

IN HONOR OF DONALD MADER

HON. STEVE ISRAEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 28, 2007

Mr. ISRAEL. Madam Speaker, I rise today to honor Donald Mader. He will be retiring from Underwriters Laboratories at the end of this month after a 42-year tenure. Mr. Mader is a veteran of the Vietnam war where he served as a commandant for the 73rd Signal Battalion of the Tropospheric Scatter Communications Equipment School, before working at the Pentagon with the Army Material Command, Advanced Ariel Fire Support System.

Upon completion of his service with the Army, Mr. Mader returned to my district in Melville, NY, to work as a Project Engineer. Over the next 42 years he went on to hold numerous officer positions including senior vice president of certifications operations, executive vice president of the Americas group and executive vice president of public safety and external affairs. Most recently he has served as executive vice president and chief technology officer. As the head of engineering at Underwriters Laboratories, Mr. Mader is responsible for technical excellence and driving technical innovation across the organization, including developing and implementing consistent, state-of-the-art testing, laboratory, calibration, and instrumentation policies, procedures and practices. His organization leads research efforts in key technological areas to UL and UL's constituencies and determines the appropriate standards strategy based on business relevancy and support of the UL public safety mission.

Mr. Mader is widely respected in his field and has been recognized by his peers. He is a Certified Product Safety Manager (CPSM) with the International Product Safety Management Certification Board and a senior member of the System Safety Society. He also holds memberships with the National Fire Protection Association, the International Association of Electrical Inspectors and the Instrument Society of America. I applaud Mr. Mader for his service to both the United States Army and Underwriters Laboratory.

HAPPY BIRTHDAY GOVERNOR
EDWARDS

HON. JOE WILSON

OF SOUTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 28, 2007

Mr. WILSON of South Carolina. Madam Speaker, Sunday marked the 80th birthday of James Burroughs Edwards of Mount Pleasant, SC, who was instrumental in the Reagan Revolution which transformed the political system of South Carolina.

I learned firsthand his competence and integrity when I served as his assistant to organize the Charleston County Republican Party in 1964, when he selected me for the State Development Board in 1975, when he appointed me Congressional District chair for Gov. Ronald Reagan for President in 1976, and when he asked me to serve as Deputy General Counsel of the U.S. Department of Energy in 1981.

I will always be grateful for the positive impact he has had for me, my family, and our region. This appreciation is evidenced by a birthday tribute by Ron Brinson published June 24 in the Post and Courier, of Charleston, SC.

[From the Post and Courier, June 24, 2007]

FORMER GOVERNOR SHOULD WRITE A BOOK
THAT DEFINES HIS LEGACY

(By Ron Brinson)

So I'm biased, but the facts speak for themselves. Jim Edwards was a darn good governor and is a genuine public leader with a knack for aligning principles and intellect to the congeniality of a very nice man.

Edwards celebrates his 80th birthday today, and, Governor, I have a suggestion, sort of a reverse birthday gift—write us a book. Your career and personal life include notable public achievements. It's a story that offers life-lesson insights about political patriotism and the values of civility. Your memoirs could provide inspiration and encouragement to others who might consider the path you took to public service. It would define your legacy and serve to control the rascals of revisionism in future generations. And if you write it in your usual communicative style, it will be an entertaining read about important stuff with many humorous anecdotes. Please don't leave out the stories about the rock barges and bootleggers.

Jim Edwards could write several interesting books that would link his Depression-era childhood, his World War II service as a merchant seaman, his high-achieving college and medical school days, a thriving oral surgery practice, and then a public service career that included some unusual stops and challenges. And, as he would quickly point out, along the way he "married well," and he and Ann Darlington Edwards built a home, restored another and nurtured a comfortable family life with their two children.

Edwards assumed personal risks and economic sacrifices when he answered the call of the political stage, and failure at any point would have squandered his sacrifice. In practice, his affability and humanism bracketed a huge intellect and driving determination to accomplish the right objectives the right ways. In political life, Jim Edwards didn't always win, but folks who disagreed with him often walked away wondering why.

In the late sixties, he carved time from his busy Charleston practice for leadership roles in the resurging South Carolina Republican Party. He was elected to the state Senate, then in a quirky stream of political drama in 1974, he became South Carolina's first Republican governor since Reconstruction. In 1981, he became U.S. Secretary of Energy and did some heavy lifting—and took some political body blows from The Washington Post—directing President Reagan's ill-fated idea to eliminate the Department of Energy. In 1982, he returned to Charleston and began a 17-year tenure as president of the Medical University of South Carolina.

An important chapter in the Edwards book would be his answer to the question, what motivates a highly successful surgeon approaching middle age and with a growing family toward the political arena? Political scientists would be interested and future generations would find his motivations relevant and inspirational.

Think about just a few of the possible chapter topics in the Edwards political career.

An oral surgeon and raw rookie state senator, he defeated Gen. William Westmoreland in 1974 for the Republican gubernatorial nomination. The drama was only beginning. State Democrats figured Edwards was simply the next token general election candidate. Only 35,000 South Carolinians had voted in

the 1974 GOP primary; 341,000 cast ballots in the Democratic primary runoff that nominated Charles "Pug" Ravenel.

After residency challenges eliminated Ravenel, Dr. Edwards polled 266,100 votes and defeated Rep. William Jennings Bryan Dorn by three percentage points. In a swirl of political theater, Dr. Edwards suddenly became Gov. Edwards. Would Jim Edwards have defeated Ravenel? It's hard to say, but Dr. Edwards polled 79,000 more votes in the general election than Ravenel did when he defeated Dorn in the Democratic runoff.

As governor, Edwards and the small handful of Republicans serving in the General Assembly got along well with the Democrats who controlled the legislative process. Maybe they had no choice, but there was a nurtured mutual respect and civility even when their many disagreements were aired. In contrast, these days, it seems, Republicans who control just about every part of state government often have trouble getting along with themselves.

In 1975, Gov. Edwards vetoed appropriations for 1,600 new state jobs. Many agencies through their heads and their boards lobbied strongly. The veto was overridden. The nice-man governor struck back and with the support of Democratic Sens. Marion Gressette and Rembert Dennis, and the Budget and Control Board, Edwards pushed legislation that would prohibit state employees to lobby the legislature.

Edwards' marketing performance as governor has been grossly under-appreciated. There were many successes, including attracting the Bosch and Michelin operations to South Carolina. Many believe these two industrial giants provided the threshold for the BMW plant in Greer.

In 1980, Edwards supported Texan John Connelly for president, then ended up in President Reagan's Cabinet. It seems like the citizen politician had turned master politician. How did that happen? And was Reagan serious about abolishing the Energy Department, and was Budget Director David Stockman really as officious and bull-headed as many working in Washington back then thought?

At MUSC from 1982–1999, Edwards presided over dramatic growth. The school's budget increased from \$148.3 million to \$845.6 million. Dr. Edwards emphasized the school's enterprise operations and the state subsidy dropped from 45 percent in 1982 to 15 percent in 1999. The school's image soared and grant support increased nine-fold. The MUSC Health Services Foundation assets grew from \$6.8 million to \$152 million. That's impressive management in the dynamic universe of health care.

These days Jim Edwards promotes Mitt Romney's presidential campaign and tends to a variety of civic activities. Occasionally, he works from a MUSC office area shared with former Sen. Fritz Hollings. Imagine the fly-on-the-wall entertainment when the governor and senator share their experiences.

All that and more would make an excellent book, Governor, and maybe even a good movie. Too bad John Wayne is not available as leading man. But you should be sure to include a mini-chapter about the night you and Mrs. Edwards dined with the Duke. Remember? He didn't eat his asparagus.

WE MUST RECOVER OUR STUDENTS—ACKNOWLEDGING THE NEED TO SUPPORT NEW YORK CITY PUBLIC SCHOOLS

HON. CHARLES B. RANGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 28, 2007

Mr. RANGEL. Madam Speaker, I rise today to enter into the RECORD a two-part series published in the New York Daily News by Erin Einhorn and Carrie Melago entitled: Room 206: Then and Now. This series chronicles the challenges faced by twenty students who began together in gifted kindergarten class at Harlem's Public School 36 but have taken diverse paths in terms of academic and personal development. Many of these students are succeeding against the odds to earn high school diplomas, while others have become casualties of societal forces arising from circumstances in their homes and community which conspire to tear them down. Citing family support and self-motivation as building blocks for their perseverance, the students graduating from high school this year who were once in Room 206 represent what minorities in New York City can accomplish despite institutional inefficiencies and personal difficulties.

More than half of the African-American and Hispanic-American students who enter New York City public high schools do not graduate in four years. Some of the challenges faced by the students cited in the New York Daily News series included the lack of useful teaching and sufficient guidance counseling due to the overcrowding of schools, family tragedy, and peer pressure to join gangs. However, 16 of the 20 students interviewed will graduate this year on schedule from high school: 3 from public schools outside of the city, 2 from private city schools, and 11 from New York City public schools.

The series also illustrates the diverse paths two young men can take with similar family backgrounds but dissimilar backing in terms of academic and professional development. One student had the support of counselors, teachers, and a mentor, while the other student had none of the above and efforts to gain the attention of the under-staffed guidance office by his mother were fruitless. The first young man will graduate this year from high school and pursue a bachelor's degree in law or medicine, while the latter was pulled out of high school to protect his life from rival gang members and will attempt to complete a GED program for the third time this year.

Both young men aspired to earn high school diplomas, but the disparity of sponsors within the New York City public school system can be attributed to their contrasting positions. We must work to ensure that our students achieve academic success and do not become victims of circumstances that can divert their path of learning. I encourage my colleagues to support the enhancement of middle and high school curricula and human resources that can provide the greatest opportunity for minority students disproportionately affected by school inefficiencies.

ROOM 206: THEN AND NOW

(Erin Einhorn and Carrie Melago)

The year is 1994, and the kids gazing out at the camera for their annual class photo have

just entered the New York City public schools. As the girls smile broadly and some of the boys try to look tough, they're captured at a time in their lives when the future seems so far away. But in the 13 years that followed, the 23 kids who had the good fortune to test into the gifted kindergarten at Harlem's Public School 36 would see their class splintered by adversity and fate. One of the girls would grieve the murders of both her parents. One of the boys would be arrested three times and spend a week on Rikers Island. One would get involved in a gang. Another would attend a city high school so violent she'd see four knife-fights in four years.

Their very personal stories illuminate a sprawling public school system where some children find ways to flourish but many become lost. Nearly 60% of black and Latino New York City public school students don't earn a diploma after four years of high school. But somehow, most of the youngsters who donned navy blue uniforms with little red ties to pose with teacher Rhonda Harris would beat the odds.

"It's a very big struggle, very big, trying to give them a good education, trying to have them stay out of trouble," said Denise Ortiz, a mother of six whose daughter Estrella was in that class. The Daily News spent two months tracking down the children of Room 206, finding 21 of the 23. Eleven report they're graduating this month from New York City public schools, two from city Catholic schools and three from public schools in other cities.

Two are still enrolled and working toward diplomas, and three have drifted away from the daily grind of education, unsure if they'll find their way back. Kelvin Jones, who dropped out last year, is one of the lost. "Once you leave, you're going to get too used to this outside life, sleeping all day, doing what you're doing," he said. "You ain't ready to go back to school."

The children of Room 206 could be from any public school. The News chose them by chance, starting with a top Harlem high school, Frederick Douglass Academy, and asking to meet with top seniors. That led us to Kamal Ibrahim, a standout who plans to major in physics at Carnegie Mellon University. He gave us the name of Mrs. Harris, his kindergarten teacher. She led us to her 1994 class.

We found Kamal's classmates by word of mouth, public records and the Internet. Most agreed to tell their stories. Three refused. They made different choices along the way, but all of them started in the same place: a well-regarded school carved into a rocky bluff at 123rd St. and Amsterdam Ave., across from the Grant public houses.

The year the students of Room 206 started kindergarten, budget cuts meant students were crowded together in aging classrooms. Schools in poor neighborhoods were staffed with high numbers of uncertified teachers, and a lawsuit filed the previous year alleged that the average guidance counselor had to work with 700 kids. These youngsters were off to a good start at PS 36, a K-2 school, but there were problems ahead. Some of their families left town in search of better schools and safer streets. Some scraped together pennies for Catholic school tuition. Others used fake addresses or pulled strings to navigate a public school system that's as much a tale of inequality as the city itself.

In third grade, Jermaine Jackson enrolled at Harlem's PS 144, which was so chaotic the Board of Ed shut it down in 2001. In a crowded class there in 1997, he became distracted—and lazy, he said. He fell behind and had to repeat the third grade. "It's not really their fault because I didn't try, either," he said.

Artavia Jarvis says she was hit by a teacher in the fourth grade at Harlem's PS 125.

Her parents promptly enrolled her in parochial school, saying they'd rather remain in public housing so they could afford her tuition. Artavia doesn't think she would have graduated from public school. "I would have continued being bad," she said. Other kids fell off track in middle school or high school, including Morgan Hill, whose mother moved her to New Jersey in ninth grade. "I miss New York and that's where I want to go back to, but I think this was the time that I should have gone away," she said.

But Room 206 also produced public school success stories like Unique Covington, whose grades and writing skills got her into a small, creative sixth through 12th grade school in lower Manhattan called the Institute for Collaborative Education.

Her middle school classes had 17 students, enabling her to build close relationships with teachers. In high school, instead of exams, she wrote up to 20-page research papers and presented them to panels of teachers and students. Bound for the University of Hartford in the fall, she credits her success to great schools, an involved mother and herself.

And then there's Letricia Linton, who was 3 when she witnessed her mother's murder and 10 when her father was shot in the head by a mugger. She was raised by a powerhouse of a grandmother who pushed her to succeed and to draw on her past for strength. Tragedy "made me want to do more with my life because I see how short life is," she said.

Graduating Thursday from Frederick Douglass, Letricia knew she'd be successful because she had the right ingredients. "You have to have family support," she said. "You have to have a good relationship with teachers. You have to have motivation within yourself. . . . And you have to have hope."

They were smart children who tested into a gifted kindergarten at Harlem's Public School 36 in 1994, but Lance Patterson and Ronnie Rodriguez would each fall in with the wrong crowd. Lance would be arrested. Ronnie would join a gang.

Their challenges were similar, but they've ended up in very different places. One has a mother who will watch him don a cap and gown this week. The other has a mom who blames herself. "I should have kept a closer eye on him," Sandra Lugo said of her son, Ronnie. "I should have been on him maybe a little harder, been a little stricter." What happened to the two boys on their travels through the city's public schools tells an important story about the fates that divide kids into the half who graduate on time and the half who fall off track.

Lance and Ronnie are two of the 23 kids from PS 36 whom the Daily News tracked down 13 years after they entered school to see how they fared. Both boys are the sons of single mothers who dropped out of high school, but vowed their sons would succeed. Ronnie's mother lied about her address three times to get him into good public schools. Lance's mother enrolled him in the Boy Scouts and other activities to engage his mind. But when Ronnie started getting into trouble, his mother was the only one to notice. "No teacher ever called me to say he was failing or nothing like that," she said.

Lance, in contrast, was surrounded by supportive teachers, an attentive guidance counselor and an inspiring mentor who helped keep him on track. "There was always someone in his corner," his mother, Lorraine Patterson, said. "A lot of kids don't have that, but he was lucky to bump into people who said, 'I care. I think you can make it.'"

Ronnie was a good student until middle school, when he began to socialize more. His grades slipped and his only option for high school was Louis D. Brandeis High, a massive upper West Side school then known for