

WALTER S. MINOT

Students Who Push Burgers

FOR ALMOST A GENERATION NOW, the media have been examining the steady movement of women into the job market. But as Walter S. Minot observes in the following selection, there's been relatively little comment on a related phenomenon: the growing numbers of college students who also work full time (or nearly so), even while they struggle to carry regular course loads. Students with jobs are, of course, nothing new—especially at two-year schools where people routinely hold 40-hour-a-week employment while taking classes. But most of those students rarely take more than one or two courses each term.

As a teacher, I regret the academic opportunities that working students miss when they hustle off to evening jobs. No arts performances, student activities, or guest lectures for them. When they can, they squeeze in their assignments and reading during breaks. But the course work suffers and learning becomes an ordeal. I worry, too, about their physical well-being: I no longer take it personally when a red-eyed student slumps at a desk or falls asleep in class. Chances are that he or she spent most of the previous evening hussing tables or tending bar.

Part of the problem is that college has gotten so expensive that many students can't afford not to work. Despite ample college loans, many students have little cash left for living after taking care of tuition, fees, rent, books, computers, clothes, and food. And most students do want to live a little higher up the ladder these days than previous generations did. Gotta have that killer stereo, the Jeep, the Tag Heuer watch, and the latest batch of music CDs. Oddly, if Minot is right, this grueling work ethic is acquired not in college but in high school. And I think Minot, an English teacher himself, his uncomfortably close to the mark in his diagnosis—to judge by all the huffing and puffing his essay evokes from my students. Minot clearly touches a nerve in "Students Who Push Burgers," originally published in the Christian Science Monitor (November 22, 1988).

—J.R.

A college freshman squirms anxiously on a chair in my office, his eyes avoiding mine, those of his English professor, as he explains that he hasn't finished his paper, which was due two days ago. "I just haven't had the time," he says.

"Are you carrying a heavy course load?"

"Fifteen hours," he says—a normal load.

"Are you working a lot?"

"No, sir, not much. About 30 hours a week."

"That's a lot. Do you have to work that much?"

"Yeah, I have to pay for my car."

"Do you really need a car?"

"Yeah, I need it to get to work."

This student isn't unusual. Indeed, he probably typifies today's college and high school students. Yet in all the lengthy analyses of what's wrong with American education, I have not heard employment by students being blamed.

I have heard drugs blamed and television—that universal scapegoat. I have heard elaborate theories about the decline of the family, of religion, and of authority, as well as other sociological theories. But nobody blames student employment. The world seems to have accepted the part-time job as a normal feature of adolescence. A parochial school in my town even had a day to honor students who held regular jobs, and parents often endorse this employment by claiming that it teaches kids the value of the dollar.

But such employment is a major cause of educational decline. To argue my case, I will rely on memories of my own high school days and contrast them with what I see today. Though I do have some statistical evidence, my argument depends on what anyone over 40 can test through memory and direct observation.

When I was in high school in the 1950s, students seldom held jobs. Some of us babysat, shoveled snow, mowed lawns, and delivered papers, and some of us got jobs in department stores around Christmas. But most of us had no regular source of income other than the generosity of our parents.

The only kids who worked regularly were poor. They worked to help their families. If I remember correctly, only about five people in my class of 170 held jobs. That was in a working-class town in New England. As for the rest of us, our parents believed that going to school and helping around the house were our work.

In contrast, in 1986 my daughter was one of the few students among juniors and seniors who didn't work. According to Bureau of Labor statistics, more than 40 percent of high school students were working in 1980, but sociologist Ellen Greenberger and Laurence Steinberg in "When Teenagers Work" came up with estimates of more than 70 percent working in 1986, though I suspect that the figure may be even higher now.

My daughter, however, did not work; her parents wouldn't let her. Interestingly, some of the students in her class implied that she had an unfair advantage over them in the classroom. They were probably right, for while she was home studying they were pushing burgers, waiting on tables, or selling dresses 20 hours a week. Working students have little time for homework.

I attended a public high school, while she attended a Roman Catholic preparatory school whose students were mainly middle class. By the standards of my day, her classmates did not "have to" work. Yet many of them were working 20 to 30 hours a week. Why?

They worked so that they could spend \$60 to \$100 a week on designer jeans, rock concerts, stereo and video systems, and, of course, cars. They were living lives of luxury, buying items on which their parents refused to throw

hard-earned money away. Though the parent would not buy such trips for their kids, the parents somehow convinced themselves that the kids were learning the value of money. Yet, according to Ms. Greenberger and Mr. Steinberg, only about a quarter of those students saved money for college or other long-term goals.

How students spend their money is their business, not mine. But as a teacher, I have witnessed the effects of employment. I know that students who work all evening aren't ready for studying when they get home from work. Moreover, because they work so hard and have ready cash, they feel that they deserve to have fun — instead of spending all their free time studying.

Thus, by the time they get to college, most students look upon studies as a spare-time activity. A survey at Pennsylvania State University showed that most freshmen believed they could maintain a B average by studying about 20 hours a week. (I can remember when college guidebooks advised two to three hours of studying for every hour in class — 30 to 45 hours a week.)

Clearly individual students will pay the price for lack of adequate time studying, but the problem goes beyond the individual. It extends to schools and colleges that are finding it difficult to demand quantity or quality of work from students.

Perhaps the reason American education has declined so markedly is because America has raised a generation of part-time students. And perhaps our economy will continue to decline as full-time students from Japan and Europe continue to out-perform our part-time students.

QUESTIONING THE TEXT

1. Minot claims that more than 70 percent of high school students in the United States have jobs. Conduct an in-class survey to test the accuracy of this observation. Also gather some statistics on college students: what percentages of the students in your writing class currently work part time, full time, or not at all?
2. Not many years ago, it was unusual for college students — especially those in their first or second year — to have cars on campus. How many students in your writing class have their own car? Is a car absolutely necessary for most students? Write an essay exploring these questions.

MAKING CONNECTIONS

3. In "The Idea of a University" (p. 46), John Henry Newman champions a well-rounded education, one that prepares students for all occasions in life. Do you think that working while in school contributes to or de-

tracts from the ideal of a liberal education? Discuss the question in a group and then, working independently, write a position paper in which you take a side on the issue.

4. Does the number of students working while in school contribute to campus problems with cheating? Review Mark Clayton's "A Whole Lot of Cheatin' Going On" (p. 185) and then write an essay examining cause-effect relationships between cheating and work. Might there be any? Why, or why not?

JOINING THE CONVERSATION

5. Write a critical analysis of Minot's essay based on your own experiences as a student who has or has not worked while in school. Be specific in citing Minot's claims and the cause-effect relationships he draws upon.

**“Students Who Push Burgers”
By Walter Minot**

Assignment: In this short paper write about whether or not you agree with Minot’s thesis. Discuss the various reasons that support your perspective. Also, are there issues he overlooks or omits? What are they? You should discuss those as well.

Length: Two pages, typed, double spaced, using MLA paper formatting.

