

obesity is only a recent problem. Other nations that don't have obesity problems provide subsidies to their farmers to produce many of the same commodities grown in the U.S. The European Union, for example, doles out six times the subsidies that we do, yet obesity is less of a problem in the EU than here in America. Federal support is not causing drastically higher levels of production, as some suggest. In fact, America produced more wheat 20 years ago than today. Corn harvested for human consumption has only seen moderate increases from 10 years earlier. And soybeans—another commodity unfairly linked to obesity—experienced supply issues over the past year. According to USDA consumption statistics, Americans consume much less wheat than consumers in other countries that don't suffer widespread obesity problems. Data from the Centers for Disease Control indicate that in the past 20 years, the calorie intake of American kids has risen only about 1 percent, an increase that's in keeping with their increased heights. The big change is that they now get 13 percent less exercise.

Bottom line: America needs farmers. And farmers need a strong Federal farm policy.

America's farmers deserve our praise. They deserve our thanks. What they don't deserve is to be blamed for America's obesity.

COMMISSION TO STUDY THE POTENTIAL CREATION OF A NATIONAL MUSEUM OF THE AMERICAN LATINO COMMUNITY ACT OF 2004

Mrs. BOXER. Mr. President, before the Memorial Day recess, I joined with Senators HATCH, BINGAMAN, and HUTCHISON in introducing the Commission to Study the Potential Creation of a National Museum of the American Latino Community Act of 2004.

This legislation would create a national commission to study and plan for a National Museum of the American Latino, possibly in Washington, DC. Congressman XAVIER BECERRA and the Congressional Hispanic Caucus have sponsored companion legislation in the House.

Throughout our Nation's history, Latinos have enriched our culture and economy, and contributed to our national defense. In every American war and conflict, Latinos have served honorably next to their fellow Americans. It is time for our Nation's history and public institutions to fully recognize and celebrate our Latino community.

Though Latinos have been the largest ethnic minority group in California for some time, the Census Bureau recently reported that Latinos are now the largest minority group in the country and have grown in population in every region. As of July 2002, there were 38.8 million Latinos in the United States. One out of every three of these Latinos is under the age of 18. Also, the

southern states other than Texas have seen the population of Latinos double between 1990 and 2000. The size, youth, and growth of this population ensure that American Latinos will continue to play a critical role in every region of the country and in every aspect of American life. As a result, a greater understanding of this population and its history will benefit all Americans.

The American Latino experience in the United States has a history as long as the Nation is old. From families with Puerto Rican and Dominican origins in New York to those with Cuban blood in Miami to the giant Mexican American and Central American communities in California and numerous other communities in every region of the country—American Latinos share a host of common values and similar experiences. A National Museum of the American Latino would help the larger American family celebrate this community's history and diversity.

The Smithsonian Institution is the world's largest museum and research complex, with 16 museums in the District of Columbia and New York City. The Smithsonian Institution museums, especially those on the National Mall, play a unique and important role in educating visitors to the Nation's capital about America's history, arts, and culture. The American people and international visitors recognize the Smithsonian Institution as the premier American museum, representing the vast diversity of cultural history of the United States. It is worth examining the potential for adding a National Museum of the American Latino to the Smithsonian family.

After extensive dialogue, conferences, and collaboration among educators, scholars, and community leaders as well as museums, universities, cultural, and public institutions, a task force appointed to examine the Smithsonian Institution's representation of American Latinos in its permanent exhibits and other public programs published "Willful Neglect: The Smithsonian Institution and U.S. Latinos" in May 1994 and "Toward a Shared Vision: U.S. Latinos and the Smithsonian Institution" in October 1997. The reports indicate that the Smithsonian historically had a poor record of representing Latinos. This criticism led to the creation of the Smithsonian's Center for Latino Initiatives in 1998.

The Center for Latino Initiatives has increased the profile of Latino arts and culture and deserves credit for promoting diversity and understanding of American Latino culture among the Smithsonian's visitors. The Center's short history has shown that American Latino exhibits and programs are well received by the public and by the Latino community, which benefits from having some representation at the Smithsonian. Still, the level of representation at the Smithsonian of the Latino community is far from where it should be given the American Latino

history, demography, and contributions to the American cultural landscape.

I thank Senators HATCH, BINGAMAN, and HUTCHISON for joining with me in introducing this bill. I look forward to working with them to pass this legislation, and I encourage all my colleagues to join us in this effort.

ROMA STILL WAITING FOR THEIR "BROWN V. BOARD OF EDUCATION"

Mr. CAMPBELL. Mr. President, 2 years ago, the United States Helsinki Commission, which I co-chair, held its third hearing on the human rights problems faced by Roma. At that time, we gave particular attention to the barriers Roma face in the field of education. As the OSCE High Commissioner on National Minorities said in his very helpful report on Roma in OSCE region, "exclusion of Roma extends to every sphere of social life, perhaps nowhere with more far-reaching and harmful effect than in respect of schooling."

In other words, ensuring equal access for Roma in the fields of education is an essential element for their integration in other areas of life. The World Bank and United Nations Development Program have also emphasized, in their reports, that integration in education is an essential ingredient for improving the overall conditions in which Roma live.

Last month, as our own country was commemorating the Supreme Court's historic decision in *Brown v. Board of Education*, the European Roma Rights Center issued a report entitled "Stigmata: Segregated Schooling of Roma in Central and Eastern Europe." This report evaluates practices and policies in Bulgaria, the Czech Republic, Hungary, Romania, and Slovakia and describes the most common ways of segregating Romani children from non-Roma: channeling Roma into so-called "special schools" for children with developmental disabilities; the de facto segregation that goes hand-in-hand with Romani ghettos; having mixed population schools where Romani children are segregated into all-Romani classes; and the refusal of some local authorities to enroll Romani children in mainstream schools.

The European Roma Rights Center report concludes that, unfortunately, "with the exception of Hungary, concrete government action aimed at desegregating the school system has not been initiated to date." It is surely not a coincidence that Hungary is also the only country in Europe where the mainstream political parties have started to compete for the Romani vote—both developments which reflect meaningful steps towards the real integration of Roma in that country.

As the European Roma Rights Center notes, segregated schooling is the result of many factors which conspire together—not the least of which is the

pernicious stereotype that Romani culture is somehow incompatible with education. This fiction continues to be widely held and disseminated by the media, by government officials and public leaders, and sometimes even by the representatives of respected international organizations. Frankly, this myth needs to be debunked.

In reality, before World War II, there was no country in Europe that allowed Roma to attend school and maintain their language and cultural identity at the same time. Formal schooling, by definition, meant forced assimilation. It is amazing testimony to the strength of Romani culture that—after centuries as a dispersed people in Europe, after slavery in Romania and Moldova, after forced assimilation campaigns, and after the Holocaust—Romani identity has survived.

For most Roma in Europe, concentrated in countries that fell behind the Iron Curtain, it is only the context of a post-communist world, a Europe which has now recognized the rights of ethnic and linguistic minorities, that the theoretical opportunity to be educated without having to hide or surrender one's Romani identity is within grasp. Kids like Elvis Hajdar, the Romani-Macedonian computer whiz-kid the *Christian Science Monitor* profiled in April, embrace this opportunity.

For many other Roma, however, educational opportunities remain only distant and only theoretical. And, contrary to popular mythology, it is not Romani culture that holds them back, but crushing poverty and entrenched racism.

Education is the key to breaking the cycle of poverty and it is no surprise that Romani organizations across Europe have made access to education one of their principle demands. Moreover, the "Action Plan on Improving the Situation of Roma and Sinti within the OSCE Area," adopted at the Maastricht Ministerial last December, the OSCE participating states outlined a variety of concrete measures states might undertake to achieve this goal. But desegregation will not just happen on its own. It will take leadership and political will and—as we know from our own experiences after the Brown decision—it may still take many years. The time to get started is now.

OREGON'S DEATH WITH DIGNITY ACT

Mr. WYDEN. Mr. President, last week, the U.S. Court of Appeals for the Ninth Circuit ruled to uphold the Oregon Death with Dignity Act. This ruling is the latest rebuff to U.S. Attorney General John Ashcroft's efforts to overturn Oregon law. The ruling makes clear that contrary to Attorney General Ashcroft's viewpoint, the Controlled Substance Act does not override the constitutional right of a state to regulate medical practice, including the choice of the citizenry to deter-

mine whether they want to allow physicians to aid terminally ill patients.

Oregon voters first approved a physician-assisted suicide ballot measure in 1994, but the Oregon legislature did not agree with their decision and put the matter on the ballot a second time. In 1997, Oregon voters overwhelmingly voted once more to allow physician-assisted suicide.

Almost immediately, however, federal politicians 3,000 miles away began efforts to deny Oregon citizens their long recognized right to choose their own course. Over the course of several Congresses, the attempts to overturn Oregon law and the wishes of Oregon voters through general legislation also failed.

Having failed in Congress, I predicted in December 2000, that President Bush would instruct his Attorney General to reinterpret federal law in an effort to invalidate the will of Oregon's voters. The recent ruling by the Court of Appeals for the Ninth Circuit to preserve the Oregon vote is the second setback to the Attorney General's attempts to reinterpret federal law.

Since I was first elected to the United States Senate, I have not wavered in my defense of the choice of the citizens of Oregon. If others see this ruling as an invitation once again to attempt to overturn Oregon law through federal legislation, I will be there again to stand up for my state. Therefore, I want to notify my colleagues that I will be reviewing every piece of legislation that may come before the Senate and will not grant my consent to consider any measure or matter that contains provisions that would overturn the Oregon Death with Dignity Act.

50TH EDITION OF THE NATIONAL ELECTRICAL CODE

Mr. KENNEDY. Mr. President, I welcome this opportunity to bring to the attention of my colleagues a special event taking place next month, when the National Fire Protection Association, NFPA, headquartered in Quincy, MA, will publish the 50th edition of the National Electrical Code.

First published in 1897, the code provides a blueprint for safeguarding schools, hospitals, homes, and workplaces from the potential dangers of electricity. The code is recognized throughout the United States and is used extensively in other nations. In many respects, it is the most widely accepted building construction code in the world. According to Bob Vila, the well-known home improvement personality, the code "... not only promotes best practices, it is also a nearly universal document which helps everyone in the business achieve the safest possible results."

The wide acceptance of the code as a public safety document is a tribute to the success of the National Fire Protection Association's voluntary consensus process, which is used by the As-

sociation to develop many other safety codes and standards as well. The process is accredited by the American National Standards Institute and is the same voluntary consensus process mandated for Federal agencies by Congress in the National Technology Transfer and Advancement Act of 1995.

The National Electrical Code is currently updated every 3 years and is the result of thousands of hours of work by more than 450 representatives of the enforcement community, the construction industry, organized labor, the manufacturing sector, suppliers, and the insurance industry. Before a new edition of the code is published, members of the public are invited to provide input. Upon completion of that process, the document is then voted on for adoption by the entire membership of the Association. By continually updating the code to address new emerging technologies and construction methods, the association has enabled Americans to enjoy an unparalleled level of safety against electrical hazards.

I congratulate the association and the many volunteers who have spent so many hours to make the 50th edition of the National Electrical Code a reality. They deserve the Nation's gratitude for their skill and dedication in providing this extraordinary public service.

BIRTH OF ELIZABETH MERRELL LUGAR

Mr. LUGAR. Mr. President, during this past recess of the Senate, my wife Charlene and I received the joyous news that Elizabeth Merrell Lugar, the newborn daughter and first child of our son, David Riley Lugar, and his wife, Katherine Graham Lugar, had been born on May 25, 2004, at Sibley Memorial Hospital, Washington, DC. Elizabeth was a healthy 7 pounds, 2 ounces at birth. Lawrence Graham and Jane Graham, Charlene, and I greeted our new granddaughter and her parents at a family dinner in their McLean, VA, residence on May 31.

Katherine and David were married on June 3, 2000, in St. David's Episcopal Church, Austin, TX. Katherine, a graduate of the University of Texas, is vice president of government affairs of the National Retail Federation. David Lugar came with us to Washington, along with his three brothers, 27 years ago. He graduated from Langley High School, McLean, VA, and Indiana University and is a partner of Quinn Gillespie & Associates. Both Katherine and David are well known to many of our colleagues and their staff members.

We know that you will understand our excitement and our joy that they and we have been given this divine blessing and responsibility for a glorious new chapter in our lives.