

elaborate habit, and helped us carry the burning couch out to the patio. Clearly, Sister Brigid was developing her crisis management skills as she led the young women of Gailhac Hall.

She challenged us, while still allowing us to think for ourselves and determine our own path. She inspired those around her to work harder and strive to reach our fullest potential. Through her example, she instilled in us the virtues of public service. Sister Brigid demonstrated to us a lifetime commitment to furthering the ideals one holds dear and that, indeed, a woman is capable of achieving anything.

As the leader of Marymount College, a liberal arts college for women, she sought to provide a rich educational environment where women are encouraged to lead and learn. As an ardent proponent of state and financial federal assistance, and the Director of the National Association of Independent Colleges and Universities and the New York State Commission of Independent Colleges and Universities, she has worked tirelessly to promote the benefits of private institutions of higher learning, and to increase access for young people of all backgrounds.

Private colleges and universities have been the choice of Sister Brigid's own educational foundation. She earned a Bachelor's degree in Mathematics from Marymount Manhattan College, a Master's degree from Catholic University, and a PhD in Mathematics from City University of New York. This year, in recognition of her distinguished service to the school, Marymount College bestowed on her the Honorary Degree of Doctor of Humane Letters.

Sister Brigid is truly an educational visionary. In 1975, she founded the Weekend College at Marymount College. It was the first full Bachelor's Degree program in the area for working adults. She recognized that her community needed higher education that was accessible and convenient for working men and women. Because of her, hundreds of adults have earned their college degrees, and have accomplished what may have been a distant goal at one time. Many people see problems, Sister Brigid is the kind of woman who creates solutions.

All who have worked with Sister Brigid are amazed at her endless energy. She is active in numerous community organizations, serving on the Boards of First American Bankshares, Inc. and The Westchester County Association. She is a member of the exclusive Women's Forum, a group of 300 leading women in the New York arts and business forum. She has also served on past boards of the Statute of Liberty/Ellis Island Commission, the United Way of America Second Century Initiative, the National Board of Girl Scouts USA, and the Axe-Houghton Funds.

Although Sister Brigid has retired, those of us who know her can tell you she is not finished with her work yet. She will continue to use her talents and experience for projects which focus on furthering the progress of education for women. I am proud to stand here today to honor one of my earliest role models. I join with her friends, colleagues, and students to thank her for her years of service and wish her a very happy and healthy retirement.

## TEACHERS' CREDENTIALS

HON. JOHN J. DUNCAN, JR.

OF TENNESSEE

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, September 14, 1999*

Mr. DUNCAN. Mr. Speaker, many small colleges are unfortunately in a struggle to survive today. Let us suppose a very possible hypothetical situation in which a college professor with a Ph.D. and 20 years of teaching experience loses his or her job because a college closes down.

Today, that professor, even with a Ph.D. and many years of teaching experience, could not teach in the public schools—this in the face of a teachers shortage.

It makes no sense whatsoever that someone with great education, experience, or success in a particular field should not be allowed to teach because of not having taken a few education courses.

A degree in education should be a plus in favor of hiring a teacher. But lack of an education degree should not prevent a well-qualified person from being hired as a teacher.

I would like to call to the attention of my colleagues and other readers of the RECORD the following article by Jeanne Etkins from the September 2 issue of the Christian Science Monitor.

## TEACHERS VS. "EDUCATORS"

American students bottom-out on international math and science tests and too many need remedial reading and writing classes in college.

One important reason is that we easily accept credentialed educators over effective teachers. Too many unprepared graduates are allowed to become "educators." Teaching is one of America's most important professions and yet our education bureaucracy—high on credentialism and low on pay—makes it difficult for well-educated people to become teachers.

Instead of making it easier for better teachers to enter the profession, our solution to our problems is too often to dumb down, not wise up. For example, we gave A's and B's to two-thirds of the nations eight-graders, even though many are unprepared to handle high school. We "re-center" SAT scores to obscure declining student abilities. And we grant college diplomas—and teaching degrees—to people who haven't mastered high school material. (Tell me, who hasn't heard about that 60 percent failure rate on the Massachusetts teacher's entrance exam?)

Although students, teachers, and school administrators clearly don't make the grade, taxpayers spend a fortune on education—\$565 billion, in federal, state, and local funds, in 1997. And yet, the United Way estimates states and businesses shell out \$20 billion annually to teach employees and college students fundamental literacy skills. A very big reason for this is that we invest in good "educators" not good teachers.

People serious about a subject don't major in education. Scientists major in science, historian study history, and mathematicians focus on math. If people are really serious, they earn graduate degrees.

So why aren't more of these experts teaching our children? Because a BA in education qualifies teachers, but an MA or even a PhD in any other field does not.

Furthermore, adding college teaching to a doctorate won't get the most persistent

teacher-wannabe a job in a public school. We don't "certify" people to teach unless they've taken education theory courses, no matter how knowledgeable they are in academic areas.

Not that every expert in a field is going to teach well—but it's not a far-fetched notion that someone who loves and understands a subject can ignite a student's interest in it.

How many brilliant people with graduate degrees do you think are willing to sacrifice \$20,000 and an additional two years on education courses in order to land a \$25,000 per year teaching job? Not many, and the number is smaller if you consider that we refuse to pay higher starting salaries to career-changers who may have spent years working in their fields.

Noncompetitive salaries and unreasonable requirements discourage professionals and capable college graduates from entering teaching.

Even the most dedicated teachers already in the profession bail out because of other reasons—overcrowded classrooms and disrespectful students. One out of 5 teachers—many of the best—began abandoning the profession in 1991 for more rewarding careers, according to the US Department of Education. Can we really blame them? All too often we demand they tolerate students whose abusive language and disruptive behavior in the classroom prevent teaching and would surely get them locked up or expelled from any church, store, library, or theater.

"Teaching is rewarding, but the pay is lousy" is fast becoming "Teaching is unrewarding, and the pay is lousy." It's no wonder that the best and the brightest rarely go into teaching, and when they do, few stay. It's time to reverse this dangerous trend.

We will save money and graduate smarter kids when we make it easier for motivated, knowledgeable professionals to make the transition into teaching. They don't need to be credentialed to start the job. There's no reason we should be able to train defense employees on the job—to program ballistic missiles, for goodness sake—but not teachers.

Don't misunderstand, though. Paying teachers competitive starting salaries and hiring more academic experts won't guarantee a Lake Wobegon society. Every student is not "above average," regardless of the number of A's and B's teachers are encouraged to pass out.

But our chance for improving public schools rises dramatically when we make it easier, not more difficult, for the right people to become teachers.

Well-educated people want to teach.

Are we wise enough to let them into the classrooms? Will we pay what it takes to keep them there?

## CONGRATULATIONS TO ANN KUTSCHER

HON. IKE SKELTON

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, September 14, 1999*

Mr. SKELTON. Mr. Speaker, it has come to my attention that Ann Kutscher of Jefferson City, Missouri, has been selected to serve as Governor of the Western Missouri District of the Optimists International. Ann has selflessly served her community, and it is my pleasure to recognize a few of her many outstanding achievements.