcame this obstacle and became a registered voter, achieving celebrity status in the black community. This action and determination on the part of Martha Bolden represented the beginning of a lifetime of activism.

Mr. Speaker, Mrs. Bolden moved to Cleveland, OH, in 1953. Over the years, the Cleveland community has benefited greatly from her strong leadership. Upon arriving in Cleveland, Mrs. Bolden immediately became active in the Hough community, encouraging her neighbors to vote and work in political campaigns. When riots destroyed city neighborhoods in the mid-1960's, Mrs. Bolden was instrumental in helping to rebuild the city. She was a founding member of the Hough Area Development Corp., which was one of the first community-based development corporations in the country. The organization played a key role in revitalizing the neighborhood, including the development of shopping facilities and housing estates for residents.

Mr. Speaker, I am proud to salute Martha Bolden on the House Floor today. I can recall that she was one of my first clients when I began practicing law in Cleveland. As an attorney, I represented her when she purchased her home in the city. I also recall that Mrs. Bolden was an active worker in my political campaigns. At the age of 90, she is still politically involved as one of the "101 Women for Stokes."

Mr. Speaker, Martha E. Bolden is a hero to many, and an inspiration to all of us. Throughout her life, she has given unselfishly of her time and talent in an effort to make our city better and empower the community. Her political activism has made the difference in the

lives of many. We salute her for her dedication and commitment. I want to share with my colleagues the article regarding Mrs. Bolden which appeared in the Plain Dealer. I ask them to join me in paying tribute to this exceptional individual.

FIGHT CUTS IN STUDENT  
FINANCIAL AID

**HON. PATRICIA SCHROEDER**

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

*Thursday, February 16, 1995*

Mrs. SCHROEDER. Mr. Speaker, I urge my colleagues to take note of the article in the February 15, 1995, Washington Post entitled, "College Students Spending More Time Earning Than Learning." I include a copy of the article for the RECORD.

At a time when education is more necessary than ever to compete for good jobs, financial aid is failing to keep pace with steadily rising college costs. As a result, an increasing number of students are forced to work more. While a certain amount of work can be valuable, as the article points out, it also can detract from studies and drag out the time it takes to complete an education, at additional expense to the students and their parents.

Now comes the Republicans, saying they want to eliminate the government subsidy for interest on tuition loans while students are in college, which would burden students and their families with additional debt.

Republicans also say they want to either abolish direct lending or limit it. Meanwhile, I have students telling me they love the program because it cuts out the middlemen, delivers the money fast and helps prevent defaults. Under guaranteed student loans, students have a hard time keeping track of which bank owns their loan this week. Republican efforts in this area fly in the face of their rhetoric about listening to the grassroots and simplifying bureaucracy. They seem to be listening to the bankers and loan guarantors instead of the middle class.

[From the Washington Post, Feb. 15, 1995]

COLLEGE STUDENTS SPENDING MORE TIME  
EARNING THAN LEARNING

(By Fern Shen)

Steve Long started school at the University of Maryland in College Park with an ambitious, 17-credit course load and a goal of graduating in less than four years.

The Richmond native never imagined that he would have to spend so much time working—cataloguing books at the school library, writing tickets in campus parking lots, driving campus shuttle buses—that it would take him seven years to get his bachelor's degree.

"It got so bad one semester that I had to drop out of all my classes. I was working 30 hours a week driving the bus and taking five classes," said Long, 25, a full-time shuttle bus supervisor and part-time student who hopes to graduate this year with a degree in government and politics. "It's tough. I learned you can work so hard to pay for school that you don't do well in school."

During the last decade, the number of students working on and off campus has steadily increased, a stark contrast to the stereotype of today's twentysomethings as latte-sipping slackers.

And according to students and college officials in the Washington area and nationwide,

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