

the NLA), can be credited with helping to form the Kosova Liberation Army in Switzerland in the early 1990s, the KLA ultimately emerged as a democratic force. It is time to demand that LPK cease all military activities and become accountable to the political process. In this connection, it is time for the Albanian community also to acknowledge that the current crisis in Macedonia is as much the result of a power struggle inside the Albanian community as it is the result of years of discrimination and repression by ethnic Macedonians. This internal struggle has been compounded by efforts to exploit the current situation for political advantage, such as the recent vitriolic attack against Arben Xhaferi, replete with falsehoods, by Bardyl Mahmuti.

While the DPA is not without its faults, and should undergo careful self-examination and change in this period, it is also the case that DPA leader Arben Xhaferi and his colleagues should receive credit and support for their numerous accomplishments in improving the present and future prospects for Albanians in Macedonia. Arben Xhaferi should also receive praise for his superb performance as a statesman on behalf of the Albanian people throughout this crisis. Meanwhile, politicians and parties who feel that they have a better program to offer Albanians in Macedonia should not spend their time attacking other Albanians, but in vigorously offering their programs to the electorate in preparation for the October 2002 national elections, while presenting a unified voice with all Albanian factors when it comes to the legal and institutional changes that must be made in Macedonia. Every Albanian, but especially Albanian politicians, intellectuals, and activists, should be working to make full equality for Albanians in Macedonia a reality.

*What the international community should consider and do to end the crisis*

While the steps taken by Macedonia's coalition government in the next few weeks will be critical to the outcome of the crisis in Macedonia, the steps taken by the international community will be equally decisive. The international community should cease sending ambiguous signals about its commitment to a diplomatic solution to the crisis. To date, much lip service has been given to a peaceful, diplomatic solution, while the major thrust has been swift condemnation of the NLA's actions and support for the Macedonian military offensive. The West has promised to uphold Macedonia as a democratic, multiethnic state, but it has endorsed the actions of ethnic Macedonian leaders without showing enough regard for the position of the Democratic Party of Albanians in Macedonia, which made the VMRO-DPME coalition government possible in the first place.

Identifying and implementing genuine political solutions to the problems in Macedonia and other parts of Southeast Europe is the only way to avoid more bloodshed and to avert a fifth Balkan war. And as much as the Bush administration would prefer to give Europe the lion's share of responsibility, it has to come to grips with the fact that a negotiated settlement will not happen without active involvement by the United States. Albanians, in particular, view the United States as their only protector and as the only country that can shift the countries of the Former Yugoslavia from the previous Communist model to Western, participatory democracy.

The international community laments corruption in Macedonia and other countries in Southeast Europe, and yet it has failed to make good on its promises to help Macedonia economically in return for the pivotal

role that Macedonia played during the war in Kosovo, when it gave refuge to hundreds of thousands of Kosovar Albanians. This breach of trust, which fuels the prevailing anti-Western mood among ethnic Macedonians, must be addressed.

Finally, there is no question that uncertainty about the future status of Kosova has fueled the current crisis in Macedonia. National elections should be held in Kosova as soon as possible and a process mapped out for final status negotiations. Contrary to the opinion of some European countries, Kosova's independence will contribute to the strengthening, not to the demise, of the Macedonian state.

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CONGRATULATIONS TO HERITAGE  
CHRISTIAN HIGH SCHOOL'S "WE  
THE PEOPLE" TEAM

**HON. GERALD D. KLECZKA**

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, May 2, 2001*

Mr. KLECZKA. Mr. Speaker, today, I would like to take the opportunity to recognize an exceptional group of students from Heritage Christian High School, of West Allis, Wisconsin: Jon Carpenter, Steve Cerny, Cassie Daubner, Caitlin Flood, Brad Jacobi, Brian Krueger, Beth MacKay, Aneka McCallum, Lindsey Mueller, Steve Poelzer, Megan Rudebeck, Jessie Sajdowitz, Libby Smith, and Anni Vosswinkel.

After months of study and rigorous competition against other high school teams in Wisconsin, the Heritage Christian group was awarded the honor of representing the state at the national competition of the "We the People . . . the Citizen and the Constitution" competition in Washington, D.C.

The "We the people . . . the Citizen and the Constitution" program was developed specifically to educate young people about the Constitution and the Bill of Rights. Winners from the respective states travel to Washington to take part in a competition modeled on United States Congress hearings. The hearings consist of oral presentations before a panel of judges, followed by a period of questioning by the simulated congressional committee, in which the students demonstrate their understanding and constitutional knowledge.

These students are a credit to their high school and to the state of Wisconsin. I would also like to recognize the group's teacher, Tim Moore, who no doubt played a significant role in the success of this class.

Mr. Speaker, I am proud to have the opportunity to commend these students and their teacher on their hard work, enthusiasm, and accomplishment in making it to the nationals. I wish them much success in their future studies, and congratulations on their achievement.

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CONDEMNING THE PRACTICE OF  
RACIAL PROFILING

**HON. TIMOTHY V. JOHNSON**

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, May 2, 2001*

Mr. JOHNSON. Mr. Speaker, I rise to commend the thousands of police officers keeping the streets of America safe, but to bring atten-

tion the un-American practice of racial profiling.

The 4th and 14th Amendments are intended to protect our citizens from our government by requiring searches and seizures to be reasonable. In the United States, a search or seizure is unreasonable and, therefore, unconstitutional if it is motivated by race, religion, or ethnicity. Congress must concern itself with those who choose to ignore the basic rights of all Americans—rights that exist regardless of the color of your skin.

While serving my last term in the Illinois legislature, I voted for a statewide study to determine the extent and the effects of racial profiling. Recently in my home state, the City of Highland Park established landmark initiatives to curb this intolerable practice. These initiatives are the first of their kind in this country.

Now in Congress, I intend to review Highland Park's broad plan and work towards ending racial profiling so that justice for all exists throughout the United States, not only in one city in Illinois. I hope that my colleagues on both sides of the aisle work with me on this issue.

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THE NEED TO ACT AGAINST  
BULLYING

**HON. BARNEY FRANK**

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, May 2, 2001*

Mr. FRANK. Mr. Speaker, in our national effort to find policies which to put an end to the terrible tragedies of school children shooting each other to death, one very promising development has been the increasing attention to the problem of bullying. We have for far too long made the mistake of indulging bullying, and in ignoring the anguish of those who are victimized by it. A 30-year-old adult who is being severely taunted and physically harassed by others can receive legal help. But a 15-year-old is often told that it is his or her responsibility to deal with this without any outside intervention, and that is both cruel and can lead to a dangerous results. This has been a particular problem with students who are—or are thought to be by their school mates—gay, lesbian, bisexual or transgendered. And especially in this latter class of cases, students who learn that bullying and physical violence abuse are OK in high school sometimes extrapolate from that the message that violent assault and even murder are OK a few years after the high school.

In the April 26 edition of the newspaper Bay Windows, an extremely responsible journal published weekly in Boston, with a particular focus on matters relevant to the gay, lesbian, bisexual and transgendered community, editor Jeff Epperly wrote a first rate editorial on this subject. Mr. Epperly's points are very important ones for those formulating public policy to understand, and I submit this extremely well reasoned and eloquent piece to be printed here.

[From Bay Windows, Apr. 26, 2001]  
BULLYING IS NOT A "NORMAL" PART OF  
CHILDHOOD  
(By Jeff Epperly)

"Stick and stones may break my bones, but names will never hurt me," was the

dismissive reply that came from a school administrator with whom I was discussing the often brutal treatment heaped upon openly gay—or perceived-to-be-gay—students in schools. That was shortly after I started at this paper nearly 15 years ago. In the intervening years that children's schoolyard chant has been, in the context of how gays should deal with verbal abuse, thrown in my face by everyone from police officers to mainstream newspaper columnists.

For too many years, the attitude of many school administrators and teachers toward student-on-student harassment has been that it's a "normal" part of growing up. Gay students, like kids who are overweight or have speech problems, should learn to lighten up, ignore the taunts or fight back in the face of abuse. But as anyone who's followed this issue knows, anti-gay harassment rarely stops at name-calling. Openly gay or lesbian students can attest, along with girls who are a little too masculine, or boys who are a little too feminine, that sticks and stones are just some of the items used to pummel and ostracize those who dare to be different.

But even if we were to assume for the sake of argument that anti-gay harassment in schools rarely escalates beyond verbal taunts, the unrelenting nature of anti-gay verbal harassment, along with the sense of isolation that accompanies it, makes for an uneven playing field for gay and lesbian students who are supposed to be guaranteed the equal opportunity to learn. Speak at length with adult victims of systematic anti-gay verbal attacks committed by hateful neighbors, and you understand how ongoing harassment can make simply living in one's home unbearable. Imagine what it must be like for targeted students in the captive environment of a school. The effort and desire to learn lag far behind the simple act of trying to preserve one's dignity while keeping one eye out for the bullies behind you. That so many of these students suffer academically is not surprising.

(There is also increasing evidence that schoolyard bullying, now the subject of intense study by American, Japanese and European academics, has long-term adverse consequences for all of those involved—the bullies, the bullied and bystanders who live in fear that it may be they who are next in line for abuse if they do not conform to the whims of the mob.)

Students and parents in many districts have begged administrators to stop such harassment—even after it has escalated to physical violence, and even though some teachers and administrators themselves have taken part in the harassment. Many times, as Wisconsin student Jamie Nabozny could attest, the student being harassed is made to feel as if he or she is the culprit for having the temerity to simply be who they are.

It was in 1997 that Nabozny caused a stir in school board meetings across the country after he got fed up and sued the school district that failed to see how its inaction was affecting his rights to equal educational opportunities. He won in a landmark ruling in federal court. In a heartening after-effect, more students and their parents, emboldened by the Nabozny decision have stepped forward and are filing similar suits against their school districts for similar reasons.

Some pundits are already saying that these cases are just one more example of how destructively litigious American society has become. But these cases cannot be compared to lawsuit-obsessed citizens trying to wring money from slip-and-fall accidents or restaurants who dare to serve hot coffee which is then spilled on some klutz's lap. These cases are legitimate examples of citizens seeking redress from the judicial branch of government when the executive and legisla-

tive branches are unable or unwilling to offer equal protection to its citizens.

But court action alone will hardly solve the problem. And it's not just gay kids who are being tormented. Nor is it only gay kids who are bringing guns and knives to school to gain revenge on their tormenters. So it's heartening to hear that the Gay, Lesbian and Straight Education Network is working with other education organizations to make sure that school administrators and other government officials continue to work toward programs and solutions for a problem that ought not ever again be covered up or dismissed.

INTRODUCTION OF A BILL TO SIMPLIFY AND MAKE MORE EQUITABLE THE TAX TREATMENT OF SETTLEMENT TRUSTS ESTABLISHED PURSUANT TO THE ALASKA NATIVE CLAIMS SETTLEMENT ACT

HON. DON YOUNG

OF ALASKA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 2, 2001

Mr. YOUNG of Alaska. Mr. Speaker, I am pleased to introduce a bill to simplify and make more equitable the tax treatment of settlement trusts established pursuant to the Alaska Native Claims Settlement Act (ANCSA).

This bill is the product of a unique bipartisan effort over the past two Congresses. Joining me as a cosponsors of the bill are—the Chairman of the Committee on Resources, Congressman JAMES HANSEN, the Ranking Minority Member of the Committee, Congressman NICK RAHALL, and the former Ranking Minority Member of that Committee who cosponsored this legislation in the last Congress, Congressman GEORGE MILLER.

Additionally, I am honored to join with a number of other members of Congress in urging the enactment of this bill. The cosponsors include Ways and Means Committee Members, Subcommittee Chairman AMO HOUGHTON, Ways and Means Committee, Ranking Minority Member CHARLES RANGEL, Representative DAVE CAMP, Representative J.D. HAYWORTH, Representative SCOTT MCINNIS, and Representative MARK FOLEY.

Colleagues from the Native American Caucus who are cosponsoring this bill are: the Co-chair of the Caucus along with Mr. HAYWORTH, Representative DALE KILDEE, Representative NEIL ABERCROMBIE, Representative ENI FALOMVAEAGA, Representative MARK UDALL, Representative FRANK PALLONE, and Representative PATRICK KENNEDY.

This bill would remedy several key deficiencies in the current settlement trust provision enacted in a 1987 amendment to ANCSA. That provision authorized Alaska Native Corporations organized pursuant to ANCSA to establish, from their own resources, settlement trust funds to "promote the health, education, and welfare . . . and preserve the heritage and culture of Natives." Unfortunately, the Settlement Trust tax provision in existing law poses several significant impediments to the establishment and long-term maintenance of Settlement Trusts, and therefore, to the fulfillment of their purposes under ANCSA.

A version of this bill was included by the Ways and Means Committee in legislation last Congress that was vetoed and a version of it passed the Senate as well. This current version of the bill we are introducing today has been vetoed over the past several years with the tax writing committees of Congress in the House and Senate, the Joint Committee on Taxation and the Department of Treasury. It addresses the key deficiencies in the current law. I urge that it be included in tax-related legislation considered by the House in this session of the 107th Congress and that our colleagues join the co-sponsors of this bill in supporting this meritorious legislation.

PERSONAL EXPLANATION

HON. ANTHONY D. WEINER

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 2, 2001

Mr. WEINER. Mr. Speaker, I was unavoidably detained in my district on Tuesday, May 1, 2001, and I would like the record to indicate how I would have voted had I been present.

For rollcall vote No. 90, the resolution recognizing the importance of increasing awareness of the autism spectrum disorder, I would have voted "yea."

For rollcall vote No. 91, the resolution supporting a National Charter Schools Week, I would have voted "yea."

HONORING MIKE THIESSEN

HON. GARY A. CONDIT

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 2, 2001

Mr. CONDIT. Mr. Speaker, I rise to honor an outstanding young man from my district in California's great Central Valley—Mike Thiessen. I am proud to report he lead the Air Force Academy football team to a 9–3 season including a 41–27 win over Army and 27–13 over Navy to capture the prestigious Commander In Chief's trophy.

The list of accomplishments by this fine young man is impressive.

He was named the Air Force Academy's Player of the Year, the Mountain West Conferences' Offensive Player of the Year, and takes his place among the great option quarterbacks in Air Force Academy history. He was named Colorado's Male Athlete of the Year and was selected for the 2000 Gridiron Classic.

Mike ranked second in the MWC in total offense (218.2 average) and led the MWC in quarterback efficiency (147.0 rating) He led the team in rushing with 713 yards and 10 touchdowns and hit 112–195 passes for 1,687 yards and 13 touchdowns. He ranked 10th nationally in quarterback efficiency.

Prior to the Air Force Academy, Mike led his Johansen High School football team to the Sac-Joaquin Section semi-finals capping a stellar high school career that culminated when he was selected as one of 30 players to represent California in its annual all-star game against Texas' all-stars. Unfortunately, Mike did not get to play in that game because he was already committed to the Air Force Academy and had begun training.