

the trustee to assume a lease, covers penalty rates as well as penalty provisions, thereby overruling *In re Claremont Acquisition Corp.*, 186 B.R. 977, 990 (C.D. Cal. 1995).

The bill also clarifies and updates a number of matters relating to trustees. Among other things, the legislation clarifies the procedure for electing private trustees in chapter 11 cases, specifies that trustees may operate in a full range of professional capacities and retain brokers who work under a range of compensation arrangements, and eliminates the outdated trustee residency requirement in chapter 7 cases.

Finally, the bill eliminates the construction of the Bankruptcy Code which prevented non-individuals from bringing actions for violations of the automatic stay, and conforms the grace period for filing security interests under section 547 to 20 days—consistent with other provisions in the Bankruptcy Code.

With a record million plus bankruptcy filings in 1996, it is essential that we act to smooth the operation of our insolvency laws. These technical changes will benefit both debtors and creditors, and it's my hope that Congress can quickly take up and pass this bill during the 105th Congress.

IN HONOR OF MARTIN LUTHER  
KING, JR.

HON. BENJAMIN A. GILMAN  
OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES  
*Tuesday, January 7, 1997*

Mr. GILMAN. Mr. Speaker, later this month Americans will commemorate the birthday of an outstanding patriot and great moral leader, the late Rev. Dr. Martin King, Jr.

Rev. King is so vital in the memory of those of us who are old enough to remember him that it is hard to imagine that, had he not been so tragically murdered, he would be celebrating his 68th birthday this month. Dr. King was such a vibrant personality and so reflective of his times one can only wonder what his role would be today had he not been taken from us at such a young age.

Today, the entire Nation is in debate regarding Proposition 209 in California, with both sides claiming that theirs is the path to true racial justice. A popular current motion picture depicts the 30 year struggle to bring the assassin of Medgar Evers at long last to justice. Our talk shows and pundits have devoted a great deal of time debating the policy of the Oakland, CA, school system in treating ebonics as a separate language. Americans everywhere have been appalled throughout the past year regarding the burning by arsonists of predominantly Afro-American churches throughout the Nation but especially in the South. A few weeks ago, Dr. King's assassin lay near death in a Tennessee hospital, with people all around the world hoping that, on his deathbed, he would finally reveal the truth of that tragic day in 1968, and if he indeed acted alone.

One can only speculate on what Dr. King's comments would have been in these and other controversies.

We do know, however, that Dr. King would have reminded us in each and every one of these instances of the message he devoted his life to deliver, and which cost him his life.

Rev. King's message was that "hate destroys the hater more than the hated."

We have a long way to go before prejudice and intolerance are eradicated. It behooves us all on the birthday of this great American, to recall his vital and timeless message.

Martin Luther King's birthday is an appropriate time for all Americans to remember that we must continue to move forward, until the day when all of us are afforded full opportunity, and that none of us have to be concerned that race, color, creed, or ethnic heritage are a hindrance to any individual, or to our nation as a whole.

Dr. King kept urging his fellow Americans to free themselves from the shackles of hatred. Let us resolve, in these last few years of the 20th century, to recommit ourselves to the goals with which Martin Luther King inspired us all over a quarter century ago.

A PROPOSAL TO BRING OUR  
SCHOOLS INTO THE 21st CENTURY

HON. RANDY "DUKE" CUNNINGHAM  
OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES  
*Tuesday, January 7, 1997*

Mr. CUNNINGHAM. Mr. Speaker, I rise today to discuss our education system and to propose legislation that I am developing to help accelerate our society's private investment in our young people.

The key to the continued success and survival of America and of individual Americans is the quality of our children's education. As we approach the 21st Century, our education system and our young people alike face tremendous challenges.

We agree that today's classrooms are supported by dedicated teachers, involved families, and bright young children. But many of our Nation's classrooms lack the important technological resources that they need to train both teachers and students in the ways of the future. Most jobs today, and a vast majority of jobs in the future, demand familiarity and skill with high technology. Technological literacy has long been a must for our scientists and engineers. But technological literacy is increasingly a prerequisite for factory production workers, law enforcement personnel, office staffs and thousands of other careers less frequently associated with technology and the present revolution in telecommunications.

How is our system of education meeting this tremendous change? Despite good intentions, it is not doing well enough. Less than one in eight of our classrooms has a phone jack. Fewer than 1 in 50 classrooms are connected to the Internet, one of the fastest-growing and most dynamic information tools of our time. Fortunately, Congress last year enacted comprehensive telecommunications reform legislation which will heavily discount the rates schools will pay for interactive connectivity.

But the challenge extends beyond needs for technological linkups and hardware. Too many of our teachers lack the hardware, software, or training to teach young people about technology, or to harness technological advancements to improve education as it has transformed commerce and communications.

Without early training in computer programming or digital technology, many of our future leaders will start off in life at a severe disadvantage.

Many private interests already make significant investments in education technology. In my San Diego County congressional district, major employers like Sony, Pacific Bell and Qualcomm invest significant time and resources into adopting local public schools. My annual High Tech Fair introduces thousands of high school students to our community's leading high-tech employers and the work they are doing for the future. An organization called the San Diego Science Alliance gathers together dozens of companies and university research organizations to expand student and teacher interest in technology, science, and research. The Detwiler Foundation, located in La Jolla, CA, has expanded nationally its innovative plan to accept donations of computers, refurbish them to the state-of-the-art, and install them in classrooms. And several major education software firms, including Jostens and the Lightspan Partnership, are working on bringing technology into classrooms from headquarters in San Diego County.

As a father, as a former teacher, coach and top gun instructor, and as the past chairman of the House Subcommittee on Early Childhood, Youth and Families, I am more convinced now than ever before that the need is so great that more must be done to bring the education of our young people into the 21st Century. Congress is now investing about \$1 billion annually into education technology, but this is a drop in the bucket. Years of Government overspending, deficits and debt make a more massive direct Federal investment program unfeasible and unlikely. We should instead work to direct the innovation and energy of private enterprise to the education of our young people.

This is why I am developing legislation to expand tax incentives for American businesses to invest privately and directly in their local classrooms. Today, companies can deduct from taxable income the depreciated value of products which are donated to charitable tax-exempt organizations. Under my plan, companies such as telephone companies, computer networking firms, software companies, and perhaps even professionals in high-tech training would be offered an expanded tax incentive to donate equipment or services to local schools.

This type of tax incentive would expand private investment in the technological literacy of America's young people. It would accelerate the equipping of our young people for the high-tech environment that exists today, and tomorrow as well.

Such legislation raises important questions. Should the expanded tax credit be available for donations to private schools and homeschooling organizations, in addition to public schools? How can the credit be limited only to those donations that are part of a school's own education technology plan. It should not be an incentive for companies to dump obsolete equipment or software on schools that do not want it. What constitutes appropriate products and services that would be eligible for the expanded credit, and how should they be valued?

These issues should not stop us from taking action. The job of bringing the education of our children into the 21st Century is a tremendous task. But while the task is great, I remind my colleagues that the opportunity for this proposal to benefit our country and our children is greater still.